

WC 30.01.2023 Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
Talk through stories  Tier 2 words:  Breeze Invited Delighted Daring Squeeze Blame Zoom lurks	<b>Introduction</b>  Introduce the story to children.  This story always makes me laugh. It's about some naughty aliens who love underpants, so they  come down to Earth and take ours away! They play all kinds of funny games with them...  <u>Read the story</u>  <u>What's the problem?</u>  1. Ask children to TTYP and take feedback for the following question:  Who are the characters in the story?  Aliens, mum, little boy  MAIN CHARACTERS: Aliens  2. Explain the problem:  Aliens love underpants but don't have any underpants in space. They come down to Earth, take the underpants off a washing line and play all sorts of games with them, but it means that lots of people's underpants go missing.	<b>Re-read the story</b>  Purpose: for children to develop a deeper familiarity with the story.  1. Re-read the story.  2. Use your planned asides to show your own reactions (facial expressions, quick comments) Explain any unfamiliar words (tell don't ask!)  p.1: '...every shape and size.'  o p.1: 'So here's a big surprise'  o p.4: 'I'll bet you never knew!'  o p.5: 'The moment that it sees A washing line of underpants'  o p.9: '...they love the sight, Of Granny's spotted bloomers.'  o p.18: 'a perfect place to hide'  o p.21: 'But quick! Just check in case'	<b>re-read story: MTYT favourite parts:</b>  <b>Freeze frame feelings</b>  1. Tell children they are all aliens  2. Ask them to freeze-frame the character's expression for each situation below.  3. After each freeze frame, say the sentence provided below: "You look..." Use expression and intonation to give the word further meaning. Ask the children to reply "We are..."  <ul style="list-style-type: none"><li>You love underpants but there are none in space. Freeze-frame! You look gloomy/down in the dumps</li><li>You land in a garden and find lots of underpants. Freeze-frame! You look thrilled/ecstatic</li><li>Mum comes out to get the washing in. Freeze-frame! You look surprised/stunned</li></ul>	<b>re-read story and pause at favourite parts</b>  Which is the right sentence?  Purpose: for children to choose the right sentence from the context of the story; for children to use and say more  Tier Two words.  1. Use MTYT to say the pairs of sentences below.  2. Say: Which sentence is right?  <ul style="list-style-type: none"><li>The aliens are sad when they see the underpants. The aliens are overjoyed when they</li><li>see the underpants.</li><li>o The neighbour's dog is naughty. The neighbour's dog is well-behaved.</li><li>o The aliens have fun playing with the underpants. The aliens are bored when they're</li><li>playing with the underpants.</li><li></li></ul>	<b>Join in the story</b> Purpose: for children to join in with phrases from the story. 1. Re-read the story. 2. Pause slightly before the Favourite phrases in the story so children can join in.  How is the problem solved? Purpose: for children to identify the problem in the story and discuss how it is solved. 1. TTYP: What is the problem in the story? Use Choose Two to take feedback. (The aliens love underpants but there aren't any in space.) 2. TTYP: How do the aliens solve (sort out) the problem? Use Choose Two to take feedback. (The aliens find underpants on their radar, and come down to Earth in their spaceship to play with them. This causes a problem for the humans as their underpants keep going missing!) 3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback.
Maths	<b>Human Balance Scale</b>  Show the children a balance scale. Watch what happens when items are placed into the buckets on either side of the balance scale.  Identify which item is heavier and which is lighter based on the movement of the scale.  Demonstrate becoming a human balance scale by inviting children to place an item onto each of your hands. Move your hands to show which item is heavier or lighter. Children can then have a turn.	<b>Heavier or Lighter?</b>  Begin the activity by looking at a balance scale and how it works.  Before placing a small teddy bear into one of the buckets, invite the children to talk about what they think will happen to the scale and why.  Challenge the children to find items from around the classroom to place into the other bucket.  Talk about if the found items are heavier or lighter than the teddy.	<b>Comparing Moon Rocks</b>  Make some 'moon rocks' of different weights using a variety of different materials. Make some light 'rocks' by wrapping polystyrene or paper in foil and heavy 'rocks' by wrapping coins, pebbles or metal toys.  Make some small, heavy moon rocks and some large, light moon rocks. Also, make some moon rocks that weigh the same but are different shapes or sizes.  Invite children to use the balance scale to weigh and compare the moon rocks. Introduce and explore new vocabulary to compare them.	<b>Digging Deeper: At the Post Office</b>  For this activity, you will need to wrap some boxes in paper. Ensure that they are different sizes, shapes and weights. Create some small, heavy parcels and some large, light parcels.  Using a large balance scale, invite the children to investigate and weigh the parcels to compare them.  Challenge the children to compare the parcels to find the lightest and the heaviest parcels. Encourage them to use language, such as heavy, heavier, heaviest and light, lighter, lightest as they weigh the parcels.	<a href="#">Post Office Weighing Game   Free Online Maths Games - Twinkl</a>
Topic PM sessions	UTW—all about London! Today we are learning all about London. London is the capital city of England. It is in the south of England. Share travelling Ted ppt— <a href="#">link here</a> Make a table of what is the same and what is different—comparing London to South Elmsall	Charanga—LP to deliver  Scheme A—spring 1—everyone—week 5  1. Conga by Miami Sound Machine  2. Explore finding the pulse  3. Learn to sing twinkle twinkle and head shoulders knees and teos  4. Share and perform our learning	Science  Forces—push and pull  TTYP: What will happen if i push this toy car? (it will go forward)  What will happen if you pull? (it will move backwards.  Have a collection of items that can be pushed or pulled (Sellotape holder, toy car, ball, pop it toy, sensory car toy, zip  Sort items into push or pull.	PSED  All about kindness  TTYP: what is kindness?  Kindness is: being friendly, helping people, being nice, looking after other people.  Share ways to show kindness.	<b>Primary PE planning:</b>  Lesson 5  To perform different rolls    Vocab:  Start, middle, finish, rock, backwards

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>	Design a pair of pants for an alien! Using stickers, dabbers, pens, etc! 	What pattern have you made?
<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>	Tick the heaviest—which item on the sheet do you think is the heaviest? 	Mass, heavy, light Which item is the heaviest? Which item is the lightest? How can you tell? ? Is the biggest item always the heaviest?
<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>	Use adjectives to describe a character from the story "Aliens love underpants". 	Adjectives, describe, appearance
<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>	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
<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>	Space themed small world	Space, explore, star, astronaut, space-craft Which explorers have been to space?
<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>	UTW—all about London! Today we are learning all about London. London is the capital city of England. It is in the south of England. Share travelling Ted ppt— <a href="#">link here</a> Make a table of what is the same and what is different—comparing London to South Elmsall	How is London the same as South Elmsall? How is it different? What landmarks do you know?