



Weekly Planning
Class: Kingfishers

Week commencing: 12.09.2022

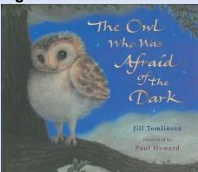




Year: Reception



Teacher: Miss White





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Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.

	Monday	Tuesday	Wednesday	Thursday	Friday
Read Write Inc	d	t	i	n	p
English  Vocab: peered (peers), startled (startle) glow (glowed, glowing) faded (fade, fades, fading), necessary, somersault, gentle, exploring	Introduction Read the story What's the problem in the story?	re-read the story	favourite phrases (use these throughout the day) Which is the right sentence	children join in with key parts	quiz the character
Maths White Rose Maths (click here to see the scheme)	You will need a collection of objects made up of identical pairs. These could be socks, wellington boots, Noah's ark animals etc. Muddle up the items so that the pairs are not together and ask the children to match the objects into pairs. 	Paint a collection of pebbles or wooden discs to resemble creatures such as ladybirds, bees or fish in matching pairs. Secretly hide one of the creatures and spread the rest out for the children to see. Ask the children to match the remaining creatures and work out whose partner is missing. 	Give each child a different compare bear. Have matching compare bears placed around the outside area. Ask the children to find a bear that matches theirs. How do they know it matches? Are their bears big or small? 	Put out a selection of number shapes in matching pairs. Choose a shape and ask the children to find the shape that matches yours. Alternatively hide one of the shapes and ask the children to match the rest to find which shape is missing. 	Loose Parts Provide a selection of different sized lids. Have a large sheet of paper with outlines of the lids drawn on. Ask the children to match each lid to the correct outline on the paper.
Prime/specific subjects (PM)	EAD – What is a portrait? How to draw a portrait.	UTW What is special to me? Show/describe something that is special to you. Explain to the children why it is special to you. Do you have anything that is special to you? Why is it special to you? Show/describe something that is special to you and your family e.g. a special place, a photo, a memory. Do you have anything similar that is special to your family? Explain that if you live in South Elmsall, you all belong to the same community. A community is a group of people living in the same area. Is there anything you can think of that may be special to the South Elmsall community? The library, St Marys church, The market place, the train station	Music Charanga – <ul style="list-style-type: none"> Listen and appraise: Celebration – Kool the Gang find the pulse and learn to sing: Pat-a-cake 	PSED Tell the children that we are going to talk about our interests today - an interest is something that we enjoy doing and. Tell the children about something that you enjoy and why. Model speaking in a full sentence. Pass the bear around the circle, hearing children's interests and ask them a question or two. TA to note down responses as C&L baseline assessment.	PE (in the morning) First PE – lesson 1 C&L – special achiever, traveller Ted, Tapestry
Music/singing/rhymes	Daily during transition points				
Mindfulness	Daily as and when necessary				
Story	Talk through stories – morning & children's choice – 2:45pm				
Learning review/Tapestry	Daily or as and when parents have added photos/videos				

Areas of provision	This half term we are learning to...	This week we are learning...	Key vocabulary / questions
Creative	<ul style="list-style-type: none"> “ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function “ Share creations, explaining the process we have used “ Hold a pencil effectively – using the tripod grip “ Use a range of small tools, including scissors and paintbrushes “ Begin to show accuracy and care when drawing 	<i>To draw a portrait of ourselves, using pencils to draw and colour.</i>	Face, eyes, nose, mouth, eyebrows, ears, hair
Maths	<ul style="list-style-type: none"> “ Have a deep understanding of number to 10, including composition “ Subitise (recognise quantities without counting) up to 5 “ Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts “ Verbally count beyond 20, recognising the counting system pattern “ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as “ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	sock matching Find a matching pair of socks, cut them out and stick them together. 	sort, match, compare, pair, similarity, pattern
Writing	<ul style="list-style-type: none"> “ Use core muscle strength to achieve a good posture when sitting at a table “ Write recognisable letters, most of which are correctly formed “ Spell words by identifying sounds in them and representing the sounds with a letter or letters “ Write simple phrases and sentences that can be read by others “ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	Arrange letters from name into a train 	Capital letter, order,
Reading	<ul style="list-style-type: none"> “ Offer explanations for why things might happen, making use of recently introduced vocabulary from books, rhymes and poems “ Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary; use and understand this vocabulary during discussions about books, rhymes and poems and during role play “ Anticipate (where appropriate) key events in stories “ Understand the past through settings, characters and events “ Say a sound for each letter in the alphabet and at least 10 digraphs “ Read words consistent with phonic knowledge by sound-blending “ Read simple sentences and books, including common exception words “ Make use of props and materials when role playing characters “ Invent, adapt and recount narratives and stories with peers and adults 	To read a book for pleasure in our reading area; talk about the illustrations. Explore our new fiction and non-fiction collections. Play a phonic game with a friend using the RWI resources.	Book, text, fiction, non-fiction, fact, factual, real Front cover, back cover, blurb, title, Publisher, author, illustrator Is your book fiction or non-fiction? How do you know? Talk to a friend about your book
Construction	<ul style="list-style-type: none"> “ Use talk to help work out problems and organise thinking and activities, and explain how things work & why they might happen “ Build constructive and respectful relationships “ Work and play co-operatively and take turns with others “ Show resilience and perseverance in the face of challenge “ Invent, adapt and recount narratives and stories through play “ Share creations and explain the process used 	Design and make a place in the world using the Lego pieces. Use the displayed people/places/transport idea portfolios to help you.	Build, make, construct, create, people, place, transport, journey What do you need? How are you going to make it?
Small world	<ul style="list-style-type: none"> “ Work and play co-operatively and take turns with others “ Invent, adapt and recount narratives and stories through play “ Make use of props and materials when role playing “ Understand some important processes and changes in the natural world, including the seasons and changing states of matter 	All about spring! What might spring look/feel like? Explore the small world tray and use your imagination. Retell a spring story.	spring, weather, changes, seasons, senses, blossoms, buds, lifecycles,
Snack	<ul style="list-style-type: none"> “ Use a range of small tools, including cutlery “ Wash hands independently “ Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices “ Participate in discussions, offering own ideas, using recently introduced vocabulary “ Talk about food choices and understand not everyone likes/dislikes the same things 	Develop independence in this area; peeling own fruit, washing & drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session.	
Topic	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	talk about my interests talk about what is special to me talk about my community	community, interest, special,

	Reading	Writing
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