

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 2

Fabulous Festivals					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 1 04.11.19	Phonics: e, u, r, h Focus book: The Gunpowder Plot Writing: To create a firework safety poster. WT: To give meaning to the marks they make. EX: To write initial sounds. GD: To write simple words and have a phonetically plausible attempt at longer words. Maths: To order numbers. WT: To order 1-5. EX: To order 1-10. GD: To order 1-20 and beyond. Reading: To predict how the story might end (focus in individual reading) To retell a story. WT: To recall key events. EX: To order key events. GD: To use extended vocabulary when retelling. Investigation: To explore an event from the past. Creative: To explore printing to create a firework picture. Physical: To use patterns to create a firework picture.	MONDAY	<ul style="list-style-type: none"> • Bordered paper, picture prompts, sound mats/word mats • Interactive games, number cards and Bonfire night number ordering activity • Gunpowder Plot photo puzzles • Making firework pictures – printing with tubes, pipe cleaners and straws. • Pattern cards, paper and pens 	<ul style="list-style-type: none"> • Clipboards and mark making materials by the campfire role play • Number tiles, number discs and wooden numbers • Building bricks, cable drums other large construction, masks for retelling The Gunpowder Plot • Camp fire role play – logs, cushions, ribbons, leaves 	
		TUESDAY			
		WEDNESDAY			
		THURSDAY			
		FRIDAY			

Rainbow Challenges:

Writing Reading Maths Investigation Creative Physical

Personal, Social and Emotional Development and Communication and Language will naturally be covered through the across the challenges.

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 2

Fabulous Festivals					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 2 11.11.19	Phonics: b, f, l Focus book: The Diwali Story Writing: To write a recipe. WT: To give meaning to the marks they make. EX: To write initial sounds. GD: To write simple words and have a phonetically plausible attempt at longer words. Maths: To find one more and one less than a given number. WT: Find one more or one less from a group of up to five objects. EX: Finds one more or one less from a group of up to ten objects. GD: To say one more and one less than a number to 10, then 20. Reading: To understand complex vocabulary. To answer questions in a range of styles. WT: To answer simple who, what, when questions with picture prompts. EX: To answer simple who, what, when questions and begin to answer why and how questions. GD: To answer how and why questions. Investigation: To explore other cultures. Creative: To use patterns for decoration. Physical: To use 2D shapes to create Rangoli patterns.	MONDAY	<ul style="list-style-type: none"> • Recipe templates, ingredients and equipment we'll use, sound/word mats • Range of manipulatives e.g. milk bottle tops, glass beads, counters, cotton reels etc. • Tessellation and symmetry – to create a rangoli pattern with pattern blocks. • Hand templates to create mendhi patterns. • Drawing favourite part of the story with a list of questions for adults to ask. 	<ul style="list-style-type: none"> • Mud kitchen recipes, clipboards, templates, bird seeds, flour, rice, oats etc. • To use foam bricks and wooden blocks to make towers adding one more or taking away one. • Tessellation and symmetry – to create a rangoli pattern with the sparkly shapes. • To create Rangoli patterns – chalk and templates to decorate. • Pictures from the story to order with a list of questions for adults to ask. 	
		TUESDAY			
		WEDNESDAY			
		THURSDAY			
		FRIDAY			

Rainbow Challenges:

Writing Reading Maths Investigation Creative Physical

Personal, Social and Emotional Development and Communication and Language will naturally be covered through the across the challenges.

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 2

Fabulous Festivals					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 3 18.11.19	Phonics: ck, ff, ll, ss Focus book: The Diwali Story Writing: To record their material hunt findings. WT: To give meaning to their marks. EX: To write initial sounds. GD: To have a phonetically plausible attempt at words. Maths: To explore addition. WT: To find the total number of items in two groups by counting all of them. EX: To use objects to add two single-digit numbers together to find the total. GD: To explore different ways of making the same total. Reading: To retell a story. WT: To recall key events. EX: To order key events. GD: To use extended vocabulary when retelling. Investigation: To explore changes when making Diwali sweets. To name different materials. Creative: To mould materials into the required shape. Physical: To develop cutting skills.	MONDAY	<ul style="list-style-type: none"> • Material hunt mark making • Range of manipulatives e.g. milk bottle tops, glass beads, counters, cotton reels etc., whiteboards, pens, number cards • Coconut, condensed milk, icing sugar, cases, bowls and spoons • To create diva lamps with clay or playdough • Story puppets for decorating and cutting 	<ul style="list-style-type: none"> • Material hunt mark making on clipboards • Adding machine – guttering and ping pong balls, number tiles • Large construction materials and masks for retelling the story. • Story masks for decorating and cutting 	
		TUESDAY			
		WEDNESDAY			
		THURSDAY			
		FRIDAY			

Rainbow Challenges:

Writing Reading Maths Investigation Creative Physical

Personal, Social and Emotional Development and Communication and Language will naturally be covered through the across the challenges.

