Introduce weekly challenges for all classes this half term. All children will have 3 lollipop sticks each by the end of spring 1. There will be up to 3 challenges a week which they have to complete independently. One will have a writing focus, one a maths focus and one craft or being imaginative. Yellow - writing, green - maths purple - other

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<td><strong>Personal, Social and Emotional Development (Prime)</strong></td>
<td><img src="image1.png" alt="Image" /></td>
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<td><strong>Children adapt to the changes in routine and environment.</strong></td>
<td>Circle time - How would they feel if they were lost? What should they do? How would they comfort someone? Compare to Monkey in the week’s story</td>
<td>Compare their behaviour to Zog’s. Boundaries and expectations. Describe his character. Teacher to annotate and record in big book.</td>
<td>The children are able to express an opinion and give a reason for it.</td>
<td>Describes self in positive terms.</td>
<td>Resolving conflict and responding to the emotions of others.</td>
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| **Communication,**  
| and **Language**  
| (Prime) | **Literacy**  
| (Specific) | Focusing on new verbs from the story - squash, squeeze, bend, stretch, roll, etc. link to manipulating materials.  
| | Children attempt to label scenes form the story. Discuss story setting. | Labelling the characters from the story.  
| | Compare the setting to last week’s book. Discuss similarities and differences. Reading CVC words | Creating and act out our own stories orally.  
| | | Understanding that a story has a beginning, middle and end.  
| | | Uses story language to retell stories.  
| | | Writing CVC words | Talk for writing, children create and write their own simple story. (2 weeks)  
| | | | | Children predict what will happen in a story.  
| | | | | Writing and reading CVC & CCVC words. |

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| **Mathematics**  
| (Specific) | Recognising numbers to 10  
| | Counting out 10  
| | Knowing where 10 is on a number line. What comes before it? What comes after it  
| | Half and doubles up to 10. | Doubling to 10 and using their knowledge to solve problems using practical resources.  
| | Use a 10s board for the children to read a number sentence to you.  
| | | Recognising number to 29.  
| | | Ordering objects by length and height.  
| | | Recognising number to 29.  
| | | Ordering objects by weight or capacity.  
| | | Recognising number to 29.  
<p>| | | Addition and subtraction by counting on or back. | Stay and play maths week. |</p>
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| **Expressive Art and Design (Specific)** | Music – Craft
Making crowns
3 Kings outfits and a
camel on each carpet
to act out the story of
the 3 Kings. | Music – Craft
Colour mixing - green
Choosing their own
method to represent
leaves.
Making shape monkeys,
folding and cutting. | Music Craft
Colour mixing - orange
Painting animals from the story.
Plasticene
dragons using
tweezers to make
his spikes. | Music Craft
Painting animals from
the story. | Music Craft
Make Chinese lanterns.
Adding white to a
colour to make a colour
lighter. Creating pink
to paint pigs.
Role play - dragon
dancing. | Music Craft
Adding black to a colour
to make it darker |

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| **Outside Area** | Making Stick men in
the forest area and
re-telling the story.
FOREST AREA x 2
per week supported
by Richard. | Material walks in the
school grounds and
forest area.
Identification of
materials. | Sorting objects
according to
materials. | Floating and sinking.
Which materials will
float and which will
sink? | Dragon dancing using
boxes and red fabric.
Recycling. Use waste
to create props for
stories. Eg boxes,
milk cartons, bottle
tops etc | Recycling. Use waste
to create props for
stories. Eg boxes,
milk cartons, bottle
tops etc |