

Ladybird Class Planning 2024 - 2025  
Term One – Me and My Community

	Week 1 02/09/24	Week 2 09/09/24	Week 3 16/09/24	Week 4 23/09/24	Week 5 30/09/24	Week 6 07/10/24
Book of the week	<b>Harry and the Dinosaurs go to School</b>	<b>Peace At Last Sharing A Shell A Squash and a Squeeze The Selfish Crocodile</b>	<b>Peace At Last Families, Families, Families</b>	<b>Peace At Last</b>	<b>Peace At Last Elmer</b>	<b>Peace At Last</b>
Personal, Social and Emotional	Separate from parents without support – enter class independently Engage with classroom routines Engage with/understand class rules and talk about why these are important. Choose resources in the classroom Encourage children to work together and listen to each other. Share their name with other children and learn other children's names	<b>Sharing</b> Talking about <b>sharing</b> – why must we share things? Read the Selfish Crocodile to the children and talk about the actions if the crocodile and the other children in the story. What happens if someone has something that you want? How can we solve these problems? Turn taking and using the timers if people want something at the same time.	<b>Find A Friend</b> Place the photographs face down on the floor with the children sitting in a circle. Ask the children to pick one of the photos, turn it over and identify who is in the picture. Do this for all of the photographs. When each photo is over turned see if the children can tell the class one thing about themselves.	<b>Find A Friend</b> Using the photographs play a game where the children have to guess who it is in the photo. Take one of the photos and don't show it to the children. Then describe to them who is in the photo e.g. it's a girl, they have a dress on today, they have brown hair, they have brown eyes, their name begins with a ... etc. Can you guess who it is?	<b>Circle time</b> What makes us special? Read Elmer and talk together about his colours and how he is unique. Talk together about how we are unique like Elmer is with his colours.	<b>We are the Ladybird Community</b> Talk to the children about how we are all part of the Ladybird school community (or Ladybird Class). Talk about how we work together as a team and how we can help each other when someone else needs help or support. Discuss how we are a "class community" or a "family" at school and we are all there for each other.

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<p>Language and Communication</p>	<p>Listening to stories on the carpet area. Answering questions related to the story, anticipating key events, relating to their own lives. Circle time about starting school, sharing experiences, talking about their holidays and family. Sharing their summer journals with the class. Talking about familiarity (comparing school to home life or nursery setting).</p>	<p><b>Ourselves</b> As a class have a discussion about ourselves. What do we look like? What colour eyes do you have? What colour hair do you have? Talk about our likes, dislikes and our favourite things. Have a look at the children's summer journals together and the pictures of themselves and their families.</p>	<p><b>Same and Different</b> Explore similarities and differences between the children, including eye and hair colour, height and age. Challenge them to work in pairs and find similarities and differences between them. Model some examples to start with. When the children have identified similarities and differences in their pairs, make the groups bigger to make the activity more challenging. Encourage them to see that despite our similarities and differences, we are all special and unique.</p>	<p><b>Families</b> Read the children the book "Families, Families, Families" (in black box). Explore vocabulary related to families, such as aunt, uncle and cousins. Consider how each family is different and who the children live with. Discuss as a class who the children have in their families e.g brothers, sisters, nanny, grandad, cousins, pets e.t.c. Explain that is their "family community" and sometimes people are in their family but don't always live in the same house.</p>	<p><b>Who's Who</b> Show the children the power point of pictures of various people who help us and ask the children to tell you who they are and how they help us. Explain that these people are part of "our community" and that they are a community of people who can help us.</p>	<p><b>Christmas Card Design</b> Explain to the children that we need to draw someone Christmas pictures to go on the front of some Christmas cards. Talk together about what things they may see at Christmas time (Father Christmas, presents, Christmas trees, snowmen) and how they can draw pictures of these to go on the front of their cards.</p>
<p>Physical Development</p>	<p>Walking across the playground with the rest of the class in a straight line. Lining up in a line after the end of break time. Use pencils, pens, scissors and chalk to make pictures.</p>	<p>Moving around the classroom sensibly, talking about walking not running and why this is important. Encouraging the use of pencils, pens, scissors and chalk to make pictures of themselves and things they like doing. Threading using the</p>	<p>Using equipment in the garden area  <b>PE lesson - Me and Myself: my body</b></p>	<p>Using equipment in the garden area  <b>PE lesson - Me and Myself: part of the body</b></p>	<p>Using equipment in the garden area  <b>PE lesson - Me and Myself: senses</b></p>	<p>Using equipment in the garden area  <b>PE lesson - Me and Myself: on the move</b></p>

