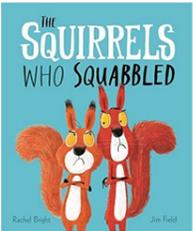
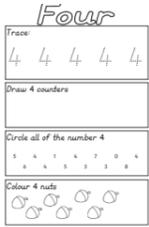


Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
WC 5.12.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p>The Squirrels Who Squabbled</p> <p>Vocab: Squabbling Towering Squealed Gathered Convinced Sprinted Hollered Scurried</p> <p>Link: The Squirrels Who Squabbled - Read Aloud - YouTube</p>  <p>Magic of stories/ literacy</p>	<ul style="list-style-type: none"> Introduction: This funny story will make you laugh! It's about two greedy squirrels hurrying to get the last pinecone of the season. The race is on! Let's find out who wins... Read the story Answer the questions: Who are the characters in the story? (Cyril, Bruce, a bear, a bird) Who are the main characters in the story? (Cyril and Bruce) Explain the problem: There is only one pine-cone left. Cyril and Bruce both want it for themselves. They race each other to get it, but a bird takes it away. Then Cyril and Bruce fall into a waterfall. <p>MODEL WRITING: a list of things to take when hibernating!</p>	<ul style="list-style-type: none"> 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! (See Preparation, above.) 	<p>Read and MTTT favourite phrases</p> <ul style="list-style-type: none"> o p.4: '...he lived in the NOW and the HERE.' o p.5: 'BUT WAIT! What was that? Over there! Take a look!' o p.8: '...he was ONE PINE CONE SHORT.' o p.19: '...up up ... UP ... and AWAY!' o p.25: "How silly we are!" o p.26: "...we're both in one piece!" o p.27: '...they made a great pair.' o p.29: 'The BEST thing to share is a laugh with your friend.' <p>Freeze Frame: Tell children you are Cyril.</p> <p>You spot the pine cone with the very last nuts of the season: you look excited/delighted</p> <p>Bruce chases the pine cone too, and tells you to give up! You look annoyed/irritated</p> <p>You and Bruce share your food! You look happy/content.</p>	<p>Join in the story</p> <p>Re-read the story and pause slightly before the favourite phrases in the story</p> <p>How is the problem solved? TTYP: What is the problem in the story? Use Choose Two to take feedback. (Cyril wants the last pine-cone, but Bruce wants it, too. They won't share so they both chase after it.)</p> <p>2. TTYP: How do Cyril and Bruce solve (sort out) the problem? Use Choose Two to take feedback. (They realise they have been silly and should share their food and work as a team.)</p> <p>3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback.</p>	<p>TTYP: Does Cyril behave in a nice way or not a nice way? Take Choral Feedback. (nice / not 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.)</p> <p>2. TTYP: How do you know Cyril behaves in a nice way? 3. Use Choose Two to take feedback. (he saves Bruce from the water/ he decides to share with Bruce)</p> <p>4. Rephrase and extend each response into a longer sentence, for example: Cyril behaves in a nice way because he saves Bruce from the water. / Cyril behaves in a nice way because he decides to share with Bruce.</p> <p>5. Use MTTT for one or two sentences.</p> <p>6. TTYP: How do you know Cyril behaves in a not nice way? 7. Use Choose Two to take feedback. (he doesn't want to share with Bruce at first / he tells Bruce: "This cone is NOT yours!")</p> <p>8. Rephrase and extend each response into a longer sentence, for example: Cyril behaves in a not nice way because he doesn't want to share with Bruce. / Cyril behaves in a not nice way because he tells Bruce: "This cone is NOT yours!"</p>
<p>Maths</p>	<p>Teach: BBC iPlayer - Numberblocks - Series 1: 6. Four</p> <p>What's in the bag?</p> <p>In a feely bag, show different representations of number 4—eg 4 o'clock, 4p, 4 wheels on a car, square, rectangle, etc.</p>	<p>Warm up: 4 or not 4—show children an amount on fingers/board/dice/dominoes—children say whether its 4 or not 4</p> <p>Practise/apply: counting exercises e.g. 4... hop/jump/spin/tap etc</p>	<p>Practise/apply: Mystery Bag activity</p> <p>*bag with different numbers/objects hidden; sort into hoops 'number 4' or 'not number 4'</p>	<p>Practise/apply: number formation</p> <p>*whiteboards - numbers 1, 2, 3, 4</p>	<p>Practise/apply: sorting activity</p> <p>*maths books, cut & stick) sort the cards to show number 3 or number 4</p>
	<p>How Christians celebrate Christmas</p> <p>Remind children of the Christian Christmas story - this is the story we are telling for our nativity play. It tells the story of the birth of Jesus and this is what is important to Christians at Christmas time.</p> <p>TTYP: How do you celebrate Christmas?</p> <p>Lets watch this video and see how Christians celebrate at Christmas time.</p> <p>Watch cBeebies video - Let's celebrate Christmas.</p> <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas</p> <p>Ask 'does anyone do any of the things in the video at Christmas?' - go to church, give presents to a charity, advent calendar, setting up nativity scene.</p>	<p>Nativity practice</p>	<p>Circle time: what is special to you at Christmas?</p> <p>What are you thankful for?</p> <p>What would you like for Christmas</p> <p>Speaking in full sentences</p>	<p>What it means to be respectful</p> <p>Today we are looking at our final school value: being respectful.</p> <p>TTYP: What does it mean to be respectful? We show respect to the people around us and also to our resources.</p> <p>TTYP: Why do you think it is important to be respectful? So that everyone feels safe and happy. So that our things are taken care of and don't get broken.</p> <p>TTYP: How can we show respect to people? With our kind words, by playing with them, by listening to them, by helping them etc.</p> <p>TTYP: How can we show respect to resources? By choosing, using and putting away, by handling them carefully, by telling an adult if something gets broken. How are you going to show respect today?</p>	<p>PE Multiskills Lesson 5</p>

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 	Christmas cards 	Cut, stick, join, stencil
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 	Representing four in a range of Ways. Game of the week: connect four 	Above, below, next to, in between
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. 	Write a list of food you would want to hibernate with—eg: jam, ham, chicken	Capital letter, finger space, full stop, cvc, fred fingers
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. 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 mobilo 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 	Tell me a story!	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. 	How Christians celebrate christmas Remind children of the Christian Christmas story - this is the story we are telling for our nativity play. It tells the story of the birth of Jesus and this is what is important to Christian's at Christmas time. TTYP: How do you celebrate Christmas? Lets watch this video and see how Christian's celebrate at Christmas time. Watch cBeebies video - Let's celebrate Christmas. https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas Ask 'does anyone do any of the things in the video at Christmas?' - go to church, give presents to a charity, advent calendar, setting up nativity scene.	Remembrance Day, World War 1, Soldiers.

