

# Spring 2 - Helping being kind, standing up for yourself, learning new skills, making friends, emotions, farm animals.

## T4W- A Squeeze and a Squash

<p><u>My Mental Health and Wellbeing</u></p>	<p><u>My Thinking and Problem Solving</u>  <u>My Play</u>  <u>My Dressing</u>  <u>My Shopping</u></p>	<p><u>My Physical</u>  <u>My Dancing</u>  <u>My Healthy Eating</u>  <u>Sports</u></p>	<p><u>Literacy</u>  <u>Talk for Writing</u></p>	<p><u>Maths</u>  <u>White Rose Maths</u></p>
<p><b>EYFS link:</b> Personal, Social and Emotional Development  <b>National Curriculum link:</b> Personal, Social, Health &amp; Economics</p>	<p><b>EYFS link:</b> Communication and Language</p>	<p><b>EYFS Link:</b> Physical Development  <b>National Curriculum:</b> Physical Education</p>	<p><b>EYFS Link &amp; National Curriculum:</b> Literacy</p>	<p><b>EYFS Link and National Curriculum:</b> Maths                      Number and Place Value Birmingham Toolkits</p>
<p><b>EQUALS: My Outdoor School</b></p> <p>Take part in sensory walks. Stand/sit still and experience the outdoors –what can you see, hear, smell, and feel? Stop to listen/ look/ feel/ smell. Use a timer (e.g., 30 seconds) to quietly experience. Record (as appropriate e.g. scribe) responses to create simple group forest poems.... I hear.... I see.... I feel.... I smell....</p> <p>•Structured trails, with activities on route, to stop at and explore with all the senses. Follow string, or a flour trail along the ground, stop at marked points, that is, marked with a leaf, a knot, a stone etc. Have a sensory tray for the children to explore at each stage relating to the different animals they saw at the farm.</p> <p><b>EQUALS: My Physical-Mental Health and Well-being</b></p> <ul style="list-style-type: none"> <li>•Take a photo of the learners’ face, print it and blow it up to as near life size as possible, then sketch in a body in silhouette. Fill this in collage style with things, activities, food, clothing, people the individual likes, either taken as photos or cut out from magazines.</li> <li>•Compare and contrast photos of family, houses, cars, pets, anything that learners might feel is important. Again, look for similarities as well as differences.</li> <li>•Explore same and different cultures and groups that learners belong to: have brothers and sister, aunts, uncles, grandparents; live in houses, bungalows, flats; have pets; eat same/different food; visit same/different places of interest to show both similarities and diversity.</li> </ul>	<p><b>EQUALS: My Shopping Café and restaurant shopping.</b></p> <p>The children will have the opportunity to visit the café at Ash End Farm. Visiting a café is a vital experience if the learner is to be part of the local community. Particular additional/complementary skills needed to supermarket or local food store shopping will be:</p> <ul style="list-style-type: none"> <li>•Deciding what to purchase.</li> <li>•Learning to find an empty table.</li> <li>•Learning to put the discarded cartons, cups etc in the bin or</li> <li>•Problem solving what to do if the wrong order is delivered/presented. Shoe Shopping/ Clothes Shopping</li> <li>•Setup a shoe shop within the role play area with a range of different shoes.</li> <li>•Role of shop keeper</li> <li>•Customer</li> <li>•Children to create a shopping list of what they need from the shop. Celebrations (Birthdays)</li> <li>•Children to think about who they would like to share a present with?</li> <li>•Children to write a list of the presents they would like to give.</li> <li>•Role play area to be setup of resources that the children can buy to give as presents. Children to make a range of resources that can be “sold”.</li> <li>•how much do they have to save from their budget each week?</li> </ul>	<p><b>EQUALS: My Physical- Sports</b></p> <ul style="list-style-type: none"> <li>•Hokey-Cokey (as in the song ‘You do the Hokey-Cokey and you turn around, that’s what it’s all about’). Practiced hands at this will pause for children to take the lead as to what the next ac-tion might be.