

Metacognition: 7 Step Model

1. Retrieval 2. New Learning 3. Modelling 4. Memorisation 5. Guided 6. Independent 7. Reflection

Apple Class Planning

8:45- 9:00		9:05- 9:25	9:30- 10:00		10:00- 10:15	10:15- 11:15	11:15- 11:35		12:45- 13:05	13:05- 13:35	13:35- 14:35	14:40-15
Tuesday	Self-Register, Zones of Regulation, Number Sense Maths, Good morning song, register, lunch register and daily timetable	Daily Mile	Phonics	Brain Break	Shared Reader	Play and Learn	RE- I can talk about the groups that we belong to and how we know we belong to a group. I can identify the groups that religious people belong to	Lunch 11:45- 12:45	Register, Peer Massage and Zones of Regulation	White Rose Maths- I can compare mass	Play and Learn	Prep for Home Time
		9 laps around the playground	See separate plan h b f ff Mrs B support L, R and T on carpet and at table		4. Pip Can Kick Mrs B support L, R and T on carpet and at table	Free flow See continuous planning doc and use cards Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away." Rolling snack	See separate plan: RE Today Services Mrs B support L, R and T on carpet and during activity		NW	See separate plan- use White Rose Planning and PPT uploaded to planning folder on sharepoint Take photos for Evidence Me Mrs B support L, R and T on carpet and during activity	Free flow Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away."	Poem/ Story Library Club after school

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Wednesday	Self-Register, Zones of Regulation, Number Sense Maths, Good morning song, register, lunch register and daily timetable	Daily Mile	Phonics	Brain Break	Shared Reader	Play and Learn	Get Set 4 PE- I can develop rolling a ball to a target	Lunch 11:45- 12:45	Register, Peer Massage and Zones of Regulation	White Rose Maths- I can compare capacity	Play and Learn	Prep for Home Time
		9 laps around the playground	See separate plan h b f ff Mrs B support L, R and T on carpet and at table		4. Pip Can Kick Mrs B support L, R and T on carpet and at table	Free flow See continuous planning doc and use cards Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away." Rolling snack	See separate plan: Get Set 4 PE To develop rolling a ball to a target. Mrs B support L, R and T		GP	See separate plan- use White Rose Planning and PPT uploaded to planning folder on sharepoint Take photos for Evidence Me Mrs B support L, R and T on carpet and during activity	Free flow Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away."	Poem/ Story EYFS Team catch up after school

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Thursday	Self-Register, Zones of Regulation, Number Sense Maths, Good morning song, register, lunch register and daily timetable	Daily Mile	Phonics	Brain Break	Shared Reader	Play and Learn	History- I can describe changes over time	Lunch 11:45- 12:45	Register, Peer Massage and Zones of Regulation	Pure Sports PE In the hall- PPA Cover Mrs B and Miss Y support L, R and T	White Rose Maths- I can explore simple patterns	Prep for Home Time
		9 laps around the playground	See separate plan h b f ff Mrs B support L, R and T on carpet and at table		4. Pip Can Kick Mrs B support L, R and T on carpet and at table	Free flow See continuous planning doc and use cards Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away." Rolling snack	See separate plan: Kapow -Collect baby photos of all pupils from parents -Print and display, can the children find their own baby photo? -Spend time discussing the changes that have happened over time -Use photos to make a book Mrs B support L, R and T on carpet and during activity		Bex PPA KY and GP		See separate plan- use White Rose Planning and PPT uploaded to planning folder on sharepoint Take photos for Evidence Me Mrs B support L, R and T on carpet and during activity	Poem/ Story All Evidence Me obs uploaded and sent to parents Write weekly newsletter and send to HT and office

