

Medium Term Planning Document

Mountjoy ~ Making a difference today for tomorrow

Class: Elm class  
 Term: Autumn 1  
 Year: 2018-19


| English                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                          | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Topic/Foundation subjects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Speaking & Listening                                                                                                                                                                                                                                                                                                                                                                              | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing                                                                                                                                                                                                                                                                                                                                  | Shape, Space & Measure                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Swimming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Art (printing)                                                                                                                                                                                                                                                                                                                    | Science (light and sound)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Geography (Maps)                                                                                                                                                                                                                                                                                                                                                                                                            | R.E (special people)                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>I can communicate the terms 'I', 'me' and 'you' correctly.</li> <li>I can communicate with peers cooperatively.</li> <li>I can take part in group discussions.</li> <li>I can communicate and interact in the role play corner.</li> <li>I can link together 4 key words in 1:1 situations.</li> <li>I can express ideas using tense correctly.</li> </ul> | <p><b>Word reading:</b><br/>                     Phonic sessions 3 times a week (Tuesday, Thursday, Friday). Following 'Letters and sound's. Each session to learn a new sound, read it, air write, write it and then write sounds into sentences/words. Individual reading targets stated in individual phonic folders.</p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>I can point to objects and pictures when they are named.</li> <li>I can take the role of a main character.</li> <li>I can match</li> </ul> | <ul style="list-style-type: none"> <li>I can trace and copy shapes and pattern.</li> <li>I can copy letters and/or words.</li> <li>I can write some letters of my name with support.</li> <li>I can write my name with/without support.</li> <li>I can use writing in role play.</li> <li>I can leave spacing between a group</li> </ul> | <p><b>Length.</b></p> <ul style="list-style-type: none"> <li>I can use the terms long and short to describe an object.</li> <li>I can find two items of the same length.</li> <li>I can order items according to their length.</li> <li>I can order items according to their height.</li> <li>I can use comparative language long/short, taller/shorter.</li> <li>I can find objects that are longer shorter and taller than a specified item.</li> <li>I can compare</li> </ul> | <ul style="list-style-type: none"> <li>I can blow bubbles in the water.</li> <li>I can get my face wet.</li> <li>I can submerge my face underwater.</li> <li>I can walk along the side of the pool, holding the hand rail.</li> <li>I can walk across the pool in the water using a woggle.</li> <li>I can blow objects across the water.</li> <li>I can kick on my front and back for 2 metres using a woggle for support.</li> <li>I can float on my front and back with/without support.</li> <li>I can kick on my front and back for 5 metres using</li> </ul> | <ul style="list-style-type: none"> <li>I can use a range of materials and objects to print with.</li> <li>I can use a range of colours to print with.</li> <li>I can print with my hands, fingers and feet.</li> <li>I can print using string and rope.</li> <li>I can print and make patterns using cardboard relief.</li> </ul> | <p><b>Light</b></p> <ul style="list-style-type: none"> <li>I will be able to identify different types of light e.g. candle, torch, fairy lights.</li> <li>I can identify that the sun can be seen in the day and the moon can be seen at night.</li> <li>I can notice there is a change when looking through coloured plastic.</li> <li>I can identify a shadow.</li> <li>I can create shadows using different shapes.</li> <li>I can understand that we need light to see things and that dark is the absence of light.</li> <li>I can recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>I can find patterns in the way that the size of shadows changes.</li> <li>I can test different</li> </ul> | <p><b>Using Maps.</b></p> <ul style="list-style-type: none"> <li>I can identify features on a map.</li> <li>I can read a map.</li> <li>I can understand the directions right and left.</li> <li>I can understand the directions forward and back.</li> <li>I can use a simple map to find items around the school.</li> <li>I can start to look at directional language of North, South, East and West on a map.</li> </ul> | <p>To look at the work of <b>Gandhi</b>, <b>Mother Teresa</b>, <b>Pope Francis</b> and the <b>Dalai Lama</b>.</p> <ul style="list-style-type: none"> <li>I can make suggestions as to why this person is special.</li> <li>I can retell key information about the special person e.g., their religion and where they lived/wh at they did to help other people.</li> <li>I can join in confidently</li> </ul> |