</li> <li>•Bean-bag-toss game –into different sized holes for different scores</li> <li>•Tag (or tig) and variations of it like Shark Attack where learners have to run/walk/swim from one end of the hall or the playground.</li> <li>•Giant dodge ball(a physio ball for exam-ple) is rolled as children run from one side of playground/hall to the other try-ing to avoid the giant ball. Have two or three balls so that those who get hit then take on the rolls of ball pushers.</li> <li>•Large constructions for both indoor and outdoors can be used for obstacle races.</li> <li>•To select, access and use a wheeled toy appropriately (bikes/ scooters). Children to demonstrate you can steer around the track.</li> <li>•Simple drills-dribbling ball bouncing re-lay races:</li> <li>•Different running techniques such as glid-ing with hardly any leg lift to high knees raise</li> <li>•Putting the foot on a ball and standing still</li> <li>•Dribbling a ball using feet</li> <li>•Kicking to a target</li> </ul> <p><b>EQUALS: My Physical-Healthy Eating</b></p> <ul style="list-style-type: none"> <li>•Explore how do we feel afteran activity and why. Are you tired? How do your legs feel? Why do you feel hungry when you’ve been swimming?</li> </ul>	<p><b>EQUALS: My Outdoor School</b></p> <p>To be actively involved in the resourcing and telling of familiar stories, plays, poems. Re-tell the story in all the different seasons throughout the year.</p> <ul style="list-style-type: none"> <li>•To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of Owl Babies using the text map. Gather the props identified in the story.</li> </ul> <p><b>T4W Story – A Squash and a Squeeze</b></p> <ul style="list-style-type: none"> <li>-Hook</li> <li>-Immersion</li> <li>-Sensory story</li> <li>- using props, pictures, ask questions, inference, predict.</li> <li>- Short burst – Character/Setting</li> <li>* Writing a sentence process.</li> <li>*Handwriting practice of letter for the day.</li> <li>*Shared sentence</li> <li>*Dictated independent sentence</li> <li>*Independent word/sentence</li> <li>*Re-practise any letter formation they need to focus on.</li> <li>-Retell and Text map – Beignning, Middle &amp; End.</li> <li>-Innovation</li> <li>-Creative writing</li> <li>-Writing for a purpose</li> </ul> <p><b>*Independent application-</b> farm theme provocation, different independent creative writing activities.                      ~Likes and dislikes.                      ~Bringing Words to Life.</p>	<p><b>EYFS: Links Literacy</b></p> <p>Building number knowledge to 10. Counting, matching, ordering to 10.                      Comparing and composition to 6, 7, 8, 9 and 10.                      ~How many legs does a ladybird have? How many spots? Do you know any other creatures with 6 legs? Use counters to add 6 spots to the other ladybirds. Can you find more than one way to do it?                      *Provide a range of loose parts such as buttons, beads, pebbles, shells and some ten frames. Ask the children to count 6, 7, and 8, 9 items onto the 10 frames. How many do they have? Can they see without counting? The children may also enjoy filling large 10 frames outside.                      *Consolidate number to 10 both counting and down, touch counting, through number songs.                      *Introduce adding and taking away through number songs.                      *Ensure chn are confident with number bonds to 10, using Ten Frames and fingers. Teach using pegs on a hanger so chn can visually see.                      *Ensure chn can order numbers up to 10 confidently.                      Provide a coat hanger and a basket of pegs. Ask the children to put the pegs onto the hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether.                      *Grab a handful of buttons.                      Ask the children to guess how many you could be holding and then count them out onto a 10 frame to see. How many buttons can they</p>