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Friday Self-Register, Zones of Regulation, Number Sense Maths, Good morning song, register, lunch register and daily timetable	Daily Mile 9 laps around the playground RC and KY	Phonics See separate plan Red words- I the Mrs B support L, R and T on carpet and at table	Brain Break	Shared Reader 4. Pip Can Kick Mrs B support L, R and T on carpet and at table	Play and Learn Free flow See continuous planning doc and use cards Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away." Rolling snack	Science- I can understand living and non-living things See separate plan:Developing Experts Print key vocab: <ul style="list-style-type: none"> • non-living • living • toy • car • plant -Share presentation -Key questions Independent: Pupils to search for living and non- living things in the environment then record findings on the handout	Lunch 11:45- 12:45	Register, Peer Massage and Zones of Regulation RC	White Rose Maths- I can copy and continue simple patterns See separate plan- use White Rose Planning and PPT uploaded to planning folder on sharepoint Take photos for Evidence Me Mrs B support L, R and T on carpet and during activity	Play and Learn Free flow Think about what you might like to play with, where will you play? Who with? What resources might you need? Ensure children are tidying up things as they go, sing song- "you choose it, you use it, you put it away."	Prep for Home Time Poem/ Story Print all planning and prep resources for next week

EYFS Continuous Provision Planning

This planning supports continuous provision with open-ended challenges across key areas of learning. Each area includes example challenges, focus skills and space for observation notes.

Area of Provision	Challenge	Observation Notes
Construction Area	Can you build a home for Pip? Can you build something tall/small to compare size? Can you make a pattern using construction blocks?	
Creative/Art Area	Can you paint a picture of a group you belong to (family, class, club)? Can you create a picture showing you as a baby and you now? Can you make a picture using repeating colour patterns?	
Maths Area	Can you sort objects by size, mass or capacity? Can you fill containers to match 'full/half/empty' labels? Can you copy or make a simple repeating pattern?	
Reading/Book Area	Can you retell 'Pip Can Kick' using the pictures? Can you find a book that shows someone helping someone? Can you find a story with a baby or someone growing up?	
Writing/Mark-Making Area	Can you write words with the sounds h, b, f, ff? Can you label a picture from 'Pip Can Kick'? Can you write your name or first letter?	
Sensory Area	Can you explore capacity: full, nearly full, half full, empty? Can you compare which objects feel heavier or lighter? Can you sort items into living/non-living based on texture and form?	
Home Corner	Can you role-play people who help us? Can you look after the 'baby' and talk about changes over time? Can you set the table using a repeating pattern (cup-plate-cup)?	
Outdoor Area	Can you roll a ball to a target like in PE? Can you find something living and non-living outside? Can you explore natural materials to compare size or mass?	
Small World Area	Can you make a story using characters to show helping others? Can you sort characters into groups they belong to? Can you create a small world scene showing a baby and an adult to show changes over time?	

Compare size

Notes and guidance

In this small step, children learn that objects can be compared and ordered by size. At this stage, the difference in size should be noticeable so that comparisons can be made by eye and not through measure. Model the use of language such as 'big', 'little', 'large' and 'small' and encourage children to describe what they notice. Moving the objects they are comparing close together can support understanding.

Once children can recognise and describe differences, support them to use more specific language, such as 'tall' and 'short' when describing height and 'long' and 'short' when comparing length. Provide opportunity for children to compare size in a range of different contexts in all areas of provision.



Rhymes

- *Big Fish, Little Fish, Cardboard Box*



Books

- *Where's My Teddy?* by Jez Alborough
- *It's the Bear!* by Jez Alborough

Key questions

- Which is smaller/bigger?
How do you know?
- Which is taller/longer/shorter?
How do you know?

Possible sentence stems

- The _____ is bigger/smaller than the _____ .
- The _____ is larger/smaller than the _____ .
- The _____ is longer/shorter than the _____ .
- The _____ is taller/shorter than the _____ .

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity.
- *Birth to 5 Matters* – Range 4 – Explores differences in size, length, weight and capacity.

Compare size

Adult-led learning



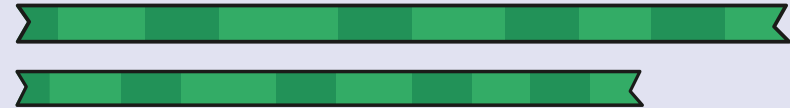
As a class, prepare for a teddy bears' picnic with one large bear and one small bear.

