



# Holy Trinity F2 Learning Landscape: Pentecost 1 2024



## Topic: "Down in the deep, dark woods"

What do the children know already/What do they want to know?

Wk1: What is a dragon?

Dragons make fire, they fly and defeat castles, some dragons are like dinosaurs, they have wings and some are red

Wk2: Who was St. George?

?

Wk3: What is Sherwood Forest? Where is Sherwood Forest? What animals might we find living in Sherwood Forest?

It is a forest that you can go walking and playing in, a forest near my house, long away and you have to follow signs to find it, there are worms there and bees, scorpions, ants and spiders

Wk4: What is the Rain Forest? Where is the Rain Forest? What animals might we find living in the Rain Forest?

A forest that has lots of rain, its got trees, muddy puddles, long way away, scary spiders and snakes, hunters are there, crocodiles and owls

Wk5 & 6: What do you know about the animals in the story of 'The Gruffalo'? What is a food chain? Where do the characters live?

Mouse, fox, squirrel, Gruffalo, owls, snake, owl lives on the tree, fox lives in the rock, Gruffalo lives in a cave, the snake lives under logs.

**Religious Education: Come & See**

### GOOD NEWS

Big Question: What is good news?

Lesson Aims: For Christians, the Gospel is the Good News of God's love for everyone. At Pentecost, in the gift of the Holy Spirit given for all, Christ's mission of bringing the Good News was entrusted to the community of believers which is the Church. Some children will begin to talk about how they feel when they have good news to share. Some children will begin to say what they wonder about the joy good news brings. Some children will begin to talk about how they feel when they hear Good News. Some children will begin to say what they wonder about Pentecost Day and the Holy Spirit. Some children will begin to recognise the Pentecost story as a religious story. Some children will begin to use and recognise religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. Some children will begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News.

Scripture: Mark 16:20 *They went out and proclaimed the Good News everywhere while the Lord worked with them and confirmed the message by the signs that accompanied it.*

Catechism of the Catholic Church Prologue 3: Those who with God's help have welcomed Christ's call and freely responded to it are urged on by love of Christ to proclaim the Good News everywhere in the world.

**Religious Education: Come & See**

### FRIENDS

Big Question: Is it good to have friends?

Lesson Aims: Christians believe that, in Jesus Christ, the world has been reconciled to God. Through Christ we are offered the power to forgive and make peace and to receive and offer reconciliation. Relationships bring both joy and challenge. Some children will begin to talk about their experiences and feelings about what a friend is. Some children will begin to talk about making friends and when friendships go wrong. Some children will begin to wonder about what makes people friends. Some children will begin to recognise that Christians show love for one another because Jesus asked them to do so. Some children will begin to recognise Jesus' rule for friends and his words 'love one another'.

Scripture: John 15:15 *I call you friends.*

Catechism of the Catholic Church: 1468: The sacrament of Reconciliation with God brings about a true 'spiritual resurrection', restoration of the dignity and blessings of the life of the children of God, of which the most precious is friendship with God.



### British Values

This term children will be exploring the British Value of Democracy. It means people elect the government and have a say in how it is run. They do this by voting in elections.

## Week 1 beginning: 15<sup>th</sup> April 2024

Our overall **INTENT** for the week is for the children to know that a dragon is a legendary animal, like a huge lizard or snake, that appears in stories from all over the world. They hatch from eggs and baby dragons are called hatchlings.


Our Number **INTENT** is to be able to recognise, build and continue patterns to 20.

Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
<p>Text(s): "There was an Old Dragon who Swallowed a Knight" by Penny Parker</p> <p>Busy Home Challenge - make your very own knight's shield</p>	<p><b>Intent:</b> LAU: Follow a story without pictures or props. Understand and use questions such as who; why; when; where and how.</p> <p><b>S:</b> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention.</p> <p><b>Implementation:</b> 😊 Cosy Corner - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p>	<p><b>Intent:</b> To begin to recognise the British Value of Democracy. PSED MS: know the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>Implementation:</b> 😊 Weekly PSHE/Talk Time Lesson</p> <p><b>Intent:</b> PSED RS: understand own and other people's feelings, offering empathy and comfort.</p> <p><b>Implementation:</b> 😊 Weekly Mark 10 Liturgical Prayer</p>	<p><b>Intent:</b> GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p> <p><b>Implementation:</b> 😊 Weekly P.E session 😊 Busy Time activities within our outside sports area</p> <p><b>FM: develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>Implementation:</b> 😊 Playdough - creating dragons. 😊 Threading - Fire-Breathing Dragon 😊 Pencil Control - draw a dragon 😊 Scissor skills - 2D shape castle</p> 	<p><b>Intent:</b> C: Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions W: Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p><b>Book vocab</b> - knight, steed, squire, hollered, golden tassel, moat, guzzled.</p> <p><b>Topic vocab</b> - claws, scales, spikes, hatchlings</p> <p><b>Implementation:</b> 😊 Begin with a giant egg as our stimulus - what might live in here?</p>  <p>😊 Go on a dragon hunt around the playground using a map to follow</p> <p>😊 use a dragon word mat to draw and label their own dragons</p> <p><b>Other story time books:</b> 'There's a Dragon in my book' by Tom Fletcher 'How to Catch a Dragon' by Caryl Hart</p>	<p><b>Intent:</b> To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20)</p> <p><b>Numberblock Number 11</b></p> <p><b>Implementation:</b> 😊 say the numbers 11, 12 and 13 😊 use one-to-one correspondence to count items beyond 10 😊 build the numbers 10, 11, 12 and 13 😊 recognise 1 to 3 repeat after every full ten. 😊 count on and back from different starting points, 😊 Rhyme - Sesame Street's Pinball Number Count 😊 use manipulatives to explore the structure of numbers beyond 10 😊 simple matching games to link the number to the quantity, 😊 explore larger staircase models and patterns 😊 seeing the pattern of ten and 4 more, ten and 5 more, ten and 6 more, and so on, 😊 verbal counting beyond 20 😊 play hide and seek.</p>	<p><b>Intent:</b> PP: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>PPC:</b> To make comparisons of settings and fictional settings. To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p><b>Implementation:</b> 😊 What is a dragon? - A dragon has none to four legs, claws, scales and possibly spikes. Optional wings. A dragon can look like a snake with wings, or like lizards. A dragon has a tail and a long neck. A dragon has a wide mouth with big and dangerous teeth. Sometimes they have horns and hair. A dragon can fly. A dragon can perhaps breathe fire (or other dangerous substances). A dragon has special powers. Some dragons live in caves.</p> <p>😊 Watch: <a href="https://www.bbc.co.uk/iplg/yer/episode/b0bwdw8y/zog">https://www.bbc.co.uk/iplg/yer/episode/b0bwdw8y/zog</a> 'Zog' by Julia Donaldson</p>	<p><b>Intent:</b> CM: Explore different textures. Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. Explain how they have made a model and what its purpose is.</p> <p><b>BIE:</b> Use familiar stories to innovate small world play with their peers. Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</p> <p><b>Implementation:</b> 😊 make a bubble wrap dragon</p> <p>😊 Adventure land - construction kits to build castles (castle photo pack)</p> <p>😊 Junk modelling - making castles.</p>	WOW - Faith

