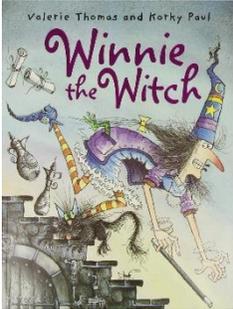
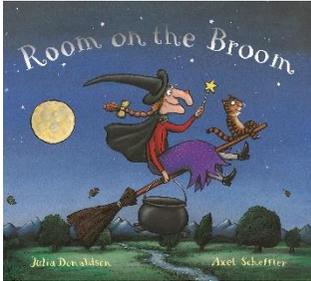


EYFS Term 2 Week 1 – Winnie the Witch	Monday 01.11.21	Tuesday 02.11.21	Wednesday 03.11.21	Thursday 04.11.21	Friday 05.11.21
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
Communication, Language and Literacy C&L listening and 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.	Read/watch and respond to Winnie the Witch https://www.youtube.com/watch?v=PXVpFmsF_Ks Make predictions while reading. Make suggestions for how to solve the problems that arise. 	Re-enact/re tell Winnie the Witch - could use puppets, story map on the whiteboard, etc. All practice saying 'Abracadabra'! 	Revisit the page where Winnie gives Wilbur a red head, a yellow body, a pink tail, etc. Discuss what colours you would turn Wilbur. What colour legs, tail, whiskers, head, etc would you give him? Why? Role play opportunity – wave your magic wand 5 times and say 'Abracadabra'. AND/OR what colours would you make your house? 	Read/watch and respond to Room on the Broom https://www.youtube.com/watch?v=uQulEnxsRo 	Room on the Broom – re-read the part where she makes a potion. Design your own class potion – what would you include in your potion? Adult to scribe and draw. What magic words shall we say to activate the spell? 
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>In provision adults to support children with problem solving and imaginative play “I wonder . . .”, “What if . . .”. Encourage retelling of the story – opportunities to role-play creating spells and potions in provision. Opportunities to role-play witches/cats/magicians. Interesting objects/images around to use for ingredients. Encourage use of new vocabulary:</p> <p>Naming colours, pale, dark, bright, cauldron, potion, spell, abracadabra, trip over, to wave a wand, somersault, furious, multi-coloured, miserable, ridiculous,</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. Create your own potion (provide pictures?) Children label with initial sound (use SATPIN/MDGOCK/eur sorting cards like we did for silly soup?). Challenge some chn to write CVC by selecting cvc word frames to put in their potion and writing the words.</p>			
<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/zcqqqfr</p> <p>You can watch videos of letters and sounds lessons here: https://lettersandsounds.org.uk/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 'h'</p> <p>Lesson 21 Part 1 Learn to read h and Part 2 Learn to read words</p>	<p>Teach 'b'</p> <p>Part 1 Learn to read b and Part 2 Learn to read words</p>	<p>Teach 'f'</p> <p>Part 1 Learn to read f and Part 2 Learn to read words</p>	<p>Teach 'l' Part 1 Learn to read l and Part 2 Learn to read words</p> <p>Teach 'into'</p> <p>Give out tricky word bags containing phase 2 words.</p>
<p>Review:</p> <p>Flashcards sounds previously taught</p> <p>Flashcards a selection of previously taught decodable words</p> <p>Tricky word 'the' 'to' 'l' 'no' 'go'</p> <p>Teach and Practise</p> <ul style="list-style-type: none"> * Show cued articulation image. Say the sound 'm'. All focus on shape of mouth. * Show grapheme and say phoneme again. *Go through images doing 'I say you say m-m-mouse' etc. *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 ..." 				<p>Review:</p> <p>Flashcards sounds</p> <p>Flashcards decodable words</p> <p>Tricky words 'the' 'to' 'l' 'no' 'go' 'into'</p> <p>Review formation h, b, f, l</p> <p>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 captions to pictures.</p> <p>Write 'get to the top' 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.</p>			



<https://www.oxfordowl.co.uk/> .

As a whole class this week we will be reading 'Magnus is Stuck' on Oxford Owls. We will read it several times for decoding, then fluency, then prosody (expression).



