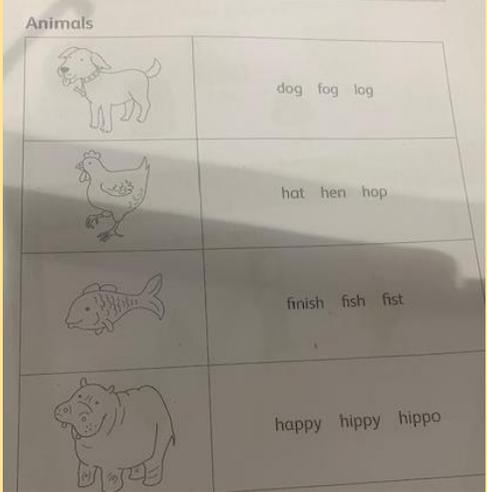


Weekly Plan- Week Beginning 25/01/2021

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9.00-9.40am Phonics Live on Teams <u>This will be recorded</u></b>	You will need: -whiteboard and pen	You will need: -whiteboard and pen	You will need: -whiteboard and pen	You will need: -whiteboard and pen	You will need: -whiteboard and pen
<b>9.40-10.00 am Physical Activity</b>	Go for a walk	<p>PE Lesson Pretend you are a train again and need to follow a track.</p> <p>Draw a thin line using chalk outside, or put a dressing gown cord on the floor. Children have to try and put one foot in front of the other to walk along this and stay on the track. Once they have reached the end, they need to reverse. Do the same with the legs, but this time backwards.-This will be harder at first but keep practicing as we are trying to build the following skills; yellow Challenge Maintaining balance on a line:</p> <ol style="list-style-type: none"> <li>1. I can walk forwards with fluidity and minimum wobble.</li> <li>2. I can walk backwards with fluidity and minimum wobble.</li> </ol> <p>Success =</p> <p>Smooth movements and minimum wobble Staying on the line with head up Opposite arm and leg moving forwards</p>	<p>The colour game- have 4 coloured pieces of paper or objects.</p> <p>When you hold one up, the child has to do the following actions:</p> <p>Red-travel in a different way, eg, hop, skip, walk, side step.</p> <p>Yellow- balance</p> <p>Blue-jump</p> <p>Green- sideways roll.</p>	<p>The Rainbow adventure story <a href="https://www.youtube.com/watch?v=BvmMG-j_lfc">https://www.youtube.com/watch?v=BvmMG-j_lfc</a></p>	Yoga- <a href="https://www.youtube.com/watch?v=ASPnHl7kio4">https://www.youtube.com/watch?v=ASPnHl7kio4</a>

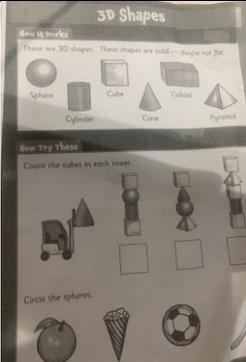
10.15-10.30 am	Break Time				
<p><b>10.30-10.45 am Literacy Live on Teams</b> <u>This will be recorded</u></p>	<p>Literacy Live on Teams</p> <p>Introduce theme of the week “People who help us get food’ Where does food come from? How does it end up in shops? Introduce that farmers often plant seeds to grow fruit, vegetables and grains and these can come from all over the world. Look at <b>PowerPoint</b>.</p>	<p>Literacy Live on Teams</p> <p>What do fruit and vegetables start as? Show the children a seed. What is this? Read the story of ‘The tiny seed.’ Discuss what fruit and vegetables need to grow into big juicy fruit and vegetables. Make a list.</p>	<p>Literacy Live on Teams</p> <p>Explain that how a seed grows is called a life cycle. Lots of really exciting things happen at different stages as every fruit, vegetable or plant grows.</p> <p>Look at life cycle of a <b>bean PowerPoint</b>. Talk about roots and shoots and what they do.</p> <p>Draw a diagram and label the roots and shoots.</p>	<p>Literacy Live on Teams</p> <p>Explain that as children have learnt so much about how farmers grow seeds to give us food in the supermarkets, today you are going to be a farmer. Model planting a bean seed, discussing again what you need, why and where you need to put it.</p>	<p>Literacy Live on Teams</p> <p>Comprehension – <b>Children will need Sheet</b> and a pencil</p> 
<p><b>10.45-11.00 am Literacy activity supported by adult</b></p>	<p>Have a selection of fruit and vegetables (pictures will do if you don’t have many in) Sort these into ‘things that grow above ground’ and ‘things that grow under ground.’</p>	<p>Children draw a picture of a seed growing and then write a sentence explaining 2 things a seed needs to grow. Eg ‘ A seed needs worter and sun.’</p> <p><b>Evidence on Dojo</b></p>	<p>Children draw their own diagram showing the life cycle of a bean. Label roots, shoots, and a leaf. Again, discuss why plants need these to grow,</p> <p><b>Evidence on Dojo</b></p>	<p>Children to plant a bean seed discussing each stage.</p> <p>Make a sign for the bean plant ed ‘Miss Jolly’s been seed.’</p> <p><b>Evidence on Dojo</b></p>	<p>Children to choose their favourite picture and write a caption about it.</p> <p><b>Evidence on Dojo</b></p>

