

Making area
Can you make a caterpillar or butterfly?
Different examples and skills modelled throughout the week:

- Paper chain caterpillar** (fine motor – linking fasten)
- Folded caterpillars**
- Split pin Caterpillars** (hole punch)

Symmetry painted folded butterflies (A3) maths- shape/pattern.

F1 Carpet area

Reading area

Puppets to create own narratives and re-tell stories we have covered.

Box Modelling trolley

malleable table
constructing mini – beasts using playdough and other materials (drip language)

Sand- continuous

Enhance with Minibeasts, plant pots and stones

Water – continuous

If minus temps outside- enhance with ice

Role play area

Interacting with children
Model play and develop language- extending sentences and modelling vocab.
Enhance with:
*Recipe books
*Ingredients and recipe for pancakes to role play

*Develop more ‘home like’ (long term plan)

Outdoor classroom
See continuous provision sheet for main activities/provision for Spring 2
Ramps & cars
Shapes
Magnifying glasses
Bug hunt
Minibeasts
Dinosaur small world
Book tent /area
Mud kitchen – potions
Hoops & bean bags
Chalks – drawing bugs.
Natural art making bugs with sticks and natural materials.

Enhanced provision
Mini – beast hunt for outside- tick list (mark making)- can you name the mini-beast (adult to scaffold) Where is it hiding? Encouraging positional language

Ring games- hokey cokey, farmers in his den etc

Foam shapes- can you make a pattern?

Small World:

Mini-beasts – natural objects to create own narratives/’bug hotels.

F2 Maths Focus table

Number bonds to 10 with numicon resources

Number cards/number mats for F2 weekly challenge 1-10 (forwards/backwards)

Mark making area:

Different coloured paper

Small books & mini-beast pictures

S maps to re-tell hungry caterpillar/lifecycle of butterfly

Nursery Rhyme bag-
model to the children and 1:1 intervention Lewis

Children’s Choice:
Dot to dot pictures/colouring

Adult focus:
-Key knowledge to develop and language (mini-beasts) see plan above and big ideas

-Modelling skills in make & do area

-Creating S maps for ‘The Very Hungry Caterpillar’ or inventing own stories

-Taking note of maths CFC ordering numbers for interventions

Aldi Role play- treat food and healthy food linked to teddy bears hospital last week

CD player/Technology area- pad signup sheet
Program locked to letter formation.

F2 carpet area focus
IWB- can you draw a mini beast? Print for books.

-Symmetry game

-Ordering numbers dragon

Role of Adult in CP
-Quality interactions in children’s play – developing their communication & language and social skills through modelling, questioning, extending
- Dripping intentional language when interacting in different areas (see posters in classroom)
-Dripping weekly language (mini-beasts in CP)
-(F2) Encouraging children to complete their weekly challenges and set themselves a personal challenge (pink)
-Creating S map for ‘*The Very Hungry Caterpillar*’ or inventing their own stories
- (Make & do) Adults modelling making mini-beasts– talking about skills fastening/joining & mixing paint
-Taking photos of WOW moments on the iPad- adding to tapestry to share with parents/children at the end of the day (*remarking on the remarkable*)
-Making note of ‘*spotlight*’ children on notes on tapestry- concerns/interactions/language/next steps- esp ordering numbers maths 0-10
-Modelling and extending imaginative play – being at children’s level
-BIG IDEAS Q’S– talking to the children modelling stem sentences/key knowledge to develop

