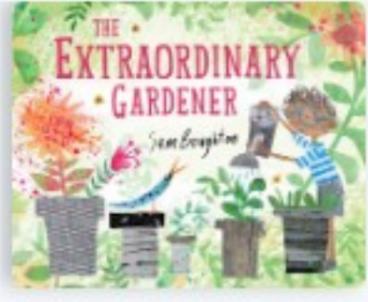
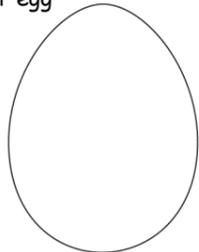
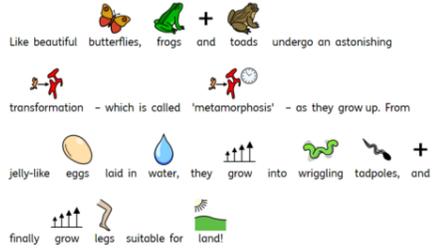


WC 20.03.2023 Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Talk through stories</p>  <p>Word 1: imagination (imagining, imagine, imagined, imagines) Word 2: wild Word 3: ordinary Word 4: roamed (roam, roams, roaming) Word 5: soared (soar) Word 6: longed Word 7: discovered</p>	<p>Introduction</p> <p>Introduce the story to children.</p> <p>I love this story. It's about a little boy who lives in an ordinary place. He dreams of living somewhere much more special, and one day, he finds a way to make his dreams come true.</p> <p><u>Read the story</u></p> <p>1. 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? (Joe, Joe's neighbours, people throughout the city) Who is the main character in the story? (Joe) <p>2. Explain the problem:</p> <p>Joe doesn't want to live in a city that is grey and boring; he wants to live in a place that is full of colour and excitement.</p>	<p>Re-read the story</p> <p>Purpose: for children to develop a deeper familiarity with the story.</p> <p>Key parts:</p> <ol style="list-style-type: none"> the voice you will use for the narrator and each character. (Consider the change in tone as Joe's perseverance and patience grow into excitement and wonder.) how you will read with expression, for example: <ul style="list-style-type: none"> pp.12-13 - adding a pause after the ellipsis to build anticipation: 'Then he fed it, and watered it, and quietly waited ... and waited ... and waited some more.' pp.28-29 - raising your voice to show excitement for the words in capitals: 'Joe's world grew from ordinary to ... EXTRAORDINARY!' the asides that you will use to show your own reactions - facial expressions and quick comments, for example: <ul style="list-style-type: none"> p.3 TOL (Think out loud): The 'world outside' seems very dull and grey. p.10 TOL: Ah! He was looking for a seed, and he found one inside an apple! p.21: Wow! What a beautiful garden! I'd love to spend some time there. 	<p>Re-read the story and use MTYT in the following bold parts of the story:</p> <ul style="list-style-type: none"> p.1 'Joe was a boy with a wild imagination.' p.11: 'Wasting no time, Joe collected all his tools together.' p.17: 'Then one ordinary day, while Joe was busy daydreaming...' p.19: 'Joe got to work at once.' p.20: 'Before long, the single tree had become a tiny garden...' <ol style="list-style-type: none"> Use MTYT to say the pairs of sentences below. Say: Which sentence is right? <ul style="list-style-type: none"> Joe is selfish. Joe likes to share. Joe has no imagination. Joe has an amazing imagination. The neighbours thought Joe's garden was beautiful. The neighbours thought Joe's garden was ugly.  <p>Science—Lifecycle of a frog</p> <p>The Life Cycle of a Frog: Metamorphosis from Tadpole to Frog for Kids - Free-School - YouTube</p>	<p>Freeze-frame feelings</p> <p>Purpose: to consider how a character might feel at key points in the story; to learn more Tier Two words.</p> <ol style="list-style-type: none"> Tell children they are all Joe. Ask them to freeze-frame Joe's expression for each situation below. After each freeze frame, say the sentence provided below: You look... Use expression and intonation to give the word further meaning. Ask the children to reply We are... <p>Teacher: You wish the world around you wasn't so grey. Freeze-frame!</p> <p>Teacher: You look gloomy/glum</p> <p>Teacher: You planted a seed but nothing happened. Freeze-frame!</p> <p>Teacher: You look disappointed/down in the dumps</p> <p>Teacher: Your tiny seed has grown into a tree! Freeze-frame!</p> <p>Teacher: You look delighted/ecstatic</p>	<p>Nice or not nice?</p> <p>Purpose: for children to consider a character's nature.</p> <ol style="list-style-type: none"> TTYP: Does Joe behave in a nice way or not a nice way? Take Choral Feedback. (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.) TTYP: How do you know Joe behaves in a nice way? Use Choose Two to take feedback. (Joe shows his neighbours his beautiful garden / Joe shares his garden with people in the city) Rephrase each response into a sentence, for example: Joe behaves in a nice way because he shows his neighbours his beautiful garden. / Joe behaves in a nice way because he shares his garden with people in the city. Use MTYT for one or two sentences.
<p>Topic PM sessions</p>	<p>Charanga</p> <p>Listen and appraise: Aint no mountain high enough</p> <p>Explore:</p> <p>Learn to sing: Baa Baa Black Sheep</p> <p>Share and perform our learning</p>	<p>PSHE</p> <p>Bullying</p> <p>Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.</p> <p>It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.</p> <p>Sort examples of bullying with kind or unkind game</p>	<p>All about habitats:</p> <p>In this lesson, we will identify different habitats and begin to understand why different animals live in different habitats.</p>	<p>Primary PE planning</p> <p>Lesson 4</p> <p>How can you move in different ways?</p> <ul style="list-style-type: none"> experiment with different ways of moving 	

