

Reception Planning: Spring 1 Week 3. Habitats- Polar

Week Beginning: 18/1/21

PSED: To initiate play and conversations with their peers, listening to and taking into account what others say. To explain their own knowledge and understanding, and to ask appropriate questions of others. To engage with restorative justice reflecting on how their actions affect others, and the consequences of their actions.

LITERACY/CLL: To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To extend their sentences and vocabulary, and link statements. To respond with relevant comments, questions or actions, to ideas expressed by others in conversation or discussion. To develop our own stories to be performed as 'Helicopter stories' by the class. NELI programme begins, Wellcom programme starts.

MATHS: To say and recognise and write numbers 11-20. To use the language of mathematics in discussion, and be introduced to the term estimation. To understand and use prepositional language ie next too, behind. To use correct 2D shape names and be able to explain their properties. To share fairly and use the language of sharing.

UTW & EAD: to look closely at similarities and differences, exploring habitats, climates and adaptations. To use question words, and technology to research. To understand how music can be used to tell a story. To construct with a purpose in mind to achieve a planned effect. To explore through experimentation.

PD: to further develop their pencil grip and control, becoming increasingly independent. To discuss the effects of a healthy diet on our bodies. To be aware of the need for safety when tackling new challenges, and manage some risks independently.

<u>Monday</u> <u>Staff meeting 3.30-5pm</u> <u>Class zoom meetings 2 and 2.30pm</u>	<u>Tuesday</u>	<u>Wednesday</u> <u>Welly day- SW out PM, SC in PM</u>	<u>Thursday</u> <u>PE</u>	<u>Friday</u>
8.30-8.45am Welcome children Activity: Name writing + ERIC	8.30-8.45am Welcome children Activity: Name writing + tricky word hunt	8.30-8.45am Welcome children Activity: Name writing + threading	8.30-8.45am Welcome children Activity: Name writing + colouring	8.30-8.45am Welcome children Activity: Name writing + IWB number game
8.45-9.00am Register/calendar and weather. Child of the day. Count to 100 Jack Haartman	8.45-9.00am Register/calendar and weather. Child of the day. Count to 100 Jack Haartman	8.45-9.00am Register/calendar and weather. Child of the day. Count to 100 Jack Haartman	8.45-9.00am Register/calendar and weather. Child of the day. Count to 100 Jack Haartman	8.45-9.00am Register/calendar and weather. Child of the day. Count to 100 Jack Haartman
9.15am-9.30am Story time phonics Finger gym Phonics recap Blending and segmenting for	9.00am-9.30am Story time phonics Finger gym Phonics recap Blending and segmenting for	9.00am-9.30am Story time phonics Finger gym Phonics recap Blending and segmenting for	9.00am-9.30am Story time phonics Finger Gym Phonics recap Blending and segmenting for	9.00am-9.30am Story time phonics Finger Gym Phonics recap Blending and segmenting for

