



CONTINUOUS PROVISION PLANNING: SUMMER TERM: TOPIC: FAIRY TALES

<u>Area</u>	<u>FSP/EYFS</u>	<u>Resources</u>	<u>Enhancements</u>	<u>Look, Listen, Note</u>
<p>WRITING CORNER</p> 	<p>To distinguish between the different marks they make.</p> <p>To sometimes giving meaning to marks as they draw and paint.</p> <p>To begin to show some control in their use of tools and equipment.</p> <p>To use one handed tools and equipment.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Pens, pencils, crayons, chalks, felt pens, variety of paper, different sized papers, notebooks, envelopes, post-its, hole punch, paper clips, treasury tags, name cards.</p> <p>Stamps and pads, cut and stick materials, glue sticks, scissors.</p> <p>Mark making templates.</p> <p>Examples of writing styles.</p>	<p>Story maps, key words for stories studied</p> <p>templates, vocab labels -</p>	<p>What can the children tell you about the marks they make?</p> <p>Are they giving meaning to the marks they are making?</p> <p>Observe how the children are developing their fine motor skills - pulling up a zip, fastening buttons, using a watering can.</p> <p>Are the children holding the writing implement correctly?</p>
<p>NUMERACY AREA</p> 	<p>To use some number names and number language spontaneously.</p> <p>To show curiosity about numbers by offering comments or asking questions.</p> <p>To use some number names accurately in play.</p> <p>To begin to make comparisons between quantities.</p> <p>To show an interest in number problems.</p> <p>To show an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>Number washing line, number cards, sorting/counting - dinosaurs, transport, bears, cubes etc.</p> <p>Compare bears.</p> <p>Wooden shapes, magnetic shapes, link and learn links, sorting hoops, currant buns</p>	<p>Matching games, number formation, ordering activities, pattern blocks- costume patterns, colours and patterns of castles</p>	<p>Do the children show awareness that different numbers have different names?</p> <p>Do the children use the names for numbers accurately?</p> <p>Why are the children using certain numbers?</p> <p>What range of numbers are they using?</p> <p>What strategies are the children using to match number and quantity?</p> <p>Do they make close estimates and are they able to check by counting?</p> <p>Are children able to match shapes and complete puzzles?</p>

CONSTRUCTION



To show curiosity about why things happen and how things work.
To investigate various construction materials.
Join construction pieces together to build and balance.

Small:
Lego, Duplo, Train track, sticklebricks, small wooden blocks and small coloured blocks, marble run, mobilo, manetico, poly m.
Large:
Large wooden blocks, large plastic lego. Glow in the dark jackets and hard hats, building site signage.

Maps, pictures, photographs of transport, buildings, small world objects, story books to inspire building. Look at iconic features of different settings in story-beanstalk, castles, houses, bridges

Do children build with a clear purpose? Does their everyday and knowledge of life influence what they build? Do they use the right materials for the job? Can they join pieces together correctly? Are they aware of others around them? Can children evaluate designs and say how they would make them better?

ROLE PLAY



To seek and delight in new experiences.
To have a positive approach to activities and events.
To show increasing confidence in new situations.
To use talk, actions and objects to recall and relive past experiences.
To remember and talk about significant events in their own experience.
To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
To use some number names and number language spontaneously.

Farm Shop:
Telephone, till, shopping lists vocabulary, dressing up, posters.

Café:
Tables, chairs, dressing up clothes, menu

Giant's Castle
Golden goose, coins, harp, leaves, key words

Goldilocks and three bears house
Sized beds chairs bowls, spoons key words

Do they understand the purpose of the area? Are they curious about their surroundings? Do they explore the area? What situations do the children to show confidence and independence? Do they interact with others in the area? Do they use vocabulary appropriate to the area? Do they use appropriate gestures and body language? Do they recall and recount experiences? Do the share experiences with others?

SMALL WORLD






To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
To seek and delight in new experiences.
To have a positive approach to activities and events.
To show increasing confidence in new situations.
To use talk, actions and objects to recall and relive past experiences.




Train track, cars, car mat, fire station, train track, farm, Noah's ark, dinosaurs, garage, small world insects, car track, play mats, play mobil people.


Jack's house role play small world, dolls house, interactive display boards, play tray (to be changed weekly) fiction and non-fiction books linked to topic area.