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| <ul style="list-style-type: none"> <li>I can explain what is happening in a picture.</li> <li>I can recouse what I did a short time ago.</li> <li>I can listen to, and copy the sound of words.</li> </ul> <p><b>Signalong</b> - start to look at Basic vocabulary phase 1. Teach core vocabulary level 1A and 1B.</p> | <p>pictures and short words.</p> <ul style="list-style-type: none"> <li>I can answer question about a story.</li> <li>I can explain how a character might be feeling.</li> <li>I can create my own story using pictures .</li> <li>I can retell what happene d in the story.</li> <li>I can identify the title, a word/le tter, picture, page.</li> <li>I can say if I liked/di sliked the story and can</li> </ul> | <p>of letters/ words.</p> <ul style="list-style-type: none"> <li>I can join in group story writing.</li> <li>I can write a simple list.</li> <li>I can write labels underne ath pictures using symbols for support.</li> <li>I can write simple sentenc es, sometim es using punctua tion.</li> <li>I can use 'and' to link clauses.</li> <li>I can use capital letters, full stops and question marks correctl y.</li> </ul> | <p>the height of children.</p> <ul style="list-style-type: none"> <li>I can compare width.</li> <li>I can compare distances.</li> <li>I can use parts of the body to measure objects e.g. strides, hands.</li> <li>I can measure objects using cubes or something similar.</li> <li>I can measure using a ruler with adult support.</li> </ul> | <p>a woggle for support.</p> <ul style="list-style-type: none"> <li>I can attempt a mushroom/st ar float.</li> <li>I can travel 10 metres on my front or back using support.</li> </ul> | <ul style="list-style-type: none"> <li>I can print using differe nt textures - feathers, leaves, bubble wrap, brushes , combs, cotton wool, sponges , forks.</li> <li>I can print using foam.</li> <li>I can make my own printing block.</li> <li>I can print using food.</li> </ul> | <p>materials to see my reflection.</p> <ul style="list-style-type: none"> <li>I can make predictions about the materials being tested and give reasons for this.</li> <li>I can explain what happened in an experiment.</li> </ul> |  | <p>tly in class discussi on, sharing ideas and thought s.</p> <ul style="list-style-type: none"> <li>I can discuss my own interest s and beliefs.</li> <li>I can match symbols.</li> <li>I can use Google to researc h pictures of the special people.</li> <li>I can copy and paste pictures from the internet of the special people to make a poster.</li> <li>I can insert text onto a Powerpo</li> </ul> |
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|  | <p>explain why.</p> <ul style="list-style-type: none"> <li>I can predict what might happen next and give an explanation.</li> <li>I can draw a character, using the information in a text as a guide.</li> </ul> | <ul style="list-style-type: none"> <li>I can add adjectives to my writing.</li> <li>I can edit work with an adult.</li> <li>I can form upper and lower case letters correctly.</li> </ul> |  |  |  |  |  | int document about the special people. |
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**Activities for each subject area**