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	<p>Children to list two for each category using their phonic knowledge.</p>  <p>Evidence on Dojo</p>				
<p><b>11.00-11.30 am</b> <b>Discovery Time</b></p>	<p>Research how and where tea comes from, Break a few tea bags open and explore the smell. Allow children to play tea parties and scoop tea into cups with spoons.</p> 	<p>Make a sensory farm with soil, cereal, vegetables, and animals. Let imaginative play take place.</p> 	 <p>Make collage fruit and vegetables that grow from seeds.</p>	<p>Make a fruit salad or fruit kebab stick, looking at where the fruit has come from.</p>	<p>Make salt dough for art later</p> <p><a href="https://www.yummytoddlerfood.com/activities/the-best-salt-dough-ornaments/">https://www.yummytoddlerfood.com/activities/the-best-salt-dough-ornaments/</a></p>
<p><b>11.30-11.45 am</b></p>	<p>Starter- look at Number 13. What</p>	<p>Starter- look at Number 13. What</p>	<p>Starter- look at Number 13. What numerals make this?</p>	<p>Starter- look at Number 13. What</p>	<p>Meet number 13</p> <p><a href="https://www.youtube.com/watch?v=OVLuYTztH-c">https://www.youtube.com/watch?v=OVLuYTztH-c</a></p>

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<p><b>Maths Live on Teams</b> <u>This will be recorded</u></p>	<p>numerals make this? Can we write it? Can we find it on a number line?</p> <p>Introduce what is meant by 3D shapes (solid)</p> <p>Show chn a large cube. This shape is called a cube, like a sugar cube. Can you think of anything else that is this shape? (E.g. cubes used in maths, dice, box). Point to a face. We call this a face, it's looking at you! What shape is this face? And the other faces? A cube is a very special shape because all its faces are exactly the same! Count them, putting a piece of blu-tack® on each to keep track. Rpt with corners. Show a cuboid. How is this like a cube, and how is it different? Discuss the shapes of its faces. Count faces and corners.</p> <p>Show a cuboid, talk about the differences.</p>	<p>numerals make this? How can we make it? <math>10+3=13</math> use numicon</p> <p>Refresh 3D shape names from yesterday.</p> <p>Show a cone- what is this? What does it look like? Discus properties of the shape and everyday items shaped like this eg- ice cream cone, traffic cone.</p>	<p>What is one more than 13? Write as a number sentence</p> <p>Show a cylinder. What's different about this shape? Discuss how it has no corners, and has a curved face round the middle, and a circle at each end.</p> <p>Discuss where we might find these- cans, cups,</p> <p>watch <a href="https://www.twinkl.co.uk/go/resource/tg2-m-28-properties-of-cylinders-30-second-video">https://www.twinkl.co.uk/go/resource/tg2-m-28-properties-of-cylinders-30-second-video</a></p>	<p>numerals make this? What is one less than 13? Write as a number sentence</p> <p>Introduce Sphere- What does this look like?</p> <p>Look at the rhyme on the PowerPoint.</p> <p>Recap all shapes from this week.</p>	
<p><b>11.45-12.00 am Numeracy activity supported by adult</b></p>	<p>Have a selection of boxes/items. Sort these into cube and cuboids, talking about faces, corners and sides.</p>	<p>Using paper and collage materials, make ice cream cones and decorate with 'ice cream.'</p>	<p>Make playdough 3D shapes that you have learnt about this week, <b>Evidence on Dojo</b></p>	<p><b>Complete the sheet</b> x 2 pages</p>	<p>Explore the number 13: Write this in rainbow colours lots of times. Write number 1 to 15 and circle 13. Make the numerals from playdough. Make 13 balls of playdough.</p>

