

Beech & Willow Weekly Planning

Theme: Chinese New Year		Stimulus: Chinese New Year	Week: 5 and 6	Date: 13.01.2020 & 20.01.2020
	What do we want the children to learn?		How will we enable this learning to take place?	How will we know who has learned what?
	Learning intentions based on stepping stones/learning goals (40-60m)	Vocabulary	Activities/Routines Provision	Assessment
Personal, Social & Emotional Development	<p>Our Culture</p> <ul style="list-style-type: none"> To understand our own cultural traditions <p>Other Cultures</p> <ul style="list-style-type: none"> To understand traditions in other cultures To understand what is right and wrong. To demonstrate flexibility and adapt behaviour to different events, social situations and changes to routine. To develop early thinking skills To be confident to try new activities <p>Working together</p> <ul style="list-style-type: none"> To begin to accept the needs of others To work as part of a group, taking turns and sharing <p>Thinking skills</p> <ul style="list-style-type: none"> To be interested and motivated to learn To reason To develop early thinking/memory skills 	<ul style="list-style-type: none"> Manners, courtesy, polite Try, explore, experiment Fairness, Winning and losing gracefully Celebration, Cultures, traditions Be kind, share, take turns, rules, patience Decide, reason, can you think, why 	<ul style="list-style-type: none"> Listening to the story of how the Chinese Years are named after animals. Discussing if it was right that the rat cheated. Discussing how the Chinese people celebrate New Year Comparing to our celebrations Trying Chinese food, the dragon dance, using chopsticks Playing Kim's Game with Chinese New Year resources Odd One Out/Thunks 	<ul style="list-style-type: none"> Observations – notes, post-its Children's work Discussion

Communication & Language	<p>General</p> <ul style="list-style-type: none"> To understand what good listening looks like To know how to reproduce it To listen to others in a range of situations To speak clearly with confidence and control showing awareness of the listener To express themselves effectively <p>Chinese New Year</p> <ul style="list-style-type: none"> To listen to stories, anticipating key events and responding with relevant comments, questions or actions To answer how and why questions in response to stories or events To listen and respond to ideas expressed by others <p>Thinking Skills</p> <ul style="list-style-type: none"> To use language to explain, reason , provide justification 	<ul style="list-style-type: none"> How do I listen carefully? What should we do? What did you... How did you feel... Who..? What made you think that..? 'I wonder what will happen if... Snake, pig, dog, horse, rooster, rat, monkey, sheep, rabbit, ox, tiger, dragon Race, celebrate, Decide, reason, can you think, why Why do you think that, how do you know, what clues are there...agree, disagree Menu, character, chef, noodles, waiter, waitress, customer, order, Chow Mein, chopsticks, What made you think that..? Different, odd one out, same 	<ul style="list-style-type: none"> Reinforce how to listen within a whole group and small group <p>Chinese New Year</p> <ul style="list-style-type: none"> Listen to Chinese Nursery Rhymes Listen to the story of the animals Discuss the characters Discuss which animal the staff and children are, talking about their characteristics Talking about the celebrations, traditions and culture of Chinese New Year Comparing our experiences of New Year with those at Chinese New Year Model play in the restaurant Provide opportunities for the children to explore roles and characters. Introduce new vocabulary linked to this <p>Thinking Skills</p> <ul style="list-style-type: none"> Answering, explaining and reasoning during Kim's Game Discussing reasoning for mystery box, Kim's Game using who, why etc Introduce Odd One Out with Chinese items. Model odd one out 	<ul style="list-style-type: none"> Observations Discussion
Physical Development	<p>General</p> <ul style="list-style-type: none"> To use small and large equipment showing a range of basic skills To develop health and well-being <p>Outdoor</p> <ul style="list-style-type: none"> To use space and be aware of others To travel around, under, over and through balancing and climbing equipment <p>Handwriting</p> <ul style="list-style-type: none"> To hold a pencil effectively To begin to make anti-clockwise movements To write both names <p>Tools & Equipment</p>	<ul style="list-style-type: none"> Over, under, through and up, down. Anti-clockwise Letter 	<p>General</p> <ul style="list-style-type: none"> General manipulation of tools General classroom activities Introducing the daily mile and trialling it <p>Outdoor</p> <ul style="list-style-type: none"> Outdoor climbing frame General manipulation of resources in the garden <p>Handwriting</p> <ul style="list-style-type: none"> Reinforce correct letter formation – Zip Letters Whiteboards/handwriting book – r, n, m, h, k, b, p, Writing first/second name with correct formation Colouring activities <p>Using tools & Equipment</p>	<ul style="list-style-type: none"> Observations Children's work

