



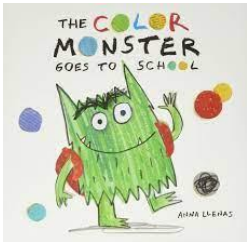



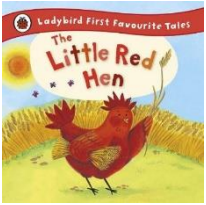
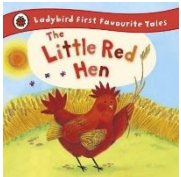
Curriculum | Medium Term Plan - Autumn 2021

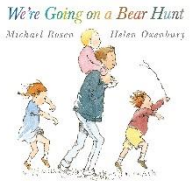
Challenge Pack:	Storytellers - How can we re-tell a story?	Challenge outcome:	Children will complete mini challenges linked to how they want to retell the different stories every two weeks. Then they will perform the nativity to their parents	NC Year: Length of term:	R 14
Summary	Reception will be looking at a range of traditional tales and linking all areas of learning into their work. We will be talking, writing, drawing about the stories. This will include retelling the different stories linking it to how we can retell a story.	Hook:	28 th September - librarian visit to read stories to the classes Theatre production – children will experience a re-enactment of a story to develop ideas of how they might retell a story themselves.		
Key texts:	Fiction: The colour monster goes to school The Biggest Story by Sarah Coyle All Join In by Quentin Blake We're Going on a Bear Hunt We're Going on a Treasure Hunt by Martha Mumford I Want to be in a Scary Story by Sean Taylor The Book Without a Story by Carolina Rabei This is Not that Kind of Book by Christopher Healy A Squiggly Story by Andrew Larsen The gingerbread man The Nativity The little red hen	Trips and visits:	Librarian visit Theatre production	Stay 'n' Play Sessions:	TBC
 <ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play 	 <ul style="list-style-type: none"> To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' 	 <ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail 	 <ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group 		


	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
06.09.21 week 1	Reception parent 1-1 meetings 6 th and 7 th September 8 th September – stay and play with parents invited 9 th and 10 th September – stay and play without parents				Rosh Hashanah (6-8 September) International Literacy Day (8 September)
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
13.09.21 Week 2	<p>Monday to Wednesday – 8.45-11.30 Thursday and Friday – 8.45-1.30</p> <p>Area of learning: Counting</p> <p>As mathematicians, WALT: use the stable order principle so that we can say our numbers in order</p> <p>As mathematicians, WALT: say a number name for each object when counting One to one principle -Children to know and understand that you assign one number name to each object that is being counted</p> <p>(BASELINGING)</p>	<p>Purpose: to settle the children into their school routine and use a book that explores going to school and feelings to do this in a child friendly way</p> <p>Text type: Colour monster goes to school</p>  <p>Knowledge and Skills: Children to engage in CI reading and CI mark making</p>	<p>Play phase 1 games with the children to see who is able to listen and follow instructions</p>	<p>Settling in period for reception</p> <p>Killer questions How do you feel being in school? What is your name? What do you like playing with? Who do you live with? What do they look like? What do you look like? Do you like your hair? Why? What do you like doing at home? Why?</p> <p>As listeners, WALT: use our managing distractions tool so that we can go through the rules we are going to go through our class rules – use Mr potato head to go through each rule (managing distractions)</p> <p>As mark makers, WALT: write some of or all of our name we are going to write our name and sign the Mr Potato head rules (making links)</p> <p>As talkers, WALT: share our understanding of the class rules can we recall what our rules are. Introduce snap in and snap out (talk partners) to get them to tell their partners what our rules are (collaboration, white hat)</p> <p>As a talker, WALT: see ourselves as a valuable individual so that we can talk about what we like and dislike</p>	<p>Jeans for Genes (begins 13 September) International Day of Democracy (15 September)</p>

