

EYFS Term 3 Week 4 – Dragons in the City	Monday 24.01.22	Tuesday 25.01.22	Wednesday 26.01.22	Thursday 27.01.22	Friday 28.01.22
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 the story: Our topic this week is 'Chinese New Year'.</p> <p>This year, Chinese New Year is on Tuesday 1st February.</p> <p>Our story of the week is called 'Dragons in the City'.</p> <p>You can read/watch the story here: https://www.youtube.com/watch?v=m4Lcmftark4</p> <p>What do you remember about how Chinese New Year is celebrated?</p>  <p>Later today you can watch another story https://www.youtube.com/watch?v=GVPdFX9iHY</p>	<p>Retell the story:</p> <p>Use the sequencing cards from the story 'Dragons in the City' as a prompt to support you in retelling the story.</p> <p>Can you explain what is happening on each card?</p> <p>Can you shuffle the cards and sequence the main events in the correct order?</p>  <p>Watch this clip to find out more about Chinese New Year. https://www.youtube.com/watch?v=Mm9LJC_5g2o</p>	<p>Listening and understanding:</p> <p>In the Chinese calendar each year is named after one of twelve animals. You can watch the legend of how this began here. https://www.youtube.com/watch?v=NrKQml4vSwA</p> <p>On 1st February 2022 it is the year of the Tiger. Watch this fact video about Tigers: https://www.youtube.com/watch?v=eYwAo4JHzAc</p> <p>Can you remember any of the facts you were told?</p> 	<p>Understanding the World:</p> <p>Watch the first video of Abbie and her family preparing for Lunar New Year. https://www.bbc.co.uk/cebabies/watch/chinese-new-year</p> <p>Can you remember what Abbie does to get ready for the celebration?</p> 	<p>Today we are going to celebrate 'Chinese New Year'!</p> <p>You can come to school wearing red clothing and/or special clothes. We are also going to try some Chinese food!</p> <p>We will decorate our classrooms with paper lanterns and paper dragons, do some dancing and play some games.</p> 

Communication and language focus in provision and interactions

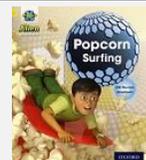
UW, The Natural World: People, Culture and Communities
Comp ELG: Retell simple stories. Use new vocabulary in my play. Speaking ELG: Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult
In provision – adults to encourage children to retell the story ‘Dragons in the City’ in their own words. Also encourage children to create their own stories and verbally share with you. Adults can write the stories down in note form or record as a video on Evidence Me.
Vocab: Tiger (not lion), chopsticks, dumplings, gaze, envelopes, hustle and bustle, parade, etc.

Literacy Adult Led Activity:

Chinese New Year is a very special celebration. Draw and label a picture of you and your family celebrating a special occasion. You could use this table template to show your family sat around the table like Bo’s family in the story. Now you can label your picture e.g. who in the picture?, what food are you eating?, what decorations do you have?, etc.

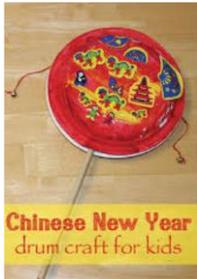
Family Celebrations Draw a picture of you and your family celebrating a special occasion.



<p>Phonics</p> <p>You can watch phonics videos and complete activities here on espresso. Username: student5731 password: paulton</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 Play Games: You can access a few games for free on https://www.phonicsplay.co.uk/resources</p> 	<p>Lesson 21 ur fur</p> <p>Kk</p>	<p>Lesson 22 ow cow</p> <p>Ll</p>	<p>Lesson 23 oi soil</p> <p>Mm</p>	<p>Lesson 24 ear hear</p> <p>Teach tricky word: all</p> <p>Nn</p>	<p>Lesson 25 Review the week</p> <p>Oo</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>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' 'l' 'no' 'go' 'into' 'he' 'she' 'we' 'me' 'be' 'was' 'they' 'you'</p> <p>Teach and Practise</p> <ul style="list-style-type: none"> *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. <p>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</p> <ul style="list-style-type: none"> *Read caption <p>*Recap new learning from today. For example "Today we have learnt the vowel trigraph 'igh'"</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 'Popcorn Surfing' 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> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>				