Unpack a picnic basket of plates, cups, spoons and food items of two different sizes.

Discuss which size item would be best for each bear, using the language 'little' and 'big', and 'large' and 'small'.



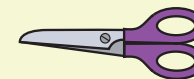
Give children a variety of different length ribbon or string.



Ask children to find someone who has a longer or shorter piece of ribbon than them.



Provide children with wrapping paper, tape, scissors and a range of different objects to wrap.



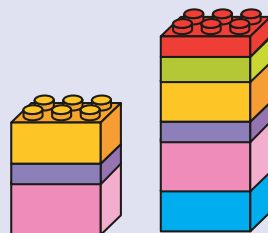
Encourage them to cut the paper to an accurate size to wrap the object.

Is their piece of wrapping paper big enough to wrap their object?

Build in the construction area using a variety of large, small, long and short blocks.

Encourage children to make big houses, little houses, tall towers and short towers.

Ask children what size of animal or person could live in their house or tower.



Compare mass

Notes and guidance

In this small step, children are introduced to the vocabulary of mass and learn that objects can be compared and ordered by their mass. Children may be more familiar with the word 'weight', and there is no harm in using the words interchangeably at this stage.

Model use of language such as 'heavy' and 'light' and give children the opportunity to pick up different objects to develop their understanding of the words.

When introducing balance scales, children should develop the understanding that the heavier object is lower on the balance scale and the lighter object is higher. It is important to model this to children and point out that the objects have the same mass if the scale is balanced.

To avoid misconceptions, give children the opportunity to explore large objects that are light and small objects that are heavy.



Books

- *The Blue Balloon* by Mick Inkpen

Key questions

- Which object is heavier? How do you know?
- Which object is lighter? How do you know?
- What has happened to the balance scale?
- Are large objects always heavier than small objects?

Possible sentence stems

- The _____ is heavier than the _____ .
- The _____ is lighter than the _____ .
- The heavier object is _____ on the balance scale.
- The lighter object is _____ on the balance scale.

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity.
- *Birth to 5 Matters* – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.

Compare mass

Adult-led learning

Give one child a reasonably heavy suitcase.

Give another child a balloon.

What do they notice?

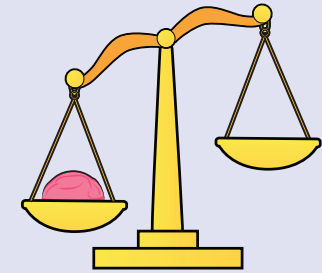
Introduce the words 'heavy' and 'light'.

Encourage children to pick up a range of other objects, decide whether they are heavy or light and compare them.



Add a balance scale to the dough area. Model to children how the balance scale works.

Encourage children to make different-sized balls of dough and compare their mass using the language 'heavier' and 'lighter'.



As a class, select two objects from around the classroom. Ask children to predict which object will be heavier and which will be lighter.

Invite one child to come and be a human balance scale.

Encourage them to hold one object in each hand and describe which is heavier and which is lighter.



Wrap up a range of boxes, each with a different mass.

Ensure that some of the small boxes are heavy and some of the large boxes are light.

Pick up a box and ask children to predict if it will be heavy or light.

Ask them to test their predictions using a balance scale.

Are all small boxes light?



Compare capacity

Notes and guidance

In this small step, children learn that objects can be compared and ordered by their capacity. Provide children with a wide range of opportunities to explore different containers and boxes and their capacity.

Begin by exploring practically the idea that capacity is the maximum amount that something can hold. Initially they will use the language 'this holds the most' and 'this holds the least' to explain what they notice about capacity. Explore how containers look when full and empty.

Ensure that children experience a range of different-sized and different-shaped containers and encourage them to begin to make basic comparisons. Filling different containers in the water area and exploring junk modelling with different-sized boxes are great ways to support children to compare capacity.



Books

- *Dear Zoo* by Rod Campbell

Key questions

- Which holds more/the most? How do you know?
- Which holds less/the least? How do you know?
- Does this container hold more or less? How can you find out?
- Would the _____ fit inside the box?