				<p>can we talk about what we like or dislike? (CL and PSE) (yellow hat, black hat)</p> <p>As an artist, WALT: draw with increasing complexity so that we can draw ourselves</p> <p>Can we draw a picture of ourselves (EAD, PD) Can we use a mirror to say what we can see (colour of skin and eyes and hair etc) and then use colours as a purpose (high expectations) (white hat, noticing)</p> <p>As talkers, WALT: talk about our families</p> <p>We are going to discuss who is special to me and who lives in our house? When you go home, what do you do? Talk about how each family is different and how important it is to respect each other (noticing, white hat)</p> <p>Set the expectations for following the class rules and tidying up – choose it, use it and put it away. Train the children into making sure that when they leave an activity, they leave it in the way it was when they first got there (set back up)</p>	
Home	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
	<p>Children's first week of full time</p> <p>As mathematicians, WALT: the cardinal principle so that we understand that the number name assigned to the final group is the total amount In this we can also cover order-irrelevance principle where the children have the same amount of objects and no matter how they count it, the total is still the same</p> <p>As mathematicians, WALT: use the abstract principle so that we can count anything</p>	<p>Purpose: to settle the children into their school routine and use a book that explores going to school and feelings to do this in a child friendly way</p> <p>Text type: Colour monster goes to school</p> 	<p>Use phase 1 games to get the children focused and ready – also to see which children are able to play the listening games</p> <p>Teach /reteach the sounds S a t p i</p>	<p><u>Settling in period for reception – first week full time</u></p> <p><u>Introducing challenge pack</u></p> <p>Killer questions What is a challenge? What is our challenge? What is a story? How can we retell stories?</p> <p>HOOK – children and all staff to come in to school with fancy dress clothes on the Monday – why have we come into school in our fancy dress clothes?</p> <p>As listeners, WALT: use our managing distractions tool so that we can listen we introduce to our challenge – as this is their first time at school, we may need to explain what a challenge is in a fun and exciting way. Explain that our</p>	<p>Sukkot (begins 20 September) International Day of Peace (21 September) European Day of Languages (26 September) Yom Kippur (begins 27 September)</p>

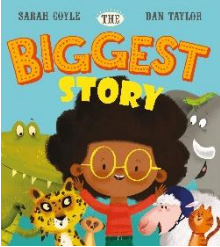
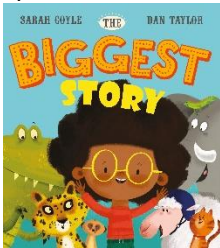
	(BASELINING)	Knowledge and Skills: Children to engage in CI reading and CI mark making		<p>new challenge is to retell stories in weird and wonderful ways Managing distractions</p> <p>As planners, WALT: use our blue hat so that we can think of ideas and share them Ask the children about different way that we can retell a story. Allow the children to snap in and out with peers before sharing back (pause, pounce, bounce) Add their ideas onto a CAF as we are going to be working together to compile our ideas of how to retell stories as we will use what they say (CL, PSE) Collaboration, blue hat, planning tool</p> <p>As listeners, we are going to listen to stories read by our visitor (the librarian) and ask our questions that we had planned. 21st or 28th September (CL, PSE) Managing distractions, questioning</p> <p>As mark makers, WALT: use a dominant hand so that we can write</p> <p>Tell the children that we will be looking at a new story next week and because one of you said to perform, we thought that we could perform to nursery. Can we write letters to nursery asking if they would like to hear us perform our song? What do we need to write in the letter? Can the children mark make their letters and then have a go at writing their names (if they need to copy their names then they can) (PD, L) Noticing, Managing distractions</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
27.09.21 Week 4	<p>As mathematicians, WALT: represent 1,2 and 3 object</p> <p>As mathematicians, WALT: link numerals and amounts (1-5)</p>	<p>Purpose: We will be looking at the little red hen as it is harvest season</p> <p>Text type: The Little Red Hen</p>	<p>Use phase 1 games to get the children focused and ready – also to see which children are able to play the listening games</p>	<p><u>Introduce mini challenge to perform to nursery</u></p> <p>Continue adding to existing CAF (initial). What can we do to retell the story of the little red hen to nursery?</p> <p>Killer questions How can we retell the story of the little red hen? What can we make to help us perform it? How are we going to make it? What resources do we need?</p>	<p>Sukkot ends (27 September) Yom Kippur ends (28 September) Black History Month (begins 1 October)</p>