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| <p><b>Week 1</b><br/>No phonics.<br/><b>Tuesday</b> - Introduction to The Ginger Bread Man story. Use props. Activity 1: Decorate real ginger bread men using icing, raisins, sprinkles.<br/>Activity 2: Decorating cardboard ginger bread men using art materials to use for display.<br/><br/><b>Wednesday</b> - Signalong. Start from beginning of signalong book phase 1 first 2 pages of core vocabulary 1A in 2 groups 30 mins.</p> | <p><b>Tuesday</b> - stage 2 drawing long and short snakes using shaving foam, glitter and cardboard tongues. Label shortest, longest, short, tall. Stage 3 children put items in order shortest to longest.<br/>Main activity - playdough. LA making long and short snakes, MA making a variety of snakes and putting in order shortest to longest.<br/>HA - making snakes and then using ruler</p> | <p>No swimming - INSET</p> | <p>Art.<br/><b>Tuesday</b> afternoon - Bucket, printing with rope and string on a block and in a pot of paint, stage 3 printing using bubble wrap - on rollers, shapes, paint on flat bubble wrap on tree template.<br/>Main activities - split into 2 groups of bubble wrap printing and string painting.<br/>Chn can choose ways to print and</p> | <p>No Science 1<sup>st</sup> week.</p> | <p>No Geography 1<sup>st</sup> week.</p> | <p><b>Special People.</b><br/>Have a PowerPoint slide showing pictures of Dalai Lama, Mother Teresa, Pope Francis and Gandhi. Do you recognize any of these? Adult to name them. Hand out a copy of each of the pictures so each child has 4 pictures (DL, MT, G, PF). Read out key facts about each person and see if children can hold up picture to guess</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>with support to measure snakes.</p> <p><b>Wednesday</b> - stage 2 pull out a range of ribbon, items/sticks from a box. Model pulling them out so they are straight. Putting them in a line and then start to put them in order using symbols shortest to longest. Ext: use cars to measure how tall each piece is and write on paper underneath. Stage 3 paint a line using a ruler. Who can paint a longer line? Who can paint a shorter line? Repeat and match symbols. Next, LA to do same as stage 2 activity in input, MA to find sticks and then put in order and then measure using cubes, HA to find sticks and use ruler to measure in cms.</p> |                                                                                                                                                                                                                                                                      | <p>explore like shown in input. Then swap over. Discuss shapes, patterns and textures.</p>                                           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              | <p>who did what. Input on Mother Teresa<br/> <a href="https://www.youtube.com/watch?v=DQjdor1WjHQ">https://www.youtube.com/watch?v=DQjdor1WjHQ</a><br/> and then model writing around picture of Mother Teresa about her interests and what they believe in. Children to then do the same about themselves. Have communicate inprint symbols for chn to choose from and copy/stick around their picture of needed.</p> |
| <p><b>Week 2</b></p> <p><b>Monday</b> - Re-read Ginger bread man story and this time get chn to take part in being animals and repeat phrases e.g. Run run as fast as you can, you can't catch me... Use symbols for children to tell you which animals/obstacles the ginger bread man came in contact with and in which order.</p> <p>Main activity - LA chn to match and label characters from the story, MA children to cut and stick characters from story in book and write character's names underneath the pictures. HA same activity as above but to use 3 adjectives to describe each character underneath e.g. wrinkly, grey and slow.</p> | <p><b>Monday</b> - find items around the classroom dn measure looking at pictures in table. HA to use ruler cm and estimate and answer questions about the longest, shortest afterwards. MA to use cubes, LA to use cubes but shorter items and less of them.</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p>Class to be split into 4 groups of 3. 3 children to swim on Monday and 3 children to swim on Wednesday. Children will all swim every other week. Children to all be assessed first few weeks as new staff taking on swimming so check chn's confidence first.</p> | <p>Printing using a range of items to explore textures e.g. tooth brush, comb, cardboards and plastic scrapers, fingers. Spread a mixture of wallpaper paste and paint on table. Use tools to make marks in paint on</p> | <p><b>Tuesday</b> - turn all lights off and then take a light source out of a box e.g. torch, battery candle, fairy lights etc. Wow! What is it? What does it do? Class discussion. Identify that when the sun goes down it gets dark.</p> | <p><b>Wednesday</b> - show simple map on plasma. What is it? How do you know it is a map? What do you see? Plan a route and get chn to tell you what you go past in what order and write on flipchart paper. E.g. start at the forest and then walk past</p> | <p>Dalai Lama introduction - who he is and what he has achieved/believes in. In input get children to sort un-peaceful/peaceful actions using symbols from communicate inprint. Main</p>                                                                                                                                                                                                                               |

