
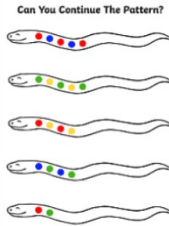


WC 10.10.2022	Monday	Tuesday	Wednesday	Thursday	Friday
Read Write Inc	Reading Writing Fred talk r	Reading Writing Fred talk j	Reading Writing Fred talk v	Reading Writing Fred talk y	Library/red words/fred talk games
English Ruby’s worry	1.Introduction: This story is about a happy girl called Ruby who suddenly gets a Worry. Her Worry gets bigger and bigger until she thinks she will never be happy again... 2.Read the story 3.What’s the problem in the story? Ask children to TTYP and take feedback for the following questions: <ul style="list-style-type: none">Who are the characters in the story? (Ruby, her Wor-ry, the boy)Who are the main characters in the story? (Ruby and her Worry) 2. Explain the problem: Suddenly Ruby gets a Worry and it follows her everywhere. The Worry grows bigger until Ruby can’t think of anything else.	2.Re-read the story. Use your planned asides to show your own reactions (facial expressions, quick comments) and to explain the meanings of any unfamiliar words. Tell, don’t ask!	3.Re-read the story and use MTYT in the fol-lowing bold parts of the story: <ul style="list-style-type: none">p.12: ‘<i>So Ruby pretended that she couldn’t see it either.</i>’p.14: ‘<i>The Worry was always there...</i>’P.17:<i>Now the Worry was ENORMOUS!</i>’P.24:‘...<i>The strangest thing hap-pened...</i>’P.25:‘...<i>the best thing you can ever do if you have a worry...she talked about it</i> <i>Freeze frame feelings</i> <i>Tell children they are Ruby. Ask children to freeze frame the following:</i> <i>-discover a worry (startled, shaken up)</i> <i>-the worry is the only thing you can think about (despairing, miserable)</i> <i>-you see a boy who has a worry just like you (relieved, comforted)</i>	4. read the story again and children to join in the story How is the problem solved <ul style="list-style-type: none">TTYP: What is the problem in the sto-ry? Use Choose Two to take feedback. (Ruby gets a Worry. The Worry gets bigger.)2. TTYP: How does she solve (sort out) the problem? Use Choose Two to take feedback. (She sees a boy with a Worry and real-is es she isn’t the only one who worries. She talks to the boy about her Worry so it shrinks until it is gone.)3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback.	5. Nice or not nice TTYP: Does Ruby behave in a nice way or not a nice way? Take Choral Feedback. (nice) (If some children disagree, encourage debate and explore the ideas that not all characters are one thing or the other, or that there may be a reason why a character behaves in a certain way, or that a character might change during the story.) 2. TTYP: How do you know Ruby behaves in a nice way? 3. Use Choose Two to take feedback. (she sits with the boy who looks sad / she talks to the boy so both of them lose their Worries) 4. Rephrase each response into a sentence, for example: Ruby behaves in a nice way be-cause she sits with the boy who looks sad. / Ruby be-haves in a nice way because she talks to the boy so both of them lose their Worries. 5. Use MTYT for one or two sentences.
Mastering number	12345 once I caught a fish Counting puppet—making errors with counting	12345 once I caught a fish Counting puppet—making errors with counting	12345 once I caught a fish Counting puppet and drum—counting sounds	12345 once I caught a fish Counting wands	x
Maths	Read “we’re going on a bear hunt” Make up our own journey with a different character and create own language patterns—eg “stamp stomp stamp stomp”	What’s My Pattern? Provide a range of different instruments such as drums, beaters, shakers and encourage the children to play and copy simple patterns. This could be made into a game with one child playing a pattern whilst the rest face the other way and listen. The listeners then try and work out which instrument was used and try to replicate the pattern. 	Pattern bag! Reveal the items in the mystery bag – what can we do with these items? Make a pattern! All children to take an item. Make a class pattern one by one, inviting chil-dren to add their item. can some children stand up and make a pattern with their items?	Maths Area Use resources such as number shapes, dice, cubes, counters, peg boards etc. Ask the children to create their own repeating patterns. Can their friends copy and continue their patterns? 	Go Noodle songs to promote ‘patterns’ e.g. Banana, banana meatball. Clap it out.
Prime/specific subjects (PM)	Challenge chat! talk through challenges in the areas: <ul style="list-style-type: none">ART:Colour blow worry monsterMATHS:Pattern printingWRITING:How are you feeling?	PSED Sharing marvellous me bags	Music—Charanga Listen and appraise: Sing a rainbow – Peggy Lee Find the pulse: This old man	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 bal-loon to a friend? ·Warm up: Mr or Miss ·Activity: 1. Air balloon 2. Balloon game in pairs 3. Pair pat

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 	Blowing ink/paint to make your own worry monster 	Blow, manipulate, ink, paint, mood,
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 	Finger print repeating patterns with paint. 	Pattern, repeat, Colours, continue,
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. 	Select a picture of how they are feeling and write a simple sentence: “I am _____”	first sound, initial sound, family, mum, dad, brother, sister, house
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 me! Dolls house for children to explore families, themselves and other people	family, mum, dad, myself, similar, different, home,
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 hobbies	community, interest, special, hobby, talent,