

Literacy	Personal, Social and Emotional Development	Mathematics
<p>Speaking WALT: develop confidence to talk about self Use language -I amI likeI can WALT: extend vocabulary to: -naming body parts/use action words () WALT: talk confidently and individually about ourselves - UW link -Talk about differences in appearances, such as eye, hair, skin colour Listening skills and understanding WALT: respond to simple instructions- Play language/attention games e.g. 'Simon says'. 'Stand up if you've got ... 1 nose, 3 ears etc./'Put 1 hand behind your back and 1 on your knee' FICTION- Reading Focus – Share the story "The Lion The Witch and The wardrobe " by C.S. Lewis. WALT: Use imagination to draw out what a character might look like- Children-to discuss /Draw what they think a strange character may look like/role play some of the ideas from the book and create their own. Retell your version of the story Writing WALT : use full stops and capital letters in a simple sentence WALT: Detail what a character in the story might be thinking- WALT: Sequence correctly parts of The Lion Witch and Wardrobe story Place images correctly in order of the story / writing sentences WALT: Understand that adjectives are describing words- Describe characters from the story e.g. physical feature, emotions Writing _Links to Science – labelling the body of a sportsman's body. Writing sentences to go with pictures of ourselves NON FICTION WALT: Research facts about the our Class name. -Look at non-fiction books/ images/ notes about class London Underground station and its locality. Create a class book to include facts about the underground/ events linked to its local environment. Engage: What is in the wardrobe predictions Express: Visit to the Narnia Trail (Banstead woods) PE/PT sessions WALT to use balancing skills and movements. -Trim trail activities Dance WALT : use our bodies in Asian dance movements Asian dance themes. Create short movements and teach to each other to create their own Asian dance.'</p>	<p>SEAL: New Beginnings theme: WALT: learn about our Rules and expectations in school Discuss the routines in school e.g. lining up, assemblies P.E. coat, pegs, washing hands etc. WALT: understand different ways we might belong somewhere Discussions/ writing -How do I know I belong to my family? School? Class. Circle time activities WALT: know that we are all good at something /Know what I am good at Circle time activities to discuss- How do I know I am good at it? Can we be good at everything? WALT: find ways to work for you on how to diffuse a situation. Learning calming down techniques – WALT: understand how others celebrate Special occasions R.E.: Festivals -Learn about how various Asian festival are celebrated-e.g. Hajj, Diwali, festival of kites, Jewish New Year; Rosh Hashanah-food tasting /clothes worn /observe symbols used during celebrations</p>	<p>Number WALT: Count to 20 and say what is one more or less than a number Demonstrate counting by joining in with the number song. Demonstrate number knowledge by saying the missing number(s) Write down missing number on two whiteboards. WALT: Count to (20) forwards and backwards, beginning with 0 or 1, or from any given number. Sorting a range of objects in different ways and grouping them. Counting how many objects in a group. WALT: Count, read and write numbers to 10 in numerals and words. Sort objects in groups /Counting amounts of objects in a group and record how many in numerals and words. WALT: Identify and represent numbers using objects and pictorial representations. WALT: Use the language of equal to, more than, less than (fewer, most, least) Use objects e.g. counters, multilink cubes for help with counting Q: How many ways can you draw 3 etc.?/ Do we always have to use counters to show an amount? WALT: count in multiples of twos Counting and grouping objects</p>