



## EYFS-Weekly Plan








Class Teachers: Mrs Collins and Mrs Wallis  
Teaching Assistant: Miss Woodward

W/C 10/05/21	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics</b> <b>Phase 3</b>  <b>I can read words and simple sentences.</b>	Learning goal: to learn phase 3 letters and sounds <a href="https://phonicsplay.co.uk">Flashcards Speed Trials (phonicsplay.co.uk)</a>  Revise: oo (long) using the phase 3 sound button cards  Introduce ar  Play Buried Treasure with ar words:  Fill in the missing sounds to make the words: car, park, dark, shark, mark, hard, yard	Learning goal: to learn phase 3 letters and sounds Sing the alphabet song <a href="https://phonicsplay.co.uk">ABC Phonics Song - UK Version - YouTube</a>  Revise oo (short) using the phase 3 sound button cards  Revise the tricky words: No, go <a href="https://phonicsplay.co.uk">Train Your Brain (phonicsplay.co.uk)</a>  Yes/no questions: Is a fork sharp? Will a fish forget things? Will a fort be big? Is a boot short? Is a tail for wagging?	Learning goal: to learn phase 3 letters and sounds <a href="https://phonicsplay.co.uk">Flashcards Speed Trials (phonicsplay.co.uk)</a>  Revise igh using the phase 3 sound button cards  Introduce or Quickwrite: for, fork, sort, born, worn, torn, hard, park, cook, boot.  Yes/no questions: Can a coat get torn on a thorn? Is a torch bright? Is corn red? Do bees buzz in the morning?	Learning goal: to learn phase 3 letters and sounds <a href="https://phonicsplay.co.uk">ABC Phonics Song - UK Version - YouTube</a>  Revise oa using the phase 3 sound button cards  Introduce two syllable words. Count the syllables in your name, model clapping to count the syllables.  Watch <a href="https://phonicsplay.co.uk">Alphablocks Series 4 - Plusman - YouTube</a>	Learning goal: to learn phase 3 letters and sounds <a href="https://phonicsplay.co.uk">Flashcards Speed Trials (phonicsplay.co.uk)</a>  Revise ar and or using the phase 3 sound button cards  Two syllable words  Read the two syllable words, clap the syllables: chicken, jacket, velvet, wicked, zigzag, liquid, tonight, boatman, rooftop, market, farmyard. Select words to write and add sound buttons
Phonics Videos for home - <a href="https://lettersandsounds.org.uk/for-home/reception">https://lettersandsounds.org.uk/for-home/reception</a>					
<b>Literacy</b>  <b>I can use my phonic knowledge to write words in ways which match their spoken sounds.</b>  <b>I can use language to imagine and recreate roles and experiences in play situations.</b>	Re-tell the story of Little Red Riding Hood in a circle. Children to act out the four characters.  Question time:  What happens at the beginning of the story? What might Little Red Riding Hood have in her basket? Why is she visiting Grandma?	Put children into groups of four.  Support children to make Little Red riding hood stick puppets.  Re-tell the story in groups.	Model writing a speech bubble for Little Red Riding Hood - "What big eyes you have!"  Laminate speech bubbles for children to complete as part of CI.	Model writing a speech bubble for the wolf "All the better to see you with!"  Laminate speech bubbles for children to complete as part of CI.	<b>R.E</b>  <b>I can</b> consider ways of showing that people are special from other religions  Share the powerpoint of Rakshan Bandhan - a hindu festival which celebrates the special bond between brothers and sisters. The sister ties a band of Rakhi of gold or red threads around the right hand of a brother.  Tie a red and gold thread to the children's wrist as they talk about a family member they are grateful for.
<b>Weekly Literacy task</b>  Little Red Riding Hood Character description  Adult to read the word bank and children to add words or initial sounds to match the character.					