Do they understand the purpose of the area? Are they curious about their surroundings? Do they explore the area? What situations do the children to show confidence and independence? Do they interact with others in the area? Do they use vocabulary appropriate to the area? Do they use appropriate gestures and body language? Do they recall and recount experiences? Do the share experiences with others?

	<p>To remember and talk about significant events in their own experience.</p> <p>To use some number names and number language spontaneously.</p>			
<p>LISTENING AREA/BOOK CORNER</p> 	<p>To use simple statements and questions often linked to gestures.</p> <p>To use intonation, rhythm and phrasing to make their meaning clear to others.</p> <p>To use talk, actions and objects to recall and relive past experiences.</p> <p>To distinguish one sound from another.</p> <p>To listen to and join in with stories and poems.</p> <p>To seek and delight in new experiences.</p> <p>To have a positive approach to activities and events.</p> <p>To have some favourite stories.</p> <p>To show increasing confidence in new situations.</p>	<p>seating area, cushions, beanbag, range of books, vocab, listening centre, range of books on CD/tape.</p>	<p>Range of vocab hanging from the tented area changed regularly, sound activity to be changed regularly, display board, books linked to topic, leaflets from café area.</p>	<p>Can the children handle a book in the correct way? What are the children's favourite stories? What situations do the children to show confidence and independence? Can they retell a story using well know phrases from a well known story? Can they copy adults and then carry out activities independently? How do the children respond to songs and music?</p>
<p>CREATIVE TABLE</p> 	<p>To explore and experience using a range of senses and movement.</p> <p>To explore colour and begin to differentiate between colours.</p> <p>To seek and delight in new experiences.</p> <p>To have a positive approach to activities and events.</p> <p>To show increasing confidence in new situations.</p> <p>To sometimes give meaning to marks as they draw and paint.</p> <p>To engage in activities requiring hand-eye coordination.</p> <p>To show awareness of own needs.</p>	<p>PLAY DOUGH Playdough, boards, templates, cutters</p> <p>CUT AND STICK: Paper, shapes, glue, scissors, treasury tags, hole punch, cello tape, scrap paper.</p>	<p>PLAYDOUGH Playdough, boards, templates, cutters</p> <p>CREATIVE TABLE: Directed activities for creative tasks and baking.</p> <p>CUT AND STICK: Colouring sheets, printing, glittery things, templates linked to topic, pictures linked to topic, catalogues.</p>	<p>Can children handle tools in the correct way? How do they capture their experiences? Can the mix colours? Can they describe their work and suggest ways to improve it? Do they respond to different textures using appropriate vocab? Do they differentiate between colours? Do they use resources for a specific purpose? Are they aware of others?</p>

<h2>ICT</h2> 	<p>To show an interest in ICT. To engage in activities requiring hand-eye coordination.</p>	<p>C beebies, education city, paint, range of CD ROMS, vocab for equipment. Wonderbugs, Digital cameras.</p>	<p>Using interactive whiteboard, word processor, CD Rom linked to topic, printer.</p>	<p>Can they use the equipment appropriately? Can they name the equipment? Can they use a mouse? Do they understand the safety aspects of using the equipment?</p>
<h2>INVESTIGATION STATION</h2> 	<p>To show curiosity about why things happen and how things work. To seek and delight in new experiences. To have a positive approach to activities and events. To show increasing confidence in new situations. To use simple statements and questions often linked to gestures. To show awareness of similarities in shapes in the environment.</p>	<p>Interactive display board, Lab coats, goggles, vocabulary, magnifying glasses.</p>	<p>Investigations set up on a weekly basis. Each week to change table top. Tent cards, vocab, activity.</p>	<p>How do the children examine objects? Do they use appropriate vocab? Do they interact with others? What reactions/ responses do they have to questions/discoveries? Do they ask questions about the activity/objects?</p>
<h2>OUTDOORS</h2> 	<p>To move with confidence, imagination and in safety; move with control and coordination; show awareness of space, of themselves and of others; recognise the importance of keeping healthy and those things which contribute to this; recognise the changes that happen to their bodies when they are active; use a range of small and large equipment; travel around, under, over and through balancing and climbing equipment; handle tools, objects, construction and malleable materials safely and with</p>	<p>Large flowers to chalk Sand pit, water tray, balancing beam, large tyre, aeroplane, playhouse</p>	<p>Activities set up on daily basis to provide a range of fine and gross motorco-ordination skills</p>	<p>Can the chn balance on the beam,? Can they show spatial awareness? Can they use large and small equipment?</p>