## Week 2 beginning: 22<sup>nd</sup> April 2024 (4 days)

Our overall **INTENT** for the week is for the children to know who St. George was and why we celebrate St. George's Day.


Our Number **INTENT** is to be able to recognise, build and continue patterns to 20.

Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
<p>Text(s): "Smok - The Dragon of Krakow" by Tom Noble</p> <p>Busy Home Challenge - Go and visit Newark Castle and complete an 'I spy' sheet</p>	<p><b>Intent:</b> LAU: Follow a story without pictures or props. Understand and use questions such as who; why; when; where and how.</p> <p><b>S:</b> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention.</p> <p><b>Implementation:</b> 😊 Cosy Corner - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p> <p>😊 Reading Den (outside) - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p>	<p><b>Intent:</b> PSED BR: form positive attachments to adults and friendships with peers. PSED BR: Show sensitivity to their own and to others' needs.</p> <p><b>Implementation:</b> 😊 Weekly TenTen lesson: Keeping Safe (Module 2 Unit 3) Safe inside and out: About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people.</p> <p><b>Intent:</b> PSED RS: understand own and other people's feelings, offering empathy and comfort.</p> <p><b>Implementation:</b> 😊 Weekly Mark 10 Liturgical Prayer</p>	<p><b>Intent:</b> GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p> <p><b>Implementation:</b> 😊 Weekly P.E session 😊 Busy Time activities within our outside sports area</p> <p><b>FM: develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>Implementation:</b> 😊 Playdough - creating dragons 😊 Threading - dragon egg 😊 Pencil Control - dragons and knights sheet 😊 Scissor skills - knight cone character and create your own castle (castle cut outs)</p>	<p><b>Intent:</b> C: Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions W: Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p><b>Book vocab -</b></p> <p><b>Topic vocab -</b> dragon, St. George, Saint, Krakow, Poland</p> <p><b>Implementation:</b> 😊 Design and label own dragon ready to make with their grown-ups on Friday. 😊 Dragon wanted poster</p> <p><b>Other story time books:</b> 'Dragon Post' by Emma Yarlett</p>	<p><b>Intent:</b> To 20 and beyond Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p><b>Numberblock Number 12</b></p> <p><b>Implementation:</b> 😊 seeing the pattern of ten and 4 more, ten and 5 more, ten and 6 more, and so on, 😊 Reading 20 Big Trucks in the Middle of the Street by Mark Lee 😊 verbal counting beyond 20 😊 play hide and seek. 😊 use 100 squares and number tracks to become familiar with 2-digit numbers beyond 20 😊 spot the patterns within them</p> <p>😊 Castle and Knights counting sheet activity</p>	<p><b>Intent:</b> PP: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>PPC:</b> To make comparisons of settings and fictional settings. To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>😊 St. George's Day - is on 23rd April every year. 😊 He was born in a place called Cappadocia. 😊 Saint George is the patron saint of lots of things! 😊 He is most famous for slaying a dragon. 😊 Saint George was a Roman soldier! 😊 Some people eat traditional English food to celebrate! 😊 Use St. George ppt 😊 Watch: <a href="https://www.youtube.com/watch?v=A9QsPnTevO0">https://www.youtube.com/watch?v=A9QsPnTevO0</a> "Cbeebies Let's Celebrate - preparing for St. George's Day" 😊 watch <a href="https://www.youtube.com/watch?v=nr8b6jvC5l8">https://www.youtube.com/watch?v=nr8b6jvC5l8</a> Cbeebies "Let's Celebrate!"</p> <p><b>Implementation:</b> 😊 Write our own St. George fact file</p>	<p><b>Intent:</b> CM: Explore different textures. Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. Explain how they have made a model and what its purpose is.</p> <p><b>BIE:</b> Use familiar stories to innovate small world play with their peers Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</p> <p>😊 Make St. George's flags and bunting for the classroom - using wax crayons. 😊 Decorate biscuits - icing and red laces 😊 Adventure land - construction kits to build dragons</p> 	<p><b>Bank Holiday Monday</b></p> <p><b>Tuesday - Whole School</b> Mass St George's Day KS1</p> <p><b>WOW - Vocation</b></p> <p><b>Family Big Build - junk</b> modelling dragons</p>

# Week 3 beginning: 29<sup>th</sup> April 2024 (4 days)

Our overall **INTENT** for the week is for the children to know that Sherwood Forest is home to lots of different woodland animals and plants

Our Number **INTENT** is to be able to add 1 more and take 1 away. To know how many are left.

Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
Text(s): "The Wild Woods" by Simon James  Busy Home Challenge -	<p><b>Intent:</b> LAU: Follow a story without pictures or props. Understand and use questions such as who; why; when; where and how.</p> <p><b>S:</b> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention.</p> <p><b>Implementation:</b> 😊 Cosy Corner - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p> <p>😊 Reading Den (outside) - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p>	<p><b>Intent:</b> PSED BR: form positive attachments to adults and friendships with peers. PSED BR: Show sensitivity to their own and to others' needs.</p> <p><b>Implementation:</b> 😊 Weekly TenTen lesson: Keeping Safe (Module 2 Unit 3) My body, my rules: To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <p><b>Intent:</b> PSED RS: understand own and other people's feelings, offering empathy and comfort.</p> <p><b>Implementation:</b> 😊 Weekly Mark 10 Liturgical Prayer</p>	<p><b>Intent:</b> GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p> <p><b>Implementation:</b> 😊 Weekly P.E session 😊 Busy Time activities within our outside sports area</p> <p><b>FM: develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>Implementation:</b> 😊 Playdough - make hedgehogs with matchsticks for spikes 😊 Threading - tree outlines and pompoms 😊 Pencil Control - draw a woodland animal (fox, squirrel, owl) 😊 Scissor skills - create a woodland scene.</p>	<p><b>Intent:</b> C: Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions W: Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p>Book vocab - wild, waterfall, belongs.</p> <p>Topic vocab - woodlands, forest, oak trees, habitat</p> <p><b>Implementation:</b> 😊 go on a tree hunt - put children into the role of Nature Detectives - can they find the trees? Can they draw the shape of the tree / leaves / flowers? Can they feel the bark. How can you describe it? Tree Detective sheet</p> <p>😊 Watch - What is a woodland habitat? <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb</a> - woodland habitats are green and shady.</p> <p>😊 Watch <a href="https://www.youtube.com/watch?v=OLBSOKqVNeU">https://www.youtube.com/watch?v=OLBSOKqVNeU</a></p> <p>Other story time books: 'Where the Wild th9ngs live' by</p>	<p><b>Intent:</b> How many now? Add more How many did I add? Take away How many did I take away?</p> <p>Numberblock Number 13</p> <p><b>Implementation:</b> 😊 use the 'first, then, now' structure 😊 re-count all the items and then count on 😊 use ten frames to enact and represent number stories 😊 Read One Ted Falls out of Bed by Julia Donaldson 😊 'first, then, now' number stories where the 'then' part is missing 😊 use ten frame and counters, to find the missing number that was added. 😊 count or subitise to see how many are left 😊 use ten frames, number tracks and their fingers 😊 rhyme - Ten Currant Buns 😊 use counters on a ten frame, then remove counters until they represent the number of items there are now. 😊 rhyme - Ten Little Ducks 😊 read The Shopping Basket by John Burningham</p>	<p><b>Intent:</b> PP: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>PPC: To make comparisons of settings and fictional settings. To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>😊 Look at woodlands/forests around us and the trees/plants we might find there - Sherwood Forest</p> <p>😊 Sherwood Forest is famous for being the home of the legendary outlaw, Robin Hood.</p> <p>😊 The huge tree is thought to be at least 800 years old.</p> <p>😊 Sherwood has more than 1000 ancient oaks - over 900 trees in the forest are thought to be 600 years old or more.</p> <p>😊 Look at the creatures we might find living in those woodlands -</p> <p>😊 Create a woodland fact file</p> <p>😊 woodland animal and habitat sort - use ppt</p>	<p><b>Intent:</b> CM: Explore different textures. Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. Explain how they have made a model and what its purpose is.</p> <p>BIE: Use familiar stories to innovate small world play with their peers Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</p> <p>😊 The Tree of Life by Klimt - pastels, charcoal, sequins and yellow/cream A4 paper</p>  <p>😊 Adventure Land - creating habitats for woodland animals</p>	WOW - Courage

## Week 4 beginning: 6<sup>th</sup> May 2024

Our overall **INTENT** for the week is for the children to know that the rainforest in Brazil and is home to lots of different animals and plants

Our Number **INTENT** is to be able to select, rotate and talk about shapes and their arrangements




Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
<p>Text(s): "We're Roaming in the Rainforest" by Laurie Krebs and "Rain Forests" (Explore My World) by Marfé Ferguson Delano</p> <p>Busy Home Challenge -</p>	<p><b>Intent:</b> LAU: Follow a story without pictures or props. Understand and use questions such as who; why; when; where and how.</p> <p><b>S:</b> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention.</p> <p><b>Implementation:</b> 😊 Cosy Corner - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p> <p>😊 Reading Den (outside) - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p>	<p><b>Intent:</b> PSED BR: Show sensitivity to their own and to others' needs.</p> <p><b>Implementation:</b> 😊 Weekly TenTen lesson: Weekly TenTen lesson: Keeping Safe (Module 2 Unit 3) Feeling poorly: Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us.</p> <p><b>Intent:</b> PSED RS: understand own and other people's feelings, offering empathy and comfort.</p> <p><b>Implementation:</b> 😊 Weekly Mark 10 Liturgical Prayer</p>	<p><b>Intent:</b> GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p> <p><b>Implementation:</b> 😊 Weekly P.E session 😊 Busy Time activities within our outside sports area</p> <p><b>FM: develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>Implementation:</b> 😊 Playdough 😊 Pencil Control - tracing activity 😊 Pencil Control - Rainforest colour by number (parrot, sloth, monkey and snake) 😊 Scissor skills - create your own rainforest scene 😊 Scissor skills - hanging spiral rainforest animal (snake and parrot)</p>	<p><b>Intent:</b> C: Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions W: Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p><b>Book vocab</b> - eagerly, sloths, caimans, prey, snare, dusk</p> <p><b>Topic vocab</b> - rainforest, South America, tropical, jungle, Brazil, forest floor, the understory, bromeliads, vines, canopy and emergent layer</p> <p><b>Implementation:</b> 😊 Write own Rain Forest animal fact file</p> <p>😊 Labelling rainforest animals</p>	<p><b>Intent:</b> Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements</p> <p>Numberblock Number 14</p> <p><b>Implementation:</b> 😊 use pattern block shapes 😊 fill templates and/or make their own pictures. 😊 read Mr Gumpy's Motor Car by John Burningham 😊 complete jigsaws, number shape baseboards and pattern block templates 😊 explore the tangram Shape 😊 play barrier games</p>	<p><b>Intent:</b> PP: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>PPC: To make comparisons of settings and fictional settings. To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p><b>Implementation:</b> 😊 Compare the rainforest and Sherwood Forest - the trees/plants we might find there</p> <p>😊 The Amazon rainforest is the largest forest.</p> <p>😊 It grows in the tropical basin of the Amazon River. It is a moist broadleaf forest.</p> <p>😊 It is warm and wet.</p> <p>😊 The Amazon River runs through the rain forest.</p> <p>😊 Explore the types of trees and plants found within the Amazon Rainforest</p> <p>😊 Explore the creatures we might find living there</p> <p>😊 Create a Rainforest fact file</p>	<p><b>Intent:</b> CM: Explore different textures. Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. Explain how they have made a model and what its purpose is.</p> <p><b>BIE: Use familiar stories to innovate small world play with their peers Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</b></p> <p><b>Implementation:</b> 😊 Collage a rainforest animal - focus on pattern - use paper strips, natural fibres, beads, buttons, variety of fabrics and papers, mosaics, recycled materials</p> <p>😊 Look at their natural habitats - create a Rain Forest Layer cake - forest floor, understory, canopy and emergent layer</p>	<p>Tuesday - LKS2 Mass Ascension Day</p> <p>Friday - Whole School Crowning of Our Lady Liturgical Prayer</p> <p>WOW - Our Lady</p> <p>Family Friday - Number time focus</p>



## Week 5 beginning: 13<sup>th</sup> May 2024

Our overall **INTENT** for the week is for the children to know that a food chain shows how each living thing gets its food. Some animals eat plants, and some animals eat other animals.



Our Number **INTENT** is to be able to compose and decompose shapes and talk about the 2D shapes within 3D shapes

Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
<p>Text(s): "The Gruffalo" by Julia Donaldson</p> <p>Busy Home Challenge - Create a recipe for one of the characters from the story</p>	<p><b>Intent:</b> LAU: Follow a story without pictures or props. Understand and use questions such as who; why; when; where and how.</p> <p><b>S:</b> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention.</p> <p><b>Implementation:</b> 😊 Cosy Corner - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p> <p>😊 Reading Den (outside) - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p>	<p><b>Intent:</b> PSED BR: form positive attachments to adults and friendships with peers.</p> <p><b>Implementation:</b> 😊 Weekly TenTen lesson: Keeping Safe (Module 2 Unit 3) People who help us: There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p> <p><b>Intent:</b> PSED RS: understand own and other people's feelings, offering empathy and comfort.</p> <p><b>Implementation:</b> 😊 Weekly Mark 10 Liturgical Prayer</p>	<p><b>Intent:</b> GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p> <p><b>Implementation:</b> 😊 Weekly P.E session 😊 Busy Time activities within our outside sports area</p> <p><b>FM: develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>Implementation:</b> 😊 Playdough - create your own Gruffalo 😊 Pincer grip - use paper clips to attach purple prickles to the Gruffalo's back 😊 Pencil Control 😊 Scissor skills - stick puppets</p>  	<p><b>Intent:</b> C: Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions W: Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p><b>Book vocab</b> - stroll, underground, treetop, frightfully, log pile, astounding, tusks,</p> <p><b>Topic vocab</b> - food chain, organism, eats, primary source - sun, consumer, predator, herbivore, carnivore, omnivore.</p> <p><b>Implementation:</b> 😊 Investigate the rhyming words in the book</p> <p>😊 Descriptive language to describe the Gruffalo - terrible tusks, terrible claws, terrible teeth, knobbly knees, turned-out toes, poisonous wart, purple prickles.</p> <p>😊 Role play the story</p>	<p><b>Intent:</b> Manipulate, compose and decompose Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p> <p><b>Implementation:</b> 😊 read Jack and the Flumflum Tree by Julia Donaldson 😊 identify shapes within shapes. 😊 fold and cut to make new shapes 😊 copy more complex 2-D shape pictures 😊 talk about the properties of the 2-D shapes 😊 use construction kits to build and talk about the 2-D shapes within the 3-D shapes</p>	<p><b>Intent:</b> PP: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>PPC:</b> To make comparisons of settings and fictional settings. To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>😊 Create a food chain using the animals in the story and shown in the pictures.</p> <p>😊 use food chain ppt</p>	<p><b>Intent:</b> CM: Explore different textures. Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. Explain how they have made a model and what its purpose is.</p> <p><b>BIE:</b> Use familiar stories to innovate small world play with their peers Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</p> <p><b>Implementation:</b> 😊 Create own character hats/headbands</p>  <p>😊 Create the characters from the story using various construction kits</p> <p>😊 Create homes for each of the characters from the story</p>	<p>WOW - Missionary Disciple-ship</p>

