

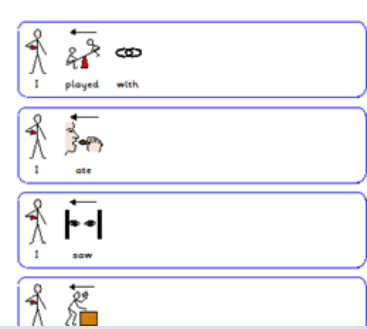
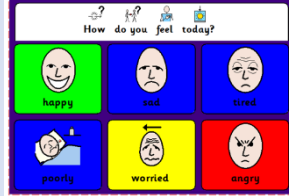
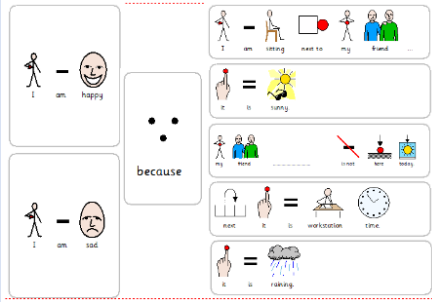
EYFS – Weekly Curriculum Plan

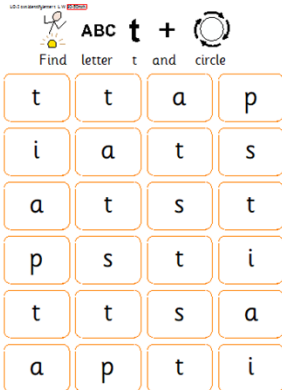
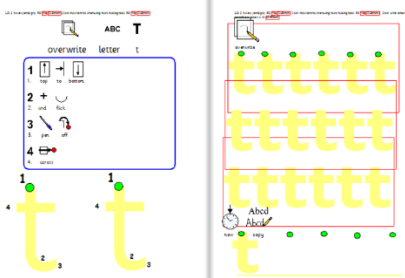
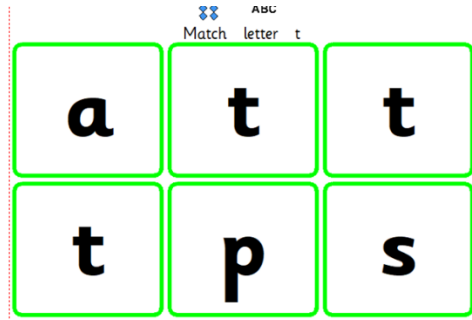
Week Beginning: 24.5.21

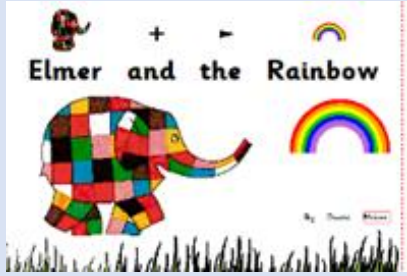
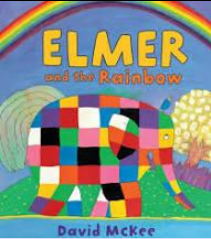

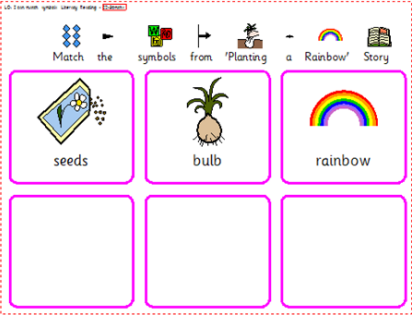
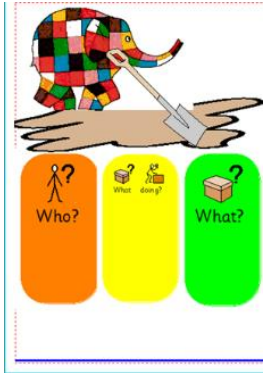
Imaginative Learning Project: How many colours in a rainbow?


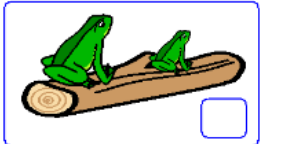
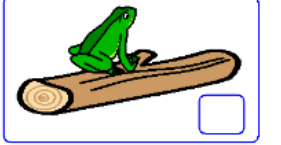
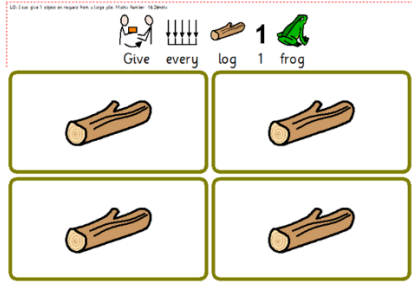
Class Name: Busy Bees


