

**class Planning Term 3 Week 3 WC 18/01/2021 What is that sound?**

**Events for week:** **Wed:** British values Assembly, **Thurs:** Singing Assembly, **Fri:** Achievement Assembly.

Useful websites: [www.tes.co.uk/tes-iboard](http://www.tes.co.uk/tes-iboard); [www.communication4all](http://www.communication4all); [www.topmarks.co.uk](http://www.topmarks.co.uk); [educationcity](http://educationcity); [www.enchantedlearning.com](http://www.enchantedlearning.com); [www.espresso.co.uk](http://www.espresso.co.uk); [www.activityvillage.co.uk](http://www.activityvillage.co.uk); [www.bbc.co.uk](http://www.bbc.co.uk); [www.preshooeducation.com](http://www.preshooeducation.com); [www.thetreasuretree](http://www.thetreasuretree); [www.helpkidzlearn.com](http://www.helpkidzlearn.com); [google:priorywoods](https://www.google.com/search?q=priorywoods); SENswitcher.

**On entry to class children to follow routine: hang up coat, put contact book on table, put lunchbox in cupboard where appropriate. (Carpet time 9.20 or as pupils settle)**

**Carpet time:** Registration: activities to include days of the week and Wake and Shake exercise (PSED/CL/M/PD/UW)

	Area of learning focus	Activities and adult focus	Evaluation/ Evidence
<b>MON:AM</b>		<p><b>On entry to class children to follow routine: hang up coat, put contact book on table, put lunchbox in cupboard where appropriate. (Carpet time 9.20 or as pupils' settle)</b></p> <p><b>Carpet time:</b> Registration: Sing 'hello song' Encourage them with response. What day is it? Pupils to be encourage to sing days of the week song and recognise what day it is. Follow on with Shake your sillies out or activate program before focused learning.</p> <p><b>Adult directed activity: Guided Reading</b></p> <p>Guided reading with a focus on blending and comprehension using colourful semantics.</p> <p>Individual Reading. Focus on basic book skills letter recognition and blending</p> <p>Sensory Story in Sensory room to develop listening and attention.</p> <p><b>Adult directed activity: Music</b> Pupils to develop their music skills: Music with HS (separate plans)</p> <p><b>CIA:</b> targets, EHCP targets. Develop relationships with assigned pupils. Do general observations to see how they interact with each other; specific areas of interest. ready for pm; each pupil to do number, counting, letter sound and name, cutting activity and fine motor skills activity across the week during this time.</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>AD sheets to write observations</p> <p>Use Lueven well-being and involvement scales</p>

MON:PM	<p><b>Expressive Arts and Design:</b> exploring media and materials</p> <p><b>Communication and Language:</b> Listening and Attention, Speaking</p>	<p><b><u>Adult directed activity: Writing</u></b></p> <p>Watch/read peace at last <a href="#">Peace at Last - YouTube</a> talk about how daddy bear was tired. What time of day do we normally go to bed? Look at pictures of things that you would do throughout the day.</p> <p>I can sort pictures into things that I do of a day and of a night.</p> <p>I can sort pictures into things that I do of a day and of a night.</p> <p>Work with an adult and use props to retell the story.</p> <p><b>home time routine</b></p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>AD sheets to write observations</p> <p>Use Lueven well-being and involvement scales</p>
TUE:AM	<p><b>Communication and Language:</b> Listening and Attention, Speaking</p> <p><b>Literacy: Reading and Writing</b></p> <p><b>Physical development: Moving and handling</b></p>	<p>Morning Routine (as Monday) Registration 9.20</p> <p><b><u>Adult directed Activity Swimming (PD A1) with RS</u></b> (separate plans)</p> <p>CIA work on EHCP targets, Targets</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>AD sheets to write observations</p> <p>Use Lueven well-being and involvement scales</p>
TUE:PM	<p><b>Physical development: Moving and handling</b></p>	<p>(PSED/PD A2) children to be encouraged to clean their teeth <b>followed by</b> 'good afternoon' then PE <b>Enrichment followed by home time routine</b></p>	
WED:AM	<p><b>Communication and Language:</b> Listening and Attention, Speaking</p> <p><b>Physical development: Moving and handling</b></p>	<p><b>As Monday.</b></p> <p><b><u>Adult Directed Activity: English: Story writing</u></b></p> <p>Watch/read peace at last <a href="#">Peace at Last - YouTube</a> talk about how daddy bear was tired. What time of day do we normally go to bed? Look at pictures of things that</p>	<p>Take Photos on iPad</p> <p>Use evidence for learning to upload observations and link to Framework.</p> <p>AD sheets to write</p>

