

0215P1SED	Week 1	Week 2	Week 3	Week 4	Week 5
Remember		What 'the right' choices I can make.	What a consequence is.	How to show kindness	How to cross the road safely.
Starter		Choose a child to come up and play a game of dobble together. Model some 'right' and 'wrong' choices whilst playing and see if children can spot them.	Thumbs up or down – is this going to result in a positive consequence or a negative consequence?	Look through our kindness stars and share what acts of kindness we have spotted in the last week.	Model walking across the road badly. Children to tell me what is wrong.
I Will Know	What 'the right' choices I can make.	What a consequence is.	How to show kindness.	How to cross the road safely.	How to cross the road safely.
Main Teach	<p>Everyday we make choices – sometimes these are the right choices and sometimes these are the wrong choices. A lot of the time this depends on how we feel. If we are feeling happy and relaxed then it is easier to make the right choice. When you are feeling upset or angry this is often when we don't make the right choices. What are some of the right choices that we might make in school? Sharing with friends when playing, listening to the grown ups instructions, trying our best, completing our challenges. How do you feel when you are making the right choices like this? Happy, proud, excited, interested, joyful. At times, when we have different feelings and emotions, sometimes this</p>	<p>Read the story Koala makes the right choice. As you are reading get the children to put their hands on their head when Koala makes the wrong choice. At the end of the story TTYP: What wrong choices did Koala make? What happened when Koala made the wrong choices? Discuss that when we make choices, we often have a consequence for that. A consequence is something that happens as a result of the choices that we make. You can have positive consequences and negative consequences. For example, if you are sharing and turn-taking fantastically with a friend, the consequence of that might be that lots more people want to come in and join your game and you all have lots of fun. Or if you've</p>	<p>Sesame Street: Kindness Elmo's World - YouTube Watch the video about kindness. How did Elmo show kindness? Why is it important that we show kindness to others? Showing kindness is important as it makes others feel happy and it makes feel happy too. How can we show kindness in school? Sharing toys, taking turns, helping a friend with their work, listening when someone is talking, cheering up a sad friend etc. If you had to show kindness 5 times today do you think it would be easy or tricky? Over the next week, the grown ups are going to be watching for acts of kindness. If we see you being kind, you will be awarded a kindness star! We would love to have some kindness</p>	<p>We need to make sure we are very safe when we are crossing the road. TTYP: Why do we need to be safe when we are crossing the road? Because of the road users, such as cars, buses, lorries, cyclists. We are going to watch a video on how to safely cross the road. https://www.think.gov.uk/resource/crossing-roads/ They remembered to do very important things when crossing the road, they stopped, looked and listened. TTYP: What is important to remember when we are crossing the road? We have set up a practice road for you to have a go at your road safety skills!</p>	<p>TTYP: Why do we need to be safe when crossing the road? What are some of the important things to remember to do before crossing the road? Today we are going to practice being safe pedestrians. We are going to go out of school and on a little walk around our local area. We are going to need to use the zebra crossing outside school, we will have to cross the road at the roundabout and use the pelican crossing – this is the one with lights. TTYP: When we get to the pelican crossing what should we wait for? We need to wait for the green man and we still need to, stop, look and listen!</p>

	<p>can lead us to making the wrong choices. What are some of the wrong choices that we might make in school? Hitting, kicking, shouting, screaming, running away.</p> <p>Have 2 pieces of paper, one green, one red. Use scenario cards and use talk partners and feedback to determine if the child in the scenario is making the right choice or the wrong choice. Does everyone agree? Why? Why not?</p>	<p>been trying SUPER hard in your maths lessons this week, your consequence might be that you get star of the week. This works the other way round too – if we make the wrong choice.</p> <p>When Koala went to bed late, what was the consequence the next day for her? Or when she wouldn't share and play nicely with others? She was tired in the morning and was rude and her friends didn't want to play with her. Remind children of our school values 'Ready, Safe and Respectful' when we follow these we are making the right choices and we have positive consequences such as class dojos, stickers, the grown ups telling you how amazing you are!</p>	<p>detectives to help us too! So if you see any of your friends being kind to you or to others then come and whisper in our ears and we can make a kindness star for them together.</p>	<p>Model to the children how to safely cross the road. Encourage the children to have a go themselves and encourage them to help each other.</p>	
Key Vocab	Choices, right, wrong.	Consequence, 'as a result', good, bad.	Kind, friendly, important.	Road, safety, pedestrian, crossing.	Pedestrian, crossing, look, listen, walk.