Possible sentence stems

- The _____ holds more.
- The _____ holds less.
- The _____ has the same capacity as the _____ .

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity.
- *Birth to 5 Matters* – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.

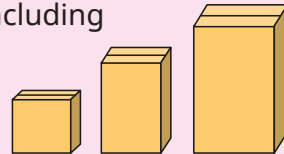
Compare capacity

Adult-led learning



Have a range of different boxes including some small, large, tall and thin.

Show children one of the boxes and ask what could be inside.



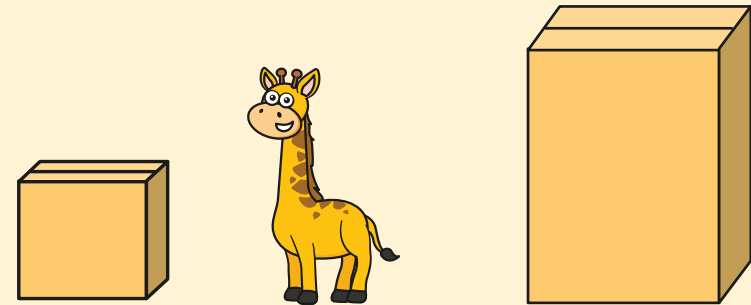
Could they fit in the box? Why or why not?

Present a range of objects from around the classroom.

Could these objects fit in the box?



After reading stories such as *Dear Zoo* by Rod Campbell, provide children with a range of different-sized junk modelling boxes and small world creatures.



Ask children to pick an animal or creature and make a home for them using the boxes.



Set up an area outside where children can dig soil, sand or bark.

Provide children with different-sized spades and garden trowels, and different-sized containers such as plant pots, buckets or a wheelbarrow.

Encourage children to fill the containers.

Which container holds the most/least?



Provide children with some coloured water and different-sized containers in a water tray to make different potions.



Encourage children to compare the different containers and investigate which containers hold less/more.

Explore simple patterns

Notes and guidance

In this small step, children are introduced to patterns and explore simple examples to develop their understanding of both the word and the concept. Prompt children to recognise that a pattern is a repeated unit. They will explore different patterns and learn that patterns can be both visual and auditory (involving sound). Provide children with many opportunities to see and explore a range of simple patterns. Point out where patterns can be seen in the environment. This may be patterns on clothes, such as checks or stripes, or different patterns around school and at home.

Encourage children to join in with sound patterns and rhymes and to notice the patterns in stories where words are repeated.



Rhymes

- *In and Out the Dusty Bluebells*



Books

- *My First Book of Patterns* by Bobby and June George
- *We're Going on a Bear Hunt* by Michael Rosen

Key questions

- What pattern can you see?
- What pattern can you hear?
- What do you notice?
- What words do you hear?
- What sounds do you hear?

Possible sentence stems

- I can see a _____ pattern.
- I can hear a _____ pattern.
- This is a _____ pattern.

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds – Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- *Birth to 5 Matters* – Range 5 – Explores and adds to simple linear patterns of two or three repeating items.

Explore simple patterns

Adult-led learning

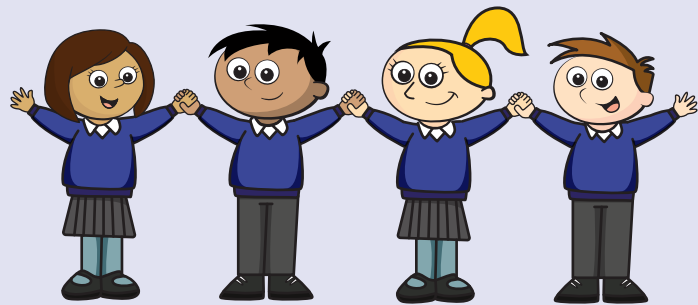


Display a range of different patterns for children to look at. Encourage them to identify the patterns.



Explore pattern images from books such as *My First Book of Patterns* by Bobby and June George. Point out patterns such as when lines are repeated to make stripes or when dots are repeated to make spots.

Play the circle game and sing the song *In and Out the Dusty Bluebells*. Children hold hands and raise their arms upwards to make arches.



