

Ladybird Class Planning 2024 - 2025

Term Two – Once Upon a Time and Sparkle and Shine

	Week 1 04/11/24	Week 2 11/11/24	Week 3 18/11/24	Week 4 25/11/24	Week 5 02/12/24	Week 6 09/12/24	Week 7 16/12/24
Book of the week	<b>The Three Little Pigs</b>	<b>The Three Little Pigs Rama and Sita (Dipal's Diwali)</b>	<b>The Three Little Pigs Little Red Riding Hood</b>	<b>The Three Little Pigs Cinderella</b>	<b>The Three Little Pigs Jack and the Beanstalk</b>	<b>The Three Little Pigs The Christmas Story</b>	<b>The Christmas Story</b>
Personal, Social and Emotional	<p><b>Identifying my feelings</b></p> <p>Children to read 'The Colour Monster'. Discuss emotions and feelings. Have a conversation with the children about different times when they felt different feelings. When have they felt sad? Happy? Ask the children to stand together in the middle of the carpet. Read aloud one of the statements from the <i>Feelings</i></p>	<p><b>Exploring our feelings with Rama and Sita</b></p> <p>Tell the children that we often show how we are feeling on our faces with our bodies. Encourage the children to share their thoughts on how the paper plate might be feeling.</p> <p>Tell the children that they will make their paper plate face to look like Sita from the story Rama and Sita, so we are going to draw on some hair and</p>	<p><b>Feelings Jars</b></p> <p>Recall the story of 'The Colour Monster' – can children remember what happened in the story?</p> <p>Tell the class they will make feelings jars, just like in the story. These will be displayed on the classroom wall so children can learn to separate their feelings, just as the monster did in the story.</p>	<p><b>Coping Strategies</b></p> <p>Discuss the fact that feelings are normal – we all feel different emotions and feelings throughout the day. Look at the feeling jar display created in the last session and ask the children to recall the different emotions you talked about and their corresponding colours.</p> <p>Read the of <i>Story of Leena and Archie</i> to the</p>	<p><b>Facial Expressions</b></p> <p>Show children different facial expressions. What are they feeling? How do you know? Each child will then have a mirror – ask the children to show a happy/sad/angry face etc.</p> <p>Children will then play a facial expression game with a partner. Discuss how each expression would fit in our 'Zones of Regulation'. Have a</p>	<p><b>Christmas – why do we give to people?</b></p> <p>Let's be Kindness Reindeers!</p> <p>Explain to the children that a big box was delivered this morning – who do we think it's for? What do we think it is? Show the children our class sign on the other side of the box. What does that mean?</p> <p>Ask the children we give presents at Christmas?</p>	<p><b>Christmas – gingerbread presents</b></p> <p>Following on from our learning last week, the children to make Gingerbread Men to give to whoever they would like as a present.</p>