Homework		 <p>As a reader, can we listen to a story and are able to recall what happened and describe the characters</p> <p>As writers, WALT: we are able to give meaning to our marks as we draw the characters from the story</p>	<p>Teach /reteach the sounds n m d g o c</p> <p>Teach them the tricky word to</p>	<p>As musicians, WALT: play instruments so that we can express our ideas we are going to explore the different sounds that instruments make. Do you think that we could make our own? Making instruments to use when performing (PD, EAD and CL) Guitars/shakers/drums. They may need to follow instructions Managing distractions, Noticing</p> <p>As active learners, WALT: use our fine motor skills so that we can use scissors safely Children to create their own puppets for the little red hen and use them to act out the story</p> <p>As talkers, WALT: use a complex sentence so that we can share our thinking We are going to discuss What makes a good audience? What does the word audience mean? Discuss this with the children – what would they like nursery children to be doing whilst reception is performing. DO we want to share this CAF with nursery? Yes, lets see who can go and take it down.... (CL, PSE) Managing distractions, Noticing, Making links</p>	
	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	6MA Class assembly 5SW INSPIRE
04.10.21 Week 5	GBA	<p>Text type: The Little Red Hen</p>  <p>GBA</p>	<p>Teach /reteach the sounds k c k e u r</p>	<p>Performance to nursery This week we will finish off practising our performances for nursery and perform to them. We will then at end the week evaluate our performance</p> <p>Killer questions How did it make you feel performing to an audience? (red hat) How do you think the audience felt after watching your performance? (What do you think your audience liked? Why? How did you prepare for your performance? (Blue hat) How could your performance been better? (EBI)</p> <p>As a performer, WALT: sing in a group so that we can perform to nursery (WALT WILL CHANGE DEPENDING ON WHAT EACH CLASS IS GOING TO DO TO PERFORM)</p>	<p>Harvest Festival (3 October) World Space Week (begins 4 October) World Teachers' Day (5 October) Walk to School Day (6 October) World Mental Health Day (10 October) World Homeless Day (10 October)</p>

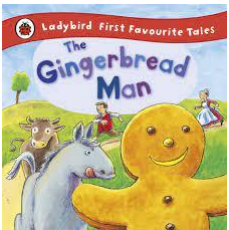
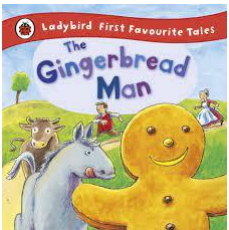
				<p>We are going to Perform the song/retell the story of LRH together to nursery using the props the children made during the week (EAD and PSE). 5th and 6th October</p> <p>Managing distractions Collaboration</p> <p>As doers, WALT: use our red, yellow and black hat so that we can share our thoughts and ideas Can we talk about how our performance had gone? Introduce Yellow and red hat. Evaluate the performance to nursery during carpet time. What did we like about it what didn't we like? (CL, PSE) Yellow hat, Red hat, black hat</p> <p>As reviewers, WALT: talk about how our performance Noticing, Red hat, Yellow hat</p> <p>As writers, can we rite 'Thank you' posters to nursery Making links, Noticing, Managing distractions Can we draw nursery a picture and write the label 'thank you' so that we can send them a thank you card for being a fantastic audience and watching (PD, EAD)</p>	
Homework		Spellings:	Reading book/ Reading Plus	Flipped homework:	6JD Class assembly 5SU INSPiRE
11.10.21 Week 6	WELLCOMM	<p>WELLCOMM</p> <p>Purpose: We be looking at we're going on a bear hunt as it is a story that all children love and then talk about the different settings and parts to the story</p> <p>Text type: We're going on a bear hunt</p>  <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p> <p>As writers, can we write letters to SLT, inviting them to come and see how we have retold the bear</p>	<p>Children to be taught the sounds H b f ff L Children to engage in a range of activities – writing sounds in flour, paint etc ... set up continuous provision for saying the sounds they see</p> <p>Teach/reteach the tricky words s The</p>	<p><u>New story and mini challenge</u></p> <p>Killer questions How can we retell the story of we're going on a bear hunt? What can we create? And how can we do it? How do you think others will feel when seeing all of your work? Why?</p> <p>As planners, WALT: use our blue hat so that we can share our ideas Can we collate pupil voice on ideas on how we can retell the story. CAF their ideas of how we can show all of the amazing work we have done in relation the 'we're going on a bear hunt' (CL, PSE) Planning, White hat, Blue hat</p> <p>As musicians, WALT: remember and sing an entire song (EAD)</p>	<p>National Braille Week begins (11 October) Ada Lovelace Day (12 October) World Food Day (16 October) International Day for the Eradication of Poverty (17 October)</p>