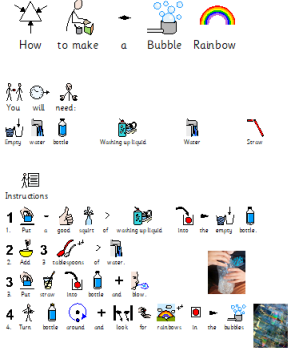


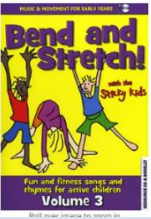
Teacher: Julie Travers



Subject	Learning Objective (include differentiation) & brief outline of activity/outcome	Activities	Assessment / Development Matters
<p>Communication & Language</p> <p>PSED/8</p>	<ul style="list-style-type: none"> I can communicate social greetings in a group situation using symbols, photos, signs, words and talking buttons. I show greater confidence in communicating particularly in familiar situations. I can say how I feel using symbols, gestures and words from a choice of happy, sad, tired, poorly, angry, worried symbols. I can talk about an experience. 	<p>Good Morning – Circle time Adult to sign Good Morning to each child in turn. Sing ‘hello’ song. Pupil to select appropriate photo of adult and build sentence strip, Good morning Mrs Travers. Offer strip to adult. Differentiate by level of support with regards to pointing to symbols, verbalising and pressing ‘talk buttons’.</p> <p>Offer ‘Feelings’ symbol choice board to pupil. Pupil to place name/photo on how they feel from range: happy, sad, tired, poorly, angry, worried symbols. HA: to use symbol prompt board to communicate why they are happy / sad etc. EG. “I am happy because I am sitting next to ...”</p> <p>Outdoor learning - Take photos of children playing with each other or on equipment / toys. When they come back into classroom show them photo on Ipad and offer symbol prompt board for sentence starters so they can verbally say, ‘I played with’.</p>  	<ul style="list-style-type: none"> Frequently imitates words and sounds. CL:S 8-20mths Copies familiar expressions CL:S 16-26 mths Uses simple sentences CL:S 22-36 mths Is able to follow directions CL:L & A 30-50 mths Maintains attention, concentrates and sits quietly during appropriate activity. CL:L & A 30-50 mths Can express their own feelings such as happy, sad. PSED MF & B 22-36 Show understanding and cooperates with some routines. PSED MF & B 22-36 Responds to the feelings of others. PSED MF & B 22-36 Begins to take turns, sometimes with support PSED MF & B 30-50 Use language as powerful means of sharing experiences, feelings and thoughts. CL S 22-36

<p>Phonics</p>	<p>LA Phase 1 Aspect 1 Animal sounds - Letters and Sounds LO: to be able to listen to and identify environmental sounds.</p> <p>HA Phase 2 Set 1 LO: To hear, say, recognise and write 't'.</p>  	<p>Circle time LA - Listen to Jolly Phonics – Phase 2 Set 1 songs on IWB as introduction. SATPIN Offer a sound button children to press. Can they identify object of reference that corresponds to sound, from range: ambulance, duck, cow, pig?</p> <p>MA / HA - Phase 2 Set 1 – Focus sound 't' Circle time IWB – Listen to Jolly Phonics songs for Phase 2 Set one – satpin. Encourage children to join in with actions.</p> <p>Game IWB – Phoneme Pop Introduce phoneme s – hold up flash card. Write on whiteboard. Model 't' action'. Play Phoneme POP – focus on 't'.</p> <p>Worksheets - One to One HA and MA</p> <ol style="list-style-type: none"> Worksheet – like wordsearch – find letter t and circle. Worksheet – trace letter t in large script Worksheet – trace letter t in medium script and then copy letter using correct formation. <p>LA Worksheet - Match letter t</p> 	<ul style="list-style-type: none"> Recognises and responds to familiar sounds, e.g. knock on the door. CLL: L & A 22-36mths Shows interest in play with sounds. CLL: L & A 22-36mths Joins in with repeated refrains e.g. "I hear ..." CLL: L & A 30-50mths Is able to follow directions CL:L & A 30-50 mths Focussing attention – still listen and do, but can shift own attention CL:L & A 30-50 mths Links sounds to letters. L R 40-60. And W Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly. L W 40-60. Copy some letters' 1
<p>\ZXC VBN</p>	<p>Elmer and the Rainbow</p> <p>I can listen to, show interest, enjoy and join in with stories. I know how a book works. I can read some symbols, words and sentences.</p>	<p>Focus Book: 'Elmer and the Rainbow'</p>	<ul style="list-style-type: none"> Handles books and printed material with interest. Lit:R 8-20mths Listens to and joins in with stories in one to one and small groups. Lit: R 30-50