Monday F1 class	Monday Focus room	Monday F2 class
<p>BIG WEEKLY QUESTIONS/IDEAS</p> <p>What is the lifecycle of a Butterfly?</p> <p>What is symmetry?</p> <p>9am– Encourage children to hang up own coat, book bags in the box, self-register then choose until ready for hello time.</p> <p>Welcome & hello song https://youtu.be/oKqAblcwFOA</p> <p>CZ to count everyone, find correct number and change day of the week.</p> <p>Everyone to join in and clap or stamp the number of children.</p> <p>Introduce the new vocabulary of the week (see above)</p> <p>Talk about new big idea.</p> <p>Use the signs of the week (sign good morning).</p> <p>Songs – Five Currant Buns</p> <p>Maths focus – Measuring – children tallest to shortest.</p> <p>Key vocabulary: Tall and short</p> <ul style="list-style-type: none"> • Long and short • Tall/long and short <p>10-15- Poetry Basket- Stepping Stones</p> <p>Change books & Diary check & bronze awards (email to Gemma)</p> <p>10.30 – Revisit last week’s sounds and start to introduce the sound with m.</p> <p>Phonological awareness</p> <p>Alliteration - Talking about sounds</p> <p>I went to the shop - How to play: In a small group, the children stand or sit in a circle and a player or supporting adult starts off with 'I went to the shop and bought a cake'. The next child then has to say 'I went to the shop and bought a cake and a candle' for example. The play continues until no more words can be added and then a new initial sound is used. (For F1 - N2 children).</p> <p>Intent: To explore how different sounds are articulated, and to extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word.</p> <p>Reinforce/ introduce signals MTYT & stop signal</p> <p>10.45 – Snack at the table</p> <p>Outside / inside free flow once snack finished.</p> <p>Outdoor focus – Letter hunt</p> <p>11.30 - Story – The Very Hungry Caterpillar</p>	<p>Phonics- See separate document ‘Teaching Phonics (Reception)’ for lesson breakdown</p> <p>Phonics- 9:30 (1 teacher/1 TA leading separate groups)</p> <p>Group 1:</p> <p>RWI Group A/B/C</p> <p>1:1 tutoring for gaps in set 1 single sounds –blending activities (intervention room) – Butterfly Room for phonics</p> <p>..... to Join WB phonological awareness groups to develop sound discrimination.</p> <p>Set 1 special friends, reading longer words, spotting special friends, writing in books formation and Fred fingers single words.</p> <p>Group 2:</p> <p>All -teach set 2 special friends speed sound lesson/formation on books/hold a sentence (short caption) I can see...</p> <p>After lunch reading- Ditty groups/Red books</p> <p>Ditty group:</p> <p>Red book group:</p> <p>Green group:</p>	<p><u>Walk in to (9:00am)</u></p> <p>Children to walk in and complete morning bucket activities</p> <p>-1 fine motor, one writing/formation focus, 1 maths focus</p> <p>As children finish- practise core muscle movement of the week on carpet (input the register) (child to check that 10 frame matches packed lunch boxes)</p> <p>-Weather broadcast partner talk/Days of the week song with Makaton signs</p> <p>-Speedy sounds/Fred talk game</p> <p>-Share weekly vocab/Makaton signs (TTYP to show them)</p> <p>-Show the children Minibeast safari video. Talk about what they see and revisit where they might live.</p> <p>Share story: <i>Crunching Munching Caterpillar</i></p> <p>Share weekly challenges before continuous provision- what will you do first?</p> <p>9:40 Session 1 – Phonics groups KI and TA and intervention room</p> <p>10:15- Poetry Basket- Stepping Stones</p> <p>10:30 MILK AND FRUIT AT TABLE WITH A FOCUS: Mini-beast pairs (print flashcardsX2) model turn taking/insect vocabulary.</p> <p>Session 2 (11:20am) – Maths (White Rose) - Spring 2 Week 3 session 1 Matching Objects- 3D Shapes (see separate planning)</p> <p>Drip: Subitising 5/10 frames & what a minute feels like https://wordwall.net/resource/47518678/butterflies-1-6</p> <p>1:00pm- PCM DITTY GROUP (READING- Partners) WB Ditty 4</p> <p>Session 3 (1:10pm) – TOPIC (English) – What is the lifecycle of a butterfly?</p> <p>Read story: The Very Hungry Caterpillar (<i>note key vocab: leaf, egg, caterpillar, cocoon (chrysalis), transform, butterfly, symmetrical, wings, antenna – get children to add actions to the words</i>)</p> <p>Watch: Lifecycle of a butterfly- YouTube - noting key vocab</p> <p>Sing: I'm a tiny caterpillar on a leaf before as a class ordering lifecycle of a butterfly- emphasising that an adult butterfly will lay an egg and does not turn into an egg (misconception)</p> <p>1:45pm – Red Group Ditty Reading KI</p> <p>CP: Drawing Club- design something that is symmetrical. Use mirrors to support concept.</p> <p>Finish Maths Assessments (Monday- Wednesday) Growing 6, 7 & 8</p> <p><u>End of the day (3:00pm):</u></p> <p>- Story time</p>