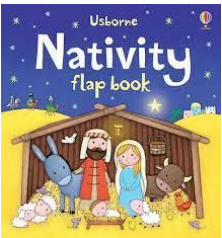
		<p>hunt story through the use of different media like writing, pictures etc</p>		<p>Can we explore the story that is sung and has actions to it https://www.youtube.com/watch?v=OgyI6ykDwds (T) Noticing, Managing distractions</p> <p>As artists, WALT: use a range of artistic effects so that we can express our ideas Can we create bears and the characters to use when performing to SLT</p> <p>As writers, WALT: use our print and letter knowledge so that we can mark make Can we draw a picture of what happens in the story and then use our sounds to label the pictures for our mini challenge (L,PD, CL)</p> <p>As active learners, WALT: develop our movement Can we move in different ways like they are walking through all the different surroundings in the story (PD). Making links</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	6MC Class assembly 5RG INSPiRE
18.10.21 Week 7	OBSERVATION ASSSSMENTS	<p>Purpose: We be looking at we're going on a bear hunt as it is a story that all children love and then talk about the different settings and parts to the story</p> <p>Text type: We're going on a bear hunt</p>  <p>As readers, we are going to listen to and joins in with WGOABH story, repeating refrains and anticipated key events and phrases. Children to hear and say initial sounds.</p>	<p>Children to be taught the sounds ll ss j v</p> <p>Teach/reteach the tricky word I with MTYT writing on whiteboards</p>	<p>Inviting SLT to explore our bear hunt scenes</p> <p>Killer questions How did it make you feel performing to an audience? (red hat) How do you think the audience felt after watching your performance? () What do you think your audience liked? Why? How did you prepare for your performance? (Blue hat) How could your performance been better? (EBI)</p> <p>As artists, WALT: explore different materials so that we can create can we create props for the performance together (EAD-EMM/BI) Making links, collaboration</p> <p>As actors, WALT: take part in pretend play can we act out the story using the props (PSE-MFB) to retell the story to SLT (Wednesday am) Managing distractions</p>	<p>Anti-Slavery Day (18 October) The Prophet Muhammad's birthday (19 October) International Stammering Awareness Day (22 October)</p>

