
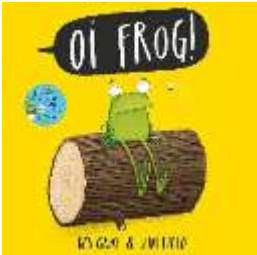
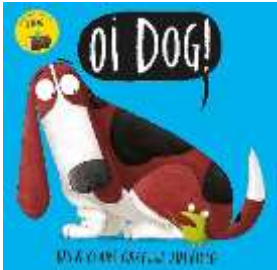








EYFS Term 3 Week 7 – Oi Frog!	Monday 14.02.22	Tuesday 15.02.22	Wednesday 16.02.22	Thursday 17.02.22	Friday 18.02.22
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
Communication, Language and Literacy C&L listening and attention 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. C&L: Learn rhymes, poems and songs. C&L: Listen carefully to rhymes and songs, paying attention to how they sound. 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.	Learn about rhyme: As a class, discuss rhyme and rhyming words. Does anyone know examples of rhyming words? E.g. dog and log, cat and hat, etc. Play a rhyming game together - Phonics Play Cake Bake: https://www.phonicsplay.co.uk/resources/phase/1/cake-bake 	Read the story: Read/watch 'Oi Frog!': https://www.youtube.com/watch?v=2da5yu6rpdg Explain that in the story, there are lots of rhyming words. Can you spot the rhyming words e.g. frog and log, hare and chair, mule and stool, lion and iron, etc. How do we know they are rhyming words? 	Read the story: Read/watch 'Oi Dog': https://www.youtube.com/watch?v=8WzCjWk2mRw In pairs, discuss what rhyming words you can hear. Share your ideas together as a class. Then play 'Phase 2 rhyming words PowerPoint'. 	Read the story: Read/watch 'Oi Cat': https://www.youtube.com/watch?v=C7G2CNKhDbA Then use 'Rhyming Odd One Out Strips' - either on the computer screen or print A3. Encourage the children to sound out CVC words. Find the word that doesn't rhyme. 	Create your own collective story: Create a story together as a class. Focus/challenge: can you make your story rhyme or include rhyming words? Ask your grown-up to write out your story as you tell it. It should be no longer than a side of A5 paper. 

