

PSED	Week One	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		What it means to be ready.	What it means to be safe.	What it means to be respectful.	The names of some healthy foods.	What it means to be safe.	What it means to have a goal.
Starter		Do these pics show chn who are ready to learn? How do you know?	Give me an example of safe behaviour in school.	Give children a range of scenarios – are they respectful?	Sort the pictures into food we should have all the time and food we should have in moderation. Can the children explain why?	Introduce job lanyards to children. Discuss the responsibilities.	Goal or statement? Ask children to identify the goal.
I Will Know	What it means to be ready.	What it means to be safe.	What it means to be respectful.	The names of some healthy foods.	What it means to be responsible.	What it means to have a goal.	How to consider others' perspectives.
Main Teach	<p>We are continuing with learning our school rules and how we show them in school. There are certain rules that we have in our classroom that help us to learn. TTYP: How do we show that we are ready to learn? We have looking eyes, listening ears and hands in laps when we are on the carpet. It is also important that we come to school on time, we have all of our things with us to help us to learn. TTYP: What do we need to bring to school each day? We need our reading book so that we can practise our reading</p>	<p>We are continuing with learning our school rules and how we show them in school. TTYP: How do we show that we are safe in school? It is important to make sure that we are using kind hands and kind words with our friends and with the grown-ups. That way everyone feels safe when they are in school. TTYP: What could you do if someone is unkind to you or makes you feel unsafe? You can tell them to stop. You could talk to a grown-up to help you. TTYP: What grown-ups could you ask for help</p>	<p>Today we are looking at our final school value: being respectful. TTYP: What does it mean to be respectful? We show respect to the people around us and also to our resources. TTYP: Why do you think it is important to be respectful? So that everyone feels safe and happy. So that our things are taken care of and don't get broken. TTYP: How can we show respect to people? With our kind words, by playing with them, by listening to them, by helping them etc. TTYP: How can we show respect to</p>	<p>We are going to learn about having a healthy diet. TTYP: What healthy foods can you name? Healthy foods fuel us and make us feel good and unhealthy foods we have less often and are more of a treat. Discuss with children examples of healthy and unhealthy food. Explain that no food is 'bad food', you can have things as treats and in moderation but to be healthy you need to have a wide range of foods from the food pyramid. Look through the sorting cards with the chn and ask them to help you to sort them into 2 groups: food</p>	<p>I have been thinking about the things that we do in school to make sure that everything is done carefully and that we are showing respect to our belongings. TTYP: Can you think of any jobs that we do in our classroom to look after our things? Tidying up is an important one. We have to make sure everything goes back where it belongs. Looking after our own things – jumpers in drawers, coats on pegs. TTYP: What other jobs could we do in our classroom to be responsible? We could put the morning job tubs away, we could</p>	<p>Today we are learning about the word 'goal' – in football a goal is when you score, it is a big achievement, something to be proud of. We use that word to talk about things that we want to achieve and be proud of in our lives. It could be playing sport, it could be doing some amazing writing at school, it could be singing on stage. A goal is anything that you want to achieve. In school we have goals that we set each week with our challenges – our goal is to get to the top of the challenge mountain each week. At home you might have your own goal – something that you want to achieve. I am doing</p>	<p>Read the story 'The Squirrels Who Squabbled.' Discuss with children how each squirrel interpreted the events of the story. Cyril had no food and wanted the nut so he didn't go hungry, Bruce was collecting enough food to keep him going and wanted the nut to add to his pile. Help the child discover differences between the different characters' perspectives by pointing out when one character had different information than the others (- Bruce didn't know Cyril had no food.)</p> <p>But in the end why did it work out when they</p>

	skills, we need a water bottle to keep us hydrated, we need a coat in Autumn as sometimes it rains and is cold, and some of us need our lunchbox too so we fuel our body with food and have the energy to learn.	at home or at school? Name all the adults in reception/lunch ladies, family members etc. We are going to choose 5 people to put on our 'helping hand'.	resources? By choosing, using and putting away, by handling them carefully, by telling an adult if something gets broken. How are you going to show respect today?	that should be eaten regularly and food that should only be eaten occasionally.	make sure the water bottles are standing up, we could refill the art resources. Let's think of our 5 most important jobs to do in our classroom.	lots of work to decorate my house at the moment and my goal is to finish decorating the living room so we can have friends over at Christmas. TTYP: What is your goal? Note this down to make a washing line display.	worked together as a team?