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5
Remember		What is a caption?	How to act out a role.	Key Vocab How to write a fact.	How to retell a story.
Starter		Have the picture from last week. What caption could we write for this?	Phone a friend for this page.	What is a fact? Who can tell me a fact about Amelia Earhart.	Ask a child to come up and share their story.
I Will Know	How to write a caption.	How to write a caption for my own picture.	How to write simple facts.	How to retell a story.	How to write a list.
Main Teach 1 Vocabulary lesson based on book of the week.	Title – Astro Girl Key vocabulary Astronaut, space, travel, journey.	Title – Naughty Bus Key Vocabulary Naughty, bus, London, people,	Title – Amelia Earhart Little People, Big Dreams. Key Vocabulary Amelia Earhart, aviator, pilot, aeroplane, journey, solo.	Title – Lost and Found Key Vocabulary Journey, boat, travel, environment, water. Create a story map with the class.	Title – My Granny went to market. Key Vocabulary Travel, journey, world, countries, similar, different.
Main Teach 2	Show the children a picture from the story Astro Girl on the IWB. TTYP: What can you see in this picture? Write down some of the children's responses in note form around the picture. Explain to the children that this week we are going to be writing a caption for this picture. A caption is a short explanation for an illustration. A caption for our picture could be Girl in space. Astronaut in space. Girl/astronaut floating. Lots of stars. Focus on segmenting the words.	Show the children a picture from the story Naughty Bus on the IWB. TTYP: What can you see in this picture? Write down some of the children's responses in note form around the picture. This week we are writing a caption but for our own pictures. My favourite part in the story is when he is a night bus. Model drawing the night bus from the story and adding the caption at the bottom. Focus on segmenting the words. Also a focus on letter size – capital letters and lowercase.	Show the children a picture of Amelia Earhart. TTYP: Can anyone remember who she is? What did she do? She is Amelia Earhart and she was the first female aviator to fly solo across the Atlantic Ocean. Today we are going to be writing facts about her. TTYP: What is a fact? A fact is something that is true. A fact about me is my name is Mrs Goodwin. I have a dog called Jax. TTYP: Can you think of a fact about you? We need to think about our previous learning about Amelia Earhart and the facts we know about her.	Have the story map that was created as a class on the board. TTYP: What happened at the beginning of the story? What happened in the middle? Finally what happened in the end? Today we are going to use the story map to help us create a storyboard. Explain that we need to draw a picture for the beginning, middle and end and write a short sentence for each one. Model to the children drawing a picture in the first box and writing a short sentence. E.g. The penguin finds the boy.	Show the children pictures of what Granny brought at market. TTYP: What can you see? Write down what the children say they can see in a list form. Today we are going to write a list of things Granny brought from around the world. TTYP: Can you remember how to write a list? We need to write the words underneath each other. Can you see how I have do my list? Remind the children that we need to write one word and then write the next word below. Focusing on segmenting the words.

			Use the facts collected from the book the day before to remind children. Show the children how to write down a fact. Focusing on segmenting and finger spaces between words.		
Activity	Children to write a caption for a picture from the story Astro Girl.	Children to draw their own picture based on the book and write a caption for it.	Children to write down a fact about Amelia Earhart.	Children to create a storyboard showing the beginning, middle and end of the story.	Children to write a list of things that Granny brought at the market.
Key Vocab	Speech, speech bubble, beginning.	Role, hot seating, dramatic.	Fact, true, vocabulary.	Main characters, story, beginning, middle, end.	List, vertical

