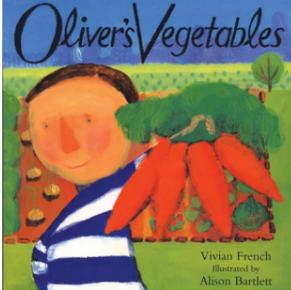


| Home Learning Links: share home learning experiences with us through Tapestry and we will share these in class. | | | | | |
|--|---|---|---|--|--|
| WC 06.03.2023 Week 3 | Monday | Tuesday | Wednesday International Women's Day | Thursday | Friday |
| <p>Talk through stories</p> <p>Oliver's Vegetables</p> <p>Proudly Crinkly Supper Tangle Delicious</p>  | <p>Introduction</p> <p>Introduce the story to children.</p> <p>Oliver is a boy that is a picky eater. He only likes to eat potatoes. His grandpa has a garden that has an abundance of vegetables. His Grandpa challenges him to eat a different vegetable every day. I wonder which vegetables he eats?</p> <p><u>Read the story</u></p> | <p>Re-read the story</p> <p>Purpose: for children to develop a deeper familiarity with the story.</p> | <p>re-read story and pause at favourite parts</p> <p>Which is the right sentence?</p> <p>Purpose: for children to choose the right sentence from the context of the story; for children to use and say more</p> <p>Tier Two words.</p> <p>1. Use MTYT to say the pairs of sentences below.</p> <p>2. Say: Which sentence is right?</p> <ul style="list-style-type: none"> On Monday, Oliver ate carrots/On Monday, Oliver ate potatoes Oliver finds rhubarb in the garden and eats rhubarb pie/Oliver finds rhubarb in the garden but doesn't eat it It was sunny on Thursday/ it rained on Thursday | <p>Whole class shared write:</p> <p>Picture stimulus from the book—</p> <p>Model writing "He had green peas and beetroot."</p> | <p>Interview the character</p> <p>Teachers to pretend to be Oliver. Model asking questions to Oliver to find out more about him, eg:</p> <p>What is your favourite vegetable?</p> <p>How did trying vegetables make you feel?</p> <p>How did you make rhubarb pie?</p> <p>How do you harvest carrots/rhubarb/potatoes?</p> |
| <p>Number bonds to 10</p> <p>Daily mental and oral warm ups planned by LM</p> <ul style="list-style-type: none"> counting forwards and backwards Show me ... fingers Subitising White side has more? | <p><u>Number Bonds of Ten Using a Part-Whole Model</u></p> <p>Arrange three hoops (two small and one large) like a part-whole model. Provide a set of ten beanbags for children to use. Place one beanbag into one of the small hoops and the rest in the other small hoop. Encourage children to count and move the beanbags into the 'whole' hoop to find the total. Repeat to find the other number bonds of ten.</p> | <p><u>Introducing Number Bonds of Ten</u></p> <p>Create a small world farm using two pieces of green material.</p> <p>Place ten small world animals into one of the 'fields' and count them together with the children.</p> <p>Then, move one of the animals to the other field. Count the animals again and say a number sentence about the arrangement. Emphasise that nine and one make ten.</p> <p>Introduce the other number bonds by moving and counting the animals.</p> | <p><u>Number Bonds of Ten Using a Ten-Frame</u></p> <p>Provide a Blank Ten-Frame Template along with two colours of counters. Fill the ten-frame using the two colours of counters. Encourage children to talk about what they notice.</p> <p>Invite the children to explore other arrangements of counters to find other number bonds.</p> | <p><u>Outdoors—10 on the bus</u></p> <p>Place 10 crates into 5 rows of 2 to resemble seats on a bus. How many passengers are there on the bus? How many more could ride on the bus? How many are getting off at the next stop? How many are on the bus now?</p> <p>Use chalk to write number sentences to match real life "how many on the bus?" problems (eg 1 is on the bus, 9 get on, 1+9=10)</p> | <p>Number formation on whiteboards</p> <p>Adult to clap and children to write that number on whiteboard.</p> |
| | <p><u>Introducing Number Bonds of Ten</u></p> <p>Create a small world farm using two pieces of green material.</p> <p>Place ten small world animals into one of the 'fields' and count them together with the children.</p> <p>Then, move one of the animals to the other field. Count the animals again and say a number sentence about the arrangement. Emphasise that nine and one make ten.</p> <p>Introduce the other number bonds by moving and counting the animals.</p> | <p><u>Number Bonds of Ten Using a Part-Whole Model</u></p> <p>Arrange three hoops (two small and one large) like a part-whole model. Provide a set of ten beanbags for children to use. Place one beanbag into one of the small hoops and the rest in the other small hoop. Encourage children to count and move the beanbags into the 'whole' hoop to find the total. Repeat to find the other number bonds of ten.</p> | <p><u>Outdoors—10 on the bus</u></p> <p>Place 10 crates into 5 rows of 2 to resemble seats on a bus. How many passengers are there on the bus? How many more could ride on the bus? How many are getting off at the next stop? How many are on the bus now?</p> <p>Use chalk to write number sentences to match real life "how many on the bus?" problems (eg 1 is on the bus, 9 get on, 1+9=10)</p> | <p><u>Number Bonds of Ten Using a Ten-Frame</u></p> <p>Provide a Blank Ten-Frame Template along with two colours of counters. Fill the ten-frame using the two colours of counters. Encourage children to talk about what they notice.</p> <p>Invite the children to explore other arrangements of counters to find other number bonds.</p> | |
| <p>Topic PM sessions</p> | <p>UTW</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>A Whale's Tale Hope Works - YouTube</p> | <p>Charanga</p> <p>Listen and appraise: Mars from the planets by Gustav Holst</p> <p>Explore:</p> <p>Learn to sing: Baa Baa Black Sheep</p> <p>Share and perform our learning</p> | <p>UTW—International women's day</p> <p>IWD is celebrated every year on the 8th March. It celebrates the achievements of women all over the world, from the past and present.</p> <p>Share IWD PPT from shared.</p> <p>TTYP: is there a woman that is special or important to you</p> | <p>PSED</p> <p>The Lion inside</p> <p>Read the story of "The Lion Inside".</p> <p>TTYP: What does it mean to be brave? How does this link to resilience (the story we read last week).</p> <p>Link to International women's day and how women haven't always had the rights and freedoms they had now and had to be brave to bring about change.</p> | <p>PE—Primary PE planning -Lesson 3</p> <p>How can you perform actions at different levels?</p> <ul style="list-style-type: none"> experiment with different ways of moving |

| 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 | Mothers day cards Collage onto vase Use forks to print  | 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 | Comparing two amounts by counting, writing the number and deciding which number has more/fewer | 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. | Plant cress and then order the instructions Order instructions to make cress | Ingredients, method, chronological order What happened first? What is the correct order? |
| 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 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 | 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. | UTW Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. A Whale's Tale Hope Works - YouTube | Why is it important to recycle? What things can we recycle? How do you recycle? What will happen if people don't recycle? |