

## FS2 Weekly planning: Our Super World: Board games / Plants and Minibeasts WB: 22/5/17

Special events	To do list	Phonics	Other outcomes
		oo/oo ow/ou	Morning / afternoon transition back to class quicker. Tidy up routine outside / allocation of more jobs

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning warm up 8.45-8.55	Flying with Phonics writing videos	Roll and cover Super Power Words	Boom Shake the Alphabet	Missing Number packs	Dough Disco – Rolling on the River
Morning intervention 8.45-9.05	Phonics blending – VT every morning straight away				
8.55-9.05	Dinner menu tallying / Days of the week / Diary of the Day				
Morning Input Light bulb time 9.05-9.20	Interest: Toys from the past. What toys do we have today that are the same as in the past?	Interest: -How toys work -materials used -What is inside?	Flying with Phonics	Interest: Toys that move -flying toys -Toys you can make yourself (aeroplanes / modelling cars)	Celebration Assembly
9.20 – 10.20	Play to learn – outdoor learning				
10.20	Flying with Phonics Part 1		EPIC TRAY / Celebration of work around the classroom and working walls	Flying with Phonics Part 1	
Break time					
10.50	Flying with Phonics Part 2		PSED / RE	Flying with Phonics Part 2 (Friday includes Super Power Words)	
11.05-11.40	Play to learn – outdoor learning				
11.40 – 11.50 Lunch Prep	<b>**Recap Intervention**</b> - VT quickly with same children from the morning.				
11.50-12.00	Lunch- afternoon prep chat				
1.00	Register / Songs / mindfulness		PE: Wed – DMF	Thur - SC	Forest Schools alternate
1.10-1.25 Maths	<b>Warm up:</b> Backwards race around the classroom (timed)  <b>Main:</b> Subtraction  <b>Group:</b> Splat the number. Hoops – what is the same / what is different more / less How many?  <b>Model:</b> subtraction: Using ten frames and counters that you can move: explain why numicon isn't the best for this. solving subtraction problems using a ten frames  <b>Investigate:</b> Practising using a script to make up their own number problems.  Feedback: sharing some of our made up number problems.	<b>Warm up:</b> Backwards race around the classroom (timed)  <b>Main:</b> Subtraction  <b>Group:</b> Repeat from day before (change objects)  <b>Model:</b> Subtraction Solving subtraction word problems. Model using number lines to help support answer.  <b>Investigate:</b> Choosing number problems to try and solve using the number line.  Feedback: discussing some of the answers and any problems we had.	<b>Warm up:</b> Number chain  <b>Main:</b> Subtraction  <b>Group:</b> Similar activity but use large 10 frame.  <b>Model:</b> PE Game Build a road and race to the middle. Dice with + and – Build your path and race to the middle.  <b>Investigate:</b> Children building their paths independently.  Feedback: reflecting on our game and what happened	<b>Warm up:</b> Race to Zero  <b>Main:</b> Subtraction / Adding  <b>Model:</b> Building a tower. Using dice with + and - Rules of the game.  <b>Investigate:</b> First group to build their tower of 15 bricks.  Feedback: comments on the game. Model how to extend by recording their game as a set of number sentences.	<b>Warm up:</b> Everybody Get up! (The counting song)  <b>Main:</b> Role play  <b>Model:</b> The 10p shop – introducing pay to play for next week.  <b>Investigate:</b> Props etc available during play to learn.
2.50-2.55	Super Power Words				
2.55-3.10	End of day story				
Objective Led Planning / Adult Starter Activities					
Adult: DMF/MA AoL: <b>Writing</b>		Adult: LW AoL: <b>Numbers / equals</b>			
<b>WALT:</b> I am learning how to construct a sentence (narrative)  <b>WILF:</b> hearing sounds in words, capital letter, finger spaces, letter formation, full stop and read our work to check that it makes sense.  <b>Any planned focus activities:</b>		<b>WALT:</b> subtract / take away.  <b>WILF:</b> I can take away items from a group. I can take items away and tell you what the remaining amount it (understanding that is less) I can record my work.  <b>Vocab:</b> take away, subtract, fewer.  <b>Any planned focus activities:</b>		Extra Readers: Tuesday / Thursday Intervention Support: Wednesday / Thursday all day	
Planned continuous provision enhancements based on children's interests and objective led planning (incl. indoor and outdoor)					

<p><b><u>Math enhancements</u></b>  Skittles subtraction game / board games  Outdoors: large dice and model building towers using construction.  Large number lines to roll out  Chalking hopscotch  Hulk Smash</p>	<p><b><u>Literacy enhancements</u></b>  Writing rules to make up own board games.</p>	<p><b><u>Creative enhancements</u></b>  Media to decorate paper aeroplanes</p>	<p><b><u>Technology enhancements</u></b>  Charging leads for cameras?  Ipads to take photos</p>
<p><b><u>Fine motor skill / tinkering / lego area</u></b>  Kites / threading kites  Paper aeroplanes  Add dice lego area</p>	<p><b><u>Role Play / small world</u></b></p>	<p><b><u>Painting area</u></b>  Painting – including painting with mud.  Painting plant pots  Natural resources to paint with: sticks, branches, leaves, stones.</p>	<p><b><u>Outdoor construction / stone area</u></b>  Tyres, tarps, pallets, string and clips  Assault court</p>
<p><b><u>Phonics area</u></b>  Maths read and cover games</p>	<p><b><u>Reading</u></b>  Tepee – books, cushions, PE mat to sit on.</p>		
<b>Feeding Forward (notes for next week)</b>			
<p><b>Learning environment / Unique child</b>  From observations/discussion; child interests, any specific learning and development indoors/outdoors.  Any enhancement ideas from observations / child interest?  Any specific child interests we could follow? (eg. Child interested in how hoovers work, take in Hoover and demonstrate...tinkering table to take apart?)</p>			
<p><b>Learning and Development (Phonics/literacy and Maths) / Unique child</b>  Significant children (target children) needing support/extension – next steps notes.  What new experiences would we like the children to have? (Can be focused activities or enhancements set out for discovery, special visits, parents etc)</p>			
<p><b>Parental involvement / wider community</b>  Any upcoming opportunities for parents to get involved? Wider community?  Visits/trips  Any letters/newletters to go onto Tapestry?</p>			