		<p>you would do throughout the day.</p> <p>I can use colourful semantics to retell the story of peace at last. I can then write the story by hand</p> <p>I can use colourful semantics to retell the story of peace at last. I can then overwrite the story by hand</p> <p>I can listen to a sensory story of peace at last.</p> <p><b>CIA</b> work on EHCP targets, Targets</p>	<p>observations</p> <p>Use Lueven well-being and involvement scales</p>
WED:PM	<p><b>Communication and Language: Listening and Attention, Speaking</b></p> <p><b>Literacy: Reading and Writing</b></p> <p><b>Physical development: Moving and handling</b></p>	<p>children to be encouraged to <b>clean their teeth</b> followed by <b>Quiet time</b> followed by good afternoon</p> <p><b><u>Adult Directed Activity: Communication Group with Alana</u></b></p> <p>PECS and colourful semantics followed by sensory story</p> <p>PECS and colourful semantics followed by sensory story</p> <p>intensive interaction followed by sensory story.</p> <p><b>British Values Assembly</b> <b>home time routine</b></p>	<p>Take Photos on iPad</p> <p>Use Evidence for Learning to upload observations and link to Framework.</p> <p>AD sheets to write observations</p> <p>Use Lueven well-being and involvement scales</p>
THUR:AM		<p>Morning Routine (as Monday) Registration 9.20</p> <p><b><u>Focused activity: Maths: Time</u></b></p> <p>Play time song on youtube <a href="#">Tell the Time Song   Learn to Tell Time for Kids   Fun Kids English - YouTube</a> Talk about how the numbers on a clock go round in a circle.</p> <p>I can make a clock using a paper plate and numbers. I can put the numbers in the correct place independently. I can recognise all the numbers</p> <p>I can make a clock using a paper plate and numbers. I can put the numbers in the</p>	<p>Take Photos on iPad</p> <p>Use Evidence for learning to upload observations and link to Framework.</p> <p>AD sheets to write observations</p> <p>Use Lueven well- being and involvement scales</p>

		<p>correct place with support. I can recognise numbers to 9</p> <p>I can make a clock using a paper plate and numbers. I can recognise numbers to three.</p> <p><b>CIA</b> work on EHCP targets, Targets</p>	
<b>THUR:PM</b>	<p><b>Mathematics: Number</b></p> <p><b>Communication and Language: Listening and Attention, Speaking</b></p>	<p>(PSED/PD A2) children to be encouraged to <b>clean their teeth followed by Quiet time</b> (PSED/EA) followed by good afternoon.</p> <p><b><u>Adult Directed Activity: Phonics</u></b></p> <p>Phase three phonics ng phoneme, looking at objects that begin with the end ng. Practise letter formation in malleable materials and on big paper. Play blending game on scraps phonics. Pupils are to match pictures of objects with initial letter. Play metal mike.</p> <p>Phase two phonemes p, looking at objects that begin with the letter p. Practise letter formation in malleable materials and on big paper. Play blending game on scraps phonics. Pupils are to match pictures of objects with initial letter. Play metal mike.</p> <p>write dance and sensory writing.</p> <p>Singing Assembly <b>home time routine</b></p>	<p><a href="#">Take Photos on Ipad</a></p> <p><a href="#">Use Evidence for Learning to upload observations and link to Framework.</a></p> <p><a href="#">AD sheets to write observations</a></p> <p><a href="#">Use Lueven well- being and involvement scales</a></p>
<b>FRI:AM</b>		<p>Morning Routine</p> <p><b><u>Adult Directed Activity: food tec</u></b></p> <p>Show different foods to the pupils. Talk about if they are soft or crispy. Show how the different foods can make different noises</p> <p>I can explore the different foods and record what kind of noise they make when they are eaten, crushed or put into water.</p> <p>I can explore the different foods and record what kind of noise they make when</p>	<p><a href="#">Take Photos on iPad</a></p> <p><a href="#">Use Evidence for learning to upload observations and link to Framework.</a></p> <p><a href="#">AD sheets to write observations</a></p> <p><a href="#">Use Lueven well- being and</a></p>

		<p>they are eaten, crushed or put into water.</p> <p>I can explore the different foods and what kind of noise they make when they are eaten, crushed or put into water.</p> <p><b>CIA</b> work on EHCP targets, Targets</p>	Involvement scales
<b>FRI:PM</b>		<p>(PSED/PD A2) children to be encouraged to <b>clean their teeth followed by Quiet time</b> (PSED/EA) : Followed by good afternoon</p> <p><b><u>Adult Directed Activity: PE with RG</u></b></p> <p>Children to come straight in and get changed ready for PE. Pupils are to use visual schedules to support changing.</p> <p><b>CIA</b> work on EHCP targets and Targets</p> <p><b>Achievement Assembly</b> <b>home time routine</b></p>	<p>Take Photos on Ipad</p> <p>Use Evidence for Learning to upload observations and link to Framework.</p> <p>AD sheets to write observations</p> <p>Use Lueven well-being and involvement scales</p>