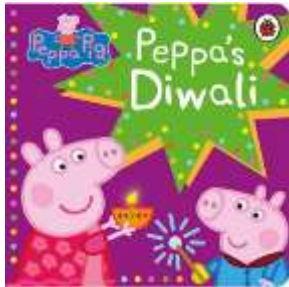

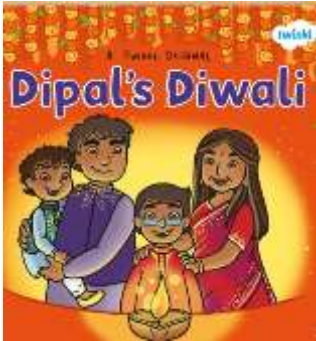







EFYS Term 2 Week 2– Peppa’s Diwali	Monday 08.11.21	Tuesday 09.11.21	Wednesday 10.11.21	Thursday 11.11.21	Friday 12.11.21
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
<p>Communication, Language and Literacy</p> <p>C&L listening 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.</p>	<p>Read/watch and respond to Peppa’s Diwali https://www.youtube.com/watch?v=z-ecsnFZ4ZI</p> <p>How does Peppa’s family celebrate Diwali?</p> <p>What special events/occasions does your family celebrate?</p> 	<p>Explain that this year, Diwali was on Thursday, 4 November but we are learning about it this week.</p> <p>Watch the video to find out more about Diwali. https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali</p> <p>How does Jessica’s family prepare for Diwali? How do they celebrate Diwali?</p> <p>You can also watch this song about Diwali: https://www.youtube.com/watch?v=KZU6M4EisyA</p> 	<p>Read the book ‘Dipal’s Diwali’ (Twinkl book on shared drive).</p> <p>You can also read/watch the story here: https://www.youtube.com/watch?v=9aSkESrxXs4</p> <p>What else have you learnt about Diwali?</p> 	<p>Remembrance Day</p> <p>Explain that today is Remembrance Day. Watch the videos to find out more. https://www.bbc.co.uk/programmes/p02qvbd9</p> 	<p>Role play as a family who are celebrating a special occasion.</p> <p>What are you celebrating?</p> <p>Who is at the table?</p> <p>What food are you going to eat?</p> <p>What decorations are you going to put up?</p> <p>Are you going to do something special to celebrate?</p> 

<p>Communication and language focus in provision and interactions</p>	<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>In provision encourage role play opportunities of family celebrations for example: birthdays, Christmas, Diwali, party etc. Ask children questions such as: What are you celebrating?, Who is at the table?, What food are you going to eat?, What decorations are you going to put up?, Are you going to do something special to celebrate?, etc. Adults to support children to explore Diwali box – interesting objects to spark conversation.</p> <p>Encourage use of new vocabulary: Diwali, Diya Lamps, Mehndi patterns, Rangoli, celebration.</p>
<p>Literacy Adult Led Activity:</p>	<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>Draw a picture of a family celebrating Diwali – encourage the children to label their picture. For example, can they label initial sounds (d for dad) or CVC words (mum, dad, etc). What can they tell you about Diwali?</p> <p>OR – draw a picture of your family having a party/celebrating an occasion. What food are you going to put on the table? What about decorations? Is the party for Christmas/birthday/Diwali/something else?</p> <div data-bbox="672 670 1568 1292" data-label="Image"> </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/zcqqtf</p> <p>You can watch videos of letters and sounds lessons here: https://lettersandsounds.org.uk/for-home/reception</p>	<p>Lit Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending Teaching phase 2 sounds and tricky words. Learning to read and beginning to write CVC words.</p>				
	<p>Teach 'ff' Part 1 Learn to read ff f and Part 2 Learn to read words</p>	<p>Teach 'll' Part 1 Learn to read ll l and Part 2 Learn to read words</p>	<p>Teach 'ss' Part 1 Learn to read ss sand and Part 2 Learn to read words</p>	<p>Review the week Part 1 Review the week and Part 2 Learn to read words</p>	<p>Review the week Part 1 Review and week and Part 2 Learn to read words</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/ .</p> <p>As a whole class this week we will be reading 'Get Ant' on Oxford Owls. We will read it several times for decoding, then fluency, then prosody (expression).</p>  				

Review:

Flashcards sounds previously taught
Flashcards a selection of previously taught decodable words
Tricky word 'the' 'to' 'l' 'no' 'go' 'into'

Teach and Practise

- * Show cued articulation image. Say the sound 'ff'. All focus on shape of mouth.
- * Show grapheme and say phoneme again.
- *Go through images, say the word. Note where in the word you hear the new sound. The end.
- *Look at formation. Magic fingers in the air for formation whilst saying rhyme. Trace on back of hand with finger. Write on boards. Adults to note who needs extra support/same day intervention. Boards down.
- *Soundtalk and blend the words. Then the caption.
- *Segment 3 words - drag and drop. Children to write 1 word to finish. - Look at board for support - challenge to do on your own.
- *Recap new learning from today "Today we learnt the sound ..."

Review:

Flashcards sounds
Flashcards decodable words
Tricky words 'the' 'to' 'l' 'no' 'go' 'into'

Review formation ff, ll, ss
Big motions in air



1 min timer to write as many letters as many times as you can.

Read and match captions to pictures.

Write a caption together as a class.