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	<p>scenarios resource. The children must: listen carefully, decide how they would feel in that scenario and then move to stand by the appropriate colour.</p>	<p>make the face look like Sita.</p> <p>Sita sometimes feels happy and sometimes feels sad. We are going to share the story and think how Sita might be feeling. Chn draw Sita's happy face on one side and sad face on the other. Whilst reading the story with the children, at key points ask the chn how Sita might be feeling. Can they show the emotion by holding up the correct side of the plate?</p> <p>If chn are confident with emotions of happiness and sadness, explore other emotion e.g. anger, fear, worry (calling back to learning with 'The Colour Monster').</p>		<p>class. Discuss with the children how each of the characters felt at different points of the story.</p> <p>At different points in the story, discuss with the children what the characters could've done to cope with the different feelings they would've been having.</p>	<p>conversation with the children Highlight what we might say to our friends if we can see their facial expression change.</p>	<p>What do we feel when we give/receive presents?</p> <p>Read the letter from Father Christmas.</p> <p>Explore the box as a class showing the children the contents. Explain to the children that 'Kindness' the reindeer will be watching us closely to see if we are being kind.</p> <p>Children to make a decoration for the Kindness Christmas Tree – writing something kind about one of their friends.</p>	
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<p>Language and Communication</p>	<p><b>Who's Who</b></p> <p>Explain to the children that this term we have started a new topic based upon fairy tales. Ask the children what their favourite fairy tales are and their stories/characters. Show them the power point and ask them if they can recognise the characters from certain stories. Are they good characters? Are they bad characters? What story are they from? Can they describe any of their favourite fairy tale characters?</p>	<p><b>Bridges – Rama and Sita</b></p> <p>Recap the story of Rama and Sita with the children and have a brief discussion on our Diwali learning so far.</p> <p>Tell the children that Diwali celebrates Ravana being defeated and Rama and Sita returning home to their kingdom. The story also shows how the monkey king, Hanuman, was brave and helpful.</p> <p>Remind the children that Hanuman found Sita imprisoned on an island and led all the monkeys there to help build a bridge for her. Tell the children that it must have been very hard work for Hanuman and the</p>	<p><b>Little Red Riding Hood (Once Upon A Time)</b></p> <p>Read the story together of Little Red Riding Hood. Ask the children to retell the story in their own words. Ask them who the main characters are. Discuss the story in order with the children recapping the main points. Ask them their opinions of the characters. Now play together a class game of "What's the time Mr Wolf" outside with you pretending to be the wolf first and then once the children have the hang of the game they then can take turns at being the wolf.</p>	<p><b>Ruler for the Day</b></p> <p>Read Cinderella with the children, focusing on Kings and Queens. The king decided to make the rule that his son should marry someone so he threw him a ball. Sit the children in a circle and present them with a golden crown. Explain that whoever wears the crown has the power to make a new rule. Put the crown on and model the idea, saying 'Now I am queen, all teachers must have chocolate cake for breakfast!' Give the children time to think of a new rule and share their ideas with a friend. Then pass the crown around the circle, inviting</p>	<p><b>Once Upon A Time: Jack and the Bean Stalk</b></p> <p>Read "Jack and the Beanstalk" with the children. While reading the story, encourage the children to use talk to solve problems that Jack may find himself in. For example, 'What should Jack do? How can he escape the giant?', 'What should Jack do when he reaches the bottom of the beanstalk?' Discuss how Jack would be feeling? How the Giant wasn't doing the right thing. Who is your favourite character? Why? Would you have done the same as Jack? Hot seat an adult or, if a child wants to, a child.</p>	<p><b>Once Upon A Time: Innovate</b></p> <p>Together with the children make a list of all of the fairy tale characters they have discovered and can remember from our learning over the past few weeks. Who is their favourite? Who are the bad characters? Who are the good characters? Are there any animal characters which they can remember or like? Where do they live?</p> <p>Can the children act out the stories?</p>	<p><b>Winter Wonders</b></p> <p>Discuss with the children what the season of Winter is like. Take the children outside – what is it like? What's happened to the trees. Encourage discussions between children – can the children use the key vocabulary?</p>
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		<p>monkeys but they never gave up; they kept trying until they have built a strong bridge.</p> <p>Show the children the water and the island. Explain that they are going to imagine that Sita is trapped on an island but we must not get into the water!</p> <p>Explain that the children need to use equipment to get across the island but there are some special rules; they must not touch the water, they must all get to the island and they must use team work!</p> <p>Encourage discussion and communication between the children.</p>		<p>the children to share their ideas with everyone. Encourage the children to speak confidently and, where appropriate, invite them to extend their sentences using 'and' and 'because'.</p>			
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		Allow the children time to think about the challenge and work out their plans					
Physical Development	Using equipment in the garden area  <b>P.E lesson Dance: intro to dance</b>	Using equipment in the garden area  <b>P.E lesson Dance: acting in character</b>	Using equipment in the garden area  <b>P.E lesson Dance: in time with the music</b>	Using equipment in the garden area  <b>P.E lesson Dance: group work</b>	Using equipment in the garden area  <b>P.E lesson Dance: intro to mirroring</b>	Using equipment in the garden area  <b>P.E lesson Dance: emotions and expressions</b>	Using equipment in the garden area  <b>P.E lesson Dance: emotions and expressions</b>
Literacy	<b>Pathways to Write – lesson 1</b>  <b>The Three Little Pigs</b>  Create a police crime scene for the pupils to find. Have sticks and straw all over the floor outside with table and chairs knocked over. Look at numbered clues and ask the pupils if they know what has happened? Where has all of	<b>Pathways to Write – lesson 2</b>  <b>The Three Little Pigs</b>  Remind the children of the story “The Three Little Pigs” that we read last week. Read again to them and together say key repeating phrases. Discuss any key words that the children think of with what they can see and also how the pigs felt in the story (sad, mad, big, pink, mud, fat e.t.c). Model sound	<b>Pathways to Write – lesson 3</b>  <b>The Three Little Pigs</b>  Remind the children of the story “The Three Little Pigs” that we read last week.  Read the first two pages and ask the pupils what they think about the pigs’ room. Messy, untidy? Why? How do we know what the pigs’ favourite things are?  If you were going away, what would you pack? Listen to	<b>Pathways to Write – lesson 4</b>  <b>The Three Little Pigs</b>  Investigate the wolf in the story of The Three Little Pigs. What is a wolf? What do we know about wolves? Do we know any other stories that have a wolf in them? Show the pupils the images of wolves. Ask the pupils to suggest some words to describe the	<b>Pathways to Write – lesson 5</b>  <b>The Three Little Pigs</b>  After reading the whole story focus questioning on the wolf. Ask the pupils questions: <i>What do you think of the wolf? Why don't/do you like him? What do you think he does all day? What do you think makes him happy? What makes him sad?</i> Explain that the pupils are going to meet the wolf shortly and that	<b>Pathways to Write – lesson 6</b>  <b>The Three Little Pigs</b>  Read the whole story again and ask the pupils what happened first, next, then, after that, finally. Pupils could work in partners or small groups to retell the events before feeding back to the class. Hide multiples of five images in the environment and the pupils can only collect	<b>Recap sounds and letter formation</b>  <b>My Christmas Wishlist</b>  What do we usually write to Father Christmas for?  Talk to the children that we can ask Father Christmas for things but that doesn't mean that he will always get them for us! Remind children to

