

Early Years W/b 22/2/21	<b>Key Text: Mr Wolf's pancakes</b> <b>Literacy- Objectives/Key Skills/ Footsteps</b> <b>Writing-</b> I can hold a pencil correctly, I can segment sounds and blend them together, I can write words using my phonic knowledge <b>Reading-</b> I can link sounds to letters, I can segment sounds and blend them together, I can recognise familiar words and signs. <b>Phonics skills and concepts:</b> Set 1/2 sounds, assisted blending, independent blending <b>Words of the week:</b> Green/ Red words <b>Handwriting:</b> practise writing the letters you find tricky, practise writing the 'word time' words	
	<b>Maths - Objective/Key Skills/ Footsteps</b> I know how to combine two groups together and find the total/ I can count on/ I can talk about what I have done <b>Key vocab- Opportunities to talk-</b> talk partners	
<b>Prime Areas of Learning</b>		<b>Development Matters</b>
<b>PSE/ SEAL Class priorities</b>	Going for goals! What are you good at? What could you be even better at? How do you like learning? Growth mind set, resilience & learning attitudes 'Star of the Week' What do you want to be when you grow up?	PSE Self-confidence and self-awareness 40-60 Confident to speak to others about own needs, wants, interests and opinions 40-60 Can describe self in positive terms and talk about abilities ELG Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group.
<b>PD Gross motor</b>	Gymnastics - Locomotion - jumping (Complete PE scheme of work)  Changing for PE - Health and Self Care opportunities ELG: They manage their own personal needs successfully, including dressing independently	Physical development 40-60 Jumps off and lands appropriately. ELG Children show good control & co-ordination in large & small movements. ELG They move confidently in a range of ways, safely negotiating space.
<b>PD Fine motor</b>	Fine motor opportunities in continuous provision: <ul style="list-style-type: none"> <li>• Lego</li> <li>• Hama beads</li> <li>• Bead threading</li> <li>• Writing and drawing opportunities</li> <li>• Dough Disco</li> <li>• Cutting</li> <li>• Tweezers</li> </ul>	30-50 Hold pencil between thumb and two fingers. 40-60 Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. ELG Handle pencils and other equipment effectively to make marks. Exceeding- use correct pencil grip and write on lines.

CL	<p>Listening, attention, understanding &amp; speaking opportunities during inputs:</p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Book talk</li> <li>• Circle time</li> <li>• Sharing home learning journals</li> <li>• Asking and answering questions</li> <li>• Solving problems</li> <li>• 'I see, I think, I wonder'</li> </ul>	<p>30-50 Listens to others one to one or in small groups when conversation interests them... Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Maintains attention, concentrates and sits quietly during appropriate activity...listens and responds to ideas expressed by others in a conversation. Links statements and sticks to a main theme or intention.</p> <p>ELG (part of) 'They give their attention to what others say and respond appropriately, while engaged in another activity.' 'Children can answer 'how' and 'why' questions.' 'Children express themselves effectively, they develop their own explanations by connecting ideas.</p> <p><b>Exceeding</b></p> <p>Listening - listen attentively.</p> <p>Understanding- Express views about events.</p> <p>Speaking- Use a range of vocabulary in imaginative ways to add information and express ideas.</p>
Specific Areas of Learning		Development Matters
Literacy	<p><b>Phonics</b> Revising previously learned sounds</p> <p><b>Word time</b> Reading and writing cvc, cvcc and ccvc words.</p> <p><b>Guided reading</b> Ditties and green books</p> <p><b>Book Talk</b> 10 minute session. Looking at a picture or quality text Plan 3 questions: One <b>retrieval</b> question eg. If the text says 'the boy wore a blue coat' the question will be 'what colour was the boy's coat?' (We use our eyes for retrieval) One <b>inference</b> question eg. If the text says 'The boy cried and cried' the question might be 'how did the boy feel?' (We use our brains for inference) One <b>evaluation</b> question eg. 'how do you feel when you read this? (we use our hearts to evaluate)</p> <p>Writing a recipe book (page 1 - ingredients list, page 2 instructions) Read 'Mr Wolf's pancakes' - stop at the page where Wee Willy Winky says 'no!'. Could we help Mr Wolf to write his list instead?</p>	<p><b>Phonics/reading</b> 40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ELG Use phonic knowledge to decode regular words and read them aloud accurately. Exceeding Read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p><b>Writing</b> 40-60 Segment sounds in simple word and blend them together. Attempt to write short sentences in meaningful contexts. ELG Use phonic knowledge to write words in ways which match spoken sounds. Exceeding Spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>

