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|  | **4th – 8th Nov 2019**  **Engage**  **Song of Sounds: g and o.** | **11th – 15th Nov 2019**  Develop  **Song of Sounds: c and k, ck** | **18th – 22nd Nov 2019**  Develop  **Song of Sounds:**  **e and u** | **25th – 29th Nov 2019**  Develop  **Song of Sounds: r and soundtalking** | **2nd – 6th Dec**  **2019**  Develop  **Song of Sounds: h and b** | **9th – 13th Dec 2019**  Innovate  **Song of Sounds: f and ff, l and ll** | **16th – 20th Dec 2019**  Express  **Song of Sounds: j and v.**  **Assessment** |
| Communication and Language | **Talk Boost**  **Role Play**  Collect a good range of dressing up clothes, including wigs, glasses, hats and coats. The funnier, the better! Begin by allowing the children to explore their reflections using handheld mirrors and to talk to partners about how their faces are the same or different. Children can take it in turns to dress up and take part in a ‘reveal’ using a full-length mirror. Ask questions such as ‘How has your reflection changed?’ If possible, provide distortion mirrors (funhouse style) and flexible mirrors for extra fun! Allow the children to dress you up too! Take photos of each child before and after their transformation. As an alternative, take the children on a ‘reflection hunt’, looking for reflective surfaces in and out of school. A video ‘What is a reflection?’ is available on The Hub to support this activity.  Enjoy looking at their reflection.  Describe what a reflection is.  Take photographs using a digital camera.  Use words like mirror, reflection, the same, different, smooth, cold, shiny and reflective.  Experiment with reflections and describe what they see.  Move in front of reflective surfaces and watch what happens.  Look at each other’s reflections.  a range of dressing up clothes, props and accessories  handheld mirrors  full-length mirror  distortion mirrors  digital camera  **Questions to ask the children**  What is a reflection?  Does your reflection move?  What happens when you move closer to the mirror?  What happens when you move further away from the mirror?  Are all surfaces reflective?  What else can you see in the mirror? | **Talk Boost**  **Role Play**  **Is able to follow directions (if not intently focused on own choice of activity).**  **Two-channelled attention – can listen and do for short span.**  **Respond to what they hear with relevant actions.**  **Listen to instructions and follow them accurately, asking for clarification if necessary.**  **Matching boots!** Using the ‘Matching boot cards’, give each child one boot from a pair to hold. Hold the boots up one at a time, asking ‘Who has got the matching boot?’ Allow the children to come out and match up the boots, explaining how they are the same. Display the boots together on a table top or magnetic whiteboard, so they are symmetrical. **Practitioner note** ‘Matching boot cards’ are available on The Hub. This activity will help children to see how some objects are the same and can be placed together to make a symmetrical pair.**•**  Display the ‘Matching boot cards’ with double-sided plastic maths mirrors for symmetry play. | **Talk Boost**  **Role Play**  **Beginning to understand ‘why’ and ‘how’ questions.**  **Listens and responds to ideas expressed by others in conversation or discussion.**  **Answer ‘why’ questions about their experiences and in response to events.**  **Carry out instructions which contain several parts in a sequence.**  **Reflect or not?** Provide the children with a range of objects that do and do not have reflective surfaces. Ask the children to explore the objects for their reflective properties and then sort the items into two groups: reflective and non-reflective. Ask ‘Do some objects reflect better than others?’ and ‘Why do you think that is?’ As a challenge, ask the children to order the reflective objects from least to most reflective! **Practitioner note** Reflective objects might include CDs, cutlery, mirrors, mirrored tiles, tin foil and a ceramic tile. Non-reflective objects might include a wooden block, piece of clothing, book, toy, paper and a carpet.  Place a range of reflective and non-reflective objects in the investigation area with two baskets for sorting. Label the baskets ‘reflective’ and ‘non-reflective’ to encourage the children to sort the objects.  **Speaking**  **Questions why things happen and gives explanations.**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  **Develop their own explanations by connecting ideas or events.**  **Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**  **What can you see?** Show the children the ‘Reflections presentation’. Encourage them to talk about what they can see, with particular attention to the surfaces in which the reflections form, for example, in glass, water and metals. Challenge the children to explain what is happening in each picture, for example ‘The tree is reflected in the water’ or ‘The clouds are reflected in the puddle’. **Practitioner note**  Display slides from the presentation with blank sentence strips. Display the sign ‘Can you write a caption for the photographs?’ | **Talk Boost**  **Role Play** | **Talk Boost**  **Role Play**  . | **Talk Boost**  **Role Play**  **Responds to simple instructions.**  **Responds to instructions involving a two-part sequence.**  **Follow instructions involving several ideas or actions.**  **Carry out instructions which contain several parts in a sequence.**  **Shiny treasure hunt!** Hide a range of reflective items for the children to find and bring back to put in a shiny treasure chest. Give instructions for where to find them, for example ‘Go to the bike area to find the first object’ and ‘Look behind the wall for the next object’. Hide some items that are not shiny or reflective and discuss whether they should go in the chest or not. **Practitioner note** Alternatively, hide shiny gold coins, for the children to count. Why not invite parents and carers to join in with the fun?  Leave the chest of shiny objects for children to enjoy and explore independently. | **Talk Boost**  **Role Play**  **Builds up vocabulary that reflects the breadth of their experiences.**  **Links statements and sticks to a main theme or intention.**  **Express themselves effectively.**  **Recount experiences and imagine possibilities, often connecting ideas.**  **Reflections.** Gather the children together on the carpet and set out a range of photographs from the project. Ask the children to take it in turns to choose a favourite photograph and explain why they like it. What do the photographs show? What can they remember about that time? Use the children’s photograph choices to make an ‘Our reflections’ project book. Display the book with comments from the children and encourage parents and carers to take the time to look through it. **Practitioner note** Take this opportunity to encourage the children to be ‘reflective’, thinking about what they did well and what they learned  Display the children’s ‘Our reflections’ project book in the reading area for them to look at independently, with others or parents and carers. | |
| Personal,social and Emotional Development | To introduce children to circle time and special person.  To understand the school rules for playtimes, lunchtimes, assembly, classroom routines etc.  To know that I belong to my class/group. To know the people in my class group/school.  **PSHE Managing feelings and behaviour**  Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.  **Theme: settling into routine.** | **Keeps play going by responding to what others are saying or doing.**  **Explains own knowledge and understanding, and asks appropriate questions of others.**  **Listen to others’ ideas.**  **Where’s your match?** Using the ‘Butterfly and moth picture cards’ available on **The Hub**, ask each child to choose a card from a basket or bag. Then, challenge them to move around the space to find their ‘other half’. Who can find their partner the fastest? Does everybody have the right pair of cards? How do they know? Encourage the children to describe how they know they have the right partner using vocabulary such as the same, symmetrical and pair. **Practitioner note** Print and laminate the cards before cutting them in half. You can use these cards for a range of different activities including drawing the butterflies and moths and sorting the cards according to colour, pattern or size.  Place the ‘Butterfly and moth picture cards’ on a table top for children to match and sort independently.  **PSHE**  **Managing feelings and behaviour**  **Theme: circle time.** | **Builds up vocabulary that reflects the breadth of their experiences.**  **Links statements and sticks to a main theme or intention.**  **Express themselves effectively.**  **Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**  **What is a reflection?** Sit with a small group of children and provide each with a handheld mirror. Ask the question ‘What is a reflection?’ Listen to the children’s responses. Encourage them to look closely at their facial features and describe them in detail. Ask questions such as ‘How many different colours can you see in your eyes? What can you see inside your mouth? Can you count your freckles?’ Model useful vocabulary for the children to listen to and then use themselves. **Practitioner note** Listen carefully and record the children’s comments. You can display these on a ‘Reflections’ display. Encourage the children to use vocabulary associated with the theme, such as reflection, reflective, the same and different.  Display plastic mirrors and a range of drawing materials. Display the sign ‘Can you draw your portrait?’  **PSHE: Managing feelings and behaviour**  Theme: making friends | Self - confidence and self -awareness  **Can select and use activities and resources with help.**  **Confident to speak to others about own needs, wants, interests and opinions.**  **Say when they need help.**  **Hand symmetry.** Ask the children to find a partner with a similar-sized hand! Mark a line with chalk or tape on a flat surface and ask the children to create symmetrical patterns with their hands. Allow the children time to play with the concept, practising and trying out their ideas. When the children have grasped the idea and made a symmetrical image, use a digital camera or tablet to take a photo. Print them out for the children to annotate and add captions. Encourage the children to ask for help if they need it and to express their ideas and opinions.  