Activity	Sort pictures of children who are ready to learn and those who aren't.	Children to draw around their hand & tell an adult 5 people who could help them: adult to scribe.	Children can make some posters for around the classroom to show ways we show respect.	Children to sort foods into foods we should have all the time and foods we should have in moderation.	As a class decide on jobs that would be useful to have.	Children to draw a picture of their goal to add to the washing line. Adult to scribe children's words.	N/A
Key Vocab	Rules, ready, important.	Ready, safe, help.	Ready, safe, respectful.	Healthy, diet, moderation, vitamins.	Responsible, roles, valuable.	Goal, aim, achievement.	Perspective, consider, interpret.

C&L	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember	Why it is important to listen.	How to listen carefully.	How to follow two-part instructions.	How to identify rhyming words.	How to ask and answer a 'who' question.	How to speak/sing as a group.	How to speak on my own.
Starter	TTYP: Why is it important to listen when we are at school?	Quick copy and respond game.	Quick game of Simon says.	Rhyming words game on IWB.	Show children the gov baseline literacy picture. Ask chn to TTYP and come up with a who question about what they can see. Model one first as an example.	Practise the welcoming and ending of the nativity where children speak altogether.	TTYP: What are you hoping Father Christmas will bring you for Christmas. Choose chn to feedback.
I Will Know	How to listen carefully.	How to follow two-part instructions.	How to identify rhyming words.	How to ask and answer a 'who' question.	How to speak/sing as a group.	How to speak on my own.	How to share my holiday plans.

<p>Main Teach</p>	<p>Explain to children that we are going to be practising our listening skills today by playing a game of 'boom, clap, grab.'</p> <p>Have two lines of children facing each other with space in between them. Children facing opposite each other should have a cube in between them at an arm's length distance.</p> <p>Teach children that when you say boom, you want them to pat their knees with both hands. When you say clap, you want them to clap their hands together. When you say grab, you want them to try to grab the cube in front of them before the person opposite does.</p>	<p>Today we are going to play Simon says. Remind children how this works – you only do what Simon says, if I don't say Simon says, you don't follow the instruction. Have a go at doing a couple of simple ones – hands on head, touch your nose, clap your hands etc. Explain to children that their listening is so good so you need to make the game a little bit more challenging by giving them two things that they need to do. E.g. Simon says do a twirl, then clap your hands. Play a few rounds of this.</p>	<p>Read the story Oi Frog! As you go through each page, draw children's attention to the rhyming words – see if they can start to point them out to you. Using cards from the story, play the 'odd one out game'. Name all of the objects on the cards, 4 of them rhyme, one is the odd one out. TTYP: which one is it? Can you think of any rhyming words that match each one?</p>	<p>Questions help us find out more information. Last term we were focusing on 'what' questions. Lets remember a couple by doing some partner talk. 'What lessons did we have this morning?' 'What did you eat for lunch?' 'What is your teachers name?'</p> <p>Today we are going to focus on 'who' questions. I want you to listen to my question carefully and stand up when you are the answer. Let's remember our listening skills so we know when to stand up. Who has blonde hair? Who has glasses? Who has a dress on? Who is a boy? Who is a girl? Bring two children up to the front. Who is taller? Who is shorter? TOL: Hmmmm I've noticed that you children are always the answer to my 'who' question. A who question must always have a person as the answer. Does that work if I look at our book and ask</p>	<p>Explain to chn that we are going to be performing our nativity play for our grown-ups in a couple of weeks. Some chn have words to say on their own and some chn have words to say with their friends. It is important when we are performing to speak loudly and slowly so that our audience can hear and understand. Model to children what it sounds like to do it quietly/quickly etc to demonstrate. Have a go at doing the welcoming line with all children speaking, practise getting in time with one another and being loud and slow. Then move onto the songs, choose one to focus on and work on singing in time with one another, loudly and clearly.