

Beech & Willow Weekly Planning						
Theme: Ourselves		Stimulus: Once There Were Giants		Week: 4, 5, 6, 7	Date: 23.09.19, 30.09.19, 07.10.19, 14.10.19	
	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	<ul style="list-style-type: none"> To have positive approach to events To form friendships with others To learn the routines of the day To reinforce 6 classroom rules, rewards and sanctions To take turns and share fairly SEAL I know the people in my class To show sensitivity to others needs and feelings 		<ul style="list-style-type: none"> Enthusiasm, exciting, new Friend, children's names, group Morning, afternoon, break time Safety, rules Turn, next, wait, after, patient, number names, letter names Names Now then, when you were a baby, little 	<ul style="list-style-type: none"> Praise/encouragement supporting new experiences Going into assembly Support/adult intervention in activities provided Tidying up as they leave an activity Reinforce the COEL Introduce the animals and stories Adult support/ Praise/encouragement for following routines and keeping the rules Adult support for turn taking - Literacy & Numeracy games Circle – hello... Tell teddy your name Discussing what we did as babies in Circle time then making a baby memory book. Discussing our baby photo's memories Reading 'Bye Bye Baby' Learning 'When I was Young' Poem Photographs and the visit to the church for Harvest 	<ul style="list-style-type: none"> Observations of relationships Observe choice of activities Observe responses to new situations Talking to the children Observations Notes during circle time 	
	Communication & Language	<ul style="list-style-type: none"> To listen attentively in a range of situations To listen to stories and respond to what they hear To understand what good listening looks like. To know how to reproduce it. To be able to follow directions To answer how and why questions To listen to others in a small group To express themselves effectively To express themselves effectively To use talk to organise, sequence and clarify thinking, ideas, feelings and events. 		<ul style="list-style-type: none"> Reflect, listen, Books, start, middle, end Answer, questions, comment How do I listen carefully? What should we do? Memory, different, changes, the same, experiences Baby, toddler, chid, 	<ul style="list-style-type: none"> Going into assembly Listening to stories 'Bye, Bye Baby', 'Once there were giants' Looking at baby photographs and talking about baby memories Making a baby memory book Listen to stories about Ourselves and children, Introduce Lenny then Lion and the COEL animals through story Answering questions and responding to the stories Talking about how we learn 	<ul style="list-style-type: none"> Observations Tick list of children answering how/why questions about the story Tick list of children making comments/asking questions about the stories

	<ul style="list-style-type: none"> To use talk to act out roles 	<p>adult</p> <ul style="list-style-type: none"> Baby, care for, look after, doctor, nurse, medicine, vaccination 	<ul style="list-style-type: none"> Introduce the baby clinic AM to talk about babies 	
Physical development	<ul style="list-style-type: none"> To develop skill in manipulating small objects To climb over, under and through climbing equipment To show appropriate control in large and small scale movements To manage own personal needs To know the importance for good health of a healthy diet To hold a pencil correctly To handle tools safely and with increasing control To develop core strength To change clothes independently To use space effectively To hop, run, jump, skip To form curly caterpillar letters c, o, a, d, g, 	<ul style="list-style-type: none"> Over, under, through, next to Space, stop, listen etc. Change, tidy, fold, independent Hygienic, germs, clean Healthy, vitamins, good for you, diet Hold, pressure, shapes Match, join Cut, snip, turn, hold 	<ul style="list-style-type: none"> General play Outdoor area Fastening coat for outdoor area Brain Gym – Learning Cross Crawl & Lazy 8's, shoulder roll Teaching children to wash hands before lunch, snack and handling food Teaching correct pencil grip. Using coin/pencil hugger if needed Writing names Sewing felt faces on Binca for calendars Sewing fabric for faces/shoulders on calendars Introduce 'After Break Yoga' <p>PE</p> <ul style="list-style-type: none"> Rabbits Beans on Toast Getting changed Daily gross motor letter formation 	<ul style="list-style-type: none"> Observations outdoors Checklist of physical development skills towards baseline Assessment notes during fruit kebab planning /making Children's work
Literacy	<ul style="list-style-type: none"> To listen in a small group To know how to handle a book and retrieve information from non-fiction books. To recognise their name To reinforce Oxford Reading Tree characters To link some sounds to letters. To form some letters correctly To write for a purpose To read and understand simple sentences 	<ul style="list-style-type: none"> Book language – page, front/back cover, blurb, words, pictures Whose name begins with...? Biff, Chip, Kipper, Floppy, Mum, Dad Wilf Wilma Grapheme, sound, silver sound box Jolly Phonics Sentence, word, full stop, capital letter, finger spaces. 	<ul style="list-style-type: none"> Listening to stories – New Clothes for Alex, Titch Looking at books about our bodies Computer in the dining hall Labelling characters Matching game ORT games e.g snap ORT fishing game Listen to story, make sounds, look at flashcards for s, a, t, l p, n ,c/K, e, h, r, m, d, g, o, u, l Writing their name Shared writing – Teacher modelling a sentence – baby Memories. Introducing appointment notes and times to baby clinic Writing about photos and fact files in Literacy book 	<ul style="list-style-type: none"> Assess children's recognition of satpin Observe who can find their name when ordering/having lunch <p>Key Word checks of target readers</p>