Examples of ‘Hand symmetry’ are available on **The Hub** to show the children. You can also model different ways of making symmetrical patterns with help from another adult. You could provide some other props for the children to add to their images. How about buttons, jewellery or natural materials?  **Aware of own feelings, and knows that some actions and words can hurt others’ feelings.**  **Talk about how they show feelings.**  **Talk about how others show feelings.**  **Feelings.** Working with a small group of children ask ‘How are you feeling today?’ Give each a handheld mirror and ask ‘How does your face change when you smile? How does your face change when you are sad? How does your face change when you are angry?’ Ask the children to make these expressions in the mirror and explain what happens to their faces. Encourage the children to draw a picture of their face showing a particular emotion. Those children who are able can add a sentence or caption such as ‘When I am happy my eyes crinkle’ or ‘When I am sad my mouth turns down’. **Practitioner note** Children with a poor ability to read emotions will have difficulty with this activity. Feelings and emotions resources are available online, including emotion balls, squidgy emotion faces and emotions dominoes. Use these to support enhanced provision linked to this activity.  Display a range of photographs and paintings that express emotion. Examples include, The Scream by Edvard Munch, Mona Lisa by Leonardo da Vinci, Frightened Girl by Roy Lichtenstein, The Weeping Woman by Pablo Picasso and Happiness by Leonid Baranov. Offer a range of drawing, painting and textural materials for children to respond to the images.  **PSHE: Managing feelings and behaviour**  Theme: Turn taking and sharing | **PSHE: Managing feelings and behaviour**  Theme: Turn taking and sharing | To be able to share in a group. To be able to take turns. To join in with other children when playing a game.  **PSHE: Managing feelings and behaviour**  Theme: Having confidence to perform in front of an audience | To know how to be kind to people who are new or visiting the classroom.  To know what to do in my classroom/setting.  **PSHE: Managing feelings and behaviour**  Theme: Having confidence to perform in front of an audience |
| Maths | **White Rose**  **Number and Place value: numbers to 5.**  **One, two, three** | **Knows that numbers identify how many objects are in a set.**  **Counts objects to 10, and beginning to count beyond 10.**  **Finds the total number of items in two groups by counting all of them.**  **Solve problems including doubling.**  **Estimate a number of objects and check quantities by counting up to 20.**  **Doubling.** Working in front of a vertical mirror, take it in turns to hold out a number of counters for each child and ask them to count how many you have. Place their counters in front of the mirror and ask ‘How many counters can you see now?’ You can introduce the word ‘double’ for those children who are ready. Allow children to further explore the concept of doubling by putting other objects in front of the mirror. **Practitioner note** For those children that are ready, model how to write as a number sentence. For example 3 + 3 = 6.  Place a large vertical mirror against a wall or fence in the outdoor setting. Offer objects such as toy cars, cones or bean bags for the children to put in front of the mirror and practise doubling.  **White Rose**  **Number and place value numbers to 5 (four, five)** | **Shows an interest in shape and space by playing with shapes or making arrangements with objects.**  **Selects a particular named shape.**  **Create patterns.**  **Estimate, measure, weigh and compare and order objects and talk about properties, position and time.**  **Patterns with shapes**. Provide maths mirrors and a good range of 2-D shapes of different colours. Model how to create a pattern using the shapes along the bottom edge of the mirror. Can the children see what is happening in the mirror? Encourage the children to explore pattern making using as many different shapes as they can, selecting a particular shape to use and saying its name. Show the children how to add a second mirror at a 90˚ angle to explore what happens. **Practitioner note** Extend the activity by using age-appropriate apps and software, such as Symmetry School and Friendly Shapes.  Provide translucent 2-D shapes on a light table for children to continue their pattern making. Translucent 2-D shapes are available online.  **White Rose**  **Addition and subtraction: sorting into two groups.** | **Uses positional language.**  **Can describe their relative position.**  **Use everyday language to talk about position.**  **Estimate, measure, weigh and compare and order objects and talk about properties, position and time.**  **Butterfly symmetry.