

Reception Planning: Spring 1 Week 5. Habitats- rainforest/jungle. **Children's mental health week.**

Week Beginning:01/02/21

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.

Children's mental health week.

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, left, right, forwards, backwards. To use correct 2D shape names and be able to explain their properties. To understand capacity and explore full, half full and empty.

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

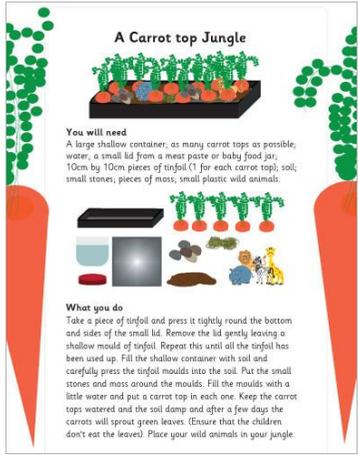
PD: to further develop their pencil grip and control, becoming increasingly independent. To discuss the effects of a healthy diet on our bodies. To be aware of the need for safety when tackling new challenges, and manage some risks independently.

<u>Monday</u> Staff meeting 3.30-5pm Class zoom meetings 2 and 2.30pm	<u>Tuesday</u>	<u>Wednesday</u> Welly day- SW out, SC in all day. (SC planning for today apart from maths) Inside out day	<u>Thursday</u> PE	<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 9.00am Children's mental health week assembly	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	9.00am-9.30am Story time phonics Finger gym Phonics recap	9.00-9.30am	9.00am-9.30am Story time phonics Finger Gym Phonics recap	9.00am-9.30am Story time phonics Finger Gym Phonics recap

Blending and segmenting for reading and writing. Teach tricky word 'are'	Blending and segmenting for reading and writing. Teach tricky word 'all'		Blending and segmenting for reading and writing.	Blending and segmenting for 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 identify different animals that live in the rainforest Oak academy	9.45am-10am Carpet session LI;	9.45am-10.45am PE LI: to move with coordination and control. To work as a team. Joe wicks/Games outside/cosmic yoga Yoga in the jungle	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/JR 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,	10am-11am Independent learning and play activities SW- YR1 activities with TR/KB/JR 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, scissors, glue, cello tape, mark	10am-11am Independent learning and play activities SW- 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,		10am-11am Independent learning and play activities SW - YR1 activities with TR/KB/JR 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.	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.	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.		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.
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 14 Number of the week: 14 Discuss, look at in the environment, write it, make it, show it on a number line. Sesame Street podcast number 14	11.15 - 11.45am Carpet session: MWU; mental addition under 10 (counting on) LI; describing the capacity of objects and using language about capacity. Oak academy	11.15 - 11.45am Carpet session MWU; mental subtraction under 10.(counting back) LI; comparing the volume of liquid in different containers Oak academy SC- you'll need different sized containers and water.	11.15-11.45am Carpet session MWU: mental +/- under 10. LI; consolidating learning on capacity Oak academy	11.15 - 11.45am Carpet session: LI; rainforest animals Oak academy
11.45am-12pm Song; rainforest song Dance; Watch; numberblocks-14	11.45am-12pm Song; Dance: rainforest explorer dance (Eddie's mum liked last weeks dance soooo much she's requested another) Watch; Endangered animals	11.45am-12pm Watch; Dance: Song;	11.45am-12pm Watch; a cup fills up(capacity) Dance: tooty ta Song:	11.45am-12pm Watch; Song: capacity song Dance: alphabet song
LUNCHTIME; 12-1.00pm				
1.00pm- 1.15pm Register/mindfulness/ dough disco Mindful Movement; 'Arms of victory' Either sitting/standing, breathe in, then lift your arms up high to make a wide 'v' shape. Breathe	1.00pm- 1.15pm Register/mindfulness/ dough disco Mindful Movement; 'Lifting breath' Sit comfortably. Put your arms by your side. As you take a deep breath in, slowly lift one hand up. As you breathe out slowly lower your	1.00-3.00pm Welly day- Mindful movement; 'Growing gratitude' Sit with your palms together at your tummy. Breathe in deeply, think of one thing you are grateful for and as you do, move your	1.00pm- 1.15pm Register/mindfulness/ dough disco Mindful movement; 'Strong tree' Stand up, bend one knee and lift that leg off the floor. Focus on a spot in front of you. Breathe.	1.00pm- 1.15pm Register/mindfulness/ artist of the week- Mindful movement; 'Circle of creations' Standing tall, clasp your fingers together in front of you, take a deep breathe in and slowly

