

Beech & Willow Weekly Planning

Theme: 3 Little Pigs		Stimulus: Mystery Box		Week: 4, 5, 6		Date: 27.01.2020	
	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?		What next?
	Learning intentions based on stepping stones/learning goals (40-60m)		Vocabulary		Activities/Routines Provision		Notes to inform future planning
Personal, Social & Emotional Development	<u>General</u> <ul style="list-style-type: none">To begin to accept the needs of others.To understand the consequences of actions.To develop a positive approach to learning experiencesTo respond to significant feelings – fearTo develop early thinking/memory skills		<ul style="list-style-type: none">Listen, opinion, contribute, take turns.Responsible, right, wrong, making right/wrong choices		<u>General</u> <ul style="list-style-type: none">Establishing rules for discussion.Reinforce class rules, rewards and sanctions.Reintroduce rules and traffic light system		<ul style="list-style-type: none">Observations – notes, post-itsChildren’s workDiscussion
	<u>SEAL</u> <ul style="list-style-type: none">It’s good to be meMirror in a box – pass around and discuss why importantTo know that everyone in the world can feel the same feelings – continue		<ul style="list-style-type: none">Who, what, where, when, why, reasonImportant, special, unique, different, the sameHappy, sad, excited, anxious, afraid, jealous, listen, agree, disagree, relax,		<u>SEAL</u> <ul style="list-style-type: none">Passing a box with a mirror around, looking at themselves and explaining why they are importantDiscuss how the children feel at the moment.Look at photographs of children expressing their feelings in different ways.Talk about how they feel and how we know that.Singing if you’re happy and you know itPlay sleeping LionsIntroducing relaxation and staying still		
	<u>3 Little Pigs</u> <ul style="list-style-type: none">To respond to significant feelings – fear		<ul style="list-style-type: none">Afraid, fear, anxious, feelings,Look, remember, how did you remember, what helped you remember		<u>3 Little Pigs</u> <ul style="list-style-type: none">Talking about how the pigs felt and comparing to when the children felt afraid.		
	<u>Thinking Skills</u> <ul style="list-style-type: none">To develop early thinking/memory skills				<u>Thinking Skills</u> <ul style="list-style-type: none">Mystery BoxPlaying Kim’s Game with 3 Little Pig Mystery box objects		

Communication & Language	<p>General</p> <ul style="list-style-type: none"> To understand what good listening looks like. To know how to reproduce it <p>3 Little Pigs</p> <ul style="list-style-type: none"> To listen to others in a range of situations To speak clearly with confidence and control showing awareness of the listener <p>Wooden Spoon Puppets</p> <ul style="list-style-type: none"> To express themselves effectively To use language to reason and make choices To use language to explain, reason , provide justification <p>Odd One Out</p> <ul style="list-style-type: none"> To identify the odd one out 	<ul style="list-style-type: none"> How do I listen carefully? What should we do? <ul style="list-style-type: none"> What did you... How did you feel... Who..? What made you think that..? <ul style="list-style-type: none"> How will you...? 'I wonder what will happen if... <ul style="list-style-type: none"> Different, odd one out, same 	<p>General</p> <ul style="list-style-type: none"> Reinforce how to listen within a whole group and small group ITkit cards <p>3 Little Pigs</p> <ul style="list-style-type: none"> Cohort TFW – 3LP Listen and respond to versions of the Three little Pigs. Sequence and re-tell the story Re-telling it using puppets. Predicting endings to our version of the story. Responding to 'I wonder what will happen if...' <p>Wooden Spoon Puppets</p> <ul style="list-style-type: none"> Discussing what they will use and providing reasons for their choices when making their spoon puppets Reinforce how to listen within a whole group and small group <p>Odd One Out</p> <ul style="list-style-type: none"> Odd One Out with 3 Little Pigs Thunks 	<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 <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 	<ul style="list-style-type: none"> Over, under, through and up, down. <ul style="list-style-type: none"> Anti-clockwise Letter Down, back up 	<p>General</p> <ul style="list-style-type: none"> General manipulation of tools General classroom activities <p>Outdoor</p> <ul style="list-style-type: none"> Outdoor climbing frame General manipulation of resources in the garden <p>Handwriting</p> <p>Reinforce correct letter formation group b– c ,o ,a, d, g, q, s, e</p> <p>Introduce m, h, b, k, p, r</p> <ul style="list-style-type: none"> Whiteboards/handwriting book Writing first/second name with 	<ul style="list-style-type: none"> Observations Children's work 	

