SHAND PRIME	TOPIC: What's your favourite colour?	Objectives - (EYFSP/Development Matters Statement)										
SPS	Question: What makes Elmer so special?	PSED	Physical Development		Communication and Langua		English	Maths		Understanding of the Word		Expressive Art and Design
Shirland Primary EYFS Planning TERM 1 w.b. 07.11.22	BOOK: Elmer the Elephant	Develop friendships with other children.	Negotiate space and obstacles, with consideration for themselves and others.		Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.		To hear and say initial sounds in words. To demonstrate what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.	shapes. processes a natural wor		Understand some import processes and changes in natural world around the including the seasons.	n the	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Monday (Literacy)		Tuesday (Mathematics)		Wednesday (Literacy)		Thursday (Mathematic		•	(Friday Celebration Assembly	
Teacher Input	Learning Intention To hear and say initial sounds in words.	Success Criteria I can say the initial sound in a word. I recognise all set 1 sounds.	Learning Intention To recognise and talk about a circle. Success Criteria To be able to talk ab shapes and their properties.		o talk about 2D	Learning Int To demonstr has been rea retelling stor narratives us own words ar recently intr	ate what d by of Elmer. ries and sing their ad	Learning Intention To sort circles by size.	I can t 2D sha mather	ss Criteria ralk about and explore apes using informal and matical language 'sides', ht', 'corners'.	A'	VSSP PE
	Teacher Input Begin by reading the story of ' Receive the letter from Elmer Show the children the large be them that each berry has a so one of the berries- look carefu and ask the children to identif Encourage the children to repe is removed. Ask the children to stick onto Elmer.	Teacher Input Hold up a hula hoop- this shape is called a (invite answers)- yes it's a circle. Sing "I'm a little circle, I'm very round and smart. You know I always end up, exactly where I start." Explain that circles have one curved side that goes all the way around. Model making a circle with your arm. Have a look around, can you spy any circles? Do they all look the same? What is the same/different about them?			vocabulary. Teacher Input Recap the story of Elmer. Can children tell you some words they can remember from the story? Write these on the board. Explain that we are going to be retelling the story in our own words today.		Teacher Input Recap what we have learnt about circles so far. Today we are learning about a shape with 3 straight sides, it is called a (invite answers). Introduce the story 'Triangle' my Mac Barnett and Jon Klassen https://www.youtube.com/watch?v=dgq4hIZEpYw Hold up a triangle. We can check if it is a triangle by counting the sides 1, 2, 3- there are 3 straight sides. Explain that you are going to make your own triangles- I need 3 lolly sticks, place them in a triangle shape and glue them down. Model counting the sides.			Session		
Focus adult led/supported activity Assessment opportunities	Activity / Differentiation? Ask a child to choose another HA- give them a very to pick Small Group Work Ask the children what happene (Elmer made all the other elep and then the rain came down a of Elmer and revealed his color Tell the children that the rain berries off Elmer. Chose children the berries with the 's' sound of the berries with	Activity / Differentiation? In teams, go on a circle hunt inside and outside. Take photos if possible and collect some. How many can you find? Can you keep a tally? Which team found the most? Re-join as a class to share what you found. Compare the circles- what do you notice about them? Do they all look the same? What is the same/different about them? (Keep the circle items for tomorrow's activity.)			Activity / Differentiation? Individually, ask children to retell you the story using the pictures. Write down children's sentences/phrases. Share some of these stories back on the carpet.		the sides. Activity / Differentiation? We can make all sorts of triangles. Which will you make? Maybe you have your own idea? Provide resources for children to freely explore making their own triangles (e.g. straws, pencils etc). Take photos of their shapes to create a shape display.					
Phonics/Snack time	Phonics 10.45 - 11.05 Snack 11.05am											
Plenary Session 1/Hand wash						Maths Ma	<mark>astery Activity</mark>					

Afternoon Teacher Input	Learning Intention To discuss what makes a good friend.	Success Criteria I can talk about what makes a good friend.	Learning Intention To begin to improve my jump (dynamic balance and agility).	Success Criteria I can share space and equipment appropriately.	Learning Intention To find signs of Autumn and begin to understand what Autumn is.	Success Criteria	Learning Intention To learn about the significance of Remembrance Day.	Success Criteria I can tell you why people wear poppies.	Learning Intention To draw a spiral pattern.	Success Criteria I can draw a spiral pattern.	
	PSHE (PSHE Matters Scheme- Relationships) Begin by using the sorting activity 'friendly' and 'unfriendly' pictures. Talk about what makes a good friend. Ask children to tell you something about their friend that makes them a good friend (Mrs C to scribe these ideas in floor book).		PE (REAL PE sessions) Moon Adventure (warm up to step 10)		UTW/Science Ask children to tell you how they know its Autumn (scribe these ideas in science floor book).		selling poppies in scho thinking about when w Show the children the Remembrance Day. Ex	e Twinkl powerpoint about kplain that people wear their all the soldiers that have lost	Art This week we are going to be looking at drawing a pattern. Show the children an example of a spiral shape. What does it look like? What do you think you need to do to make this? Model how to draw a spiral shape on the board. Ask the children what it reminds them off? It might be a shell, a snail,, etc		
Focus adult led/supported	Music (Charanga music scheme)		Activity / Differentiation		Activity / Different	tiation?	Activity / Differenti	i <mark>ation?</mark>	Activity / Diff	ferentiation?	
activity Assessment opportunities	finding the pulse. T 2. Explore and Create Using • Using the 'I'm A Lit find the pulse in difference in the pulse in difference in the pulse in the pulse in the pulse in difference in the pulse. The pulse is a sing the pulse is a sing the pulse. The pulse is a sing the pulse is a sin	Voices and Instruments ttle Teapot' games track, fferent ways w pitch	Skill Recap what we learnt about jumping last week. Yellow level: I can jump from 2 feet to 2 feet forwards, backwards and side to side. Green level: I can just from 2 feet to 2 feet with a quarter turn in both directions. Red level: I can jump from 2 feet to 2 feet with 180 degree turn in either direction. I can complete a tucked jump. I can complete a tucked jump with 180 degree turn in either direction. Skill Application Continue to learn 'I Jumped Aboard a Rocketship'.		Children to go on a A hunt. Use the works and go around the so ticking off the items Take photos for scientifications are photos for scientifications.	heet and clipboard chool environment s as they see them.	using the egg box car some black tissue pap	eate a class poppy wreath tons. Paint these red and add per in the centre. Stick these present a poppy wreath.	Provide lots of chunky materials for the children to practise drawing their own spiral patterns, both inside and outside on the playground. Use chalks, paint, crayons, salt trays. Talk about how the pattern goes round and round, getting bigger and bigger.		
Afternoon Plenary			'Tap for Congrats Repeat reflection	s' activity from last week.	Look through the PP can guess which Aut		Can you tell me why are they remembering	people wear poppies? Who ng?			