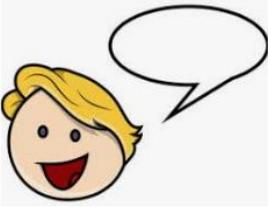


EYFS Term 3 Week 1 – Frozen	Monday 03.01.22	Tuesday 04.01.22	Wednesday 05.01.22	Thursday 06.01.22	Friday 07.01.22
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
<p>Communication, Language and Literacy</p> <p>C&L listening and 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>BANK HOLIDAY</p>	<p>INSET DAY</p>	<p>Christmas News and Frozen</p> <p>Welcome back to school!</p> <p>Together, as a class, share your Christmas news! What did you enjoy about the holidays? Did you try something new or go somewhere different?</p> <p>You could draw a picture of your favourite memory of the Christmas holidays.</p> <p>Snack time: Watch Frozen Fever</p> 	<p>Frozen</p> <p>Watch your favourite scene/song/clip from Frozen.</p> <p>As a class, discuss why it is your favourite scene. What is happening in the scene? What characters are in the scene?</p> <p>Who is your favourite character from the movie Frozen? Why?</p> 	<p>Frozen</p> <p>As a class, reenact a scene from Frozen.</p> <p>You could role play the characters yourself or you could use Frozen puppets to make your own performance.</p> <p>You could also practise singing a song from the movie! For example, 'Let It Go'.</p> <p>Friday Film: Watch 'Olaf's Frozen Adventure'.</p>

Communication and language focus in provision and interactions

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

In provision – adults to encourage children to discuss and share their Christmas news. Adults to encourage children to retell scenes and songs from the movie, Frozen. Encourage use of new vocabulary that may crop up and explore throughout the week.

Literacy Adult Led Activity:

This week, we are beginning to explore colourful semantics in school. 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. Have a go at writing 3-4 examples. On Friday, we introduce the fact that capital letters and full-stops are used to demarcate sentences. Once this has been introduced, we will be encouraging children to include these features.

on a	in a	has a
on the	in the	has the

<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</p> <p>Teaching phase 3 sounds and tricky words. Learning to read and beginning to write captions and simple sentences.</p>				
	<p>BANK HOLIDAY</p>	<p>INSET</p>	<p>Review all taught graphemes. Read and write captions. Sort: letters and digraphs</p>	<p>Review all taught graphemes. Read and write captions. Sort: vowels and consonants Review: was</p>	<p>Review all taught graphemes. Read and write captions. Sort: capitals and lower case</p>
<p>Alphabet song -</p> <p>Review: Flashcards sounds previously taught Flashcards a selection of previously taught decodable words Tricky word 'the' 'to' 'I' 'no' 'go' 'into' 'he' 'she' 'we' 'me' 'be' 'was'</p> <p>Sorting activity</p> <p>Teach and Practise</p> <ul style="list-style-type: none"> * oral blending - point to the picture or play I-spy around the room. *read a selection of words with buttons and bars already added *read the same selection of words without buttons and bars - increase fluency *Segment some words - drag and drop. Quickly write 2 cvc words. *Read caption *Reveal pictorial representation of the same caption. Cover caption. Use colourful semantics picture prompts to rewrite caption. Encourage finger spaces. *Recap learning from today: review graphemes we have learnt and use them to read and write captions. <p>If you need to isolate at home, you can watch any of the following lessons to help you recap phonics so far.</p> <p>Lesson 6 Review and practise blending Lesson 7 Review and practise blending Lesson 8 Review and practise blending Lesson 9 Review and practise blending Lesson 10 Review the week</p>					<p>Review: Flashcards sounds Flashcards decodable words read in previous lessons this week. Tricky words</p> <p>Introduce Capital letters and lowercase letters - sort. Capital letters have special jobs - they go at the start of names and sentences. Full stops show the end of your sentence. Stop for a breath when you're reading.</p> <p>Read 4 sentences. Notice the capital letters and full stops. After reading each sentence, reveal the colourful semantics picture prompts. Cover the writing and recall each sentence using the prompts. Finally write 1-4 sentences using the prompts.</p>

