



Continuous Provision Week Beginning 18th March 2019

The Scarecrow's Wedding



Bay 1				
Where	What	Early Learning Goals	Questioning	SMSC Links
Role Play	<p style="text-align: center;"><u>Home Corner</u></p> <p>Cooker, sink, pots, pans, bed, pillow, phone, settee</p> <ul style="list-style-type: none"> Sitting area, kitchen and bedroom with accessories that you would find in a house e.g. duvet, pillow, settee... Copies of The Scarecrow's Wedding to read on the sofa 	<p>PSED MR Children plays 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>UW PC Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> What is this object? What is it used for? How are the objects used in the story Can you show sharing and caring skills 	<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 style="text-align: center;"><u>Construction</u></p> <p>Wooden blocks</p> <ul style="list-style-type: none"> Planning paper to design a plan before building Build a den to hide from the High Way Rat Construct a safe place for the Scarecrow's and animals from the story. 	<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 style="text-align: center;"><u>Junk Modelling</u></p> <p>red/pink/shiny paper, sequins, feathers, felt tips and a range of decorative materials</p> <ul style="list-style-type: none"> • Think about what you are going to make • Make a plan of what you are going to make using the junk • Select the resources carefully • Join pieces together • Decorate appropriately • Make a Scarecrow using the junk modelling materials 	<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> <p>UW TW Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> - Think about what you could make? - What are you going to use to join the resources together? - What colours will you select and why? 	<p><i>The social child cooperates and works well as a team...</i> to share the resources and take turns if a seat isn't yet available to make a model.</p>
<p>Exploring Area</p>	<p style="text-align: center;"><u>Dough Station</u></p> <ul style="list-style-type: none"> • Explore the dough • Squeeze, squash, pinch, roll, splat the dough • Make characters from the story using the dough • Weigh the dough using the scales • Find objects equal weight to the dough 	<p>PD MH Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</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"> - How much dough do you need? - What does it feel like? - Can you squash, squeeze.. the dough 	<p><i>The moral child respects others...</i> by taking turns to share the dough and waiting for a turn on the station.</p>
<p>Water</p>	<p style="text-align: center;"><u>Water Wonderland</u></p> <p>water, a range of objects and beakers</p> <p><i>-Focus on how we use the water area and the resources in there.</i></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"> - Which container is full? - Which has the least? 	<p><i>The social child cooperates and works well as a team...</i> to share the</p>

	<ul style="list-style-type: none"> Explore the containers, and use the vocabulary full and empty Observe different types of measure such as millilitres and litres. 	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"> How much in is the container in ml/l? 	tweezers by taking turns.
Bay 2				
Where	<u>What</u>	Early Learning Goal	Questioning	SMSC
Tray	<p style="text-align: center;"><u>Philosophy Questions</u></p> <p>small wooden small world and question cards</p> <ul style="list-style-type: none"> Communicate in print to question based around The Scarecrow's Wedding Use, what, where, when, is, do you think as question starters Is Reginald Rake a kind man? Does he make the right choices? 	<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 plays 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 does... feel Is that the right choice? Why do you think that? How do you know that... 	<i>The moral child knows</i> right from wrong when discussing Reginald Rake attitudes and views.
Mathematics Area	<p style="text-align: center;"><u>Money</u></p> <ul style="list-style-type: none"> Explore a range of coins Explore the value of coins e.g. 5p = 1p 1p 1p 1p 1p Coin rubbings using the wax crayons Can you add the coins together Coins in the outdoor shop to pay for items from the super market 	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"> What is the value of the coin? What coins do you need to buy...? What change will you get from a ... if you buy a... 	<i>The spiritual child shows resilience, persistence and courage...</i> when working independently and <i>relishes and enjoys challenge.</i>

<p>Yellow work station/ writing Area</p>	<p style="text-align: center;"><u>Writing Opportunities</u></p> <p>pens, pencil, felt tips ,crayons, various paper , letter templates, cards, stamps</p> <ul style="list-style-type: none"> • Speech bubbles for various characters • What do you think they would say? • How would they say it? • Does it need a question mark • Does it need an exclamation mark 	<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 are spelt correctly and others are phonetically plausible</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 writing? - Can you use the correct punctuation? 	<p><i>The spiritual child shows resilience, persistence and courage... when working independently to achieve their best and relishes and enjoys challenge.</i></p>
<p>Small World</p>	<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"> • Retell the story using the props • Add character masks from The High Way Rat • Hot seating other characters • Order the story using the story cards 	<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>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? - What is the resolution to the story? - 	<p><i>The spiritual child shows empathy towards others... when discussing how the characters feel through questioning.</i></p>
<p>Story Corner</p>	<p style="text-align: center;"><u>Other Julia Donaldson Stories</u></p> <p>A range of exciting stories in a comfy cosy environment including ...</p>	<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.</p>	<ul style="list-style-type: none"> - What is the title? - Who are the 	<p><i>The spiritual child shows empathy towards others...</i></p>

	<ul style="list-style-type: none"> • The Gruffalo • What the Jack Daw Saw (focus) • The Singing Mermaid • Sugar lump and the Unicorn 	They demonstrate understanding when talking with others about what they have read.	author/illustrators?	when discussing how the characters feel.
Technology/Computing	<p><u>Programming- Instructions</u> computers, in print 2</p> <ul style="list-style-type: none"> • Write a set of instructions on how to build a Scarecrow • Can you follow the instructions 	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 programme do you need to use on the computer?	<i>The moral child respects others...</i> by taking turns on the computers and waiting patiently.

Other activities this week

- Friday P.E - Apparatus - '*As spiritual children we participate in a range of exciting activities that provide us with challenge.*

