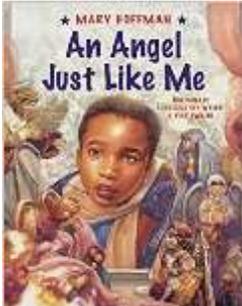
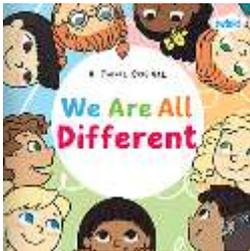
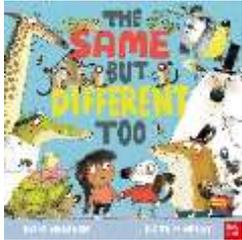


EYFS Term 2 Week 6 – An Angel Just Like Me	Monday 6.12.21 Nativity Dress Rehearsal	Tuesday 7.12.21 Nativity Performance	Wednesday 8.12.21	Thursday 9.12.21	Friday 10.12.21
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
Communication, Language and Literacy C&L listening and attention ELG: Listen and respond with relevant comments/questions/actions when being read to and during discussions. Engage in back and forth conversation. C&L Speaking ELG: participate in discussions; use new vocab; offer explanations; express ideas in full sentences; use past, present, future and conjunctions. Lit Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Reminder: Advent challenge Nativity Dress Rehearsal: Today, we are going to do a dress rehearsal for our Nativity show 'Wriggly Nativity'! If you are at home, you could have your own dress up day! You could be a king, a sheep, Mary or another character from The Nativity story. Don't forget to take a picture or record a video. We would love to see your Nativity dress up on Evidence Me! 	Reminder: Advent challenge Nativity Performance: Today, we are going to perform our Nativity show 'Wriggly Nativity'! If you are at home, you could perform your own Nativity performance! What character would you like to be? Can you sing a song that you have learnt at school? Don't forget to record your performance and send it to your class teacher on Evidence Me! 	Reminder: Advent challenge Listening and Understanding: Read/watch the story 'An Angel Just Like Me' https://www.youtube.com/watch?v=R7qTS7d-23Q How do you think Tyler must have felt when the angels didn't look like him? How did he feel at the end of the story when the angel did look like him? Discuss how it is important to celebrate that everyone is different. 	Reminder: Advent challenge Listening and Understanding: Celebrating Differences: Read the Twinkl story 'We Are All Different'. As a class, discuss how we are all different. We all have different skin colour, hair colour, height, eye colour, we all speak different languages, we like and don't like different things, we all like different colours, etc. It is a good thing that we are different - it would be boring if we were all the same! 	Reminder: Advent challenge Listening and Understanding: Read/Watch the story 'The Same, But Different Too'. You can find the story here: https://www.youtube.com/watch?v=hDuTr8au24c Talk Partners: With your partner, find out how you are the same but different too! How do you look the same? How do you look different? Do you have the same/different hair colour, eye colour, skin colour? Are you both wearing a skirt or trousers? What food does your partner like to eat? – Do you like this too? Etc. 

Communication and language focus in provision and interactions	<p>Comp ELG: Retell simple stories. Use new vocabulary in my play. Speaking ELG: Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult</p> <p>As part of our Nativity performance, we are going to practise singing and speaking really clearly and confidently so we can be understood by the audience. In provision – adults to encourage children to talk about how they are different/the same from their friends. Celebrate differences! Encourage use of new vocabulary that may crop up and explore throughout the week.</p>				
Literacy Adult Led Activity:	<p>Lit Writing ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>This week we are going to write a Christmas card for someone special at home! You can choose who you would like to write the card for. You can decide how you would like to decorate your Christmas card. Try really hard to keep your writing neat and small. Don't forget to use your phonics to help you to sound out and spell each word.</p> <div data-bbox="398 826 952 1141" data-label="Image">Two Christmas cards with a green background. Each card features three circular ornaments hanging from a string. The ornaments are decorated with colorful patterns and designs.</div> <div data-bbox="1093 754 1444 1212" data-label="Image">A Christmas tree made of colorful sticks. The tree is composed of horizontal sticks of various colors (red, yellow, blue, green, orange) arranged in a triangular shape. A yellow star is at the top, and a black square is at the base.</div> <div data-bbox="1585 815 2072 1182" data-label="Image">Two Christmas cards with a green background. Each card features a Santa Claus figure made of a handprint. The handprint is white with a red hat and a red bow. The cards are decorated with colorful patterns.</div>				