</p>	<p>Remind children that last week we practised speaking and singing as a group. Today we are going to have a go at being confident and speaking on our own in front of an audience. First choose a child who knows their nativity lines and ask them to come to the front and say their line. Encourage the children to praise and applaud the speakers efforts, just as an audience would! Explain that now we are going to do a circle time and everyone is going to have a go at speaking in front of the whole class. Focus your circle time discussion on something based on the children – hobbies, interests, Christmas etc. Praise and celebrate children's efforts, encouraging those who are nervous. Note these chn down & see if they are more confident speaking in front of a small group</p>	<p>Circle time discussion – putting together all of the skills that we have learned this term. Giving children a further opportunity to speak in front of the whole class, two-part instructions, waiting their turn, answering who questions, listening to their peers and having the confidence to speak in front of everyone. 'Who are you going to be spending Christmas/holidays with and what are you going to do?'</p>
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	Play a few rounds of this.			'Who is the main character?'. Yes it could be an animal couldn't it. What questions can have any kind of answers at all, but who questions have people/animals as the answer.		of children after the session. Explain that our listening and attention skills are so important to show respect to the person speaking.	
CP possibilities	Resources left out for children to play independently.	Encourage children to play this independently in provision, join them.	Rhyming cards. Write your own matching words.	Questions on talk tins. Chn to write their own who questions. Question mark formation.	QR codes for Christmas songs. Story map for Christmas songs.	Photos to promote discussion.	Encourage chn to have their own circle time using the class badger. Talk tins with questions on.
Key Vocab	Listen, boom, clap, grab.	Instructions, Simon says.	Rhyming, similar, matching.	Question, answer, who.	Loudly, clearly, slowly.	Performing, audience, confidence.	Speaking, listening, confident.

Literacy The little red hen – writing stimulus from week 2.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to sequence events in a story.	How to act out a role.	How to act out a role.	How to write a list.	How to write a list	How to retell the story.
Starter		Putting the key events from the story in order.	What might the character be saying?	Freeze frame/ hot seating.	Correct the list on the IWB.	Correct my recipe on the IWB.	Children use the images to retell the story.
I Will Know	How to sequence events in a story.	How to write a speech bubble.	How to act out a role.	How to write a list.	How to write instructions for making bread.	How to retell the story.	How to write a senses poem.

<p>Main Teach 1</p>	<p>Show the children an incorrect story map – one section should be mixed up. Get children to perform the story using the story map and see if they spot which bit is wrong. Cut up the story map – can the children help you to put it back in the right order? Retell the story once you have done this to check that it is correct.</p>	<p>Set up puppets of the story. Children have already heard the story from the day before at lunchtime. Have some speech bubbles set up with the puppets too. TTYP: <i>Can you remember what the hen asked the other animals? What did the other animals say to the hen?</i> Show the children the speech bubbles and explain what they are. We need to write a speech bubble so that Miss Godbold knows what the hen is saying. Model segmenting to the children.</p>	<p>Continue to learn the story. Do children know the actions? Are there any parts you need to focus on? Hot seating – you are a character from the story. Tell us how you feel – If the dog, oh the hen is being so bossy and now she won't share the bread, how horrible! Invite the children to become the characters.</p>	<p>This week we are going to be learning about lists. TTYP: <i>What do we write lists for?</i> Shopping, ingredients, to-do. Explain to children that next week we are going to make some bread, just like the hen in our story. I need help to write a list of ingredients to help me remember what to buy at the shop. Model that a list is written vertically, segmenting and blending.</p>	<p>Children will have made their bread. Explain that Mrs Berry thought it was so delicious and would like instructions for how to make it herself. TTYP: <i>What are instructions for?