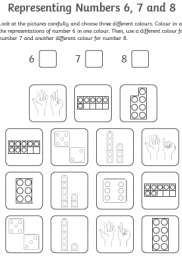


WC 09.01.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p>On the way home— Jill Murphy</p> <p>Sneaking Gaspd Crammed Soaring Vast Gloomy Slithering struggled</p>	<p><b><u>Introduce the story to children</u></b></p> <p>This story always makes me laugh. It's about a girl called Claire who hurts her knee. She tells herfriends some fantastic stories about how she did it - but we don't find out how she really hurt her knee until the end...</p> <p><b><u>Read the story—don't use asides—let the story weave its magic</u></b></p> <p><b><u>Ask children to TTYP and take feedback for the following questions:</u></b></p> <p>o <b><u>Who are the characters in the story?</u></b> (Claire, Abigail, the wolf, the woodcutter, Paul, Amarjit,the crocodile, Robert, the snake, Samantha, the dragon, Nick, the go- rilla, Celia, the giant, Jonathan, the ghost, Hannah, the witch and Claire's mum)</p> <p>o <b><u>Who is the main character in the sto- ry?</u></b> (Claire)</p> <p><b><u>Explain the problem:</u></b></p> <p>Claire has hurt her knee. On her way home to show her mum, she tells her friends sto- ries abouthow it happened. Each story is exciting but we do not know how Claire real- ly hurt her knee.</p>	<p><b><u>Re-read the story</u></b></p> <p>Purpose: for children to develop a deep- er 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) and to explain the meanings of any unfamiliar words. Tell, don't ask!</p>	<p><b><u>Re-read the story</u></b></p> <p>use MTYT for key phrases in the story, such as:</p> <p>1. How did you do it?</p> <p>2. "Well," said Claire...</p> <p>3. Good gracious me!</p> <p>4. Well i never!</p> <p>Etc..</p> <p><b><u>Freeze frame</u></b></p> <p>Tell children they are all Claire.</p> <p>2. Ask them to freeze-frame Claire's expression for each situa- tion below.</p> <p>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...</p> <p>Teacher: The wolf comes sneaking up behind you. Freeze-frame!</p> <p>Teacher: You look startled/shocked</p> <p>Children: We are startled/shocked.</p> <p>Teacher: You give the dragon a big kick. Freeze-frame!</p> <p>Teacher: You look angry/furious</p> <p>Children: We are angry/furious.</p> <p>Teacher: Mum gets a plaster for your bad knee. Freeze-frame!</p> <p>Teacher: You look pleased/relieved</p> <p>Children: We are pleased/relieved</p>	<p><b><u>Join in the story</u></b></p> <p>1. Re-read the story.</p> <p>2. Pause slightly before the Favourite phrases in the story so children can join in.</p> <p><b><u>How is the problem solved?</u></b></p> <p>1. TTYP: What is the problem in the sto- ry? Use Choose Two to take feedback.</p> <p>(Claire tells her friends lots of stories about how she hurt her knee. But we don't know for sure</p> <p>how she really hurt her knee!)</p> <p>2. TTYP: How does Claire solve (sort out) the problem? Use Choose Two to take feedback.</p> <p>(Claire tells her mum the truth, then her mum makes it better by putting a plaster on her knee!)</p> <p>3. Challenge question</p> <p>TTYP: How would you have solved the problem? Use Choose Two to take feed- back.</p>	<p><b><u>Quiz the character</u></b></p> <p>Tell children they are all going to be Claire in the story. For each question:</p> <p>1. Ask children to TTYP to answer the question.</p> <p>2. Use Choose Two to take feedback.</p> <p>3. Rephrase each response into a sentence.</p> <p>4. Use MTYT for one or two sentences.</p> <p>• <b>TTYP: Who saved you from the wolf?</b> Choose Two: the woodcutter. Rephrase: The woodcutter saved me from the wolf.</p> <p>• <b>TTYP: You screamed when the wolf grabbed you. Why did you do this?</b> Choose Two, for example: I needed help / I was scared. Rephrase: I screamed when the wolf grabbed me because I needed help. / I screamed when the wolf grabbed me because I was scared.</p> <p>• <b>TTYP: You punched the giant. Why did you do that?</b> Choose Two, for example: he picked me up / he was going to eat me. Rephrase: I punched the giant because he picked me up. / I punched the giant because he was going to eat me.</p>