Maths	Week 1	Week 2	Week 3	Week 4	Week 5
Remember	Counting in correspondence. How to identify 1 less. How to represent 1, 2, 3.	Matching. How to compose 1, 2,3. How to compare numbers to 5.	Comparing amounts. How to describe a triangle. How to compare numbers to 5.	Comparing length. How to compare mass. How to compare capacity.	AB repeating patterns. How to make pairs. How to identify rectangles.
I Will Know 1	How to compare numbers to 5.	How to compose 4.	How to compare mass.	How to identify and compose 6, 7 and 8.	How to combine two groups.
Main Teach 1	<p>Show children 4 fingers – ask them how many you are holding up. Can they hold up 4 too? Can they hold up more than 4 fingers on one hand? Can they hold up more than 4 fingers on two hands. Is there more than one way to do this? Can they hold up less than 3 fingers?</p> <p>Play a game of more than, less than or the same. Have a random number generator up on the board – ask children to tell you what number it is showing. Then pick an item out of the back – this might be a number card, a numicon piece, a cube tower etc. Is that number more than, less than or the same as what is being shown on the screen? Do this several times. Ask if children could give you other possible numbers for more than or less than.</p>	<p>Ask children to use their knowledge of number bonds to 4 – TTYP: How many different ways can we make 4?</p> <p>Show children a part-part whole model. Explain that a part-part whole model shows different ways to make a number. The top circle is where the whole number goes, and the 2 parts at the bottom are the parts that you add together to make the whole.</p> <p>If we wanted to make 4, we would put the number 4 at the top as it is our whole. How many green counters do I have? How many blue counters do I have? So these numbers are our parts and together they make 4 – that is the whole! Repeat the process with different ways making 4. Model doing it systematically and explain that this way we can identify all the number bonds and don't miss any out.</p>	<p>Using the balance scales, use a range of resources to explore heavier and lighter. Model and encourage mathematical vocabulary of heavy, heavier, heaviest, light, lighter and lightest. Ask children to make predictions about which object is going to be the heaviest and which object is going to be the lightest. Address misconceptions by having some light, big objects and some small, heavy objects such as a beach ball and a 2kg weight.</p> <p>Investigate finding the heaviest and lightest object when you have 3 objects. Can children support you in working this out or is it heavily modelled? Then invite some children up to be human balance scales. Put an item on each of their hands and ask them to tip to show which item is lighter and which item is heavier.</p>	<p>Count forwards to 8 and count backwards from 8. Order numbers to 8 – bring children up to the front each to hold a number card and place them in the correct order.</p> <p>Subitising numbers 6, 7 and 8.</p> <p>Identify numerals and representations of 6, 7 and 8. Use fingers to identify 1 more.</p> <p>Let's see what 6, 7, and 8 look like in a ten frame or a part-whole model. Explore different combinations, what do you notice?</p>	<p>Explain to children that in maths combining means adding. We are going to add two numbers together – two parts to make a whole. Just like we do when we are making number bonds whether that be in our number bonds song, or using a part-whole model or a ten frame. Show children some counting bears – some red, some yellow (or whatever colours you want to choose). TTYP: How many red bears can you see, how many yellow bears can you see, how many altogether? Do a few different examples of this.</p> <p>Show children that they can do it on their fingers too, again a bit like we have done before with bunny ears. Choose a child to come and help you. I am showing 3 and child is showing 4, how many have we got altogether? Can we subitise or do we need to count?</p>

Activity 1	Comparing dominoes, which side has more, which side has less, can you find one which has the same?	Using part-whole models to show different ways of making 4 – can they do it systemically?	Give children an object and challenge them to find something in the environment that is heavier/lighter. They can then come and test it out on the balance scales.	Using part-whole models and ten frames to make 6, 7, 8.	Using the white rose pictures and ask children to find out how many altogether?
Key Vocabulary 1	More, less, the same, different, same.	Number bonds, part, whole, and, makes.	Heavy, heavier, heaviest, light, lighter, lightest.	Subitise, represent, systematically.	Combine, groups, part, whole, add, subitise.
Remember 2	Counting backwards from 10. Number bonds to 4. How to compare numbers to 5.	How to describe a circle. How to compose 4. Sorting – odd one out	Comparing size. How to identify one more. How to compare mass.	Comparing height. How to identify and compose 6, 7, 8. How to identify squares.	Number bonds to 4. How to compose 5. How to make pairs.
I Will Know 2	How to compare numbers to 5.	How to compose 5.	How to compare capacity.	How to make pairs	How to combine two groups.
Main Teach 2	Show children 3 pots with different amounts of sweets in. The first pot has 4 sweets, the second pot has 3 sweets and the third pot has 5 sweets. I'm going to give this one to child a, this one to child b and this one to child c. TTYP: Is this fair to all 3 children? Why/why not? Discuss how some children have more and some children have less. I wonder if we could share them out so that everyone has the same?	Split the children into 2 groups – one will stay in the classroom, one will go into south hall or outside. Children outside/in south hall are in pairs. Each pair has 5 bin bags. The children have to try to throw the bean bags into the hoop and then count how many land in the hoop and how many land outside the hoop. Then they need to have a go at forming this into a number sentence "3 and 2 makes 5." See if their partner can switch it around and find the other bond with the same numbers "2 and 3 makes 5". Children in the classroom to have 5 double-sided	Show children pictures of full, nearly full, nearly empty and empty, and then say each of those phrases. TTYP: Can you identify which word matches which jug? Conduct an experiment. Have a selection of different shaped and sized containers. TTYP: Which container do you think will hold the most water and which one do you think will hold the least? Record children's predictions in a tally chart. Then test to see which predictions are correct. You can do this by pouring directly from one container to the other. Show children that capacity isn't just about liquid, we can	Remind children when we paired up the socks Collect a basket of small items in pairs – have enough items for each child to have one. As the children come into the classroom, ask them to collect one item from the basket. When all the children have arrived, ask them to find who has the same and sit together in a pair. Explain to children that a pair is two things that are the same – a pair of socks, a pair of cats, a pair of children etc. Ask children to line up in their pairs and go on a 'pairs hunt' outside. What pairs can they spot? Pairs of benches, pairs of trees, pairs of play	Use the white rose dot plate images. Do lots of partner talk in this session, giving children the opportunity to discuss their thoughts and feedback. How many dots does each plate have? How many dots are there on these two plates together? We could do this with dice too. These are fantastic for subitising...what does subitise mean again? Roll one dice and show children your number. Ask a child to come up and roll the other dice and hold it up for children to see. Add the numbers together. Verbalise the number sentence. Do this a few times.