</i> Share pictures of each step we took during cooking session. TTYP: <i>What are we doing in each one?</i> Model how to write down the first couple, similar to a list – vertical plus numbers.</p>	<p>Show the children some images from the story. TTYP <i>Are they in the correct order?</i> Model putting the pictures into the correct order. We need to write some labels for this pictures. Model writing a label for each picture. Focusing on segmenting and counting the sounds.</p>	<p>Discuss with children that poems don't always rhyme – they can be written on a variety of topics. Today we are going to write a senses poem about Christmas. We have been learning about Christmas traditions in our UTW sessions so today I want us to use what we have discussed there to gather a bank of ideas ready to write our poems tomorrow. TTYP: <i>What are Christmas sounds/tastes/looks/smells/feels.</i> Model writing these words onto 5 separate bits of paper and hang on washing line.</p>
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<p>Main Teach 2</p>	<p>Using the newly corrected story map, can children retell the story without any adult support? Show them the pictures that you have. TTYP: Identify the different parts of the story and which one comes first. Put this one first on your page. Show children two pictures, which one comes next number 1 or 2, show me on your fingers. Remind children the story map is there to help them if they need it. Continue with this until you have ordered all of the photos correctly.</p>	<p>Tell the whole story using the story map and actions. Explain to children that this week you want them to focus on the beginning of the story'. Explaining that we need to write speech bubbles so we know what the characters are saying. Add story map to learning wall.</p>	<p>Continue to learn the story. Do children know the actions? Are there any parts you need to focus on? Hot Seating – in our last lesson we were one of the animals on the farm (dog, cat, rat) today we are going to be the hen and thinking about how she feels.</p>	<p>Today we are carrying on practising writing our shopping list. Model the incorrect way on the IWB, get children to correct you. Focus on segmenting today, sounding out ingredients, looking at letter formation etc.</p>	<p>Look at the first part of the instructions that we made yesterday. Continue with writing the rest of the instructions. TTYP: How could we write an instruction for this picture? Cut, chop, stir, mix. We can call these bossy verbs as we are telling someone what to do!</p>	<p>Looking at yesterday's pictures and labels. Continue to write labels for the pictures. TTYP: What label could we write for this picture? Children to help you segment the word.</p>	<p>Show children the template. Today you are going to use the ideas you gathered yesterday to make your own Christmas senses poem. Choose words from the word bank to complete the following sentences: Christmas... Sounds like... Tastes like... Looks like... Smells like... Feels like...</p>
<p>Activity</p>	<p>Order pictures of the book of the week. Goldilocks and the three bears.</p>	<p>Children to write speech bubbles for one of the characters.</p>	<p>Children to make their own masks of the characters. Write about who they are.</p>	<p>Children to write a shopping list for the ingredients needed to make bread.</p>	<p>Children to write instructions for making bread.</p>	<p>Children to write labels for the pictures.</p>	<p>Children to complete their own Christmas senses poem.</p>
<p>Key Vocab</p>	<p>Order, first, second, sequence.</p>	<p>Speech, speech bubble, beginning.</p>	<p>Role, hot seating, dramatic.</p>	<p>List, vertical</p>	<p>Instructions, bossy verbs.</p>	<p>Order, first, next, then.</p>	<p>Poem, senses.</p>

UTW	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		That some religions celebrate Diwali.	The importance of Remembrance Day.	How to sequence events.	The names of different materials.	That magnets pick up metal.	How Christian's celebrate Christmas.
Starter		Discussion about why Diwali is celebrated using photos.	Discussion about why Remembrance Day is important using photos.	Can you order these pictures?	Can you match the name to the picture?	What will happen to butter if we heat it up?	Spot the odd one out – which one is not a Christian Christmas tradition.
I Will Know	Why Diwali is celebrated.	The importance of Remembrance Day.	How to sequence events.	Identify different materials.	Materials that can melt.	How Christian's celebrate Christmas.	How different people celebrate at Christmas.
