

### Literacy—Reading & Writing

We will share stories such as; The Lion and the Mouse. After reading, we will describe the two characters and discuss, Was the lion angry, sad, happy or all three? Was the mouse helpful, kind or brave? Can you imagine you were in the story? What words would you use to describe yourself?

We will also share the story, 'My mum and dad make me laugh' and other stories linked to friends and family.

**Who's who?** We will spread photographs of people who help us in school on a table top. Ask the children to choose a photo and say who it is and how they help. Ask them to write a simple sentence/ mark make about the person to explain what they do. We will encourage the children to say their sentence aloud before writing. We will model examples to help – 'This is Miss \_\_\_\_\_ she is a dinner lady'.

### Expressive Art & Design and

**Being Imaginative— Friendship colours.** We will ask the children to choose a friend to work with and give each pair a large sheet of paper to decorate. We will ask the children to choose a colour and use the broad brush to paint the palm of one hand. Ask 'What colour have you chosen?' and 'What do you think will happen if you hold hands?' Allow the children to hold 'painty' hands and see what happens! Children can print their handprints onto paper to make patterns.

**People & Communities :People who help me at home.** We will read family stories such as My Mum, Superhero Dad and my mum and dad make me laugh to stimulate conversations about people who help the children at home. We will ask 'Who helps you?' and 'How do they help you?' We will allow the children time to share their experiences and routines, and compare them to each other. For example, 'Jake's mum puts him to bed, but Mia's dad puts her to bed'. Offer drawing and mark making materials for the children to respond to the stories and conversation.

### Nursery & Reception

### **Do you want to be friends?**

### Curriculum Overview

### The World:

**Same or different?** We will explore similarities and differences between the children, including eye and hair colour, height and age. We will challenge them to work in pairs and find similarities and differences between them. We will model some examples to start with, for example, 'Maisy has blonde hair and Bo has brown hair.' When children have identified similarities and differences between their pair, make the groups bigger.

### **Maths- One for me, one for**

**you!** Working with pairs of children we will offer a group of objects which can be divided. We will ask the children to count how many items in total and then explain that they need to share the objects fairly between them. We will ask questions to prompt the children's thinking, for example 'If there are four sweets altogether, how many sweets are there each?' The children can then practise sharing the objects out, one at a time.

**Shapes sort.** We will set up a space outdoors with a selection of 2-D and 3-D shapes, baskets and hoops. We will explain to a small group of children that we need some help to tidy and sort the shapes, but we don't know how to do it. We will ask the question 'Can you help us to sort these shapes?' We will listen to the children's suggestions and encourage them to work together to sort them.

**Big foot!** We will invite the children to compare hand and foot sizes by pressing them in trays of paint and printing them on sheets of paper. Encourage children to say whose hand or foot is the biggest and smallest. Develop this activity by showing children how to work in pairs, to draw around and then cut out, each other's hands and feet.

### **Guided Reading**

Takes place every day

Children will have a number of activities to complete over the week:

Home reading books with a TA

Guided read with a class teacher

Sound basket – matching sounds

High Frequency Word games

**Moving and Handling—Parachute play.** We will introduce the children to a large play parachute. We will begin by showing the children how to sit around the edge and hold the material. We will play together to explore different movements such as making the parachute ripple or lifting it high into the air. As children become more confident in moving the parachute up and down, explain that if they hear their name, they should let go of the parachute and run underneath it, all the way to the other side, before the parachute falls on them. Make the challenge harder by calling two names at a time etc.

### **Understanding**

**People who help us.** We will show the children the video 'People who help us'. After watching the video we will ask the children to recall some of the information. For example 'What are the emergency services?' and 'Why are the police important?' We will encourage the children to share any experiences they might have had with the emergency services and encourage them to ask any questions they have. We will provide a range of pictures for the children to look at and respond in writing, drawing and through role play.

### **Making Relationships**

#### **Teamwork!**

We will play a variety of team-building games to encourage positive relationships. Such as passing a hoop around the circle without breaking hands and playing cross the river using hoops!

### **Technology- Smile!** We will

show the children how to take a digital photo of a friend/teddy, and use photo tools such as 'crop'. We will ask 'Do you like the picture or do you want to take it again?' We will help the children to upload their images to a computer before printing. We will mount the children's photographs on a card and ask the child to write a label for their picture.