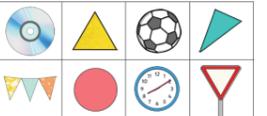


Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.

WC 21.11.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English: Where the wild things are</p> <p>Vocab: Mischief, roared, staring, terrible, tumbled, lonely, blinking</p> <p>Link:</p>	<p>Introduce the story to children. This is a very special story. It's about a boy called Max who gets sent to bed with no supper. His room begins to turn into a forest, and he travels to a place where the wild things are. Let's find out what happens there!</p> <p>Read the story What's the problem? 1. Ask children to TYP and take feedback for the following questions:</p> <ul style="list-style-type: none"> Who are the characters in the story? (Max, his mother, the wild things) Who are the main characters in the story? (Max, the wild things) <p>2. Explain the problem: Max causes trouble and then he is rude to his mother so he gets sent to bed with no supper.</p>	<p>2.Re-read the story. 1. Re-read the story. 2. 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>3.Re-read the story and MTYT key parts in the story. Freeze frame! Give children the following scenarios based on the story and show on face how they feel.</p> <p>Teacher: Max arrives on his private boat. Freeze-frame! Teacher: You look terrifying./fearsome Children: We are terrifying/fearsome</p> <p>Teacher: Max tames you with a magic trick. Freeze-frame! Teacher: You look shocked/stunned Children: We are shocked/stunned</p> <p>Teacher: Max gives up being king of where the wild things are. Freeze-frame! Teacher: You look upset/despairing Children: We are upset/despairing</p>	<p>4. read the story again and children to join in the story 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. (Max causes lots of trouble so he gets sent to bed without eating anything.) 2. TYP: How does Max solve (sort out) the problem? Use Choose Two to take feedback. (Max goes on an adventure and when he gets home his supper is waiting for him.) 3. Challenge question TTYP: How would you have solved the problem? Use Choose Two to take feedback. 	<p>5. TYP: Does Max behave in a nice way or not a nice way? Take Choral Feedback. (not nice) (If some children disagree, encourage debate and explore the ideas that not all characters are one thing or the other, or that there may be a reason why a character behaves in a certain way, or that a character might change during the story.)</p> <p>2. TYP: How do you know Max doesn't behave in a nice way? 3. Use Choose Two to take feedback. (he makes trouble / he is rude to his mother) 4. Rephrase each response into a sentence, for example: Max doesn't behave in a nice way because he makes trouble. / Max doesn't behave in a nice way because he is rude to his mother. 5. Use MTYT for one or two sentences.</p>
<p>Maths</p> <p>Guidance</p> <p>Children learn that circles have one curved side and triangles have 3 straight sides. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own circles and triangles. It is important to show a variety of different sized circles and triangles in different orientations and with sides of different lengths.</p>	<p>Circles</p> <ul style="list-style-type: none"> Show the children some paper circle shapes of different colours and sizes. Invite the children to talk about what they notice about the shapes. Introduce the name 'circle' and explain that circles have one curved side. Invite the children to sort the circles into sets of size or colour. 	<p>Triangles</p> <p>Create a range of paper triangles of different sizes and types of triangles (for example, equilateral, isosceles and right angle).</p> <ul style="list-style-type: none"> Invite children to talk about what they notice about the shapes. Introduce the name 'triangle' and explain that triangles have three straight sides and three corners/vertices. Invite the children to sort the triangles into sets based on size, type or colour. 	<p>Making Circles (at tables)</p> <p>Give children paper to and pencil</p> <p>Provide a range of circular bottle tops, lids and containers of different sizes along with pens.</p> <p>Invite children to draw around the resources to create circle shapes.</p>	<p>Making Triangles (at tables)</p> <p>Provide children with a range of lolly sticks.</p> <p>Invite them to build triangle shapes by arranging the lolly sticks in different ways.</p> <p>Encourage the children to talk about the triangles they have made and explore how to change their arrangements to create different triangle shapes.</p>	<p>Digging Deeper: Going on a Shape Hunt!</p> <p>Provide the children with pencils and paper on clipboards or cameras/tablets.</p> <p>Go on a walk around the setting to look for circles and triangles. Look in the classroom as well as around other parts of the setting and the outside area.</p> <p>Draw the children's attention to different parts of the environment and discuss how to identify the shapes.</p> <p>Invite the children to discuss the items they spot and record the shapes they find by drawing pictures or taking photos.</p>
	<p>Music Learning Christmas songs! Click here to link to songs</p>	<p>C&L</p> <p>Explain to chn that we are going to be performing our nativity play for our grown ups in a few weeks. Some chn have words to say on their own and some chn have words to say with their friends.</p> <p>It is important when we are performing to speak loudly and slowly so that our audience can hear and understand. Model to children what it sounds like to do it quietly/quickly etc to demonstrate.</p> <p>Have a go at doing the welcoming line with all children speaking, practise getting in time with one another and being loud and slow.</p>		<p>PSED</p> <p>What it means to be safe</p> <p>We are continuing with learning our school rules and how we show them in school.</p> <p>TTYP: How do we show that we are safe in school? It is important to make sure that we are using kind hands and kind words with our friends and with the grown-ups. That way everyone feels safe when they are in school. TTYP: What could you do if someone is unkind to you or makes you feel unsafe? You can tell them to stop. You could talk to a grown up to help you. TTYP: What grown-ups could you ask for help at home or at school? Name all the adults in reception/lunch ladies, family members etc. We are going to choose 5 people to put on our 'helping hand'.</p>	<p>PE—multiskills lesson 4</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 	Making a calendar Lnked to seasons 	Print, decorate, colour, tones, shades, illustrate
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 	Sorting circles and tringles 	
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. 	Read and mathc the picture to the word and write a sentence 	CVC, match, sentence, finger spaces, full stops
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

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 t	 i	 n	 p
 g	 o	 c	 k
 u	 b	 f	 e