	increasing control.			
WATER 	<p>To explore and experience using a range of senses and movement.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To make connections between different parts of their life experience.</p>	<p>Range of baskets with objects, blow fish, funnels, measuring containers, plastic bottles, marbles, shells, boats, sea creatures.</p>	<p>Bubbles, sponges, food colouring, ice, cups, tea pots, play people</p>	<p>How do they use make believe play in order to gain an understanding of their interests? How do they respond to ideas and their on life experiences? How do they initiate play with others in the area? Do they use tools for a purpose? Do children express choices and preferences?</p>
SAND 	<p>To explore and experience using a range of senses and movement.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To make connections between different parts of their life experience.</p>	<p>Range of baskets, buckets, spades, moulds, shells, pebbles, mark making tools, sieve, play wheels, funnels.</p>	<p>Animals, people, wet sand, printing, sandcastles linked to birthdays, roleplay items,</p>	<p>How do they use make believe play in order to gain an understanding of their interests? How do they respond to ideas and their on life experiences? How do they initiate play with others in the area? Do they use tools for a purpose? Do children express choices and preferences?</p>
MESSY PLAY/JUNK MODELLING 	<p>To explore and experience using a range of senses and movement.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To make connections between different parts of their life experience.</p> <p>To show curiosity about why things happen and how things work.</p> <p>To investigate various materials.</p> <p>Join pieces together to build and balance.</p>	<p>Vocabulary.</p>	<p>JUNK MODELLING: Range of boxes, materials, glue, paper, scissors, cello tape, range of books/pictures.</p> <p>PLAYDOUGH: Playdough mats, playdough, cutters, modelling tools, rollers, bun trays, cake tins, candles, buttons, lollipop sticks, bowls, mark making equipment.</p> <p>TUFF SPOT: Range of materials.</p>	<p>How do they initiate play with others in the area? Do they use tools for a purpose? Do children express choices and preferences? Do children build with a clear purpose? Does their everyday and knowledge of life influence what they build? Do they use the right materials for the job? Can they join pieces together correctly? Are they aware of others around them? Can children evaluate designs and say how they would make them better? Can they describe their work and suggest ways to improve it? Do they respond to different textures using appropriate vocab?</p>

<p>PUZZLE TABLE</p> 	<p>To show an interest in shape and space by playing with shapes of making arrangements with objects.</p> <p>To explore colour and begin to differentiate between colours.</p> <p>To engage in activities requiring hand-eye coordination.</p> <p>Notice simple shapes and patterns in pictures.</p> <p>Observe and use positional language.</p>	<p>Range of puzzles available in boxes.</p> <p>Vocabulary.</p>	<p>Puzzles linked to topic, country puzzles and seasons puzzles.</p>	<p>Do they have good eye and hand co-ordination? What observations do they make with regards to shapes and patterns?</p> <p>Do they have a preference to the type of puzzle they use?</p> <p>Can they match shapes effectively? Do they complete puzzles?</p>
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LINKS TO SUMO:

- C** – How to accept and manage **Change** in our lives and how to build and maintain **Confidence** to deal with the challenges in life.
- R** – Building better and lasting **Relationships** with our families and friends.
- A** – Developing a resilient **Attitude** to life and learning to deal with set-backs.
- M** – Improve and maintain **Motivation** for ourselves and those around us.
- S** – Learning to cope with **Stress** and turning stressful situations into positive ones.

