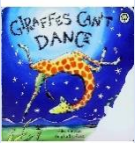





**Home Learning Links:** share home learning experiences with us through Tapestry and we will share these in class.

	Monday f	Tuesday e	Wednesday l	Thursday h	Friday
<b>Read Write Inc</b>	<a href="#">Click here to watch reading video</a> <a href="#">Click here to watch writing video</a> <a href="#">Click here to watch fred talk video</a>	<a href="#">click here to watch reading video</a> <a href="#">click here to watch writing video</a> <a href="#">click here to watch fred talk video</a>	<a href="#">click here to watch reading video</a> <a href="#">click here to watch writing video</a> <a href="#">click here to watch fred talk video</a>	<a href="#">click here to watch reading video</a> <a href="#">click here to watch writing video</a> <a href="#">click here to watch fred talk video</a>	Library/red words/fred talk games
<b>English</b>  <b>Vocab:</b>	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	nice or not nice? Talk partner work: nice or not nice. is x character nice or not nice? What do they do that makes them nice/not nice? how could they be a better character next time?
<b>Maths</b> <a href="#">White Rose Maths</a> <a href="#">(click here to see the scheme)</a> <b>(1 shape group a day to make playdough with an adult – practicing measuring skills. Children can take playdough home)</b>	What are we learning this week? Compare size, mass and capacity Key vocab: big and little, large and small, tall and short, full and empty, heavy and light <b>Prompts for Learning</b> Start by showing the children a mystery box. This could be very small or very large or very tall and thin. Ask the children to predict what could be inside. Could they fit inside the box? Why not? What else could or could not fit into the box? Compare to a contrasting shaped/sized box.	<b>Balance</b>  Add a set of balance scales to the dough area. Encourage the children to compare the mass of different sized balls of dough. Can they use the balance scales to help them create equal balls of dough? How will they know when the balls are equal? Which ball has more dough? How do you know? Can you balance this ball of dough? What else weighs the same as your ball of dough. How many spoons of sugar balance the egg? How can we share the mixture fairly between the cases?	Prepare a picnic basket for a teddy bear's picnic. Include plates, cups, spoons, hats, napkins etc. of two different sizes. You will also need 2 bears - a big bear and a little bear. Unpack the basket and discuss which size item would be best for which size bear.	<b>Feely Bag</b>  Put a selection of number shapes into a feely bag. Show the children a number shape and challenge them to put their hand into the bag to find one that is larger than yours, smaller than yours or exactly the same as yours. Can you find more than one shape which is larger? Can you find more than one shape which is smaller? Ask the children to sort the shapes into larger than yours, the same as yours and smaller than yours.	Giraffe counting song <a href="https://www.youtube.com/watch?v=0kTcqHmGcQ">https://www.youtube.com/watch?v=0kTcqHmGcQ</a>
<b>Prime/specific subjects (PM)</b> <b>Marvellous me bags across the week, as they come in!</b>	Challenge chat! talk through challenges in the areas: <ul style="list-style-type: none"> <li>- Giraffe mask</li> <li>- Writing area (adult led)</li> <li>- Maths task – heavier or lighter</li> <li>- Funky fingers</li> </ul>	PSED Sharing marvellous me bags	Music Listen and appraise: Sing – The Carpenters find the pulse: 1,2,3,4,5 Once I caught a fish learn and sing: This old man	UTW Our 5 senses are. Explain to the children that everybody has 5 senses that help you notice the world around you. Does anybody know any of our senses already? Watch video You use your eyes to see, your ears to hear, your nose to smell, your tongue to taste, and your skin to feel.	First PE lesson 4 How can you pat a balloon to a friend? <ul style="list-style-type: none"> <li>• Warm up: Mr or Miss</li> <li>• Activity:               <ol style="list-style-type: none"> <li>1. Air balloon</li> <li>2. Balloon game in pairs</li> <li>3. Pair pat</li> </ol> </li> </ul>
<b>Music/singing/rhymes</b>	Daily during transition points				
<b>Mindfulness</b>	Daily as and when necessary				
<b>Story</b>	Talk through stories – morning & children's choice – 2:45pm				
<b>Learning review/Tapestry</b>	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