<p>Communication and language focus in provision and interactions</p>	<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. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>In provision – adults to talk to children about rhyme and rhyming words. Can the children tell you any words that rhyme? Discuss with children unusual/unfamiliar animals in the story e.g. mules, hares, gophers, weasels, newts, doves, puffins, gibbons, etc.</p> <p>Helicopter stories: 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.</p>												
<p>Literacy Adult Led Activity:</p>	<p>Play 'Frog Hop Blending Game' using lily pad letters. Create CVC words such as log, dog, cat, mat, etc for children to sound out and blend. You could also place Phase 3 flashcards onto the lily pads so children can practise sounding out and blending Phase 3 words e.g. c ow – cow, sh ar k - shark. You then need to write the word you have made. Challenge: can you make your word into a rhyming caption? e.g. 'cat on a mat', 'shark in the park', etc. Encourage children to write 1-3 captions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="696 632 1135 1295" data-label="Image"> </div> <div data-bbox="1518 655 1944 1257" data-label="Table"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 10px;">j</td> <td style="padding: 10px;">v</td> <td style="padding: 10px;">w</td> </tr> <tr> <td style="padding: 10px;">x</td> <td style="padding: 10px;">y</td> <td style="padding: 10px;">z</td> </tr> <tr> <td style="padding: 10px;">zz</td> <td style="padding: 10px;">qu</td> <td style="padding: 10px;">ch</td> </tr> <tr> <td style="padding: 10px;">sh</td> <td style="padding: 10px;">th</td> <td style="padding: 10px;">ng</td> </tr> </table> </div> </div>	j	v	w	x	y	z	zz	qu	ch	sh	th	ng
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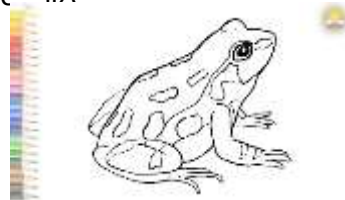
<p>Phonics</p> <p>You can watch phonics videos and complete activities here on espresso. Username: student5731 password: paulton</p> <p>Phonics Play Games: You can access a few games for free on https://www.phonicsplay.co.uk/resources</p>  <p>You can watch short, humorous phonics clips here: https://www.bbc.co.uk/bitesize/topics/zcqqtf</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 CVC words and simple sentences.</p>				
	<p>Review 'ch' and 'he' Part 1 Learn to read ch and Part 2 Learn to read words</p> <p>Zz</p>	<p>Review 'sh' Part 1 Learn to read sh and Part 2 Learn to read words</p> <p>Aa</p>	<p>Review 'th' and 'she' Part 1 Learn to read th and Part 2 Learn to read words</p> <p>Bb</p>	<p>Review 'ng' Part 1 Learn to read ng and Part 2 Learn to read words</p> <p>Cc</p>	<p>Review Part 1 Review the week and Part 2 Learn to read words</p> <p>Dd</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' 'all' 'my' 'are' 'her'</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>Write ch, sh, th, ng 1 min timer to write as many graphemes as many times as you can.</p> <p>Read and match words/captions to pictures. Write a caption.</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 'Bat Facts' 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>				
	<p>Friday 18.02.22</p>	<p>Tuesday 15.02.22</p>	<p>Wednesday 16.02.22</p>	<p>Thursday 17.02.22</p>	<p>Friday 18.02.22</p>
<p>Maths – White Rose Spring Term – Growing 6,7,8 Week 3 https://whiterosemaths.com/homelearning/?year=early-years</p> <p><i>Maths: Compare length, weight and capacity. Recall bonds within 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-radio/nursery-rhymes-</p>	<p>Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (3/6, 5/5)</p> <p>Build a tower of 5 or roll a dice and build a tower with that number of cubes.</p> <p>Ted wants to build a tower that is taller – will you need to use more or fewer cubes?</p> <p>Fox wants to build a shorter tower.</p> <p>Look at the 3 towers – which is tallest/shortest?</p> <p>Show 3 piles of cubes (9/5/3) – if we were to build a tower with each set of cubes – which would make the tallest tower? Build the towers – what do you notice?</p>	<p>Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (7/4, 4/4)</p> <p>Look at two different lengths of ribbon/string – what do they notice?</p> <p>Measure each piece with paper clips to help compare lengths.</p> <p>Look at two lengths of the same length – what do they notice?</p> <p>Measure the lengths with paper clips to check.</p> <p>Make playdough snakes of different lengths and measure them (you could use pasta as a non-standard measurement)</p> <p>In provision, use playdough to make snakes. Can you</p>	<p>Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (6/8, 3/3)</p> <p>Read Jasper's Beanstalk. Order days of the week starting with Monday. Match pictures from the story to each day. Think of something you do on each day or a specific day of the week and draw a picture (Link to writing task: 'On Monday I...')</p> <p>Must activity Children to retell the story of Jasper's Beanstalk, where appropriate they could sequence the events (cut and stick activity) or use stick puppets to orally retell the story.</p>	<p>Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (7/7, 2/1)</p> <p>Recall prior learning (Jasper's Beanstalk). What will happen to the beanstalk – it will grow taller. How could we record it's growth? Demo measuring at different points with cubes.</p> <p>In provision, use cubes or junk materials to make beanstalks and measure the heights using cubes. You might also like to plant a seed and observe growth over time.</p>	<p>Show 2 number picture cards – are they a match/the same? Make a pair? Or do they show different numbers? (8/8, 6/6)</p> <p>Demo challenges with Roo and Bee, recording on 10 frame.</p> <p>Put on a 10 second timer – how many jumps can you do in that time? (Other 10 second challenges)</p> <p>In provision, explore what you can do in 1 minute. How tall can you build a tower in 1 minute/ how many times can you write your name? Which things take longer and shorter lengths of time?</p>



