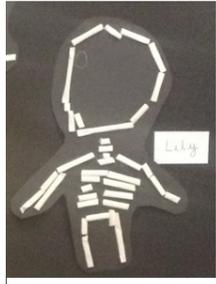
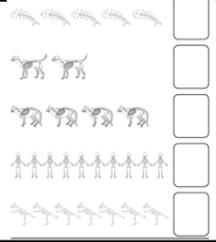


WC 17.10.2022	Monday	Tuesday	Wednesday	Thursday	Friday
Read Write Inc	<a href="#">Reading</a> <a href="#">Writing</a> <a href="#">Fred talk</a> y	<a href="#">Reading</a> <a href="#">Writing</a> <a href="#">Fred talk</a> w	<a href="#">Reading</a> <a href="#">Writing</a> <a href="#">Fred talk</a> z	<a href="#">Reading</a> <a href="#">Writing</a> <a href="#">Fred talk</a> x	Library/red words/fred talk games/individual readers
English Funnybones  Vocab:	<p><b>1.Introduction:</b></p> <p>This is a story about a family of skeletons. The dog falls apart and they have a problem putting it back together.</p> <p>Ask children to TTYP and take feedback for the following questions:</p> <ul style="list-style-type: none"> <li>Who are the characters in the story? (big skeleton, little skeleton, dog skeleton)</li> </ul> <p>2. Explain the problem:</p> <p>The problem is that they throw a stick for the dog and put him back together in the wrong order.</p>	<p><b>2.Re-read the story.</b></p> <p>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><b>3.Re-read the story and use MTYT in the following bold parts of the story:</b></p> <ul style="list-style-type: none"> <li>They went into the park—<b>FF</b> (<i>you look relaxed/calm</i>)</li> <li>You notice the dog in a pile of bones—<b>FF</b>(you look worried/concerned)</li> <li>A skeleton has frightened you <b>FF</b>(You look terrified/<i>petrified</i>)</li> </ul>	<p><b>4. read the story again and children to join in the story</b></p> <p>How is the problem solved</p> <ul style="list-style-type: none"> <li>TTYP: What is the problem in the story? Use Choose Two to take feedback. (Ruby gets a Worry. The Worry gets bigger.)</li> <li>2. TTYP: How does she solve (sort out) the problem? Use Choose Two to take feedback. (She sees a boy with a Worry and realises she isn't the only one who worries. She talks to the boy about her Worry so it shrinks until it is gone.)</li> <li>3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback.</li> </ul>	<p><b>5. Which is the right sentence?</b></p> <p>Ask children to TTYP for figure out which sentence is correct:</p> <ol style="list-style-type: none"> <li><b>The skeletons threw a stick for the skeleton dog</b>/The skeletons threw a ball for the skeleton dog</li> <li><b>The big skeleton and small skeleton played on the swings</b>/the big skeleton and small skeleton played on</li> <li></li> </ol>
Mastering number	12345 once I caught a fish Counting puppet—making errors with counting	12345 once I caught a fish Counting puppet—making errors with counting	12345 once I caught a fish Counting puppet and drum—counting sounds only once	12345 once I caught a fish Counting wands	x
Maths  <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p><b>Guidance</b></p> <p>Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3 objects. They match the number names we say to numerals and quantities. They count up to three objects in different arrangements by touching each object as they count and recognise that the final number they say names the quantity of the set. They use their own mark-making to represent 1, 2 and 3 for example to record their score during a game.</p> </div>	<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li><b>Starter—one finger, one thumb keep moving</b></li> <li><b>Introduce: pull out number one flashcard from the bag for each day. Add to number 1 display.</b></li> <li><a href="#">Numberblocks YouTube clip – number 1</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Starter—one finger, one thumb keep moving</b></li> <li><b>Introduce: pull out number one flashcard from the bag for each day. Add to number 1 display.</b></li> </ul> <p><b><u>counting exercises</u></b></p> <ul style="list-style-type: none"> <li>e.g. 1 hop/jump/spin/tap etc</li> </ul>	<ul style="list-style-type: none"> <li><b>Starter—one finger, one thumb keep moving</b></li> <li><b>Introduce: pull out number one flashcard from the bag for each day. Add to number 1 display.</b></li> <li>bag with different numbers/objects hidden; sort into hoops 'number 1' or 'not number 1'</li> </ul>	<ul style="list-style-type: none"> <li><b>Starter—one finger, one thumb keep moving</b></li> <li><b>Introduce: pull out number one flashcard from the bag for each day. Add to number 1 display.</b></li> </ul> <p>Practise/apply: number formation</p> <ul style="list-style-type: none"> <li>*whiteboards</li> </ul>	<ul style="list-style-type: none"> <li><b>Starter—one finger, one thumb keep moving</b></li> <li><b>Introduce: pull out number one flashcard from the bag for each day. Add to number 1 display.</b></li> <li><b>Number 1 - find and circle all of the number 1</b></li> </ul>
Prime/specific subjects (PM)  Marvellous me bags across the week, as they come in!	Challenge chat! talk through challenges in the areas:	Body parts TTYP: How many body parts do you think a human has? A human actually has 78 body parts! That is a lot. Today we are going to learn the names of some of these parts and where they are on our body.	Listen and appraise: Happy Birthday- Stevie		First PE – lesson 6

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>	Make a skeleton  <p style="font-size: small; text-align: center;">Skeleton Counting Activity Count the number of legs and write your answers in the box.</p>	Stick, cut, measure, arrange,
<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>	Count and write the amount. 	Count, 1:1 correspondence.
<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>	Label the body parts— leg, head, neck, foot	Leg, head, neck, foot (spelled phonetically plausibly)
<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>	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
<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 Lego pieces. 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>	All about me! Dolls house for children to explore families, themselves and other people	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>	Develop independence in this area; peeling own fruit, washing & drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session.	
<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,