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| Week commencing : 17h January 2022 **EYFS Enhancements Continuous Provision Plan** |
| Story: Goldilocks and the Three Bears | Skills Builder: Leadership | Enhancement:  |
| RE Theme: Parables and miracles |
| Area | Learning Intention | Enabling Environment | Adult Questioning/ Support/ Vocabulary |
| **Writing** | To write independently- simple sentences/ individual words. | Speech bubbles for the characters from the Goldilocks and the three bearsHave masks available for children to verbalise their sentences.Add note pads and pencils and police hats to report the crime as a writing enhancement to home corner 3 Bears scene. | Assist to use a tripod grip. Teach to write from left to right.What can you hear? (initial sounds)What can you remember from the story- repeated refrain- Someone’s been eating my…, etc.Letter formation rhymes/sound matWhat are the sounds?Can you blend the sounds? |
| **Reading** | To read for enjoyment and fun.Re-create the house of the three bears.  | Selection of traditional tales available for children to read.Create a reading den space- children to choose how this looks and what to put in it.Provide children with a list of objects to have in the house. Children need to find the objects and put them in the house. | Can you read the word?What are the sounds?Can you blend them to say the word?What traditional tale do you think matches these props?Can you remember the nursery rhyme? |
| **Maths** | To deepen understanding of part-whole relations, exploring 5.Using vocabulary big, small, medium, bigger, biggest etc. | Create a small world area of 5 little speckled frogs for children to sing the rhyme and act out with the frogs.Set a table with 3 chairs, 3 bowls, 3 spoons, 3 bears of 3 differing sizes. In home corner. | What can you see?What song do you know that would be appropriate for this scene?What do you notice about the parts and whole?Big, small, medium, bigger, smaller, smallest etc. |
| **PD** | To aim at a target | Borrow aiming goal from PE resources. Use beanbags/ small balls to try and get them through the holes to score points. |  |
| **EAD** | To use the work of Lottie Reigner as inspiration for own art work. | Discuss foreground of image – use real items to look at shapes and form. Make foreground scenery, cutting using stencils and tracing. | What shapes do you see?How can you hold the stencil to help you trace?Can you move the paper to help you cut? |
| **UW** | To investigate What Makes My Perfect Porridge. | Porridge- Use thermometers- too hot, too cold, just rightUse sugar and salt- too sweet, too salty, just right. | How can you describe your perfect porridge in terms of temperature, taste, salt and sweetness.If your porridge is too hot, what can you do to cool it and vice versa.If your porridge is too salty what can you do? |
| **PSHE** | To know that we need to have a balanced diet to stay fit and healthy. | Use website [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)<https://www.safefood.net/tastebuds/healthy-lunchbox-game> | Have game on screen/ ipads for children to play during independent learning time. |
| **C+L****French** | To learn simple songs in French | Nursery rhymes in FrenchAllouete, Frere Jaques. |  |
| **Music** | To know about rhythm- tapping it out. | Sing Goldilocks Rap and When Goldilocks Went to the House of the Bears<https://www.youtube.com/watch?v=i1wfpH7bslw> | Beat, pulse, volume, crescendo. |
| **Nature School** | To create an instrument to tap out a rhythm. | What can you use from nature to make a percussion instrument. Sit in a nature circle to sing rhymes taught to date in music and tap out rhythm. | Beat, pulse, volume, crescendo. |
| **Mind Up** | Linked to porridge- Mindful tasting | Mindful tasting of porridge |  |
| **Skills Builder** | To teach skill of leadership step 0. | Use skills builder step 0 video on leadership. |  |

Oak academy links for literacy lessons in case of Covid absence <https://classroom.thenational.academy/units/goldilocks-and-the-three-bears-1138?from_query=goldilocks+and+the+three>

For maths <https://classroom.thenational.academy/lessons/exploring-subtraction-by-partitioning-6cu38d?from_query=partitioning+5>