Prime Area: Personal, Social and Emotional development (PSED)

What would it like to be a Queen?
Money – Being wealthy and poor.
Keeping hands and objects to self.
Witches/Fairies/Wizards/Dwarves
Character building comparison/
discussion

Prime Area: Physical Development (PD)

Healthy an unhealthy foods- effects on body Repeating
movements in a sequence Linking movements together
Obstacle course- using range of equipment- hoops,
skipping ropes, throwing bean bags into a hoop, stilts,
weaving in and out of cones Sports Day Activities

Prime Area: Communication and Language (CL)

Listening to stories-Responding to what they hear
Understanding and following instructions Answering questions
Talking about past, present

Specific Area: Literacy

Letters & Sounds- Phase 1-5 Rhymes- Vowel
Phonemes/ High frequency words/ Alternate sounds/ CCVC
words Thematic Big Books
Writing captions and sentences Role-play
– Castle / 3 bears cottage Writing Opportunities –
Royal Banquet Invitations, Letter to Queen

Specific Area: Expressive Arts and Design (EAD)

Art

Designing own castle. Perspective
painting Make masks.
Painting castles. Drawing King /
Queen Use Puppet theatre for re-creating
stories. Making flags and crowns

Music

Drums Making Royal /
fairytale sound effects. Singing

SummerTerm: Fairy Tales &Summer




Mrs Dodsworth & Mrs Atherton


Specific Area: Mathematics (M)

Counting in 2s., 5s and in 10s. Addition/
Subtraction of single digit numbers Count
reliably, order numbers from 1-20. Find
one more/ one less than a given number.
Solve problems, including doubling, halving/sharing
Repeating Patterns.
Weight and measure

Specific Area: Understanding the World (UW)

Compare town and countryside Compare rich and rags
Cinderella DVD Compare old and new clothes.
Look at pictures of castles and old buildings. Be a character
and describe what life is like. Making castles
Drawing maps to show where the castles are.

CLEE RECEPTION			Su1 W1 JACK & THE BEANSTALK						
Weekly Teaching Timetable									
	8.55 - 9.30		11.00-12.00			1.00		3.00	Support/ Meetings/ Clubs/ Homework
MON	Maths Focus	PDR	Letters and Sounds	LD STORY	L	S N	CLL Story matching	JG am JW pm	
TUE (Jo in Assembly)	ASSEMBLY	FOREST SCHOOL/PE			u	A P	UOW Magic Beans	JG am JW pm Cooking Club	
WED	Maths Focus	PDR	Letters and Sounds	JA STORY	n	P Y	CLL Character profile	JG am SHS & KM pm Craft Club	
THURS	Maths Focus	PDR	Letters and Sounds	JA STORY	c	M A	EAD Perspective Painting	JG am JW& KM pm Staff Meeting	
FRI	Open the Book Assembly	PDR	Letters and Sounds	LD STORY	h	T H S	Library & Bertie Bear PDR	JG am JG PPA JW pm	
ACTIVITIES: Differentiation for challenge and support									
Subject & Objective	Whole Class	Activities			Plenary (at any stage in the lesson)				
		Lower	Middle	Upper					
L.O. To match who says what Success Criteria To listen to the story To recall who says what Even better if... To cut and stick the correct phrase to the person	Stimulus Introduce the chn to the Fairy Story of the week. Read the Story of J&BS to them. Discuss who the different characters are. Show the chn the images of the different Characters. Ask the chn to talk with their CP to recall what the character said.	Main The chn will have the sheet with the characters on. They will then cut out the phrases and match them to the person who said them in the story. JW to Support LK,KS,LD,JH, <u>Resources</u> Sheet with characters Scissors Glue				Chn will discuss with their talking partners whether they had the correct saying next to each of the characters. Discuss which of these characters was tricky to identify, How did we solve these? Did we match up the easiest first?			