## Week beginning: 20<sup>th</sup> May

Our overall **INTENT** for the week is for the children to use familiar stories to write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces.

Our Number **INTENT** is to be able to explore sharing and grouping and to understand when the groups are fair/equal and not fair/unequal

Book of the week	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Word of the Week/Special Events
<p>Text(s): "The Gruffalo" by Julia Donaldson</p> <p>Busy Home Challenge - Half Term Holiday News</p>	<p><b>Intent:</b> LAU: Follow a story without pictures or props. Understand and use questions such as who; why; when; where and how.</p> <p><b>S:</b> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention.</p> <p><b>Implementation:</b> 😊 Cosy Corner - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p> <p>😊 Reading Den (outside) - role play masks, character puppets, copy of the Book of the Week and 'event' pictures from the story</p>	<p><b>Intent:</b> To begin to recognise the British Value of Democracy (recap). PSED MS: know the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>Implementation:</b> 😊 Weekly PSHE/Talk Time Lesson</p> <p><b>Intent:</b> PSED RS: understand own and other people's feelings, offering empathy and comfort.</p> <p><b>Implementation:</b> 😊 Weekly Mark 10 Liturgical Prayer</p>	<p><b>Intent:</b> GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p> <p><b>Implementation:</b> 😊 Weekly P.E session 😊 Busy Time activities within our outside sports area</p> <p><b>FM:</b> develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Implementation:</b> 😊 Playdough 😊 Pencil Control/Scissor skills - paper plate Gruffalo</p> 	<p><b>Intent:</b> C: Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions W: Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p><b>Book vocab</b> - stroll, underground, treetop, frightfully, log pile, astounding, tusks,</p> <p><b>Topic vocab</b> - food chain, organism, eats, primary source - sun, consumer, predator, herbivore, carnivore, omnivore.</p> <p><b>Implementation:</b> 😊 Write recipe for Gruffalo character cakes/buns</p>	<p><b>Intent:</b> Sharing and Grouping Explore sharing Sharing Explore grouping</p> <p><b>Implementation:</b> 😊 Practically sharing with a friend (sharing by 2) 😊 Practically sharing cookies between 2, 3 and 4 😊 Practically grouping resources from round the classroom</p>	<p><b>Intent:</b> PP: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>PPC: To make comparisons of settings and fictional settings. To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>😊 Eco-land</p>	<p><b>Intent:</b> CM: Explore different textures. Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. Explain how they have made a model and what its purpose is.</p> <p>BIE: Use familiar stories to innovate small world play with their peers Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</p> <p><b>Implementation:</b> 😊 Create own Gruffalo.</p>  <p><b>Adventure Land</b> 😊 Create the characters from the story using various construction kits. 😊 Create homes for each of the characters from the story.</p>	<p>Friday - Whole School Feast of the Holy Trinity Retreat Day</p> <p>PHONICS ASSESSMENTS</p> <p>WOW - Pentecost</p>

Prime areas of learning (More basic, life-long skills that pave the way for children to progress towards Specific Areas of Learning).

Personal, social and emotional development*		
<b>Self-Regulation ELG</b> 😊 understand own and other people's feelings, offering empathy and comfort. 😊 take steps to resolve conflicts with other children by finding a compromise sometimes with support.	<b>Managing Self ELG</b> 😊 try new activities and show independence, resilience, and perseverance in the face of challenge. 😊 know the reasons for rules, know right from wrong and try to behave accordingly. 😊 dress and undress mostly independently.	<b>Building Relationships ELG</b> 😊 frequently play cooperatively and take turns with others. 😊 form positive attachments to adults and friendships with peers. 😊 Show sensitivity to their own and to others' needs.
Communication and Language*		
<b>Listening, Attention and Understanding ELG</b> 😊 Follow a story without pictures or props. 😊 Understand and use questions such as who; why; when; where and how.	<b>Speaking ELG</b> 😊 Use language to imagine and recreate roles and experiences in play situations. 😊 Link statements and stick to a main theme or intention.	
Physical Development*		
<b>Gross Motor Skills ELG</b> 😊 develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	<b>Fine Motor Skills ELG</b> 😊 develop the foundations of a handwriting style which is fast, accurate and efficient.	

The Specific areas of learning (Areas of Learning cannot be developed alone and rely on the skills gained in the Prime Areas of Learning).