		<p>Listen to Youtube 'Elmer and the Rainbow': https://www.youtube.com/watch?v=Na_2jHMkoMw or type the following into youtube search box.</p> <p>"Elmer and the Rainbow by David McKee The Patchwork Elephant Book Story Books about Giving"</p> <p>One to One reading Offer symbol book to child wrong way up. Can they turn it correct way? Can they turn pages as adult reads? Join in with any phrases? Make sensible guesses? Point to symbols words? Read symbols/words?</p> 	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. LitR 30-50 • Recognises familiar words and signs. LitR 30-50 mths • Knows that print carries meaning and is read from left to right. Lit: R 30-50mths • Maintains attention, concentrates and sits quietly during appropriate activity. CLLA 30-50
<p>Writing</p>	<p>LO:</p> <ul style="list-style-type: none"> I can hold my pencil with tripod grip and with good control. I can trace letters. I can begin to copy letter forms. I can match pictures. I can use a symbol bank to create a sentence. I can begin to write a sentence with help. 	<p>One to one: Elmer and the Rainbow</p> <p>Task 1 – Overwriting and copying key words. Colour lion to look the same as model and trace word 'rabbit'. Then copy word. Can children: Choose appropriate colours to match model? (might need to just offer a couple of colouring pencils/crayon options at a time), keep in lines to colour? hold pencil correctly? trace writing with some control? attempt to write independently with correct formation?</p>  <p>Task 2 – Colour Semantics Re-cap on story HA and MA – Who? What doing? What? Find symbols from range of 2 each time. (Elmer dig soil) LA – Match 3 objects from story x3</p>  <p>Laminate for workstation if required.</p> 	<ul style="list-style-type: none"> • Makes connections between their movement and the marks they make. PD: M & H 16-26mths • May be beginning to show preference for dominant hand. PD: M & H 22-36mths • Beginning to use three fingers (tripod grip) to hold writing tools. PD: M & H 22-36mths • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. PD: M & H 30-50mths • Holds pencil near point between first two fingers and thumb and uses it with good control. PD: M & H 30-50mths • To use a range of writing materials – chalks, pencils, paints, chalk. Lit 8-20mths • Distinguish between the different marks they make. Lit: W 22-36mths • Sometimes gives meanings to marks they draw and paint. Lit: W 30-50mths • Gives meanings to marks they make as they draw, write and paint. Lit: W 40-60mths • Understand simple sentences (match the colours) CL U 16-26

<p>Maths</p>	<p>LO: I can join in with number songs. I can count up to 10 objects and identify numeral from range.</p>	<p>Circle time Song – ‘5 Speckled Frogs’ - Listen first on youtube – for example: https://www.youtube.com/watch?v=WSC-gHBU_d0 or type in “Five Little Speckled Frogs Nursery Rhymes from LittleBabyBum! into Youtube search box.</p> <p>Next - could place 5 frogs – on log. Pupils to show 5 fingers. Find number 5 from range of 5 number options on table top. Sing song and pause and ask pupil to take 1 frog away. ‘How many frogs now?’ Find numeral again and so on. Focus on saying “so one less than 5 is 4 ...” Continue with song asking pupils to identify numerals and show relevant number of fingers.</p> <p>Game online –‘Ladybird Spots’ Topmarks website: https://www.topmarks.co.uk/learning-to-count/ladybird-spots Or go to Topmarks website and the game is called ‘Ladybird Spots’ Click on the Counting button and select 1 to 5 or 1 to 10. Count the spots and identify numeral.</p> <p>One to one - Worksheets – Count number of frogs - Encourage child to point to each frog as they count and ask them to find numeral from a range. You could even encourage them to write numeral. The last couple of sheets are counting frogs when they are presenting in an irregular layout. This is more difficult than counting objects in a line.</p>     <p>One to one - Worksheets – LA: Put 1 frog on each log MA: Count up to 10 frogs and find numeral HA: Count up to 10 frogs in irregular placement and find numeral.</p>	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Maths: Numbers 8-20mths • Says some counting words randomly. Maths: Numbers 16-26mths • Selects 1 object from group when asked. Maths: Numbers 22-36mths • Knows that a group of things change in quantity when something is added/taken away. M: N 22-36 • Uses some number names accurately in play. Maths: Numbers 30-50mths • Sometimes matches numeral and quantity correctly. Maths: N 30-50 • Recognises numerals 1 to 5. Maths: Numbers 40-60mths • Counts up to 5 objects by saying one number name for each item. Maths: N 40-60 • Counts reliably up to 10 objects BS M N 40-60
<p>Imaginative learning Project</p>	<p>LO: I can make a bubble rainbow.</p>	<p>Make a Bubble Rainbow http://preschoolpowolpackets.blogspot.com/2016/02/bubble-rainbow-science-dr-seuss-abcs.html or type “Bubble Rainbow Science and Dr Seuss ABC’s into Google.</p>	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. UTW TW 22-36mths.