	<p><u>Tools & Equipment</u></p> <ul style="list-style-type: none"> To handle tools safely and with increasing control To understand how to transport and store equipment safely <p><u>Dance sessions</u></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><u>Health & Self Care</u></p> <ul style="list-style-type: none"> To recognise the changes in their body when they are active 	<ul style="list-style-type: none"> Cut, snip, turn, hold Safely, care of tools, resources Hold Space, still, stop, high thin Heart rate, pumping blood, faster, hot, sweat Exercise, healthy 	<p>correct formation</p> <ul style="list-style-type: none"> Colouring activities <p><u>Using tools & Equipment</u></p> <ul style="list-style-type: none"> Making collages of the pigs houses Using scissors in general craft tasks Making wooden spoon puppets <p><u>PE sessions</u></p> <ul style="list-style-type: none"> Dance – Active Kids 48 – responding to moods and emotions <p><u>Health & Self Care</u></p> <ul style="list-style-type: none"> Discuss the effects of exercise on their body during PE sessions 		
Literacy	<p><u>Phonics</u></p> <ul style="list-style-type: none"> To link some sounds to letters To use phonic knowledge to decode regular words and read them aloud To know the names of letters <p><u>Reading</u></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><u>Writing</u></p> <ul style="list-style-type: none"> To begin to form simple sentences sometimes using punctuation To use the phonic knowledge to attempt writing 	<ul style="list-style-type: none"> Sound, digraphs phoneme, grapheme, blend, sing them together, first, last, middle, segment Letter names Non-fiction, information book, contents page, index Capital letter, finger spaces. Full stop, sounds, letters 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> Recap on all sounds daily and assess which need further coverage as groups See Weekly Phonics Plan Learning the alphabet song – names <p><u>Reading</u></p> <ul style="list-style-type: none"> Using non-fiction books and the computer to find out about pigs, wolves Modelling how to use them Discussing types of illustrations, text in Non-fiction books Using non-fiction books to find out about materials and buildings Learning HFWs Introducing reading Tricky words into phonics sessions <p><u>Writing</u></p> <ul style="list-style-type: none"> Modelling how to write a sentence, using a capital letter and full stop 	<ul style="list-style-type: none"> Observations Children's work Discussion 	

		<ul style="list-style-type: none"> • HFWs, colour, match, read 	<ul style="list-style-type: none"> • Writing a book about the 3 Little Pigs. • Writing a speech bubble for the wolf • Writing a caption for the pig • Introducing openers and conjunctions • Labelling a house 		
	<p><u>Talk for Writing</u></p> <ul style="list-style-type: none"> • To develop narratives • To use story language 	<ul style="list-style-type: none"> • Once upon a time, suddenly, but, next, finally, then 	<p><u>Talk for Writing</u></p> <ul style="list-style-type: none"> • Learning the story of the 3 Little Pigs • Re-telling it using actions 		
Mathematics	<p><u>Mental and Oral starters</u></p> <ul style="list-style-type: none"> • To count beyond 10 • To count to 20 reliably • To count beyond 20 <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> • See weekly plan <p><u>Topic maths</u></p> <ul style="list-style-type: none"> • To use mathematical knowledge to solve problems • To use names of 2D shapes and mathematical vocabulary to describe them 	<ul style="list-style-type: none"> • How many? • Count • One, two, three, four, next, before, after, one more, one less • Order • How many • In, under, next to, beside, above, below • Logical, problem, resilient, record, different • Circle, triangle, square, rectangle, corners, straight sides, curved sides 	<ul style="list-style-type: none"> • <u>Mental and Oral starters</u> • Discussing numbers of dinners/packed lunches <p><u>Main Teaching Input</u></p> <ul style="list-style-type: none"> • Number work - See Weekly Maths Plan for groups <ul style="list-style-type: none"> • <u>Topic Maths</u> • Problem Solving – How many ways can the pig carry his 3 coloured bricks • Using 2D shapes to make the pig's brick house. Describing why the shape they have selected is the best for the job. 	<ul style="list-style-type: none"> • Observations • Children's work • Discussion 	
Understanding the World	<p><u>People & Communities</u></p> <p><u>The World</u></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 	<ul style="list-style-type: none"> • Hard, soft, bendy, rigid, plastic, wood, brick, flexible, transparent 	<p><u>People & Communities</u></p> <p><u>The World</u></p> <ul style="list-style-type: none"> • Discussing materials the pigs used. Identify features of different materials, sorting, classifying • Making houses for the pigs using the materials • Hairdryer house building experiment 	<ul style="list-style-type: none"> • Observations • Children's work • Discussion 	

	<ul style="list-style-type: none"> To investigate and talk about what they have found out <p><u>Technology</u></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"> Digital camera Picture, delete, save Internet, wifi, research, search engine etc Mouse, keyboard Click, double click, Monitor Direction, forwards, backwards, sideways, program 	<p><u>Technology</u></p> <ul style="list-style-type: none"> Photographing with the digital cameras Dazzle – Painting Fairy Tale characters Moving the Beebot between the Three Little Pigs houses Education City – K&U Materials 		
Expressive Arts & Design	<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> To use imagination in role play, drama, dance and story <p><u>Exploring & Using Media & Materials</u></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><u>Music & Singing</u></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, materials, wood, brick, hard hat, high visibility vest Roles, theatre, puppets – hand /glove puppets, finger puppets Plan, design, colour, attach, decorate, fabric, appropriate Rhyme, song, loud, quiet, fast, slow Beat, up, down, move together, high, low 	<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> In small groups, prepare a mini performance of the TLP for others Introducing the builders yard Introducing the stage Group work in free choice time Using wooden spoon puppets to re-tell stories in the puppet theatre <p><u>Exploring & Using Media & Materials</u></p> <ul style="list-style-type: none"> Making puppets Discuss Fairy Tale characters Planning & Making a wooden spoon Fairy Tale puppet Making collages of Pigs houses <p><u>Music & Singing</u></p> <ul style="list-style-type: none"> Learning songs about 3 singing pigs – Music/singing activities Using instruments – varying volume, tempo 	<ul style="list-style-type: none"> Observations Children's work Discussion 	