Literacy*			
Word Reading ELG 😊 Read Green Storybooks 😊 Read 4 double consonants		Comprehension ELG 😊 Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions	Writing ELG 😊 Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. 😊 Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.
Mathematics*			
Number ELG (White Rose) and Numerical Patterns ELG (white Rose) 😊 To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns	😊 How many now? Add more How many did I add? Take away How many did I take away?	😊 Sharing and grouping	Shape, Space and Measure ELG (White Rose) 😊 Manipulate, compose and decompose. Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes
Understanding the World			
Past and Present ELG 😊 understand the past through settings, characters and events encountered in books read in class and storytelling.	People Culture and Communities ELG 😊 make comparisons of settings and fictional settings. 😊 explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.		The Natural World ELG Eco-Land: 😊 know some similarities and differences between the natural world around me and contrasting environments, drawing on experiences and what has been read in class.
Expressive Arts and Design			
Creating with Materials ELG 😊 Explore different textures. 😊 Draw with details. 😊 Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. 😊 Explain how they have made a model and what its purpose is.		Being Imaginative and Expressive ELG 😊 Change the tempo and dynamics whilst playing music. 😊 Use a wide variety of instruments. 😊 Begin to understand emotion through music and describe music in simple term e.g. 'happy', 'sad' or 'scary'. 😊 Use familiar stories to innovate small world play with their peers. 😊 Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers	

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning (\*) and the specific areas of mathematics and literacy (\*).



**Continuous provision: Week beginning Monday 15<sup>th</sup> April 2024**

	Monday	Tuesday	Wednesday	Thursday	Friday
Message Centre - Number Intent: Making and recognising the numbers 11, 12 and 13	Can you use the numicon to make 11 in different ways?	Can you use the 10 frames to make the numbers 11, 12 and 13?	Can you match the numeral cards to the right quantity? (peg cards)	Dragon addition cards	
Message Centre - Literacy Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. ☺ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.	My holiday news	Labelling parts of a dragon using their Fred Fingers to help	Write and make their own 'warning' signs - informing people about the 'dangers' of the dragon!! (sign outlines and lollipop sticks)  E.g. 'Beware of the dragon' "Turn around now"	Write a recipe to go in the cook's recipe book...Dragon Stew? Dragon kebabs? Dragon burger?	Sequence this week's story - As paper
Funky Fingers Intent: FM: develop the foundations of a handwriting style which is fast, accurate and efficient.	Playdough and the skills mat	Threading - Fire-Breathing Dragon	Playdough - creating dragons	Pencil Control - draw a dragon	
Creative Area Intent: CM Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model.	Drawing pictures of their holiday news - A4 paper	AL - make a bubble wrap dragon	Junk modelling - making castles for the characters	AL - make a bubble wrap dragon	Junk modelling - making castles.
Adventure Land Intent: CM: Explore different textures. Explain how they have made a model and what its purpose is.		Build a nest for our dragon egg.	Build a castle for the characters to live in - castle photo pack for ideas. Draw and label once they have built their castle  Castle design sheet and castle word mat.		
Cosy Corner/Small world play Intent: BIE: Use familiar stories to innovate small world play with their peers.	Small world characters, castle, Book of the Week and stick puppets.  Selection of books about dragons, knights, and castles				
Mud Kitchen Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces.	Write and make a recipe to go in the cook's recipe book...Dragon Stew? Dragon kebabs? Dragon burger? (Laminated Dragon Recipe cards)  Skills action mat Refer to question and key vocabulary posters				
Water Intent: LAU: Understand and use questions such as who; why; when; where and how. S: Link statements and stick to a main theme or intention.	Water Challenge: Can you use the nets to catch the objects? Can you find the longest object?	Water Challenge: Can you use the nets to catch the objects? Can you find the heaviest object?	Water Challenge: Can you use the nets to catch the objects? Can you sort the objects into different groups? How have you sorted them?	All 3 challenges	
Sports area Intent: GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Outdoor Gross Motor Challenge Card: Count and compare your big steps and small steps along a path.	Outdoor Gross Motor Challenge Card: Throw beanbags into the hoops and keep score of how many go in.	Outdoor Gross Motor Challenge Card: Create an obstacle course. Imagine you are crossing a river or going over a bridge.	All 3 challenges	
'The Stage' Intent: BIE Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.	Role-play costumes, this week's 'Book of the Week' and other knight, castle and dragon stories				

## Continuous Provision Implementation: Week beginning 22<sup>nd</sup> April 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
Message Centre - Number Intent: To be able to recognise, build and continue patterns to 20.	Can you match the numeral cards to the right quantity? (peg cards)	Dragon addition cards	Fill in the missing numbers	Play hopscotch to 20 - draw on the playground outside with chalk	
Message Centre - Literacy Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. Ⓢ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.	My weekend news   				

