

Week beginning: 11.01.21

Topic: Superheroes



Please find below this week's timetable. We have suggested timings for activities to help keep children in a familiar routine. You will find the video introductions to each activity and resources that you may find useful on Evidence Me in the same style we have previously shared information to you. Please send the evidence of your child's learning to your individual Evidence Me. Your child's class teacher will respond to a selection of the evidence you provide by the end of each week.

Day	Phonics 9.30-10.00	Morning session 10.30-11.00	Afternoon session 1.00-1.30	Story 2.45-3.15
Monday	Phonics will be released daily to Evidence Me at 9.30am	Shape, Space & Measure	Expressive Arts & Design	Story will be released daily to Evidence Me at 2.45pm Live story with your classteacher every Thursday.
Tuesday JL class live at 9am		Reading	Writing	
Wednesday JY class live at 9am		You be allocated a zoom session with your teacher and a group of your friends in this time where we will cover Personal, Social & Emotional Development. Today we would like you to complete a 'PE with Joe' on YouTube and this weeks 'Maths of the Day' activity today that you will find on the school website.		
Thursday EO class live at 9am		Numbers	Communication and Language	
Friday		Physical Development	Understanding the World	

Please find below a written outline of the activities for the week showing what element of the curriculum we are targeting. As practitioners we also look at the Characteristics of Effective Learning to help your child to develop. If you are unsure about the goals or want to know more please see the Development Matters document that can be found online here: <https://www.early-education.org.uk/sites/default/files/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage%20-%20FINAL.pdf>

Happy Learning!

<u>Areas of learning:</u>	<u>Curriculum links</u>	<u>Activity:</u>
Personal, social, and emotional development	<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations, attends to and takes account of what others say. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>This area will be covered by your child's small group zoom meeting with their teacher and peers.</p> <p>This week we will like you to dress up as your favourite hero to tell your friends about. It might be someone from the TV, someone from history or someone you know.</p>
Physical Development	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. 	<p>Can you make an obstacle course for a superhero, like you, to get through? It can be like this one, or one of your own outside - be creative! Can your parents be superheroes too?</p> 
Communication and Language	<ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. 	<p>Mrs Rock has drawn a picture of what she would do if she was a superhero. Can you draw a picture of what you would and tell a grown up. You could even record it for your Evidence Me!</p>
Reading *remember to also access reading books on your shelf as this improves vocabulary and promotes a love for reading*	<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. 	<p>Mr Ferguson has read the story 'Supertato' and made the main character using a potato! Can you make a super hero vegetable? You can use any vegetable that you would like. Give them a cape, some eyes, arms and legs.</p>

		
<p>Writing</p>	<ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. 	<p>Miss Owen enjoyed listening to Mr Ferguson and enjoyed making her superhero from vegetables. Look at what the video explaining speech bubbles. What would yours say? Draw a speech bubble and write it inside.</p> 
<p>Numbers</p>	<ul style="list-style-type: none"> • Recites numbers in order to 10. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. 	<p>We have been playing with Lego. Roll 2 dice. Make 2 towers of cubes, blocks, or Lego. How many cubes do you have altogether? Can you write a number sentence? (You do not need to have the superheroes!)</p> 
<p>Shape, space, and measure</p>	<ul style="list-style-type: none"> • Orders two items by weight or capacity. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	<p>Mrs Young has had the shopping delivered! She wonders which of her vegetables is the heaviest. Using a variety of vegetables - discuss the weight of each of them. Which is the heaviest? Lightest? How do you know? Check the weight using scales in the house. Can you make balancing scales like Mrs Young?</p>
<p>Understanding the world</p>	<ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and 	<p>Miss Lewis has been looking around the house thinking about technology.</p>

	<p>schools. They select and use technology for particular purposes.</p>	<p>Look at the different things we have found. Can you find all the different kinds of technology that use the internet in your household? How many do you have?</p>
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 	<p>We have been watching Rob Biddulph's drawing lessons. We watched how to draw a superhero bear. Can you follow Rob Biddulph's instructions and draw a super bear too?</p>