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| **W/C: 19.10.20 Learning Project – The Colour Monster** | |
| **Age Range:** EYFS | |
| **Weekly Reading Tasks** | **Weekly Phonics Tasks** |
| **Monday- Read The Colour Monster**  **Talk about the cover. What is the book about?** | **Monday- RWI introduce the sound e**  **Recap m a s d t i n p g o c k u b f**  **Fred talk dog cat tin cup top** |
| **Tuesday – Read The Colour monster** | **Tuesday- RWI introduce the sound l**  **Recap m a s d t i n p g o c k u b f e**  **Fred talk tip pot cut dig pig** |
| **Wednesday – Read The Colour Monster – joining in with key phrases** | **Wednesday- RWI introduce the sound h**  **Recap m, a , s, d, t, i, n, p, g, c, k u b f e l**  **Fred talk bus leg peg net** |
| **Thursday- Read The Colour Monster – joining in with key phrases** | **Thursday RWI introduce the sound sh**  **Recap m a s d t i n p, g, c, k, u b f e l h**  **Fred talk, shut shop net hat** |
| **Friday- Watch The Colour Monster on youtube** | **Friday- RWI introduce the sound r**  **Recap m a s d t i n p g c k u b f e l h sh**  **Fred talk hut hot nut bus cup** |
| **Weekly Writing Tasks** | **Weekly Maths Tasks** |
| **Monday- Writing emotions**  **Red – angry, cross, serious, eyebrows, stern**  Purple group | **Monday-** [**https://www.bbc.co.uk/iplayer/episode/b08dmhm6/numberblocks-series-1-the-terrible-twos**](https://www.bbc.co.uk/iplayer/episode/b08dmhm6/numberblocks-series-1-the-terrible-twos)  <https://www.ncetm.org.uk/media/eylmbdnm/series_01_episode_13_numberblocks-support-materials_theterribletwos_september_2018.pptx>  Red group    Introduce the part part whole model  Understand that 2 + 2 is the same as 4. |
| **Tuesday- Writing emotions**  **Yellow – happy, joy, laughing, smiling,**  Yellow Group | **Tuesday-** <https://www.bbc.co.uk/iplayer/episode/b08dmjsk/numberblocks-series-1-holes>  <https://www.ncetm.org.uk/media/el2cvaee/series_01_episode_14_numberblocks-support-materials_holes_september_2018.pptx>  Blue group |
| **Wednesday- Writing emotions**  **Green – calm, quiet, soft, peace, slow,**  Green Group  **group** | **Wednesday** [**https://www.bbc.co.uk/iplayer/episode/b08dmn88/numberblocks-series-1-hide-and-seek**](https://www.bbc.co.uk/iplayer/episode/b08dmn88/numberblocks-series-1-hide-and-seek)  <https://www.ncetm.org.uk/media/essih4x4/series_01_episode_15_numberblocks-support-materials_hide-seek_september_2018.pptx>  Yellow group |
| **Thursday- Writing emotions**  **Blue – sad, upset, alone, cry, tears,**  Blue Group | **Thursday-** [**https://www.bbc.co.uk/iplayer/episode/b08pgksd/numberblocks-series-2-six**](https://www.bbc.co.uk/iplayer/episode/b08pgksd/numberblocks-series-2-six)  <https://www.ncetm.org.uk/media/gdbpk2ty/series_02_episode_01_numberblocks-support-materials_six.pptx>  Green Group |
| **Friday- Writing emotions**  **Black – fear, scared, worried, frightened, shadows,**  **Red Group**  **Funky Finger Friday** | **Friday-** [**https://www.bbc.co.uk/iplayer/episode/b08pgqt4/numberblocks-series-2-seven**](https://www.bbc.co.uk/iplayer/episode/b08pgqt4/numberblocks-series-2-seven)  <https://www.ncetm.org.uk/media/uppmojbe/series_02_episode_02_numberblocks-support-materials_seven.pptx>  Purple group |

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| **Busy Time - to be done throughout the week** |
| Enhanced Continuous Provision Plan for Reception (‘Busy Time’) - Week Beginning: 19.10.20  Colour Monster     |  |  |  | | --- | --- | --- | | **AREA** | **OBJECTIVE** | **ENHANCEMENT** | | Small World Area | AOL: Communication and language: Speaking  EAD Being imaginative  OBJ: I am learning to introduces a storyline or narrative into their play.  I am learning to use available resources to create props to support role play.  FOCUS: On individual trays children make their own dinosaur lands using pebbles, blocks, pine cones, shells. |  | | Malleable | AOL: Physical Development: Moving and handling  OBJ: I am learning to handle tools, objects, construction and malleable materials  safely and with increasing control.  FOCUS: Making Playdough Monsters. Range of different coloured playdough and accessories to make monsters. |  | | Writing area  linked from Assessment. | AOL: Literacy: Reading  OBJ: Recognises familiar words and signs such as own name and advertising logos.  I am learning to use one-handed tools and equipment  FOCUS: Use different paper to write cvc words to put into the colour pots. |  | | Creative Table  Linked from child interest – | AOL: EAD Exploring and using media and materials  OBJ: I am learning to manipulate materials to achieve a planned effect.  I am learning to experiment to create different textures.  FOCUS: Make colour monsters – cut out ears, eyes, hair to stick on coloured circles |  | | Maths area  Linked from  Assessment – | AOL: Mathematics: SSM  OBJ: Uses familiar objects and common shapes to create and recreate patterns and build models.  FOCUS: | | | Role Play  Home Corner | AOL:EAD Being Imaginative  OBJ: I am learning to engage in imaginative role-play based on own first-hand  experiences.   FOCUS: Monster Café – place mats, menus, food, plates, cups, jars of different things to cook – shredded paper, string, pom poms, shiny stones. |  | | KUW | AOL: PSED health and self care  OBJ: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  FOCUS: Senses – have different smelling pots – children have to guess what is inside the pots. | Senses pots | | Funky Fingers | AOL:  OBJ:  FOCUS: Colour monster tracing mats  Rainbows with numicon stackers |  | | ICT  Link with Maths | AOL: KUW:Technology and Mathematics  I am learning to counts objects to 10, and beginning to count beyond 10.  OBJ: I am learning to operate simple equipment.  FOCUS: Topmarks games | IPADs  Topmarks | | Outside | AOL: EAD Being Imaginative  OBJ: I am learning to introduce a storyline or narrative into my play.  FOCUS: Colour: Mixing with water colours on tuff spot, dancing with coloured scarves  Colour water pouring (big water tray) | Water colours  Mixing posters  Coloured scarves | | Music | AOL: EAD Exploring and using media and materials  OBJ I am learning to sing a few familiar songs.  FOCUS: Listening to traditional songs on the CD player  Playing with the musical instruments on the stage | Cd Player  Songs | |
| **STEM Learning Opportunities #sciencefromhome** |
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