



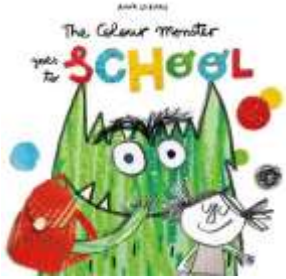


EYFS Term 2 Week 3 – The Colour Monster	Monday 15.11.21	Tuesday 16.11.21	Wednesday 17.11.21	Thursday 18.11.21	Friday 19.11.21
Morning movement	Jack Hartmann action song on YouTube	Doh disco on YouTube	Go Noodle	Doh Disco on YouTube	Jump Start Johnny
<p>Communication, Language and Literacy</p> <p>C&L 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.</p> <p>C&L Speaking ELG: participate in discussions; use new vocab; offer explanations; express ideas in full sentences; use past, present, future and conjunctions.</p> <p>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>Read/watch and respond to the story 'The Colour Monster'.</p> <p>https://www.youtube.com/watch?v=lh0iu80u04Y</p> <p>Did you enjoy the story? What was your favourite part? How are you feeling today? What colour would your monster be today? Why?</p> 	<p>Reread the story 'The Colour Monster'. Focus on the different feelings/colours in the story.</p> <p>How do you think the colour monster is feeling at the end of the story? How do you know?</p>  <p>You can also learn/listen to 'The Colour Monster Song': The colour monster song - YouTube</p>	<p>Design a monster together as a class.</p> <p>Discuss: What colour should it be? What should it look like? How many eyes/noses/ears/legs/arms does it have? What is its name? How is our monster feeling?</p> 	<p>Role play: Discuss the different feelings in the book – happiness, sadness, anger, fear and calm.</p> <p>Can you act as the different feelings? Encourage both facial expressions and body language e.g. anger – scrunched up face and stomping feet.</p> <p>Play 'guess the feeling' together. How do we know what each other is feeling? What other feelings could we be?</p> 	<p>Read/watch and respond to 'The Colour Monster Goes to School'.</p> <p>https://www.youtube.com/watch?v=W0elFOQ2gAs</p> <p>Discuss: How did you feel when you started school? How do you feel coming to school now?</p>  <p>You may also want to read the story 'The Day The Crayons Quit' to discuss the variety of different colours.</p> <p>https://www.youtube.com/watch?v=489micE6eHU</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 talk about their emotions and how they are feeling. For example, if a problem arises how might we feel? Adults to encourage children to explore colour – e.g. ask ‘what is your favourite colour?’, talk about colour mixing, discuss different colour names e.g. **teal, turquoise, navy, violet, lilac**, etc. **bright, pale, mix** Encourage use of vocabulary of different emotions: **happy, sad, anger, scared, worried, excited, confused, disappointed etc.**

Literacy Adult Led Activity:





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.
Design and draw your own monster! You could use playdough, Lego, paint, slime, googly eyes, pipe cleaners, etc. Can you tell an adult about your monster? Encourage children to label the monster e.g. t for tail. Challenge: can you write about your monster e.g. ‘it is big’. When drawing your monster think about: How many eyes/noses/ears/legs/arms does it have? What is its name? How does your monster feel? What colour/emotion is it feeling?
Don't forget to write your name too!



<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 Teaching phase 3 sounds and tricky words. Learning to read and beginning to write CVC words.</p>				
<p>Teach 'j' Part 1 Learn to read j and Part 2 Learn to read words</p>	<p>Teach 'v' Part 1 Learn to read v and Part 2 Learn to read words</p>	<p>Teach 'w' Part 1 Learn to read w and Part 2 Learn to read words</p>	<p>Teach 'x' Part 1 Learn to read x and Part 2 Learn to read words</p>	<p>Review: j, v, w, x Part 1 Review the week and Part 2 Learn to read words</p>	
<p>Review: Flashcards sounds Flashcards decodable words Tricky word 'the' 'to' 'l' 'no' 'go' 'into'</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'</p>  <p>Review formation j, v, w, x 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>

