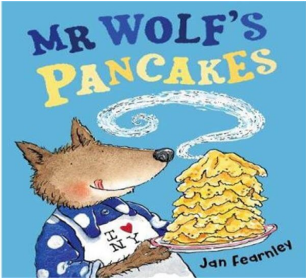


Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
WC 20.02.2023 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Talk through stories Mr Wolf's Pancakes</p>  <p>Tier 2 words: Ingredients Politely Delicious Drifted Neighbours Nastily</p>	INSET	<p>Introduction</p> <p>Introduce the story to children.</p> <p>This is a story about a wolf that wants to make pancakes but doesn't know how. He looks to his neighbours to help him, but poor Mr Wolf can't find any help, so has to work it out all by himself!</p> <p><u>Read the story</u></p> <p><u>What is the problem?</u></p> <p>Mr Wolf wants help to make pancakes but his neighbours are rude and will not help him.</p> <p><u>How was the problem solved?</u></p> <p>Mr Wolf did everything by himself. In the end, he got revenge by eating his neighbours!</p>	<p>re-read story: MTYT favourite parts:</p> <p>Freeze frame feelings</p> <ol style="list-style-type: none"> <li>1. Tell children they are all The wolf</li> <li>2. Ask them to freeze-frame the character's expression for each situation below.</li> <li>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..."</li> </ol> <ul style="list-style-type: none"> <li>You are the wolf and you really fancy some delicious pancakes - you look starving/ravenous - I am starving/ravenous!</li> <li>Wee Willy Winky has just slammed the door in your face - you look annoyed/frustrated - We are annoyed/frustrated!</li> <li>You have made a pile of delicious pancakes—all by yourself! - you look accomplished/proud - We are accomplished/proud</li> <li>Your neighbours have rudely pushed you aside—in your own house! - you look angry/annoyed - We are angry/annoyed!</li> </ul>	<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> <ol style="list-style-type: none"> <li>1. Use MTYT to say the pairs of sentences below.</li> <li>2. Say: Which sentence is right?</li> </ol> <ul style="list-style-type: none"> <li><b>Wolves can read very well/<u>wolves can't read very well</u></b></li> <li><b>Mr Wolf carried his shopping in a carrier bag/<u>Mr Wolf carried his shopping in his hands</u></b></li> <li><b>The pigs helped Mr Wolf cook his pancakes/<u>The pigs did not help Mr Wolf cook his pancakes</u></b></li> </ul>	<p>Join in the story</p> <p>Purpose: for children to join in with phrases from the story.</p> <ol style="list-style-type: none"> <li>1. Re-read the story.</li> <li>2. Pause slightly before the Favourite phrases in the story so children can join in.</li> </ol> <ol style="list-style-type: none"> <li>1. <b>TTYP: What was the problem in the story?</b></li> <li>2. <b>How was the problem solved?</b></li> <li>3. <b>How would you have solved the problem?</b></li> </ol> <p>Character hotseating!</p> <p>Adult to pretend to be Mr Wolf.</p> <p>Other adult to ask "how" questions and wolf to answer, eg:</p> <p>How did you make the pancakes?</p> <p>How did you feel when ... did ...?</p> <p>How do you feel after eating all of your rude neighbours?</p>
<p><u>9 and 10</u></p> <p>Children continue to apply counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging items into small groups will support children's conceptual subitising with larger numbers (eg—I can see 3 and 3 and 3 is 9)</p>	INSET	<p>Warm up: subitising—show children a quick amount and children have to say what number they saw</p> <p>Main teach:</p> <p><a href="#">BBC iPlayer - Numberblocks - Series 2: Nine</a></p>	<p>Warm up: counting forwards and backwards from a given number.</p> <p>Main teach: 10 green bottles—set up 10 green bottles and each time a bottle accidentally falls, ask children how many have fallen and how many are standing. Do they always have 10 in total?</p> <p>Write number sentences, linked to number bonds.</p>	<p>Warm up: hold up a number card and ask children to hold up that many fingers</p> <p>Main teach: ask children to help to order digit cards from 1-10 and make deliberate mistakes. Can the children spot and correct you? If you hide a card, can they work out which number is missing?</p>	<p>Warm up: spot the mistake! Have a number line with digit cards. Can they work out which number is in the wrong place?</p> <p>Mute and read: <a href="#">Learn to Count   Cockatoos a Counting Book by Quentin Blake read aloud by Books Read Aloud For Kids - YouTube</a></p> <p>Make representations of two rooms with cockatoos—eg draw a box labelled bathroom and attic. Using counters to represent cockatoos, stick up amounts of counters and ask children to count and compare the amounts.</p>
Topic PM sessions	INSET	<p>UTW</p> <p>Shrove Tuesday/ Ash Wednesday</p> <p>TTYP: What happens on pancake day</p> <p>Pancake day is also known as shrove Tuesday and it is the day before lent. People used all their rich and fatty foods. Lent is a period where people usually give up something for 40 days and nights, the way Jesus did.</p> <p>Share PPT about pancake day, and look at how it is celebrated across the globe.</p> <p>Making pancake batter and tasting pancakes!</p> <p>Using a simple recipe, make pancake batter. (split class in half, pass bowl round to mix, ask children to add ingredients, etc)</p> <p>Children to taste a pancake, with their favourite topping</p> <p>(orange, lemon, sugar, honey, plain)</p>	<p>Charanga—music</p> <p>Listen and appraise: Lovely day—Bill Withers</p> <p>Explore:</p> <p>Learn to sing: Old Macdonald</p> <p>Share and perform our learning</p>	<p>PSED</p> <p>Read the story "Meesha makes friends".</p> <p>TTYP: What makes a good friends?</p> <p>Write a list of all the qualities and attributes that make a good friend.</p>	<p>PE—Primary PE Planning—Jungle dance Lesson 1</p> <ul style="list-style-type: none"> <li>How can you move in time to the music?</li> <li>Moving in time to happy and sad music</li> </ul>

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 pancake with your favourite toppings! Write a list on the back of ingredients you might need to get from the shop	Do you prefer sweet or savoury pan-cakes?
<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>	Sorting 9 and 10 Looking at the pictorial representation of 9 and 10. can you sort them accordingly?	Capacity, full, almost full, half full, almost empty Can you sort them from empty to full? How can you tell it is full/empty?
<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>	Order instructions to make a pancake.	Ingredients, method, chronological order What happened first? What is the correct order?
<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>	<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
<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 (linked to children's interests last term)	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.	Pancake tasting
<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>	<p>UTW—Shrove Tuesday/ Ash Wednesday</p> <p>TTYP: What happens on pancake day</p> <p>Pancake day is also known as shrove Tuesday and it is the day before lent. People used all their rich and fatty foods. Lent is a period where people usually give up something for 40 days and nights, the way Jesus did.</p> <p>Share PPT about pancake day, and look at how it is celebrated across the globe.</p> <p>Making pancake batter and tasting pancakes!</p> <p>Using a simple recipe, make pancake batter. (split class in half, pass bowl round to mix, ask children to add ingredients, etc)</p>	How is London the same as South Elmsall? How is it different? What landmarks do you know?