reading and writing.	reading and writing.	reading and writing.	reading and writing.	reading and writing.
9.30am-9.45am Toast Time	9.30am-9.45am Toast Time	9.30am-9.45am Toast Time	9.30am-9.45am Toast Time	9.30am-9.45am Toast Time
9.45am-10am Carpet session LI; to write with a purpose Weekend news writing- what did you do this weekend? Can you use the sentence starter, 'At the weekend I...' C1: draw a picture and write initial sounds. C2: write words to match their picture. C3: write a sentence or sentences to match their picture.	9.45am-10am Carpet session LI; to name animals that live in polar habitats Oak academy lesson 2	9.45am-10am Carpet session LI; to identify how polar animals are adapted to the polar habitat Oak academy lesson 3	9.45am-10.45am PE LI: to move with coordination and control. To work as a team. Joe wicks/Games outside/cosmic yoga	9.45am-10am Phonic book writing Words and sentences focused on the sounds you've recapped this week and last.
10am-11am Independent learning and play activities SW - YR1 activities with TR/KB LH - CP ideas: Library Home corner Vets Dress up Maths area- numicon, numicon boards/patterns, linking blocks, 2D+3D shapes, books, rulers, measuring tapes, clocks, stopwatches, tap tap, conkers. Literacy area- paper, mark making equipment, sound cards, common/tricky words, envelopes. Art area- many sorts of paper, paper straws, feathers, jewels, glitter, scissors, glue, cello tape, mark making equipment, junk	10am-11am Independent learning and play activities SW- YR1 activities with TR/KB LH - CP ideas: Library Home corner Vets Dress up Maths area- numicon, numicon boards/patterns, linking blocks, 2D+3D shapes, books, rulers, measuring tapes, clocks, stopwatches, tap tap, conkers. Literacy area- paper, mark making equipment, sound cards, common/tricky words, envelopes. Art area- many sorts of paper, paper straws, feathers, jewels, glitter, scissors, glue, cello tape, mark making equipment, junk	10am-11am Independent learning and play activities SW- YR1 activities with TR/KB LH - CP ideas: Library Home corner Vets Dress up Maths area- numicon, numicon boards/patterns, linking blocks, 2D+3D shapes, books, rulers, measuring tapes, clocks, stopwatches, tap tap, conkers. Literacy area- paper, mark making equipment, sound cards, common/tricky words, envelopes. Art area- many sorts of paper, paper straws, feathers, jewels, glitter, scissors, glue, cello tape, mark making equipment, junk		10am-11am Independent learning and play activities SW - YR1 activities with TR/KB LH - CP ideas: Library Home corner Vets Dress up Maths area- numicon, numicon boards/patterns, linking blocks, 2D+3D shapes, books, rulers, measuring tapes, clocks, stopwatches, tap tap, conkers. Literacy area- paper, mark making equipment, sound cards, common/tricky words, envelopes. Art area- many sorts of paper, paper straws, feathers, jewels, glitter, scissors, glue, cello tape, mark making equipment, junk

modelling, paints. Malleables- play dough, sand, water, funky fingers challenge. Outside- sand, water, building equipment big/small, scooters and trikes, mobile library, proms, tyres.	modelling, paints. Malleables- play dough, sand, water, funky fingers challenge. Outside- sand, water, building equipment big/small, scooters and trikes, mobile library, proms, tyres.	modelling, paints. Malleables- play dough, sand, water, funky fingers challenge. Outside- sand, water, building equipment big/small, scooters and trikes, mobile library, proms, tyres.		modelling, paints. Malleables- play dough, sand, water, funky fingers challenge. Outside- sand, water, building equipment big/small, scooters and trikes, mobile library, proms, tyres.
11.00am-11.15am Tidy up time Skills- what new skills have you tried today?	11.00am-11.15am Tidy up time Skills- what new skills have you tried today?	11.00am-11.15am Tidy up time Skills- what new skills have you tried today?	10.45-11.00am Snack.	11.00am-11.15am Tidy up time Skills- what new skills have you tried today?
11.15 - 11.45am Carpet session: MWU- number of the week 12 Number of the week: 12 Discuss, look at in the environment, write it, make it, show it on a number line. Sesame Street podcast number 12	11.15 - 11.45am Carpet session: LI; identify character traits of animals and evaluate Saint-Saens ability to portray those traits in his music. Music The carnival of the animals by Camille Saint-Saens. Camille Saint Saens (1835-1921) is a composer. Do you know what a composer is? -someone who writes music. He wrote his first piece at the age of 3 and was performing for crowds from the age of 10! He was a child prodigy, what does that mean? -a child under 10 who produces work of the same standard as an adult expert. This piece is one of his most famous and was written in 1886 that's nearly 130 years ago even before your grandparents were alive. The carnival of animals is a series of pieces that describe different animals. Step 1; discuss and describe each animal using (and completing) the " Carnival of the animals chart "	11.15 - 11.45am Carpet session MWU; say a number between 11-20 ch to write (language; one ten and how many more?) LI; exploring sharing objects into equal groups Oak academy	11.15-11.45am Carpet session MWU; show me teen numbers using numicon- 10's and 1's LI; exploring sharing quantities into equal groups. Oak academy	11.15 - 11.45am Carpet session: MWU; make teen numbers with number fans. LI; recognising the connection between sharing and grouping and solving practical problems Oak academy

Dependent on time just pick a few of the most popular animals.

Step 2; listen to each movement (links below), telling the children what animal the music represents.

After listening to each movement, fill out the remaining column— C.S.S. stands for Camille Saint-Saëns—using the following questions as a guide:

- What characteristics from the previous columns are found in the composer's music?
- How does he do this? Do we get a strong sense of the animals' habitat in the movements Aquarium or The Cuckoo? How?
- Do we get a sense of size when we hear the elephants? (Perhaps because the double bass, the largest of the string family, plays the melody).
- Do we get a sense of the animal's speed in the "Wild Asses (Horses)"?

