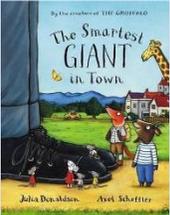
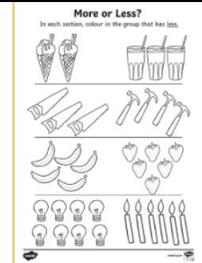
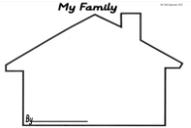


Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Read Write Inc</b>	k	u	b	f	Library/red words/fred talk games
<b>English</b>  <b>Vocab:</b>	Introduction Read the story What's the problem in the story?	re-read the story	favourite phrases (use these throughout the day) Which is the right sentence	children join in with key parts	nice or not nice? Was the giant a nice or not nice character? Is he a good character or bad character?
<b>Maths</b> <a href="#">White Rose Maths</a> <a href="#">(click here to see the scheme)</a>	Read the story "A Squash and a squeeze" and ask children to re-enact the story using a hoop or a box to represent the house. Ask them to describe how the house feels as the story progresses <a href="#">A Squash and a Squeeze By Julia Donaldson &amp; Illustrated by Axel Scheffler - YouTube</a>	Once children have sorted objects into sets ask them which set has more or most items and which has fewer or fewest? Do they have any groups which are equal? How can they check? Encourage the children to line up the items using 1-1 correspondence. 5 frames can support with this. 	Roll and add! Using a 5 frame and a dice to 6. (6 miss a go) who can get 5 things in their frame first? Play the game as a group. Game will then be added to the maths area.	Dough Disco warm up! Using a 5 frame and a ball of dough explore making different balls to fill the frame... e.g. using your ball of dough can you make 2 balls and add it to your frame? Can you make 4 balls?	Number song – five little pumpkins <a href="https://www.youtube.com/watch?v=cm1qvX1ygOo">https://www.youtube.com/watch?v=cm1qvX1ygOo</a> practice singing, performing and counting with fingers
<b>Prime/specific subjects (PM)</b> <b>Marvellous me bags across the week, as they come in!</b>	EAD Family drawings Share the book "We are family".  TTYP: Who lives in is in your family? Choose children willing to share who is in their family. TTYP: Who lives inside your house? Explain to children that all families are different. Even though we belong to family, we don't always live under the same roof. Each family is special.	PSED Sharing marvellous me bags	Music Listen and appraise: Pharrell Williams – Happy Find the pulse – Pat-a-cake learn and sing: 1,2,3,4,5 once I caught a fish	UTW How I have changed. Before lesson, request parents to send in baby photos of children. Look through the baby pictures of the children that were sent in. TTYP: What do you notice about yourself that is now different? Discuss how the children's bodies have changed as they got older. Explain that it is not just your body that has changed. TTYP: Is there anything you couldn't do when you was a baby, but can now? Walk, talk, feed myself, get dressed.	First PE - lesson 3 How can you pat or bush a balloon? Warm up: Mr or Miss Activity: 1. Simon says with balloons, moving balloons across their body, keep the balloon in the air, balloon fun C&L – special achiever, traveller Ted, Tapestry
<b>Music/singing/rhymes</b>	Daily during transition points				
<b>Mindfulness</b>	Daily as and when necessary				
<b>Story</b>	Talk through stories - morning & children's choice - 2:45pm				
<b>Learning review/Tapestry</b>	Daily or as and when parents have added photos/videos				

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>• <b>Begin to show accuracy and care when drawing</b></li> </ul>	<p><i>Design a tie for the smartest giant in town!</i></p>	design, pattern, repeating pattern,
<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>		more, less, most, fewest.
<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>	<p><i>My Family</i></p>  <p>Draw who lives in their house and write initial letter</p>	first sound, initial sound, family, mum, dad, brother, sister, house
<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>	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>	<p>Design and make a place in the world using the Lego pieces.</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?
<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>	<p>All about me!</p> <p>Dolls house for children to explore families, themselves and other people</p>	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>	<p>Develop independence in this area; peeling own fruit, washing &amp; drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session.</p>	
<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>	talk about my hobbies	community, interest, special, hobby, talent,

	Reading	Writing	Fred talk
k	<a href="https://schools.ruthmiskin.com/training/view/Lbtsvmzb/pummYjBG">https://schools.ruthmiskin.com/training/view/Lbtsvmzb/pummYjBG</a>	<a href="https://schools.ruthmiskin.com/training/view/xEk5c2j0/WODRDs8E">https://schools.ruthmiskin.com/training/view/xEk5c2j0/WODRDs8E</a>	<a href="https://schools.ruthmiskin.com/training/view/3ZlwyZqf/fwTRzaTd">https://schools.ruthmiskin.com/training/view/3ZlwyZqf/fwTRzaTd</a>
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