




Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
WC 16.01.2022	Monday	Tuesday	Wednesday	Thursday	Friday
Talk through stories	<p><u>Introduce the story to children</u></p> <p>This is a traditional tale from china that follows a group of animals as they argue and decide who should have the new year named after them.</p> <p><u>Read the story—don't use asides—let the story weave its magic</u></p> <p><u>Mute and read:</u></p> <p>The Great Race - YouTube</p> <p><u>Ask children to TTYP and take feedback for the following questions:</u></p> <p>o <u>Who are the characters in the story?</u> Jade emperor, rat, cat, dragon, tiger, monkey, snake, ox, pig, dog, hare, sheep, cockrel, horse</p> <p>o <u>Who is the main character in the story?</u> Jade emperor</p> <p><u>Explain the problem:</u></p> <p>The Jade emperor wanted to name the years in the calendar after animals, but he couldn't decide the order so held a race.</p>	<p><u>Re-read the story</u></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) and to explain the meanings of any unfamiliar words. Tell, don't ask!</p>	<p><u>Re-read the story</u></p> <p>use MTYT for key phrases in the story, such as:</p> <p>1. Something must be done!</p> <p>2. I'll hold a race! And just look at all the other animals!</p> <p>Etc..</p> <p><u>Freeze frame</u></p> <p>Tell children they are all rat</p> <p>2. Ask them to freeze-frame Claire'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 see the roaring river, going so fast</p> <p>Teacher: You look terrified/worried</p> <p>Children: We are terrified/worried</p> <p>Teacher: you have thought of a plan to get across the roaring river!</p> <p>Teacher: You look cunning/crafty</p> <p>Children: We are cunning/crafty</p> <p>Teacher: You have darted into first place</p> <p>Teacher: You look pleased/relieved</p> <p>Children: We are pleased/relieved</p>	<p><u>Join in the story</u></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><u>How is the problem solved?</u></p> <p>1. TTYP: What is the problem in the story? Use Choose Two to take feedback.</p> <p>The Jade emperor wanted to name the years in the calendar after animals, but he couldn't decide the order.</p> <p>2. TTYP: How does the emperor solve the problem?</p> <p>He held a race to choose the order he will name the years.</p> <p>3. Challenge question</p> <p>TTYP: do you think it was a good way to decide?</p>	<p><u>Quiz the character</u></p> <p>Tell children they are all going to be a 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> <ul style="list-style-type: none">• TTYP: Did you want to win the race?• Choose Two to feedback• TTYP: You worked with the cat to win the race. Why did you do this?• Choose Two to feedback• TTYP: You pushed the cat from the back. Why did you do this?• Choose two to feedback
<p>Maths</p> <p>Combining two amounts</p> <p>Guidance</p> <p>Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects.</p> <p>E.g. There are 3 frogs on the log and 4 in the pool. How many frogs altogether?</p> <p>Encourage the children to subitise where possible although they may need to count in ones to find how many altogether.</p> <p>The interactive whiteboard files can also be used to create pictorial scenes for the children to discuss.</p>	<p>Don't forget the bacon!</p> <p>Mute and read the story:</p> <p>dont forget the bacon - Google Search</p> <p>Make a shopping list of what is said in the story. Write a number sentences (eg—6 eggs and 1 bacon = 6+1=7)</p>	<p>Spread a set of dominoes out face down.</p> <p>Ask the children to pick a domino and tell their partner how many spots there are on each side. Can their partner tell them how many spots on the domino altogether?</p> <p>What if my domino has 6 spots? How many could be on each side? Can you draw a domino with 6 spots?</p> <p>Can you draw more than one?</p> 	<p>Provide pictures or small world scenes which provide opportunities for combining 2 groups.</p>  <p>What can you see in the picture?</p> <p>How many big fish can you see?</p> <p>How many small fish?</p> <p>How many fish altogether?</p> <p>spy a group of 3 and a group of 2. What am I looking at?</p>	<p>Provide a coat hanger and a basket of pegs.</p> <p>Ask the children to put the pegs onto the hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether.</p>	<p><u>Number Shapes</u></p> <p>Provide an assortment of 1-5 number shapes. Ask the children to choose a number shape. Next, find a friend and combine their shapes to see what number they can make altogether? Repeat by moving to different friends.</p>
<p>Topic PM sessions</p>	<p><u>UTW—Chinese New Year</u></p> <p>Explain to children that Chinese new year is at a different time from our new year. Look at photos of how CNINY is celebrated. What do you notice? Is there anything the same as how you celebrate new year? Anything different? Introduce creative activities for this week—making a lantern</p>	<p>Traveller ted—sharing traveller ted news!</p> <p>Using bee bots: Show children a bee bot and explain that this is a programmable toy. We have to give the bee a very specific set of instructions to make it go. Our rules are that we must PROGRAM not PUSH as it will break otherwise. Show children beebot map and signs. Model using the buttons to make it go. Model making an error by not clearing the program.</p>	<p><u>Music—Charanga</u></p> <p>ABC by The Jackson 5</p> <p>Explore Rhythm games</p> <p>Learn to sing rock-a-by baby and five little monkeys</p> <p>Share and perform our learning</p>	<p><u>Safe screen time</u></p> <p>TTYP: What digital devices do you know/do you have/do you use? How often do you use them?</p> <p>Tell children that digital technology has lots of benefits when used well.</p> <p>Linked to choices—we have to make the right choices when using technology.</p> <p>TTYP: what rules do you have at home linked to technology.</p>	<p><u>Primary PE planning:</u></p> <p>Lesson 3</p> <p>To perform basic jumps</p> <p>Vocab:</p> <p>Start, middle, finish</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 	<p>Make a folded Chinese lantern, suing folding and scissor skills.</p> 	Snip, fold, half, scissors, glue, handle
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 	<p>Snakes and ladders game! Have snakes and ladders out, with two dice to play. Children must add the two amounts on the dice and move that amount of spaces.</p>	Six, seven, eight, count, subitise
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 foods you might eat during Chinese new year!	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 	<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>	<p>Book, text, fiction, non-fiction, fact, factual, real</p> <p>Front cover, back cover, blurb, title, Publisher, author, illustrator</p> <p>Is your book fiction or non-fiction? How do you know?</p> <p>Talk to a friend about your book</p>
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 	<p>Design and make a place in the world using the mobilo</p> <p>Use the displayed people/places/transport idea portfolios to help you.</p>	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 	<p>Tell me a story!</p> <p>Winter themed</p>	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 	<p>Develop independence in this area; peeling own fruit, washing & drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session.</p> <p>Taste session: pumpkin soup</p>	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. 	<p>Add beebots to the indoor provision .</p> <p>Can you build a house for the beebot?</p> <p>Can you bake your street?</p>	<p>TTYP: How did you get to school today?</p> <p>What mode of transport did you use?</p> <p>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?</p> <p>What can you walk to?</p>