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

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| Buzz Words | Big Talk  C&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 up  8.50-9.00 | 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: | | | | | | | | | | | | | | | |
| 9-9.20  Topic / 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 Boat  Floating 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 – 10.20  Play to learn | Adult led or Objective led | | | | | | | | | | | | | |  | |
| 10;20 C&L / EAD / PSED | Topic: Transport: sea/water  Intro 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– 11.30  Flying with Phonics | Follow the planning – AFL book to be used to help plan the applying game for the next day. | | | | | | | | | | | | | | | |
| 11.20-11.40  Play to learn |  | | | | | | | | | | | | | | | |
| 11.40 – 11.50  Lunch 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 menu  Grid for self regisiter. | Warm up: number stick.  1-10/11-20  1 more / 1 less  Counting 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 less  Counting in 5s.  Main: Equals’  10 =  Investigate the different combinations to make 10.  Working on recording  As 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 less  Counting in 5s.  Main:  Modelling using coat peg numbers / tallying. | | | Warm up: number stick.  1-10/11-20  1 more / 1 less  Counting 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 support  Stone 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 Tree  Challenge 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 / pegs  10 grids  Extendable washing line  Pirate treasure box / coins  Balance scales | | **Literacy enhancements**  Pirate / boat themed paper  Invitations  Speech bubbles  Pre 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 transporting  Marbles and tweezers onto mat | | | | | | | | **Outdoor construction / stone area**  Famous land mark posters for window  Boats | | |
| **Phonics area**  Words and captions to pictures  Sort real and floppy words | |  | | | | **Reading**  Transport topic / story books  Pictures 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/trips  Any letters/newletters to go onto Tapestry? | | | | | | |  | | | | | | | | | |