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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 modelUnderstand 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

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| **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   |

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| **STEM Learning Opportunities #sciencefromhome** |
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