<p>Phonics</p> <p>You can watch phonics videos and complete activities here on espresso. Username: student5731 password: paulton</p> <p>Phonics Play Games: You can access a few games for free on https://www.phonicsplay.co.uk/resources</p>  <p>You can watch short, humorous phonics clips here: https://www.bbc.co.uk/bitesize/topics/zcqtfr</p> <p>You can watch videos of letters and sounds lessons here: https://lettersandsounds.org.uk/home/reception</p>	<p>Review and blending Review and practise blending</p>		<p>Review and blending Review and practise blending Teach 'me'</p>	<p>Review and blending Review and practise blending</p>	<p>Review and blending Review and practise blending Teach 'be'</p>	<p>Review and blending Review the week</p>
<p>Alphabet song - look at alphabet with vowels in red and consonants black. Why are they different colours? Teach terms 'vowel' and 'consonant'. Over the week, notice that ch,sh,th,ng are consonant digraphs.</p> <p>Review: Flashcards sounds previously taught Flashcards a selection of previously taught decodable words Tricky word 'the' 'to' 'l' 'no' 'go' 'into' 'he' 'she' 'we'</p> <p>Teach and Practise</p> <ul style="list-style-type: none"> * oral blending - what's in the box/ point to the picture * spot the digraph in a word - add a sound bar - add buttons and blend to read *Segment 3 words - drag and drop. <p>Model write 1 word. Children to write at least 1 word to finish. - Look at board for support - challenge to do on your own or have a go at writing more words or even a caption Read caption</p> <p>*Recap new learning from today "Today we are learning to spot digraphs"</p>		<p>Alphabet song - look at alphabet with vowels in red and consonants black. Why are they different colours? Teach terms 'vowel' and 'consonant'. Over the week, notice that ch,sh,th,ng are consonant digraphs.</p>			<p>Review: Flashcards sounds Flashcards decodable words Tricky words 'the' 'to' 'l' 'no' 'go' 'into' he, she</p>  <p>Review formation ch, sh, th, ng Big motions in air</p> <p>1 min timer to write as many letters as many times as you can.</p> <p>Read and match words/captions to pictures.</p> <p>Write words together as a class.</p>	

<p>Phonics whole class reading</p>	<p>Lit Word Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. https://www.oxfordowl.co.uk/ . As a whole class this week we will be reading 'Tiger's Fish' on Oxford Owls. We will read it several times for decoding, then fluency, then prosody (expression).</p>  				
	<p>Monday 6.12.21 Nativity Dress Rehearsal</p>	<p>Tuesday 7.12.21 Nativity Performance</p>	<p>Wednesday 8.12.21</p>	<p>Thursday 9.12.21</p>	<p>Friday 10.12.21</p>
<p>Maths – White Rose Phase 3 Light and Dark Week 3 https://whiterosemaths.com/homelearning/early-years/light-and-dark-week-3/</p> <p><i>Maths: Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</i></p> <p>Ongoing: Numberblocks is a great set of maths programmes on BBC iplayer: https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</p>	<p>Begin showing the children an amount of dots (1-3) in different arrangement– can they quickly say/show with fingers how many dots they can see. Encourage subitising.</p> <p>Look at a rectangle and count the sides, notice the 2 short and long sides. Turn the shape around to notice it is the same whichever way it is. Look at another rectangle 'Square' and notice its sides are all the same length (equal sides) Turn the shape to notice it always has 4 corners and sides of equal length. Sort shapes into 2 groups – Rectangles/Squares</p>	<p>Revise subitising of dots and show on fingers (up to 4)</p> <p>Look at some photographs of rectangles and 'squares' in our world. Children to hunt and photograph shapes on a shape walk. Count the sides of the shapes, are they different lengths or equal?</p> <p>In provision: children use iPads to take pictures of squares and rectangles in the environment. Encourage children to name and describe the shapes they find.</p> <p>Resources: iPads</p>	<p>Revise subitising of dots and show on fingers (up to 5)</p> <p>Explore already made shape pictures and then make their own shape pictures using rectangles and special rectangles – 'squares' and then triangles and circles too.</p> <p>In provision: Make your own shape picture using a variety of shapes (squares, rectangles, triangles, circles). Encourage children to name and describe the shapes they use.</p> <p>Resources: shapes, paint, paper, pens</p>	<p>Revise subitising/showing amounts on fingers</p> <p>Read the book 'Peace at Last' We are thinking about what we do during the day and at night. Sort pictures of activities/routines into the day and/or night group.</p> <p>In provision: items related to every day tasks/ day and night. Encourage children to use language associated with time/their day e.g. morning, night, evening, breakfast, lunch, dinner</p>	<p>Revise subitising/showing amounts on fingers</p> <p>Sequencing and ordering a routine such as brushing teeth. First, next, last. Order 5 photographs of making a sandwich into the correct order. Think of something you do every day and think about what you do first, next and last. Draw a picture to illustrate each step. Jumble them up and then order them.</p> <p>Must activity – Sequence a well known activity (brushing teeth/ making sandwich etc.)</p> <p>Resources: sequencing cards</p>

