Week Beginning:

Intentional Planning linked to Es and Os and with appropriate LI and SC. Some of it may be responsive planning coming from observational assessments

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| **Adult Led Literacy** | **Adult Initiated Literacy** |
| **Initial sound/phoneme:** L&TshB – revise SATPIN focus on P |  | **Lions** | **Tigers** | **Bears** |
| **Common words:** she come from | **Mon** | iPad sh activity | iPad sh activity | Supported by ASN Initial sound Bingo SATPIN |
| **Reading:** L&T -sequencing focusB – Word attack strategy – first letterL – The Hungry Kitten/ Choosing a PuppyT – Jon’s Photo/ Monkey’s ScooterB – The Big Hole/ Josh and Scruffy | **Tue** | Hungry Kitten Find It Prove It  | Jon’s Photo missing word activity | * Match the sounds iPad game
* Blending wands
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| **Wed** | ‘Sh’ sentences in jotterAdult Initiated activities can be active activities or traditional jotter activities depending on what is needed. | ‘Sh’ sentences in jotter | P matching activity in jotter |
| **Writing:**DictationSpell CVC wordsGoing Shopping | **Thu** | * Common word revision game
* Puppy description
 | * Monkey’s Scooter Find It Prove It
* Common word game
 | Tuff tray sound sorting activity |
| **Fri** | Going Shopping writing  | Going Shopping writing | Going Shopping writing |

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| **Adult Led Numeracy** | **Adult Initiated Numeracy** |
| **Teaching Focus:**Revise number sequences to 30.Subtraction with in 10.Money – coin recognition. |  | **Circles** | **Squares** | **Triangles** |
| **Mon** | Coing sorting/ bingo. Topmarks game | Coing sorting/ bingo. Topmarks game | Coing sorting/ bingo. Topmarks game |
| **Tue** | Coin recognition- sorting sheet | Coin recognition- sorting sheet | Coin recognition game with ASN |
| **Wed** | * Tuff tray – Subtraction Padlocks
* Jotter before and after within 20

Will be added to as week progresses. Important that is not just a description of a task. What will you learn from or do about this observation? Responsive planning comes from observations. | * Tuff tray – Subtraction Padlocks
* Jotter number sequences
 | * Tuff tray – Subtraction Padlocks
* Jotter number formation
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| **Thu** | Takeaway Turtles activity | Takeaway Turtles activity | Takeaway Turtles activity (supported) |
| **Fri** | * iPad shopping game
* Tuff Tray – Subtraction Padlocks
 | * iPad shopping game
* Tuff Tray – Subtraction Padlocks
 | * iPad shopping game
* Tuff Tray – Subtraction Padlocks
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| **Child Led** |
| **Social Zone - Provocations**Small world – farm with sheep and sheepdogShoe Shop – money in till and pursesSpring themed stationery at writing table | **Discovery Zone - Provocations**Sharks, ships and shells into water areaPlanning for potential learning and opportunities for children to build on teaching but open ended enough that children can lead where they choose. This is also responsive planning as depending on observations and interests can be adapted throughout the week.Tuff stray with 2d and 3d shapesAdd pictures and books about ships to construction area | **Creative Zone - Provocations**Containers and different objects e.g. rice to fill to make shakersPictures of and vases of spring flowers | **Outdoor Zone – Provocations**Add water pipes and shower head |

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| A diagram of a cycle  AI-generated content may be incorrect.**Observation/Next Steps/Assessment** |
| Notice: 1. J, AW and P have no experience with money, they don’t seem to recognise coins but do understand a bit about paper money. J in particular had a fascination for holding and clinking the coins together and was enjoying the feel and sound.
2. Bears are working on blending simple CVC words but find it difficult however, D and AM were in library and overheard them try to sound independently.
3. Lots of children enjoyed the Shoe Shop this week, children enjoyed taking them out and putting them back in boxes.
4. K, S, LS and LM were fascinated with the padlocks but quickly figured out which was which and no longer needed to do the subtraction.

Analyse: 1. The plastic coins we have used in role play don’t have the same feel, smell, sound as real money.
2. Sometimes teacher waiting for/expecting answer might be too much pressure.
3. Children were enjoying the idea of a system but as the boxes were not labelled, they had to open them all to find the shoes they wanted.
4. These children are very able with number work and remembered the matching key almost just by pattern matching rather than calculating.

Act: 1. Use real coins where possible. Add other metal objects to the loose parts trays for children to explore. Could add a magnet to see if that stimulates interest in loose parts section.
2. Use iPad as way for children to record their blending without teacher and see if they really can do it.
3. Add a set of printed photos of the different shoes to the shoe shop area and see if children use them as labels or in another way. Pens and pencils are already at the till section, and we could discuss adding information about size and price.
4. Use a set without labels to be able to quickly change the numbers to a more challenging set. Encourage them to set puzzles for each other and write their own sums and answers.
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| **Health and Wellbeing** | **RE** | **PE** | **IDL** |
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Week Beginning:

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| **Adult Led Literacy** | **Adult Initiated Literacy** |
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|  | **Mon** |  |  |  |
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| **Wed** |  |  |  |
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| **Fri** |  |  |  |

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| **Adult Led Numeracy** | **Adult Initiated Numeracy** |
| **Teaching Focus:** |  |  |  |  |
| **Mon** |  |  |  |
| **Tue** |  |  |  |
| **Wed** |  |  |  |
| **Thu** |  |  |  |
| **Fri** |  |  |  |

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| **Child Led** |
| **Social Zone - Provocations** | **Discovery Zone - Provocations** | **Creative Zone - Provocations** | **Outdoor Zone – Provocations** |

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| A diagram of a cycle  AI-generated content may be incorrect.**Observation/Next Steps/Assessment** |
| Notice: Analyse: Act:  |

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| **Health and Wellbeing** | **RE** | **PE** | **IDL** |
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