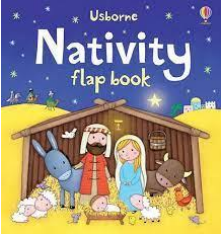
		As writers, we are going to be writing what we enjoyed about school this term. Drawing then labelling (Autumn 1 Assessment).		<p>As listeners, WALT: be more outgoing with unfamiliar people so that we can share our ideas Managing distractions, noticing, absorption, collaboration (PSE, CL) Set up the classrooms with the stuff that the children have created extra to show and tell to SLT</p> <p>As explorers, WALT: see ourselves as a valuable individual so that we can share our thoughts can we talk to our peers about what we liked when SLT came down to learn about the story? What can we do next time we perform to SLT? How can we make it better? Uses talk to connect their, explain what happened and relive past experience of performing to SLT. Uses talk to organise, feelings and events (CL and PSE). Noticing, Red hat, Yellow hat</p> <p>Have a video of the children going through the different scenes</p> <p>As writers, can we write 'Thank you' posters to SLT for watching our performance (PD-MH). Making links, Noticing, Managing distractions</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	3TB INSPiRE Everybody write day
25.10.210				Half Term	Halloween (31 October)
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
01.11.21 week 1	<p>As mathematicians, WALT: compare 1,2 and 3 so that we can say one more LPT: Noticing</p>	<p>Purpose: It is on our book web book list and it is a great story to explore different animals</p> <p>Text type: The biggest story by Sarah Coyle</p>	<p>Children to be taught the sounds w x y</p> <p>Teach/reteach the tricky word Go with MTTT writing on whiteboards</p>	<p>Main Hook week</p> <p>Killer questions What did you about the performance? Who did it make you feel whilst you were watching it? Can you remember what happened at the beginning, middle and end?</p> <p>As listeners, WALT Watch and talk about a performance (CL) Noticing, Managing distractions</p>	<p>All Saints' Day (1 November) Diwali/Deepavali (4 November) Guy Fawkes Day (5 November)</p>

				<p>As active learners, WALT: use a PMI so that we can talk about our thoughts of the performance (CL, PSE) Noticing, absorption, PMI, red hat, black hat, yellow hat</p> <p>As explorers, WALT: explore the natural world around us Look at different animals from different countries that our children are from (UW) Noticing, planning, blue hat, questioning</p> <p>As artists, WALT: use a variety of artistic effects to express our ideas Children to use particular colours to create their pictures of the animals (EAD, PD, L) Noticing, absorption, managing distractions</p> <p>As active learners, WALT: combine different movements with ease and fluency (PD) Noticing, absorption</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	3SB INSPIRE
08.11.21 Week 2	<p>As mathematicians, WALT: explore different compositions (children to understand that 2 and 3 can be made up of 1 and 1 and 2 and 1 etc.) LPT: noticing</p>	<p>Purpose: It is on our book web book list and it is a great story to explore different animals</p> <p>Text type: The biggest story by Sarah Coyle</p> 	<p>Children to be taught the sounds Z z z qu</p> <p>Teach/reteach the tricky word no with MTYT writing on whiteboards</p>	<p>Animal mini outcome</p> <p>Killer questions What animal do you want to be and why? How can we create this video? How can we share this with your families? What is your favourite animal? Why?</p> <p>As artists, WALT: use our collaboration tool so that we can share our ideas, resources a skills EAD: Constructing a place where animals live eg. jungle, ocean, farm, forest (Create collaboratively, sharing ideas, resources, and skills.) (Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park) Collaboration, noticing, absorption</p>	<p>World Science Day (10 November) Armistice/Remembrance Day (11 November) World Diabetes Day (14 November)</p>

15.11.21 Week 3				 <p>As talkers, WALT: learn new vocabulary and share our thoughts (C&L, PSE) Learn new vocabulary & understand how to listen carefully and why listening is important. Children could either bring in or we could help them find a picture of their favourite animal for them to present to their friends. Why they like it, what they look like, where their animal lives. Noticing, managing distractions</p> <p>As explorers, WALT: talk about the past and present A matching activity where they brought in pictures of them as babies and then we looked at animal babies and talked about their differences and our differences.</p> <p>As musicians, WALT: explore and recognise sounds so that we can match them to the natural environment</p> <p>Pattern making, stripes, spots, colours, mark making.</p> <p>Create a video of the children using their masks that they had made and pretending to be the animals in the story to share on twitter</p> <p>Outcome – video children acting out the story and share on twitter and class dojo</p>	
	Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:
15.11.21 Week 3	As mathematicians , WALT: count objects that are hidden in a bag (how many hidden inside. Place 1, 2 or 3 items in a bag or cloth and get the children to feel it and see if they can count it without seeing the objects in front of them.	Purpose: Text type: The Gingerbread Man	Children to be taught the sound ch Teach/reteach the tricky word	<u>New Mini hook</u> Killer questions What characters do we want in our story? Why do we want to add them in to the story? What setting are they going to be in? What is going to happen at the beginning? What is going to happen in the middle? What is going to happen at the end?	Road Safety Week (begins 15 November) Anti-Bullying Week (begins 15 November) Birthday of Guru Nanak Jayanti (19 November) World Children’s Day (20 November)