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<p>Maths – White Rose Spring Term - Alive in 5! Week 2 https://whiterosemaths.com/homelearning/year=early-years</p> <p>Maths: Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10</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>Subitise the dot patterns. Which is the odd one out? How do you know?</p> <p>Show the pair of scales. Ask children to suggest a use for the scales.</p> <p>Explain that today we are looking at mass or weight. We will explore heavy and light.</p> <p>Place an orange on one side, what has happened? What will happen when I place on the other side? Make predictions about pairs of objects e.g. a leaf and a rock. Which is the heaviest? How do you know?</p> <p>In provision, provide a range of objects of different size/mass and scales for children to explore. Adults should model the correct language around mass.</p> <p>Resources: scales, natural objects/loose parts</p>	<p>Subitise the dot patterns. Which is the odd one out?</p> <p>Use full sentences to explain how you know e.g. 3 is less than 5 Show a full cup and an empty cup. Ask the children to describe the cups (using language of full and empty).</p> <p>If Ted spills his drink, can you compare the cups now? Today we are thinking about capacity – how much a container can hold. The animals are feeling thirsty, let’s fill their cups. Encourage chn to say, the cups are now full. Each animal takes turn to have a drink from their cup. Can you describe the cups now? Use language of full, empty, almost full and almost empty. Then compare the capacity of two cups.</p> <p>In provision, provide cups and coloured water for children to explore capacity. Adults should model language of capacity.</p> <p>Resources: coloured water, cups/jugs/containers</p>	<p>Subitise the dot patterns. Point to 2. Point to 4. Point to 5.</p> <p>Show three flower pots. Explain that we need to fill the pots with soil using a scoop. Can you predict how many scoops will be needed to fill each pot? Which will hold the most? Least?</p> <p>Watch short video and count the scoops. Can you remember how many scoops each pit could hold? Which could hold the most? Which could hold the least?</p> <p>In provision, provide pots of varying sizes, spoons or scoops and a material to fill e.g rice or lentils.</p> <p>Resources: varying sized pots, spoons and dried material to fill e.g. pasta</p>	<p>Subitise the dot patterns. Point to 2. Point to 1. Point to 3.</p> <p>What objects might fit inside the match box? How many? Watch the video to see how many objects are in the box. Count them as they are placed above. How many altogether? Point out the full 5 frames and the partially full frame.</p> <p>In provision, provide containers/boxes for children to fill.</p> <p>Resources: small boxes/containers and loose parts</p>	<p>Subitise the dot patterns.</p> <p>Today we’re going to use cups and spoons to make playdough. Watch the videos and ask chn to describe the quantities used e.g. 2 full cups of flour.</p> <p>You may prefer to demo this instead of watching the videos. Children could mark make to write their own recipe.</p> <p>In provision, provide the resources for chn to make their own playdough.</p> <p>Resources: flour, salt, cream of tartar, oil, water, food colouring</p>

<p>Maths adult led activity</p>	<p>'Must' activity – Invite children to demonstrate their recall of number bonds within 5. Provide 5 frame and double sided counters. You could extend children by asking them to record using marks.</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>	
<p>PSED: Dreams and Goals</p>	<p>I can use kind words to encourage people. Share your skills and teach a friend – show them what you are good at and how you got there 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>	
<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>	<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 static balance (stance).</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>		
<p>Continuous provision in the environment</p>	<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>	
<p>Opportunities for enhanced provision in the environment</p>	<p style="text-align: center;">What</p> <p>During Chinese New Year, there are lots of ways people celebrate. Watch Abbie and her family prepare for Lunar New Year: https://www.bbc.co.uk/cbeebies/watch/chinese-new-year Think about how you prepare for a celebration. You could make some decorations for the classroom or make cards.</p>	<p style="text-align: center;">Why</p> <p>CL – Learn new vocabulary; engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary PSED – think about the perspective of others; consider the feelings of others; see themselves as a valuable individual UW – recognise that people have different beliefs and celebrate special times in different ways; recognise some similarities and differences between life in this country and life in other countries</p>

	<p>Make a paper dragon, you could use a template or create your own by folding paper together to create the body.</p>		<p>PD – develop small motor skills to use a range of tools competently, safely and confidently EAD – explore, use and refine a variety of artistic effects ; watch and talk about dance and performance art</p>
	<p>In China, numbers are written differently from in UK. Look at the Mandarin number cards, can you replicate the numerals using pen/pencil/paint brush.</p>		<p>PD – develop small motor skills to use a range of tools competently, safely and confidently UW – recognise some similarities and differences between life in this country and life in other countries</p>
	<p>Make a Chinese rattle drum. You could watch this video that demonstrates how to make one: https://www.bbc.co.uk/cbeebies/makes/chinese-rattle-drum-make?collection=chinese-lunar-new-year</p>		<p>PD – develop small motor skills to use a range of tools competently, safely and confidently EAD – explore, use and refine a variety of artistic effects ; watch and talk about dance and performance art</p>
	<p>Practise ordering numbers using the Top Marks Chinese Dragon Game https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p>		<p>PD – develop small motor skills to use a range of tools competently, safely and confidently Maths – compare numbers; understand the one more/less than relationship between consecutive numbers</p>
	<p>Listen to the story 'The Great Race' https://www.youtube.com/watch?v=eVClAj8q_IY which explores how Chinese New Year came about. Use stick puppets or make your own, to retell the story.</p>		<p>CL – Learn new vocabulary; engage in non-fiction books; engage in story times; retell the story EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
	<p>Practise using chopsticks to pick up and transport objects/food. This is a tricky challenge but is great for developing fine motor skills.</p>		<p>PD – develop small motor skills to use a range of tools competently, safely and confidently PSED – show resilience and perseverance in the face of challenge</p>

	<p>Make your own fan using a paper plate.</p> 	<p>PD – develop small motor skills to use a range of tools competently, safely and confidently EAD – explore, use and refine a variety of artistic effects</p>
	<p>Taste foods that might be eaten at Lunar New Year. Discuss with your peers what you like about the new food. What you dislike. Have you had it before? Would you try it again?</p>	<p>CL- articulate their ideas and thoughts in well formed sentences PSED – show resilience and perseverance in the face of challenge; express their feelings</p>
	<p>Using your cutting skills, make a paper lantern. You could then decorate your lantern and hang it up.</p> 	<p>PD – develop small motor skills to use a range of tools competently, safely and confidently EAD – explore, use and refine a variety of artistic effects</p>
	<p>Watch a clip of Chinese lion dancing. Make your own lion mask, put it on and dance to some music full of drums.</p>	<p>EAD – explore, use and refine a variety of artistic effects ; watch and talk about dance and performance art</p>
	<p>Create your own wishing tree in the classroom. Invite children to write and add their own wishes.</p>	<p>PSED – think about the perspective of others; consider the feelings of others; see themselves as a valuable individual</p>