

Reception Planning: Spring 2 week 2: Fairtrade fortnight/World Book day.

Week Beginning:01/03/21

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. To investigate the meaning of choice and consequence, and the difference between needs and wants.

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 the language of weight. To investigate money and use money to solve addition and subtraction problems.

UTW & EAD: To investigate what Fairtrade is and means, and recognise that the food we eat comes from all over the world. 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> <u>Class zoom meetings 2 and 2.30pm</u>	<u>Tuesday</u>	<u>Wednesday</u> <u>Welly day- SW out, SC in all day. (SC planning for today apart from maths)</u> <u>9am SW meeting regards mental health project- zoom</u>	<u>Thursday</u> <u>PE</u> <u>World book day</u> <u>Staff meeting 3.30-5pm</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 reading and writing. Teach tricky word 'they'	9.00am-9.30am Story time phonics Finger gym Phonics recap Blending and segmenting for reading and writing.	9.00-9.30am	9.00am-9.30am Story time phonics Finger Gym Phonics recap Blending and segmenting for reading and writing.	9.00am-9.30am Phonic book writing Words and sentences focused on the sounds you've recapped this week and last.

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
<p>9.45am-10am Carpet session LI; to write with a purpose Weekend news writing- what did you do this weekend/holiday? Can you use the sentence starter, 'At the weekend I...' C1: draw a picture and write initial sounds and words to match. C2: write a sentence to match their picture. C3: write sentences to match their picture.</p>	<p>9.45am-10am Carpet session LI; to identify the basic needs of all people. To discuss the difference between a want and a need. To understand that farmers need to earn enough money to ensure their basic needs are met. Starter; <ul style="list-style-type: none"> • What do you need to be happy and healthy- record responses on WB. • Of those things, what are the most important? • Of those things, what are the least important? Part 1; Explain to the students that there is a difference between things that a human needs and things that a human wants. A need is something a person has to have to survive and a want is something that is nice to have. Using a set of 'wants and needs' cards, as a class divide the cards into two categories; needs and wants. Discuss. Ask the children if there is anything else we should put on the list of the basic needs <u>all humans</u> need to live a healthy and happy life. Look back at the children's initial responses from the starter activity-</p>	<p>9.45am-10am Carpet session LI;</p>	<p>9.45am-10.45am World book day Read, 'there's a dragon in my book' by Tom Fletcher. (Any book will do if you don't have this, if it's Tom Fletcher all the better) Watch Tom Fletcher: interactive stories, in it he shares how he was inspired to create books that are fun and interactive, and how he brings his stories to life. <ul style="list-style-type: none"> • Read the extract from Tom's book (There's a Wolf in your book), focus on raising your voice up and down in certain moments or using sound effects. How does this help you feel involved in the story? • Then read it again! This time, focus on doing actions to show what is happening in the story. Stand up and move around! How does this help you feel more involved? • Finally, can you predict what you might need to do to get the wolf out of your book? Next; Tom describes how he likes to imagine lots of different characters and what they might do in a book – for example: a dragon might set it on fire; an elf might be mischievous!</p>	<p>9.45am-10.15am Carpet session LI: to describe some of the effects of the climate crisis. To consider how the effects of the climate crisis impact the basic needs of farmers overseas. To understand that higher incomes for farmers are essential for them to be able to cope with the effects of the climate crisis. Activate prior learning- Remind children of our learning about the basic needs of all humans. Divide the class in two, give each group a set of wants and needs cards (from Tuesday). Challenge children to divide the cards into two categories wants and needs- they have done this previously so observe for assessment. Have both groups done the same? Discuss any areas of contentiousness. Ask each group to keep their 'needs' cards but to disregard their 'wants' cards- they won't need those today. Starter- This starter activity will introduce the topic of the climate crisis and get students thinking about its impact on human's basic needs. (5 minutes) Explain to the children that there is a global challenge that is putting the basic needs of cocoa farmers like Thérèse at risk. It is called the climate crisis. On the board, display Slide 1 of the Presentation which asks 'what do</p>