Main Teach	<p>TTYP: What do you celebrate in your family? Birthdays, Christmas, new year. People who go to a Christian church celebrate the birth of Jesus at Christmas. It is a religious festival. Today we are learning about another religious festival called Diwali. Tell chn the story of Rama and Sita. Reiterate that Diwali celebrates the victory of good over evil, of light over darkness. Show children Diwa lamps and explain families light them in their homes to celebrate. Diwali is</p>	<p>TTYP: Do you know why people are wearing poppies recently? It is part of the Remembrance Day traditions.</p> <p>TTYP: What is Remembrance Day for? It is to remember all of the soldiers that died in the war. This happens on November 11th every year. People wear poppies to remember, they take part in a 2 minutes silence to remember and some people also take part in a parade to remember. Watch CBeebies Poppies animation.</p> <p>https://www.youtube.com/watch?v=wOT5CDnYH</p> <p>Es</p> <p>TTYP: How do you think the rabbit felt</p>	<p>Today we are going to be making our own timeline. TTYP: What do you think a timeline might be for? It is to sequence events, which means to put them in the right order. Like our learning journey! But this time we are going to start with the present day, that means right now. What year are we in? 2022. So in 2022, you started school. That's going to go right at the end of our timeline, everything that goes before it is things that have happened in the past.</p> <p>TTYP: What event did we learn about last week? Remembrance Day which reminds us</p>	<p>TTYP: Look at the pictures on the board. Can you name any of the materials.</p> <p>Today we are going to be listening to the story of The Three Little Pigs. We are going to become builders today and build a house that is nice and strong for the pigs to live in. Show the children the range of materials that we have, sticks, wooden bricks, small bricks, hay.</p> <p>TTYP Which do you think will be the best material to build a house with?</p> <p>In groups we will be building a house for</p>	<p>TTYP: What do you think will happen if I heated up this chocolate bar? Today we are going to explore and talk about the changes we notice when investigating a material that melts. Using a hot plate show the children what happens to the chocolate bar. Whilst the chocolate bar is melting, discuss with the children what it is that is happening. We have added heat to the solid and it is now becoming a liquid. If we leave it long enough it will become a solid again. Pour the chocolate into some moulds for</p>	<p>Remind children of the Christian Christmas story – this is the story we are telling for our nativity play. It tells the story of the birth of Jesus and this is what is important to Christian's at Christmas time.</p> <p>TTYP: How do you celebrate Christmas? Lets watch this video and see how Christian's celebrate at Christmas time.</p> <p>Watch cBeebies video – Let's celebrate Christmas.</p> <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas</p> <p>Ask 'does anyone do any of the things in the video at Christmas?' – go to church, give presents to</p>	<p>Look at pictures of what people do to celebrate at Christmas. Special food – people from different countries have different celebration food. Christmas Trees and decorations. Gathering with family Giving presents Special clothes. Make links to other celebrations already looked at – birthdays, Diwali, Eid.</p>

	also known as the festival of light. Watch this video to see how families prepare for Diwali http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali	<u>once the war was over?</u> The soldiers and their families all felt relieved when it was over and grateful to the people who fought for our country to keep us safe. We will remember them.	of when WWI ended. That happened in 1918. That's 103 years ago so let's plot that on our timeline. As we learn about more events we will add these onto our timeline.	the pigs. Then seeing which material is the strongest against the huff and puff of the wolf!	the children to see it become a solid again.	a charity, advent calendar, setting up nativity scene.	
Activity	Traditional decorations, photos and books in provision for children to explore.	Children to create a poppy – painting, collage, loose parts, playdough.	Timeline to be put on the wall next to the investigation area along with NF books.	Children to work in groups to create a house for the pigs.	Melting ice cubes.	Children can draw their own nativity scene or use small word resources.	Photos of different celebrations from around the world to promote discussion.
Key Vocab	Rama, Sita, Diwali, Tradition, Festival	Remembrance Day, World War I, Soldiers.	Timeline, sequence, past, present.	Materials, strong, house.	Melt, solidify, liquid, change.	Christians, Jesus, celebration.	Celebrate, special, traditions.


EAD	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		How to mold clay into a shape.	How to join materials.	How to join materials.	What Giuseppe Arcimboldo's art looks like.	The song 'Away in a Manger' with Makaton actions.	How to make bread
Starter		What does it mean to mould clay? Show me the technique we used.	What joins have been used in these pictures?	What joins have been used in these pictures?	Look through photos of GA art work, tell me what you can see.	Children to sign actions for the words said to them.	Children to order pictures of making bread.