	<p>LPT:noticing</p>	 <p>As readers, we are going to be Setting the children the challenge of recreating the story and roles Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books .</p> <p>As writers, we are going to be labelling the characters from Gingerbread Man (preparing for book).</p>	<p>HE with MTTT writing on whiteboards</p>	<p>What colours are we going to use when we draw the pictures? Why?</p> <p>Link back to the CAF that the children had made and point out the one that hopefully said 'book' how about we create our own book about the gingerbread man?</p> <p>As Authors, WALT: know different parts of the book We are going to begin to make our own version of the story. But what do we need? A front over etccc.... Write a list of all the things that we need in our book (CL) Noticing, Making links, absorption</p> <p>As artists, WALT: use drawing to represent our ideas can we create our front cover for the book and draw a picture of the gingerbread man. (PD, EAD) Making links, Absorption, noticing</p> <p>As talkers, WALT: use talk so that we can engage in conversations about the story we are going to talk about the story to add our pupil voice to our book (PSE, L, CL) Making links, Absorption</p> <p>As doers, WALT: use one handed tools we are going to use a pair of scissors to cut out pictures of the characters and add them into our book (PD, CL) Managing distractions</p>	
<p>Homework</p>	<p>Number bond or timetables practise:</p>	<p>Spellings:</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p>	<p>4PA Assembly 1FG INSPIRE</p>
<p>22.11.21 Week 4</p>	<p>As mathematicians, WALT: recognise shapes in everyday objects LPT: noticing</p> <p>Circles and triangles As mathematicians, WALT: talk about shapes looking differently (curved sides etc) LPT: noticing</p> <p>Circles and triangles</p>	<p>Purpose:</p> <p>Text type: The Gingerbread Man</p>  <p>Recap Gingerbread Man</p>	<p>Children to be taught the sound sh Teach/reteach the tricky word SHE with MTTT writing on whiteboards</p>	<p>Completing their own version of the story</p> <p>Killer questions What characters do we want in our story? Why do we want to add them in to the story? What setting are they going to be in? What is going to happen at the beginning? What is going to happen in the middle? What is going to happen at the end? What colours are we going to use when we draw the pictures? Why?</p> <p>As artists, WALT: use a variety of artistic effects so that we can represent our ideas</p>	<p>Disability History Month (begins 22 November) Hanukkah (begins 28 November)</p>

		<p>As a reader, we are going to link letters to sounds and hear and say initial sounds in words.</p> <p>As a writer, children will be writing about their favourite bit of the story, using initial sounds, CVC words, some letters in correct order.</p>		<p>we are going to use paint to paint our picture of the gingerbread man – can they use colours for purpose?? Or can they just explore colour mixing? (EAD, PD, CL) Absorption, Noticing</p> <p>As a writer, WALT: use our collaboration tool to can we create the blurb for our story (L-W and PD-MH). Making links, Absorption, Noticing</p> <p>As a writer, WALT: write our own name can we all write our names so show who had written the book and add it to the back page of the class book (PD, L) Absorption</p> <p>We will start to practise our songs in the hall this week for our end outcome</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	4PM Assembly 1TG INSPiRE Parents evening
29.11.21 week 5	<p>As mathematicians, WALT: use positional language LPT: noticing</p>	<p>Purpose: We will begin to look at the story of Nativity as we will be retelling this story in December to our parents/ families</p> <p>Text type: The Nativity</p>  <p>Introduce the Nativity. CAF what we found out about this story. Children to act out the story using the props set out (CP)</p> <p>As a reader, can we begin Segmenting and blending simple words.</p>	<p>Children to be taught the sound th Teach/reteach the tricky word WE with MTYT writing on whiteboards</p>	<p>Planning the Final challenge outcome</p> <p>Killer questions How/ what are we going to do to perform the story to our families? What could we use or make to decorate the hall? How can we make it? What will we need?</p> <p>Look back at the CAF – tell the children that we are now going to start working towards our FINAL challenge outcome for retelling stories – what story did we look at in literacy? The Nativity!! So we are going to be performing the story to our families. Think back to the performance we watched</p> <p>As musicians, WALT: learn new songs we are going to work together to learn a new song to add to our bank of songs and practise (EAD) Collaboration</p> <p>As an artist, we are going to begin to create their headbands ready for the performance (EAD-EMM and PD-MH). Managing distractions, Noticing</p>	<p>St Andrew's Day (30 November) Advent (begins 1 December) World AIDS Day (1 December) International Day for the Abolition of Slavery (2 December) International Day of People with Disabilities (3 December)</p>