	<p>are these all basic needs or are there some that we can live without?</p> <p>Part 2; Help the children to select the needs cards that you may need to pay for (you could have a short conversation about the NHS and how in this country we get free health care but in most parts of the world they have to pay) ie healthy food, medicine etc.</p> <p>Remind the children that not all people in the world have enough money to meet their basic needs- this includes farmers who grow our food. You could re read Therese's story before asking this question;</p> <ul style="list-style-type: none"> • What can be done to ensure the basic needs of all farmers and workers are met? 		<p>Activity; Come up with your own 'Who's in Your Book' character. Who are they? What do they like? What do they do in the book?- gather ideas as a group, model a character ie <i>The Fairness Fairy goes through the book checking everything's fair. She likes to make sure all the pages have the same number of words and pictures, that you spend the same amount of time reading each page and that the author gets paid fairly for writing the book.</i></p> <p>Draw your character and write what it is (you might want to give them a name?)</p> <p>Ch 1; describe to your adult what it is your character does (adult to scribe).</p> <p>Ch 2; write one sentence describing what your character does.</p> <p>Ch 3; write more than one sentence describing what your character does. Use capital letters, finger spaces and full stops.</p>	<p>you know about the climate crisis?' Allow 2 minutes for the children to discuss in pairs or small groups. Feedback to the class and write some of their responses on the board.</p> <p>Part 1- Share and discuss the PowerPoint presentation with the children to learn about the climate crisis and its effects on cocoa farmers. When discussing each effect, ask the children to consider how it might impact the basic needs of farmers e.g. healthy food, clean water, shelter, clothes, education, medicine</p> <p>Slide 1; The Climate Crisis; Did you know that the Earth is about 1-degree C warmer than it was 100 years ago? This doesn't sound like much, but the planet's delicate systems are greatly affected by this, and it can bring extreme and unpredictable weather. The Temperature of the world is continuing to rise. Some countries are affected by the climate crisis more than others. Let's look at some of the challenges that cocoa farmers are having to deal with as a result of the climate crisis...</p> <p>Slide 2; Drought The climate crisis causes droughts. Droughts happen when hot weather lasts for weeks at a time and there is no rain. This is a big problem for farmers who depend on the crops they</p>
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				<p>produce. Crops need water to grow. Without water, the crops will die. Drought means that cocoa farmers aren't able to grow as much cocoa. How might this affect farmer's basic needs?</p> <p>Slide 3; Floods The climate crisis causes flooding. Floods are caused by heavy rainfall. Areas near the sea are also at risk of rising sea levels. The sea levels are rising because the ice caps on land are melting as the world gets hotter. Flooding can be very dangerous, and can ruin people's homes and land. For cocoa farmers, flooding can destroy their cocoa crops. How might this affect farmer's basic needs?</p> <p>Slide 4; Plant disease The climate crisis means that plant diseases are becoming more common. A healthy cocoa pod is yellow or red, but black pod disease turns the cocoa pod black or brown. It is a very infectious plant disease and direct contact of a black pod with healthy pods will cause the disease to spread. Black Pod disease is killing 1 in 10 cocoa trees around the world. How might this affect farmer's basic needs?</p> <p>Slide 5; Extreme weather the climate crisis causes a change in weather patterns. For cocoa farmers, this means that there is very heavy rainfall at</p>
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				<p>unpredictable times. This has a big impact on cocoa growing and can damage their crops. How might this affect farmer's basic needs?</p> <p>Slide 6; Rising temperatures The climate crisis means that the world's temperature will continue to rise. Rising temperatures will cause hot, dry weather and water shortages. Rising temperatures can lead to droughts and/or flooding. Can you remember what impact droughts and floods have on cocoa farms? How might this affect farmer's basic needs?</p> <p>Slide 7; Loss of biodiversity The climate crisis causes the loss of biodiversity. Biodiversity is a word that describes the variety of living things on earth, such as plants and animals. Rising global temperatures are causing the habitats of wildlife to change and put animals and plants at risk of extinction. Less biodiversity means that diseases become more common and it is more difficult to eat a nutritious diet. How might this affect farmer's basic needs?</p> <p>Part 2- 1:1 with SW. This Activity will consolidate student learning and encourage students to consider how the effects of the climate crisis might impact on the basic needs of farmers. Explain that each child is now in</p>
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				<p>charge of their own cocoa farm. Their farm is about to be struck by one of the climate crisis challenges they've just learnt about. Give each child a climate crisis card.</p> <p>Children to make a poster(words and/or pictures) that answers these questions;</p> <p>1; what is your challenge? 2;; how will this affect your farm? 3; will this challenge affect your basic needs??</p> <p>Plenary; At the end of the day get children to present back to the class. What did all the farms have in common? What are some ways the farmers could cope with these challenges? would they need money to do this? Finish with a story 'climate academy, Kenya and ethiopia'</p>
<p>10am-11am Independent learning and play activities</p> <p>SW - YR1 activities with TR/KB/JR LH -</p> <p>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, scales and money. Literacy area- paper, mark making equipment, sound cards,</p>	<p>10am-11am Independent learning and play activities</p> <p>SW- YR1 activities with TR/KB/JR LH -</p> <p>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, scales and money. Literacy area- paper, mark making equipment, sound cards, common/tricky words, envelopes.</p>	<p>10am-11am Independent learning and play activities</p> <p>SW- LH -</p> <p>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, scales and money. Literacy area- paper, mark making equipment, sound cards, common/tricky words, envelopes.</p>		<p>10am-11am Independent learning and play activities</p> <p>SW - YR1 activities with TR/KB/JR LH -</p> <p>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, scales and money. Literacy area- paper, mark making equipment, sound cards,</p>

