


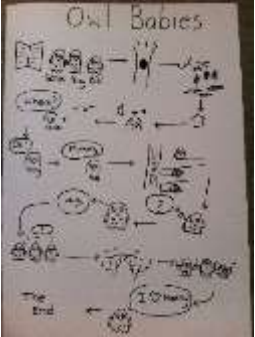










EYFS Term 3 Week 3 – Once Upon a Snowstorm	Monday 17.01.22	Tuesday 18.01.22	Wednesday 19.01.22	Thursday 20.01.22	Friday 21.01.22
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
<p>Communication, Language and Literacy</p> <p>C&L 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>Watch this week’s story ‘Once Upon a Snowstorm’: https://www.youtube.com/watch?v=ORpSG4Exl_4 Explain that it is a wordless story and that the pictures tell the story.</p> <p>Discuss: Did you enjoy the story? What is your favourite part? How do we know what is happening in the story? What do you think is happening at the start/middle/end of the story? What characters are in the story? What season is it?</p> 	<p>As a class, look back through the book ‘Once Upon a Snowstorm’. Have a go at using the pictures to tell the story.</p> <p>Start by ‘saying what you see’ on each page and then use full sentences to tell the story. (Adult may lead this discussion to begin with).</p> <p>Build up the story from the start – do the first half of the book today. You could also add actions to help you remember the story.</p> <p>Important: use enriching language to expand children’s vocabulary e.g. ‘the boy was scared’ - how can we say the boy was really scared - ‘the boy was petrified’.</p> 	<p>Together, recap the first half of the story from yesterday.</p> <p>Then build up with the next part of the book until the end. You could also add actions to help you remember the story. Now tell the story from start to finish.</p> <p>Ask for volunteers to retell the story to the rest of the class. Don’t forget to use the pictures to help you!</p> <p>Remember: use enriching language to expand children’s vocabulary e.g. ‘the boy was scared’ - how can we say the boy was really scared - ‘the boy was petrified’.</p> 	<p>Story Mapping:</p> <p>Today we are going to story map the book together as a class.</p> <p>Story mapping means using pictures to tell each part of the story. (See an example in the image below).</p> <p>You could also order pictures from the story and put them into the correct order.</p> 	<p>Talk Partners:</p> <p>Now that we know our version of the story really well, we are going to work in pairs to retell the story together.</p> <p>Remember, that everyone’s stories will be different but we are using the pictures as a guide.</p> <p>Also, encourage children to create their own stories and share them too!</p> 

<p>Communication and language focus in provision and interactions</p>	<p>UW, The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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 – adults to encourage children to retell the story ‘Once Upon a Snowstorm’ in their own words. Also encourage children to create their own stories and verbally share with you. Adults can write down these stories in note form or record as a video on Evidence Me.</p>
<p>Literacy Adult Led Activity:</p>	<p>This week, we continuing to explore colourful semantics in school, using finger spaces between each word and starting with capital letters and full stops. For example ‘fox on a log’, ‘rat in a wig’. The children start with the green colour box first and pick a picture, then yellow and then red. The children need to sound out and blend the words in the green and red boxes e.g. ‘f o x – fox’. Support the children with remembering the sentence.</p> <p>Have a go at writing 2-3 examples.</p> <div data-bbox="864 699 1572 1206" 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/zcqqgtr</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 3 sounds and tricky words. Learning to read and beginning to write CVC words.</p>				
<p>Lesson 16 oo moon</p> <p>Ff</p>	<p>Lesson 17 oo book</p> <p>Gg</p>	<p>Lesson 18 ar car</p> <p>Hh</p>	<p>Lesson 19 or horn Teach tricky word: you</p> <p>li</p>	<p>Lesson 20 Review the week</p> <p>Jj</p>	
<p>Writing repeater - as children collect boards, pens and rubbers, use https://www.ictgames.com/mobilePage/writingRepeater/index.html to model a capital and lower case letter of the alphabet. Children join in with fingers in the air. Once they have their board, they can write on there</p> <p>Review: Flashcards - sounds previously taught Flashcards - a selection of previously taught decodable words Flashcards - Tricky word 'the' 'to' 'I' 'no' 'go' 'into' 'he' 'she' 'we' 'me' 'be' 'was' 'they'</p> <p>Teach and Practise *introduce phoneme - all say - think about mouth shape * show grapheme (use terminology vowel digraph/trigraph) * display some images featuring the focus grapheme. Adult soundtalks a word, children orally blend and point to the picture * Letter formation - all write the new grapheme * spot the digraph/trigraph in a word - add a sound bar - add buttons and blend to read * re-read a few times to build fluency *Segment 3 words - drag and drop. 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 *Recap new learning from today. For example "Today we have learnt the vowel trigraph 'igh'"</p>					<p>Review: Flashcards sounds Flashcards decodable words read in previous lessons this week. Tricky words</p>  <p>Review formation oo, oo, ar, or. 1 min timer to write as many graphemes as many times as you can. Read and match words/captions to pictures. Write a caption 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 'It is Freezing' on Oxford Owls. We will read it several times for decoding, then fluency, then prosody (expression). We will see how capital letters and full stops are used.</p>  				
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<p>Maths – White Rose Spring Term - Alive in 5! Week 2 https://whiterosemaths.com/homelearning/year=early-years</p> <p><i>Maths: Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10</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>If you would like to look at some maths songs, please go to: https://www.bbc.co.uk/teach/school-</p>	<p>Dot patterns – what do you notice? Some large, some small. How many altogether?</p> <p>Provide all children with 5 frame and double sided counters. We're exploring ways of making numbers to 5.</p> <p>Discuss the image of frogs at the pond. How many are in the pond? How many are out the pond? Stem sentence I see X frogs in the pond and Y frogs out the pond. Represent on 5 frame, encourage children to represent on their 5 frame too.</p> <p>Whole class: use 5 frame and counters to represent a story, use the WR IWB to support scene making.</p>	<p>Dot pattern – what do you see? (5) What numbers can you see within the dot pattern?</p> <p>Provide all children with 5 frame and double sided counters. We're exploring ways of making numbers to 5. Use your counters to represent how many on the bus and how many at the bus stop. How many altogether? Can you tell me the number sentence represented?</p> <p>In provision: provide bus scene and 5 frames, encourage children to tell their own number sentences and represent with counters.</p> <p>Resources: 5 frame, double sided counters, bus scene</p>	<p>Dot pattern – what do you see? (5) What numbers can you see within the dot pattern?</p> <p>Exploring conservation of number – objects arranged in different ways but the total stays the same. Discuss what you can see, how many altogether? When rearranged, what is the same? What is different?</p> <p>In provision, provide pond scene and frogs (alternatively, use what is available). Encourage the children to explore ways in which they can represent a number within 5. You could extend them by inviting them to record by mark making.</p>	<p>Dot pattern – what do you see (4) How do you see it?</p> <p>Re-watch 'Five Friends Counting'</p> <p>Give the total amount e.g. 3 then represent on 5 frame how many are visible and how many are hidden. E.g. I know there are 3, I can see 2 on the grass so there is 1 in the tent.</p> <p>In small groups, play game of hidden numbers (up to 5). Show children numeral card and matching number of objects. Close eyes and hide some objects under cloth. How many can you see? How many are hidden?</p>	<p>Dot pattern – what do you see? What numbers can you see within it?</p> <p>Recall prior learning – hidden numbers.</p> <p>How many are hiding in the bucket? Altogether there are (numeral card). How many can you see? How many hiding? Say corresponding number sentence.</p> <p>Whole class, in pairs: provide children with 5 objects. Take in turns to hide some in hand/behind back and show some. How many are hidden?</p> <p>Resources: objects (5 per pair)</p>