- Mindfulness breaks
- Lying down and putting an object on the tummy to see tummy inflating and deflating. The object doesn't have to be heavy, just big enough to be stable and not fall off.



### The ZONES of Regulation

<b>Blue Zone</b>	<b>Green Zone</b>	<b>Yellow Zone</b>	<b>Red Zone</b>
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	Overjoyed/Elated Panicked Angry Terrified

#### Shared reading –

Read **The Boy, the Mole, the Fox and the Horse**

EYFS: Express their feelings and consider the feelings of others

Discuss ways we could be kind to our friends when they need help. Discuss the different emotions we can feel and how others can help us feel better.

**EYFS: Links to Personal, Social and Emotional Development**

#### **EQUALS: My Thinking and Problem Solving**

Recognising that to play a game of .....we need.....

**TIER 1.** Memory building involves introduction of the task, namely to be involved in getting all of the resources for the game, in preparation for playing the game. The learner has to be taught a potential solution to the problem before the problem occurs.

**TIER 2.** Sabotage and recognition of a problem sees one or more of the resources go missing, that is, they are not where they should be. It may be the case that one or two learners will recognise the problem quickly and the other learners need practice; for example, there are no chairs for Musical Chairs. This is to be expected, but the modelling that will take place by the more able learners could well filter down if the problem is presented often enough. The minimum requirement here is for learners to recognise that something is missing, that is, that there is a problem, and to do something about it. This might be (as a minimum) to indicate that there are no chairs and to ask for help from a member of staff, in which case the learner might be assisted to search for the resources in obvious places.

**TIER 3.** Independent solutions see the problem recognised, but the member of staff unable to give help because they don't know the answer. You are looking for learners to go to another (unused) room to get the chairs without being told to do so or offer another solution such as standing on a mat or sitting on a jumper on the floor. That is, the game becomes Musical Jumpers! As this problem is now going to occur regularly, you are also looking for some discussion around how to plan to avoid the problem in the first place; that is, for one or more of your learners to check that the chairs are where they should be, without being told to do so, or to regularly play Musical Jumpers.

**TIER 4.** Generalisation might now see an extension of the problem. For example, there are no chairs in the room, none in the other rooms we might be able to look in, and we don't have enough jumpers. A potential solution should not need to be taught because

#### **EQUALS: My Dance**

The body–Elephants (Accompaniment: Youtube –Saint Saens' Elephant from Carnival of the Animals  
<https://www.youtube.com/watch?v=ug8hCAyBaqg>, Actions: travelling (plod), gesture, stretch).

**Week 1:** Encountering - Watch a clip of elephants in class; trawl for key words to describe how they move; take prompt pictures into the hall. Sit in a circle: make big heavy sound with feet, contrast with little light feet. Sit and make little hands (fists), then open out slowly into big hands, shake out. Sit with knees tucked up in a small shape, slowly open out and stretch into a big shape. Curl up, slowly uncurl to standing, shake out; repeat, this time with 'trunk' (one arm, then the other arm) stretching high and all around; re-repeat, uncurling along the ground

**Week 2:** Exploring Move onto knees: explore the space on all 4s, vary dynamics –slow, quick, forwards, backwards. Standing, move around using a PLOD –big, slow steps; stop to watch individuals and then copy; contrast with little scurrying steps (learners using a wheel-chair could explore making plodding sounds using hands/feet on their chair arms or foot-rests). Stop in a space, use your trunk (arm) to STRETCH up high, then down low and all around, then curl it in again. Move around the room, combining big plod steps with swinging trunk (arm), different directions. In twos, one sit behind the other and pull partner into a small shape, then open them out into a big shape; try to move the big shape

**Week 3:** Developing Understanding Teacher-led or partner dance: Fitting the dance within the music phrasing Decide on clear starting position: sleeping elephants on their side; elephants wake (A), move slowly to standing PLOD around the room, in different directions, trunk swinging, used to greet others as you pass them B -STOP AND STRETCH up high Clear finish: all elephants gather in the centre, STRETCH down trunk to drink and then up high to squirt water!

#### **Additional Stories:**

Everybody Bonjours  
 Amara's Farm  
 The Boy, the Mole, the Fox and the Horse  
 Happy

#### **Non-fiction texts:**

Nat Geo – Ponies  
 Farm animals – Nat Geo  
 My First Book of Paris

\*Children are understanding more complex stories, they are becoming more confident with story structures and learning new and relevant language about lifecycles.  
 \*Invent- creating scene, characters, and plot and to verbally tell their own story.

Poetry – Underground Vegetables

#### **Facts – Ponies**

Internalise – facts.  
 Encourage children to make up actions to learn the facts.  
 Focus- draw facts  
 Then write a sentence or a word.

Instructions - How to make bread.

#### **Instruction Text**

Internalise instruction text  
 Focus – Draw the instructions.  
 Then make it following the instructions.

#### **Writing for a purpose**

Discuss the different jobs that need to be done on the farm, go through the twinkl PPT. *Discuss with the children about jobs they would like to do on a farm.*

Make a persuasion poster about encouraging people to work on a farm.

#### **EYFS: Links Literacy**

\*Children are becoming more confident with the phonics they are learning, and this is

hold in one hand? Compare their handful to their friends.

\*Provide a set of dominoes. Can the children sort them into sets of dominoes with 7 spots, more than 7 spots and fewer than 7 spots?

In pairs, play Who Has More  
 With the dominoes face down, choose one domino each and compare the spots. The player with the most spots can keep the pair.  
 \*The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground?