I Will Know	How to mould clay into a shape.	How to use glue to join materials.	How to use tape to join materials.	What noises different instruments make.	The song 'Away in a Manger' with Makaton actions.	How to follow a recipe.	How to follow a recipe.
Main Teach	<u>TTYP: What is Diwali also known as?</u> The festival of light. Today we are going to use clay to make our own Diwa lamps. Show chn the instructions on how to do this.	Today we are going to focus on using glue. <u>TTYP: What types of glue do you know?</u> We have glue sticks like this, we have used these a lot. They are great for sticking sheets into books, sticking paper	<u>TTYP: What did we use last week to make our poppies? Can you remember the glue we used?</u> This week we are going to making some mask and we will be using a	<u>TTYP: What musical instruments can you name?</u> We have a few musical instruments in our performance area outside and some of you might have seen some in the studio but there are lots of instruments that	<u>TTYP: Can you name any Christmas carols/songs that you know?</u> This week we are going to be learning a Christmas song that we will sing at the end of our performance. We are	Today we are going to be making bread. Explain to the children that we have a recipe to follow. <u>TTYP: Does anyone know what a recipe is?</u> Talk about why you need recipes.	

	Take a piece of modelling clay and roll it into a ball in your hands. Describe the texture. Model how to press your thumb down into the centre of the clay ball to make a hollow area big enough to hold a tea light – this is called molding. We can keep molding it until it is the right size and shape to hold the tea light. Then we need to leave it to dry out so that we can paint and decorate it like the ones in our investigation area.	onto paper etc. There is also PVA glue. PVA glue is better for adding thicker materials such as cardboard, sequins or gems as it is thicker and stronger. Model making a Poppy using wool and tissue paper. TTYP: Which glue should I use for the strips of paper? What about for adding the decorations?	different method of joining. TTYP: What could we use to join the lolly stick and the mask? Model to the children how to use the tape. Show the children ways to find the end. Talk about how much to use. Etc.	you could learn to play when you get a bit older. Play some musical instruments, children to listen carefully to the materials they are made from and the sound that they make. We will see what similarities and differences we can spot between the different instruments. TTYP: Is it a high sound or a low sound? Do you play them by blowing or pressing buttons?	going to use a story map to help us to remember the words. Listen to the songs and begin to work through the story map, adding actions to support.	TTYP: What can you see on Mrs Goodwin's table? These are all the ingredients we need to make our bread. Model to the children making a batch. Show the children how to use the scales, pouring into the bowls, etc.	
Activity	Children to make their own diwa lamp.	Children to use PVA glue to make their own poppies.	Children to create masks for characters from the LRH.	Musical instruments out for children to explore. Music playing on IWB.	N/A	Children to make bread in groups.	Chn to make a Christmas picture using strips of paper.
Key Vocab	Clay, molding, diwa lamp	Joins, junk modelling,	Join, tape, stick.	Instruments, similarities, differences.	Christmas carols, Away in a Manger, Little Donkey.	Bread, recipe, cooking, kneading, dough.	Glue stick, PVA glue.

Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Remember		Represent 1, 2, 3 Repeating patterns Compare length Compare size	Compose 1, 2, 3 Represent 1, 2, 3 Repeating patterns Compare amounts	Circles Triangles No bonds to 3 Repeating patterns	Making 4 No. bonds to 3 Triangles Comparing mass	No. bonds to 5 Circles Comparing capacity Repeating patterns	One more/one less No. bonds to 5 Triangles Comparing height

I Will Know	How to represent 1, 2 and 3.	How to compose 1, 2 and 3.	How to describe circles and triangles.	How to make 4.	How to make 5.	One more and one less.	How to describe rectangles and squares.