	Monday 01.11.21	Tuesday 02.11.21	Wednesday 03.11.21	Thursday 04.11.21	Friday 05.11.21
<p>Maths – White Rose Phase 2 It’s Me 1, 2, 3! Week 1 https://whiterosemaths.com/homelearning/early-years/its-me-1-2-3-week-1/</p> <p>Ongoing:</p> <p>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-radio/nursery-rhymes-counting-songs/zn67kmn</p>	<p>Look at the board of numbers. What do you notice? Encourage children to speak in full sentences using the stem sentence ‘I can see ...’ e.g. I can see 1 knife.</p> <p>Explain that today we will be finding representations of 1. A representation is a way of showing a number, it might be an object or a manipulative. Look at the display of items. What can you see? Is there anything there that shouldn’t be? How do you know? (Some resources: 1p, number shape, dice, domino, 1 o’clock). One group at a time, send children to collect representations of 1 from around the classroom. Encourage them to discuss why it is 1 or not 1.</p> <p>In provision, encourage children to create their own drawing to show 1.</p>	<p>Look at the board of numbers. What do you notice? Encourage children to speak in full sentences using the stem sentence ‘I can see ...’ e.g. I can see 2 sticks.</p> <p>Explain that today we will be finding representations of 2.</p> <p>Look at the display of items. What can you see? Is there anything there that shouldn’t be? How do you know? One group at a time, send children to collect representations of 2 from around the classroom. Encourage them to discuss why it is 2 or not 2.</p> <p>In provision, encourage children to create their own drawing to show 2.</p> <p>Resources: pairs of items or manipulatives</p>	<p>Look at the board of numbers. What do you notice? Encourage children to speak in full sentences using the stem sentence ‘I can see ...’ e.g. I can see 3 eggs Explain that today we will be finding representations of 3.</p> <p>Look at the display of items. What can you see? Is there anything there that shouldn’t be? How do you know? One group at a time, send children to collect representations of 3 from around the classroom. Encourage them to discuss why it is 3 or not 3.</p> <p>In provision, encourage children to create their own drawing to show 3</p> <p>Resources: items in groups of 3 or manipulatives representing 3 available around the room</p>	<p>We will continue looking at numbers 1,2,3. Let’s begin by subitising (recognising the number without the need to count). You will see some dot patterns, can you say the number/show me on your fingers? Today we are going to be sorting representations (objects/pictures) to match the correct numeral. Sort objects/pictures into groups (a group that shows 1, 2 and 3) Then, match numeral to correct quantity. You could ask, How do you know this is 1? How do you know this is not 1?</p> <p>‘Must activity’ - provide a selection of items representing 1,2,3 and numeral cards 1-3 in hoops. Encourage children to sort the items. Record on EvMe.</p>	<p>Revise sorting activity from previous session. Match number towers to correct numeral then match objects/pictures.</p> <p>You could provide each child with cubes and invite them to make towers of 1, 2 and 3. Today we will play a memory game with dot plates to match 2 matching dot plates. Can you subitise?</p> <p>Play again but match a dot plate to a dice face with same number representation.</p> <p>In provision: provide a game of snap with representations of 1-3 or encourage children to make their own.</p> <p>Resources: 1-3 snap cards; pens and blank cards</p>

	Resources: single items or manipulatives representing 1 available around the room	representing 2 available around the room		Resources: 1-3 numeral cards; hoops; representations of 1, 2 and 3	
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	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				
Opportunities for enhanced provision in the environment	What		Why		
	Colour mixing with primary colours, black and white. Sample strips from paint stores to try to re-create. Vary different target colours.		EAD – explore colour and colour mixing.		
	Making potions - coloured liquids, glitter, objects, pipettes, spoons, ladels, labels		EAD – create collaboratively sharing ideas, resources and skills. Lit		
	Design and cut out your own witch's hat		EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings PD - scissor skills		
	Design own magic wand. Make wand with sticks and wool.		EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings PD - manipulating wool		
	Mud kitchen: Visual prompts in mud kitchen for potions		EAD – create collaboratively sharing ideas, resources and skills. PD – gross motor skills		
	Blank cauldron pictures to draw in		EAD – explore, use and refine a variety of artistic effects to express their ideas and feelings		
	Role play - cauldrons, sticks/wands, broomstick, hats, capes		CL – retell the story, once they have developed a deep familiarity with the text. Lit		
	Sensory: gloop/water beads with bugs/stars in		PD		

	Opportunities to retell story in doll's house with Winnie and Wilbur puppets.	Lit CL – retell the story, once they have developed a deep familiarity with the text.
	Read and draw cvc prompts	Lit – read individual letters by saying the sounds for them. Lit – blend sounds into words, so that they can read short words make up of know letter-sound correspondences. EAD
	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).

<https://www.ictgames.com/mobilePage/writingRepeater/index.html>