<p>Understanding the World</p>		<p>You will need: Old water bottle, fairy liquid, straw, water.</p> <p>Directions:</p> <ol style="list-style-type: none"> Put good squirt of fairy liquid into empty water bottle. Add 2/3 tablespoons of water. Stick a straw in and blow until bottle fills up with bubbles. Carefully turn the bottle around and look for rainbows. <p>How many rainbows can they find? Look on Youtube for the bubble rainbows: https://www.youtube.com/watch?v=6ZHEYgXibHs or key in 'Rainbow Bubbles' into search box in Youtube (choose 3rd one down)</p> 	<ul style="list-style-type: none"> Shows curiosity and interest by facial expression, movement or sound. UTW TW 22-36mths. Talk about some of the things they have observed. UTW TW 30-50mths Talks about why things happen. UTW TW 30-50mths
<p>Physical Development (PE)</p>	<p>LO:</p> <p>I can travel in a range of ways.</p> 	<p>Wake and Shake</p> <p>Every Morning - Wake and Shake – Sticky Kids music and movement music and action CD. Listen to CD – Follow instructions on CD and adult models to perform actions whilst displaying symbol prompt cards. (paddle, trot, wash, wag tail etc)</p> <p>Music and Movement</p> <p>Youtube Zoo Movements by Dr Jean – copy model and pretend to be different zoo animals. Move to music.</p>  	<ul style="list-style-type: none"> Runs safely on whole foot. PD: M & H 22-26mths Moves freely and with pleasure and confidence in a range of ways, such as hopping, walking, galloping, skipping, running. PD: M & H 30-50mths Experiments with different ways of moving. PD: M & H 40-60 mths Negotiates space successfully to avoid obstacles. PD: M & H 40-60 mths Is able to follow directions CL:L & A 30-50 mths

<p>Expressive Arts and Design</p>	<p>LO: I can make a model of Elmer the elephant.</p> 	<p>Elmer model</p> <p>Adult to cut out elephant from a 2l milk carton. Chdn to stick on eyes then squares of tissue paper on. Stick on eyes.</p> <p>Take photos for journals.</p> 	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration and using whole body. EAD EUMM 8-20mths • I can create simple representation of objects. EAD BI 30-50mths. • Use techniques competently and appropriately. EAD EUMM 40-60mths.
<p>Programmes/ Interventions (eg: Think Social/ Zones)</p>	<p>Attention Autism LO: To engage attention. To improve joint attention. To increase enjoyment in group activities. To increase attention in adult led activities. To demonstrate spontaneous interaction. To increase non-verbal and verbal communication through commenting. To increase vocabulary.</p> <p>Intensive Interaction - Step One – Copying and building confidence together.</p> <ul style="list-style-type: none"> • To use sounds in play. C & L S 8-20mths • To enjoy babbling and increasingly experiments with using sounds and words to communicate for a range of purposes. C & L S 8-20mths <p>3-4 mins – share personal space – give child undivided attention – copy movements, vocalisations and facial expressions – monitor child’s response and see what gets best response – follow child’s lead and copy actions, noise and expressions – when they stop you stop – when they start your start – don’t copy actions you don’t want to see – reinforce next positive – try to end sessions on positive note.</p>	<p>Attention Autism – Stage 1 / 2– Big Box</p> <ol style="list-style-type: none"> 1. Draw on whiteboard now and next. 2. Big Box – Sing ‘I’ve got something in my big box’ song and present 3-5 items. 3. Flour stencil - Cut out a stencil on black paper of elephant shape. Put stencil on to black paper and sieve flour over the paper. Remove stencil to reveal the shape of elephant. 	<ul style="list-style-type: none"> • Pays attention to dominant stimulus – easily distracted by noises or other people talking. CL LU 8-20 • Pays attention to dominant stimulus – easily distracted by noises or other people talking. CL LU 40-60 • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. CL LU 22-36 • Frequently imitates words and sounds. CL S 8-20
	<p>Daily Sensory Circuits</p> <ul style="list-style-type: none"> • To help me stay calm and focus me for learning. 	<p>On arrival into the outdoor area each pupil to:</p> <ol style="list-style-type: none"> 1. Bounce on trampet for 20 bounces 2. Travel across stepping stones 3. Crawl through tunnel. 	

	<ul style="list-style-type: none">• To help me stay happy and in the green zone.• To help me with my sensory processing.		
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