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| <p><b>Tuesday</b> - phonics to be taught in 3 groups - phase 2, phase 3 and phase 5. Each session to go through the next sound. Play alphabet song, find the letter sound they are learning today, air write, hand write and then for phase 3 and 5 chn spell in books and then use sounds in sentence work in phonic books.</p> <p><b>Wednesday</b> - Signalong. Start from beginning of signalong book phase 1 pages 3-4 of core vocabulary 1A in 2 groups 30 mins.</p> | <p><b>Tuesday</b> - same activity as previous day but different items and lengths. HA to draw lines after a given measurement in cms using a ruler.</p> | <p>Activities for weeks 2 and 3 -</p> <ul style="list-style-type: none"> <li>• Go through safety around the pool e.g. no running, hold onto railings, inly get into pool using steps.</li> <li>• Chn to hold on to side of pool and kick legs.</li> <li>• Chn to hold on to side of pool and blow bubbles on surface of water.</li> <li>• Place face in water.</li> <li>• Submerge face in water.</li> <li>• Blow bubbles underwater.</li> <li>• Chn to walk up and down the pool holding hand rail.</li> <li>• Can they do it using woggle? Without woggle?</li> <li>• Can chn use woggle to swim on their front, kicking with legs?</li> <li>• Can chn use woggle on their back kicking with legs?</li> </ul> | <p>table. Next, place cardboard on top and press down. Pull away card to see the print. Repeat several times with different colours and tools. Discuss shapes, patterns and textures.</p> | <p>It gets darker earlier when it is nearly wintertime.</p> <p>KQ: Why is light important? What can you use to help you find things in the dark? 1<sup>st</sup> activity chn to choose pictures that give us light to make a poster. HA to write/draw own pictures instead of gluing on. Colour in heading. Ext: what could you use before we had batteries/electricity? Explore playing with light sources with an adult (go through safety). What do they notice? Plenary - go through light sources and light reflectors. Have a range of objects that children can explore and sort in circle.</p> | <p>the swings. Then follow the path around the lake and then end up at the mountains. What would help give us more information? Left, right, forwards, backwards. Write on flipchart. Model using a different map using these directions. Main activity - plan a route on their own map and then choose symbols/write down the order in which they see things. HA to use left and right. Ext: make their own map using symbols to help support.</p> | <p>activity LA to have peaceful and peaceful grid to complete and stick/write in correct symbols to each side. HA children to have peace symbol on paper and have to write/draw around it about how to achieve peace e.g. be polite, listen...</p> |
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### Week 3

**Monday** - Re-read Ginger bread man story and this time get chn to take part in being animals and repeat phrases e.g. Run run as fast as you can, you can't catch me... Use symbols to put the story in order as a class. Main activity - HA to put pictures in order and write own sentences underneath, MA to have pictures already in order but have to find matching sentences to copy underneath pictures. LA to re-read the story with adult and then find matching pictures to put in order of the story. Ext: making ginger bread men using ginger playdough and gems/buttons.

**Tuesday** - phonics to be taught in 3 groups - phase 2, phase 3 and phase 5. Each session to go through the next sound. Play alphabet song, find the letter sound they are learning today, air write, hand write and then for phase 3 and 5 chn spell in books and then use sounds in sentence work in phonic books.

**Wednesday** - Signalong. Start from beginning of signalong book phase 1 pages 5-6 of core vocabulary 1A in 2 groups 30 mins.

**Monday** - measuring longer distances. Long jump in the playground. Draw lines in chalk and then use different items to measure distance jumped (length). HA to use ruler and practice going over 1 metre. MA feet and cars. LA measure using books (round up instead of half). Work in groups and repeat activity. Ext: after repeating several times HA to say who jumped the furthest/shortest. Push cars from line and see how far they roll. Measure in same way as above.

**Tuesday** - measuring longer distances. Throwing different items from a line in the playground - bean bag, foam javelin, soft ball, coit. Draw lines in chalk and then use different items to measure distance jumped (length). HA to use ruler and practice going over 1 metre. MA feet and cars. LA measure using books (round up instead of half). Work in groups and repeat activity.

Same as previous week.

Printing using kitchen utensils - masher, grater, peeler, fork, scourer, spatula, whisk etc...



Discuss shapes, patterns and textures.