<p>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.</p>	<p>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.</p>	<p>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.</p>		<p>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.</p>
<p>11.00am-11.15am Tidy up time Skills- what new skills have you tried today?</p>	<p>11.00am-11.15am Tidy up time Skills- what new skills have you tried today?</p>	<p>11.00am-11.15am Tidy up time Skills- what new skills have you tried today?</p>	<p>10.45-11.00am Snack.</p>	<p>11.00am-11.15am Tidy up time Skills- what new skills have you tried today?</p>
<p>11.15 - 11.45am Carpet session: MWU- number of the week 16 Number of the week: 16 Discuss, look at in the environment, write it, make it, show it on a number line. Sesame Street podcast number 16</p>	<p>11.15 - 11.45am Carpet session: MWU; LI; recognising the value of one penny and the values of other coins. Oak academy</p>	<p>11.15 - 11.45am Carpet session MWU; LI; exploring different combinations of coins for a given total of up to 10p Oak academy Extension lesson for those who are comfortable with addition to 20. LI; exploring different combinations of coins with a total of up to 20p. Oak academy</p>	<p>11.15-11.45am Carpet session MWU; LI; exploring giving change from ten pence Oak academy</p>	<p>11.15 - 11.45am Carpet session: LI; applying number sense within the context of money. Oak academy</p>
<p>11.45am-12pm Song; Skwids: jammer and pop sing 'choices' Dance; number blocks 16's song Watch;</p>	<p>11.45am-12pm Song; we have needs The money song Dance: Watch;</p>	<p>11.45am-12pm Watch; Dance: Song;</p>	<p>11.45am-12pm Watch; Dance: the world book day song Song: the reading song</p>	<p>11.45am-12pm Watch; Song: banana boogie Dance: alphabet song</p>
LUNCHTIME: 12-1.00pm				
<p>1.00pm- 1.15pm Register/mindfulness/ dough disco</p>	<p>1.00pm- 1.15pm Register/mindfulness/ dough disco</p>	<p>1.00-3.00pm Welly day-</p>	<p>1.00pm- 1.15pm Register/mindfulness/ dough disco</p>	<p>1.00pm- 1.15pm Register/mindfulness/ artist of the week-</p>

<p>1.15pm-1.45pm Carpet session LI;to reflect on the idea of having choices. To consider the information needed to make informed choices.To understand that our everyday choices have global consequences. Activate prior learning-What is Fairtrade? How does it help the farmers?</p> <p>New learning- What is 'a choice'? TTYP <i>Having a choice means the right or possibility of choosing between different things. When you choose, you have to decide on the good things and bad things about the options.</i></p> <p>What choices have you made today? <i>Breakfast, clothes, how you got to school, lie in or have a shower, to try our best or not.</i></p> <p>Show two bananas -one with a fairtrade mark and one without. Ask the children to choose one. Which one will they choose? Why? Was this an easy choice? TTYP- share and discuss. Explain, again, the difference and remind the children that if we choose fairtrade we know the farmer is being paid fairly for them- we don't have that guarantee when we choose non-fairtrade items. Explain to the children that all choices have consequences. Through the small choices that they make every day, they can</p>	<p>1.15pm-1.45pm Design -brain storm ideas as a group- and create a shop in the role play area to link weight and money.</p> <p>Ideas;</p>  		<p>1.15pm-1.45pm PE LI: to move with coordination and control. To work as a team.</p> <p>Games outside/cosmic yoga</p> <p>2pm Zoom story with Ms Jones</p>	<p>1.15pm-2.45pm Carpet session Free play</p>
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make a BIG difference in the world.

Watch- [‘change the world through your choices’](#)

Group activity;

- Remind children that the choices they make throughout the day can impact people and places around the world. Give each group a set of [‘choices and consequence’](#) matching cards. (You may need to adapt the language on the cards so your child understands them or add some pictures to add understanding)
- The task is to match a choice with a consequence.
- Once complete, discuss the decisions. You could use these questions to elicit discussion. *Who was affected by these choices? Can you identify the choices that were about buying choices? Can you identify the choices that were made after buying the product?*

When you think about what to eat, drink, wear and buy you have two important choices to make. What are you going to buy? And what are you going to do with the product or waste after you have finished with it?

Plenary, each group to agree on;

<p>1; one choice our class can make to make a positive change in the world. 2; one choice I can make to make a positive change on the world.</p> <p>Zoom meetings 2 and 2.30pm</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 SW - readers. LH -</p>
<p>2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD</p>	<p>2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD</p>	<p>2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD</p>	<p>2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD</p>	<p>2.45pm-3.00pm Child of the day compliments Book vote + story RE- What are we thankful for?- COTD</p>