		counters. Shake and drop them onto the table. How many are green? How many are blue? Can children verbalise this as a number sentence? Look at your partners, are they the same. Drop them again, what has changed this time?	use lots of different things. How many cubes will it take to make the jar half full/full? How would you describe it if I took 3 of the cubes out? Is it nearly full or nearly empty?	houses, pairs of basketball hoops etc. Once back inside children could make pairs by playing bunny ears to mirror what their partner is showing.	
Activity	Make a cube tower. Who can make the tallest? How many pebbles are in each tower?	Notes to be taken during small group activities. Both activities to then be available in provision for children to access independently.	Using children's choice of resource to show full, half full and nearly full. Encourage children to decide which container holds the most.	Have matching games available such as snap and dobble for children to explore in provision.	Roll the dice. Subitise the two numbers on the dice and then count to find out how many there are altogether.
Key Vocab	More than, the same, less than, tallest, shortest.	Stem sentence: 1 and 4 makes 5, number bonds, part-whole model, different, same.	Full, half full, nearly full, nearly empty, empty, most, least.	Pair, matching, same, mirror.	Combine, groups, part, whole, add, subitise.

UTW	Week 1	Week 2	Week 3	Week 4	Week 5
Remember		The name of the road our school is on.	Where a map shows.	Who Amelia Earhart is.	How to identify transport from the past.
Starter		TTYP: Where is our school? Town and road.	Look at the map of our local area. Ask chn to identify the features the arrow is pointing to – roads, school, and church.	Look at a photo of Amelia Earhart. What can the children remember?	Sort photos into past and present.
I Will Know	The names of the planets in our solar system.	What a map shows.	Who Amelia Earhart is.	How to identify transport from the past.	Key features of winter.
Main Teach	<p>Show children a picture of Earth. TTYP: Do you know what this is?</p> <p>That's right it is Earth. We live on planet Earth.</p> <p>TTYP: What does the green represent? What does the blue represent?</p> <p>Green shows us where the land is.</p> <p>Blue shows us where the water is.</p> <p>Planet Earth is in the Solar System.</p> <p>TTYP: Do you know any other planets in our solar system?</p> <p>We have the Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.</p> <p>Play https://www.youtube.com/watch?v=F2prtmPEjOc</p>	<p>Show children a map. TTYP: What do people use a map for?</p> <p>To get directions and to find places in that area. This is a map of our town, let's see if we can find our school. Look at the name of the road and our school. TTYP: Look at the buildings, which one is where our classroom is? Show chn where each area of our school is. Let's have a look at the town centre on this map. TTYP: which symbol do you think shows the library? That's right the symbol of the book. TTYP: which symbol do you think shows the church? A cross, that's a key symbol for the church.</p>	<p>Show a picture of Amelia Earhart and explain to the children who she is.</p> <p>TTYP Does anyone know what a pilot does?</p> <p>Brilliant they do fly planes. Amelia Earhart was first female to fly solo across the Atlantic Ocean.</p> <p>Show the children how far she flew.</p> <p>TTYP How do you think she felt flying all that way by herself?</p> <p>This happened in the past. TTYP What does that word mean?</p> <p>It happened before today. It could be a long time ago or just yesterday is in the past.</p>	<p>TTYP: Tell me some examples of transport. Cars, trains, planes, boats. Transport is a way of getting to different places. Transport now looks very different to when your Nanny or Grandad were young and their Mum and Dad too! TTYP: Can you remember what the word past means? We usually talk about things in the past being a long time ago but it can be any day before today. TTYP: What does the word present mean? Today! Right now. We are going to look through some pictures and decide if the transport is from the past or the present.</p>	<p>Autumn is over and we are now in our winter season in England. TTYP: What is the weather like in winter? Usually it is the coldest season of the year. It is the time when we are most likely to get snow but we don't get it very often in Ipswich. TTYP: What clothes do we need to wear in winter? We have to wrap up warm – coats, scarves, hats and gloves as it is often very cold. Some animals even hibernate in winter because it is so cold! We are going to go and see our tree and look at how it has changed since Autumn.</p>
