

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 3

Antarctic Adventures					
	Focus	Input(s)	Enhancing the continuous provision		In the moment planning (child-led)
			Indoor	Outdoor	
Week 1 06.01.20	Phonics: recap phase 2 Writing: To write facts about Winter. WT: To hear and write initial sounds. EX: To write simple words. GD: To write simple sentences. Maths: To recap 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 missing number problems. Reading: To read tricky words. WT: To begin to read Phase 2 tricky words. EX: To confidently read Phase 2 tricky words. GD: To begin to read Phase 3 tricky words. Investigation: To explore winter. Creative: To use masking tape to create a snowflake. Physical: To build an igloo with the large construction materials.	MONDAY	<ul style="list-style-type: none"> • Bordered winter paper, picture prompts, sound mats/word mats • Interactive games, counters, Numicon, addition templates • White card, masking tape, different shades of blue and purple paint • Selection of tricky word activity sheets 	<ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Number tiles, number discs, conkers, pine cones, chalk • Winter hunt • Set up role play area with ice blocks, building bricks and plastic sheets and then use role play area to build an igloo • Tricky word dice to read and write 	
		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.

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Week 2 13.01.20	Phonics: qu, ch, sh, th Writing: To label parts of a penguin. WT: To write initial sounds. EX: To write simple words GD: To have a phonetically plausible attempt at longer words. Maths: To explore subtraction. WT: To understand that the amount gets less when we subtract. EX: To use objects to subtract two-single digit numbers. GD: To listen to subtraction word problems and solve them. Reading: To play a 'read the word' phonics game. WT: To orally blend CVC words. EX: To read Phase 2 words. GD: To begin to read Phase 3 words. Investigation: Sorting Arctic and Antarctic animals Creative: To explore painting on tin foil with puffy paint. Physical: To make a paper snowflake.	MONDAY	<ul style="list-style-type: none"> • Penguin picture to label, sound mats, pens • Range of manipulatives e.g. milk bottle tops, glass beads, counters, cotton reels etc, subtraction templates • Tin foil, Antarctic images, paint, puffy paint (shaving foam, PVA glue and paint) • Phonics games and dice 	<ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Number tiles, number discs, conkers, pine cones, chalk • Instructions, square paper, scissors • Hoops and pictures of Arctic and Antarctic animals 	
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Week 3 20.01.20 STEM WEEK	Phonics: ng, ai ,ee, ai Writing: To write a penguin fact file. WT: To hear and write initial sounds. EX: To write simple words and begin to construct sentences using the Russian Writing Method. GD: To write simple sentences and begin to use finger spaces between words. Maths: To order icicles by length. WT: To order 3 icicles by length. EX: To order more than 3 by length. GD: To describe the length of the icicles. Reading: To match pictures to words. WT: To orally blend word and find the picture. EX: To read Phase 2 words and match to pictures. GD: To begin to read Phase 3 words and match to pictures. Investigation: To sequence the penguin life cycle. Creative: STEM WEEK Physical: STEM WEEK	MONDAY Addition	<ul style="list-style-type: none"> • Penguin fact file template, sound/word mats, pens • Laminated icicles to order by length, paper for children to create their own • Penguin life cycle cutting and sticking activity • Selection of word and pictures cards. 	<ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Icicles velcroed onto house for the children to order by length • Penguin life cycle pictures on the washing line to order 	
		TUESDAY Indian animals and Taj Mahal			
		WEDNESDAY Mother Teresa			
		THURSDAY Indian Sweets			
		FRIDAY ASSEMBLY			

