

FOUNDATION STAGE WEEKLY PLAN 2019-2020 TERM 4

| Fee Fi Fo Fum | | | | | |
|----------------------------------|--|-----------|---|---|------------------------------------|
| | Focus | Input(s) | Enhancing the continuous provision | | In the moment planning (child-led) |
| | | | Indoor | Outdoor | |
| Week 1 24.02.20 | <p>Writing: To label a bean plant. WT: To hear and write initial sounds. EX: To write simple words. GD: To have a phonetically plausible attempt at longer words. Maths: To explore estimating. WT: To estimate how many objects they see to 5 and check by counting them. EX: To estimate how many objects they see to 10 and check by counting them. GD: To estimate how many objects they see to 20 and check by counting them. Reading: To read tricky words. WT: To read Phase 2 tricky words. EX: To confidently read Phase 2 tricky words and begin to read Phase 3 tricky words. GD: To confidently read Phase 3 tricky words. Investigation: What does a seed need to grow? (plant beans) Creative: To create a large Jack and a large giant collage for the classroom display. Physical: To decorate a leaf with patterns, letters or words. To create paper chain beanstalks.</p> | MONDAY | <ul style="list-style-type: none"> • Bean plant template to add labels to, writing pens, sound mats • Estimating station and recording sheet – write down estimate and then count how many are actually in the pot. • Leaf templates, variety of coloured pens, pattern cards, sound and word mats • Large paper, material, tissue paper, paint | <ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Tricky word hunt • Bean seeds, cup, soil, tools, watering cans, labels • Strips of green paper for the children to create paper chains. | |
| | | 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 3 09.03.20 | <p>Writing: To write about the changes that occurred during investigation challenge.</p> <p>WT: To write simple words.</p> <p>EX: To write simple sentences using the Russian Writing Method.</p> <p>GD: To write sentences with a finger space between each word.</p> <p>Maths: To explore height.</p> <p>WT: To order three items by height.</p> <p>EX: To order six beanstalks by height and use mathematical vocabulary to describe the height.</p> <p>GD: To make height comparisons. To estimate and measure the height of the beanstalks.</p> <p>Reading: To build sentences using Sentence Salad.</p> <p>WT: To construct a simple sentence with simple adjectives.</p> <p>EX: To construct a simple sentence with more interesting adjectives.</p> <p>GD: To construct a compound sentence using the conjunction 'and'.</p> <p>Investigation: To look at changes when cooking scrambled egg and toast.</p> <p>Creative: To create a Mother's Day card.</p> <p>Physical: To play the bean game as a team.</p> | MONDAY | <ul style="list-style-type: none"> • Visual aids, writing paper, writing pens, finger spaces, sound and word mats • Cutting and sticking beanstalk ordering, laminated beanstalks to measure, cubes, rulers, height chart • Sentence salad resources on the green felt board • Microwave, eggs, bread, butter, bowl, milk, recipe card, plastic knives and forks, paper plates • Card, paint, writing pens | <ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Laminated beanstalks to order on the washing line • Visual prompts to support the game | |
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| Week 4 16.03.20 ART WEEK 22.03.20 Mother's Day | <p>Writing: To write a familiar story. WT: To write simple words. EX: To write simple sentences using the Russian Writing Method. GD: To write sentences with a finger space between each word.</p> <p>Maths: To explore sharing. WT: To count out up to 10 objects and share into equal groups. EX: To count out up to 20 objects and share into equal groups. GD: To solve sharing word problems read out to them by an adult.</p> <p>Reading: To play a 'read the word' phonics game. WT: To read Phase 2 words. EX: To read Phase 3 words with some support. GD: To confidently read Phase 3 words.</p> <p>Investigation: To sequence the hen life cycle. Creative: To combine materials to create a Jack and the beanstalk picture. Whole class - To learn songs for our performance.</p> <p>Physical: To create a cheerio beanstalk by threading cheerio's onto a spaghetti. How many cheerio's can you thread?</p> | MONDAY | <ul style="list-style-type: none"> • Book templates, writing pens, sound mats, word mats • Characters from the story and golden coins to share • Phonics board games, roll and read games and magnifying glass spotter games • Hen life cycle cutting and sticking activity • Paper, cotton wool, bean seeds, green collage material, colouring pens | <ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Beanbags and hoops for exploring sharing • laminated pictures on the washing line to order • Large boxes to paint and turn into a castle | |
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| Week 5 23.03.20 | <p>Writing: To write a familiar story. WT: To write simple words. EX: To write simple sentences using the Russian Writing Method. GD: To write sentences with a finger space between each word.</p> <p>Maths: To explore doubling. WT: To use objects to double numbers up to 5. EX: To use objects to double numbers up to 10. To begin to know doubling facts up to double 5. GD: To know doubling facts up to double 5. To solve doubling word problems read to them by an adult.</p> <p>Reading: To create a story map. WT: To give meaning to the marks they make. EX: To clearly recall some key events in order. GD: To create a story map that can be followed by an adult with all key events in order.</p> <p>Investigation: To observe changes when melting chocolate. Creative: To explore following a beat on a drum. To create patterns with the instruments e.g. drum, drum, bells, sticks</p> <p>Physical: To create props for our show – large castle and leaf headbands.</p> | MONDAY | <ul style="list-style-type: none"> • Book templates, writing pens, sound mats, word mats • Ladybird and butterfly doubling games, counters • Paper and story map created as class, writing pencils and colouring pencils • Chocolate, rice crispies, cake cases, bowl, spoon, trays, recipe | <ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Hoops and beanbags to explore doubling • Blue tac, spaghetti, cheerio's • Drums and a selection of instruments | |