Focus Activity	Children to create a picture of one of the planets working in a group.	Identifying key areas of Ipswich on a map.	Facts about Amelia Earhart.	Sorting photos of transport.	Comparing our Autumn walk photos to our winter walk.
CP Possibilities	Images of the planets so the children can order them.	Draw a map of the classroom/their house.	Pictures and books about her. Posters of her plane.	Junk model vehicles, designing it first.	Sorting autumn/winter images. Winter paintings.

	Space station and rocket small world play.		Large blocks to create their own planes.		
Key Vocab	Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Solar System, planet.	Map, road, symbols, town, town name, road name.	Amelia Earhart, pilot, aircraft.	Transport, vehicles, past, present.	Seasons, winter, typical, hibernate, evergreen.

EAD	Week 1	Week 2	Week 3	Week 4	Week 5
Remember		Use split pin joins.	How to use a treasury tag join.	How to use watercolours.	How to use a slot join.
Starter		Show pictures of a pin join. Can the children name it? Can they remember what to do?	Show the children a treasury tag, can they remember the name? Can they think of things to join with it?	Show the children some of their pictures from last week. Can they remember what we used?	Show pictures of crafts using different joins, children to sort the link joins.
I Will Know	How to use a split pin join.	How to use a treasury tag	How to use watercolours.	How to use a slot join.	The song It's a Wonderful World.
Main Teach	Show the children the pieces of the astronaut. Explain that we need to put them all back together and that we will be using a new way to join them. Model to the children how to use a split pin. Explaining how we need to push it in and then pull apart the legs.	Choose some map symbols. Model drawing them on A6 sized paper. Ask the children how we could keep all these pieces together. Model to the children how to use a treasury tag. Model hole punching and then threading through a treasury tag.	Explain to the children that we are going to be painting today. Show them the watercolour paint trays and ask if anyone knows what they are. Explain that they are watercolours and we use these paints differently to our normal paint. Model to the children how to use the watercolours, dipping the brush into the water and then into the paint.	Recap the joins that we have learned so far: treasury tag, split pin. Look at junk modelling resources. Explain that we are going to make a vehicle using the junk modelling materials. TYP: What would be a good item to use to make a train? A toilet roll tube or a box. Discuss painting to decorate. Model using different joins to combine materials, discuss tape or glue.	Listen to the song first then listen again by pausing after each line and learning the words. Invite children to add actions to match the lyrics. https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-row-row-row-your-boat/zjp7kmn
Focus activity	Children to create an astronaut using split pins.	Children to choose 4 or more map symbols to draw and create their own book of symbols.	Children to paint a picture of a type of transport.	Junk model vehicles.	QR Codes for children to scan and sing the song.

CP Possibilities	Spilt pins in the studio area.	Hole punches and treasury tags in the studio area.	Watercolour paints into the studio area.	Designing vehicles.	Pictures to remind the children of the song.
Key Vocab	Spilt pin, join.	Hole punch, treasury tag, join.	Watercolour, paint, mix.	Join, junk modelling, design.	Song Singer – Louis Armstrong Lyrics