

FS1 Weekly Planning - Me and My Family

WB: 8/11/20

Class: FS1 Orange

Teacher: Miss Rima

	Literacy	Maths	PSED/ UTW/ PD/ EAD
Sun	<p>R-22-36 Repeats words or phrases from familiar stories.</p> <p>U- 22-36 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>S - 22-36 Uses simple sentences (e.g.' Mummy gonna work.')</p> <p>S - 22-36 Beginning to use word endings (e.g. going, cats).</p> <p>Carpet Input T to explain that they have finished learning about the story 'Don't wake the bear, hare!' and put it away.</p> <p>Explain it is about a very tired bear/i hope you enjoy the story. T to show the children the book (story, printed version or online version). T to show the visuals (real objects or via book creator) of the characters (bear, car, house, bed and other animals etc).</p> <p>T to encourage children to guess what they think this story could be about. T to read the story to the children, pointing out the front cover and characters using MTYT: 'I can see a..'</p> <p>T to ask children some simple questions about the story. What happened to Mr Bear? How do you think he was feeling? Why?</p> <p>Focused Activity: T to summarize the story explaining that Mr bear can't sleep because there is too much noise in the house.</p> <p>PowerPoint will be provided on Weebly – parents to download and play the different sounds from the story using sound buttons or book creator. Children will point to the picture to identify the sound. Encourage the children to use a sentence to say what they can hear.</p>	<p><u>Shape Space and measure</u> 22-36 Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p> <p>Day and night input</p> <p>T to show the children images of day and night. What can you see? TTYTP, T to ask children what their TP said. T model correct sentence structure through MTYT. T to use language focused on times of the day, events, before, later etc.</p> <p>T to mirror the day and night activities, then ask the children: What do you see? What is happening? Do we do this activity during the day or at night?</p> <p>T to explain we will be sorting activities into day and night. Invite children up individually to select a picture, to explain what is happening then sort it into day or night.</p> <p>Main Focus Decorate the sun/moon & children to discuss with parent what happens when.</p>	<p>Making relationships: 22-36 Shows affection and concern for people who are special to them. 22-36- Responds to the feelings and wishes of others. T to reinforce class rules and how we treat everyone in our class.</p> <p>H and ;SC 22-36 Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. T to encourage independence throughout the day encouraging children to have a go at taking off jumpers/ putting indoor shoes on/off.</p> <p>T - 22-36 Seeks to acquire basic skills in turning on and operating some ICT Equipment.</p>

	MTYT: 'I can hear a..'		Ipads - Interactive smart board games.
Mon	<p>R-22-36 Repeats words or phrases from familiar stories.</p> <p>U- 22-36 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>S - 22-36 Uses simple sentences (e.g. ' Mummy gonna work.')</p> <p>S - 22-36 Beginning to use word endings (e.g. going, cats).</p> <p>Main focus Can the children remember the name of the new story? MTYT "Peace at last" Children listen to the story on the IWB. T to ask the children questions about the story.</p> <p>Who is in the story? MTYT I can see..., Can you remember why Mr bear couldn't sleep? How do you think he was feeling? What sounds did Mr bear hear in the kitchen? Baby bears room? Garden? Living room? How do you think Mr Bear was feeling when he fell asleep in the car?</p> <p>Focused Activity - Children will have the opportunity to draw their favourite scene from the story and describe what is going on. Parents to ask the questions provided as a guide.</p>	<p>Shape Space and measure 22-36 Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p> <p>Carpet Input Book creator- T to show the children the box and ask, what do you think is inside the box? T to ask children what does you think is inside the box. Model correct sentence structure using MTYT.</p> <p>Encourage the children to sing 'what's in the box today'. Reveal (using the revealer option) the day then night picture out of the box. T to ask, what do you see? What do you think we will be learning today? Model sentences using MTYT "we are sorting day and night activities".</p> <p>Continue to sing the song, inviting children to select a picture card from the box and sort it into day or night.</p> <p>Questions: What do you see? What is happening in the picture? Do we do this activity during the day or at night? Why?</p> <p>Focused Activity – Adult to swap the day and night activities and explain that the activities have been mixed up. How could we fix it? Parents to then encourage the children to look carefully at the picture cards and decide if it belongs during the day or night. Adult to use language focused on times of the day, events, before, later etc.</p>	
Tues	<p>R-22-36 Repeats words or phrases from familiar stories.</p> <p>U- 22-36 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>S - 22-36 Uses simple sentences (e.g. ' Mummy gonna work.')</p> <p>S - 22-36 Beginning to use word endings (e.g. going, cats).</p>	<p>N - (22-36) Begins to make comparisons between quantities. Knows that a group of things changes in quantity when something is added or taken away. N - (30-50) Beginning to represent numbers using fingers</p> <p>Maths input T to show the children the resources (picture of a boy and girl, counting objects and numbers) What can you see? What do you think we are learning?</p>	