<p>If you would like to look at some maths songs, please go to: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn</p>	<p>In provision: sorting squares and rectangles into 2 groups</p> <p>Resources: rectangles, squares and sorting hoops</p>				
<p>Maths adult led activity</p>	<p>‘Must’ activity – Sequence a well known activity (brushing teeth/ making sandwich etc.)</p> <p>At home, you could watch the White Rose Home Learning Videos and use the follow up activities. Don’t forget to share your learning each day on EvidenceMe.</p>				
<p>Wider Curriculum: Below we have attached some wider curriculum challenges and like with all of these home learning tasks, we do not expect you to complete them all but they are here as a guide for you to use as you wish. You may complete these tasks as they are or use some of these tasks and explore your own interests/ use them in your own way too and that is absolutely fine.</p>					
<p>Continuous provision in the environment</p>	<p>Outdoors: Water, sand, tools for exploring water and sand, potion making, mud kitchen, pirate ship, hut, climbing frame, painting/drawing/mark making, board books, loose parts: crates, planks, tubes, guttering, scrap. Indoors: play dough, writing resources, book corner, calm area, counting resources, construction, small world resources, fine motor resources, art and craft resources, role play – props/costumes</p>				
<p>Opportunities for enhanced provision in the environment</p>	<p>What</p>			<p>Why</p>	
<p>Make a paper plate angel. Can you mix paint to make a shade of skin tone for the angels face? What other items will you need to make your angel?</p>				<p>EAD – explore, use and refine a variety of artistic effects PD – develop small motor skills to use tools (scissors) safely</p>	
	<p>Cut out and decorate a Split Pin Angel and use glue or split pins to assemble.</p>			<p>PD – develop small motor skills to use tools safely</p>	



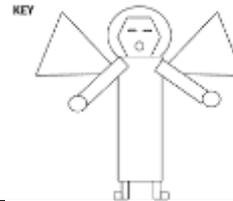
In the story, 'An Angel Just Like Me', the family are decorating the Christmas tree. Talk about what decorations you have on your Christmas tree at home. Can you design and make your own Christmas tree decoration?
(You could make salt dough decorations and paint them next week once dried)

EAD – explore, use and refine a variety of artistic effects
PD – develop small motor skills to use tools (scissors) safely
UW – recognise people celebrate special times in different ways

Paint your self-portrait. Use a mirror to look at your face. What features do you need to include in your portrait? Can you choose and mix paint to match your skin tone?

EAD – explore, use and refine a variety of artistic effects
PD – develop small motor skills (painting with a brush)
UW -

Use 2D shapes to make an angel. You could draw around the shapes then colour in your 2D picture.



Maths - Select, rotate and manipulate shapes in order to develop spatial reasoning skills; compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

Using a picture of you, make an angel decoration. You could use coloured card for the angel's gown and paper doilies for the wings.



EAD – explore, use and refine a variety of artistic effects
PD – develop small motor skills to use tools (scissors) safely
UW – recognise people celebrate special times in different ways

Create your own self-portrait: What colour skin do you have, what colour hair, what colour eyes? In what way do you look the same or different from your friend? You could use paper plates, wool, different coloured paints, etc.



EAD – explore, use and refine a variety of artistic effects
PD – develop small motor skills to use tools (scissors) safely
UW – recognise people celebrate special times in different ways