<p><b>Maths</b></p>	<p><a href="#">Number 7 numberblocks video</a></p> <p>Our number of the moment is 7</p> <p>Can you show me 7 on your fingers? Can you use dif- ferent fingers? Record all the ways we make 7 (etc 5+2=7, 3+4=7)</p> <p>Play 7 or not 7 on fingers</p> <p>Have a bag of 7 and not 7 objects—lets sort them!</p>	<p><a href="#">Number 8 numberblocks video</a></p> <p>Our number of the moment is 8</p> <p>Can you show me 8 on your fingers? Can you use different fingers? Record all the ways we make 7 (etc 5+3=8, 4+4=8)</p> <p>Play 8 or not 8 on fingers</p> <p>Have a bag of 8 and not 8 objects—lets sort them!</p>	<p><b><u>Loose Parts</u></b></p> <p>Provide a range of loose parts such as buttons, beads, pebbles, shells and some ten frames. Ask the children to count 6, 7, and 8 items onto the 10 frames. How many do they have? Can they see without counting? The children may also enjoy filling large 10 frames outside.</p>	<p>Collect a basket of small items in pairs – have enough items for each child to have one. As the children come into the classroom ask them to collect one item from the basket. When all the children have arrived, ask them to find who has the same and sit together in a pair.</p>	<p>Provide a set of cards with different representations of the numbers to 8. Teach the children how to play pair games such as snap and memory matching games. Add some blank cards and encourage the children to create their own sets of cards in pairs to use.</p>
<p>Topic PM sessions</p>	<p>Traveller Ted—sharing what traveller Ted has been up to at the weekend</p> <p>Challenge chat—modelling what to do in the different areas</p>	<p>TTYP: How did you get to school today? What mode of transport did you use? Make a chart of how children got to school and see which mode of transport is the most popular</p> <p>TTYP: What is near your house? What can you walk to?</p>	<p>Charanga</p> <p>Thula Baba - a South African lullaby:</p> <p>Explore finding pulse</p> <p>Learn to sing wind bobbin and rock-a-bye baby</p> <p>Share and perform our learning</p>	<p>PSED</p> <p>Play "your choice" game.</p> <p>Stand up/sit down—</p> <p>Stand—playing outdoors/sit playing indoors</p> <p>Stand-pet cat/sit pet dog</p> <p>Stand-lego/sit building blocks</p> <p>(make up some others)</p> <p>Share using powerpoint:</p> <p><a href="#">C:\Users\mwhite\IPMAT\ASH Staff Shared - Documents\#Early Years - 2021 - 2022\Reception 2022-2023\Spring 1\Week 1\KS1 Its Your Choice Lesson Presentation.pptx</a></p>	<p>Primary PE planning: Lesson 2</p> <p>• To explore moving in different ways</p> <p>Vocab</p> <p>tall, slithering, wide, small, backwards, twirling</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>	[Linked to maths] Can you make a spider with 8 legs or a ladybird with 6 legs?	How many legs does a spider have? How many legs does a ladybird have? How many spots will you add to your ladybirds?
<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>	Colour and sort 6 7 8 <div>  </div>	Six, seven, eight, count, subitise
<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>	Draw and label what you see on your way home from school. What shops can you see? What buildings do you pass?	Capital letter, finger space, full stop, cvc, fred fingers Shop, street, walk, left, right, houses, crossings,
<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>	Tell me a story! Winter themed	family, mum, dad, myself, similar, different, home,
<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	Pumpkin, flavour, like, dislike,
<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>	Add beebots to the indoor provision . Can you build a house for the beebot? Can you bake your street?	TTYP: How did you get to school today? What mode of transport did you use? Make a chart of how children got to school and see which mode of transport is the most popular TTYP: What is near your house? What can you walk to?