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 2

Fabulous Festivals					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 4 25.11.19	Phonics: recap all of Phase 2 Focus book: Sammy Spider's First Hanukkah Writing: To record their light investigation results. WT: To give meaning to their marks. EX: To write initial sounds. GD: To have a phonetically plausible attempt at words. Maths: To begin to recognise and name 3D shapes. WT: To build with 3D shapes and talk about models. EX: To begin to use mathematical language to name 3D shapes. GD: To begin to use mathematical language to name and describe 3D shapes. Reading: To sequence events. WT: To recall the beginning of the story. EX: To sequence the key events from the story. GD: To retell with detail and expression. Investigation: To explore which materials light will travel through. Creative: To manipulate the materials to create a spider. Physical: To develop cutting skills.	MONDAY	<ul style="list-style-type: none"> • Writing predictions for science experiment, recording results • Wooden bricks and shapes for building models • Torches, selection of objects for exploring • Menorah cutting and sticking activity <p style="text-align: center;">Christmas fair craft</p>	<ul style="list-style-type: none"> • Recording 3D shapes hunt findings • Creative modelling with recycled materials • Washing line and pictures for sequencing • Paper plates, pipe cleaners, eyes and pens for making a spider 	
		TUESDAY			
		WEDNESDAY			
		THURSDAY			
		FRIDAY			

Rainbow Challenges:

Writing Reading Maths Investigation Creative Physical

Personal, Social and Emotional Development and Communication and Language will naturally be covered through the across the challenges.

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 2

Fabulous Festivals					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 5 02.12.19	Phonics: recap all of Phase 2 Focus book: The Christmas Story Writing: To write a Christmas present list. WT: To give meaning to their marks. EX: To write initial sounds. GD: To have a phonetically plausible attempt at words. Maths: To create a repeating pattern. WT: To complete a 2 step repeating pattern. EX: To complete a 3 step repeating pattern. GD: To complete 4 step repeating pattern. Reading: To talk about the characters from a story (focus in individual reading). To use 'Talk4Writing' to retell the story. WT: To learn the actions to the story. EX: to learn a basic version of the story. GD: To use intonation and expression. Investigation: To understand the meaning of Christingle. Creative: To learn songs for the nativity. Physical: To use cotton buds to decorate a Christmas tree. (Christmas cards)	MONDAY	<ul style="list-style-type: none"> • Templates, sound/word mats, writing pens • Candy cane repeating patterns. • 'Talk4Writing' story map displayed to encourage retelling • Songs playing to encourage singing • Christmas tree template, cotton buds, selection of paint <p style="text-align: center;">Christmas fair craft</p>	<ul style="list-style-type: none"> • List writing in role play area – toy workshop • Sparkly shape repeating patterns. • Paper chain repeating patterns. • Resources to create their own Christingle 	
		TUESDAY			
		WEDNESDAY			
		THURSDAY			
		FRIDAY			

Rainbow Challenges:

Writing Reading Maths Investigation Creative Physical

Personal, Social and Emotional Development and Communication and Language will naturally be covered through the across the challenges.

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 2

Fabulous Festivals					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 6 09.12.19	Phonics: recap all of Phase 2 Focus book: The Christmas Story Writing: To write a letter to Santa. WT: To give meaning to their marks. EX: To write initial sounds. GD: To have a phonetically plausible attempt at words. Maths: To order by size. To use everyday language related to size. WT: To order 3 items by size. EX: To order 5 items by size. GD: To order 7 items by size and describe. Reading: To recognise repeated words in the story. (focus in individual reading). To perform the 'Talk4Writing' story. WT: To perform the actions to the story. EX: To perform a basic version of the story. GD: To use intonation and expression in their performance. Investigation: To understand the meaning of Christmas. To talk about their own experience of Christmas. Creative: To learn songs for the nativity. Physical: To use cotton buds to decorate a Christmas tree. (Christmas cards)	MONDAY	<ul style="list-style-type: none"> • Letter template, sound/word mats, writing pens • Size ordering Christmas activity. • 'Talk4Writing' story map displayed to encourage retelling • Songs playing to encourage singing • Christmas tree template, cotton buds, selection of paint 	<ul style="list-style-type: none"> • Writing gift tags for presents • Presents in post office to order by size. • Pictures from the story to sequence on the washing line • Record what the children say about their own experiences of Christmas. 	
		TUESDAY			
		WEDNESDAY			
		THURSDAY			
		FRIDAY			

Rainbow Challenges:

Writing Reading Maths Investigation Creative Physical

Personal, Social and Emotional Development and Communication and Language will naturally be covered through the across the challenges.