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Week 4 27.01.20 27.01.20: Chinese New Year Day	Phonics: oa, oo, oo, ar Writing: To write a penguin fact file. WT: To hear and write initial sounds. EX: To write simple words and begin to construct sentences using the Russian Writing Method. GD: To write simple sentences and begin to use finger spaces between words. Maths: To understand and describe position. WT: To understand positional language. EX: To describe positional language. GD: To lead a positional language game. Reading: To build words. WT: To orally segment words. EX: To segment and build Phase 2 words. GD: To begin to segment and build Phase 3 words. Investigation: To investigate Chinese New Year. Creative: To create a tube penguin. Physical: To follow step-by-step instructions to draw a penguin.	MONDAY	<ul style="list-style-type: none"> ● Penguin fact file template, sound/word mats, pens ● Penguin and chairs for putting in various positions ● Magnetic letters, boards and pictures ● CHINESE NEW YEAR DAY: Chinese number activities in Beckham class and letter activities in Sharman class ● Instructions, tubes, paper, glue, eye stickers 	<ul style="list-style-type: none"> ● Clipboards and mark making materials around the outside area ● Build an obstacle course and use in a positional language game. ● Letter tiles and pictures ● Step-by-step instructions, paper and pencils 	
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Week 5 03.02.20	Phonics: or, ur, ow, oi Writing: To write a list of items the boy needs for his journey. WT: To write initial sounds. EX: To write simple words. GD: To have a phonetically plausible attempt at longer words. Maths: To recognise and order numbers. WT: To recognise and order numbers to 10. EX: To recognise and order numbers to 20. GD: To write numbers to 20 and beyond. Reading: To read sentences. WT: To recognise Phase 2 sounds. EX: To read Phase 2 sentences. GD: To begin to read Phase 3 words in sentences. Investigation: To explore freezing and melting. Creative: To create a paper plate Antarctic scene for their tube penguin. Physical: To use tweezers to pick up objects.	MONDAY	<ul style="list-style-type: none"> • List template, sound/word mats, writing pens • Number cards, magnetic numbers, squared paper and pens • Sentences and pictures to match. • Penguins frozen in ice to explore – How can we melt the ice to rescue the penguins? • Paper plates, cotton wool, puffy paint, yoghurt pots 	<ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Number tiles, number discs, magnetic numbers, chalk, whiteboards • Have ice outside too to compare with the ice inside – Which melts the fastest? Why? • Tweezers, pompoms, numbered pots and cupcake cases 	
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Week 6 10.02.20	Phonics: ear, air, ure, er Writing: To write a speech bubble for a character from the story. WT: To write initial sounds. EX: To write simple words. GD: To write simple sentences. Maths: To order by capacity. To use everyday language related to capacity. WT: To order 3 items by size. EX: To order 5 items by size. GD: To describe the capacity. Reading: To read the words and match to the picture. WT: To orally blend word and find the picture. EX: To read Phase 2 words and match to pictures. GD: To begin to read Phase 3 words and match to pictures. Investigation: To talk about the similarities and differences between the different types of penguin. Creative: To explore combining materials with paint – sand, rice, oats, mud, flour Physical: Handwriting – fill the penguin with cursive letters.	MONDAY	<ul style="list-style-type: none"> • Speech bubble templates, sound/word mats, writing pens • Pasta and various sized pots to explore capacity. • Cutting and sticking picture matching activity. • Pictures of the different types of penguins, non-fiction books and paper to encourage mark making. • Penguin outline to fill with letters. 	<ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Bottles to order by capacity. • Paper and paint mixed with the various materials to explore 	
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Group Reading Skills Focus					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Focus book: Usborne Beginners – Antarctica</p> <p>To understand the difference between fiction and non-fiction texts.</p> <p>To orally recall facts about Antarctica (T4W). WT: To learn actions to recall facts. EX: To learn actions and words to recall facts. GD: To lead the group when recalling facts.</p> <p>INDIVIDUAL: To answer question about what they have read. WT: To answer simple who, what, when questions with picture prompts. EX: To answer why and how questions. GD: To express their views about events and characters in the story.</p>	<p>Focus book: Usborne Beginners – Penguins</p> <p>To understand the difference between fiction and non-fiction texts.</p> <p>To ask/answer questions. WT: To answer simple who, what, when questions with picture prompts. EX: To answer why and how questions and begin to develop their own questions to explore. GD: To devise their own questions to investigate.</p> <p>INDIVIDUAL: To recognise repeated words in the story. WT: To identify a given letter throughout their book. EX: To begin to identify repeated words with some support. GD: To confidently recognise words that have been repeated.</p>	<p>Focus book: Egg to Penguin (Life Cycles)</p> <p>To orally sequence the penguin life cycle (T4W). WT: To learn the actions to the sequence. EX: To learn the actions to the sequence in the correct order. GD: To use intonation and expression.</p> <p>INDIVIDUAL: Phonics focus WT: To recognise Phase 2 sounds. EX: To begin to recognise high frequency words. GD: To recognise a wider range of high frequency words.</p>	<p>Focus book: Lost and Found by Oliver Jeffers</p> <p>To predict what will happen next. WT: To choose between two different scenarios. EX: To make a prediction. GD: To use their prior knowledge to make a prediction.</p> <p>INDIVIDUAL: Predicting S.C. same as above</p>	<p>Focus book: Lost and Found by Oliver Jeffers</p> <p>To talk about the characters feelings. WT: To show an understanding of happy and sad. EX: To show and understanding of happy, sad, angry and scared. GD: To use a wider range of vocabulary to talk about feelings e.g. not just scared but afraid, frightened, petrified.</p> <p>INDIVIDUAL: Characters feelings S.C. same as above</p>	<p>Focus book: Lost and Found by Oliver Jeffers</p> <p>To sequence the story. WT: To sequence the beginning and end of the story. (4 pictures) EX: To sequence the beginning, middle and end of the story. (6 pictures) GD: To sequence all events in the story. (8 pictures)</p> <p>INDIVIDUAL: Retelling WT: To recall key events. EX: To order key events. GD: To use extended vocabulary when retelling.</p>

Rainbow Challenges:

Writing

Reading

Maths

Investigation

Creative

Physical

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