	Monday 08.11.21	Tuesday 09.11.21	Wednesday 10.11.21	Thursday 11.11.21	Friday 12.11.21
<p>Maths – White Rose Phase 2 It’s Me 1, 2, 3! Week 2 https://whiterosemaths.com/homelearning/early-years/its-me-1-2-3-week-2/</p> <p>Ongoing:</p> <p>Numberblocks is a great set of maths programmes on BBC iplayer: https://www.bbc.co.uk/iplayer/episodes/b08bzfhn/numberblocks</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>Sort objects into objects that show 1, 2 and 3.</p> <p>Crab and Tortoise are playing a game with cards representing 1, 2 and 3 – who has more? The person with more keeps all the cards. Who is the winner? Who won the most cards? Use the stem sentence: X is more than Y e.g. 3 is more than 1 Encourage all the children to verbalise.</p> <p>In provision, provide cards representing 1 2 and 3 or encourage children to make their own cards showing 1,2 and 3. Play your own game of ‘Who has more?’</p> <p>Resources: pens and cards; representations of 1-3</p>	<p>Show a collection or dominoes showing totals of 1,2 and 3 in different ways. Ask, what do you notice? Encourage children to speak in full sentences e.g. I can see 1 and 2, that is 3 or I can see 1 add 2, that equals 3.</p> <p>Sort the dominoes into groups showing 1, 2 and 3. Show 3 large domino pictures on the board showing 1 dot, 2 dots and 3 dots.</p> <p>Turn over another card - the children must shout snap when they see the match and point to the correct representation.</p> <p>Develop the game further by matching numerals to dominoes, then numerals to amounts of pencils in a pot etc.</p> <p>In provision, set up a game of splat on the carpet using different</p>	<p>Show children dominoes (with max total of 3) quickly and ask them to hold up the appropriate amount of fingers.</p> <p>Play memory card matching game to match up number pictures with appropriate numerals.</p> <p>In provision, continue to provide representations and objects for exploring number.</p> <p>‘Must activity’ – count 1/2/3 objects using 1:1 correspondence; match dot plates to numeral; match objects to numeral</p> <p>Resources: representations of 1-3 on cards or as manipulatives</p>	<p>Use dot patterns to practise subitising numbers 1-3 (not on PPT)</p> <p>Count items out of a container on to a 5 frame then match with numeral (footballs in bucket) If we have 2 footballs in a bucket and we add 1 more then how many do you think we will have? Check by counting on to 5 frame. Do the same with finding less.</p> <p>Label 3 containers 1, 2, 3 and put the right amount of objects into each container.</p> <p>As whole class, provide children with a handful of objects and a 5 frame. Explain that when I say a number, I want you to show me on your 5 frame. Then, find 1 more/1 less.</p> <p>Resources: 5 frame each, selection of objects per child</p>	<p>Show 3 towers (tower of 1,2 and 3) Count the blocks then label with correct numeral. What do you notice about the towers when they are lined up in order (1-3)?</p> <p>Throw 3 socks – aimed at a hoop. Record score with tally marks. Compare the scores of two people – who got the most socks inside the hoop? Compare more scores.</p> <p>In provision: provide hoops and objects with a score board for children to have a go at the game themselves. Encourage them to use stem sentence X is more than Y, when comparing their scores.</p> <p>Resources: hoops, beanbags, chalk and board for scoring</p>

		<p>representations and numeral cards. Children could design their own game to play with their peers.</p> <p>Resources: representations of 1-3 on cards or as manipulatives</p>			
Maths adult led activity	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.				
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.					
Continuous provision in the environment	<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.</p> <p>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>				
Opportunities for enhanced provision in the environment	What		Why		
	Tracing Mehndi patterns. Design your own Mehndi patterns (use hand template or draw around their own)		<p>EAD</p> <p>UTW - Recognise that people have different beliefs and celebrate special times in different ways</p>		
	Use different shapes to create rangoli patterns. Can you tell a grown up what shapes you've used?		<p>Maths – Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>PD – develop small motor skills so that they can use a range of tools competently, safely and confidently</p>		
	Use paint app on iPads to make your own firework picture – adults can save and print.		<p>PD – develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Technology</p>		
	Make poppies – poppy pictures, poppy art, poppy painting, etc.		<p>UTW – Remembrance Day – Understand that some places are special to members of their community; talk about members of their family and community; comment on images of the past</p>		

		<p>PD - develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings</p>
	Design your own celebration outfit	<p>EAD – explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>UTW – Recognise that people have different beliefs and celebrate special times in different ways</p>
	<p>Using clay or salt dough, make a diya/diva lamp.</p> 	<p>EAD – explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>PD – develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>UTW – Recognise that people have different beliefs and celebrate special times in different ways</p>
	Provide a selection of manipulatives representing 1,2 and 3 (e.g. numicon, multilink, 5 frames) Encourage children to sort into 1,2 and 3 or play games of ‘Snap’ with the representations.	Maths – fast recognition of up to 3 objects, without having to count them individually (subitising).
	Role play a celebration. Make props for your celebration e.g bunting, party hats, invitations.	<p>EAD – Develop storylines in pretend play; explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>UTW – Recognise that people have different beliefs and celebrate special times in different ways</p>
	<p>Black paper and chalks to make firework pictures.</p> 	<p>EAD – explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>PD – develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>UTW – Recognise that people have different beliefs and celebrate special times in different ways</p>