<p>Introduce signs of the week – slow quick</p> <p>Revisit Good morning & good afternoon</p> <ul style="list-style-type: none"> Children to monitor for GLD 		<p>--Songs of the week</p> <p>-Share tapestry- remarking on the remarkable</p>
Notes from Monday		

Tuesday F1 class –	Tuesday Focus room	Tuesday F2 class
<p>BIG WEEKLY QUESTIONS/IDEAS</p> <p>9am– Encourage children to hang up own coat, book bags in the box, self-register then choose until ready for hello time.</p> <p>Welcome & hello song https://youtu.be/oKqAblcwFOA</p> <p>EBG to count everyone, find correct number and change day of the week.</p> <p>Everyone to join in and clap or stamp the number of children.</p> <p>Introduce the new vocabulary of the week and using the signs of the week (sign good morning)</p> <p>5 Little Monkeys</p> <p>Maths focus - Key vocabulary:</p> <p>Master the curriculum – Long / short</p> <p>Focus – Hungry Caterpillar painting</p> <p>10.30 – Phonological awareness.</p> <p>Introduce sound a</p> <p>Eye spy from a collection of a objects.</p> <p>Reinforce/ introduce signals MTYT & stop signal</p> <p>Listening rules recap</p> <p>10.45 – Snack at the table –</p> <p>Outside / inside free flow once snack finished.</p> <p>11.30 - Story – The Crunching Munching Caterpillar.</p>	<p>Phonics- See separate document ‘Teaching Phonics (Reception)’ for lesson breakdown</p> <p>Phonics- 9:30 (1 teacher/1 TA leading separate groups)</p> <p>Group 1:</p> <p>RWI Group A/B/C</p> <p>1:1 tutoring for gaps in set 1 single sounds –blending activities (intervention room) – Butterfly Room for phonics</p> <p>.... to Join WB phonological awareness groups to develop sound discrimination.</p> <p>Set 1 special friends, reading longer words, spotting special friends, writing in books formation and Fred fingers single words.</p> <p>Group 2:</p> <p>All -teach set 2 special friends speed sound lesson/formation on books/hold a sentence (short caption) I can see...</p> <p>After lunch reading- Ditty groups/Red books</p> <p>Ditty group:</p> <p>Red book group:</p> <p>Green group:</p>	<p>Walk in to (9:00am)</p> <p>Children to walk in and complete morning bucket activities</p> <p>-1 fine motor, one writing/formation focus, 1 maths focus</p> <p>As children finish- practise core muscle movement of the week on carpet (input the register) (child to check that 10 frame matches packed lunch boxes)</p> <p>-Weather broadcast partner talk/Days of the week song with Makaton signs</p> <p>-Dance n beats (note confidence & general PD assessment)</p> <p>-Speedy sounds/Fred talk game</p> <p>-Share weekly vocab/Makaton signs (TTYP to show them)</p> <p>-Share story: The Very Hungry Caterpillar</p> <p>Share weekly challenges before continuous provision.</p> <p>Partner talk- what are you going to do first? What will your pink sparkly personalised challenge be?</p> <p>9:40 Session 1 – Phonics KI and small group letter formation KI/FW</p> <p>TPY/stop signal/MTYT – reinforce throughout the day</p> <p>10:15 MILK AND FRUIT ALTOGETHER WITH FOCUS: Naming mini-beasts talking about their features – sorting into piles according to criteria that the children decide.</p> <p>10:45am- Poetry basket – Stepping Stones</p> <p>CP: Matisse Shell- tearing shapes to make a snail spiral (vocab) - Adult Focus to sit and model</p> <p>Session 2 (11:20am) – Maths (White Rose) Spring 2 Week 3- Session 2</p> <p>3D Shapes- Matching Objects (see separate planning)</p> <p>Drip: 2D shapes/pattern</p> <p>https://wordwall.net/resource/51917522</p> <p>1:00PM- PCM DITTY GROUP (READING) WB</p> <p>KI 1:45pm – Red Ditty story group Red Book</p> <p>Session 3 (1:15pm) – English (TfW)</p> <p>Create a whole class story map to re-tell ‘Hungry Caterpillar’ story- re-calling and adding actions as you go.</p>