<p>out. Stay in this pose for 3 deep breaths then float your arms gentle down.</p>	<p>hand. Repeat with the other hand. This movement will help balance your energy and calm.</p>	<p>hands apart a little to the sides. Breathe out and bring them back together. Breathe in deeply again, think of two things now and move your hands a little further. Breathe out and bring them together again. Repeat this a few times. Every time your hands get further apart, think of more things you are grateful for until your arms are stretched out. SMILE and BE GRATEFUL.</p>	<p>Imagine your other leg is growing roots into the ground to keep you strong and stable. Feel connected and grounded.</p>	<p>stretch your arms up, breathe out. Make a circle shape with your arms. Take a deep breathe in and twist to the side, breathe out slowly. Breathe in and slowly turn to the other side, breathe out. Slowly bring your arms down again.</p>
<p>1.15pm-1.45pm Carpet session LI; to identify key parts of the rainforest Oak academy</p> <p>Zoom meetings 2 and 2.30pm</p>	<p>1.15pm-1.45pm Carpet session; Deforestation; watch the short video on BBC- teach What is it?- TTYP Deforestation is the deliberate destruction of forest to make way for areas for human use, such as farmland for cattle, crops, or wood to be used for building.</p> <p>Many forests around the planet have been cleared in this way but the most famous is the Amazon rainforest - the world's largest tropical rainforest.</p> <p>TTYP- what do you think about deforestation? What will happen to our animals and plants if it continues? Extinction- what does that mean? What can we do to stop this happening?</p> <p>Can we make our own rainforest using carrot tops?</p>	<p>Activity idea connected to gratitude- Make a 'Gratitude and Generosity' twig tree: Find some twigs, tie the bottom together. Cut out shapes on paper or card. Write 1 thing on each shape, Something you are grateful for and something you can be generous with. Remember, you can give smiles, compliments and your time to others. Hang your shapes on the tree for all to see</p>	<p>1.15pm-1.45pm Carpet session LI: to explore sound using our body.</p> <p>Listen to sounds of rain/storms/thunder.</p> <ol style="list-style-type: none"> 1. The goal is to create the sound of a rainstorm using only our bodies. This requires no speaking 2. Ask everyone to sit with you in a circle on the floor. 3. You will begin an activity, then the person to your right will join in, then the person to his/her right will join in, etc. until it creates a wave all around the circle. Once it reaches back to you (the leader) you begin a different activity, and this creates a second wave. 4. Tell the ch that they are to carefully copy the movements of the person to their left, and not switch activities until that person switches. Try to encourage them to not focus on "the leader", but instead on the person to their left. 5. Activity 1: Rub your hands 	<p>1.15pm-2.45pm Carpet session Free play</p>

	 <p>A Carrot top Jungle</p> <p>You will need A large shallow container, as many carrot tops as possible, water, a small lid from a meat paste or baby food jar, 10cm by 10cm pieces of tinfoil (1 for each carrot top), soil, small stones, pieces of moss, small plastic wild animals.</p> <p>What you do Take a piece of tinfoil and press it tightly round the bottom and sides of the small lid. Remove the lid gently leaving a shallow mould of tinfoil. Repeat this until all the tinfoil has been used up. Fill the shallow container with soil and carefully press the tinfoil moulds into the soil. Put the small stones and moss around the moulds. Fill the moulds with a little water and put a carrot top in each one. Keep the carrot tops watered and the soil damp and after a few days the carrots will sprout green leaves. (Ensure that the children don't eat the leaves). Place your wild animals in your jungle.</p>		<p>together. (This is the wind)</p> <p>6. Activity 2: Tap one finger on the palm of your hand. (These are the first raindrops.)</p> <p>7. Activity 3: Tap all 4 fingers. (Many more rain drops.)</p> <p>8. Activity 4: Full out clapping. (It's getting more intense!)</p> <p>9. Activity 5: Slap on the floor, or your thighs. (Thunder enters!)</p> <p>10. After a big crescendo, repeat all the activities in reverse order as the storm dies down, until you're rubbing hands together.</p> <p>11. Then quietly stop, and there should be absolutely silence.</p> <p>12. Reflect on whether it accomplished the goal of sounding like a rainforest. Ask the ch if there's any other activities they could add to make it sound more realistic? (Standing and stomping on your feet for thunder?) Ask what other environmental sounds could be created using just our bodies?</p>	
<p>1.45pm-2.45pm Independent learning and play activities</p> <p>SW- readers LH-</p>	<p>1.45pm-2.45pm Independent learning and play activities</p> <p>SW- LH-</p>		<p>1.45pm-2.45pm Independent learning and play activities</p> <p>SW - YR1 activities with TR/KB/JR LH-</p>	<p>1.45pm-2.45pm Independent learning and play activities</p> <p>SW - readers. LH -</p>

2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD	2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD	2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD	2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD	2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD
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