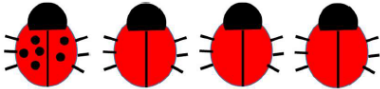

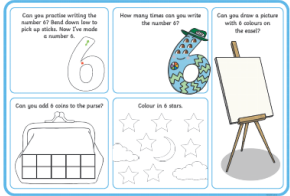


WC 02.01.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Stickman</p> <p>Vocab: Twirl Tumbling Shove Weary Chuckle Doze Clattering drifts</p>		<p>Introduce the story to children.</p> <p>This is a wonderful story about a Stick Man who gets lost one morning when he goes for a jog. He must find his way back to his family before Christmas.</p> <p>What's the problem?</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? (Stick Man, the dog, the girl, the swan, the dad, the boy, Stick Lady, Santa, Stick Man's children)Who are the main characters in the story? (Stick Man, Santa) <p>Explain the problem:</p> <p>Everyone keeps thinking that Stick Man is just a stick and sending him further and further away from his family.</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! (See Preparation, above.)</p>	<p>Re-read the story and use MTYT at key parts</p> <p>Freeze-frame feelings</p> <p>Purpose: to consider how a character might feel at key points in the story; to learn more Tier Two words.</p> <p>1. Tell children they are all Stick Man.</p> <p>2. Ask them to freeze-frame Stick Man's expression for each situation 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: You are up early for a jog. Freeze-frame!</p> <p>Teacher: You look cheerful/pleased Children: We are cheerful/pleased</p> <p>Teacher: You are lost in the cold and snow. Freeze-frame!</p> <p>Teacher: You look terrified/freezing cold Children: We are terrified/freezing cold</p> <p>Teacher: You are back together with your family. Freeze-frame!</p> <p>Teacher: You look thrilled/ecstatic Children: We are thrilled/ecstatic</p>	<p>Join in the story: Read the story and encourage children to join in the parts they know, pausing slightly at key phrases in the story</p> <p>Nice or not nice? Purpose: for children to consider a character's nature.</p> <p>1. TTYP: Does Santa behave in a nice way or not a nice way? Take Choral Feedback. (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 Santa behaves in a nice way?</p> <p>3. Use Choose Two to take feedback. (he delivers toys to girls and boys / he takes Stick Man home)</p> <p>4. Rephrase each response into a sentence, for example: Santa behaves in a nice way because he delivers toys to girls and boys. / Santa behaves in a nice way because he takes Stick Man home.</p> <p>5. Use MTYT for one or two sentences.</p>
<p>Maths</p> <p>Guidance Children continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7 or 8 items into small groups will support the children to conceptually subitise and see how the numbers are made up of smaller numbers. Eg. I know it is 8 because I see 4 and 4 Encourage the children to order and compare their representations, noticing the one more/less patterns as they count on and back to 8</p>		<p>Mute and read six dinner Sid</p> <p>Six Dinner Sid - Give Us A Story! - YouTube</p> <p>How many times do you meet 6 in the story? Can you make houses on your whiteboard to represent Sid's street. Can you number the doors from 1 to 6? What if we added another house? And another?</p>	<p>BBC iPlayer - Numberblocks - Series 2: Six</p> <p>TTYP: What did you notice that was six?</p> <p>Make a poster with all the ways 6 can be represented. Play “6 or not 6”</p>	<p>How many legs does a ladybird have? How many spots? Do you know any other creatures with 6 legs? Use counters to add 6 spots to the other ladybirds. Can you find more than 1 way to do it?</p> <p>Teacher to add number sentences to the board to show, eg 2+4=6</p> 	<p>Number bonds to 6</p> <p>Create a number bonds game using two large hoops and six beanbags. Challenge children to throw the beanbags into the hoops and count how many are in each and explore different ways of making six.</p>
Topic PM sessions		<p>Winter walk around school What changes do you see in winter? go on a winter walk around school, noticing the signs and talking about what they see, hear, feel,. How do they keep safe in winter?</p>	<p>Charanga</p> <p>Listen and respond: we are family—sister sledge</p> <p>Explore high and low pitch</p> <p>Sign and play wind the bobbin up</p> <p>Perform what we have learned</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 (make up some others)</p> <p>Share using powerpoint: 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</p>	<p>PE—Gymnastics—Lesson 1</p> <p>To perform basic gymnastics shapes</p> <ul style="list-style-type: none">Moon tuckPike alien (pike)StarRocket(straight shape)Fying saucer (arch)DishSitting star (straddle)Squattv alien (squat)

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	Make a stickman Using pipe cleaners Googly eyes 	Join, connect, gather, materials, stick
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 6 in a range of pictorial ways 	Six, Number bonds, addition, equals, total
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 words for characters in stickman Challenge: write a simple sentence: It is a man, it is a dog	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! Winter themed	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 changes do you see in winter? go on a winter walk around school, noticing the signs and talking about what they see, hear, feel,. How do they keep safe in winter?	Changes, season, temperature,