		<p>Encourage children to create independently in CP (adult focus) - share at end of the day story chair.</p> <p><u>End of the day (3:00pm):</u></p> <ul style="list-style-type: none">- Story time-Big Ideas Questions (current)-Songs of the week
Notes from Tuesday		

Wednesday F1 class	Wednesday Focus room	Weds F2 class
<p>GOLDEN EGG TO CLAIRE</p> <p>9am– Encourage children to hang up own coat, book bags in the box, self-register then choose until ready for hello time.</p> <p>Welcome & hello song https://youtu.be/oKqAblcwFOA</p> <p>HT to count everyone, find correct number and change day of the week. Everyone to join in and clap or stamp the number of children.</p> <p>10.30 WB – Phonological awareness – RWI introduce letter a Speedy pictures – j-z adding a</p> <p>10.45 – Snack - table sharing ideas about minibeasts.</p> <p>11.00 – Outdoor/indoor continuous provision.</p> <p>11.30 Story – The crunching munching caterpillar</p>	<p>Phonics- See separate document 'Teaching Phonics (Reception)' for lesson breakdown</p> <p>Phonics- 9:30 (1 teacher/1 TA leading separate groups) Group 1:</p> <p>RWI Group A/B/C</p> <p>1:1 tutoring for gaps in set 1 single sounds –blending activities (intervention room) – Butterfly Room for phonics</p> <p>.... to Join WB phonological awareness groups to develop sound discrimination.</p> <p>Set 1 special friends, reading longer words, spotting special friends, writing in books formation and Fred fingers single words.</p> <p>Group 2: All -teach set 2 special friends speed sound lesson/formation on books/hold a sentence (short caption) I can see...</p> <p>After lunch reading- Ditty groups/Red books Ditty group: Red book group: Green group:</p>	<p>Walk in to (9:00am) Children to walk in and complete morning bucket activities -1 fine motor, one writing/formation focus, 1 maths focus (input the register) (child to check that 10 frame matches packed lunch boxes) -Weather broadcast partner talk/Days of the week song with Makaton signs- - Makaton sign 'good morning' to everyone -Share weekly vocab/Makaton signs (TTYP to show them) -Share weekly challenges- what will you do first?</p> <p>9:30am PE- TEAMWORK 'Ants' ball skills (see separate planning) Children to get changed- encouraging them to put clothes back inside PE bag and keep on the chair/space they got changed in. Use timer to see how long it takes and if we can beat time next week.</p> <p>KI small group reading/RWI interventions- SG lead PE</p> <p>SINGING ASSEMBLY 10:10</p> <p>Getting changed – CP and free flow snack and chat- sorting mini-beasts according to their features (noting vocab, antenna, wings, how many legs? Colours etc) Children to decide own sorting criteria.</p> <p>Session 2 (11:30am) – Maths (White Rose) Spring 2 Week 3- Session 2 3D Shapes- Matching Objects (see separate planning) Drip: 2D shapes/pattern</p> <p>SPEEDY SOUNDS BEFORE LUNCH IN LINE- Previously taught sounds & Fred Talk game</p> <p>1:00PM- WB PCM DITTY GROUP (READING) Ditty 1</p> <p>1:30pm Phonics/CP Group 1: Speed sound lesson set 1 special friends. Group 2: Speed sound set 2</p> <p>2:50ish: WHOLE UNIT DOUGH DISCO- make note of children struggling for interventions.</p> <p>End of the day: -Storytime/Songs -Word Wizard to revisit previous vocabulary</p>