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	<p>this come from? Who did this?</p> <p>Read a letter from PC Goat to the children. Introduce the book "The Three Little Pigs" by Maria Alperin. Discuss the front and read the blurb on the back. Discuss 'piggy snack' and 'outwit'. Use the first double page of objects. Discuss what the pupils can see and why they are in the book? Using magnetic letters match up the letters with the initial sound of each picture.</p> <p><b>Little Wandle. Term 2 – week 1</b></p>	<p>buttoning each word as you write encouraging the pupils to use your favoured school strategy as they do so. Pupils to orally segment and practise writing on whiteboards as the word is being modelled.</p> <p><b>Little Wandle – Term 2 week 2</b></p>	<p>the pupils' suggestions and ask them to sit in a circle. Place items in the middle e.g. bag, dog (toy), ring, book, mat, pot, sock, peg, hat, map, cup, ticket.</p> <p>Give each pupil a phoneme frame with 3 boxes Explain that you will hold up an item and they must write it into the frame. Make sure the graphemes that have been covered in your phonics are visible for the pupils to use.</p> <p><b>Little Wandle – Term 2 -week 3</b></p>	<p>images. Write their suggestions on the board. Look at the pictures of the wolf in Mara Alperin's The Three Little Pigs, and Little Red Riding Hood. Read the pupils Roald Dahl's short description of the wolf in his poem The Three Little Pigs... 'The Wolf stood there, his eyes ablaze, And yellowish, like mayonnaise. His teeth were sharp, his gums were raw, And spit was dripping from his jaw.' Can the pupils add any other words to describe the wolf? Do the pupils think wolves are always big and bad? Why do they think stories often describe wolves as big and bad?</p>	<p>they need to find out all that they can about him by asking him questions. Teacher in role as the wolf and allow the pupils to ask questions. Make sure support staff record answers on board. Explain to the pupils that now we know all that we can about the wolf we must make posters to warn other animals about the wolf. Model creating a 'WATCH OUT' poster. Label the image of the wolf and model writing a simple caption. 'The wolf is bad.'</p> <p><b>Little Wandle – Term 2 - week 5</b></p>	<p>them in order of what happened. Model writing some words linked to each event and simple captions. and encourage the pupils to do the same once they have ordered their own set of pictures.</p> <p><b>Little Wandle – Term 2 – assess and review</b></p>	<p>always say please and thank, modelling gratitude.</p> <p>Christmas to write a short Wishlist, using their phonics to sound out the words in which they can or draw pictures.</p>
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				<b>Little Wandle – Term 2 - week 4</b>			
Mathematics	<b>Number Work</b>  <b>Pattern Work</b>	<b>Number Work</b>  <b>Circles and Triangles</b>	<b>Number Work</b>  <b>Talk about measure</b>	<b>Number Work</b>  <b>One More/One Less</b>	<b>Number Work</b>  <b>1,2,3,4,5</b>	<b>One More/One Less</b>  <b>Shapes with 4 sides</b>	<b>Recap of term maths</b>  <b>(Christmas Maths)</b>
Understanding of the world	<b>Sparkle and Shine</b>  Watch the video sparkle and shine video together. Explain that at this time of year there are lots of things that we celebrate and one of them is Bonfire Night. Explain that this is going to be celebrated on Saturday and some of them may be having celebrations at home themselves. How	<b>Festival of Light</b>  Display the <b>Diwali picture cards</b> and invite the children to discuss the things that they can see in the pictures. Look at the food and objects in the pictures. Explain that these people are from the Hindu community and they celebrate a festival called Diwali. Show them the <b>Rangoli pictures</b> and look together at the colourful patterns. Explain that these are often	<b>Is it shiny?</b>  Talk about what it means if something is shiny and ask for examples. Demonstrate that shiny materials reflect light by shining a torch on a plastic bauble or metal spoon and compare to a non-shiny material, such as a piece of clothing or carpet. Explain that some objects reflect light so it makes them appear shiny, whereas non-shiny objects do not reflect light. Together	<b>Kings and Queens</b>  Discuss with the children different kings and queens that we know from different fairy tales. What do they look like? What do they wear? What do they sit on? What is their job? Display the <b>Kings and queen picture cards</b> . Ask the question 'How do we know that these people are kings or queens?' Invite the children to describe the	<b>Hanukkah</b>  Explain to the children that during November or December Jewish people celebrate Hanukkah. Hanukkah is the Jewish festival of light. Hanukkah takes place in November or December and lasts for eight days. During Hanukkah, families eat special foods, play games and give small gifts or money. They also light one candle for each night of	<b>How is Christmas celebrated around the world?</b>  Discuss with the children that something we celebrate is coming up – Christmas!  Explain that we have our traditions – leaving something out for Father Christmas, Christmas tree etc. Does your family do	<b>The Christmas Story</b>  Show the children the power point of the Christmas Story. Discuss with the children what is happening in the story and what they already know. See if the can retell the story in the own words and explain how it is linked to Christmas and us celebrating and