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	Talk about importance of washing hands.	big beads to thread onto the string.				
Literacy	<p>Use book corner to look at books. Share stories as a class and talk about the storylines. Write and read name with help or independently. Mark making in the role play area.</p> <p><b>Little Wandle – starts next week</b></p>	<p><b>Pathways to Write – lesson 1 Peace At Last</b> Show the pupils the front cover of the book <b>"Peace At Last"</b>. Who is in this story? Where are they? Do the bears look cosy?/happy?/comfortable? How do we know? (Discuss the words 'cosy' and 'comfortable.'). I wonder what is going to happen in this story? Read the story to the children.</p> <p><b>Little Wandle – Term 1 week 1</b></p>	<p><b>Pathways to Write – lesson 2 Peace At Last</b> Read together the story of "Peace At Last" by Jill Murphy. Look at the night-time page which says, 'Mrs. Bear fell asleep. Mr. Bear didn't.' Discuss when the story takes place. What kinds of things can be heard at night that aren't heard in the day? Explain that hidden outside are objects and images associated with night-time.</p> <p><b>Little Wandle – Term 1 -week 2</b></p>	<p><b>Pathways to Write – lesson 3 Peace At Last</b> Read through the story "Peace At Last" again with the children and talk out loud about what happens and the reasons for the characters doing what they do e.g. I think Mr. Bear thinks it will be quieter in Baby Bear's room, so he can get some sleep. Encourage the pupils to join in with repetitive phrases e.g. 'Oh NO!' and 'I can't STAND this.' Emphasise the noises that keep Mr. Bear awake and encourage the pupils to join in with these noises too e.g. SNORE, SNORE and NYAAOW, NYAAOW.</p> <p><b>Little Wandle – Term 1 - week 3</b></p>	<p><b>Pathways to Write – lesson 4 Peace At Last</b> Read the children the story "Peace At Last" and discuss the story and places that Mr Bear ends up sleeping. Play noisy neighbour. Tell a simple story about a noisy neighbour "Early one morning, the children were all fast sleep, (ask the pupils to close their eyes and pretend to sleep) when all of a sudden, they heard a sound from the house next door". At this point make a noise. The storyteller continues: "Wake up children. What's that noise?" The pupils take it in turns to identify the sound and then the whole group are encouraged to join in with: 'Noisy neighbour, please be quiet. We are trying to sleep.'</p> <p><b>Little Wandle – Term 1 - week 4</b></p>	<p><b>Pathways to Write – lesson 5 Peace At Last</b> Read the story "Peace At Last" to the children, stopping at key points to ask the children questions about what is happening. Ask them to emphasise key phrases with you. In a small adult led group, act out together the story. Begin with the Bear family beginning to snooze on the sofa, yawning as they go upstairs to bed, getting into bed. Then Mr. Bear not sleeping because of Mrs. Bear's snores, Mr. Bear trying Baby Bear's room but not sleeping because of Baby Bear's aeroplane noises. Trying the living room but not sleeping because of the clock, trying the kitchen but not sleeping because of the dripping tap and humming refrigerator, then saying he was going to go into the garden. What noises do the pupils think might disturb Mr. Bear when he goes into the garden?</p> <p><b>Little Wandle –Term 1 - week 5</b></p>

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Mathematics	Counting to 5, 10 and 20	Counting to 5, 10 and 20	Counting up to 10 out loud. Then counting up to 20.	Sharing Biggest and Smallest	2D Shapes Number Work	Number Work Sorting Work
Understanding of the world	Encourage children to share their experiences and talk about family life. Look together at the children's summer learning journals and share their experiences with the rest of the class.	<b>School Community</b> Explain to the children that we are part of a <b>school community</b> . Explore together what the word community means and how you can have a school community and also a family community. Go for a walk around the school so the children can meet people in the school community who are there to help them.	<b>Head, Shoulders, Knees and Toes</b> Learning about our bodies. Identifying different parts of our bodies e.g. arms, legs, face, ears, eyes, nose, then harder e.g. shoulders, ankles, wrist, forehead. Singing together "Head, Shoulders, Knees and Toes" song.	<b>Tidy Team</b> Talk to the children about everyday jobs that need doing in the classroom. These might include tidying the reading area or sweeping up the sand. Ask them to think about which job they would like to do to help. Show the children the "tidy hands template" that they can colour in and put onto the board. Teacher can scribe what job that would like to do in the class on their hand e.g. "tidy the library", "tidy the paper towels", "tidy the leaves outside", "tidy the bikes", "tidy the lego bricks", etc.	<b>Exploring Autumn</b> Talk to the children about the seasons and that at the moment we are in Autumn. Show them the power point with various pictures of things that happen during this season (birds fly to warmer countries, leaves falling, animals gathering food, hibernation). Have they noticed any of these things happening? Talk about what clothes they need to wearing now that we are in the season of Autumn.	<b>Who Lives In the Woods?</b> Show the children the picture cards of the various animals. Talk about what they look like and see if the children can recognise them and know any of their names. Ask the children next to think about where these animals might live. Would they live in a wood? Or a field? Or in a town/city? In your garden? Talk together to see if any of the children have seen these animals in their gardens or anywhere else? Have they seen any animal's footprints or tracks when they have been out in the woods? Remind the children of their work on Autumn last and that a few animals are now looking to hibernate over the winter months.
Expressive Arts and design	Using the face templates to represent their own faces. Draw pictures of themselves, colour in pictures of their face.	<b>Painting Faces</b> Paint a self-portrait. Draw pictures of themselves using the face template. Finger painting to make pictures of their face.	<b>Self-Portrait</b> Recap with the children on the painting they did of their faces last week. What colour eyes did you paint for yourself? What colour	<b>Plate Faces</b> Talk to the children about the painting they made of their faces and show they that have been displayed in the classroom and tell	<b>Hedgehogs</b> Explain to the children that we are now in the season of Autumn and remind them of the work they did yesterday. Remind them of the things that happen in the environment during	<b>Leaf Printing and Mark Making</b> Remind the children of their work on Autumn and how at this time of year we see Autumn leaves fall from trees and are on the ground. Remind them of the different

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	<p>Finger painting to make pictures of their face.</p> <p>Music: Me Step 1</p>	<p>Music: Me Step 2</p>	<p>hair did you paint?          What about your eyebrows or mouth?          Explain that they are going to have another go today at painting their faces today.</p> <p>Music: Me Step 3</p>	<p>them they are also in the hall. Explain that today they can make some faces using paper plates. Explain that they can use different materials for different features of their faces.</p> <p>Music: Me Step 4</p>	<p>Autumn. Show the children the blank hedgehog templates (in black box) and explain that they need to cover their hedgehogs in different materials. They can use paints, tissue paper, leaves e.t.c to cover their hedgehog.</p> <p>Music: Me Step 5</p>	<p>colours they could find and explain that today they are going to use the leaf foam stampers and paints to do some leaf printing.</p> <p>Music: Me Step 6</p>
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