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

WC 20.03.2023 Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Assessment week— building 9 and 10 (provision activity— Adult to take small group and complete maths assessments over week)</p> <p style="text-align: center;">Maths games linked to taught skills</p>	<p style="text-align: center;">Find Your Pair</p> <p>In the middle of the floor, place a selection of toys. There needs to be two of each toy.</p> <p>Encourage the children to sit in a circle around the objects. Explain that you are going to ask them to take an object each. You are then going to look around and see if they can find their 'pair'. Their pair will be the child with the same object as them, but you may not wish to tell the children that to start.</p> <p style="text-align: center;">Ask the children to find their 'pair'.</p> <p>When they have all paired up, ask them, 'Why do you think you are a pair?'</p> <p>Try again, this time adding one new object that doesn't have a pair.</p> <p>Encourage the children to choose an object again and then their pair.</p> <p>Ask the children what they notice when one child does not have a partner. Use this as an opportunity to reinforce that you need to have two the same to be a pair.</p>	<p style="text-align: center;">Odd One Out</p> <p>Gather together small world animals and place them in the middle of the floor, along with number cards one to eight.</p> <p>Ask the children to match the correct number of animals to the number cards.</p> <p>Look at the animals. Point at number one. What can the children tell you about the animal on its own? Does it have a pair? Why not?</p> <p>Look at number two. Can the animals partner up? Place the two animals next to each other and explain that it makes a pair. There are two animals making one pair.</p> <p>Continue looking at all the number cards. Can they make any pairs out of the animals? How many pairs can they make? Are there any left over?</p> <p>When you have looked at all the number cards, ask the children, 'Which numbers had an odd one out?' Move one, three, five and seven into their own section and explain that with these numbers, there will always be one left out. Point to two, four, six and eight, explaining that you will always be able to make pairs with these numbers.</p>	<p style="text-align: center;">Counting and Combining Using Objects</p> <p>Set up a small world animal scene (such as a farm or a zoo) and place groups of small world animals around the scene. Encourage the children to count the number of animals in two groups.</p> <p>Move the animals so that the two groups are combined. Allow the children to explore different ways of arranging and counting the animals to find the total.</p>	<p style="text-align: center;">Subitising and Combining Two Groups</p> <p>Set up a simple board game. Provide the children with two dotty dice. When the dice are rolled, encourage the children to try to subitise each number shown. Allow the children to count the dots in ones to check.</p> <p>The children can move their counters along the board game once they have found the total shown on both dice.</p>	<p>Maths review day!</p> <ul style="list-style-type: none"> • Fast fingers • "what am i?" using numbers/shapes • Subitising games •
	<p style="text-align: center;">Odd One Out</p> <p>Gather together small world animals and place them in the middle of the floor, along with number cards one to eight.</p> <p>Ask the children to match the correct number of animals to the number cards.</p> <p>Look at the animals. Point at number one. What can the children tell you about the animal on its own? Does it have a pair? Why not?</p> <p>Look at number two. Can the animals partner up? Place the two animals next to each other and explain that it makes a pair. There are two animals making one pair.</p> <p>Continue looking at all the number cards. Can they make any pairs out of the animals? How many pairs can they make? Are there any left over?</p> <p>When you have looked at all the number cards, ask the children, 'Which numbers had an odd one out?' Move one, three, five and seven into their own section and explain that with these numbers, there will always be one left out. Point to two, four, six and eight, explaining that you will always be able to make pairs with these numbers.</p>	<p style="text-align: center;">Find Your Pair</p> <p>In the middle of the floor, place a selection of toys. There needs to be two of each toy.</p> <p>Encourage the children to sit in a circle around the objects. Explain that you are going to ask them to take an object each. You are then going to look around and see if they can find their 'pair'. Their pair will be the child with the same object as them, but you may not wish to tell the children that to start.</p> <p style="text-align: center;">Ask the children to find their 'pair'.</p> <p>When they have all paired up, ask them, 'Why do you think you are a pair?'</p> <p>Try again, this time adding one new object that doesn't have a pair.</p> <p>Encourage the children to choose an object again and then their pair.</p> <p>Ask the children what they notice when one child does not have a partner. Use this as an opportunity to reinforce that you need to have two the same to be a pair.</p>	<p style="text-align: center;">Subitising and Combining Two Groups</p> <p>Set up a simple board game. Provide the children with two dotty dice. When the dice are rolled, encourage the children to try to subitise each number shown. Allow the children to count the dots in ones to check.</p> <p>The children can move their counters along the board game once they have found the total shown on both dice.</p>	<p style="text-align: center;">Counting and Combining Using Objects</p> <p>Set up a small world animal scene (such as a farm or a zoo) and place groups of small world animals around the scene. Encourage the children to count the number of animals in two groups.</p> <p>Move the animals so that the two groups are combined. Allow the children to explore different ways of arranging and counting the animals to find the total.</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 	Easter card—decorate the Easter egg 	Printing, technique, collage
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 	Maths assessment— <ul style="list-style-type: none"> • introducing zero • Patterns • Time • Mass • Making pairs • Length and height 	Which has more? Which has fewer? How can you tell? Where are the numbers on a number line?
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. 	Writing assessment Can you write a sentence about the picture? Think, say and write your sentence	Capital letter, full stop, finger space, 
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, text, actual, 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 mobile 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 	Space themed small world (linked to children's interests last term)	Space, explore, star, astronaut, space-craft Which explorers have been to space?
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.	
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. 	Science—Lifecycle of a frog The Life Cycle of a Frog: Metamorphosis from Tadpole to Frog for Kids - FreeSchool - YouTube 	?