Shadows - go outside and look for shadows. Get chn to say how, why/ Go back in to class and do experiment what materials make shadows. Input turn off lights and use torch to shine through white sheet and make shadows. What are they? How are shadows made? When light gets blocked by an object. Which materials can make shadows? Children to be shown materials and predict which materials will make shadows and suggest a reason why out of choice. Next chn to experiment in groups and tick or cross table. Chn write conclusion with adult support and come to circle to discuss findings. Materials must be opaque or translucent. Can't be transparent as light will shine through. Introduce vocab with symbols.

Input - teacher to make map of courtyard including classes, shed etc and get chn outside and show them where north, south etc is so chn understand that up/north does not mean it is really high! Repeat previous lesson but with more detailed map and using left and right with all children. HA chn to start sing north and south, east and west.

Gandhi introduction and show footage of salt march. Children to go outside if weather permits and walk a mile to understand what a huge importance it was of Gandhi to walk 240 miles barefoot! Take photos to put into R.E. books. Ext: use google on laptops to research pictures of Gandhi and salt march. HA to copy and paste on to PowerPoint and print to put in books.

## Week 4

**Monday** - Re-read Ginger bread man story and this time get chn to take part in being animals and repeat phrases e.g. Run run as fast as you can, you can't catch me... Main activity HA to read out a set of communicate in print symbols on how to make gingerbread men, they then find the correct matching picture and write instructions underneath in their book to use next week. MA to have instructions read to them and then they have to find the matching picture and copy words underneath in books, LA to

**Tuesday** - phonics to be taught in 3 groups - phase 2, phase 3 and phase 5. Each session to go through the next sound. Play alphabet song, find the letter sound they are learning today, air write, hand write and then for phase 3 and 5 chn spell in books and then use sounds in sentence work in phonic books.

**Wednesday** - Signalong. Start from beginning of signalong book phase 1 pages 1-3 of core vocabulary 1B in 2 groups 30 mins.

**Monday** - height. Tall and short. Build towers and then put chn in order shortest to tallest. Go through difference between height and length. Model main activity drawing around each other on paper, cutting out, sticking on wall and measuring in hands/using a ruler. Work in 3 groups. Ext: use different methods of measuring e.g. cubes, cars, feet. Put chn in order shortest to tallest.

**Tuesday** - tall and short. HA making towers to a certain height e.g. 20 cm, use ruler to check measurement is correct. Can they make a taller/shorter tower next to it? MA measuring how tall flowers are using string and then cubes. Put in order shortest to tallest and take photo. LA sorting tall and short pictures and then sorting tall and short sticks and sticking them into playdough so they stand up. Take photo.

- Chn to float in water with adult support - star and then can they do it independently?
- Chn to swim using woggle on front and/or back.
- Can chn show you correct arms for breast stroke/doggy stroke? Can they use their legs and arms together without a woggle?

Printing using food. Children to practise their cutting skills first and then explore using food in a variety of ways. What could you use them for? Could you make pictures out of them? Discuss shapes, patterns and textures.





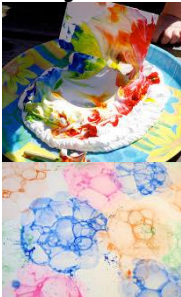
I can explore shadows - making shadows bigger or smaller. Class discussion on how you could make shadows bigger or smaller. Chn to go into 3 groups differentiate with an adult in each group and explore. Take photos. Come back to circle with class findings. Shadows grow bigger and fuzzier as the object moves closer to the light source, and smaller and sharper as the object moves farther away.

Show video on this and then get chn to try to make different animals shapes using their hands to make shadows. Adults to help show chn how to make them with hands using pictures. At end of lesson take turns showing to rest of class and take photos.

Children are outside and adult has coloured bowls around courtyard. Teacher shows children courtyard map and shows how to record coloured bowls using same coloured pen as cross on map. Teacher to then change colours over and children are given maps of courtyard like last week. They have to find bowls with colour card in and then have to draw a cross of same colour on their own map. Come back to class and check who put it in correct places.


Next, chn are given different maps with crosses on. They have to find the places in the courtyard and see what 'treasure' is there. Class to be split into groups for this. Have holding activity inside e.g. making own treasure map, mazes.