Encourage children to notice the patterns in the song as they are weaving in and out.

Demonstrate simple action patterns for children to copy.

- jump, clap, jump, clap, jump, clap



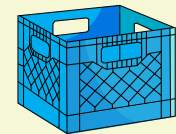
- hands up, hands down, hands up, hands down, hands up, hands down



Say the pattern aloud and encourage children to join in.



Provide children with large construction materials, such as crates, tyres and den-making materials.



Encourage children to set up their own version of the journey from *We're Going on a Bear Hunt* by Michael Rosen. Prompt them to repeat the pattern language as they travel along their journey.



Copy and continue simple patterns

Notes and guidance

In this small step, children move from exploring the features of simple patterns to being able to copy and continue basic patterns. At this stage, introduce children to AB patterns, which are patterns with only two parts repeating, such as red/green or dog/cat.

Support children to copy AB patterns with sounds as well as objects. Activities such as drumming 'my turn, your turn' help to embed sound patterns and keeping a beat. If children need additional support, first encourage them to copy small sections of patterns before combining to copy the full pattern. Children can then identify the pattern and attempt to continue it. Encourage them to say the pattern out loud to embed the AB structure.

When showing and modelling patterns to children, ensure that there are three full units of repeat for them to be able to copy and continue. Ensure that children are exposed to visual patterns that build both vertically and horizontally.



Rhymes

- Tongue twister patterns such as *Red Lorry, Yellow Lorry*

Key questions

- Copy my pattern – what do you hear?
- Copy my pattern – what do you see?
- How does the pattern continue?
- What do we need to copy this pattern?

Possible sentence stems

- The _____ comes next in the pattern.
- The pattern is _____ , _____ .

Links to the curriculum

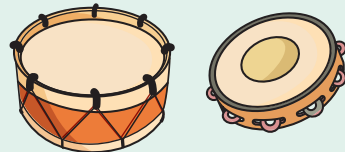
- *Development Matters* – Reception – Continue, copy and create repeating patterns.
- *Birth to 5 Matters* – Range 5
 - Explores and adds to simple linear patterns of two or three repeating items.
 - Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.

Copy and continue simple patterns

Adult-led learning



Provide children with a range of musical instruments. Use a drum or tambourine to tap out a simple beat, for example: tap, shake.



Encourage children to copy the beat after you.

Pick different children to be the leader and allow them to tap out a simple beat for the rest of the class to copy and follow.



Show children a range of AB patterns in images and with real-life objects.

Encourage children to say what they see.



Prompt children to carry on the pattern and encourage them to say what would come next.



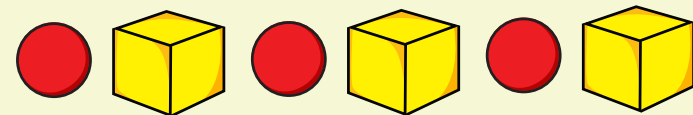
Go outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf.



Support children to copy the patterns and see if they can continue them. Encourage children to use loose parts to make simple patterns for a partner to copy and continue.



Set out a variety of AB patterns with items such as cubes, counters and loose parts.



Challenge children to independently copy and continue the patterns.

Encourage children to consider the shape and size as they build their patterns and prompt them to say their patterns aloud.

Learning Objectives	Before the lesson
<ul style="list-style-type: none"> To describe changes over time. 	<p>Have ready</p> <ul style="list-style-type: none"> Three magnifying glasses. A white tablecloth. <p>Print</p> <ul style="list-style-type: none"> Printed photographs of the children as babies or toddlers numbered on the back (ask parents/carers before the lesson).
Activity	
<p>Place a white piece of cloth over a table with several baby photographs that the children have sent in. Leave out magnifying glasses so that the children can observe the details up close. Allow the children to freely observe the photographs and listen closely to their opinions and ideas.</p> <p>You might wish to change the photos each day depending on the size of your cohort.</p> <p>Key questions</p> <ul style="list-style-type: none"> Can you notice any familiar faces? Can you identify which baby represents one of your friends? What do you see/notice? Did your friend notice anything different? When was this photograph taken? Is there anything that you could not do when you were a baby? What can you do now? 	
Array	
Vocabulary	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> a long time ago baby change child I remember now

•	past
•	photograph
•	present
•	then
•	toddler
•	when I was little

Curriculum opportunities

Communication and language links:

- Articulate ideas and thoughts in well-formed sentences.
- Ask questions to find out more and to check they understand what has been said to them.

