

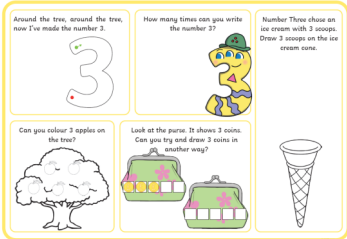



















WC 7.11.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<div>English</div> <div></div> <div>Vocab: Pipkin, slurp, embroidered, murmured, trotted. Squabble, row, racket, rumpus</div> <div>Link:</div>	<div>1.Introduction:</div> <div><p>This is a story about Cat, Duck, and Squirrel, who live deep in the woods in an old white cabin. Everyone has their own jobs to do when they cook, so cosy mayhem ensues when Duck wants a turn at stirring the pumpkin soup</p><p>Ask children to TTYP and take feedback for the following questions:</p><ul style="list-style-type: none">Who are the characters in the story? (duck, squirrel, cat)</div> <div>2. Explain the problem:</div> <div><p>Duck wanted a go at stirring the soup, but his friends didn’t let him. The duck went away because he felt angry and upset.</p></div>	<div>2.Re-read the story.</div> <div><p>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!</p></div>	<div>3.Re-read the story and use MTYT in the following bold parts of the story:</div> <div>Freeze frame! Give children the following scenarios based on the story and show on face how they feel.</div> <div><ul style="list-style-type: none">You are the duck. Freeze frame your feelings when..<ul style="list-style-type: none"><i>You decide you want a turn to stir the soup (you look determined—MTYT “I am determined)</i><i>The cat has just said you’re too small to make the sound (you look furious—MTYT “I am furious)</i><i>You are stirring the soup at the end with your friends! (you look accomplished MTYT “I am accomplished)</i></div>	<div>4. read the story again and children to join in the story</div> <div>How is the problem solved</div> <div><ul style="list-style-type: none">TTYP: What is the problem in the story? Use Choose Two to take feedback.2. TTYP: How does is it solved? (they come to a compromise and let duck stir the soup, even though he may not be any good)3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback.</div>	<div>5. Nice or nasty?</div> <div><p>Ask children to TTYP for each character in the story. Choose 2 children to decide whether the characters are nice or nasty and explain why.</p><ol style="list-style-type: none">The duckThe squirrelThe cat</div>
<div>Maths</div> <div><div>Guidance</div><div>Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3 objects. They match the number names we say to numerals and quantities. They count up to three objects in different arrangements by touching each object as they count and recognise that the final number they say names the quantity of the set. They use their own mark-making to represent 1, 2 and 3 for example to record their score during a game.</div></div>	<div>Teach:</div> <div><ul style="list-style-type: none">Starter—Goldilocks - Music BusIntroduce: pull out number one flashcard from the bag for each day. Add to number 3display.BBC iPlayer - Numberblocks - Series 1: ThreeModel maths activity of the week for provision.</div>	<div><ul style="list-style-type: none">Starter—Goldilocks - Music BusIntroduce: pull out number one flashcard from the bag for each day. Add to number 3 display.Adventures of number 3 powerpoint</div>	<div><ul style="list-style-type: none">Starter—Goldilocks - Music BusIntroduce: pull out number one flashcard from the bag for each day. Add to number 3 display.bag with different numbers/objects hidden; sort into hoops ‘number 3’ or ‘not number 3’</div>	<div><ul style="list-style-type: none">Starter—Goldilocks - Music BusIntroduce: pull out number one flashcard from the bag for each day. Add to number 3 display.<div>Practise/apply:</div><div><ul style="list-style-type: none">Number 3 - find and circle all of the number 3 (worksheet)</div></div>	<div><ul style="list-style-type: none">Starter—Goldilocks - Music BusIntroduce: pull out number one flashcard from the bag for each day. Add to number 3 display.*whiteboards – around the tree, around the tree, number 3</div>
	<div>What is remembrance day?</div> <div>TTYP: Do you know why people are wearing poppies recently? It is part of the Remembrance Day traditions.</div> <div>TTYP: What is Remembrance Day for? It is to remember all of the soldiers that died in the war. This happens on November 11th every year. People wear poppies to remember, they take part in a 2 minutes silence to remember and some people also take part in a parade to remember.</div> <div>Watch CBeebies Poppies animation.</div> <div>https://www.youtube.com/ watch?v=wOT5CDnYHEs</div> <div>TTYP: How do you think the rabbit felt once the war was over? The soldiers and their families all felt relieved when it was over and grateful to the people who fought for our country to keep us safe. We will remember them.</div> <div>Collaboartive art work: poppy hand wreath</div>	<div>Art</div> <div>Yayoi Kusama</div> <div>last week we learned about an artist called van gough. This week we are learning about an artist called Yayoi Kusama. Share yayoi Kusama PPT with children – TTYP: what do you see?</div>	<div>Music</div> <div>Learning Christmas songs!</div> <div>Click here to link to songs</div>	<div>PSED</div> <div>Healthy eating and living</div> <div>TTYP: What does being healthy mean? Share ideas and collect of post it notes. explain three things make a healthy life-style:<ul style="list-style-type: none">-Exercise-Healthy eating-Healthy mental attitude.Explain importance of: exercise – realising endorphins/burning fat food – which food groups are healthy/not healthy doing things that make you happy</div>	<div>PE—multiskills lesson 2</div> <div>Today we are going to play Simon says. Remind children how this works – you only do what Simon says, if I don’t say Simon says, you don’t follow the instruction. Have a go at doing a couple of simple ones – hands on head, touch your nose, clap your hands etc.</div> <div>Explain to children that their listening is so good so you need to make the game a little bit more challenging by giving them two things that they need to do. E.g. Simon says do a twirl, then clap your hands.</div>

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 	Collaborative art—wreath (Monday) Rest of week: Pumpkin painting 	Techniques, lines, tools, dot, swirl, marks, zig zag, dots, impressionist, artist
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 	Number Three focus worksheet 	Three, third, triangle,
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. 	Match CVC words To picture 	Match, fred talk, What letter does.. Begin with? Can you see that letter on the sheet?
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 re-sources. To listen to a story using the headphones.	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. Taste session: pumpkin soup	Pumpkin, flavour, like, dislike,
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. 	What is remembrance day? TTYP: Do you know why people are wearing poppies recently? It is part of the Remembrance Day traditions. TTYP: What is Remembrance Day for? It is to remember all of the soldiers that died in the war. This happens on November 11th every year. People wear poppies to remember, they take part in a 2 minutes silence to remember and some people also take part in a parade to remember.	Remembrance Day, World War 1, Soldiers.

Here are the sounds we are learning in class—Expire 12th December 2022

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 t	 i	 n	 p
 g	 o	 c	 k
 u	 b	 f	 e