

Week Beginning: 22.3.21
Theme: The Princess and the Pea

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Dear Time</p> <p>Literacy</p> <p><u>Share the story of The Princess and the Pea.</u></p> <p>TD Activities Discuss bedtime routines with the children. What do they do before going to bed? E.g. changing into pyjamas, brushing teeth or a bedtime story. Draw and label.</p> <p>Handwriting</p> <p>Independent Activities. Create yourself as a Prince or Princess using a range of art techniques and materials.</p> <p>Student Teacher - Dance activities</p>	<p>Mathematics</p> <p>Pattern</p> <p>https://vimeo.com/508841193</p> <p>TD Activities Repeating pattern castles/ Beds Use shapes/colours to create a repeating pattern - aab, bba, abab etc Repeating patterns using natural objects.</p>	<p>Literacy</p> <p>TD Activities Look at the pictures of the princess' bedroom. How are they similar/different to the children's rooms? Encourage them to talk about what type of bed they would like to have. Would they like a tall bed with lots of mattresses like the princess or something different?</p> <p>EAD Use materials to create different layers/mattresses for a bed. How many have you used? Can you describe the princess and how she feels? EAD Sing Pea Plant Song</p>	<p>Mathematics</p> <p>Pattern -Movement</p> <p>https://vimeo.com/508841701</p> <p>TD Activities Repeating patterns using movement and pictures. Create a repeating pattern and record.</p>	<p>Forest School Continue to create jewellery using Junior Hacksaws.</p> <p>Jigsaw/PSED/EAD-Music Healthy Me -Keeping Clean: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Children to create a 'Keep your hands clean' poster. Select one and wash it in front of the children. Explain that when they don't wash their hands before they eat, it's like eating a carrot/apple covered in dirt. The dirt and germs on their hands are often invisible. Chat with each other about all the ways we use soap and water e.g. washing cars, dishes, clothes, etc. Everyone to wash their hands properly</p> <p>RE Salvation Children arrive to find a mess: soil, twigs and stones, bits of flower et What has happened? What do you think this was before? (An Easter garden) How do you know? Hold the twigs — what were these? Can you make the shape with your body and show me: i.e. a cross-shape? What does a cross remind Christians of? Look at different crosses. Children design their own crosses using a range of creative area materials. Observational drawing.</p>
<i>Phonics- Flashcard all HFW's Phase 2/3</i>				
<i>Recap all Phase 3 digraphs</i> <i>Teach/recap</i> <i>ai</i>	<i>Recap all Flashcards- focus on Phase 3- said, was, they, are, her</i> <i>Teach- ee</i>		<i>Quickwrite- phase 3 digraphs</i> <i>Teach- ee</i>	<i>Teach- ig</i>

Child Initiated Provision and Exploration/Prompts and ideas for further learning through play

<p>Expressive Arts and Design (PSED)</p>	<ul style="list-style-type: none"> ○ Provide dried peas and seeds to make musical instruments/shakers. These could be used to create sound effects for the story, such as the storm. ○ Provide a range of different fabrics for children to explore, to create a soft bed for the princess to sleep in. Encourage them to talk about the different fabrics and to describe the different textures. They could add a pea (real or salt dough) too! ○ Use percussion instruments to add sound effects to the story. Encourage the children to think about which instrument would be best for the different events and how they should be played, e.g. fast/slow or loud/quiet. ○ Explore paint and colour mixing to make the colour green. ○ Investigate different fabrics and make a quilt for the princess.
<p>Physical Development</p>	<ul style="list-style-type: none"> ○ Explore throwing, bouncing and catching using beanbags or green balls (to look like peas). ○ Balance pieces of sponge or foam on top of each other to create a tower of mattresses for the princess to sleep on, with a pea underneath. ○ Shape and mould playdough to create lots of green peas. Have some ballroom music playing outside. Encourage the children to dance in pairs in this style. ○ Create an obstacle course to follow to reach the castle. Have benches to balance/travel across, hoops to jump in, tunnels to crawl through and stepping stones to walk along. Have a large picture of a castle for children to reach at the end of the course. ○ Sorting healthy and non-healthy food. ○ Threading necklaces
<p>Literacy Communication And Language</p>	<ul style="list-style-type: none"> ○ Design your own bed- describe materials and colours used. ○ Label a Prince and Princess- can you draw yourself as a prince or princess? ○ Read simple fairy tale stories using phonics skills. ○ Sequence story ○ Role play masks ○ Read and match Phase 3/2 words ○ High Frequency words on peas
<p>Mathematics</p>	<ul style="list-style-type: none"> ○ 3D shape investigation, to see which shape would be the most comfortable/uncomfortable for the princess to sleep on! This could lead onto a discussion about the properties of 3D shapes, such as number of vertices, etc. ○ Pots labelled 1-10- peas- can you use two pots to make 10? How can you check you have 10? ○ Weighing bags of dried peas, sorting dried peas etc ○ 10 fairies on 2 toadstools. ○ Repeating pattern towers ○ Repeating pattern necklaces ○ Use 3D shapes to create a bed.
<p>Understanding The World</p>	<ul style="list-style-type: none"> ○ Information texts about growing peas/beans/healthy eating ○ Talk about wedding celebrations and traditions. Encourage the children to talk about weddings they may have been to and share their experiences and ideas. ○ Provide some large sheets of paper and encourage children to draw a map for a Bee-Bot Princess to follow. Encourage them to program the princess Bee-Bot around the map to the prince's castle. ○ Provide some paper on clipboards with pencils or crayons. Encourage children to draw maps for the princess to find the prince's castle. ○ Provide a camera for children to take photos of castle toys or pictures hidden around the outside area. ○ What are the best materials for a bed?