













EYFS Term 2 Week 4 – The Nativity	Monday 22.11.21	Tuesday 23.11.21	Wednesday 24.11.21	Thursday 25.11.21	Friday 26.11.21
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.	The Nativity Story The Nativity: Can you tell an adult what you already know about The Nativity story? Read/watch The Nativity Story: Cbeebies: https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story Have you learnt anymore about The Nativity story? 	Watch/read a different version of The Nativity to reinforce the story to the children. For example, ‘The Christmas Story – Twinkl PowerPoint.’ This time, encourage the children to help you to tell the story as you go. What characters are in the story? What happens next? What happens at the end of the story? 	Listening and Understanding: Can you find out about Christian traditions at Christmas time? Log on to Espresso: https://online.espresso.co.uk/espresso/login/Authn/Use/Password username: student5731 password: paulton and keyword search ‘Christmas’. Watch the video called ‘Christmas’ (sixth option down). Discussion: What do your family do to celebrate Christmas? Is it the same/different from other families? 	Story Mapping: Together, as a class, story map The Nativity Story. Story mapping means using pictures to tell each part of the story. (See image below) You could also order pictures from the story and put them into the correct order. 	Retelling a Story: Role-play opportunity: Can you reenact The Nativity Story as a class? Set up an ‘audience’ and create a ‘stage’. Can you act as a sheep? A shepherd? A king? You could also use stick puppets or masks as part of your performance. 

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 encourage children to retell The Nativity story using puppets and masks – put on a Nativity performance. Adults to ask children about their Christmas traditions. In provision, provide opportunities for children to practise singing songs from our Nativity show in order to get ready for the performance! Encourage use of possible new vocabulary: Nativity, religion, Bethlehem, innkeeper, shepherd, gold, frankincense and myrrh, etc.</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>Draw a picture of The Nativity scene. Can you tell an adult about your picture? What characters have you included from the story? Have a go at labelling your picture. Can you write a CVC word/caption to describe the story? You could even narrate a line from the story, then record it.</p> <p>Don't forget to write your name too!</p> <div data-bbox="882 647 1563 1120" 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/zcqqqtr</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>Phonics whole class reading</p>	<p>Teach 'y' Part 1 Learn to read y and Part 2 Learn to read words</p>	<p>Teach 'z' Part 1 Learn to read z and Part 2 Learn to read words</p>	<p>Teach 'zz' Part 1 Learn to read zz and Part 2 Learn to read words</p>	<p>Teach 'qu' Part 1 Learn to read qu and Part 2 Learn to read words</p>	<p>Review: y, z, zz, qu Part 1 Review the week and Part 2 Learn to read words</p>
<p>Review: Flashcards sounds previously taught Flashcards a selection of previously taught decodable words Tricky word 'the' 'to' 'l' 'no' 'go' 'into' 'he'</p> <p>Teach and Practise * 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> <p>Review: Flashcards - sounds Flashcards - decodable words Tricky words 'the' 'to' 'l' 'no' 'go' 'into' 'he'</p> <p>Review formation y, z, zz, qu Big motions in air</p> <p>1 min timer to write as many letters as many times as you can.</p> <p>Read Little Blending Book 6 on Oxford Owl.</p>  <p>Read and match words/captions to pictures.</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 'Nok Can Fix It' on Oxford Owls. We will read it several times for decoding, then fluency, then prosody (expression).</p>  					

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<p>Maths – White Rose Phase 3 Light and Dark Week 1 https://whiterosemaths.com/homelearning/early-years/light-and-dark-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/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>Read Pete the Cat and His 4 Groovy Buttons</p> <p>Show number board with collections of 4. Place on to a 5 frame – you will notice the 5 frame is nearly full.</p> <p>Look at collections representing number 4 – what can you see? Is there anything there that shouldn't be? How do you know? In pairs: provide children with a 5 frame and a handful of objects. Can they make their own group of 4 and count them on the 5 frame.</p> <p>Resources: 5 frame and objects per pair</p>	<p>Read Kipper's Birthday</p> <p>Look at a birthday cake with 5 candles and count them on to a 5 frame. What do they notice? – The 5 frame is full.</p> <p>Look at collections representing number 5 – what can you see? Is there anything there that shouldn't be? How do you know? In groups, go into provision to find representations of 5. Discuss how we can check by counting. How do we know if it is not 5?</p> <p>Resources: collections/representations of 5 within provision</p>	<p>Images of birds on tree – how many? Count groups of 4 and 5 on to a 5 frame.</p> <p>Notice when there is 4 there is 1 more space left in the 5 frame. Sort pictures/objects which show either 4 or 5. Discussion point – how do you know it's 4/5 – counting the spots on a domino</p> <p>Must activity – sorting representations of 4 and 5 (using objects, picture cards and manipulatives)</p> <p>Resources: representations/collections of 4 and 5; sorting hoops; numeral cards 4 and 5</p>	<p>Provide each child 5 frame and 4 double sided counters to join in throughout the session</p> <p>How many apples are on the tree and how many have fallen on the ground? Show apples on the tree with red counters on 5 frame and apples on the floor with yellow counters so this gives a clear visual of $3 + 1 = 4$. Encourage all children to verbalise with stem sentence $x \text{ add } y \text{ equals } 4$ e.g. $3 \text{ add } 1 \text{ equals } 4$ In provision: Collect a group of 4 and a dish. Explore how many different ways we can make 4.</p> <p>Resources: 5 frame and 4 counters per child; collections of objects in provision</p>	<p>Provide each child 5 frame and 5 double sided counters to join in throughout the session</p> <p>Repeat sequence of learning from number 4 in previous session, today we will use frogs in a pond.</p> <p>Encourage the children to use the counters to represent some in the pond and some on the log. Verbalise with stem sentence $X \text{ add } Y \text{ equals } 5$</p> <p>In provision: Collect a group of 5 and a dish. Explore how many different ways we can make 5. You could invite children to record using marks.</p> <p>Resources: 5 frame and 5 counters per child; collections of objects in provision</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	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
	Work as a team to produce large scale artwork of the Nativity scene <i>Jade – gifts and donkey</i> <i>Opal – Mary and star</i> <i>Ruby – Joseph and crib</i>	EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings PD – develop small motor skills so that they can use a range of tools competently, safely and confidently
	Use stick puppets (or design your own) and retell the Nativity story.	C&L, Literacy
	Using junk modelling (cardboard, plastic, string, tins, milk bottles) design a performance stage. Cut out The Nativity 'stick puppets and use your performance stage to retell The Nativity story. 	EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings PSED – Express their feelings and consider the feelings of others; think about the perspective of others

	<p>At Christmas time Christians often put up a special ornament called a crib. It shows the stable scene when Jesus was born with all the people and animals who came to visit him. Have a go at making your own crib. You could use lego, play dough or paper.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>EAD – colour mixing C&L – Discuss colour mixing – what colours do you need to make green? orange? purple? grey? pink?</p>
	<p>Learn a Christmas carol, for example – Away in a Manger. You could add your own actions or props. Perform your Christmas carol to your friends.</p>	<p>EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings PD – develop small motor skills so that they can use a range of tools competently, safely and confidently</p>
	<p>Role play opportunity – babies and blankets – look after Baby Jesus and retell The Nativity story.</p>	<p>PSED - Express their feelings and consider the feelings of others; think about the perspective of others</p>