

Weekly Critical Reflection, looking at children's interests and progress, planning for the week ahead of how we can enhance the continuous provision and scaffold their current learning and interests.

Three successes of the week	Three challenges of the week	Adult led input/ activities that worked well	Continuous provision enhancements that worked well	Children's interests and observations. What have they enjoyed?	Learning intentions for next week
<ul style="list-style-type: none"> The children thoroughly enjoyed the Three Little Pigs story line and could re-call parts of the story. The children enjoyed filling, emptying and pouring in the outdoor water play area, kept re-visiting. The children loved the farm sensory tray, they spent long periods of time at the activity. 	<ul style="list-style-type: none"> Only 3 children sent in pictures of their houses for the homework, this meant the circle time discussion was short. Possibly direct message key children parents with the homework. Children not interested in mark making, maybe an adult to play partner this. Number correspondence past 3. 	<ul style="list-style-type: none"> Children really enjoyed playing 'What's the time Mr Wolf?'. Children followed the rules of the game well. Children had a good discussion around friendships, what makes a good friend and what a being a friend actually means. Interventions have worked well this week, children have enjoyed small group interactions. 	<ul style="list-style-type: none"> Groups of children worked together to build houses in the sand area after reading the story. Children enjoyed matching bricks, sticks and straw in the builders yard shop. Children enjoyed using the lego and foam bricks to make different kinds of structures. Children enjoyed sitting down and reading the Three Little Pigs story in the reading area. 	<ul style="list-style-type: none"> Dragonflies were pretending to be doctors, using the masking tape as bandages. The children have all loved the new pushchairs and dolls, they have been going to the park and taking the babies out for trips. Children have enjoyed water play. Children have enjoyed transporting sand and water outside. 	<ul style="list-style-type: none"> Measuring Weighing Number correspondence 1-5. Story re-call. Baking. Testing predictions.

Indoors Continuous Provision Enhancements

Dough / Malleable area	Sand area	Role play area	Writing / mark making area	Small world / sensory area	Construction / loose parts area
<p>The Gingerbread Man</p> <p>Make ginger scented play dough. Add in pictures of the gingerbread man and story themed play dough mats. Add in raisins, buttons and pompoms. Have cutters, rolling pins and flour available.</p>	<p>Weighing and measuring</p> <p>Put the weighing scales into the sand pit. Have a variety of different sized pots and spoons available. Encourage use of Full, Empty, Big, Little. Add Ginger scent to the sand.</p>	<p>Bakers Shop</p> <p>Add in pictures of 'The Gingerbread Man' characters and the bakery from the story. Add in recycled packets of bread, cakes, biscuits, muffins, flour, butter etc with price labels on. Add in a till, money and paper for a shopping list.</p>	<p>Trace and cut</p> <p>Model to the children how to draw around the Gingerbread man cutters. Then model, support and show children how to cut around the gingerbread man shapes. Let children explore how to use scissors safely and hold the tool correctly.</p>	<p>The Gingerbread Man</p> <p>Create a 'Gingerbread Man' small world scene. Print put puppets from the story, add in a house and the animals for children to explore. Add in different textures for the children to explore, have the book available.</p>	<p>Measuring</p> <p>Encourage use of words such as Small, Tall, Big, Little, Short, High. Measure children and adults using bricks, count how many bricks high each of our friends are.</p>

Outdoors Continuous Provision Enhancements

Sand area	Water area	Writing / mark making area	Small world / sensory area	Muddy kitchen area
<p>The Gingerbread Man</p> <p>Children to add water to the sand to make it thick and sticky. Children to experiment how much water to add to enable them to use the cutters in the sand to create gingerbread men.</p>	<p>Pouring and filling</p> <p>Children to use a variety of bottles and funnels, add in bubbles and ginger to the water. Use whisks to make lots of bubbles and jugs to pour water into the bottles. Children to work on screwing on and off lids independently.</p>	<p>Name writing</p> <p>Children to focus on name writing. Have a box of name cards available outside. Use chalks on the floor and walls and paintbrushes with water to mark make.</p>	<p>The Gingerbread Man</p> <p>Children to explore a sensory small world, use real gravel, soil and plants. Add in animals and the old lady and old man. Have story cards available and encourage children to act out different parts of the story with the characters.</p>	<p>Bakery</p> <p>Add in Gingerbread recipes, add in cake tins and baking tins. Add in rolling pins. Take away all of the extra items to keep children engaged. Add in pictures from a real bakery. Add in pictures from the story.</p>



8.50 – 11.45

1:00 – 2:45

2:45 - 3:10

Monday

8:50 – 9:25:

- Self Registration
- Free play

9:25 – 9:35:

- Carpet session, story, core learning skills:

Adult Led Activity:
Introduce the story of The Gingerbread Man.
Maths:
Bake and decorate real gingerbread men. Use language of capacity and measure. Follow instructions.

Tuesday

8:55 – 9:25:

- Self Registration
- Free play

9:25 – 9:40:

- Carpet session, story, core learning skills:

Adult Led Activity :
PE:
Play the 'May I cross your river' game outdoors.
Reading:
Key worker to read 1:1 with all key children, short story.

Wednesday

8:55 – 9:25:

- Self Registration
- Free play

9:25 – 9:40:

- Carpet session, story, core learning skills:

Adult Led Activity :
Science:
Following on from when the Gingerbread Man fell into the river, children will predict what will happen to ginger bread men when they fall into different substances.

Thursday

8:55 – 9:25:

- Self Registration
- Free play

9:25 – 9:40:

- Carpet session, story, core learning skills:

Adult Led Activity :
PE: Running races, 'Run, Run as fast as you can'
Adult to play partner in the sand area, encourage children to use the scales and language such as Heavy, Light, More, Less.

Friday

8:55 – 9:25:

- Self Registration
- Free play

9:25 – 9:40:

- Story Time, Song/Rhyme time/ Instrument time.

Adult Led Activity :
Literacy:
Print off story cards, in small groups ask the children to order the story cards. Talk about what happened in the beginning, middle and end.

1:00 – 1:10:

- Self Registration
- short carpet session

Adult Led Activity :

RE:
To Follow the RE Programme.

Reflect on recent EID celebrations. Children to share stories of when they have celebrated EID. Look at pictures online.

1:00 – 1:10:

- Self Registration
- short carpet session

Adult Led Activity :

Music: Music Express
EAD/PSE/CL:
Adult to play partner in the Bakers Shop. Encourage children to take money, write out shopping lists and select items to buy.

1:00 – 1:10:

- Self Registration
- short carpet session

Adult Led Activity :

Writing:
Adult to play partner. Children to draw around Gingerbread cutters and then use scissors to cut around the gingerbread men.

1:00 – 1:10:

- Self Registration
- short carpet session

Adult Led Activity :

PSE: Jigsaw
Discuss how the Gingerbread Man may have felt, use mirrors to look at the different faces we pull with different feelings.

1:00 – 1:10:

- Self Registration
- short carpet session

Adult Led Activity :

Art:
Learn about Georgia O'Keeffe
<https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>
Children to collage gingerbread men pictures using a variety of materials.

9:35 – 11:45 : Continuous provision and outdoor play
10:45 – 11:15: Snack and nappy change time in key groups
11:45 – 1:00: Lunch time and outdoor / free Play

1:10 – 2:45: Continuous provision and outdoor play
2:15 – 2:45: Snack and nappy change time in key groups

Story Time, Song/Rhyme time/ Instrument time.

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3:00 – 3:10: Home time.