

Continuous Provision Week Beginning 14th January
Each Peach Pear Plum

Bay 1

Where	What	Early Learning Goals	Questioning	SMSC Links
Role Play	<p><u>Post Office - continue but add a green grocers</u></p> <p>Previous role play and plastic fruit, shopping trolley...</p> <ul style="list-style-type: none"> Parcel sorting- ordering different sized parcels Weighing- how much do the parcels weigh? Recording how much the parcels weigh Letter writing to post in the box Post office role play/Jolly Postman 	<p>M SSM -Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>L W Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>PSED MR Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> - How much does it weigh? - How do you post a letter? - How much does the fruit weigh? - Which weighs more? - Which parcel is the biggest? - 	<p><i>The social child cooperates and works well as a team... to ensure that the role play area works effectively.</i></p>
Construction	<p><u>Exploring Construction</u></p> <ul style="list-style-type: none"> Wooden blocks to go away Explore a variety of construction What can you build? How can you connect the pieces together? Can you build a scene from the book? 	<p>EAD BI Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>PSED MR Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> - What can you build? - How can you make it stronger? - Can you think of a plan before you build? 	<p><i>The moral child confidently expresses their views... on how they would like to use the construction material and what they would like to use it for.</i></p>

<p>Creative Area</p>	<p><u>Cotton Bud Tree</u> paper, cotton buds, pictures of fruit trees from the book, paint, paint brushes</p> <ul style="list-style-type: none"> • Use the cotton buds to create the effect of fruit on the tree. • Think about the colour of the fruit- which will you use ? 	<p>EAD BI Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>EAD EUMM Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> - What colours are pears, peaches and plums? - What colour will the leaves be on the trees this season? 	<p><i>The spiritual child is a creative thinker...and thinks carefully about the tools and equipment they will need to produce the end product.</i></p>
<p>Exploring Area</p>	<p><u>Objects from the story</u> plum, pear, peach, rolling pin, picture on mangle, feather duster, dummy, bonnet,</p> <ul style="list-style-type: none"> • Observe the objects • Have you seen them before? • Why would you use them? • Who would use them? • Can you write a sentence about the objects you can see using I can see... 	<p>L R Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> - Where would you find this object? - What is it used for? - Do you have any of them in your house? - Who uses them? 	<p><i>The spiritual child makes connections... to where they have seen the objects before and who they have seen with them.</i></p>
<p>Water</p>	<p><u>Baby Bunting- Float or Sink?</u> water, a range of objects</p> <ul style="list-style-type: none"> • Which is the best object for baby bunting to travel in • Which objects float and which objects sink • How could you improve the object for baby bunting to travel in? 	<p>PSED MR Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>M SSM Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<ul style="list-style-type: none"> - Which objects float/sink? - Which would be the best way for the baby to travel down the river? 	<p><i>The moral child knows right from wrong... that in real life we know that we wouldn't send a baby down the river in a basket.</i></p>

Bay 2				
Where	What	Early Learning Goal	Questioning	SMSC
Tray	<p><u>Mathematics Activities</u></p> <ul style="list-style-type: none"> Order the fruits from small to large Solve the fruit addition 	M N Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	<ul style="list-style-type: none"> Which is the smallest/biggest ? What does an addition sign look like? 	<i>The spiritual child relishes and enjoys challenge...</i> by working independently to solve the calculations.
Mathematics Area	<p><u>Ordering</u></p> <p>bowls, bowls with porridge, spoons</p> <ul style="list-style-type: none"> Identify- smallest and biggest Can you order the objects? Can you say which bowl has the most porridge? Use the vocabulary- small, big, medium, smallest, biggest, full and empty 	M SSM Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<ul style="list-style-type: none"> Which object is the smallest/biggest ? Which bowl has the most/least porridge? Which bowl is full/empty? 	<i>The social child challenges the opinions of others...</i> by questioning judgment to decide which bowl has the most/least porridge.
Yellow work station/writing Area	<p><u>Writing Opportunities</u></p> <p>pens, pencil, felt tips ,crayons, various paper , letter templates, modelled letter, modelled potion recipe</p> <ul style="list-style-type: none"> Look at the busy picture from final page Can you write a sentence e.g. I can see a ... 	<p>L R Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>L W Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words</p>	<ul style="list-style-type: none"> Can you use capital letters, finger spaces, on the line and full stops? Can you use your phonics skills to segment for 	<i>The spiritual child shows resilience, persistence and courage...</i> when working independently to achieve their best and <i>relishes and</i>

	<ul style="list-style-type: none"> Can you write a list for a picnic in the park 	are spelt correctly and others are phonetically plausible	writing?	<i>enjoys challenge.</i>
Small World	<p style="text-align: center;"><u>The Village</u></p> <p>small world people, role play mask, story cards, small houses, post office...</p> <ul style="list-style-type: none"> Can you retell the story? Hot seating other characters Order the story using the story cards 	<p>PS ED MR Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>CL S Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms</p> <p>CL LA Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> Who are the characters in the story? Can you retell the story? Why is the baby sailing down the river? Who sent him down the river? How is he rescued? Who rescued him? 	<p><i>The spiritual child shows empathy towards others...</i></p> <p>when discussing how the characters feel through hot seating.</p>
Story Corner	<p style="text-align: center;"><u>Books, books, books!!</u></p> <p>A range of exciting stories in a comfy cosy environment including traditional stories linked to The Jolly Postman including...</p> <ul style="list-style-type: none"> Cinderella Little Red Riding Hood Goldilocks and the three Bears 	<p>L R Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Who is the character? What is the plot? What is the title? Who are the author/illustrators? - 	<p><i>The spiritual child shows empathy towards others...</i></p> <p>when discussing how the characters feel through hot seating.</p>

Computers	<p style="text-align: center;"><u>In Print 2</u> computers, in print 2</p> <ul style="list-style-type: none">• Can you draw a scene from Each Peach Pear Plum	UW T Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	- What do you need to use on the computer?	<i>The moral child respects others...</i> by taking turns on the computers and waiting patiently.
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