FS2 Weekly planning: Space WB 16th January 2017

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| Buzz words of the week: | Big TalkC&L/L | PSED | Special events | To do list  |
|  Space, earth, planet, stars, universe,Galaxy, UK/Birstall, Leicestershire  |  Mystery object / Helicopter stories | Monday Moral of the week: Ant and the Grasshopper – taking responsibility. RE/British Values: Places that are Special to us..What place is special to you and why? Some religious people have places that are special to them. Google street view of local religious areas.  | Friday 20th – Walk around local Village.  |  Set up lego areaRefresh Mud kitchenRefresh Sort reading areas outMake space playdoughCharge orange tablets, cameras, storyphones and torches. Lego area to be completed |

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning warm up8.50-9.00 | Gross / fine motor shapes and writing | Dough disco  | Super Sentences | Numbers / shapes | Super Sentences  |
| Morning intervention |  Phonics / blending: working on a, c, d, o: words to blend: dad, add, cod.  |
| 9-9.30Flying with Phonics | Follow the planning – AFL book to be used to help plan the applying game for the next day.  |
| 9.30 – 10.20Play to learn | Adult led or Objective led  | Local walk – “Our community”  |
| 10;20 C&L / EAD | Big talk | Local walk |
| **Break time** |
| 10:55– 11.10Topic/literacy input | Topic:Space Introduction:What do we know? Intro buzz words |  Literacy:Story: Whatever NextStory map – Linked to shared write and writing area.  | Topic: How do we get into space?Looking at how we get into space and what you need to take with you. Writing lists. | Literacy;Super Sentences using Whatever Next story map.  | Local walk |
| 11.20-11.40Play to learn |  |
| 11.40 – 11.50Lunch Prep |  |
| Recap Intervention  |  |
| 11.50-1.00 | Lunch |
| 1.05-1.20 15 Minute maths Number recognition / counting Adding  | Warm up: Digit Dance100 Square (100 school days)Introducing: Equals / same asNumicon / balance scales. | Warm up: Digit Dance100 Square (100 school days)Domino Equals (different amounts)True or False | Warm up: Digit Dance100 Square (100 school days)Numicon equals:Representing different numbers ‘prove it’ | Warm up: Space Number RhymesIntroducing ‘+’ Number sentences: using numicon to ‘prove it’ when talking through their answers.  | Sing-a-long mathsSinging addition number sentence stories. Holding numbers in our heads and ‘counting on’ to find the answer.Focus on speaking through the number sentence. Using numicon to help ‘prove it’.  |
| 2.05-2.20PSED/MUSIC/TOPIC/C&L | Monday’s Moral of the week  | Topi/EAD modelling: ConstellationsMaking our own. | Music: Introducing the bells / making a score. |  RE/British values: | Helicopter Stories  |
| 2.50-2.55 | Super Power Words |
| 3.00 Model ChallengesReflectionCelebration  | Challenges 1:How have you been responsible? Putting things away when done. | Challenges 2: Sequence Whatever Next.Challenges 3:Can you build a lego rocket? | Challenge 4:Roll the dice to build the rocket. Challenge 5: Make or follow a musical score |  |  PSED / GROWTH mind set: next steps display.“I am on my way…” |
| Story / song  | STORY IN DMFWhatever NextMake story map | STORY IN RSCJDStory Video: Rocket to the Moon.  |  STORY IN DMFWhat’s out there? | STORY IN RSCJDChild choice |
| Objective Led Planning / Adult led |
| Adult: DMF/MA AoL: **Writing**  | Adult: LW AoL: **Numbers** | Cooking |
| **Adult Focus week** **What:** Building a super sentence for favourite picture from Whatever Next.**WALT:** I am learning how to construct a sentence.**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  | **Adult focus week** **What:** Number/addition: building numicon number sentences to prove that an answer is correct. **WALT:** I am learning to find the total of 2 groups and represent this as a number sentence.**Next steps**: M:N 40-60: see next steps sheet: example below of what is on the sheet.  |  |
| Extra Interventions: Phonic blending and recognition in the morning and before lunchLetter formationExtra reading  |
| Planned continuous provision enhancements based on children’s interests and objective led planning (incl. indoor and outdoor) |
| **Math enhancements** Rocket equals board- representing numbers (Challenge to represent numbers using different combinations of numicon)Sequencing rocket numbers. Outdoor: Writing numbers in moon dust | **Literacy enhancements**, Children enjoy cutting pictures to re stick: Tray of whatever next pictures, space pictures, rockets, planets, superheroes, trains.List sheets – what would i take to space.Children have been making booklets: different shaped paper / booklet area. Outdoor mark making area: add space buzz words and name cards. | **Creative enhancements** Silver / Gold paint / different shapes of glitter.Marbles for marble planetsShaving foam moons Star constellations using Art straws. Junk model rockets. Painting balloon planets – earth etcOutdoors: bells added to musical instruments. | **Technology enhancements**Charge the Orange tablets Ipad placed in role play area to make mini moviesWhatever Next on Storyphones |
| **Tinkering**Nuts and bolts – can you build a space ship?Meccano  | **Role Play / small world** Space station – build with children during the week.Space shuttle and space men. | **Funky fingers**OutdoorMoon dust - flour, baby oil, different 3D shapes. Set up lego table and display  | **Outdoor construction / stone area**Wooden block pictures of space rockets, space stations etc.Add balance scales to pebble pit, scoops and space rovers.  |
| **Phonics area**Introduce light up phonics Enhance Read / build / write | **Communication and Language / PSED/ Religion – busy bag**Responsibility cameras: can you take photos of your friends showing responsibility? Mystery objects | **Reading** Whatever Next – story box, story map and story phones. Information Topic books | **Painting area**Painting onto space paper – tin foil.  |
| **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? |  |