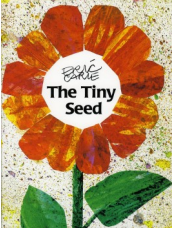


Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
WC 27.02.2023 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Talk through stories The Tiny Seed</p>  <p>Seed grow Roots Earth Stems Leaves Bud flower</p>	<p>Introduction</p> <p>Introduce the story to children.</p> <p>This is a story all about a tiny seed that goes on an adventure through the seasons. I love this story because it is the same as what happens in real life with seeds and plants. I wonder what will happen to the tiny seed?</p> <p>Read the story</p>	<p>Re-read the story</p> <p>Purpose: for children to develop a deeper familiarity with the story.</p> <p>Key parts:</p> <ul style="list-style-type: none"> Now it is winter... Now it is spring... It is summer now The wind blows harder <p>MYTY key phrases in the story</p>	<p>re-read story and pause at favourite parts</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> <ul style="list-style-type: none"> The tiny seed burns in the sun's hot rays/ <u>The tiny seed sails on with the other seeds</u> <u>The desert is hot and dry</u>/The desert is cold and wet The bird eats the tiny seed/ <u>The tiny seed is too small for the bird to see</u> <u>A boy has picked a flower to give to a friend</u>/The bird picked a flower to give to a friend 	<p>Re-read the story, encouraging children to join in key phrases.</p> <p>Sequencing parts of the story.</p>	<p>Whole class shared write:</p> <p>Picture stimulus from the book—</p> <p>Model writing "The seed grows big. It is a flower."</p>
<p>Comparing numbers within 10</p> <p>Daily mental and oral warm ups planned by LM</p> <ul style="list-style-type: none"> counting forwards and backwards Show me ... fingers Subitising White side has more? 	<p>MW</p> <p>1—Working in pairs: each child make a tower and compare—which child has more? Which child has less?</p>	<p>MW</p> <p>2—Dominoes—in pairs, play who has more? Place all dominoes face down. Each child choose a domino and whoever has the greatest number, keeps both dominoes</p>	<p>MW</p> <p>3—Rekenrek— show children a numeral card and ask children to make a number that is more than/less than the digit card</p>	<p>MW</p> <p>4—names—write names on square paper (one name in each square) and sort names into hoops (names with more than 5 letters, names with 5 letters or less</p>	<p>Number formation on whiteboards</p> <p>Adult to clap and children to write that number on whiteboard.</p>
	<p>LM</p> <p>2—Dominoes—in pairs, play who has more? Place all dominoes face down. Each child choose a domino and whoever has the greatest number, keeps both dominoes</p>	<p>LM</p> <p>1—Working in pairs: each child make a tower and compare—which child has more? Which child has less?</p>	<p>LM</p> <p>4—names—write names on square paper (one name in each square) and sort names into hoops (names with more than 5 letters, names with 5 letters or less</p>	<p>LM</p> <p>3—Rekenrek— show children a numeral card and ask children to make a number that is more than/less than the digit card</p>	
<p>Topic PM sessions</p>	<p>Science—Growing sunflowers.</p> <p>Show children sunflower seeds, soil and plant pots. Tell children that we are going to learn how to grow a sunflower.</p> <p>Share animated PPT with children that discusses lifecycle of plant.</p>	<p>Charanga—music</p> <p>Listen and appraise: Beyond the sea—Robbie Williams</p> <p>Explore:</p> <p>Learn to sing: Old Macdonald</p> <p>Share and perform our learning</p>	<p>UTW—Saint David's day</p> <p>LM to plan</p>	<p>PSED</p> <p>The Koala who could</p> <p>Read the story of "The Koala Who could".</p> <p>Tell children that resilience is bouncing back when things get challenging. When things get tricky, its trying even when it might feel hard.</p>	<p>PE—Primary PE Planning—Jungle dance Lesson 2</p> <ul style="list-style-type: none"> How can you make a beginning in a dance experiment with different ways of moving

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 	Still life drawing—daffodils using pencils and coloured pencils.	Can you draw what you can see?
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 	Comparing two amounts by counting, writing the number and deciding which number has more/fewer	Which has more? Which has fewer? How can you tell? Where are the numbers on a number line?
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. 	Order instructions to make a pancake.	Ingredients, method, chronological order What happened first? What is the correct order?
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>	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 	Space themed small world (linked to children's interests last term)	Space, explore, star, astronaut, space-craft Which explorers have been to space?
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.	Pancake tasting
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. 	Planting sunflower seeds Decorate plant pot label and add to yoghurt pot. (adult led—creative area)	How is London the same as South Elmsall? How is it different? What landmarks do you know?