	<ul style="list-style-type: none"> To handle tools safely and with increasing control To understand how to transport and store equipment safely <p>Dance sessions</p> <ul style="list-style-type: none"> To experiment with different ways of moving To respond to sound and music To be aware of body parts To use imagination in Dance (CD) <p>Health & Self Care</p> <ul style="list-style-type: none"> To recognise the changes in their body when they are active To know the importance of a healthy diet, and talk about ways of keeping healthy. 	<ul style="list-style-type: none"> Cut, snip, turn, hold Safely, care of tools, resources Hold Space, still, stop, high thin <ul style="list-style-type: none"> Heart rate, pumping blood, faster, hot, sweat Exercise, healthy Hygiene, washing, germs, healthy, diet 	<ul style="list-style-type: none"> Making Chinese dragon puppets Making lucky money envelopes Making Chinese food – using chopsticks <p>PE sessions</p> <ul style="list-style-type: none"> Chinese Dragon Dance – build up from small to large groups <p>Health & Self Care</p> <ul style="list-style-type: none"> Discuss the effects of exercise on their body during PE sessions Discussing hygiene linked to cooking – hand washing, wearing aprons, not touching faces etc. Discussing how germs can be transmitted by sneezing etc. Discussing foods we have as a treat 	
Literacy	<p>Phonics</p> <ul style="list-style-type: none"> See phonics group plans <p>Reading</p> <ul style="list-style-type: none"> To know how to use a non-fiction book to find information To read some familiar words <p>Writing</p> <ul style="list-style-type: none"> To begin to form simple sentences sometimes using punctuation To use the phonic knowledge to attempt writing To write for a purpose 	<ul style="list-style-type: none"> Non-fiction, information book, contents page, index <ul style="list-style-type: none"> Capital letter, finger spaces. Full stop, sounds, letters HFWs, colour, match, read 	<p>Phonics</p> <ul style="list-style-type: none"> See Weekly Phonics Plan <p>Reading</p> <ul style="list-style-type: none"> Using non-fiction books and the computer to find out about animals, Chinese New Year Looking at non-fiction books about the celebration of CNY Modelling how to use them Discussing types of illustrations, text in Non-fiction books Learning HFWs <p>Writing</p> <ul style="list-style-type: none"> Modelling how to write a sentence, using a capital letter and full stop To write a sentence about which animal they are To write a caption for a photograph 	<ul style="list-style-type: none"> Observations Children's work Discussion
Mathematics	<p>Mental and Oral starters See maths group plans</p> <p>Main Teaching</p> <ul style="list-style-type: none"> To recognise and form numbers to 5 <p>Topic maths</p> <ul style="list-style-type: none"> To use mathematical language linked to money To use mathematical knowledge to solve problems To recognise and complete repeating patterns 	<ul style="list-style-type: none"> Coin, money, value, amount, copper, silver, 1p, 2p, 5p, 10p <ul style="list-style-type: none"> Pattern, repeat, two, three colour pattern 	<ul style="list-style-type: none"> Mental and Oral starters See maths group plan <p>Main Teaching Input</p> <ul style="list-style-type: none"> Number work - See Weekly Maths Plan for groups Number Zoo – Story of Penguin 1 Writing 1 <p>Topic Maths</p> <ul style="list-style-type: none"> Introducing coins to 10p Exchanging 1ps for coins Naming, sorting coins, sorting copper, silver coins Drawing around and labelling coins Making lucky money envelopes 	<ul style="list-style-type: none"> Observations Children's work Discussion

Understanding the World	<p>People & Communities</p> <ul style="list-style-type: none"> To understand similarities and difference in families and communities – Focus on Chinese New Year <p>The World</p> <ul style="list-style-type: none"> To look carefully at similarities and difference of living things To investigate living things in our area, from a cultural perspective To Ask questions about why things happen, looks closely at similarities, differences, patterns and change To investigate and talk about what they have found out <p>Technology</p> <ul style="list-style-type: none"> To use simple programs To select and use technology for different purposes To use a programmable toy 	<ul style="list-style-type: none"> chopsticks, money packets etc. stories, traditions, culture Red, gold, lucky Animal, race, win, lose Chow mien, noodles, soy sauce, chop sticks Ingredients, noodles, beansprouts, soy sauce, prawn crackers Ingredients, change, the same, different, recipe, cooked, raw Digital camera Picture, delete, save Internet, wifi, research, search engine etc Mouse, keyboard Click, double click, Monitor Direction, forwards, backwards, sideways, program 	<ul style="list-style-type: none"> Reinforce repeating patterns for dragon puppets <p>People & Communities</p> <ul style="list-style-type: none"> See PSE - Read stories about Chinese New Year 'Fire crackers and lanterns', 'Clever sticks' Using chopsticks. Look at Chinese clothes Look at Red money packets and forms of celebration Talking about year of pig and those when children were born – Counting in Chinese Answer the Register in Chinese Knowledge box – Chinese new year celebrations Discussing similarities and differences between our new year celebrations <p>The World</p> <ul style="list-style-type: none"> Making Chinese food discussing and tasting Smelling, tasting , naming and feeling ingredients Looking at them in the raw state and identifying how they change after cooking <p>Technology</p> <ul style="list-style-type: none"> Photographing with the digital cameras Operating the Beebots at a simple level Using the internet to research Chinese New Year 	<ul style="list-style-type: none"> Observations Children's work Discussion
Expressive Arts & Design	<p>Being imaginative</p> <ul style="list-style-type: none"> To use imagination in role play, drama, dance and story <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> To explore colour, shape and texture in 2 and 3D To express and communicate their ideas using a range of media <p>Music & Singing</p> <ul style="list-style-type: none"> To sing simple songs from memory To use musical instruments, changing volume and tempo 	<ul style="list-style-type: none"> Character, props, costumes, menu, kitchen, restaurant Menu, character, chef, noodles, waiter, waitress, customer, order, Chow Mein, chopsticks, Repeating pattern, colour, attach, sellotape, fold, concertina Rhyme, song, loud, quiet, fast, slow Beat, up, down, move together, high, low Drum, dance, beat 	<p>Being imaginative</p> <ul style="list-style-type: none"> Introduce Chinese Restaurant Group work in free choice time Introduce Restaurant and props with an adult Rehearsing and demonstrating dance – Dragon Dance Learning a Dragon dance <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> Making a dragon puppet Making Chinese Lanterns Making fans <p>Music & Singing</p> <ul style="list-style-type: none"> Moving to the beat of a drum, tambourine Music Express – Missing Dumplings Using instruments – varying volume, tempo 	<ul style="list-style-type: none"> Observations Children's work Discussion