## Continuous Provision Implementation: Week beginning 29<sup>th</sup> April 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
Message Centre - Number Intent: To be able to recognise, build and continue patterns to 20.	Can you match the numeral cards to the right quantity? (peg cards)	Knights and dragons I spy to 10	Woodland addition up to 10	One more passenger	
Message Centre – Literacy Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. ☺ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.	My weekend news	Using word mats to draw and label their own woodland animals	AL - label some woodland animals	AL - label some woodland animals	AL - label some woodland animals
Funky Fingers Intent: FM: develop the foundations of a handwriting style which is fast, accurate and efficient.	Playdough – creating woodland animals	Scissor skills - woodland animal cut and stick	Pencil control – draw a fox	Pencil control – draw a squirrel	Pencil control – draw an owl
Creative Area Intent: CM Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model.	AL - 'The Tree of Life' by Klimt	AL - The Tree of Life' by Klimt	AL - The Tree of Life' by Klimt	Junk Modelling – creating their own woodland animals	Junk Modelling – creating their own woodland animals
Adventure Land Intent: CM: Explore different textures. Explain how they have made a model and what its purpose is.		Build a woodland home - soft toys (Borrow from CS)  Woodland animal design sheet and castle word mat.			
Cosy Corner/Small world play Intent: BIE: Use familiar stories to innovate small world play with their peers.	Small world characters, castle, Book of the Week and stick puppets.  Selection of books about dragons, knights, castles and woodland animals				
Mud kitchen Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces.	Write and make a recipe to feed a woodland animal  Skills action mat Refer to question and key vocabulary posters				
Water Intent: LAU: Understand and use questions such as who; why; when; where and how. S: Link statements and stick to a main theme or intention.	Water Challenge: Can you use the nets to catch the objects? Can you sort the objects into different groups? How have you sorted them?	Water Challenge: Make it move - Can you use your hands to move the water very gently? What happens" when you move your hand with your fingers apart and then together; up and down and from side to side? Can you make the water move in other ways with your hands or fingers?	Water Challenge: Make it move - Can you use the spoons etc. to move the water? Can you make the water move in different ways; slowly; quickly.  Can you find something to push through the water? What happens to the water when you stop pushing it?	All 3 challenges	
Sports area Intent: GM: develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Outdoor Gross Motor Challenge Card: Create an obstacle course. Imagine you are crossing a river or going over a bridge.	Beanbag Challenge Card: can you try bowling with your beanbag? Set up some skittles made from plastic cups. How many skittles can you know over?	Beanbag Challenge Card: can you bounce a ball to your friend? How many times can you bounce it?	All 3 challenges	
The Stage' Intent: BIE Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.	Role-play costumes, this week's 'Book of the Week' and other knight, castle and dragon stories				

Continuous Provision Implementation: Week beginning 6<sup>th</sup> May 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
Message Centre - Number Intent: To be able to recognise, build and continue patterns to 20.		Various number jigsaw puzzles	Numicon and 2D shape cards to build pictures	Jungle and Rainforest Colour by Number	Various number jigsaw puzzles
Message Centre - Literacy Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. ☺ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.		My weekend news	Draw and label some rainforest animals - word mat	AL - label some rainforest animals	AL - label some rainforest animals
Funky Fingers Intent: FM: develop the foundations of a handwriting style which is fast, accurate and efficient.		Jungle and Rainforest Cutting Skills Activity	Spiral animal - snake (scissor skills)	Spiral animal - parrot (scissor skills)	Jungle and Rainforest Pattern Tracing Activity
Creative Area Intent: CM Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model.		Create a meal to be served in the Woodland café - create you own pizza (paper plates needed)	Create a meal to be served in the Woodland café - design an ice cream sundae (laminare and attach onto toilet rolls)	Create a meal to be served in the Woodland café - design a pancake (paper plates needed)	Create a meal to be served in the Woodland café - design a fruit kebab
Adventure Land Intent: CM: Explore different textures. Explain how they have made a model and what its purpose is.		Build a woodland home - soft toys (Borrow from CS)  Woodland animal design sheet and woodland word mat.			
Cosy Corner/Small world play Intent: BIE: Use familiar stories to innovate small world play with their peers.	Small world characters, castle, Book of the Week and stick puppets.				
	Selection of books about dragons, knights, castles, woodland animals and the rainforest				
Mud Kitchen. Intent: BR: Frequently play cooperatively and take turns with others. S: Use language to imagine and recreate roles and experiences in play situations.		Can you use your hands to mix ingredients to make a mud pie perfect for a woodland animal?	Can you make some porridge for The Three Bears?	Can you make a magic potion? What would your magic potion do? (Ask CS is we can borrow the potion bottles from Eco)	All 3 challenges
Water Intent: LAU: Understand and use questions such as who; why; when; where and how. BR: Frequently play cooperatively and take turns with others.		Water Challenge: Set up a washing station with sponges, paint brushes and foamy water. Can the children clean the toys?	Water Challenge: Can you use the nets and sieves to fish out the objects and sort them into their different colours?	Water Challenge: Can you make drinks for your friends? (teapots, teacups, tea bags, slices of lemon etc into the water)	All 3 challenges
Sports area		Outdoor Gross Motor Challenge Card: Can you use a paintbrush and water to	Beanbag Challenge Card: Can you crawl with a beanbaa balanced on your back? Can you	Beanbag Challenge Card: Can you dribble a ball by kickina it in and out of some cones?	All 3 challenges

Intent: MS: Try new activities and show independence, resilience, and perseverance in the face of challenge. GM: develop overall body strength, co-ordination, balance and agility		write your name? Can you use chalks to draw patterns on the floor?	balance a beanbag on your tummy whilst doing a crab walk?		
'The Stage' Intent: BIE Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.	Role-play costumes, this week's 'Book of the Week' and other woodland and jungle stories				