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| Week 6 30.03.20 | Writing: To write a familiar story. WT: To write simple words. EX: To write simple sentences using the Russian Writing Method. GD: To write sentences with a finger space between each word. Maths: To explore 2D and 3D shapes. WT: To sort 2D and 3D shapes. To name common shapes. EX: To explore the properties of 2D shapes. GD: To explore the properties of 3D shapes. Reading: To sequence a story. (The Enormous Turnip) WT: To sequence the beginning and end of the story. EX: To sequence the beginning, middle and end of the story. GD: To sequence the story without picture cues. Investigation: To understand the meaning of Easter. Creative: To explore vegetable printing. Physical: To walk on stilts like a giant. How many steps can you do? | MONDAY | <ul style="list-style-type: none"> • Book templates, writing pens, sound mats, word mats • Selection of shapes and sorting hoops • Pictures to cut out and sequence • Easter story and hunt • stilts | <ul style="list-style-type: none"> • Clipboards and mark making materials around the outside area • Laminated pictures on the washing line to sequence • Selection of vegetables, paint and paper | |
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| Group Reading Skills Focus | | | | | |
|---|---|--|---|--|---|
| Week 1 - TA | Week 2 - CT | Week 3 - TA | Week 4 - CT | Week 5 - CT | Week 6 - TA |
| <p>Focus book: A Bean's Life</p> <p>Skill Focus: To orally recall the bean life cycle (T4W). WT: To learn actions to recall sequence. EX: To learn actions and words to recall the sequence. GD: To lead the group when recalling the sequence.</p> <p><u>Individual Readers</u> Skill Focus: To recognise repeated words in the story. WT: To begin to identify repeated Phase 2 high frequency words with some support. EX: To recognise repeated Phase 2 high frequency words. GD: To confidently recognise words that have been repeated.</p> | <p>Focus book: Jack and the Beanstalk</p> <p>Skill Focus: To build sentences about the characters using Sentence Salad. WT: To construct a simple sentence with simple adjectives. EX: To construct a simple sentence with more interesting adjectives. GD: To construct a compound sentence using the conjunction 'and'.</p> <p><u>Individual Readers</u> Skill Focus: To use my phonics knowledge to read words. WT: To read simple words. EX: To read simple sentences. GD: To confidently read words containing digraphs and trigraphs.</p> | <p>Focus book: Jack and the Beanstalk</p> <p>Skill Focus: To answer comprehension questions. WT: To answer simple who, what, when questions about the story. EX: To answer how and why questions about the story. GD: To answer questions where they express views about events and characters from the story.</p> <p><u>Individual Readers</u> Skill Focus: Same as above</p> | <p>Focus book: Jack and the Beanstalk</p> <p>Skill Focus: To orally recall the story of Jack and the Beanstalk (T4W). WT: To learn actions to recall the story sequence. EX: To learn actions and words to recall the story sequence. GD: To lead the group when recalling the story sequence.</p> <p><u>Individual Readers</u> Skill Focus: 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>Focus book: Jack and the Beanstalk</p> <p>Skill Focus: To create a new version of the story (T4W). WT: To change the characters in the story. EX: To change the characters and settings in the story. (What would your magic beans turn into?) GD: To change the characters, settings and events in the story.</p> <p><u>Individual Readers</u> Skill Focus: To demonstrate their understanding of words. WT: To show an understanding of simple nouns, verbs and adjectives. EX: To show an understanding of more complex nouns, verbs and adjectives. GD: To effectively articulate the meaning of a wide range of nouns, verbs and adjectives.</p> | <p>Focus book: The Enormous Turnip</p> <p>Skill Focus: To retell the story through role play. WT: To use picture prompts to determine the next event. To use actions during role play. EX: To recall the events in order. To use the basic story structure and language during role play. GD: To take a lead role during role play. To add extra detail to the role play.</p> <p><u>Individual Readers</u> Skill Focus: To retell a familiar book. WT: To recall key events with picture prompts. EX: To recall key events by heart. GD: To use extended vocabulary when retelling.</p> |

Rainbow Challenges:

Writing

Reading

Maths

Investigation

Creative

Physical

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Song 1 – what shall we do?

<https://www.youtube.com/watch?v=TWmJ89r7GRc>

Song 2 – Jack went to market

<https://www.youtube.com/watch?v=oGPJijPVOq0>

Song 3 – and the beanstalk grew

<https://www.youtube.com/watch?v=GgCORJzX8cY>

Song 4 – and he went higher

<https://www.youtube.com/watch?v=1O59Zg0L7Co>

Song 5 – Fee fi fo fum

<https://www.youtube.com/watch?v=Tn-ZSizEdMI>

Song 6 – I am the golden hen

<https://www.youtube.com/watch?v=4d2L4KzsB5M>

Song 7 – We're rich

<https://www.youtube.com/watch?v=sJi3ius10EY>

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