** Provide the ‘Blank butterfly template’ available on **The Hub**. Challenge the children to use 2-D shapes to make symmetrical patterns on the butterfly’s wings. Encourage the children to use positional language to describe where they are placing the shapes. For example ‘I am putting the circle next to the square’. **Practitioner note** For a greater challenge, ask the children to decorate only one side of the butterfly’s wing before swapping with a partner to finish.  Offer wooden blocks, 3-D shapes and other construction materials for children to build on a mirrored surface.  **White Rose**  **Addition and subtraction: sorting into two groups.** | **White Rose**  **Number and place value: Comparing numbers**  **Comparing quantities of identical objects.** | **White Rose**  **Number and place vaule: comparing groups**  **Comparing quantities of non-identical objects.** |  | |
| English  Phonics |  | **Listens to stories with increasing attention and recall.**  **Two-channelled attention – can listen and do for short span.**  **Listen to stories.**  **Listen attentively with sustained concentration to follow a story without pictures or props.**  Mirror, mirror on the wall. Read the fairy tale Snow White and the Seven Dwarfs to the children. Encourage them to join in with the repeated refrain ‘Mirror, mirror on the wall’ as it arises. After reading the story, help the children to retell it using the ‘Snow White and the Seven Dwarfs sequencing cards’ which are available on The Hub.  Practitioner note  There are many versions of this fairy tale as well as animated versions online.  Display the book with a beautiful jewelled mirror. Add the phrase ‘Mirror, mirror on the wall’ for children to practise the repeated refrain. | **Uses vocabulary focused on objects and people that are of particular importance to them.**  **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**  **Develop their own narrative by connecting ideas or events.**  **Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**  **Look who’s talking!** Using digital cameras or tablets, encourage the children to take a portrait photograph of a friend or other person in school. Print each photograph and ask the children to suggest what that person might be saying. For example, Rosie is saying ‘Hello’ or Mrs Turner is saying ‘Line up quietly!’ When the children have decided on their sentence they could write it on a laminated speech bubble. **Practitioner note** Display the children’s photographs, allowing them to change and add new comments independently over time.  Cut portrait photographs of the children in half and laminate them. Ask ‘Can you find the two halves of each face?’ | **Shows awareness of rhyme and alliteration.**  **Continues a rhyming string.**  **Understand simple sentences.**  **Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.**  **Mirror, mirror!** Read Mirror, Mirror, a poem from the book, My Hippo Has the Hiccups by Kenn Nesbitt. Ask the children to listen carefully then explain what is happening in the poem. Display a copy of the poem and ask the children ‘Can you see any rhyming words?’ Write the rhyming words on cards and see if the children can pair them up. **Practitioner note** Challenge the children to explore other rhyming strings by brainstorming words that rhyme with a given ending, such as, ‘an, can, pan’ or ‘all, tall, small’. Copies of the poem are available online. ‘Rhyming words’ from the poem are available on **The Hub**.  Display rhyming word cards in the reading area for children to read and match independently. ‘Rhyming word cards’ are available on **The Hub**.  **Sometimes gives meaning to marks as they draw and paint. Attempts to write short sentences in meaningful contexts.**  **Write simple sentences which can be read.**  **Use key features of narrative in their own writing.**  **Through the magic mirror!** Read the story Through the Magic Mirror by Anthony Browne. Allow plenty of time for the children to look carefully and enjoy the unusual illustrations. Ask ‘What can you see in the picture?’ and ‘Can you see anything unusual?’ Encourage the children to respond using a sentence, for example ‘The dog is taking the man for a walk’ or ‘The mice are chasing the cat’. **Practitioner note** To make a great display, why not take a full-length photograph of each child and place them in an unusual picture?  Offer a range of old magazines and pictures for children to cut up and stick into mini books. Can they create a new page for the book, Through the Magic Mirror? |  | This Innovate stage challenges children to find and then read a series of mirrored words and order them to form a secret message.  **During this Innovate stage children will:**  work cooperatively to find the ‘Top Secret’ envelopes  use a mirror to ‘decode’ the words  put the words in order to form a simple sentence or clue  read the clue  find out what is hiding in the secret location.  **Secret code!**  Hide a series of ‘Mirror word cards’ in ‘Top Secret’ envelopes around the setting. Ask the children to search for the envelopes and bring them back to a central place. Encourage them to think how they might find out what each word says. The words give the children a secret message when ordered in a certain way. Place a secret object or person for the children to find in the place that the sentence spells out. What you hide is up to you!  **You will need:**   * ‘Top Secret labels’ and ‘Mirror word cards’ available on The Hub * an object or person to hide * mirrors for decoding messages   You can download the Innovate board straight from **The Hub**. | Read the story The Cow That Laid an Egg by Andy Cutbill. Ask the children to make predictions about what might happen in the end.  Ask the children to write a letter or draw a picture with a caption to send to the farmer. Ask them to tell the farmer all about their project, including their favourite bits and all the things they have learned. |
| Guided Reading | **Reflective reading**  Display a range of books on the theme of reflections and symmetry for children to look at independently.  **Observe**   * Can the children look at the books independently? * Do they show an interest in print and illustrations? * Can they retrieve information from the text? | **Knows that print carries meaning and, in English, is read from left to right and top to bottom.**  **Begins to read words and simple sentences.**  **Use phonic knowledge to decode regular words and read them aloud accurately.**  **Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**  **Back to front!** Use the ‘Mirror cards’ available on **The Hub**. Demonstrate how to hold a card up to a mirror before reading the reflected word or letter. Encourage the children to work in pairs, practising using the mirror to decipher and read each letter or word. Ask the children to write the reflected letters and words that they see before checking them together as a group. **Practitioner note** You can make additional mirror words using text effects tools in basic word processing software.  Display the ‘Mirror cards’ for children to explore and practise independently. |  | Through the Magic Mirror by Anthony Browne | My Hippo has Hiccups by Kenn Nesbitt | Little Beaver and the echo by Amy Macdonald |  |
| Knowledge and Understanding of the World | Display a range of shiny objects and materials in baskets for children to handle and explore. Include CDs, mirrored tiles, foils and highly polished objects.  Do the children use vocabulary such as shiny and reflective?  Do the children attempt to sort the objects? If so, how?  Do the children bring items from home to add to the display?  **Patterns and shapes**  Provide a range of loose parts for pattern making. Include a mix of natural and man-made objects such as leaves, shells, buttons and beads.  **Observe**  Can the children make patterns that are symmetrical?  Do they use mathematical language, such as symmetry, pattern, shape, next to?  Do the children seek other materials to include in their patterns? | **Butterflies and moths**  Display a range of moths and butterflies, either laminated photographs or real samples. Provide hand lenses for close observation.  **Observe**  Do the children enjoy looking at the moths and butterflies?  Do they notice any symmetry?  Are they interested in finding out more about butterflies and moths? | **Comments and asks questions about aspects of their familiar world.**  **Looks closely at similarities, differences, patterns and change.**  **Make observations about animals.**  **Be familiar with basic scientific concepts.**  **Butterflies and moths!** Show children photographs of butterflies and moths and ask them to look carefully at the patterns and colours. Ask questions to prompt children’s scientific thinking, such as ‘Why do you think butterflies and moths have patterns on their wings?’ and ‘How are a butterfly’s wings the same or different to a moth’s wings?’ Listen to their explanations and answer any questions they have. Explain that butterflies and moths have these patterns and colours for various reasons, including camouflage. Provide a range of drawing materials, non-fiction books and mini books for children to record their responses. **Practitioner note** Like other insects, moths and butterflies have three body parts (head, thorax and abdomen) and six legs. Older children might be interested in learning the names of the body parts. A ‘Butterfly and moth investigation pack’ including images, labelled diagrams and a simple fact sheet, is available on **The Hub**  Provide a range of different coloured doughs, loose parts and butterfly-shaped cookie cutters for children to create symmetrical butterfly designs. | **Knows how to operate simple equipment.**  **Interacts with age-appropriate computer software.**  **Select and use technology for a particular purpose.**  **Find out about and use a range of everyday technology.**  **Take a selfie!** Ask the children ‘What is a selfie?’ Explain that a selfie is a self-portrait made using a mobile device. Work with the children in pairs and small groups to take selfies. You might even want to provide a selfie stick for the task! Upload the children’s photographs into software such as PowerPoint. Children can then edit their pictures using formatting tools and artistic effects. **Practitioner note** Although there are some negative connotations of the ‘selfie’, it is simply a photograph of the person behind the camera. Encourage the children to take their shots from unusual angles and work alongside them to print their portraits. We recommend you obtain separate permissions from parents and carers for this activity if you plan to show the images to a wider audience.  Print the children’s selfie images and cut them in half. Display the sign ‘Look carefully and find the matching pair’. | **Knows how to operate simple equipment.**  **Recognise that technology is used in school.**  **Select and use technology for a particular purpose.**  **Find out about and use a range of everyday technology.**  **Puddle play!** Create puddles in Tuff Tubs and on hard outdoor surfaces, or use real ones if they are available! Encourage the children to find out and describe what happens when they look into the puddles. Can they disturb or change the reflection? Encourage the children to describe what they can see using the following words: reflection, reflect, shiny and mirror. Explore the potential of capturing their reflections in the puddles using a digital camera. **Practitioner note** The trick for taking amazing reflection photos in puddles is to get down low and as close to the surface of the puddle as possible. Children will become more confident taking photographs as they get used to handling the equipment.  Display a range of photographs which show reflections in puddles for the children to observe independently. Encourage them to go outside and explore puddles first hand as the opportunities arise! ‘Puddle pictures’ are available on The Hub. |  | . |
| TOPIC  Expressive Arts and Design/Understanding the World | **Smile for the camera!**  Offer a range of technological gadgets for children to take photographs. Include tablets, phones and digital cameras. Demonstrate how to delete or save an image.  **Observe**   * Can the children operate the equipment? * Can they take a photograph? * Can they save or delete an image?   Can they take photos of adults and other children around the school and ask them what makes them smile. | **Portraits**  Set mirrors on easels and offer charcoal pencils and coloured sugar paper for drawing self portraits. Provide good quality portrait paintings and drawings for inspiration. Display the sign ‘Portrait artists work here’.  **Observe**  Do the children observe themselves in the mirror before drawing?  Do they explore the effects of the charcoal?  Can the children talk about their artwork using names of facial features? | **Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.**  **Understands that different media can be combined to create new effects.**  **Use a variety of materials and techniques.**  **Develop their own ideas through selecting and using materials and working on processes that interest them.**  **My other half!** Take a portrait photograph of each child and print them in colour on A4 paper. Cut each picture in half down the main line of symmetry and stick it on a white piece of paper. Provide mirrors for the children to see how their face changes as they alter the angle of the mirror. Encourage the children to use a range of drawing materials to draw the other half of their face. **Practitioner note** These images will make a great display! Ask the children to create labels and captions for their finished drawings.  Invite children to create portraits using dough and loose parts. Include shells, beads, buttons, seeds, pulses and googly eyes. Take photographs of children’s finished work to display. | **Realises tools can be used for a purpose.**  **Uses simple tools and techniques competently and appropriately.**  **Experiment with designs.**  **Through their explorations they find out and make decisions about how media and materials can be combined and changed.**  **Terrific tiles!** Provide the children with a small clay tile and a range of mark making tools. Lightly mark a line down the middle of each tile. Ask the children to make their tile symmetrical by making the same marks or patterns on each side. When their tile is dry, the children can glaze or use ready-mixed paints to colour them. **Practitioner note** You may like to give the children the opportunity to practise their mark making in dough before committing to clay!  Invite children to create transient artwork using plastic mirrors and tumbled glass mosaic tiles, both available online. | **Taps out simple repeated rhythms.**  **Make music.**    **Echo, Echo!** Read Little Beaver and the Echo by Amy MacDonald. What did the beaver really hear? What made his voice echo? Discuss what an echo is and how sound reflects off solid objects, so that we hear the noise again. Do the children have any experience of echoes, such as in tunnels or large empty rooms? Clap a simple rhythm and ask the children to ‘clap it back’. Play the game in small groups or pairs once they are confident. Children could also play rhythms on different instruments or sing words or phrases for their partner to repeat as an ‘echo’. **Practitioner note** Children could sing songs in ‘echo’, which has a similar effect to singing in the round.  Offer a range of percussion instruments for children to explore sounds and echoes. Alternatively provide children with echo microphones, available online. Display the question ‘Can you make an echo?’ |  |  |