<p>L.O To work as a team</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • To listen to the instructions • To share with colleagues what/how to complete the task <p>Even better if...</p> <p>I can work as part of a team</p>	<p>Starter</p> <p>2 teams playing cups and saucers. Place enough small flexi cones on the floor so that there are at least one for each child. Half of them need to be placed on the floor in the normal way, and half upside down. This creates the cups and saucers.</p> <p>Divide the class in two, depending on whether they are a cup or saucer and they have to turn the flexi cones over for their team. The team with the most cones turned over within a set time, e.g. 30 seconds, wins.</p> <p>The game can be repeated by lengthening the time, travelling in a specific way e.g. hopping, or having an uneven split of cones to start with.</p>	<p>Main</p> <p>Introduce the theme for the next few weeks being team games. The chn will have to learn to work as a team. Play</p> <p>Tank Tracks</p> <p>Divide class into groups of 4 and 5, each with two gym mats at one end of the hall behind a common line. •Groups to have 5-10 mins discussion on how they will get from one end to the other end of the hall without touching the floor only the mats. Perform task after 10mins and find winners. Next play</p> <p>Communication Bench</p> <p>Arrange pupils in groups of 5-6 per bench. Give tasks to the groups, such as reorganise in order of birth dates, shoe size, height etc. Award points to the winning bench. Progression - Blind fold the pupils and give each one an animal name in secrecy, pupils to reorganise in size of animal using only their animal noises to communicate.</p> <p>Resources</p> <p>Cones Mats Benches Object</p>	<p>Cool down</p> <p>Have the children form a large circle, sitting down, facing inward.</p> <p>Select one student to sit in the middle of the circle with their eyes closed. Everyone else in the circle needs to sit with their legs crossed and their arms behind their backs with their hands open.</p> <p>The teacher will walk around the outside of the circle and place an object (eraser, keys, bracelet, etc...) in the hands of one student. When the teacher says so, the student in the middle opens their eyes and they get three guesses (strikes) as to who is holding the item.</p> <p>After the three guesses, the student who is holding the item switches places with the student in the middle.</p>
<p>L.O. To write a profile</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Recall the story • Record correct information in each box <p>Even better if...</p> <p>Writing is in complete sentences</p>	<p>Stimulus</p> <p>Retell the story of J&BS to the chn. Discuss with the chn who the main character of the story is. Explain that we are going write a character profile for this person eg- what is his name. Show the chn the layout of the sheet. Discuss key words eg. Villain what does this mean.</p>	<p>Main</p> <p>The chn will have the template to complete a character profile. Support LA L&S group to read the questions in the boxes and help them to find the correct word to record in the boxes correctly. MA L&S the chn will have all the key words on the board for them. They will attempt to write a short sentence for their answer. HA L&S will complete this task independently. Tricky words will be provided for them.</p> <p>Resources</p> <p>Story Sheet Pencil</p> 	<p>Chn will discuss their profiles with their carpet partners. List the words that the chn have selected to describe the character. Discuss the use of adjectives in writing.</p>
<p>L.O. To design magic beans</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • To select colours • To ensure all of shape is submerged <p>Even better if...</p> <ul style="list-style-type: none"> • To make packet to 	<p>Stimulus</p> <p>Recap on the part of the story where Jack is given the magic beans for the cow. Discuss that we are going to design some magic beans that we need to put safely into a packet. The chn will design 3 beans and make their packet to store them in. Model to the chn how to do this.</p>	<p>Main</p> <p>2 stations for the chn to be working at</p> <p>1 designing their beans- marble painting.</p> <p>Making their bean packets</p> <p>SHS to support LK,KS,JH,OW with patterns.</p> <p>Resources</p> <p>Ink Marbling Foil tray</p>	<p>Chn will be able to describe the colours used for their magic beans and how these colours have created other colours when mixed together.</p>

hold beans in		Water Scissors Seed packet template	
<p>L.O To paint using perspective.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Sketch the giant using lines to support • Add background to picture to support perspective <p>Even better if...</p> <ul style="list-style-type: none"> • Detail is added to giants clothing 	<p>Stimulus</p> <p>Discuss one of the tallest characters in the story, Can they describe him? Discuss long legs and big feet are the important features. Show the chn a piece of paper with a triangle and a line through it, explain that this is their template to draw a giant standing looking up at him. Model how to section the picture to draw head and body and add the giants' boots. Discuss the background of the picture to be divided in half with the top section being the sky and the bottom half being the grass, trees and beanstalk.</p>	<p>Main</p> <p>Chn to sketch then paint the giant using perspective template. Chn to select appropriate colours for background and giants clothing. JW to support</p> <p>LK,KS,JH,JP,OW</p> <p>Resources</p> <p>Triangle template Pencil Watercolours Paint brushes</p> <div data-bbox="1252 172 1406 392" data-label="Image"> </div> <div data-bbox="1451 172 1608 392" data-label="Image"> </div> <div data-bbox="1252 408 1406 628" data-label="Image"> </div> <div data-bbox="1451 408 1608 628" data-label="Image"> </div>	<p>Discuss with chn what perspective is ask the chn if an object is further away is it bigger or smaller?</p> <p>Have some images of perspective for the chn to look at making reference to size of certain objects,</p>