Pope Francis. Powerpoint to explain who he is and why he is special to many people. Play video to show how they elect the next Pope <https://www.youtube.com/watch?v=q04URbhvYdo>. Have class vote for titles in class and be given trophies - who is the funniest, fastest, kindest, tidiest, most helpful... Children to be given pictures of class mates and put up picture of child they think deserved the trophy.

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| <p><b>Week 5</b></p> <p><b>Monday</b> - Chn to follow their recipes that they wrote in their English books last week and make their own ginger bread men in groups of 3 or 4. Adults must try to allow chn to be as independent as possible! In the afternoon chn to decorate with icing and other decorations and take home. Support differentiated.</p> <p><b>Tuesday</b> - phonics to be taught in 3 groups - phase 2, phase 3 and phase 5. Each session to go through the next sound. Play alphabet song, find the letter sound they are learning today, air write, hand write and then for phase 3 and 5 chn spell in books and then use sounds in sentence work in phonic books.</p> <p><b>Wednesday</b> - Signalong. Start from beginning of signalong book phase 1 pages 4-6 of core vocabulary 1B in 2 groups 30 mins.</p>                                                                                                                                                                           | <p><b>Monday - Capacity.</b> Half full, full, empty. HA nearly full and nearly empty. Chn to label pictures and then pour in coloured water to correct measurement.</p> <p><b>Tuesday</b> - Similar activity as previous day. Colouring in half full, empty etc on worksheets. Next, measuring certain amounts using cereal, rice etc in containers.</p>           | <p>Same planning as previous week.</p>                                                                                                                                                                                                                               | <p>Printing using cardboard - kitchen rolls, making designs on top of cardboard squares and then repeating patterns. Discuss shapes, patterns and textures.</p>   | <p>Reflections. Have a range of materials and chn have to see which ones are shiny and which materials are dull e.g. which ones can you see your face in e.g. mirror. Now chn have torch and see which materials reflect light and record. Watch video on reflections. Explain next week we will start to make our own shadow puppet show. Show one made earlier based on ginger bread man,</p> | <p>Children to go into 3 groups with an adult. They are given three maps (one at a time) of the field, courtyard and big playground. They have crosses dotted around their maps (treasure) and they have to use their map skills to find the treasure. Once they have found the treasure they need to write down what it is - an animal. Adults to give LA symbols to stick in. Chn swap round to each area and are given a different map each time. Come to class together at the end to go over findings.</p> | <p>Children to make poster of either Pope Francis, Gandhi, Mother Teresa or the Dalai Lama using laptops with lots of adult support. Go through step by step how to insert title, text and pictures. Can work in pairs. Print posters to put into R.E books.</p> |
| <p><b>Week 6</b></p> <p><b>Monday</b> - Verbally retell the story of the Ginger bread man only using the props/puppets to help. Make a few mistakes and see if chn can spot them! Chn to create their own version of the ginger bread man. Encourage chn to change the characters, HA adding names and descriptions. Do they want the fox to eat the gingerbread man at the end? Could the ginger bread man have a happy ending? Encourage to also change settings and obstacles. Main activity - HA to write their own story on blank template, MA to have template in communicate in print but choose different characters and ending to write/copy from word mat. LA to cut and stick symbols in template to change characters and ending.</p> <p><b>Tuesday</b> - phonics to be taught in 3 groups - phase 2, phase 3 and phase 5. Each session to go through the next sound. Play alphabet song, find the letter sound they are learning today, air write, hand write and then for phase 3 and 5 chn</p> | <p><b>Monday</b> - experiment. Is every container's half full carries the same amount? Show chn diff containers in width, height. Which container would hold more cereal? Why? Get HA to estimate and give scientific reason why ' it is wider and taller'. Model doing a small experiemtn which 3 containers and see if they all have the same amount of cups</p> | <ul style="list-style-type: none"> <li>• Can chn hold a float with support between their legs and move their arms appropriately to propel them forwards?</li> <li>• Can chn push themselves from the side to gain speed?</li> <li>• Can chn do a mushroom</li> </ul> | <p>Printing with bubbles and shaving foam.</p>                                                                                                                                                                                                     | <p>Make own shadow puppets using cardboard.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>HA group have their own maps, hide treasure and draw crosses on their maps. Their partner then has to find treasure and then they swap over. MA and LA to run to north, south, east and west running game. Use symbols first. Put cuddly toys, objects in the north/south etc and chn to tell you</p>                                                                                                                                                                                                        | <p>To continue making poster. Ext: make a new poster of a different special person they have learnt about.</p>                                                                                                                                                   |