Thursday	Thursday Focus room	Thurs F2 class		
<p>9am– Encourage children to hang up own coat, book bags in the box, self -register then choose until ready for hello time.</p> <p>https://youtu.be/oKqAblcwFOA</p> <p>PM to count everyone, find correct number and change day of the week.</p> <p>Everyone to join in and clap or stamp the number of children.</p> <p><u>RWI</u></p> <p>Speed sound review before Hall</p> <p><u>Hall time</u></p> <p>Duck, duck goose warm up.</p> <p>Balancing & jumping</p> <p>Moving in different ways not using our feet.</p> <p>Pretending to be a minibeast slithering, crawling, fluttering like a butterfly.</p> <p>Cool down – cocoon then flutter to line</p> <p>Snack altogether with calming music after movement.</p> <p>Change any books not already changed.</p> <p>Outside – Measuring chalking around ourselves and measuring.</p> <p><u>11.15 Maths Focus</u></p> <p>11.30 – Stepping Stones (revisit previous poems)</p>	<p>Phonics- See separate document ‘Teaching Phonics (Reception)’ for lesson breakdown</p> <p><u>Phonics- 9:30 (1 teacher/1 TA leading separate groups)</u></p> <p><u>Group 1:</u></p> <p>RWI Group A/B/C</p> <p>1:1 tutoring for gaps in set 1 single sounds –blending activities (intervention room) – Butterfly Room for phonics</p> <p>.....to Join WB phonological awareness groups to develop sound discrimination.</p> <p>Set 1 special friends, reading longer words, spotting special friends, writing in books formation and Fred fingers single words.</p> <p><u>Group 2:</u></p> <p>All -teach set 2 special friends speed sound lesson/formation on books/hold a sentence (short caption) I can see...</p> <p><u>After lunch reading- Ditty groups/Red books</u></p> <p><u>Ditty group:</u></p> <p><u>Red book group:</u></p> <p><u>Green group:</u></p>	<p><u>Walk in to (9:00am)</u></p> <p>Children to walk in and complete morning bucket activities</p> <p>-1 fine motor, one writing/formation focus, 1 maths focus</p> <p>As children finish- practise core muscle movement of the week on carpet (input the register) (child to check that 10 frame matches packed lunch boxes)</p> <p>-Weather broadcast partner talk/Days of the week song with Makaton signs- Makaton sign ‘good morning’</p> <p>-Dance n beats all together</p> <p>-Speedy sounds/Fred talk game</p> <p>-Share weekly vocab/Makaton signs (TTYP to show them)</p> <p>Share weekly challenges before continuous provision</p> <p>Partner talk- what are you going to do first? What will you pink sparkly personalised challenge be?</p> <p><u>Session 1 9:40am Phonics and small group letter formation KI/TA</u></p> <p><u>Group 1-</u></p> <p><u>Group 2</u></p> <p><u>Session 2 10:30 – White Rose Maths- Spring 2 Week 3 Session 4 (see separate planning)</u></p> <p>Patterning PP</p> <p>Game- children have shapes and create a repeating pattern.</p> <p>Introduce IWB games.</p> <p>Sergey and Lewis- finger painting 2 step patterns</p> <p><i>10;45 MILK AND FRUIT ALTOGETHER AT TABLE WITH worksheet WRITING ACTIVITY</i></p> <p><u>Session 3 11:30 RE session – see separate planning</u></p> <p>Why do Christians celebrate Easter?</p> <p>What happened to Jesus on Palm Sunday and at the Last Supper?</p> <p>Recap Christmas story showing image of PPT</p> <p>Introduce Easter</p> <p>Palm Sunday for children UK version - Bing video</p> <p>The Last Supper - Bible For Kids - Bing video</p> <p><u>Session 4 1:10pm- 1:30pm</u></p> <p><u>Hold a sentence ditty group</u></p> <p><u>Session 5 – 3:00pm Jigsaw</u></p> <table><tr><td></td></tr><tr><td>Jigsaw- Healthy Me</td></tr></table>		Jigsaw- Healthy Me
Jigsaw- Healthy Me				