Main Teach 1	<p>Practise counting forwards and backwards to 3. Count along your fingers, count claps, count jumps, count hops.</p> <p>Using images on the IWB, identify representations of 1, 2, 3. Show chn the numbers 1, 2, 3 and match them to the numicon shapes.</p> <p>Explain to children that we can write numbers as words too. One is a tricky word, so is two, but three we can sound out. Model writing these and add them to our number display. Match the words to the numerals and a representation of that number.</p>	<p>Explain to children that all numbers are made up of smaller numbers. Explore and notice compositions of 2 and 3. I can see that 1 can make two by adding one and one. Or 0 and 2 – OR I could swap it over and have 2 and 0.</p> <p>Think about our number bonds to 3 song – we know lots of different ways of making 3.</p> <p>Play bunny ears. Using 2 hands to be the 'ears' how many ways can you show 3. Can you see what number I have made? Can you make your ears the same as mine? Can you make the same number in a different way?</p>	<p>I will know how to describe a circle.</p> <p>Show children a circle.</p> <p>TTYP: How many sides does a circle have? Invite children to feedback and ask them how they know that.</p> <p>Run your finger all the way round the edge – it has one side that goes all the way around.</p> <p>TTYP: Does it have a straight side or a curved side? Model straight and curved using arm gestures.</p> <p>Go on a circle hunt around the environment, what circles can we spot? Are you sure? Does it have one side? Is it a curved side? Ideal time to pick up misconceptions of a sphere being a circle – discuss the different between a 2D (flat) and 3D (fat) shape.</p>	<p>We are going to start off by playing a circle time game. Everybody stand up, count round the circle 1234, each time the person on 4 sits down. Continue until there is only one person left. Then do this backwards.</p> <p>Just as in week 1 (Representing 1, 2, 3)</p> <p>Count on and back to 4</p> <p>Count and subitise sets of 4. Match number names to numerals and quantities. Say which is more/fewer. Mark make to represent numbers to 4 – this could be dots, tally, numeral.</p> <p>Arrange 4 on a 5 frame – what do you notice? 4 is one less than 5 so there will always be one empty space.</p>	<p>Subitise and count to and from 5.</p> <p>Count to 5 on your fingers, can we count back from 5. Show numbers to 5 on your fingers. Is there more than one way?</p> <p>Represent 5 on a 5 frame and explain to children that if the frame is full there are 5.</p> <p>Stand up if you are 5, stand up if you are 4. Do we have more 4 or 5 year olds?</p>	<p>I will know one more.</p> <p>Start with some subitising practise. Use a 5 frame to represent numbers to 5. Remind chn that when the 5 frame is full it means that there is 5.</p> <p>Starting with 2, TTYP: how many there will be if they add one more? Let's do the same with 3. Then 4. Prompt children to see the link between counting forwards and the one more pattern.</p> <p>Read the story 'The Enormous Turnip', add a counter to the ten frame each time another person comes to help pull up the turnip.</p> <p>Again, identify the pattern of one more each time as we count forwards.</p>	<p>Show children a square. TTYP: Tell your partner everything you can about a square. Think about the sides, think about straight/curved, think about the corners. Discuss as a class – all sides are the same, all sides are straight, there are 4 corners.</p> <p>Do the same TTYP about rectangles. Rectangles – 2 long, 2 short, all sides are straight, there are 4 corners.</p> <p>TTYP: How can I tell the difference between a rectangle and a square.</p> <p>Then show the shapes in different orientations. Ask chn what they notice. How many corners can they see. What if we turn it around, is it still the same shape? Compare a square and a rectangle. What is the</p>

							same? What is different?
Activity	Chn to match and sort 1, 2, 3 (numerals, words, representations)	Note down if chn can tell you no. bonds to 3 without using resources. Children to then show no. bonds to 3 using counters/ cubes/gems.	Children to make their own circle painting in the style of Kandinsky using bottle tops, toilet roll tubes etc. What can they tell you about a circle? Note down their comments.	Chn to spot the odd one out – which one is not a representation of 4. How do you know?	Sort the representations out into '5' and 'Not 5' Subitising opportunities, various representations, numerals, words.	Chn to identify one more than numbers up to 5 in a mixed up order. This could be numerals, representations or words.	Give children sticks/lollipop sticks/match sticks, can they make a square? Can they make a rectangle? Can they describe them to you using key vocab?
