
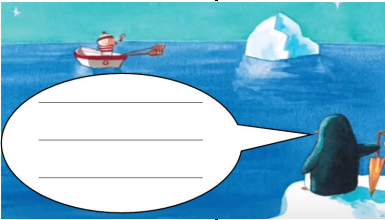


Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
WC 23.01.2022 Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Talk through stories	<p>Lost and found - Oliver Jeffers</p> <p>Introduction</p> <p>Introduce the story to children.</p> <p>This is a beautiful story. It's about a boy who finds a penguin at his front door! The boy and the</p> <p>penguin travel all the way to the South Pole to look for the penguin's home...</p> <p>Read the story</p> <p>What's the problem?</p> <p>1. Ask children to TTYP and take feedback for the following question:</p> <p>Who are the characters in the story? (the boy and the penguin)</p> <p>2. Explain the problem:</p> <p>A lost penguin arrives at the boy's door and the boy wants to help the penguin find its way home.</p>	<p>Lost and found - Oliver Jeffers</p> <p>Re-read the story</p> <p>Purpose: for children to develop a deeper familiarity with the story.</p> <p>1. Re-read the story.</p> <p>2. Use your planned asides to show your own reactions (facial expressions, quick comments)</p> <p>and to explain the meanings of any unfamiliar words. Tell, don't ask!</p> <p>p.6 - using an all-knowing voice: 'Some birds are like that.'</p> <p>pp.21-22 - adding a pause to build anticipation: '...and the more he thought [pause]... the more he realised he was making a big mistake.'</p> <p>3. the asides that you will use to show your own reactions - facial expressions and quick comments, for example:</p> <p>p.16 TOL (Think out loud): It must be scary rowing in those waves!</p> <p>p.24 TOL: Will he ever find the penguin again?</p>	<p>Lost and found - Oliver Jeffers</p> <p>re-read story: MTYT favourite parts:</p> <p>p.16: 'The waves were as big as mountains...'</p> <p>o p.20: "...the penguin looked sadder than ever.'</p> <p>o pp.21-22: '...and the more he thought... the more he realised he was making</p> <p>a big mistake.'</p> <p>o p.22: 'The penguin wasn't lost. He was just lonely.'</p> <p>o p.24: 'The boy searched and searched but he was nowhere to be found.'</p> <p>Freeze frame feelings</p> <p>1. Tell children they are all the boy.</p> <p>2. Ask them to freeze-frame the boy's expression for each situation below.</p> <p>3. After each freeze frame, say the sentence provided below: You look... Use expression and</p> <p>intonation to give the word further meaning. Ask the children to reply We are..</p> <p>Teacher: You arrive at the South Pole. Freeze-frame! [delighted]</p>	<p>Lost and found - Oliver Jeffers</p> <p>re-read story and pause at favourite parts [see Wednesday]</p> <p>Which is the right sentence?</p> <p>Purpose: for children to choose the right sentence from the context of the story; for children to use and say more</p> <p>Tier Two words.</p> <p>1. Use MTYT to say the pairs of sentences below.</p> <p>2. Say: Which sentence is right?</p> <p>The penguin is happy at the start. The penguin is lonely at the start.</p> <p>The boy and the penguin talk about wonderful things. The boy and the penguin talk about terrible things.</p> <p>The boy is sad when he can't find the penguin. The boy is happy when he can't find the penguin.</p>	<ul style="list-style-type: none"><li>• Lost and found - Oliver Jeffers</li><li>• Nice or nasty</li><li>• TTYP: Does the boy behave in a nice way or not a nice way? Take Choral Feedback. (nice)</li><li>• (If some children disagree, encourage debate and explore the ideas that not all</li><li>• characters are one thing or the other, or that there may be a reason why a character</li><li>• behaves in a certain way, or that a character might change during the story.)</li><li>• 2. TTYP: How do you know the boy behaves in a nice way?</li><li>• 3. Use Choose Two to take feedback.</li><li>• (he tries to help the penguin / he takes the penguin to the South Pole / he goes back to the</li><li>• South Pole to find the penguin)</li><li>• 4. Rephrase each response into a sentence, for example: The boy behaves in a nice way because</li><li>• he tries to help the penguin. / The boy behaves in a nice way because he takes the penguin to</li><li>• the South Pole. / The boy behaves in a nice way because he goes back to the South Pole to find</li><li>• the penguin.</li></ul>