radio/nursery-rhymes-counting-songs/zn67kmn	Resources: 5 frame, double sided counters		Resources: pond scene, counting objects	Resources: cloth, objects, numeral cards	
Maths adult led activity	<p>‘Must’ activity – Play the hidden number “thief” game with children. Can they recall bonds to/within 5?</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>				
PSED: Dreams and Goals	<p>I can set a goal and work towards it Make a group poster/display of things we are working towards. ELG: PSED - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>				
Physical Development ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<p>Our P.E. this week is in the context of trains. We are learning to follow simple instructions. We are learning to do a dynamic balance along a line.</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>					
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. 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	
	Make a den to be your own cave. Under the table/ a blanket over 2 chairs/ a big box. What animals will you find in your cave? You could add some toys. You could re-enact the story.			CL- Listen to and talk about stories EAD – develop storylines in play	



CL- Ask questions to find out more, articulate ideas in well-formed sentences

In our story 'Once Upon a Snowstorm' the boy discovers a cave. Inside the cave there are lots of paintings on the wall. Prehistoric people really did paint on the walls of caves like this.

How could you have a go at your own cave paintings?

Here is an idea about screwing up paper to make a textured surface before using chalk to draw animals.

<https://www.youtube.com/watch?v=XRomU4IY5zM>

Another idea is to stick big bits of paper up on the walls (perhaps outdoors?) and draw on them.



CL- Listen to and talk about stories
EAD – use and refine a variety of artistic effects
UW –comment on images of the past

Look carefully at the images from the story 'Once Upon A Snowstorm' What do you notice about the snow?



UW – explore the natural world around, describe what they see, hear and feel
EAD – use and refine a variety of artistic effects
PD- Develop small motor skills to use tools safely
CL- Listen to and talk about stories
CL- Ask questions to find out more, articulate ideas in well-formed sentences



Did you spot the shapes of animals in the snowflakes and the constellations in the night sky?

Have a go at making your own animal constellation or silhouette. (You can use any crafty items you have at home.)



Make fake snow. There are a range of ideas online for how to make fake snow. Some include cornflour, baking soda, conditioner, shaving foam etc. Choose one that is easy for you. You could also use cotton wool or flour.

UW – explore the natural world around, describe what they see, hear and feel outside

	<p>Have a go at arranging some of your toys in the snow and make a whole scene. You could even make characters for your scene by drawing and cutting out.</p> 	<p>EAD – use and refine a variety of artistic effects; develop storylines in pretend play</p>
	<p>Make your own shadow puppets. Draw the shadow you want onto card and then cut out and add a lollipop stick. Using a torch, shine the light on the puppets to create their shadow. Experiment with how to make the shadows, you might need to turn off the other lights in the room.</p> 	<p>PD-Use a range of small tools, including scissors, paintbrushes and cutlery.</p>
	<p>What animals do you know that live in cold climates? Polar bears, arctic foxes, penguins etc Find out more about your favourite. Draw a picture and have a go at writing a fact about it. e.g. It 'has a beak.'</p>	