





Phonics	Watch https://www.youtube.com/watch?v=Zw25t2aJPUo&feature=youtu.be (Recap on s and ss)			
Maths		Literacy		Science
Maths Shape, Space and Measure 40-60 <ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to'. • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 		Writing 40-60 6. Hears and says the initial sound in words. 7. Can segment the sounds in simple words and blend them together. 8. Links sounds to letters, naming and sounding the letters of the alphabet. 9. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 10. Writes own name and other things such as labels, captions. PD 30-50 (MH) 9. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. 10. Holds pencil near point between first two fingers and thumb and uses it with good control. 11. Can copy some letters, e.g. letters from their name		UtW: The World (40-60) Looks closely at similarities, differences, patterns and change. UtW: The World (Parts of ELG) Children know about similarities and differences in relation to materials. They make observations and explain why some things occur, and talk about changes. They know the properties of some materials. They are becoming familiar with basic scientific concepts such as experimentation.
LO: Can I use everyday language related to time? Orders and sequences familiar events.		LO: Can I describe the features of a recipe?		LO: Can I investigate change?
Recap on New Year's Day and what that signifies. (A new year) Can they think of any other ways time is measured? (months, days, hours, minutes, seconds). Which are the longest/ shortest? Discuss some of the activities that they do at the start of the day when they wake up, then what they do at the middle of the day, then when they leave school and then at the end of the day. Verbally say four things that they do in the correct order using vocabulary: first, then, next and lastly/ finally. Draw four pictures of what they do in order on a page in their book and write a word underneath (if able). Adult to scribe underneath what they say, particularly including correct time vocabulary. Photograph and email in.		Recap the Gingerbread Man. Discuss the features of the story. Talk about the old Lady baking the GBM and recipe. Brainstorm ingredients needed and method. Share the text 'How to make a Gingerbread Man.'. Encourage the children to guided read the title, identifying familiar sounds. Share the recipe with the children, encouraging the children to shared read parts of the recipe Adult Model writing with child and then put to one side Children to write their own recipe with support as required reminding them to say the sounds in words as they write		Science Experiment (This will help with Literacy later this week) <ol style="list-style-type: none"> 1. First, pour some water into a bowl. 2. Then, drop your gingerbread man (or use a biscuit) gently into the filled container 3. Talk about whether the GBM floats or sinks 4. Observe and talk about what happens to the GBM over time Watch as the GBM slowly dissolves/disintegrates
Vocabulary: Year, month, day, hour, minute, second, morning, lunchtime, evening, night, first, next, then, lastly, finally, end.		Vocabulary: Capital letter, up, down, round. Froggy fingers, Recipe, instructions, ingredients, rolling pin, pastry cutter, scales, weigh, measure, mix, add, stir, hot, cool, decorate		Vocabulary: float, sink, investigate, observe, predict, dissolves/disintegrates + other vocab as relevant
		Key Questions: Can the children give meaning to the marks they make? Can the children use clearly identifiable letters? Can the children re-tell how to make gingerbread men?		Key Questions: See recording sheet
Most Draw 4 pictures that are in the correct order of the day, with a words underneath such as "get up". Verbally say "First I get up". Adult scribes.	Easy Draw 4 pictures that are in the correct order of the day, Verbally say "First I get up". Adult scribes.	Most Write and number 5 steps on sheet <ol style="list-style-type: none"> 1. Mix the butter and the flour 2. Add the four 3. Roll the dough 4. Cut out the men 5. Put in the oven 	Easy Write and number 4 steps (or initial sounds) on sheet <ol style="list-style-type: none"> 1. Mix 2. Add 3. Roll 4. Put in the oven 	All Scaffold according to need Write what your child answers to questions on the sheet

