

Cedar Class Planning Term 1 Week 6 WC 11/10/2021 Topic: Why do you love me so much

Events for week: **Wed:** British values Assembly, **Thurs:** Singing Assembly, **Fri:** Achievement Assembly.

Useful websites: www.tes.co.uk/tes-iboard; www.communication4all; www.topmarks.co.uk; educationcity; www.enchantedlearning.com; www.espresso.co.uk; www.activityvillage.co.uk; www.bbc.co.uk; www.preshooeducation.com; www.thetreasuretree; www.helpkidzlearn.com; google:priorywoods; SENswitcher.

Morning Routine: On entry to class children to follow routine: hang up coat, put contact book on table, put lunchbox in cupboard where appropriate. (Carpet time 9:10 or as pupils settle). **Carpet time:** Registration: Sing 'hello song' Encourage them with response. What day is it? Sing Days of the week song. Pupils to be encourage to sing days of the week song and recognise what day it is. Sing moths of the year or how is the weather and identify weather or month. Follow on with Shake your sillies out or activate program before focused learning.

Afternoon Routine: Return from lunch in lunch hall, pupils put lunch box in bag, wash hands, face and brush teeth. Pupils come into class and lay or sit on the floor to relaxing music for calming and relaxing time. Pupils then sit on chairs and sing good afternoon before work.

<u>Day of the Week</u>	<u>Area of learning focus</u>	<u>Activities and adult focus</u>	<u>Interventions</u>	<u>Evaluation/Evidence</u>
Monday: AM	Mathematics All Areas of learning to be covered through continuous provision.	<p>Morning Routine Registration 9:10</p> <p>Days of The Week Song For Kids - YouTube Months Of The Year Song - YouTube Let's Get Fit Count to 100 by 1's 100 Days of School Song Counting to 100 Jack Hartmann - YouTube</p> <p><u>Adult Directed Activity: Maths: Number 3</u></p> <p>Introduce Number of the week 3. Recap previous numbers we have learnt about. Pupils are to watch El-nombre number three. Encourage the pupils to explore the numeral 3. How does it look, how does it sound? Look at examples of three objects, numicon and play a game based around the number three. El Nombre: Episodes 1-11 - YouTube</p> <p>The Big Numbers Song - YouTube</p> <p><u>Adult Directed Activity: Topic: Brown bear, Brown bear</u></p> <p>Read brown bear, brown bear and talk about the different parts of the body</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All.</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>Use Leuven well-being and involvement scales</p>

		<p>that we use for the senses. What do we use to hear? Can you find your ears?</p> <p>"Brown Bear, Brown Bear, What Do You See?" David Glenn - YouTube</p> <p>Pupils are to use different materials to make their own animals from the story. Pupils are to be encouraged to talk about the colours and textures of the materials they are using. Pupils are to overwrite key words from the story.</p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p>		
Monday: Middle	Physical Development	<p><u>Adult directed activity: PE (PD) with RG</u> (separate plans)</p> <p>Pupils to get changed ready for PE after snack. Pupils are to use visual schedules to support changing.</p>	<p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All.</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>Use Leuven well-being and Involvement scales</p>
Monday: PM	<u>Phonics</u>	<p><u>Afternoon Routine</u></p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p> <p><u>Adult Directed Activity: Phonics: Phase 1</u></p> <p>Listen to phonics songs around the IWB encourage pupils to join in with songs. Play sound matching game on phonics play. Encourage pupils to</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All.</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>Use Leuven well-being and involvement scales</p>

		guess the sound. Home time routine		
Tuesday: AM	Mathematics Communication and Language: Listening and Attention, Speaking Literacy: Reading and Writing All Areas of learning to be covered through continuous provision.	Morning Routine Registration 9:10 <u>Adult Directed Activity: Maths: Triangle.</u> Introduce shape of the week triangle, how many sides and corners does a triangle have? Recap number of the week and previous numbers and relate it to triangles. Recap previous shapes and talk about how they are different. <u>Communication Group and Reading</u> Pupils are to explore books through playing with characters from stories and sensory books and listening to the story of the week CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.	Sensory circuit – Laura to complete before AM/PM routine. MOVE – Karen to work with Mia. Intensive interaction – All All.	Take Photos on iPad Use Evidence for learning to upload observations and link to Framework. Use Leuven well-being and involvement scales
Tuesday: Middle	All Areas of learning to be covered through continuous provision.	CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.	MOVE – Karen to work with Mia. Intensive interaction – All	Take Photos on iPad Use Evidence for learning to upload observations and link to Framework. Use Leuven well-being and Involvement scales
Tuesday: PM	Physical development: Moving and handling	<u>Afternoon Routine</u> <u>Adult Directed Activity: PE Enrichment: Swimming</u> Followed by Home time routine	Sensory circuit – Laura to complete before	Take Photos on iPad Use Evidence for learning to upload