Main Teach 2	I will know how to compare 1, 2 and 3. Count again up to 3. Explain to children that when we count each number is one more than the number before. Use a cube tower to demonstrate. "1 is one more than 0, 2 is one more than 1. 3 is one more than 2." When we count back each number is one less. Use the cube towers of 1, 2 and 3 to ask chn which has more which has less?	Circle time – class split into two! Everyone have 3 counters, shake them drop them onto whiteboard – how many are green, how many are blue, write it down and show it. Have numbers 1, 2 and 3 on the board for children to refer to for number formation. Find the hidden amount: count out 3 onto a plate and hide them. Take one out, can children tell you how many are hidden? How do you know? Put it back, how about now? What about if you take 2 away?	I will know how to describe a triangle. Remind children that we learned about a circle shape. Recall: how many sides, curved or straight? 2D or 3D? Today we are going to learn about a shape that has 3 sides. TYP: What could it be? Show children a triangle. Count the sides. Are they straight or curved? Now this shape has corners – TYP: how many? Point your fingertip on top of the corners, explain that corners are pointy and you can see 3. On the IWB have a triangle image. If I turn	Circle time – class split into two! Everyone have 4 cubes. Count out and arrange your 4 cubes onto a whiteboard in front of you. How many are there altogether? Does your 4 look the same as mine? Rearrange them – how many now? Can you make yours look the same as mine? Can you arrange your 4 in a different pattern to mine? What smaller groups can you see in your 4?	Watch Numberblocks series 1 episode 11 – stampolines. Then split class into two groups. Provide chn with 5 separate connecting blocks, encourage them to join their blocks to build a tower and then to explore other shapes they could build with 5 blocks. How many different ways can they find to join their blocks?	I will know one less. Practise counting backwards from 5. Draw a number line, along fingers, taking away cubes from a tower, counters on a 5 frame etc. Prompt children to see the link between counting back and the one less pattern. Sing 5 currant buns. How many buns are there altogether? Sell one, how many buns do we have now? Encourage the children to notice that there is one less each time. Use the sentence 4 is one less than 5. 3 is one less than 4 etc.	I will know how to order events. Look at our visual timetable – this is the order of events. What are we doing now? What are we doing next? What are we doing later? Sing our days of the week song. Yesterday it was? Today it is? Tomorrow it will be? Which days do we come to school? Which days do we stay at home? Sing our months of the year song. Last month it was? This month it is? Next month it will be?

			<p>it around is it still the same shape? What about if I make the sides longer/shorter? What about if I make it fatter/thinner? It is always going to be a triangle because it has 3 straight sides and 3 corners.</p>				
Activity	<p>Chn to have their own counters/pom-poms/gems etc. Show me 1 more than 2. Show me one less than 3 etc.</p>	<p>Activity in small groups as above – assessing how children do this independently.</p>	<p>Chn to make their own triangle picture. Can they describe the triangles? Can they count them? Are there any shapes that are not triangles?</p> 	<p>Chn to use cubes/counters/gems to show as many different ways of making 4 as they can?</p>	<p>Chn to make their own number 5 numberblocks pictures – how many different variations can they come up with?</p>	<p>Chn to identify one less than numbers up to 5 in a mixed up order. This could be numerals, representations or words. Using pictorial images matching songs such as 5 little men in a flying saucer for those who are finding this concept tricky.</p>	<p>Order key events in the day such as breakfast, school, dinner, clean teeth. Encourage children to use words such as next, then, finally.</p>
Key Vocab	<p>Numeral, representation, compare.</p>	<p>Number bonds, same, different, and, altogether.</p>	<p>Circle, triangle, sides, curved, straight, corners.</p>	<p>4, four, more, fewer, number bonds.</p>	<p>5, five, more, fewer, number bonds.</p>	<p>One more, one less, how many?</p>	<p>Square, rectangle, sides, corners, straight.</p> <p>Order, yesterday, today, tomorrow, next, then, finally.</p>