Understanding the world:

- Name and describe people who are familiar to them.

Array	Support and challenge
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	<p>Adults can use the opportunity to discuss and/or support with:</p> <ul style="list-style-type: none"> • Encouraging the children to match three photographs to their peers. • Providing the children with the <i>Activity: Guess who</i> and asking the children to write the name of the person next to the number of the photograph (provide some name cards that children can copy if they cannot independently sound out the phonemes).
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Who can help me?

Year: R

This plan in this part of the **Me and My Relationships** unit introduces the question of who children can turn to if they have a problem - if something or someone is upsetting them, or making them feel worried or scared.

Please ensure that you are familiar with your school's safeguarding policy in relation to disclosures, in the very unlikely event of one occurring.

Introduction - whole class

Using the **All about me** book start by focusing on the page 'Who do you like to spend time with?' (page 7). View this book on the IWB or print it out to make a book that the children can also look at during the course of the week.

Explain that we're going to be thinking about people who are important to us and people who can help us if something is wrong or making us unhappy.

Start with some key questions:

- Who does Harold like to spend time with?
- Who else might he like to spend time with that we can't see on this page?
- Who do you like to spend time with - at school, at home?
- Who can we go to if we need help with something - at school, at home?

Ask children to hold up one hand and, counting on their fingers and thumb, think of five different people they could turn to if they had something that was making them unhappy. Ask for volunteers to share their five people, as appropriate.

Adult-guided activities (individual or small groups)

Start by going over the activity of holding up a hand and thinking of five different people that each child can think of that they can turn to when something is upsetting them.

Ask the children to think of how they might be able to get help if the adult is very busy (e.g. ask another person to help; go back to the person a bit later; show that they've noticed the person is busy and ask when it would be a good time to ask them for help).

Activity - My helping 5

Using the *My helping 5* activity sheet provided, children draw the faces of 5 people to turn to for help, in or around the five digits.

With adult help, children can draw or write more information, as appropriate.



Mission Assignment: Learn about living and non-living things



Code: EYFS-07-01

Intent

Lesson Outcomes

- Identify something that is living
- Identify something that is non-living
- Explain what something living has to have

Working Towards ELG

- CL: Make comments about what they have heard and ask questions to clarify their understanding
- UTW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- UTW: Explore the natural world around them, making observations and drawing pictures of animals and plants

Resources

- Paper
- Pencils
- Handout

Rocket words

- non-living
- car
- toy
- bike
- scooter

Implementation

Starter

Ask the children: What things in this picture are non-living things?

Main Teaching

In the lesson, the children will be comparing different items and thinking about what makes them living or non-living. All living things will be able to grow, respire, interact with their environment and reproduce. Non-living things are made from a wide range of materials and elements.

Key Questions:

What makes something a living thing?

How are things alive?

What items do you know that are not alive?

A living thing can...

Lesson Expert: Mike explains the difference between living and non-living things.

Mission Assignment

Living or non-living?

Ask the children to search for a selection of living things and non-living things. If this activity can be done outside, there is more scope for the children to find small living creatures. If you have the equipment, the children could collect these insects to examine as a class. Talk to the children about the importance of not harming any creatures. Remind them

that if they are moved, they must be put back where they are found. Help the children to discover that plants are also living things.

Ask the children to draw the living and non-living things they found on their handout. The drawings could be cut out to create a display.

Impact Assessment

Plenary

What items do the children know that are not alive? Discuss as a class the different items we know are alive and their characteristics. How do we know they are alive?

Teacher Mastery: Living things are made up of one or more cells and require energy to survive. Therefore, non-living things will not be able to grow, respire, interact with their environment or reproduce.