Thursday 07-01-21

Phonics	Watch https://www.youtube.com/watch?v=g6KUCGLGGeA&feature=youtu.be (Segmenting and blending)			
Maths	Literacy	STEM		
<p>Maths Shape, Space and Measure 40-60</p> <ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to'. • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>Reading 30-50</p> <ol style="list-style-type: none"> 5. Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories. 6. Beginning to be aware of the way stories are structured. 7. Suggests how the story might end. 8. Listens to stories with increasing attention and recall. 9. Describes main story settings, events and principal characters. <p>Reading 40-60</p> <ol style="list-style-type: none"> 22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 23. Enjoys an increasing range of books. 	<p>PD: Moving and Handling (40-60) Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>EA&D: Exploring and Using Media and Materials (40-60) Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p>EA&D: Being Imaginative (40-60) Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>		
<p>L.O. Can I measure short periods of time in simple ways?</p>	<p>LO: Can I sequence a traditional story??</p>	<p>LO: Can I make a boat to help the GBM cross the river?</p>		
<p>Discuss how we measure time? Minutes, hours, seconds, days etc from yesterday.</p> <p>Using a stopwatch/ phone timer, ask them to see how many things they can do in 10 seconds. (Why do they think we're timing 10 seconds not 10 hours?)</p> <p>E.g throw beanbags into a hoop, star jumps, clap, touch their toes. Record on sheet by writing number, Adult to write what the action was.</p> <p>*Practise writing any numbers they write incorrectly/ backwards the right way as you go along.</p>	<p>Recap the Gingerbread Man. Discuss the features of the story. Sequence the GBM story especially the ending- chn to retell the story to adult (This will help with Literacy later this week)</p>	<p>Make a boat for the GBM (STEM activity)</p> <p>Oh no! The Gingerbread Man has reached the river and can't get across!</p> <p>Can they make a boat for him?</p> <p>They can only use the resources that you have left out for them</p> <p>Talk about what a boat needs to work successfully</p> <p>Allow children time to design and make their boat</p> <p>Once the chn have made their boat, allow them to explain how their boat will work. Test out</p>		
	<p>Vocabulary: Relevant vocabulary to GBM and traditional stories</p>	<p>Vocabulary: cut, stick, float, sink, join + other vocab as relevant</p> <p>Resources Selection of card and paper, Scissors, Sticky tape, Glue, Lolly sticks, Pipe cleaners, Plastic bags, Plastic tubs, Elastic bands</p>		
<p>Which activity was the most difficult? (because we did less of them)</p> <p>Extension: if we had 20 seconds how many do you think you would have done?</p>	<p>Key Questions: Can the children use traditional story language? (once upon a time etc) Can the children use the refrain correctly? (Run, run as fast.....)</p>	<table border="1"> <tr> <td data-bbox="1453 1090 1800 1241"> <p>Key Questions: What shape is the boat going to be? Is your boat going to have a sail or a propeller?</p> </td> <td data-bbox="1800 1090 2145 1241"> <p>How will you make sure the boat does not sink? Do you need to make the boat bigger/smaller? Is your sail the right size?</p> </td> </tr> </table>	<p>Key Questions: What shape is the boat going to be? Is your boat going to have a sail or a propeller?</p>	<p>How will you make sure the boat does not sink? Do you need to make the boat bigger/smaller? Is your sail the right size?</p>
<p>Key Questions: What shape is the boat going to be? Is your boat going to have a sail or a propeller?</p>	<p>How will you make sure the boat does not sink? Do you need to make the boat bigger/smaller? Is your sail the right size?</p>			
	<p>All</p> <p>Scaffold according to need</p> <p>Annotate on the sheet how your child gets on. What support did they need?</p>	<p>All</p> <p>Allow the chn to investigate and explore. They are to work independently. Test hem in a water tray. Photograph and write comments on sheet</p>		

