

EYFS Term 2 Week 7 – The Snowman	Monday 13.12.21	Tuesday 14.12.21	Wednesday 15.12.21	Thursday 16.12.21	Friday 17.12.21
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>Reminder: Advent challenge</p> <p>Read/Watch the story ‘The Snowman’.</p> <p>You can find the story here: https://www.youtube.com/watch?v=m6KD-cVUlpw</p> <p>As a class, discuss what you would like to do when it snows! Have you ever built a snowman? Would you like your snowman to come to life? What adventures would you go on with your snowman?</p> 	<p>Reminder: Advent challenge</p> <p>Re-read the story ‘The Snowman’.</p> <p>Together, as a class, design your own snowman!</p> <p>What shape is the snowman’s body? What could we use for the eyes? Nose? Mouth? Arms? Etc.</p> <p>What else does our snowman need? Hat? Scarf? Gloves? Etc.</p> 	<p>Reminder: Advent challenge</p> <p>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’.</p> <p>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?</p> 	<p>Reminder: Advent challenge</p> <p>Today we are going to storymap the story ‘The Snowman’.</p> <p>What happens at the start of the story? What happens next? Then what happens? How does the story end?</p> <p>Can you tell me what characters are in the story?</p> 	<p>Reminder: Advent challenge</p> <p>Today in school, we are watching the school Panto ‘Little Red Riding Hood’ as a special Christmas treat!</p> <p>If you are at home, you could put on your own Panto performance of ‘Little Red Riding Hood’ or you could choose a different story.</p> <p>What costumes are you going to wear? What character are you going to be? Where are you going to perform?</p> 

<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</p> <p>In provision – adults to encourage children to retell the story ‘The Snowman’ e.g. using face masks, puppets, props, etc. Adults to ask/remind children about Christmas traditions – ‘How are you celebrating Christmas this year?’, etc. Encourage use of new vocabulary that may crop up and explore throughout the week.</p>
<p>Literacy Adult Led Activity:</p>	<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>This week we are continuing to write our Christmas cards for someone special at home! You can choose who you would like to write the card for. You can decide how you would like to decorate your Christmas card. Try really hard to keep your writing neat and small. Don’t forget to use your phonics to help you to sound out and spell each word.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>If you are at home, you could watch this video to help you to make your card: https://www.bbc.co.uk/cbeebies/makes/cbeebies-house-make-your-own-christmas-cards?collection=christmas</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/zcqqgtfr</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>Lesson 1 Learn to read words ending in s</p>	<p>Lesson 2 Learn to read words ending in s</p> <p>Teach 'was'</p>	<p>Lesson 3 Learn to read words ending in s</p>	<p>Lesson 4 Learn to read words ending in s</p>	<p>Lesson 5 Review the week</p>
<p>Alphabet song - look at alphabet with vowels in red and consonants black. Why are they different colours? Teach terms 'vowel' and 'consonant'. Over the week, notice that ch,sh,th,ng are consonant digraphs.</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'</p> <p>Teach and Practise</p> <ul style="list-style-type: none"> * oral blending - what's in the box/ point to the picture Teach reading a word with a <u>single</u> 's' on the end. First blend the rest of the word. Then add the 's' and blend. * spot the digraph in a word - add a sound bar - add buttons and blend to read *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 "Today we are learning to spot digraphs" 					<p>Review: Flashcards sounds Flashcards decodable words read in previous lessons this week. Tricky words</p>  <p>Review formation ch, sh, th, ng 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 words/captions to pictures.</p> <p>Write words 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. https://www.oxfordowl.co.uk/ . As a whole class this week we will be reading 'Fix That Bell!' on Oxford Owls. We will read it several times for decoding, then fluency, then prosody (expression).</p>						
	<p>Monday 13.12.21</p>	<p>Tuesday 14.12.21</p>	<p>Wednesday 15.12.21</p>	<p>Thursday 16.12.21</p>	<p>Friday 17.12.21</p>		
<p>Maths – White Rose Winter Activity Consolidation https://whiterosemaths.com/homelearning/early-years/activity-week/</p> <p>Maths:</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-</p>	<p>Where can you see 1? Where can you see 2? etc, How could we arrange the buttons on the snowman? How many buttons are there? How many should each snowman have? Is there another way to arrange the buttons? Provide outlines of snowmen for children to arrange buttons on. Can you draw the buttons on the snowman? Resources: buttons, snowmen outlines</p>	<p>Subitise! How many snowflakes? Can you recognise the amount without counting? We're going to play a game of Snap! Can you find two representations of the same number. In pairs, play a game of Snap! with number representations. Resources: number representations for Snap!</p>	<p>Sing the 'Seasons Song' and discuss the sequence of the year. Sort the clothing into summer and winter wear. You could play a sorting game with items/pictures of clothing. Resources: summer/winter sorting</p>	<p>Sing 'Dashing through the snow' Ted is going on a journey through the snow to Santa's grotto. Can you use positional language to direct him e.g. behind the postbox. You could make a map for Santa to find your house in the snow. Resources: paper and pens</p>	<p>Read/watch 'The Jolly Christmas Postman' Can you help deliver the representations to the door number.</p>		

rhymes-counting-songs/zn67kmn						
Maths adult led activity	<p>‘Must’ activity – Number check. Can you subitise to 5? Can you count 5 or more objects? Can you say 1 more or less than numbers 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>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. 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	What			Why		
	Learn to draw a snowman. Follow the instructions to draw your own Snowman.			<p>CLL – understand how to listen carefully, connect one idea to another PD – develop small motor skills to use a range of tools EAD – explore a variety of artistic effects</p>		
	Work together to make an igloo.			<p>PSED – think about perspective of others; build constructive and respectful relationships CLL – use talk to work out problems and organise thinking EAD – create collaboratively, sharing ideas and resources</p>		
	Make a snowball pom-pom using white wool (you will need thick card too). You could use your snowballs to play catching and throwing games.			PD – use tools safely and effectively		
	Explore the effects of adding additional water or salt to ice cubes.			UW – explore the natural world around them; describe what they see, hear and feel outside		
	Make paper snowflakes (cutting skills)			<p>PD – use tools safely and effectively Maths – explore and compare weight and capacity</p>		

	<p>What is the quickest way to melt an ice cube? Explore using different temperature liquids, movements or materials.</p>	<p>UW – explore the natural world around them; describe what they see, hear and feel outside PD – use tools safely and effectively Maths – time</p>
	<p>Make sparkly snow cloud dough (4 cups flour, 1 cup oil, glitter)</p> 	<p>Maths – explore and compare weight and capacity PD - develop small motor skills to use tools competently e.g. scissors</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 - develop small motor skills to use tools competently e.g. scissors</p>
	<p>Make (and eat!) melting snowman biscuits using icing and marshmallow.</p>	<p>PD – develop small motor skills to use tools competently e.g. spoon</p>
	<p>Paint a winter tree, how will the tree look? Will there be any leaves? What will be in the background?</p> 	<p>UW – understand the effect of changing seasons in natural world; describe what they see, hear, feel outside</p>
	<p>Use finger painting to make snowman pictures</p>	<p>EAD – explore, use and refine a variety of artistic effects</p>
	<p>Create your own dance to music (twinkly star music from Nativity)</p>	<p>EAD – explore and engage in music making and dance, performing solo or in groups</p>
	<p>Listen to excerpts from the film 'The Snowman'. How does the music make you feel? Which bit of the story do you think might be depicted? Can you draw it or act it out? Watch the film to check your ideas.</p>	<p>EAD – explore and engage in music making and dance, performing solo or in groups</p>