			AM/PM routine. MOVE – Karen to work with Mia. Intensive interaction – All	observations and link to Framework. Use Leuven well-being and Involvement scales
Wednesday: AM	<p>Mathematics</p> <p>Communication and Language: Listening and Attention, Speaking</p> <p>Physical development: Moving and handling</p>	<p>Morning Routine Registration 9:10</p> <p><u>Adult Directed Activity: Maths: Counting.</u></p> <p>Recap number of the week 3 and previous numbers. Play counting songs and encourage pupils to sing and count along. Demonstrate how to count carefully using 1:1 correspondence. What is the next number in the sequence? Play counting game on ICTgames.com. Encourage pupils to count objects.</p> <p><u>Adult Directed Activity: Physical development: Write dance</u></p> <p>Introduce pupils to the song volcano. Encourage pupils to listen to the music and talk about the different movements. Show the pupils video of the volcano exploding. Show pupils the actions to the dance and encourage them to make the movements with scarves.</p> <p>Hawaii's Lava Flow Is a Mesmerizing Force Short Film Showcase - YouTube – Mute video and play with dance music</p> <p>I can copy large and small movements with a scarf. I am able to talk about the different movements I can make. I am able to mark make in sensory materials.</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All</p>	<p>Take Photos on iPad</p> <p>Use evidence for learning to upload observations and link to Framework. Use Leuven well-being and involvement scales</p>
Wednesday: Middle	All Areas of learning to be covered	<p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual</p>	MOVE – Karen to work with Mia.	<p>Take Photos on iPad</p> <p>Use Evidence for</p>

	through continuous provision.	target sheets. Individual interventions to be completed.	Intensive interaction – All	learning to upload observations and link to Framework. Use Leuven well-being and Involvement scales
Wednesday: PM	<p>Communication and Language: Listening and Attention, Speaking</p> <p>All Areas of learning to be covered through continuous provision.</p> <p>Phonics</p>	<p><u>Afternoon Routine</u></p> <p><u>Adult Directed Activity: Topic: sequencing</u></p> <p>Recap the story brown bear. Demonstrate how to sequence part of a story and encourage the pupils to think about what comes next in the story. "Brown Bear, Brown Bear, What Do You See?" David Glenn - YouTube</p> <p>I can sequence the story and talk about the different animals that are in the story. I am able to talk about the different colours and say which one I like most.</p> <p>As a group I can work with an adult to recap the story using props. I can match pictures of the animals to sequence parts of the story.</p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p> <p>British Values Assembly</p> <p><u>Adult Directed Activity: Phonics.</u></p> <p>Recap all phase two phonemes learnt so far. Listen to Jolly phonics song, blending song and tricky words song. introduce new phoneme a and watch scraps phonics. Demonstrate how to write the letter. Look at objects that begin with the letter a. Play blending game on scraps phonics. Pupils are to match pictures of objects with initial letter.</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All.</p>	<p>Take Photos on iPad</p> <p>Use Evidence for Learning to upload observations and link to Framework. Use Leuven well-being and involvement scales</p>

		Home time routine		
Thursday: AM	Cooking All Areas of learning to be covered through continuous provision.	<p>Morning Routine Registration 9:10</p> <p><u>Adult Directed Activity: Cooking: Face biscuit</u></p> <p>Demonstrate how to make face biscuits, what could we use for the eyes/hair/mouth? Can you name the parts of the body? How many eyes/nose ears do we have? Explain why we need to wash our hands when working with food. Parts Of The Face Song - YouTube</p> <p>I can follow the instructions to make my own face biscuit. I can talk about the way the food tastes and say if I like it or not. I can choose between the different foods I want to use to make my face.</p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>Use Leuven well-being and involvement scales</p>
Thursday: Middle	All Areas of learning to be covered through continuous provision.	<p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p>	<p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework. Use Leuven well-being and Involvement scales</p>
Thursday: PM	Communication and Language: Listening and Attention,	<p><u>Afternoon Routine</u></p> <p><u>Adult Directed Activity: Harvest: Leaves</u></p> <p>Discuss harvest with the pupils and show them harvest video on espresso. Explain that we are going to make leaves for the song. Encourage pupils to</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p>	<p>Take Photos on iPad</p> <p>Use Evidence for Learning to upload observations and link</p>