		<div>Weekly celebration: Have been physically active</div> <div>Intent: Food, Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices.</div> <div>In front of the children make an unhealthy sandwich Mrs G to come and tell me off about eating it. The children tell me why this is not healthy. Sort my shopping basket into health and unhealthy foods Pass Jigsaw Jeanie around and say what is their favourite healthy food Put the shopping basket game out to play</div> <div>End of the day: -Word Wizard -Speedy sounds/Fred Talk games -Stroy time</div>
Notes from Thursday		

Friday	Friday Focus room	Fri F2 class
<p>9am– Encourage children to hang up own coat, book bags in the box, self -register then choose until ready for hello time. Welcome & hello song https://youtu.be/oKqAblcwFOA ALD to count everyone to join in and clap or stamp the number of children.</p> <p>Five Speckled Frogs</p> <p>Measuring height and length (Master the Curriculum).</p> <p>10.30 Phonological awareness – Nursery Rhyme bag.</p> <p>10.45 Snack and chat- mini-beast pictures – what are they called? What do they look like?</p> <p>11.00 – Get squiggling Caterpillar (make note of grip for display/funky fingers)</p> <p>www.bbc.co.uk/cbeebies/watch/get-squiggling-caterpillar</p> <p>11.30 Story – Choosing from the favourite story box.</p>	<p>Phonics- See separate document 'Teaching Phonics (Reception)' for lesson breakdown</p> <p>Phonics- 9:30 (1 teacher/1 TA leading separate groups) Group 1:</p> <p>RWI Group A/B/C</p> <p>1:1 tutoring for gaps in set 1 single sounds –blending activities (intervention room) – Butterfly Room for phonics</p> <p>.....to Join WB phonological awareness groups to develop sound discrimination.</p> <p>Set 1 special friends, reading longer words, spotting special friends, writing in books formation and Fred fingers single words.</p> <p>Group 2: All -teach set 2 special friends speed sound lesson/formation on books/hold a sentence (short caption) I can see...</p> <p>After lunch reading- Ditty groups/Red books Ditty group: Red book group: Green group:</p>	<p>Walk in to (9:00am) Children to walk in and complete morning bucket activities -1 fine motor, one writing/formation focus, 1 maths focus As children finish- practise core muscle movement of the week on carpet (input the register) (child to check that 10 frame matches packed lunch boxes) -Calendar- counting children (focus on numbers above 10) -Share weekly vocab/Makaton signs (TTYP to show them) Share weekly challenges before continuous provision -Discuss this weeks big question- look at the symmetry activity Partner talk- what are you going to do first? What will you pink sparkly personalised challenge be?</p> <p><u>9:40am Session 1 – Phonics and small group letter formation/word time and Fred Fingers</u></p> <p><u>Session 2 – Maths session 10:30 - spring 2-week 3 Session 5 (see separate planning)</u> Pattern movements- PowerPoint https://www.youtube.com/watch?v=BQ9q4U2P3ig https://www.youtube.com/watch?v=BQ9q4U2P3ig Sergei and Lewis No power point focus on video https://www.youtube.com/watch?v=BQ9q4U2P3ig Much slower pace with 1-1 support</p> <p><i>10:45 CP & MILK AND FRUIT AT TABLE WITH ACTIVITY</i></p> <p><u>Session 3 – 11:30-</u> Introduction to next week's story/big idea question's</p> <p><u>Session 4 – 1:315-</u> Adventure Island The mustard tin in missing! We find it outside with a large pile of 3D shapes and inside is the pom pom of power We have to send a message to the Bog babies the caterpillars are hatching- to do this we can use a new little creature called the poggle monster. He is the postman of adventure island- to get him to come to us we have to follow the pattern jump high, clap low 3 times. Teach this using F1 language tall and short. We can then tell him our message using bog baby phones which we have discovered in the hut. To send the Poggle monster on his way we don't say bye but the name of our shape. Hidden around the area are lots of little butterflies with codes on them- if we find them, say the code so they sleep, then rescue them, and put them in the basket (simple CVC words)</p> <p>2:10- JG red ditty group</p>

		<u>End of the day:</u> Assembly (3:00pm)
Notes from Friday (Handover notes JG)		