		As a writer, can we blend and segment simple sounds in cvc words and write them down		<p>As active learners, WALT: follow the rules Children to get together to sing the songs for the performances (PSE) Managing distractions</p> <p>As friends, WALT: build respectful relationships so that we can work together we are going to design big cardboard cut outs of stars/Christmas trees etc (PSE-MR, EAD) Collaboration, Noticing</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	4OS Assembly 1SS INSPIRE
06.12.21 week 6	<p>As mathematicians, WALT: compare 1,2 and 3 so that we can say one more LPT: Noticing</p> <p>As mathematicians, WALT: talk about shapes looking differently (curved sides etc) LPT: noticing</p> <p>Circles and triangles</p>	<p>Purpose: We will begin to look at the story of Nativity as we will be retelling this story in December to our parents/ families</p> <p>Text type: The Nativity</p>  <p>Recap the Nativity</p> <p>As readers we are going to... Give the children books that are decodable - see who can hear and say initial sounds/read words/sentences etc</p> <p>As writers we are going to write invitations parents/carers inviting them to attend the Nativity.</p>	Children to be taught the sound NG Teach/reteach the tricky word ME with MYYT writing on whiteboards	<p>Nativity Practice in the hall</p> <p>Killer questions How do you feel being in the hall? How will it feel to perform to your families? Is it ok to feel scared? Why? Is it ok to feel worried? Do we sing slow? Or fast? (depending on the song)</p> <p>As doers, WALT: follow the rules Children to get together in the hall to sing the songs for the performances (PSE) Managing distractions</p> <p>Practise the songs for the Nativity (EAD-BI).</p> <p>As artists, WALT: use tools effectively We are going to create props collated on CAF from last week. (PD, EAD) Noticing, Managing distractions</p> <p>As writers, can we write and draw posters to put up in the hall (L, PD, EAD) Making links, Absorption , Managing distractions</p> <p>As artists we are going to create Salt dough stars (PD-MH). Managing distractions</p>	Hanukkah (ends 6 December) Human Rights Day (10 December)
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	Winter fair (Tues)

13.12.21	Assessment week	Assessment week	<p>Recap all sounds with the children – word on oral blending</p> <p>Teach/reteach the tricky word BE and WAS with MTYT writing on whiteboards</p>	<p><u>Final Challenge outcome</u></p> <p>Killer questions How did it make you feel performing to an audience? (red hat) How do you think the audience felt after watching your performance? (What do you think your audience liked? Why? How did you prepare for your performance? (Blue hat) How could your performance been better? (EBI)</p> <p>As performers, WALT: perform in a group Wednesday 15th performance to parents</p> <p>As doers, WALT: use our red, yellow and black hat so that we can share our thoughts and ideas Can we talk about how our performance had gone? Introduce Yellow and red hat. Evaluate the performance to nursery during carpet time. What did we like about it what didn't we like? (CL, PSE) Yellow hat, Red hat, black hat</p> <p>As reviewers, WALT: talk about how our performance Noticing, Red hat, Yellow hat</p>	<p>Jane Austen's birthday (16 December)</p>
	Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework: