

Ladybird Class Planning 2023 - 2024

Term Two – Once Upon a Time and Sparkle and Shine

	Week 1 30/10/23	Week 2 06/11/23	Week 3 13/11/23	Week 4 20/11/23	Week 5 27/11/23	Week 6 04/12/23
Book of the week	<b>The Three Little Pigs</b>	<b>The Three Little Pigs Little Red Riding Hood</b>	<b>The Three Little Pigs The Three Billy Goats Gruff</b>	<b>The Three Little Pigs Little Red Riding Hood</b>	<b>The Three Little Pigs Sharing a Shell</b>	<b>The Three Little Pigs</b>
Personal, Social and Emotional	<p><b>Being polite, asking using our manners and using our “please” and “thank you”</b></p> <p>With a toy teddy bear demonstrate how we should ask nicely for certain things from adults and also other children. Passing the teddy bear around the circle and using “please” and “thank you”. Talking about certain situations and how we can be polite and use our manners.</p>	<p><b>Hospitals</b></p> <p>Explain that today the children are going to be doctors in the hospital and help the teddies/dolls. Show the children one of the teddies and ask them what could be wrong with him. Model how to check teddy with the first aid kit and ask the children how we could make him feel better. Examples could include: teddy has a bad leg, give him a bandage or teddy has a sore throat, give him medicine. Talk to the children about where medicines should be kept and why it is important for adults to be in charge of medicines.</p>	<p><b>The Three Billy Goats Gruff</b></p> <p>Read the story of <i>The Three Billy Goats Gruff</i>. Encourage the children to join in with repeated refrains in the story, including 'trip, trap, trip, trap' and 'Who's that trip-trapping over my bridge?' Talk to the children about the behaviour of the goats and the troll. Encourage them to talk about how the troll treated the goats and how he could have behaved differently. Ask the children to think about times when something went wrong because of their actions or the actions of others. Explain that when you do good things, it makes you feel good inside, but when you make bad choices, it makes you feel sad. See if the children</p>	<p><b>Giving to Others</b></p> <p>Focusing on the topic of “Giving to others”. Discuss the importance of being kind and how we can do this through our words and actions. Talk about sharing resources with each other and taking turns in our play. Explain that today we are going to make some hearts to give as gifts for our families and for our friends.</p>	<p><b>Sharing</b></p> <p>Read to the children “Sharing A Shell” by Julia Donaldson. Talk to them about what is happening in the story and who is right/wrong. Talk together about sharing and how it is really important to do this in our class/school/everywhere.</p>	<p><b>Being polite, asking using our manners and using our “please” and “thank you”</b></p> <p>With a toy teddy bear demonstrate how we should ask nicely for certain things from adults and also other children. Passing the teddy bear around the circle and using “please” and “thank you”. Talking about certain situations and how we can be polite and use our manners.</p>

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			have any new ideas for how the story could end instead.			
Language and Communication	<p><b>Who's Who</b> 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 (in shared area, term 2, "Who Am I?") 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>Little Red Riding Hood (Once Upon A Time)</b> 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>Bridges</b> Display the <u>Bridge picture cards</u> and provide the children with a range of constructions resources (wooden building blocks, lego, duplo). Remind them of the story we have just read where the troll was hiding under the bridge and the goats who were trying to cross. Set the children the challenge of making a bridge that the trolls could safely cross. Explain that when they have made the bridge, you will test it together to see how many toys it can hold. Encourage the children to work together in teams to make their bridge. Ask them to decide which materials they will use.</p>	<p><b>Ruler for the Day:</b> 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 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>	<p><b>Once Upon A Time: Innovate</b> 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><b>Once Upon A Time: Innovate</b> Continued from last week.</p>
Physical Development	Using equipment in the garden area	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</b>

	<b>P.E lesson Dance: intro to dance</b>					<b>Dance: emotions and expressions</b>
Literacy	<p><b>Pathways to Write – lesson 1 The Three Little Pigs</b> Together with the children build a house made of lego bricks outside in the garden area. Whose house is this? Who do they think lived here? Read the 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>Pathways to Write – lesson 2 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 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><b>Pathways to Write – lesson 3 The Three Little Pigs</b> Read the story of "The Three Little Pigs" to the children again, picking out key points and phrases as you go through. Get the children to join in with the key phrases. Talk about what sort of things the pigs may want to take with them when they are going away. If you were going away, what would you pack? Listen to the pupils' suggestions and ask them reasons why they suggest a certain item. Model writing a list of items to put into a going away bag.</p> <p><b>Little Wandle – Term 2 -week 3</b></p>	<p><b>Pathways to Write – lesson 4 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 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</p>	<p><b>Pathways to Write – lesson 5 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 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. <i>'The wolf is bad.'</i></p> <p><b>Little Wandle – Term 2 - week 5</b></p>	<p><b>Pathways to Write – lesson 6 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 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>

Ladybird Class Planning 2023 - 2024

Term Two – Once Upon a Time and Sparkle and Shine

	<b>Little Wandle. Term 2 – week 1</b>			wolf? Do the pupils think wolves are always big and bad? Why do they think stories often describe wolves as big and bad?  <b>Little Wandle – Term 2 - week 4</b>		
Mathematics	<b>Number Work Pattern Work</b>	<b>Number Work Sorting from Smallest to Largest</b>	<b>Number Work Circles and Triangles</b>	<b>Number Work</b>	<b>Number Work One More/One Less</b>	<b>One More/One Less</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 do we celebrate this day? What do you do? Discuss events	<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 practice sorting objects into two piles with shiny in one or non-shiny in the other.	<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 displayed on the floors of people's houses during Diwali. They are made using colourful rice, sand and petals. Explain to	<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 pictures and talk about the clothes that the people are wearing. If they were a King or Queen what would they need to wear?	<b>Hanukkah</b> <b>Explain to the children that during November or December Jewish people celebrate Hanukkah.</b> 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 Hanukkah in an eight-branched candlestick called a menorah.	<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 also to our nativity play.

Ladybird Class Planning 2023 - 2024

Term Two – Once Upon a Time and Sparkle and Shine

	that have happened in the video together.		the children that they are going to make their own Rangoli pictures using different materials.			
Expressive Arts and design	<p><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 they may into the black sky. Explain to them that they are now going to create some artwork for Bonfire Night.</p> <p>Music: My Stories Step 1</p>	<p><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 would we need to use to paint them?</p> <p>Music: My Stories Step 2</p>	<p><b>Fairy Tale Characters</b> Continued from last week.</p> <p>Music: My Stories Step 3</p>	<p><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.</p> <p>Music: My Stories Step 4</p>	<p>Practising the songs for the Nativity Play</p> <p>Music box with instruments.</p> <p>Music: My Stories Step 5</p>	<p>Practising the songs for the Nativity Play</p> <p>Music box with instruments.</p> <p>Music: My Stories Step 6</p>