FS2 Weekly planning: Transport: sea WB: 27th Feb 2017

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| Buzz Words | Big TalkC&L/L | PSED | Special events | To do list  | Phonics | Child interest |
|  |  |  | Floating and sinking afternoon ‘Can you build a boat that will float’  | - mud kitchen -Pop wallets for maths | Sounds: ow, ou, aw | Girls – dolls and babies  |

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning warm up8.50-9.00 | Big Book: What did you do at the weekend?  | Hall:Pirates warm up | Hall: Paddle in the Sea | Hall:Pirates warm up | Dough disco in classroom  |
| Morning intervention |  Phonics / blending:  |
| 9-9.20Topic / UTW/Literacy | What did you do at the weekend? Sharing news. | Book: Plunge into the pirate pool (Information / notes)Model sentence: ‘take’ I would/will take |  Phonics  | Floating and Sinking Day Link: Mr Gumpy’s BoatFloating and Sinking Experiment Predict and Sort | Super Power Words |
| Diary sheets / big books | Pics of sea transport for writing / craft |  | Mr Mc: testing and sorting items (float and sink)  |  ICT: Computer: draw a picture of water transport  |
| 9.20 – 10.20Play to learn | Adult led or Objective led  |  |
| 10;20 C&L / EAD / PSED | Topic: Transport: sea/waterIntro Ferry video What else travels on water?(Thought cloud) Ally Ally O  | Noah’s Ark Resilience How can we show resilience like Noah?  | PSED: Manners:Waiting our turn  | Music: In the deep blue sea Fabric | Celebration of work / Highcliffe High 5 |
| **Break time** |
| 10:55– 11.30Flying with Phonics  | Follow the planning – AFL book to be used to help plan the applying game for the next day. |
| 11.20-11.40Play to learn |  |
| 11.40 – 11.50Lunch Prep | \*\*Recap Intervention\*\* |
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| 11.50-1.00 | Lunch |
| 1.05: Number rhymes/songs Counting/addition(5 mins)  | 20 Little Fishes  | Planning with the children  |  | Floating and Sinking Experiment“Can you make a boat that will float”  |  |
| 1.45-2.00 Magical Maths  WALT: I am learning to add.-Building a number sentence Number of the day:11-15. Will be referred to during each day.Tallying: dinner menuGrid for self regisiter. | Warm up: number stick.1-10/11-20 1 more / 1 lessCounting in 5s.Main: ‘Equals’Investigate different combinations to make 10 (Cubes).Flipping the number sentences using the balance scales. Resources: number stick, whiteboard mat, pens. Vocab: add, equals, balanced, same. | Warm up: number stick.1-10/11-20 1 more / 1 lessCounting in 5s.Main: Equals’ 10 = Investigate the different combinations to make 10. Working on recordingAs a number sentence.Extension: m / able extend numbers above 10.Vocab: add, equals, balanced, same.IWB – hanger / pegs | Warm up: number stick.1-10/11-20 1 more / 1 lessCounting in 5s.Main: Modelling using coat peg numbers / tallying.  | Warm up: number stick.1-10/11-20 1 more / 1 lessCounting in 5s.Main: Investigate combinations to make 10.More able: record the number sentences on each whiteboard. Children to move around on the benches to represent 10. Take photos and use as a display.  |  |
| Provision link? / extra supportStone pit – balances, whiteboards,  | Provision link? / extra support.Hangers / pegs – different combinations to 10. Extension – change numbers (add more pegs) | Provision link? / extra support. | Provision link? / extra support |  |
|  2.50-2.55 | Super Power Words |
| 2.55 Model Challenges  | Challenges 1:Match words or captions to pictures.Challenge 2: Share a book with a friend | Challenges 3:Retell Story of Jack and the Flum Flum TreeChallenge 4:Build a boat that floats  | Challenge 5:Practise handwriting |  |  PSED / GROWTH mind set: next steps display.“I am on my way…” |
| Story / song  | Songs: The day I went to sea  | Peek a book | Story: Mr Gumpy’s Boat |  |  |
| Objective Led Planning / Adult led |
| Adult: DMF/MA AoL: **Writing**  | Adult: LW AoL: **Numbers / equals** | Cooking |
| **Ob Led literacy** **What:** story scribing (oral story telling too)**WALT:** I am learning how to construct a sentence (narrative) **WILF:** hearing sounds in words, capital letter, finger spaces, letter formation, full stop and read our work to check that it makes sense.**Next steps:** L;W:40-60: see next steps sheet LAPS: to segment and blend using flash cards / magnetic letters.  | **Adult Focus week / assessment** **What:** number / addition assessment**WALT:** to add. I can investigate addition.I can add 2 groups together.I can match amount to number. **Next steps**: M:N 40-60: see next steps sheet: example below of what is on the sheet.  |  |
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| Planned continuous provision enhancements based on children’s interests and objective led planning (incl. indoor and outdoor) |
| **Math enhancements**Hangers / pegs10 grids Extendable washing linePirate treasure box / coinsBalance scales  | **Literacy enhancements**Pirate / boat themed paperInvitations Speech bubblesPre made booklets Story outline sheet  | **Creative enhancements** Modelling boats Pirate hats / patches /  | **Technology enhancements** |
| **Fine motor skill / tinkering / lego area** Add stickle bricks  | **Role Play / small world** Pirate / Sailor dress up Large boxes to make boats  | **Funky fingers**Elastic band ups / treasure transportingMarbles and tweezers onto mat  | **Outdoor construction / stone area** Famous land mark posters for windowBoats  |
| **Phonics area** Words and captions to picturesSort real and floppy words |  | **Reading** Transport topic / story booksPictures from Naughty Bus to sequence (Busy Bag)Story Dice (building a story) | **Painting area**Cars / transport in paint to make marks (gross motor) |
| **Feeding Forward (notes for next week)** |
| **Learning environment / Unique child**From observations/discussion; child interests, any specific learning and development indoors/outdoors.Any enhancement ideas from observations / child interest? Any specific child interests we could follow? (eg. Child interested in how hoovers work, take in hoover and demonstrate…tinkering table to take apart?) |  |
| **Learning and Development (Phonics/literacy and Maths) / Unique child**Significant children (target children) needing support/extension – next steps notes. What new experiences would we like the children to have? (Can be focused activities or enhancements set out for discovery, special visits, parents etc) |  |
| **Parental involvement / wider community**Any upcoming opportunities for parents to get involved? Wider community?Visits/tripsAny letters/newletters to go onto Tapestry? |  |