	<p>Show the children a list. Share the page from the book where Mr Wolf needs help writing his list – can we help him by doing it for him? Children to choose a topping to add to their list too.</p> <p>Expected/ exceeding children to Fred talk and write as independently as possible</p> <p>Emerging – support through sound mats/ Fred talk</p> <p>For the recipe – take photos of each stage of making the pancakes – weighing, putting in a bowl, mixing, cooking, and adding the topping. Allow the children to order the pictures. Why is it important that they are in the right order?</p> <p>Expected/ exceeding – write a sentence for each picture e.g. weigh the food</p> <p>Exceeding children to be using full stops and extended sentences and correct red word spellings.</p> <p>Emerging – write key words next to each picture e.g. mix, cook, add</p>	
<b>Maths</b>	<p>Follow a pancake recipe, measuring each ingredient using the balance scales. What shall we do first? How do you weigh ingredients? How do you know when you have enough? Which ingredient weighs the most/ least? How do you know? (<i>Generic maths observation to be created with individual children's quotes added evidencing their use of correct vocabulary/ reasoning</i>).</p> <p><u>Maths inputs:</u> (These ideas are best suited to the lessons after 8<sup>th</sup> March when children may return to school)</p> <p>Problem 1: The gingerbread man wouldn't help Mr Wolf count his money so shall we? Mr Wolf has got some money in his piggy bank and some money in his purse. How much does he have in each? How do you know? He needs some help to find the total amount. What could he do? Model how to combine the two groups and count on to find the total amount using a part-whole model (sorting hoops and a hula hoop). Repeat problem with different totals within 10.</p> <p>Problem 2: Mr Wolf now needs to buy the flour and milk – if he goes to Sainsbury's it costs... how much money will he need altogether? If he goes to Tesco it costs... how much money will he need altogether? Children use part-whole models to combine two amounts by counting on. Which shop should he use? Why?</p> <p>Problem 3: Play shops using different pancake ingredients and toppings – pick 2 items and combine the amounts by counting on. Repeat a few times choosing 2 items each time.</p> <p>Problem 4: Mr Wolf has gone to the shop. His recipe says he needs 2 eggs. Each egg</p>	<p>Space. Shape &amp; Measures</p> <p>40-60 Orders two items by weight or capacity.</p> <p>ELG Children use everyday language to talk about size and weight.</p> <p>Exceeding – Children estimate, measure, weigh and compare and order objects.</p> <p>Number</p> <p>40-60 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Find the total number of items in two groups by counting them all.</p> <p>ELG – Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>

	<p>costs... how much money does he need?</p> <p>Stem sentence to use throughout the week - this group has... this group has.... Altogether there are.../ the total amount is....</p> <p><b>Addition problems with a variety of resources (cubes, objects e.g. counting bears, fingers, ten frames)</b></p> <p>Problem 1: St David's day themed - A green dragon lays 5 eggs... A red dragon lays 6 eggs... how many eggs are there altogether? How can we prove it using our resources?</p> <p>Problem 2: Roll 2 dice, add the numbers together - how many altogether? How can we prove it using our resources?</p> <p>Problem 3: Pick 2 cards, add the numbers together - how many altogether? How can we prove it using our resources?</p>	
<b>Understanding the World</b>	<p>Continuous provision opportunities linked to Shrove Tuesday/ Pancakes:</p> <ul style="list-style-type: none"> <li>Shrove Tuesday - what is it? Why do we have it? How do people celebrate it around the world? What is lent?</li> <li>Taking photos of the steps they took to make pancakes - link to writing instructions/ recipes</li> <li>Milk, flour and eggs - how is it made? Where does it come from?</li> <li>Explore different cooking utensils/ pots and pans and what they might be used for - what would they be good for? Not so good for?</li> </ul> <p>St David's Day</p> <ul style="list-style-type: none"> <li>Observational drawings - daffodils</li> <li>Making flags</li> <li>CBeebies - Let's celebrate St David's Day</li> </ul>	<p>People and Communities</p> <p>40-60 Enjoys joining in with family customs and routines. ELG They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Technology</p> <p>40-60 Uses ICT hardware to interact with age-appropriate computer software ELG They select and use technology for particular purposes</p> <p>The world</p> <p>40-60 Looks closely at similarities and differences ELG Children know about similarities and differences in relation to objects Exceeding They know the properties of different materials and can suggest some of the purposes they are used for.</p>
<b>Expressive Arts and Design</b>	<p>Open ended opportunities available:</p> <ul style="list-style-type: none"> <li>Playdough</li> <li>Painting</li> <li>Construction</li> <li>Water</li> </ul>	

	<ul style="list-style-type: none"><li>• Sand</li></ul>	
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