YouTube Links:

Listening Examples

1. March of the Lions

<https://www.youtube.com/watch?v=rE4CATvZ188>

2. Hens and Roosters

<https://www.youtube.com/watch?v=Ed7Ovt4cWE>

3. Mules (Caution! Video title is "Wild Asses")

https://www.youtube.com/watch?v=RoFY7-2f_IM

4. Tortoises

<https://www.youtube.com/watch?v=wPHqJTpgg-U>

	<p>5. Elephant https://www.youtube.com/watch?v=f1nVDoCnsNk</p> <p>6. Kangaroos https://www.youtube.com/watch?v=8qjNhJ7I7Mk</p> <p>7. The Aquarium https://www.youtube.com/watch?v=-O AQ6rAs9DA</p> <p>8. Animals with Long Ears https://www.youtube.com/watch?v=pvaBeSqyFoY</p> <p>9. Cuckoo https://www.youtube.com/watch?v=ZFJf3rHd69c</p> <p>10. The Aviary https://www.youtube.com/watch?v=ZFJf3rHd69c</p> <p>11. The Pianists https://www.youtube.com/watch?v=0y1ntDP07rM</p> <p>12. Fossils https://www.youtube.com/watch?v=0TSkIG9IFvY</p> <p>13. The Swan https://www.youtube.com/watch?v=dNbyZFHeuFA</p> <p>14. Finale https://www.youtube.com/watch?v=dNbyZFHeuFA</p> <p>Follow the score https://www.youtube.com/watch?v=5LOFhskAYw&list=RD5LOFhskAYw#t=37</p>			
<p>11.45am-12pm Song: love number 12 Dance: Watch; a walk in the arctic for kids</p>	<p>11.45am-12pm Song; Dance: simon says Watch; Polar animals for kids</p>	<p>11.45am-12pm Watch; sharing cookies Dance: shake your sillies out Song;</p>	<p>11.45am-12pm Watch; Dance: tooty ta Song: paw paw polar bear</p>	<p>11.45am-12pm Watch; Songs; teen number rap Dance: alphabet song</p>
LUNCHTIME: 12-1.00pm				

1.00pm- 1.15pm Register/mindfulness/ dough disco	1.00pm- 1.15pm Register/mindfulness/ dough disco	1.00-3.00pm Welly day- SC	1.00pm- 1.15pm Register/mindfulness/ dough disco	1.00pm- 1.15pm Register/mindfulness/ artist of the week-
1.15pm-1.45pm Carpet session LI; to identify features of a polar habitat and locate them on a globe. Oak academy lesson 1 Zoom meetings 2 and 2.30pm	1.15pm-1.45pm Carpet session MWU- flash cards 11-20 LI; exploring sharing objects into two equal groups Oak academy		1.15pm-1.45pm Carpet session LI; to answer a question through experimentation and observation. <i>How do polar bears stay warm?</i> Class discussion to record prior knowledge, misconceptions and gather predictions. Talk about their black skin, fur and thick layer of fat.... Tell them that we're going to do an experiment to see if fat can protect you from the cold. Explain experiment and get a volunteer. <ul style="list-style-type: none"> • Time/record them using clock on IWB to put their gloved hand in iced water • Cover the glove with lard • Time/record again • Compare difference • Repeat with another volunteer, discuss findings and draw a conclusion. 	1.15pm-2.45pm Carpet session Free play
1.45pm-2.45pm Independent learning and play activities SW- readers LH-	1.45pm-2.45pm Independent learning and play activities SW- LH-		1.45pm-2.45pm Independent learning and play activities SW - YR1 activities with TR/KB LH-	1.45pm-2.45pm Independent learning and play activities SW - readers. LH -
2.45pm-3.00pm Child of the day compliments	2.45pm-3.00pm Child of the day compliments	2.45pm-3.00pm Child of the day compliments	2.45pm-3.00pm Child of the day compliments	2.45pm-3.00pm Child of the day compliments

<p>Book vote + story RE- What are we thankful for?- COTD</p>	<p>Book vote + story RE- What are we thankful for?- COTD</p>	<p>Book vote + story RE- What are we thankful for?- COTD</p>	<p>Book vote + story RE- What are we thankful for?- COTD</p>	<p>Book vote + story RE- What are we thankful for?- COTD</p>
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