Phonics whole class reading	<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 select a different e-book each day on Oxford Owls for us to revisit. As we have read these books before, we will try to read with fluency.</p>					
	Monday 03.01.22	Tuesday 04.01.22	Wednesday 05.01.22	Thursday 06.01.22	Friday 07.01.22	
<p>Maths –Exploring number bonds to 5 practically https://whiterosemaths.com/homelearning/early-years/activity-week/</p> <p><i>Maths:</i> DM Reception Link number symbol with cardinal value; understand one more/less relationship between consecutive numbers; recall number bonds for 0-5; explore the composition of numbers</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-radio/nursery-rhymes-counting-songs/zn67kmn</p>	<p style="text-align: center;">INSET DAY</p>	<p style="text-align: center;">INSET DAY</p>	<p>Practise subitising using Jack Hartmann’s Subitise to 5.</p> <p>No slides, but you could use the WR Sping IWB - Model playing a game using dice, counters and 5 frame. Roll dice and add that number to your 5 frame. If the number is too big (ie. you don’t have enough spaces left) skip a turn. The first to fill their 5 frame is the winner.</p> <p>Encourage children to verbalise what they are doing, for example: first I had one counter, then I added 3 more, now I have 4 counters. I need one more to make 5.</p> <p>In provision: 5 frames, dice and counters</p>	<p>Watch ‘Five friends counting’ on Oxford Owl</p> <p>No slides - Using real life objects, play the hidden number game. If I have 5 objects all together, how many are hidden?</p> <p>You could extend learning by modelling the corresponding number sentences.</p> <p>In provision: toys/counting objects and cloth to hide them under</p>	<p>Watch Numberblocks ‘The Whole of Me’, introducing the concept that a number is made up of parts.</p> <p>No slides, but you could use the WR Sping IWB. Show the children a group of objects e.g 2 cars and 3 dinosaurs. Explain that altogether there are 5 toys, what are the ‘parts’ that make this group of toys? Model using part-whole, you could use hoops to highlight the parts and a number card to represent the whole.</p> <p>In provision: toys, hoops, number cards</p>	

Maths adult led activity	<p>‘Must’ activity – Play the hidden number game with an adult, can you say the missing number? How do you know? Practise recall of bonds to 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 understand that if I persevere I can tackle challenges. Emerald Power.</p> <p>Have a go at a tricky challenge. Some ideas could be: build a tower of spaghetti and marshmallows, build the tallest block tower, put your own socks on, with a blindfold on throw and catch a bean bag, undo and do up your top shirt button etc.</p> <p>Pause - think about how you were feeling while you attempted your challenge. Did you feel frustrated? Did you give up or keep going?</p> <p>Listen to the story Love Monster by Rachel Bright - about a monster going through a challenging situation. https://www.youtube.com/watch?v=Kiva59P4HiY</p> <p>Talk about how sometimes we may come across things that are hard. Discuss how we could overcome them. If we were to do the challenge again, what could we do to help us achieve them? What sorts of things do we every day that are tricky? Do you ever have any problems with your friends? How do you sort these out?</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.</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	<p style="text-align: center;">What</p> <p>Learn how to make paper cut snowflakes. Have a go at big snowflakes and small snowflakes.</p>  <p>Listen to ‘Let it go’ or another song that you like from Frozen. Can you hum along to the tune? Can you make up some actions to go with the song?</p> <p>https://www.youtube.com/watch?v=L0MK7qz13bU</p> <p>Create your own frozen picture or model. You could use junk modelling to make Elsa’s ice castle!</p>	<p style="text-align: center;">Why</p> <p>PD – develop small motor skills to use a range of tools EAD – explore a variety of artistic effects</p> <p>EAD – Sing a range of well-known nursery rhymes and songs</p> <p>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>PD – develop small motor skills to use a range of tools EAD – explore a variety of artistic effects</p>

		
<p>Science experiment: How can you make an ice cube melt the fastest?</p>		<p>UW – Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Make sparkly snow cloud dough (4 cups flour, 1 cup oil, glitter)</p>		<p>EAD – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p>Make a paper plate snow spiral, decorate with snowflakes or glitter.</p>		<p>EAD - explore, use and refine a variety of artistic effects PD – use tools safely and effectively</p>
<p>Use finger painting to make snowman pictures.</p>		<p>EAD - explore, use and refine a variety of artistic effects PD – use tools safely and effectively</p>
<p>Follow instructions to draw characters from frozen Olaf https://www.youtube.com/watch?v=8pi96F1irgs Elsa https://www.youtube.com/watch?v=Tg64kM4Q8ek Anna https://www.youtube.com/watch?v=GcpXN_FFFVg Sven https://www.youtube.com/watch?v=7ZntpPXplCQ</p>		<p>PD - Begin to show accuracy and care when drawing. EAD - Share their creations, explaining the process they have used. (Listening to examples from others).</p>