






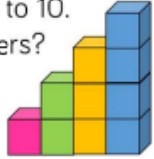
Weekly Planning Example

Topic: Space

<p>Tue- Pancake day Thur- World book day 10.30- Theatre production 2pm- live assembly</p>				
Adult Guided				
<p>LT: To show that I can use describing words. Children to taste pancakes with a variety of toppings- sweet (sugar/jam), sour (lemon) and bitter (cinnamon). Ask children to all taste together, and come up with some words to describe the taste. Create a pic collage of the photos alongside quotes of their descriptive language.</p> <p>LT: To invent narratives and stories with peers and their teacher. (BIE ELG) Explain to the children that we are going to tell our own space story to tell to our friends later in the day. Go through images and reinforce space vocabulary- alien/martian, human, astronaut, comet, moon, Earth, planet (Saturn), rocket/spaceship, star, sun. Adult to start using image of astronaut... once upon a time there was an astronaut (adult to draw a quick astronaut and label) in the first section of the story map. Then ask for children's ideas to continue the story, each child contributing an idea verbally, using images to support if necessary. Once everyone has come up with their idea, children then to draw or write it on the story map. Re-tell story when finished, and then later tell to our friends!</p>				
Book of the week (Talk Through Stories)				
<p>LT: To listen, join in with, and answer questions about a story. The Way Back Home</p> 				
Nursery Rhyme of the Week				
<p>LT: To build up a repertoire of nursery rhymes. 5 Little Men in a Flying Saucer (BBC Teach)</p> 				
Together Time				
<p>Monday</p> <p>LT: To develop the skill of speaking and listening. (C&L) Show a picture of the solar system. Ask children if they know anything about Space. Write down ideas on whiteboard. What would they like to find out about space during our topic? What don't they know? Vocab: Space, solar system, planet</p>	<p>Tuesday</p> <p>LT: To understand traditions. (UTW) What is pancake day? Why do we have it? All about pancake day.</p>	<p>Wednesday</p> <p>LT: To understand how to solve a problem. (PSED) WWYDI scenarios. What would you do if somebody bumped into you by accident? WWYDI your coat fell as you tried to hang it up? WWYDI you wanted to play in an area but it was very busy?</p>	<p>Thursday</p> <p>LT: To develop an understanding of Space. (UTW) Show children the Space pictures on the 'Space See Think Wonder' Powerpoint. Use the below sentence stems to discuss pictures. Sentence stems: I see... I think... I wonder...</p>	<p>Friday</p> <p>LT: To show that I can focus in assembly. (PSED) Friday 'star of the week' assembly Vocab: listen, look, concentrate, smart, still.</p>
Enhancements to provision				
<ul style="list-style-type: none"> Write what the alien and the boy might be saying to each other (L: W) Build a new rocket for the boy to fly back down to Earth. (EAD: CWM) Moon sand and rocks with weighing scales and containers in messy tray (EAD and M) 				

Maths – White Rose

Spring Phase 6- Building 9 and 10

Mon	Tues	Wed
<p>9 and 10 LT: To be able to represent 9 and 10.</p> <p>Show me 10 fingers. Now show me 9 Did you need to count your fingers? Show me 10 beads on the bead string. Show me 9 Show me 10 cubes on the 10 frame. What do you notice? Show me 9 cubes. What do you notice this time? Could you put 9 or 10 buttons on the 10 frame without counting them?</p>  <p>Vocab: more, less, amount, subitise</p>	<p>9 and 10 LT: To show that I understand what 10 is.</p> <p>Provide a selection of bricks in different sizes and shapes. Ask the children to make the tallest possible tower using 10 bricks. Which bricks will they choose? How will they place their bricks to make the tower as tall as possible?</p>  <p>Vocab: tall, short, taller, shorter, tallest, shortest</p>	<p>9 and 10 LT: To develop my understanding of numbers 1-10.</p> <p>Hold up a number card. Ask the children to show the corresponding number of fingers or to do the corresponding number of actions. Ask the children to help you order the digit cards from 1-10 and make deliberate mistakes. Can the children spot these and correct you? If you hide a card, can they work out which number is missing?</p> <p>Vocab: more, less, amount</p>
Thurs	Fri	
<p>Comparing numbers to 10 LT: To be able to make comparisons of numbers 1-10.</p> <p>Grab a handful of buttons. Ask the children to guess how many you could be holding and then count them out onto a 10 frame to see. How many buttons can they hold in one hand? Compare their handful to their friends.</p>  <p>Vocab: estimate, subitise</p>	<p>Comparing numbers to 10 LT: To be able to make comparisons of numbers 1-10.</p> <p>Use cubes to build towers from 1 to 10. Can the children order the towers? What do they notice? Can they see that each number is one more than the number before?</p>  <p>Vocab: one more, one less</p>	