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	do we celebrate this day? What do you do? Discuss events that have happened in the video together.	displayed on the floors of people's houses during Diwali. They are made using colourful rice, sand and petals. Explain to the children that they are going to make their own Rangoli pictures using different materials.	practice sorting objects into two piles with shiny in one or non-shiny in the other.	pictures and talk about the clothes that the people are wearing. If they were a King or Queen what would they need to wear?	Hanukkah in an eight-branched candlestick called a menorah.	something special?  Explain that some children celebrate differently – show children the photos.  Children to then draw/make their favourite Christmas tradition that they do at home.	also to our nativity play.
Expressive Arts and design	<b>Fireworks</b>  Remind the children of their pictures with chalks and black paper that they did for the celebration of Bonfire Night. Show them the fireworks power point and discuss the colours that are displayed in each firework and the patterns/display	<b>Diwali Diya Lamps</b>  Recap on children's learning of Diwali. Can they remember why it is celebrated? Look at the different Rangoli patterns.  Discuss that Diwali is the festival of light. Show children different Diya lamps and talk about what they represent	<b>Fairy Tale Characters</b>  Explain to the children that today they are going to be painting pictures of their favourite fairy tale characters. Recap and refresh on the children's ideas from last week and this week's learning. Can they describe their characters in detail? What do they look like? What costumes do they have? What colours	<b>Royal Workshop</b>  Work with small groups of children to make a crown fit for a fairy tale prince or princess. Provide a range of materials for the children to choose from. Talk to the children about what their crown will look like and how they would like to make it.	<b>Practising the songs for the Nativity Play</b>  <b>Christmas Decorations</b>  Music box with instruments.  Music: Music: Kapow – Celebration Music – Lesson 2 – Hanukah	<b>Christmas Decorations/ Christmas Cards</b>  Children to make small decorations to take home.  Music: Music: Kapow – Celebration Music – Lesson 4 – Traditional Christmas Music	<b>Christmas Cards</b>  Children to make Christmas Cards to take home to their families.



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	<p>they may into the black sky. Explain to them that they are now going create our own tissue paper sparklers.</p> <p>Music: My Stories Step 1</p>	<p>and what they look like.</p> <p>Children to create their clay Diya lamp.</p> <p>The children will also look at Rangoli patterns and Henna.</p> <p>Music: Kapow – Celebration Music – Lesson 1 – Diwali</p>	<p>would we need to use to paint them?</p> <p>Music: My Stories Step 2</p>	<p>Music: My Stories Step 4</p>			
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