

WC 14.11.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English: The gingerbread man</p>  <p>Vocab:</p> <p>Link: The Gingerbread Man - Animated Fairy Tales for Children - YouTube</p>	<p>1.Introduction:</p> <p>This is a story about a lady who bakes a gingerbread man. Ask children to TTYP and take feedback for the following questions:</p> <ul style="list-style-type: none"> Who are the characters in the story? <p>2. Explain the problem: The gingerbread man runs away from the people that created him. The gingerbread man needs to cross the river and decides to trust a fox to help him across</p>	<p>2.Re-read the story.</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>Write a story map of The Gingerbread man</p>	<p>3.Re-read the story and use actions to retell the story</p> <p>Freeze frame! Give children the following scenarios based on the story and show on face how they feel.</p> <ul style="list-style-type: none"> ⇒ You are the old lady when you see the gingerbread man jumping up! ⇒ You are the gingerbread man running fast, and you look back and see no one is close to you! ⇒ You are the fox when you spot a delicious gingerbread man coming your way! 	<p>4. read the story again and children to join in the story</p> <p>How is the problem solved</p> <ul style="list-style-type: none"> TTYP: What is the problem in the story? Use Choose Two to take feedback. 2. TTYP: How does is it solved? (they come to a compromise and let duck stir the soup, even though he may not be any good) 3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback. 	<p>5. Gingerbread man in role!</p> <p>Teacher pretend to be the gingerbread man and children to ask questions. Other adults in room to model asking why questions.</p>
<p>Maths</p> <p>Guidance</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>	<p>Watch numberblocks: BBC iPlayer - Numberblocks - Series 1: One, Two, Three!</p> <p>Introduce vocab: Greater than, less than, equal to.</p>	<p>Representing Numbers 1, 2, 3</p> <p>Label some small pots or bowls with numbers one, two or three and place them alongside coins or gems.</p> <p>Invite children to find the items in the sand tray and count the matching number of items into each pot.</p> <p>Provide some pots with blank labels for children to use to write their own representation of numbers to three as they the count items.</p>	<p>Comparing Numbers 1, 2, 3</p> <p>Create a set of Dot Cards that just show one, two or three spots.</p> <p>Invite children to play a game and take turns to pick two cards.</p> <p>Challenge children to compare the number of dots on each of their chosen cards, using the words, 'more', 'fewer' and 'same'.</p> <p>You may also like to ask children to order the dot cards from one to three as a way of comparing the three cards.</p>	<p>Ladybird Spots – Composition of Numbers</p> <p>Fill a large activity tray with leaves and these Ladybird 1, 2, 3 Sorting Cards.</p> <p>Invite each child to pick a ladybird card and talk about the spots shown.</p> <p>Encourage children to count or subitise how many spots are on the ladybird and describe how the spots are shown. Invite children to talk about how ladybirds with the same number of spots can look different</p>	<p>Digging Deeper: Hide and Count</p> <p>For this activity, you will need a tray, some small-world toys and a cloth.</p> <p>Show the children the toys and count two toys onto the tray.</p> <p>Cover them with a cloth and ask the children to show you how many toys are hiding.</p> <p>Then, remove one of the toys but keep them hidden. Encourage the children to tell you how many toys are left on the tray.</p> <p>Repeat with other numbers of soft toys to three. Explore removing or adding one toy. Each time, encourage the children to show use their fingers to show how many toys are hiding on the tray.</p>
	 <p>Gingerbread Man Collage Art Activity</p>	<p>Music</p> <p>Learning Christmas songs!</p> <p>Click here to link to songs</p>	<p>What is a timeline?</p> <p>Today we are going to be making our own timeline. TTYP: What do you think a timeline might be for? It is to sequence events, which means to put them in the right order. Like our learning journey! But this time we are going to start with the present day, that means right now. What year are we in? 2022. So in 2022, you started school. That's going to go right at the end of our timeline, everything that goes before it is things that have happened in the past.</p> <p>TTYP: What event did we learn about last week? Remembrance Day which reminds us of when WW1 ended. That happened in 1918. That's 103 years ago so let's plot that on our timeline. As we learn about more events we will add these onto our timeline.</p>	<p>PSED</p> <p>What it means to be ready</p> <p>We are continuing with learning our school rules and how we show them in school. There are certain rules that we have in our classroom that help us to learn. TTYP: How do we show that we are ready to learn? We have looking eyes, listening ears and hands in laps when we are on the carpet.</p> <p>It is also important that we come to school on time, we have all of our things with us to help us to learn. TTYP: What do we need to bring to school each day? We need our reading book so that we can practise our reading skills, we need a water bottle to keep us hydrated, we need a coat in Autumn as sometimes it rains and is cold, and some of us need our lunchbox too so we fuel our body with food and have the energy to learn.</p>	<p>PE—multiskills lesson 3</p> <p>Communication and language:</p> <p>Questions help us find out more information. Last term we were focusing on 'what' questions. Lets remember a couple by doing some partner talk. 'What lessons did we have this morning?' 'What did you eat for lunch?' 'What is your teachers name?'</p> <p>Today we are going to focus on 'who' questions. I want you to listen to my question carefully and stand up when you are the answer. Let's remember our listening skills so we know when to stand up. Who has blonde hair? Who has glasses? Who has a dress on? Who is a boy? Who is a girl?</p> <p>Bring two children up to the front. Who is taller? Who is shorter?</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 	Design a gingerbread man 	Techniques, lines, tools, dot, swirl, marks, zig zag, dots, impressionist, artist
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 	Count the items and circle the correct number (within 3)	
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 events in the story of “the gingerbread man. Use “beginning, middle and end”	Match, fred talk, What letter does.. Begin with? Can you see that letter on the sheet?
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 	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
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 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?
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 	All about me! Dolls house for children to explore families, themselves and other people	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 	Develop independence in this area; peeling own fruit, washing & drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session. Taste session: pumpkin soup	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. 	What is remembrance day? TTYP: Do you know why people are wearing poppies recently? It is part of the Remembrance Day traditions. TTYP: What is Remembrance Day for? It is to remember all of the soldiers that died in the war. This happens on November 11th every year. People wear poppies to remember, they take part in a 2 minutes silence to remember and some people also take part in a parade to remember.	Remembrance Day, World War 1, Soldiers.

Here are the sounds we are learning in class—Expire 12th December 2022

 m	 a	 s	 d
 t	 i	 n	 p
 g	 o	 c	 k
 u	 b	 f	 e