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<div>Literacy Home Learning</div> <div>Complete lessons 1 to 5: <a href="https://www.thenational.academy">Goldilocks and the Three Bears - Oak National Academy (thenational.academy)</a></div>					
<div>Maths</div> <div>I can talk about position.</div>	<div>Starter- How many? (See PowerPoint) Children write the answer on their whiteboards.</div> <div>This week we are learning about position. Watch the following video: <a href="#">Describing the position of objects.</a></div> <div>Use a puppet and model positional language.</div>	<div>Starter- Spot the numbers. (See PowerPoint) What numbers can you see?</div> <div></div> <div>Revisit the positional language taught yesterday.</div> <div>Can the children describe the position of objects in the room? E.g. The stars are next to the board.</div>	<div>Starter- Missing Numbers. (See PowerPoint) Fill in the missing numbers.</div> <div>Use the parachute. Ask different children to go under the parachute, move next to, etc.</div> <div></div> <div>Or</div> <div>Play Simon says E.g. Simon says put your hands above your head. Simon says put your hands in front of you.</div>	<div>Starter- Missing Numbers. (See PowerPoint) Fill in the missing numbers.</div> <div>Bus Stop problem. (See PowerPoint) Read the clues and put the characters in the correct order.</div> <div></div>	<div>PSHE</div> <div>I can use Calm Me Time to manage my feelings.</div> <div>Have you ever felt angry? Discuss in talk partners. If not, adult to give an example of when they felt really angry. What do people do when they are angry? Think of ways that they could calm down. Practise them: clenching and releasing fists, deep breaths, walk away.</div> <div>Click <a href="#">here</a> to watch a story about managing anger.</div>



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	<p><u><b>Weekly Maths task</b></u> Position- Where is the wolf? Place the toy wolf in different positions and the children tell you where it is. For example, The wolf is behind the box.</p>					
	<p><u><b>Maths Home Learning</b></u> Daily Date Chart- <a href="https://www.ictgames.com/mobilePage/dateChart/index.html">https://www.ictgames.com/mobilePage/dateChart/index.html</a> Days of the week <a href="#">song</a>. What day is it today/yesterday/tomorrow? Lesson at Home - Please complete the main activities above.</p>					
<u><b>Discovery Time</b></u>	<p><b>Tuff Tray:</b> See below <b>UW:</b> Encourage the children to talk about their own families and people who are special to them, including grandparents. <b>PD:</b> Use Playdough to make cakes for Grandma. <b>EAD:</b> Use junk modelling to create Grandma's house. <b>Maths:</b> In a tuff tray, provide teapots, jugs and containers to explore measuring. <b>CL +Literacy:</b> Role-play area-Home corner + Traditional tales <b>Phonics:</b> Read and draw sheets</p>	<p><b>Tuff Tray:</b> See below <b>UW:</b> Encourage the children to talk about their own families and people who are special to them, including grandparents. <b>PD:</b> Use Playdough to make cakes for Grandma. <b>EAD:</b> Use junk modelling to create Grandma's house. <b>Maths:</b> In a tuff tray, provide teapots, jugs and containers to explore measuring. <b>CL +Literacy:</b> Role-play area-Home corner + Traditional tales <b>Phonics:</b> Read and draw sheets</p>	<p><b>Tuff Tray:</b> See below <b>UW:</b> Encourage the children to talk about their own families and people who are special to them, including grandparents. <b>PD:</b> Use Playdough to make cakes for Grandma. <b>EAD:</b> Use junk modelling to create Grandma's house. <b>Maths:</b> In a tuff tray, provide teapots, jugs and containers to explore measuring. <b>CL +Literacy:</b> Role-play area-Home corner + Traditional tales <b>Phonics:</b> Read and draw sheets</p>	<p><b>Tuff Tray:</b> See below <b>UW:</b> Encourage the children to talk about their own families and people who are special to them, including grandparents. <b>PD:</b> Use Playdough to make cakes for Grandma. <b>EAD:</b> Use junk modelling to create Grandma's house. <b>Maths:</b> In a tuff tray, provide teapots, jugs and containers to explore measuring. <b>CL +Literacy:</b> Role-play area-Home corner + Traditional tales <b>Phonics:</b> Read and draw sheets</p>	<p><b>Tuff Tray:</b> See below <b>UW:</b> Encourage the children to talk about their own families and people who are special to them, including grandparents. <b>PD:</b> Use Playdough to make cakes for Grandma. <b>EAD:</b> Use junk modelling to create Grandma's house. <b>Maths:</b> In a tuff tray, provide teapots, jugs and containers to explore measuring. <b>CL +Literacy:</b> Role-play area-Home corner + Traditional tales <b>Phonics:</b> Read and draw sheets</p>	<p><b>Tuff Tray:</b> See below <b>UW:</b> Encourage the children to talk about their own families and people who are special to them, including grandparents. <b>PD:</b> Use Playdough to make cakes for Grandma. <b>EAD:</b> Use junk modelling to create Grandma's house. <b>Maths:</b> In a tuff tray, provide teapots, jugs and containers to explore measuring. <b>CL +Literacy:</b> Role-play area-Home corner + Traditional tales <b>Phonics:</b> Read and draw sheets</p>



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### Tuff Tray Ideas