10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?

Other manipulatives such as fingers, bead strings and number shapes are also useful for exploring bonds to 10

\*Explore composition of 5 Equal and unequal groups

\*Explore Zero

\*Chn will gain confidence in combining 2 groups

\*Explore measurement – Chn will have opportunities for comparing length or height will arise naturally through the children's talk as they play. They may compare the height of their towers or length of their roads, or see who has the longest scarf, or who can thread the longest string of beads.

Support each child to make a paper 'footprint'. Can they find items which are longer than their foot, shorter, about the same size? Can a small group arrange their footprints in size order by making direct comparisons?

Provide a selection of measuring items for the children to explore. E.g. rulers, tape measures, trundle wheels, height charts. The children may also like to create their own height charts and tape measures and use them to measure items inside and out.

\*Chn will continue to build on their knowledge of 3D shapes and 3D and real-life images

Investigate 3D shapes Patterns.

Hold up an object for example a crisp tube or a cereal box. Which of the 3-D shapes is this like?

<p>*Chn can describe self in positive terms and continue the importance of seeing themselves as valuable individuals.</p> <p>*Continue the importance of friendships, ensure they listen to one another-focus through play and small groups.</p> <p>*Through discussion and share reading highlight the importance of being kind to one another.</p> <p>*Chn to understand gradually how others might be feeling. Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children pretend play: “I wonder how the Hen is feeling now that the dog will not help her?”</p> <p>*Continue to encourage chn to express how they feel, using appropriate vocabulary.</p> <p>*Chn are aware of boundaries and behavioural expectations.</p> <p>~Follow and play games.</p> <p>~Discuss class rules together for inside and outside. The children encouraged to draw them. Then they can be laminate and displayed around the classroom</p> <p>Takes steps to resolve conflict between peers and friendships.</p> <p>~Role play scenarios</p> <p>~Turn taking.</p> <p>~Circle time to discuss friendship, children to create friendship tree.</p> <p>Chn need to develop resilience.</p> <p>~Promote positive achievements.</p> <p>~chn to discuss the challenges of working together.</p> <p>~Provide opportunities for children to tell each other about their work and play.</p> <p>~Help them reflect and self-evaluate their own work.</p> <p>~Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.</p> <p>~Show that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>~Time for chn to evaluate what they have done and to discuss what went well and what didn't.</p> <p>*Manage their own needs.</p> <p>~Personal hygiene Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate</p>	<p>you are looking for generalisation skills, that is, for at least one learner to look further afield, or to use something other than jumpers to sit on.</p> <p><b>EQUALS:</b> Problem solving within Play and Leisure To find my PE kit when it has been misplaced.</p> <p><b>TIER 1.</b> Memory building involves introduction of the task, namely for the learner to be responsible for keeping hold of his/her PE kit from the time of collecting it at school to the time it is for PE. This might involve several checks along the way to see if they still have their PE kit. The learner has to be taught a potential solution to the problem before the problem occurs.</p> <p><b>TIER 2.</b> Sabotage and recognition of a problem sees the learner get to the changing rooms, but not have their PE kit with them. It is very likely that this is the sort of problem that will arise naturally, and no sabotage will be needed. Staff would normally, continually prompt learners to hang on to their bags, but on this occasion no prompts are given and learners would be 'allowed' to misplace them. The minimum required here is for learners to recognise that something is missing, that is, that there is a problem, and to do something about it. This might be (as a minimum) to indicate that the learner has no PE kit and to ask for help from a member of staff, in which case the learner could be assisted to back track on the journey to see where they might have left their PE kit.</p> <p><b>TIER 3.</b> Independent solutions sees the problem recognised, but the member of staff unable to give help because they don't know the answer. You are looking for learners to think about where they might have left their PE kit and back track to look for it once a member of staff has been informed that this is what the learner intends to do</p> <p><b>TIER 4.</b> Generalisation might now see an extension of the problem. For example, the learner cannot find an item of clothing when getting dressed again. A potential solution should not need to be taught because you are looking for generalisation skills, that is, for the learner to look in a different place. TIER 5. Self-</p>	<p><b>Week 4:</b> Developing Understanding Children to use the skills they have learnt throughout dance when modelling an elephant and adapt to the different animals they have seen at the farm.