Mathematics	<ul style="list-style-type: none"> To count beyond 10 To use 1-1 correspondence To sing number rhymes To recognise number 1 -10 To know that numbers identify how many objects are in a set. To introduce the concept of sorting. To recognise differences in quantity when comparing. 	<ul style="list-style-type: none"> How many? Count How many, one more, one less, count One, two number, next , after Sort, set, group Which has more, less Tall, short, taller, shorter 	<ul style="list-style-type: none"> WG counting to 20 Counting objects Counting group – touch counting 5/10 objects Matching sets to a numeral Discussing numbers of Dinners/packed lunches. Introduce Day and date chart Education City counting 1 – 5 – Big Bus Number Zoo 2,3, 4, 5, 6, 7, 8, 9, 10 Model with multilink/threading beads Display Numicon number line – Introduce tiles to 10 Model making sets 5/10 Playing number recognition games Sorting children by hair/eye colour Making sets of children with above Making graphs of children with above Comparing children by height 	<ul style="list-style-type: none"> Observation during counting activities Assessment notes on target children Observations of singing Involvement in activities Working with children making sets to 5/10 Assessment notes Practical sorting activities <p>Assessment notes</p>
Understanding the World	<ul style="list-style-type: none"> To investigate using their senses. To identify features they like and dislike. To begin to know about their own culture and that of others. To ask questions about why things happen. To look closely at similarities, differences and change. To find out about past and present events in their own life and in family members To observe select and manipulate objects and materials. To use simple ICT programs 	<ul style="list-style-type: none"> Hard, soft, sweet, sour, rough, smooth Like, dislike, why Hair, eyes, colour, sort, graph, set , more, less, the same, how many. mouse, monitor, keyboard, whiteboard 	<p>P&C</p> <ul style="list-style-type: none"> Talk about significant events Knowing that they are all unique <p>TW</p> <ul style="list-style-type: none"> Talk about changes in their life Things they can do now that they couldn't do then Using a senses box to explore Discussing similarities and changes in themselves as they have grown. Sorting children practically by hair/eye colour. Graph of hair colour Sets of eye colour Ordering children by height Growth Mindset – Learning how we learn Neurons and Synapses <p>T</p> <ul style="list-style-type: none"> Schools 360 Support using computers Observation skill/Education City – 1-5 	<ul style="list-style-type: none"> Participant observations of children who will try new things Expresses likes/dislikes Uses senses to explore <p>Assessment notes</p>

Expressive Arts & Design	<ul style="list-style-type: none"> • To use available resources to develop role play • To create simple representations of objects, events, people • To join in singing songs • To explore colour, texture and shape in 2 and 3 dimensions. • To use simple tools and techniques • To sing simple songs from memory • To know how sounds can be changed 	<ul style="list-style-type: none"> • Imagination, role, character, story • Paint, picture, brush strokes, colours, imagination • Loud, quiet, clap • Baby, care for, look after • Pattern, up, down, sewing, needle, thread, felt • Collage, make, sew • Print, paint, marble, stick, glue, decorate • Sing, clear, 	<ul style="list-style-type: none"> • Role Baby Clinic • Adult to model how to use the Baby Clinic • Making felt collages of themselves – sewing faces • Circle games – pass the keys, Teddy game, guess the instrument, smartboard guess the sound – differentiate sounds • Singing heads shoulders knees and toes • Tapping names on chime bars • Free painting • Learning 'Busy for the Harvest Song' Learning a harvest poem • See UtW 	<ul style="list-style-type: none"> • Observations towards baseline • Children's work <p>Observations of singing</p>
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