| *Religious Education*  *Christian values: Thankfulness and responsibility* | **Creation (Core)**  Why is the word ‘God’ so important to Christians? | **Creation (Core)**  Why is the word ‘God’ so important to Christians? | **Creation (Core)**  Why is the word ‘God’ so important to Christians? | **Creation (Core)**  Why is the word ‘God’ so important to Christians? | **Creation (Core)**  Why is the word ‘God’ so important to Christians? | **Creation (Core)**  Why is the word ‘God’ so important to Christians? | **Creation (Core)**  Why is the word ‘God’ so important to Christians? |
| Physical Development |  | **Moves freely and with pleasure and confidence in a range of ways.**  **Experiments with different ways of moving.**  **Show good control in large and small movements.**  **Hop confidently and skip in time to music.**  **Mirror me!** Working in a big space, ask the children to find a partner. With a partner of your own, model how to mirror movements with one person leading and the other following. Encourage the children to work together to mirror a sequence of movements using different parts of their body. Ask children who do it well, to demonstrate to others. Confident children should be encouraged to mirror more challenging movements, such as hopping or skipping. **Practitioner note** Why not add some music to create atmosphere? Canon in D by Pachelbel or Air on the G String by J S Bach are beautiful pieces of music. They are steady, calming and will encourage the children to move slowly and carefully.  Display full-length plastic mirrors for children to explore movements as part of their outdoor play. Full-length plastic mirrors and hanging mobile mirrors are available online. | **Handles tools, objects, construction and malleable materials safely and with increasing control.**  **Shows a preference for a dominant hand.**  **Show good co-ordination in large and small movements.**  **Folding symmetry.** Provide children with a range of simple paper shapes. Show the children how to carefully fold the shape in half along a line of symmetry, and encourage them to observe how each shape meets the opposite side. Once children are confident at folding the symmetrical shapes, provide some asymmetrical shapes to demonstrate the difference. **Practitioner note** ‘Simple paper shapes for folding’ are available on **The Hub** and includes both symmetrical and asymmetrical shapes.  Offer a range of simple symmetrical paper shapes, for children to practise folding independently. | **Uses one-handed tools and equipment.**  **Handles tools, objects, construct ion and malleable materials safely and with increasing control.**  **Show good co-ordination in large and small movements**  **Funky fingers!** Provide peg boards and coloured pegs. Begin by asking the children to put the pegs in the holes on the boards, handling them carefully and without dropping them. Then, stick a line of fine black tape down the centre of each board and use the pegs to create a sequence of coloured pegs on one side of the tape. Ask the children ‘Can you make this pattern symmetrical?’ Invite the children to complete the pattern on the other side of the tape to make the pattern symmetrical. As an extra challenge, why not see if they can do it in a specified time?  **Practitioner note** If appropriate, you can introduce the term ‘line of symmetry’ to the children who are ready for it.  Encourage children to make symmetrical patterns independently and on a larger scale by sticking black tape down the centre of a table top. Offer large coloured counters for pattern making. |  | **Uses one-handed tools and equipment.**  **Handles tools, objects, construction and malleable materials safely and with increasing control.**  **Handle equipment and tools effectively. Reflections tree!** Provide a range of shiny baubles along with pipe cleaners or string for the children to thread through the eye holes. Show the children how to loop the pipe cleaners to make a ‘hanger’ and encourage them to write their name on a bauble using a permanent marker. Allow the children to hang them on a tree branch (secured in a bucket with soil) or a pre-lit tree (available from most DIY stores). Encourage the children to add other shiny and reflective objects to the tree. The children might even want to add some objects from home! **Practitioner note** Test the children’s items to see if they have reflective properties. Ask questions that prompt their thinking, such as ‘What is your object made from?’ and ‘How did you test to see if your object was reflective?’  Fill bowls and baskets with brightly-coloured, shiny baubles for free play, exploration and threading. Shatterproof Christmas tree baubles are available online. |  |
| ICT |  |  |  |  |  |  |  |
| Other activities |  |  |  |  |  |  |  |

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