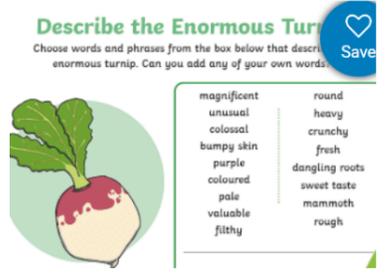


WC 13.03.2023 Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Talk through stories</b></p> <p><b>The Enormous Turnip</b></p>	<p><b>Introduction</b></p> <p>Introduce the story to children.</p> <p>This is a story all about a farmer that harvests a turnip, a turnip that is larger than expected! It takes a lot of people to pull the turnip! I wonder who helps?</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>Key parts:</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"> <li>The turnip was big/<u>The turnip was enormous!</u></li> <li>The farmer pulled the turnip out/<u>The farmer struggled to pull the turnip out</u></li> <li><u>The turnip popped out</u>/The turnip never came out</li> </ul>	<p>Re-read the story, encouraging children to join in key phrases.</p> <p>1. TTYP: What is the problem in the story? Use Choose Two to take feedback.</p> <p>(The farmer struggled to pull the turnip out by himself.)</p> <p>2. TTYP: How does the farmer solve the problem? Use Choose Two to take feedback. (he calls upon the other's to help)</p> <p>3. Challenge question</p> <p>TTYP: How would you have solved the problem? Use Choose Two to take feedback.</p>	<p>Shared write:</p> 

<p><b>Maths</b></p> <p><b>Guidance</b></p> <p>Children will naturally explore and manipulate 3-D shapes through their block play and modelling. Prompt them to consider which shapes stack and which shapes roll and why that is.</p> <p>They should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes in different ways.</p> <p>Children can be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them as they play and to sort them according to what they notice.</p> <p><b>Pattern</b></p> <p><b>Guidance</b></p> <p>Build on the children's earlier AB pattern work by introducing more complex patterns. The children explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB.</p> <p>Again it is important that each pattern you model has at least three full units of repeat. The more units of repeat, the easier it is to identify and continue the pattern.</p> <p>Encourage the children to say each pattern aloud and to create patterns around the edge of shapes as well as in straight lines.</p>
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<p><b>3D Shape Sorting</b></p> <p>Create a pile of 3D shapes on the carpet. These can be plastic shapes and shapes made from recyclable materials.</p> <p>Introduce each shape and say its name. Discuss with the children what they notice about each shape and whether there are any similarities or differences between each one.</p> <p>Encourage the children to sort the remaining pile of 3D shapes as a class.</p> <p>After they have been sorted, choose some shapes from each pile. Support the children to discuss why they chose to sort it into that pile. If it belongs to another pile, talk about why this is.</p>
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<p><b>What Am I?</b></p> <p>Put the children into partners and explain that they are going to be in a game show. The show is called 'What Am I?'</p> <p>Sit the children in a circle with a sphere, cube, cylinder and cone in the middle.</p> <p>Encourage the children to listen carefully to descriptions of each shape, for example 'I am a 3D shape. I have one curved surface and no edges. What am I?'</p> <p>Once they have heard a description, they have time to discuss with a partner before pointing to indicate their response.</p> <p>For every correct answer, give the children ten points. At the end, whichever pair has the most points wins!</p>
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<p><b>Continuing an ABB or AAB Movement Pattern</b></p> <p>Show the children a simple movement pattern to continue, such as touch your ears, tap your knees, tap your knees or clap your hands, clap your hands, shrug your shoulders, shrug your shoulders.</p> <p>Ask children to watch the pattern, then to do the next action.</p> <p>Show children three units of the pattern (e.g. ears knees knees, ears knees knees, ears knees knees) before inviting them to continue.</p> <p>Repeat with a variety of other movement patterns.</p>
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<p><b>Explore Patterns of Counters</b></p> <p>Use coloured counters to make patterns of different types, such as AAB, ABB, and ABAB patterns.</p> <p>Encourage children to look at the patterns and describe them. Promote discussion about how they are the same and how they are different. Invite children to continue or copy the patterns.</p> <p>Then, create patterns with the counters that have deliberate errors, such as missing items, additional items or errors.</p> <p>Invite children to identify the errors and correct them.</p> <p>Suggest children create their own patterns. They might make deliberate mistakes to challenge their friends.</p>
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<p><b>Maths review day!</b></p> <ul style="list-style-type: none"> <li>Fast fingers</li> <li>"what am i?" using numbers/shapes</li> <li>Subitising games</li> </ul>
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<p><b>UTW—geography</b></p> <p>Seasons</p> <p>TTYP—What are the 4 seasons?</p> <p>Winter, spring, summer, autumn.</p> <p>Today we are learning about the signs of spring.</p> <p>Go on a spring walk around the school (front of school particularly for daffodils)</p> <p>Answer the question: How is spring different to winter?</p>
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<p><b>PE—Primary PE planning—Lesson 3</b></p> <p>How can you perform actions at different levels?</p> <ul style="list-style-type: none"> <li>experiment with different ways of moving</li> </ul> <p>(missed this lesson last week due to snow day)</p>
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<p><b>Topic PM sessions</b></p>
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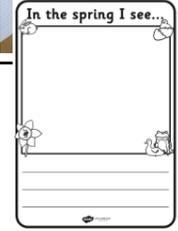
<p><b>PSHE</b></p> <p>Safe and unsafe situations</p> <p>What is a stranger? A stranger is someone you don't know. Strangers can be nice and strangers can be mean.</p> <p>Staying safe if you are lost - who are safe strangers?</p>
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<p><b>Charanga</b></p> <p>Listen and appraise:</p> <p>Explore:</p> <p>Learn to sing: Baa Baa Black Sheep</p> <p>Share and perform our learning</p>
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<p><b>UTW—Science</b></p> <p><a href="#">Lifecycle of a butterfly</a></p>
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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>	Spring blossom painting 	Printing, technique, collage
<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>	Repeating pattern art Make an aab pattern By printing with paint (adult led) 	Which has more? Which has fewer? How can you tell? Where are the numbers on a number line?
<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>	Draw and write what you can see in The spring. 	Spring, signs, "I can see..."
<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 simple 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>	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
<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 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?
<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>	Space themed small world (linked to children's interests last term)	Space, explore, star, astronaut, space-craft Which explorers have been to space?
<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>	Science  What are the four seasons?  What are the signs of spring?  	What is spring? What are the four seasons? What are the signs you see in spring? Why do we have seasons?