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| <p>spell in books and then use sounds in sentence work in phonic books.</p> <p><b>Wednesday</b> - Signalong. Alphabet. Try to sign their name using alphabet signs and their friend's names.</p>                                                                                                                                                                                                                     | <p>of cereal as each other. Main activity - chn to carry out similar activity but with more containers and different materials to fill with. HA to estimate and then give reasons why using small items such as bears that they must count out individually. LA smaller containers and cups to measure.</p> <p><b>Tuesday</b> - Introduce measuring to numbers on a container. Show measuring cylinder and jugs used for cooking. Explain that a lot of recipes use ml not cm for liquids! Today we are going to practice pouring to amounts in numbers. Chn to draw lines on jugs in books to certain numbers LA to 6, MA to 20, HA to 100. Next, they have to pour in coloured water to similar numbers at tables and adult take photos and annotate.</p> | <p>float with adult support/independently?</p> <ul style="list-style-type: none"> <li>• Can chn blow objects across the pool e.g. a light ball?</li> </ul> |                                                                                                                                                |                                                                                              | <p>which toy is in the west? Which toy is in the east? In class to do cut and stick worksheets with animals on paper and they have to match which animals are in each directions using compass symbol.</p> |                                                                                                                                    |
| <p><b>Week 7</b></p> <p><b>Monday</b> - Teacher to read out their own version of the ginger bread man with different characters, obstacles and ending using puppets. Chn to vote which one they preferred and HA to give reason why. Main activity - finish their own versions of story from last week. Ext: read to a friend and colour in pictures. To read in front of class during circle time in afternoon.</p> | <p><b>Monday</b> - Chn to recap capacity and measuring to numbers. Chn have worksheets og jugs/cylinders with water filled and have to write number the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Same planning as previous week.</p>                                                                                                                     | <p>Printing using a foam/polystyrene block. Chn to use sharp pencils to cut out their own design on their piece of foam and then roll with</p> | <p>Continue making shadow puppets and have fun making small shows in front of the class.</p> | <p>Chn to be given simple map of school corridor with adjoining rooms and then have to look on room doors to see which animal is</p>                                                                       | <p>Explain to children that after half term we will be looking at stories from the bible. Show children a books of the stories</p> |

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| <p><b>Tuesday</b> - phonics to be taught in 3 groups - phase 2, phase 3 and phase 5. Each session to go through the next sound. Play alphabet song, find the letter sound they are learning today, air write, hand write and then for phase 3 and 5 chn spell in books and then use sounds in sentence work in phonic books.</p> <p><b>Wednesday</b> - Signalong. Recap previous learning this half term of 1A and 1B signs.</p> | <p>liquid reaches on jug. LA numbers up to 6, MA to 20, HA to 100. Measure coloured water to measurements like last week. Focus on precision.</p> <p><b>Tuesday</b> - making potions. Chn to write their own potion using correct measurements e.g. 2ml, 10 ml. and then have to make their own potion that they wrote down. LA to use symbols to cut and stick on template, MA to copy from symbols, HA write own independently.</p> |  | <p>paint and print repeatedly to make a pattern. Ext: explore printing with feet, fingers and hands.</p>  |  | <p>stuck on and write on map in correct location. LA to have symbols to match. Go round in small groups with adults.</p> | <p>from the bible. Read several out and ask children which stories they would like to learn about next term. Use the powerpoint and story 'Jesus walks on water'. Sinking and floating activity with a box of water, chn predict which objects will float and experiment. Take photos.</p> |
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