





**Purston Infant School - Foundation Stage – Elephants & Monkeys – Remote Learning**

| Spring 1 2021 – Week Beginning 1 <sup>st</sup> February 2021 |  |   |   |
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|  | Learning Objective   | Learning Outcome  | Activity/Resources/Links  |
| <b>Personal, Social &amp; Emotional Development</b>          | I can talk about how I and others show feelings.   | Children to identify and talk about feelings and how these are impacted by things going on around us.   | <p><b>Thursday Live session –PSED - 10:30</b></p> <p>Can children take part in some mindfulness activities before discussing what they have learnt about feelings. Focus on the feeling “worried”. Do children know what “worried” feels/ looks like? Discuss why we might feel this way, linking in to our current situation (not being able to see family and friends/ go to school). How can we make ourselves feel better? Discuss the importance of talking to loved ones and introduce the idea of a worry Monster. Can you make a ‘Worry Monster’ at home?</p>  <p><b>Children’s Mental Health Week- Please see additional optional timetable</b></p> |
| <b>Physical Development</b>                                  | <p>I can show good control and co-ordination in large and small movements. I move confidently in a range of ways, safely negotiating space. I handle equipment and tools effectively.</p> <p>I can understand the need for a variety in food.</p>                                      | <p>Children to develop their fine and gross motor control.</p> <p>Children to handle malleable materials effectively.</p> <p>Children to show skill in different ways of moving.</p> <p>Children to make a sweet treat and talk about healthy eating.</p>                 | <p><b>Wednesday Live Lesson- PE – 10:30</b></p> <p><a href="https://www.youtube.com/watch?v=o9D5lfqZF3o">https://www.youtube.com/watch?v=o9D5lfqZF3o</a></p> <p>You will need a small ball of play dough- to do daily.</p> <p>Can you make some dinosaur biscuits? You could shape them in different ways- it could be in the shape of a dinosaur bone, using dinosaur cutters or even decorated as a dinosaur. Remember to also talk about how often we should be eating sweet treats and how important a healthy diet is.</p>   |
| <b>Communication &amp; Language</b>                          | I can listen to stories and respond to what I hear with relevant comments, questions or actions.   | Children to listen to a story with full engagement.   | <p><b>Friday Live Lesson – C&amp;L – 10:30</b></p> <p><b>Book –Aliens Love Dinopants– Claire Freedman and Ben Cort</b></p>  |
| <b>Literacy – Reading</b>                                    | <p>I can listen to stories with increasing attention and recall.</p> <p>I can hear the initial sound in words.</p> <p>I can segment the sounds in simple words and blend them together.</p> <p>I can begin to read words and simple sentences.</p> <p>I can link sounds to letters</p> | <p>Reading a book to your child</p> <p>Reading a book with your child – they may be able to sound out or recognise some words</p> <p>Listening to a book read by your child – they will be able to read most of the book to you but may need support with some words.</p> | <p><b>Daily Videos Uploaded Tuesday-Friday on Dojo.</b></p> <p><b>Speed read videos for Level 1, 2 and 3 sounds on Dojo posted on Mondays.</b></p> <p>Miss Crossley’s Group- Level 1</p> <p>Mrs Hall and Miss Howitt’s Group- Level 1 and 2</p> <p>Mrs Gascoyne- Level 1,2 and 3</p> <p><i>(See separate sheets that will emailed to you for the sounds of the week)</i></p> <p>Spend 5-10 minutes a day with your child’s reading book</p>   |

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|                                     |  |   | <p>Oxford Owls- Floppy's Phonics Practice and Oxford Reading Tree Books available <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a></p> <p>Log in<br/>Username – Purstonr<br/>Password - Reception</p>   |
| <b>Literacy – Writing</b>           | <p>I can hear the initial sound in words.<br/>I can segment the sounds in simple words and blend them together.<br/>I can write short sentences.<br/>I can use phonic knowledge to write words in ways which match their spoken sounds.</p>          | <p>Children to write about someone who they would turn to for help.</p>   | <p><b>Tuesday Live Lesson – Literacy – 10:30</b></p> <p>Children to listen to the next part of our story- Dinosaurs in my school. The little boy goes to his head teacher for help. If you need help, who would you go to? Does this change at home or at school?<br/>Can you write about who you would go to for help and what they do?<br/><b>Red</b> and <b>Green</b> group - to write a sentence<br/>(<i>My Mum helps me at home,... My Teacher helps me learn my letters; My friends help me in school...</i>)<br/><b>Yellow</b> group – Write the initial sounds, sound out and write simple words<br/>(<i>name of the person who helps/ what they do</i>)</p> |
| <b>Mathematics</b>                  | <p>I can order two or three items by length.<br/>I can use everyday language about size to compare quantities and objects and to solve problems.</p>   | <p>Children to measure objects by length using non-standard measures.<br/>Children to order three objects by length from longest to shortest.<br/>Children to solve problems based on length.</p> | <p><b>Monday Live Lesson – Maths – 10:30</b></p> <p>Children to measure a range of household objects using non-standard measures such as feet, hands, Lego, pasta. Etc.<br/><b>Red</b> group - Can you measure 6 household objects by length using non-standard measures and order them by length from the longest to shortest?<br/><b>Green</b> group - Can you measure 4 household objects by length using non-standard measures and order them by length from the longest to shortest?<br/><b>Yellow</b> group – Can you measure 3 household objects by length using non-standard measures and order them by length from the longest to shortest?</p>             |
| <b>Understanding the World</b>      | <p>I can use ICT hardware to interact with age-appropriate software.<br/>I can select and use technology for particular purposes.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p>Children to use technology to carefully take pictures of objects.</p> <p>Children to talk about fossils and make their own fossils out of salt dough.</p>                                      | <p>Can you use a technology device (phone/ camera/ tablet) to take a picture of 5 different objects in your house that begin with the sound 'd'? (e.g. doll, digger, door).</p> <p>Can you follow the video and recipe in the following clip to make your own Fossils?<br/>You could use a toy dinosaur to put dinosaur footprints on your fossil.<br/><a href="https://www.bbc.co.uk/cbeebies/makes/presenters-making-a-fossil">https://www.bbc.co.uk/cbeebies/makes/presenters-making-a-fossil</a></p>    |
| <b>Expressive Arts &amp; Design</b> | <p>I can manipulate materials to achieve a planned effect.</p> <p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can use simple tools and techniques competently and appropriately.</p>                              | <p>Children to decorate their dinosaur.</p> <p>Children to think about how they can use colours and materials to add the dinosaur features.</p>   | <p>Can you paint and decorate your box dinosaur model?</p>     |

Can you make a dinosaur in our school picture? You could use whatever materials you choose to draw our school in the background first before adding the dinosaur on top!