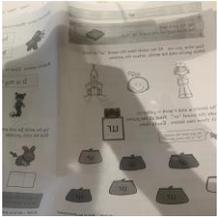
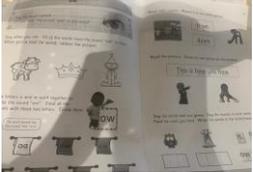
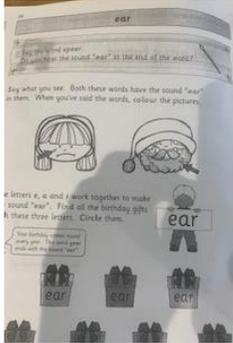
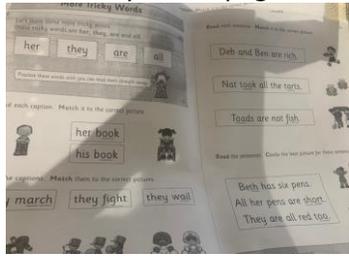
	<p><b>Evidence on Dojo</b></p>	<p>Or make a cone party hat.</p> <p>Talk about the properties of this shape</p> <p><b>Evidence on Dojo</b></p>		 <p><b>Evidence on Dojo</b></p>	 <p><b>Evidence on Dojo</b></p>
<p><b>12.00-1.00pm</b></p>	<p><b>Lunch</b></p>				
<p>1.00-1.30pm</p>	<p><b>PSHE</b> How well can I identify how different things make us feel?</p> <p>Draw three circles on the floor and label the circles with three feelings – happy, sad, angry (or cross). Illustrate the feelings with facial expressions. The idea is that a child places a soft toy in the circle to show how they feel in a particular situation.</p>	<p><b>Natural learning-</b> Gather some materials outside such as leaves, sticks, stones (things you may find on your walk)</p> <p>Ask the children to make a house for the stickmen you made last week. As they work discuss what they are using why? Is this strong? Allow the children to experiment with how best to join these and only jump in with advice if needed.</p> <p>Encourage your children to tell the</p>	<p><b>Music – How well can I move in time with the beat?</b></p> <p>Look again at the song  <a href="https://www.youtube.com/watch?v=8Xa9pH4E&amp;list=PLW_FNR2AL2W7N6O4o7E1NjdoWTPeG8index2">https://www.youtube.com/watch?v=8Xa9pH4E&amp;list=PLW_FNR2AL2W7N6O4o7E1NjdoWTPeG8index2</a></p> <p>Add actions to the song to help children remember each person you meet and sing it a number of times adding the actions.</p> <p>Finally, march in time to the beat, move your hips in time to the beat and clap in time to the beat.</p>	<p><b>RE- How well can I listen and respond to a special story?</b></p> <p>Recap what the bible is and what it has in it. Explain you are going to listen to another special story to the Christian faith from this bible.</p> <p>Read the story of the Good Samaritan.  <a href="https://www.youtube.com/watch?v=osfQg4yKtq8">https://www.youtube.com/watch?v=osfQg4yKtq8</a></p> <p>What do the children think about the good Samaritan? Do the children help anyone? Who have they</p>	<p><b>Art- How well can I experiment with adding texture to a sculpture?</b></p> <p>Show the children the salt dough. What is this? Do you think it will be good for sculptures?</p> <p>Why/why not.</p> <p>Explain we are going to make little people to go in our sculpture town.</p> <p>Introduce the word texture. Explain we are going to add texture to our people so they look real.</p> <p>Model shaping a person and using tools such as pencils, forks, straws to add bumps, strands or smooth bits</p>

	<p>Example situations would be:          Teddy loses his/her favourite toy;          Teddy's friend says that they love him/her;          Teddy's friend goes to live in a new house a long way away;          Teddy falls over and hurts his (or her) knee;</p> <p>Teddy is sitting on the knee of someone he or she loves;          Teddy's teacher says that he or she has done a good piece of work;          Teddy's teacher gives him or her a big smile.</p> <p>Then more specific ones-          Teddy is learning from home.          Teddy can't see his friends at the moment.</p>	<p>story when they have finished.</p>  <p>Evidence on Dojo</p>		<p>helped? How could we help someone during this lockdown?</p> <p>Draw a picture to display in your window that will help people smile when they walk past.</p>	<p>Discuss if this is a good thing to use to make sculptures? Why? Cook it and show how it goes hard. Now is it good to use?</p> <p>Evidence on Dojo</p>
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	<p>Teddy is missing their grandparents. Etc.</p> <p><b>Evidence on Dojo</b></p>				
<p>1.30-2.00pm Discovery Time</p>	<p>Discuss where wool for clothes comes from. Finger paint or use cotton wool to make sheep.</p> 	<p>Talk about where milk comes from- cows. Fill up a rubber glove with water mixed with flour to make a white colour. Prick a hole in the end of one of the fingers and pretend to milk a cow.</p> <p>They love this.</p> 	<p>Add some hard fruits and vegetables to water and let your children scrub them as a sensory activity.</p> 	<p>Tricky word playdough writing.</p> <p>Look at the tricky words, the, be, was, you, they and write them in playdough.</p> 	 <p>Paint with tea bags, see what happens when water is added.</p>
<p>2.00-2.20pm Reading</p>	<p>Reading on Rising Stars and Quiz</p>				

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2.20-2.50pm Discovery Time	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
2.50-3.20pm Handwriting/ sentence writing.	ur handwriting sheet and phonics booklet sheet  <b>Evidence on Dojo</b>	ow handwriting sheet and phonics booklet sheet  <b>Evidence on Dojo</b>	ear handwriting sheet and phonics booklet sheet  <b>Evidence on Dojo</b>	oi handwriting sheet and phonics booklet sheet  <b>Evidence on Dojo</b>	More tricky words page from phonics booklet sheet  <b>Evidence on Dojo</b>

**Upload Evidence asked for on Dojo by 4PM to be marked**