counting-songs/zn67kmn	<p>In provision, roll a dice and build the corresponding tower. Continue building towers then order them shortest to tallest.</p> <p>Resources: dice and cubes</p>	<p>measure and compare their lengths using pasta?</p> <p>Resources: playdough, pasta</p>	<p>Resources: stick puppets/story cards</p>	<p>Resources: cubes, junk modelling, seeds, soil and pots</p>	<p>Resources: 1 minute timers</p>
<p>Maths adult led activity</p>	<p>‘Must’ activity – Show me different ways of making numbers to 8 using double sided counters and 10 frame. Can you recall any 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>				
<p>PSED: Dreams and Goals</p>	<p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Revisit the Goals poster made in Week 3. Have you achieved any of your goals?</p> <p>ELG: PSED</p> <ul style="list-style-type: none"> - 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</p> <p>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 tightropes. We are learning to follow simple instructions. We are learning to do a static balance. Practise moving and jumping and then balancing on the balls of our feet. With a partner, one of you create a balance while the other is a mirror.</p> <p>Extra balancing activity: Cosmic Kids Yoga – Squish the Fish https://www.youtube.com/watch?v=LhYtcadR9nw</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.</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	
Opportunities for enhanced provision in the environment	What	Why
	<p>Listen to and join in with Jack’s rhyme and freeze game https://www.youtube.com/watch?v=cSPmGPlykU Now listen to this rhyming song https://www.youtube.com/watch?v=RVophT8naUM Can you join in by adding your own rhyming words when Jack asks you to? It goes quite fast so you might have to pause it to give yourself some thinking time. Extra challenge: you could write some of your rhyming words</p>	<p>C&L listen carefully to rhymes and songs, paying attention to how they sound Lit Use and understand recently introduced vocab</p>
	<p>What does a frog look like? What colour is it? Have a go at describing one or drawing one. Log in to espresso https://online.espresso.co.uk/espresso/login/Authn/UserPassword username: student5731 password: paulton and search for ‘Finding Frogs’. Watch the clip. Did any of the frogs surprise you? With a grown up you could search for images of frogs on the internet. What do you notice about their colour? shape? size? Have a go at drawing your favourite frog. Look carefully at the picture you have found.</p>	<p>C&L ask questions to find out more and clarify their understanding; engage in non-fiction books; connect ideas UW explore the natural world around them, making observations and drawing pictures of animals and plants; understand some important processes and changes in the natural world</p>
<p>Draw 5 frogs and turn them into puppets by sticking them onto sticks/straws. Sing the song ‘5 Little Speckled Frogs’ and use your puppets to act out the words.</p>	<p>C&L listen carefully to rhymes and songs, paying attention to how they sound Maths recall bonds to 5 EAD sing a range of well-known nursery rhymes and songs</p>	



	<p>Can you hear any rhyming words in the song?</p> <p>https://www.youtube.com/watch?v=TtX8yVEF0-w</p> 	
	<p>Play a game of rhyming eye spy. For example, I spy with my little eye something rhyming with cat. (mat)</p>	<p>C&L listen carefully to rhymes and songs, paying attention to how they sound</p>
	<p>Explore colour mixing using yellow and blue to make green. Paint your own frog. Can you paint a log for your frog? What colours will you need to mix?</p>	<p>UW explore the natural world around them, making observations and drawing pictures of animals and plants PD use a range of small tools including scissors and paintbrushes; show accuracy and care when drawing EAD explore, use and refine a variety of artistic effects</p>
	<p>Match the rhyming words to the pictures e.g. cat and hat, house and mouse, bee and tree</p> <p>Rhyming Words Cut and Paste</p> <p>Instructions: Cut and paste the matching rhyming words.</p> 	<p>C&L listen carefully to rhymes and songs, paying attention to how they sound Lit Use and understand recently introduced vocab PD use tools, including scissors, safely</p>
	<p>Make a silly rhyming soup. Provide a large bowl and spoon with a selection of rhyming objects (e.g. chair, bear, pear; cat, rat, hat; dog, log, frog) Encourage the children to 'mix' the rhyming ingredients.</p>	<p>C&L listen carefully to rhymes and songs, paying attention to how they sound Lit Use and understand recently introduced vocab</p>
	<p>Write a simple rhyming sentence, you could use the picture prompts to help you e.g cat on a hat</p>	<p>C&L listen carefully to rhymes and songs, paying attention to how they sound Lit spell words by identifying the sounds in them; form recognisable letters; write simple phrases that can be read by others PD hold a pencil effectively in preparation for writing</p>
	<p>Play a number track game (similar to that introduced in maths last week). You'll need a number track, dice and counters. Can you make up your own rules? For example, you have to say the addition sentence on each turn.</p>	<p>Maths count objects, actions and sounds; recall bonds up to 5; verbally count; explore patterns within numbers</p>

	Using a book template, write your own rhyming story book or poem.	Lit spell words by identifying the sounds in them; form recognisable letters; write simple phrases that can be read by others PD hold a pencil effectively in preparation for writing EAD explore, use and refine a variety of artistic effects to express ideas and feelings
	Learn about the life cycle of frogs. Have you ever seen frogspawn? A tadpole? A frog?	UW explore the natural world around them, making observations and drawing pictures of animals and plants; understand some important processes and changes in the natural world