

Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class.					
WC 12.12.2022	Monday	Tuesday	Wednesday	Thursday	Friday
Cookies Christmas invention	<p>Share the story of cookies Christmas invention.</p> <p>Let the story weave its magic</p> <p>TTYP: Who are the characters in the story?</p> <p>What is the story setting?</p>	<p>Retell the story of cookies Christmas invention.</p> <p>Explain any unfamiliar vocabulary</p>	<p>Whats the problem in the story?</p> <p>TTYP: what was the problem in the story?</p>	<p>Retell the story, children join in the key phrases.</p> <p>Nice or not nice—characters</p> <p>Which statement is right (based on book)</p>	
<p>Maths</p> <p>Guidance</p> <p>Children continue to subitise up to 5 items and to count forwards, and backwards, accurately using the counting principles. They represent up to five objects on a five frame and understand that if the frame is full then there are five.</p> <p>This is a good opportunity to link to birthdays as children will soon be five. Five is also the focus of many number songs and rhymes.</p>	<p>Teach:</p> <p>BBC iPlayer - Numberblocks - Series 1: 7. Five</p> <p>What's in the bag?</p> <p>In a feely bag, show different representations of number 5—eg 5 o'clock, 5p, pentagon, 5 on a dice,</p>	<p>Warm up:</p> <p>5 or not 5—show children an amount on fingers/board/dice/dominoes—children say whether its 5 or not 5</p> <p>Practise/apply:</p> <p>The adventures of number 5!</p>	<p>Practise/apply:</p> <p>Mystery Bag activity</p> <p>*bag with different numbers/objects hidden; sort into hoops 'number 5' or 'not number 5'</p>	<p>TTYP: Which shapes do you know?</p> <p>Which shapes do you know that have 4 sides?</p> <p>Share "Shapes with four sides" PPT</p> <p>Activity: Colour in the shapes with 4 sides.</p>	<p>Christmas counting songs!</p> <p>https://www.youtube.com/watch?v=0_d-c75_RVA</p>
	<p>How Christians celebrate Christmas</p> <p>Remind children of the Christian Christmas story - this is the story we are telling for our nativity play. It tells the story of the birth of Jesus and this is what is important to Christians at Christmas time.</p> <p>TTYP: How do you celebrate Christmas?</p> <p>Lets watch this video and see how Christians celebrate at Christmas time.</p> <p>Watch cBeebies video - Let's celebrate Christmas.</p> <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas</p> <p>Ask 'does anyone do any of the things in the video at Christmas?' - go to church, give presents to a charity, advent calendar, setting up nativity scene.</p>	<p>Christmas party day!</p>	<p>Pantomime!</p> <p>Watch the pantomime in class, with hot chocolate and biscuits</p>	<p>C&L</p> <p>Circle time:</p> <p>What are you grateful for?</p> <p>What is special to you?</p> <p>Pass the teddy around and talk when you have the teddy</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 Christmas jumper	Cut, stick, join, stencil, collage, design,
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 4 and 5 onto a table	Sort, five, four, same, different, more, fewer
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. 	Write a list of things you would like to see under the Christmas tree!	Capital letter, finger space, full stop, cvc, fred fingers
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 	<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>	<p>Book, text, fiction, non-fiction, fact, factual, real</p> <p>Front cover, back cover, blurb, title, Publisher, author, illustrator</p> <p>Is your book fiction or non-fiction? How do you know?</p> <p>Talk to a friend about your book</p>
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 mobilo 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 	Tell me a story!	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. 	<p>How Christians celebrate christmas</p> <p>Remind children of the Christian Christmas story - this is the story we are telling for our nativity play. It tells the story of the birth of Jesus and this is what is important to Christians at Christmas time.</p> <p>TTYP: How do you celebrate Christmas?</p> <p>Lets watch this video and see how Christian's celebrate at Christmas time.</p> <p>Watch cBeebies video - Let's celebrate Christmas.</p> <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas</p> <p>Ask 'does anyone do any of the things in the video at Christmas?' - go to church, give presents to a charity, advent calendar, setting up nativity scene.</p>	Remembrance Day, World War 1, Soldiers.