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/ .</p> <p>As a whole class this week we will be reading ‘Ben Helps’ 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 2 It’s Me 1, 2, 3! Week 3 https://whiterosemaths.com/homelearning/early-years/its-me-1-2-3-week-3/</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-</p>	<p>Read Mr Rush</p> <p>What do you notice about Mr Rush? Look at Mr Happy, what shape is he?</p> <p>Look at a circle and triangle and count their sides (1 curved side/3 straight sides) Sort a collection of shapes into a group of circles and group of triangles. Notice that triangles are not all exactly the same (long and short sides) and when you turn the triangle around it looks a bit different but it’s still a triangle. (3 sides/corners). Explore turning triangles around. Try turning a circle – what do you notice?</p>	<p>Look at some of Kandinsky’s art work with circles and triangles. What do you notice about the artwork? What shapes can you see? Learn a little about Kandinsky.</p> <p>Explore already made shape pictures – what shapes do you notice? Can you make your own?</p> <p>‘Must Activity’: Use shapes and bold colours to create your own Kandinsky inspired art work. What shapes will you use?</p> <p>Resources: Kandinsky’s artwork; triangles and circles; paper; paint; crayons/pens</p>	<p>Recap – what shapes have we been exploring this week?</p> <p>What do you know about circles and triangles? Look at some photographs of triangles and circles in our world. Can you spot any triangles or circles in our classroom?</p> <p>In provision: use iPads to take pictures of triangles and circles within the environment.</p> <p>Resources: iPads</p>	<p>Sing along ‘Where’s the monkey?’ Introducing positional language. Show photographs of a teddy hiding in different places. Under, behind, in, on, between. Encourage the use of full sentences eg. The bear is under the table As a class: play hide and seek with a teddy and talk about where you have found a teddy. Encourage use of positional language under, behind, in, on, between</p> <p>Resources: teddy bears</p>	<p>Read Rosie’s Walk</p> <p>Look at the Hen walk on ppt. Where is the hen going? (Through, under, over, around)</p> <p>In provision: Plan (draw) and make your own obstacle course to travel in different ways.</p> <p>Resources: pens, paper; objects for course including cones and hoops</p>

rhymes-counting-songs/zn67kmn	<p>In provision: sorting shapes by number of sides (circles and triangles)</p> <p>Resources; shapes; hoops for sorting</p>				
Maths adult led activity	<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	
	<p>Make your own Colour Monster stick puppets. Can you design your own colour monster too?</p>			<p>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 PD – develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	
	<p>Use 2D and 3D shapes to make your own colour monster. Can you name the shaped you've used?</p>			<p>Maths – Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	

	<p>Design your own colour monster jars. Can you help The Colour Monster fill his jars by drawing things that make you feel each of these feelings?</p> 	<p>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>
	<p>Colour mixing: Did you know that you can make all other colours by using blue, yellow and red? These are called the primary colours. You also need some black and white. Using paint have a go at mixing colours together to make new colours. Can you make green? orange? purple? grey? pink? How many different types of orange can you make? Can you make dark green and light green? Time to explore!</p> 	<p>EAD – colour mixing C&L – Discuss colour mixing – what colours do you need to make green? orange? purple? grey? pink?</p>
	<p>In the book 'The Colour Monster' lots of the pictures are made with cardboard, paint/crayons and holes.</p>  <p>Find a cardboard box and cut/rip it up into smaller pieces. Cardboard can be really hard to cut so keep trying! Push a pencil into it to make holes. Can you make a pattern? Perhaps you can use your cardboard to make a picture like in the colour monster book.</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>Use junk modelling to make your own monster. When you finish building you could paint your monster. How is your monster feeling? What colour are you going to paint him/her?</p> 	<p>EAD - explore, use and refine a variety of artistic effects to express their ideas and feelings</p>

	<p>Make a slime monster - pour 100ml of water into a bowl. Add 150g of cornflour and mix well. You can then add food colouring, glitter, googly eyes anything else you fancy! You could put your slime monster in a jar or a bottle.</p>	<p>EAD</p>
	<p>Colour sorting activity. Go on a colour hunt and collect lots of different coloured objects. Can you sort the objects into different colours?</p>	<p>EAD</p>
	<p>Learn about the abstract artist Frank Bowling. Explore your own colour mixing to create abstract art work.</p>	