	<p>T to read story to the whole class. T to ask children questions about the story to encourage them to recall parts of the story, using visual aids/book creator.</p> <p>Where is this story set, in a house, at school? Who is the main character? How do you think Mr Bear was feeling? Why? Why couldn't Mr Bear sleep? What happened when Mr Bear went to baby bears room? What sounds did Mr Bear hear when he was in the garden?</p> <p>Focused Activity: Children will be given a scene from the story book. T will encourage the children to use a simple sentence to describe what is happening in that scene.</p> <p>What can you see? MTYT: 'I can see a..'</p> <p>What happened in this part of the story? Why?</p> <p>S&C: T to encourage children to talk about what happened next once they have described their scene.</p> <p>Resources: Story book/book creator, scenes from the story book, story visual aids/prompts.</p>	<p>Model correct sentence structure using MTYT. T to explain we are focusing on maths, counting and comparing.</p> <p>T to demonstrate counting the same amount for the boy and the girl, showing the amount on their fingers.</p> <p>Encourage the children to copy.</p> <p>What will happen if I give the girl 2 more? Will it be the same number or will it change? Who has more? Who has less? Why?</p> <p>T to ask what did your TP think? Model correct sentence structure using MTYT.</p> <p>Invite children up to give the boy and girl objects, repeat the same questions.</p>	
<p>Wed</p>	<p>R-22-36 Repeats words or phrases from familiar stories. U- 22-36 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). S - 22-36 Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>S - 22-36 Beginning to use word endings (e.g. going, cats).</p> <p>Story/Literacy input Can the children remember the name of the new story? MTYT "Peace at last" Children listen to the story on the IWB. T to ask the children questions about the story. Who is in the story? MTYT I can see... Can you remember why Mr bear couldn't sleep? How do you think he was feeling? What sounds did Mr bear hear in the kitchen? Baby bears room? Garden? Living room? How do you think Mr Bear</p>	<p>N - (22-36) Begins to make comparisons between quantities. Knows that a group of things changes in quantity when something is added or taken away. N - (30-50) Beginning to represent numbers using fingers.</p> <p>Input T to show the children the resources (picture of a boy and girl, counting objects and numbers) What can you see? What do you think we are learning? Model correct sentence structure using MTYT. T to explain we are focusing on maths, counting and comparing.</p> <p>T to demonstrate counting the same amount for the boy and the girl, showing the amount on their fingers. Encourage the children to copy.</p> <p>What will happen if I give the girl 2 more? Will it be the same number or will it change? Who has more? Who has less? Why?</p>	

	<p>was feeling when he fell asleep in the car?</p> <p>Focus Activity Complete bear craft activity.</p>	<p>T to ask what did your TP think? Model correct sentence structure using MTYT.</p> <p>Focused Activity Parents to ask chn to feed the boy/girl according to the number shown – depending on the ability.</p> <p>What number can you see? Can you show me on your fingers? Can you give the boy/girl the same amount?</p> <p>Encourage the children to carefully count the objects, saying 'I counted...'. What happens if we add/take away? Is it the same or different? Is it more, less or the same? Why?</p> <p>T to model correct sentence structure using MTYT during online session and ask parents to follow guided provided.</p>	
<p>Thurs</p>	<p>R-22-36 Repeats words or phrases from familiar stories. U- 22-36 Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). S - 22-36 Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>S - 22-36 Beginning to use word endings (e.g. going, cats).</p> <p>T to read the story book on the IWB. T will ask some questions for the children to recall parts of the story using a book creator. T will show children a scene from the beginning part of the story, children will be encouraged to use simple sentences to recall what is happening in that scene. T will then show children a scene from the middle part of the story, children will be encouraged to use simple sentences to recall what is happening in that scene. Finally T will show children a scene from the end part of the story, children will be encouraged to use simple sentences to recall what is happening in that scene.</p> <p>Focused Activity:</p>	<p>N - (22-36) Begins to make comparisons between quantities. N - (30-50) Beginning to represent numbers using fingers</p> <p>Maths Input Similar activity as the day before in order to consolidate previous learning.</p>	

	<p>T will give the children cutouts of the three scenes the children talked about during the carpet input. Children will be encouraged to sequence these scenes in the correct order, by sticking them into a chart numbered 1-3. Each child will take it in turns to use a simple sentence to describe what happens in one of the scenes. S&C - Children use simple sentences to talk about what happens in all three scenes.</p> <p>Resources: Story book/book creator, three scenes from the story to sequence, Visual aids/story puppets to prompt children to recall parts of the story.</p>		
<p>Other objectives covered this week:</p>	<p>LO: 22-36m PD: Move confidently, change direction and speed avoiding collisions, stop quickly (see PE plan)</p>		
<p>Assessment/ Notes/ Reflection:</p>			