<p>Phonics</p>	<p>Watch: https://www.youtube.com/watch?v=pZ5eaYo2oNo&feature=youtu.be (ff,ll,ss,ck recap)</p>	
<p>Maths</p>	<p>Literacy</p>	
<p>Maths Shape, Space and Measure 40-60</p> <ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to'. • Uses everyday language related to time. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>Writing 40-60 6. Hears and says the initial sound in words. 7. Can segment the sounds in simple words and blend them together. 8. Links sounds to letters, naming and sounding the letters of the alphabet. 9. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 10. Writes own name and other things such as labels, captions. PD 30-50 (MH) 9. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. 10. Holds pencil near point between first two fingers and thumb and uses it with good control. 11. Can copy some letters, e.g. letters from their name</p>	<p>PD: Moving and Handling (40-60) Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. EA&D: Exploring and Using Media and Materials (40-60) Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. EA&D: Being Imaginative (40-60) Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>
<p>L.O. Can I order/ sequence familiar events?</p>	<p>LO: Can I describe the features of a recipe?</p>	<p>LO: Can I use senses to investigate materials and observe changes that occur in the process of making gingerbread?</p>
<p>Game; Order how long things take to do. Which things take longest?</p> <p>Discuss these things we do. How long do they take? Put them in order of long they take to do: Putting coat on, eating dinner, being at school, travelling in a plane,</p> <div style="display: flex; justify-content: space-around;">    </div> 	<p>Recap the <i>Gingerbread Man</i> story. Do you think the fox should have eaten the <i>Gingerbread Man</i>? Do you think the <i>Gingerbread Man</i> should have listened to the fox or trusted him? Could he ask a fish to help? Do you think the fish would have eaten him? Could we give the story a happy ending where the gingerbread man is free? How could we make this happy ending? Discuss features of the genre and ask what would you do when you reached the river if you were the <i>Gingerbread Man</i>. How might you cross the river. Use imagination. Take ideas and model a sentence on the w/b. I will</p> <p>boat, log, helicopter, submarine, on the back of a ... Etc</p> <p>SC</p> <ol style="list-style-type: none"> 1. The children use clearly identifiable letters? 2. Write using capital letters. 3. Write independently and read their work back. 	<p>Follow a recipe to make gingerbread men. Photograph the children making the gingerbread, ready for the writing. Write down any child's voice on speech bubble post its</p>
<p>Vocabulary: Longer, shorter, hours, minutes,</p>	<p>Vocabulary: Letter, capital letter, finger spaces, full stop, sentence, phonics, tricky word, run, Once upon a time. Traditional story lang.</p>	<p>Vocabulary: Recipe, instructions, ingredients, rolling pin, pastry cutter, scales, weigh, measure, mix, add, stir, hot, cool, decorate</p>
	<p>Key Questions: Can the children give meaning to the marks they make? Can the children use clearly identifiable letters? Can the children re-tell the story? Can they say any openers, repeating phrases, time openers, endings? Can they draw on main elements from the story?</p>	<p>Key Questions: Why do we need to follow a recipe? How will we cook the gingerbread? What will happen when it is inside the oven? Can we eat the gingerbread before it is cooked? Does it look the same when it has been cooked? How is it different? How many eyes does the gingerbread man have? How many buttons does he have?</p>

<p>All</p> <p>Will verbally explain that some activities take a longer time than others and that is measured in different units.</p> <p>Extra: Busy things Game Animal Maze</p> <p><u>This can be found in:</u> Maths, Space and Measures, Animal Maz</p>	<p>All</p> <p>To recognise name, write initial phoneme independently and other phonemes as known To begin to write letters correctly Start sentence I will, to draw picture</p>	<ul style="list-style-type: none">* Divide the gingerbread mixture into equal pieces and demonstrate how to roll it out (on to a floured surface) and use the pastry cutter.* Using the palette knife, carefully place each gingerbread man on the baking tray and decorate if required (this can be done before or after cooking).* Support the children in completing their gingerbread man.* When the gingerbread is cooked, cooled and decorated, organise a tasting session
--	--	---