<b>Creative</b>	<ul style="list-style-type: none"> <li>“ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form &amp; function</li> <li>“ Share creations, explaining the process we have used</li> <li>“ Hold a pencil effectively – using the tripod grip</li> <li>“ Use a range of small tools, including scissors and paintbrushes</li> <li>“ Begin to show accuracy and care when drawing</li> </ul>	<i>Make a giraffe mask – linked to giraffes can't dance</i>	Make, connect, hole punch, tie, fasten, string
<b>Maths</b>	<ul style="list-style-type: none"> <li>“ Have a deep understanding of number to 10, including composition</li> <li>“ Subitise (recognise quantities without counting) up to 5</li> <li>“ Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>“ Verbally count beyond 20, recognising the counting system pattern</li> <li>“ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as</li> <li>“ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>		weight, mass, heavy, light
<b>Writing</b>	<ul style="list-style-type: none"> <li>“ Use core muscle strength to achieve a good posture when sitting at a table</li> <li>“ Write recognisable letters, most of which are correctly formed</li> <li>“ Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>“ Write simple phrases and sentences that can be read by others</li> <li>“ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	to draw a picture of what they are good at doing and write the initial sound (e.g dancing – writes “d”)	first sound, initial sound, family, mum, dad, brother, sister, house
<b>Reading</b>	<ul style="list-style-type: none"> <li>“ Offer explanations for why things might happen, making use of recently introduced vocabulary from books, rhymes and poems</li> <li>“ 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</li> <li>“ Anticipate (where appropriate) key events in stories</li> <li>“ Understand the past through settings, characters and events</li> <li>“ Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>“ Read words consistent with phonic knowledge by sound-blending</li> <li>“ Read simple sentences and books, including common exception words</li> <li>“ Make use of props and materials when role playing characters</li> <li>“ Invent, adapt and recount narratives and stories with peers and adults</li> </ul>	<p>To read a book for pleasure in our reading area; talk about the illustrations.</p> <p>Explore our new fiction and non-fiction collections.</p> <p>Play a phonic game with a friend using the RWI resources.</p>	<p>Book, text, fiction, non-fiction, fact, factual, real</p> <p>Front cover, back cover, blurb, title, Publisher, author, illustrator</p> <p>Is your book fiction or non-fiction? How do you know?</p> <p>Talk to a friend about your book</p>
<b>Construction</b>	<ul style="list-style-type: none"> <li>“ Use talk to help work out problems and organise thinking and activities, and explain how things work &amp; why they might happen</li> <li>“ Build constructive and respectful relationships</li> <li>“ Work and play co-operatively and take turns with others</li> <li>“ Show resilience and perseverance in the face of challenge</li> <li>“ Invent, adapt and recount narratives and stories through play</li> <li>“ Share creations and explain the process used</li> </ul>	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?
<b>Small world</b>	<ul style="list-style-type: none"> <li>“ Work and play co-operatively and take turns with others</li> <li>“ Invent, adapt and recount narratives and stories through play</li> <li>“ Make use of props and materials when role playing</li> <li>“ Understand some important processes and changes in the natural world, including the seasons and changing states of matter</li> </ul>	All about me! Dolls house for children to explore families, themselves and other people	family, mum, dad, myself, similar, different, home,
<b>Snack</b>	<ul style="list-style-type: none"> <li>“ Use a range of small tools, including cutlery</li> <li>“ Wash hands independently</li> <li>“ Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>“ Participate in discussions, offering own ideas, using recently introduced vocabulary</li> <li>“ Talk about food choices and understand not everyone likes/dislikes the same things</li> </ul>	Develop independence in this area; peeling own fruit, washing & drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session.	
<b>Topic</b>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	talk about my hobbies	community, interest, special, hobby, talent,