	<p>Speaking</p> <p>Art and Design</p> <p>All Areas of learning to be covered through continuous provision.</p> <p>Phonics</p>	<p>sing along with the song.</p> <p>I can make my own leaf for the harvest festival song using different materials. I can explore leaves of different shapes and textures.</p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p> <p>Singing Assembly</p> <p>Adult Directed Activity: Phonics.</p> <p>Recap all phase two phonemes learnt so far. Listen to Jolly phonics song, blending song and tricky words song. Look at a notebook page and work through activities. Demonstrate how to write the letter. Look at objects that begin with the letter a. Play blending game on scraps phonics. Pupils are to match pictures of objects with initial letter.</p> <p>Home time routine</p>	<p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All – All.</p>	<p>to Framework.</p> <p>Use Leuven well-being and involvement scales</p>
Friday: AM	<p>Mathematics</p> <p>All Areas of learning to be covered through continuous provision.</p>	<p>Morning Routine Registration 9:10</p> <p>Adult Directed Activity: Maths: Size</p> <p>Introduce big and small to the pupils. Explore the vocabulary for size and show pupils the visuals. Encourage the pupils to explore different sized objects that are the same e.g. a big spoon and little spoon.</p> <p>Big and Small Song Nursery Rhymes Original Song by LittleBabyBum! - YouTube</p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>Use Leuven well-being and Involvement scales</p>

Friday: Middle	Physical development: Moving and handling, Health and Self-care	<p><u>Adult Directed Activity: Swimming with RS</u></p> <p>Children to come straight in and get changed ready for Swimming. Pupils are to use visual schedules to support changing.</p> <p>CIA work on EHCP targets and EYFS Targets</p>	<p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework. Use Leuven well-being and Involvement scales</p>
Friday: PM	<p>All Areas of learning to be covered through continuous provision.</p> <p>Phonics</p>	<p><u>Afternoon Routine</u></p> <p>CIA: EYFS targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. Each pupil to be worked with to complete individual target sheets. Individual interventions to be completed.</p> <p>Achievement Assembly</p> <p><u>Adult Directed Activity: Phonics.</u></p> <p>Recap all phase two phonemes learnt so far. Listen to Jolly phonics song, blending song and tricky words song. introduce new phoneme t and watch scraps phonics. Demonstrate how to write the letter. Look at objects that begin with the letter t. Play blending game on scraps phonics. Pupils are to match pictures of objects with initial letter.</p> <p>Home time routine</p>	<p>Sensory circuit – Laura to complete before AM/PM routine.</p> <p>MOVE – Karen to work with Mia.</p> <p>Intensive interaction – All</p>	<p>Take Photos on iPad</p> <p>Use Evidence for Learning to upload observations and link to Framework.</p> <p>Use Leuven well-being and involvement scales</p>

<p><u>Phonics Activities</u></p> <p>Daily Blending and segmenting opportunities and phonics games.</p>	<p><u>Maths Activities</u></p> <p>Daily Blending and segmenting opportunities and phonics games.</p>
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Activity 1: Pupils are to explore body percussion and noises they are able to make. Pupils are to be encouraged to pay with making sounds and see if they can copy noises an adult makes.

Activity 2: Pupils are to mark make in sensory materials. They may use their fingers/paintbrushes. Pupils are to be encouraged to use both fine and gross-motor movements. Pupils are to be encouraged to write phase two phonemes and their name.

Activity 3: Matching sounds to pictures/objects. Pupils are to listen to the sound of an animal or vehicle and match the correct picture/toy to the noise.

Activity 4: Pupils are to decorate a letter with pictures of objects that start with that letter. Pupils are to be encouraged to explore the sound they are working on through exploration.

Activity 1: Number songs and rhymes that focus on the number of the week. Pupils are to join in with rhymes by following actions. They can use visual props to support the awareness of the number.

Activity 2: Pupils are to decorate the shape of the week using numicon to represent the number of sides/corners it has and play shape colouring game. Pupils are to play maths games.

Activity 3: Pupils are to explore big and small objects in the environment. Play hunting game and encourage pupils to explore different areas of the classroom.

Activity 4: Pupils are to be encouraged to count objects and match the amount to a corresponding number. This can be extended to adding numbers using the bar method.