<p><b>Maths</b></p> <p><b>Length and height/time</b></p> <p>Children begin by using language to describe length and height, e.g. the tree is tall, the pencil is short.</p> <p>When making direct comparisons, they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)</p>	<p>Introduce length and vocabulary associated</p> <p>MTYT new words: long, short, tall, short, wide, narrow</p> <p>Tall and short powerpoint:</p> <p>Can you find the tallest building?</p> <p>Can you find the shortest door? Etc.</p>	<p>Let's talk about length!</p> <p>Have 1 picture between 2 children.</p> <p>Play fastest finger: can you find the longest carrot? Can you find the tallest spae? Can you find the highest cat? Can you find the shortest child? Eetc.</p>	<p>Make a footprint investigation!</p> <p>MW to model making a footprint by drawing around their foot and cutting it out. Can you find anything the same length? Can you find anything shorter? etc</p>	<p>Time:</p> <p>Billy bear's busy week</p> <p>Share PPT of billy bears busy week (<a href="#">link here</a>)</p> <p>Challenge questions—TTYP (linked to ppt)</p> <p>Today is Monday. What did I do today?</p> <p>Today is Tuesday. What did I do yesterday? Etc.</p>	<p>Time:</p> <p>Day and night sorting.</p> <p>Pass the bag around—choose a picture and decide whether you do it in the day time or night time. Dicuss any that can be both and why.</p>
Topic PM sessions	<p>UTW</p> <p>All about maps.</p> <p>TTYP: What is a map? What is if for? What does it do?</p> <p>Maps can be used for a range of reasons. They can be used:</p> <ol style="list-style-type: none"><li>1. to show climates (snowy, green and desert climates).</li><li>2. To show information about a place (like a zoo or a theme park)</li><li>3. To show the weather in a place</li><li>4. On a satnav</li></ol> <p>List all the times children have used a map.</p> <p>We are going to make our own maps in creative this week (using big sheets of paper—working as a team supported by a grown up)</p>	<p>Science:</p> <p>Boat Size and Strength Testing</p> <p>The boy and the penguin need to get to the South Pole.</p> <p>They need to test their boat for size and strength.</p> <p>Can you help them by making one?</p> <p>Can you test all of these boats to find the best one for the boy and the penguin?</p> <p>Which boats are big enough?</p> <p>Which boats are strong enough?</p> <p>Which boat did you choose? Why?</p>	<p>Charanga</p> <ol style="list-style-type: none"><li>1. Listen and appraise: My mum is amazing by Zaln Bhikha</li><li>2. Find the rhythm</li><li>3. Learn to sing if you're happy and you know it</li><li>4. Share and perform our learning</li></ol>	<p>PSED</p> <p>Children will know how to be a safe pedestrian and why this is important.</p> <p>Watch videos:</p> <p><a href="#">CBeebies Grown-Ups: Hoof and Safety Tips for Crossing Roads - YouTube</a></p> <p>Go outside and practice on the playground</p>	<p><b>Primary PE planning:</b></p> <p>Lesson 4</p> <p>To jump off equipment and land safely</p> <p>Vocab:</p> <p>Rocket jump, star jump, safety</p>

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>		Map, features, key, street names, geography, places,
<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>	Size ordering—cut and stick characters in the correct order from shortest to tallest.	Short, tall, compare, size, order
<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>	Write a speech bubble for a character	
<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>To listen to a story using the headphones.</p>	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
<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 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?
<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>	Tell me a story! Winter themed	Winter, changes, freezing, weather, cold, climate
<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. Taste session: pumpkin soup	
<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>	<p>UTW</p> <p>All about maps.</p> <p>TTYP: What is a map? What is it for? What does it do?</p> <p>Maps can be used for a range of reasons. They can be used:</p> <ol style="list-style-type: none"> <li>1. to show climates (snowy, green and desert climates).</li> <li>2. To show information about a place (like a zoo or a theme park)</li> <li>3. To show the weather in a place</li> <li>4. On a satnav</li> </ol> <p>List all the times children have used a map.</p> <p>We are going to make our own maps in creative this week (using big sheets of paper—working as a team supported by a grown up)</p>	