</p> <p><b>EYFS: Links to Physical Development</b></p> <p>*Chn to use the core muscle strength to achieve a good posture by reminding chn how to hold themselves and how to sit correctly-practitioners to model this. Yoga sessions to help support developing inner strength.</p> <p>*Encourage chn to access a range of wheeled resources to encourage good balancing, sit on and push and pull. Use of balance bikes and pedal bikes without stabilisers etc.</p> <p>*Dance routines introduced based on the lifecycle. Chn to listen to instruction, think about space, balance and actions.</p> <p>*A focus on fine motor skills so that they can use a range of tools competently and safely, e.g. pencil grip correctly modelled by practitioners and how to hold a knife and fork and cur with scissors correctly.</p> <p>*Continue to develop their core inner strength and small motor skills by crawling on their tummies, crawling on all fours, climbing, pulling themselves on the frame and hanging upside down on the bars.</p> <p>*Develop a range of ball skills, including throwing, catching, kicking, passing, batting and aiming.</p> <p>~use full sized balls.</p> <p>~introduce tennis balls, ping pong and beach balls.</p> <p><b>PE:</b> <b>Manipulation and co-ordination 2</b> Fine/gross motor skills <b>Speed, Agility and Travel 2</b> Spatial awareness</p> <p><b>NC: PE</b></p> <ul style="list-style-type: none"> <li>• Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</li> </ul>	<p>having a positive impact on reading and writing.</p> <p>*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.</p> <p>*Chn are able to read more complex reading books using the phonics they are learning. Chn are confident at blending and recognising a few exception words.</p> <p>*Tricky words are taught daily to read and spell until children are able to say them independently.</p> <p>Introduce children to read simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency.</p> <p>*Through focussed writing children will be beginning to form the graphemes they are learning correctly.</p> <p>*Children will be given opportunity to practice writing independently across the curriculum.</p> <p>*Chn will be encouraged to read independently. Re-read books to build up confidence.</p> <p>*Writing – Segment sounds and blend them together and use letter names.</p> <p>~Break the flow of speech into words.</p> <p>~Form lower and capital letters correctly.</p> <p>~Spell words correctly by identifying sounds and then writing down the letters.</p> <p>Write sentences correctly using capital letters, full stops and finger spaces.</p> <p>~chn to say sentence first.</p> <p>~chn to read back the sentence once written, to make sure it makes sense.</p> <p>~chn use conjunctions in their writing</p> <p>*Reading- Begins to read words and simple sentences.</p> <p><b>Writing –</b> Segment sounds and blend them together and use letter names.</p> <p>~Break the flow of speech into words</p> <p>~ some chn use conjunctions</p> <p><b>Reading-</b> Begins to read words and simple sentences.</p> <ul style="list-style-type: none"> <li>• Phonics books</li> <li>• Phonics</li> </ul>	<p>Why is it like this? What other items have this shape? Show the children a collection of 3-D shapes. Choose one of the shapes. Ask the children to tell their partner as many things as they can about the shape. Can they find another shape like this? Can they find a different shape? How is it different?</p> <p><b>NC: Shapes</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).</li> </ul> <p><b>NC:</b> Number - number and place value</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>-given a number, identify 1 more and 1 less</li> <li>-identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>-read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b>NC:</b> Number - addition and subtraction Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>-represent and use number bonds and related subtraction facts within 20</li> </ul>
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<p>your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>~Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p>	<p>belief and confidence sees the learner challenged when a solution is found, for example 'Are you sure these are your trousers?' and 'How do you know?'</p> <p><b>NC: Modern Foreign Language – French Week</b></p> <p>Learn French Greetings Song for Children daily.</p> <p>Learn the word – Bonjour, <b>Au revoir, Merci, S'il vous plait, Comment ca va?</b> with Makaton signs.</p> <p>Tell the children their going on an aeroplane to France, set the chairs out so the act it out. Talk about what to pack for their holiday.</p> <p>All about France PPT</p> <p>Learn to count to 10 in French daily.</p> <p>Then have a French themed tea party and make the sandwiches using the bread that they made.</p> <p><b>Children to learn the colours in the French flag and make them.</b></p>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p><b>NC: Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> </ul> <p><b>NC: Comprehension</b></p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</li> <li>• being encouraged to link what they read or hear to their own experiences;</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</li> </ul> <p><b>NC: Spelling</b></p> <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;</li> </ul> <p><b>NC: Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> </ul>	
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