

WC 31.10.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p>  <p>Vocab: Sunrise, Sunset, Lifebelt, Lasso, Petrol, Seagull, Reflection, Jetty,</p> <p>Link: <a href="#">How to Catch a Star by Oliver Jeffers I Read Aloud - YouTube (youtube-nocookie.com)</a></p>	<p><b>1.Introduction:</b></p> <p>This is a story about a boy who wants to catch a star and keep it for himself. He tries lots of different ways and ends up catching a star, but is it the star he wanted?</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? (the boy</li> </ul> <p>2. Explain the problem: The boy wants to catch a star from the sky, but it is too far away/tricky to catch</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> <p><b>Freeze frame! Give children the following scenarios based on the story and show on face how they feel.</b></p> <ul style="list-style-type: none"> <li>The boy sees a beautiful star—Freeze frame (you look delighted/thrilled)</li> <li>You are thinking of an idea to catch the star (you look thoughtful/pensive)</li> <li>Your plan to catch the star doesn't work (you look disappointed/disheartened)</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.</li> <li>2. TTYP: How does he solve (sort out) the problem? Use Choose Two to take feedback. (he goes to the beach and finds a different type of star)</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>The boy wants to catch the moon/ <b>The boy wants to catch a star</b></li> <li><b>He dreamed that they would play hide and seek/</b> He dreamed that they would play football.</li> <li>He got a lifebelt from his fathers car/ <b>He got a lifebelt from his fathers boat</b></li> </ol>
<p>Mastering number</p>	<p>12345 once I caught a fish Counting puppet—making errors with counting</p>	<p>12345 once I caught a fish Counting puppet—making errors with counting</p>	<p>12345 once I caught a fish Counting puppet and drum—counting sounds only once</p>	<p>12345 once I caught a fish Counting wands</p>	<p>x</p>
<p>Maths</p>	<p>Teach:</p> <ul style="list-style-type: none"> <li><a href="#">Starter—CBeebies Songs   Something Special   Dicky Birds - YouTube</a></li> <li>Introduce: pull out number one flashcard from the bag for each day. Add to number 1 display.</li> <li><a href="#">BBC iPlayer - Numberblocks - Series 1: Two</a></li> <li>Introduce provision maths activity—all about number 2</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Starter—CBeebies Songs   Something Special   Dicky Birds - YouTube</a></li> <li>Introduce: pull out number one flashcard from the bag for each day. Add to number 2 display.</li> </ul> <p><u>counting exercises</u></p> <ul style="list-style-type: none"> <li>e.g. 2 hop/jump/spin/tap etc</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Starter—CBeebies Songs   Something Special   Dicky Birds - YouTube</a></li> <li>Introduce: pull out number one flashcard from the bag for each day. Add to number 2 display.</li> <li>bag with different numbers/objects hidden; sort into hoops 'number 2' or 'not number 2'</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Starter—CBeebies Songs   Something Special   Dicky Birds - YouTube</a></li> <li>Introduce: pull out number one flashcard from the bag for each day. Add to number 2 display.</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><a href="#">Starter—CBeebies Songs   Something Special   Dicky Birds - YouTube</a></li> <li>Introduce: pull out number one flashcard from the bag for each day. Add to number 2 display.</li> <li>Number 2 - find and circle all of the number 2</li> </ul>
<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.</p> <p>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.</p> <p>They use their own mark-making to represent 1, 2 and 3 for example to record their score during a game.</p>	<p>Starry night—art week</p> <p>Information on Van Gogh</p>	<p><b>What is a celebration? What is Diwali?</b></p> <p>TTYP: What do you celebrate in your family? Birthdays, Christmas, new year. People who go to a Christian church celebrate the birth of Jesus at Christmas. It is a religious festival.</p> <p>Today we are learning about another religious festival called Diwali. Tell chn the story of Rama and Sita. Reiterate that Diwali celebrates the victory of good over evil, of light over darkness.</p> <p>Show children Diwa lamps and explain families light them in their homes to celebrate. Diwali is also known as the festival of light. Watch this video to see how families prepare for Diwali</p> <p><a href="http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali">http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali</a></p> <p>Rama and sita: <a href="#">The Hindu Story of Rama and Sita   Religions of the World - YouTube</a></p>	<p><a href="#">Music Learning Christmas songs!</a></p> <p><a href="#">Click here to link to songs</a></p>	<p>Bonfire night safety</p> <p>Watch: <a href="#">Fireman Sam ☑ Being Safe: Fireworks! ☑ Safe with Sam: Bonfire Night   Cartoons for Kids - YouTube</a></p> <p>Bonfire night safety</p> <p>TTYP: what is bonfire night? How do you celebrate bonfire night?</p> <p>What is it?</p> <p>Bonfire Night is celebrated on the 5th November of every year.</p> <p>We celebrate it because in 1605, a man called Guy Fawkes and his friends from York decided to try and blow up the English government, along with King James I.</p> <p>Why do we celebrate?</p> <p>King James wanted to celebrate the fact that he had lived through such a treacherous plot and therefore ordered that November 5th should be an official celebration for everyone in Great Britain!</p> <p>TTYP: How do you keep safe near fireworks?</p>	<p>PE—multiskills lesson 1</p> <p>Afternoon: listening and attention:</p> <p>Explain to children that we are going to be practising our listening skills today by playing a game of 'boom, clap, grab.'</p> <p>Have two lines of children facing each other with space in between them. Children facing opposite each other should have a cube in between them at an arm's length distance.</p> <p>Teach children that when you say boom, you want them to pat their knees with both hands. When you say clap, you want them to clap their hands together. When you say snatch, you want them to try to grab the cube in front of them before the person opposite does.</p> <p>Play a few rounds of this.</p>

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>	ART WEEK—Starry night artwork across whole week	Techniques, lines, tools, dot, swirl, marks, zig zag, dots, impressionist, artist
<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>	Number two focus worksheet 	Count, 1:1 correspondence. Two, twice, double, numeral,
<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>	Write adjectives to describe a character	Adjective, describe, personality, looks,
<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 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,

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