## Continuous Provision Implementation: Week beginning 13<sup>th</sup> May 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Message Centre - Number</b> <b>Intent:</b> To be able to recognise, build and continue patterns to 20.	Various number jigsaw puzzles	Block picture patterns	Use the numicon and the boards, throw a dice, select the corresponding number shape and place this on their square. The winner is the first player to fill their square exactly.	Front cover jigsaw puzzles.	
<b>Message Centre - Literacy</b> <b>Intent:</b> W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. ☺ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.	My weekend news	Draw and label their own story map for the Gruffalo - A3 paper and copies of the book	Labelling characters from the story	Writing invitations to the characters from the story	
<b>Funky Fingers</b> <b>Intent:</b> FM: To be able to manipulate a range of tools and equipment in one hand.	Create a meal to be served in the Woodland café - design a fruit kebab	Playdough - make your own Gruffalo	Gruffalo character stick puppets - straws	cut and stick your own Gruffalo	
<b>Creative Area</b> <b>Intent:</b> CM Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model.		Junk modelling - create your own Gruffalo			
<b>Adventure Land</b> <b>Intent:</b> CM: Explore different textures. Explain how they have made a model and what its purpose is.	Build a home for one of the characters from the Gruffalo story  Gruffalo home design sheet and woodland word mat				
<b>Cosy Corner/Small world play</b> <b>Intent:</b> BIE: Use familiar stories to innovate small world play with their peers.	Small world characters, castle, Book of the Week and stick puppets.  Selection of books about dragons, knights, castles, woodland animals, the rainforest and the Gruffalo characters				
<b>Mud kitchen.</b> <b>Intent:</b> BR: Frequently play cooperatively and take turns with others. S: Use language to imagine and recreate roles and experiences in play situations.	Can you use your hands to mix ingredients to make a mud pie perfect for a woodland animal?	Can you make some porridge for The Three Bears?	Can you make a magic potion? What would your magic potion do? (Ask CS is we can borrow the potion bottles from Eco)	All 3 challenges	All 3 challenges
<b>Water</b> <b>Intent:</b> LAU: Understand and use questions such as who; why; when; where and how. BR: Frequently play cooperatively and take turns with others.	<b>Water Challenge:</b> Set up a washing station with sponges, paint brushes and foamy water. Can the children clean the toys?	<b>Water Challenge:</b> Can you use the nets and sieves to fish out the objects and sort them into their different colours?	<b>Water Challenge:</b> Can you make drinks for your friends? (teapots, teacups, tea bags, slices of lemon etc into the water)	All 3 challenges	All 3 challenges
Sports area	<b>Outdoor Gross Motor Challenge Card:</b> Can you use a paintbrush and water to write	<b>Beanbag Challenge Card:</b> Can you crawl with a beanbag balanced on your back?	<b>Beanbag Challenge Card:</b> Can you dribble a ball by kicking it in and out of some cones?	All 3 challenges	All 3 challenges



Intent: MS: Try new activities and show independence, resilience, and perseverance in the face of challenge. GM: develop overall body strength, co-ordination, balance and agility	your name? Can you use chalks to draw patterns on the floor?	Can you balance a beanbag on your tummy whilst doing a crab walk?			
'The Stage' Intent: BIE Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.	Role-play costumes, this week's 'Book of the Week' and other woodland and jungle stories				

## Continuous Provision Implementation: Week beginning 20<sup>th</sup> May 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Message Centre - Number</b> Intent: To be able to recognise, build and continue patterns to 20.	Front cover jigsaw puzzles.	Sharing - children to choose a number card (2, 4, 6, 8 and 10) can they count out that number of insects? Can they share them onto the spiders web?	Front cover jigsaw puzzles.	Sharing - children to choose a number card (2, 4, 6, 8 and 10) can they count out that number of dinosaurs? Can they share them onto the volcanoes?	
<b>Message Centre - Literacy</b> Intent: W - Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. ☺ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.	My weekend news	Draw and label their own story map for the Gruffalo - A3 paper and copies of the book	Writing their own Gruffalo recipes	Write their own mini-Gruffalo books	
<b>Funky Fingers</b> Intent: FM: To be able to manipulate a range of tools and equipment in one hand.	Gruffalo character stick puppets - straws AL - activity all week - paint 	Pencil Control/Scissor skills - paper plate Gruffalo	Create own Gruffalo 		
<b>Creative Area</b> Intent: CM Draw with details. Work in a group to create a box model, listening to each other's ideas about how to improve and change their model.					
<b>Adventure Land</b> Intent: CM: Explore different textures. Explain how they have made a model and what its purpose is.	Build a home for one of the characters from the Gruffalo story  Gruffalo home design sheet and woodland word mat				
<b>Cosy Corner/Small world play</b> Intent: BIE: Use familiar stories to innovate small world play with their peers.	Small world characters, castle, Book of the Week and stick puppets.  Selection of books about dragons, knights, castles, woodland animals, the rainforest and the Gruffalo characters				
<b>Mud kitchen.</b> Intent: BR: Frequently play cooperatively and take turns with others. S: Use language to imagine and recreate roles and experiences in play situations.	Making Gruffalo Potions - recipe cards to draw on				
<b>Water</b> Intent: LAU: Understand and use questions such as who, why, when, where and how. BR: Frequently play cooperatively and take turns with others.	<b>Moving Water</b> 1. Can you make the water move along the drainpipe?	<b>Moving Water</b> 2. Can you catch a bucketful of water from the drainpipe?	<b>Moving Water</b> 3. If you start with 2 bowls of water at the beginning of the waterway, can you collect all the water at the end and still fill 2 bowls with water?	All 3 challenges	
<b>Sports area</b> Intent: MS: Try new activities and show independence, resilience, and perseverance in the face of challenge. GM: develop overall body strength, co-ordination, balance and agility	<b>Line Balance Activity</b> Draw straight, wavy, zig zag lines on the floor with chalk. Can the children travel along them without 'falling' off?	<b>Counting Catch</b> Using a soft object, count how many times you can throw and catch the object without dropping it. Record the result and keep trying to beat the score. This could be done with a partner or individually.	<b>Clapping Catch</b> Try throwing and catching a soft object on the spot. Between throwing the object and catching it you should clap your hands. You must clap quickly to make sure you don't drop the object. You could do another action between catching and throwing e.g. spin round, jump, touch your toes.	All 3 challenges	
<b>'The Stage'</b> Intent: BIE Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.	Role-play costumes, this week's 'Book of the Week' and other woodland and jungle stories				