

<b>TITLE</b>		Making the right choice!		
<b>CONCEPTS</b>		Choice, Consequences, Individuality, Free will	<b>KEY QUESTION</b>	How do we know if we have made a good choice?
<b>GROUNDING TEXT</b>		The Naughty Bus The Smartest Giant in Town	<b>PROJECT FOCUS</b>	Make and publish a book "Crazy Car at Blackmoor Park"
<b>WRITING ACROSS THE CURRICULUM</b>		<b>CROSS CURRICULAR LINKS</b>		
<ul style="list-style-type: none"> <li>• Labelling vehicles</li> <li>• Drawing and labelling maps</li> <li>• Role play props-bus tickets, registration numbers, road signs</li> <li>• Making own books of bus adventures</li> <li>• Designing vehicles</li> <li>• Writing instructions (eg brushing teeth)</li> </ul>		<p><b>PSED:</b> rules and boundaries, understanding how own actions effect other people, understanding how to make a good choice, playing cooperatively, hot seating, consequences of behaviour choices,</p> <p><b>C&amp;L:</b> listen and respond to stories and ideas, drama narrative, role play, use talk to organise, sequence and clarify thinking, ideas, feelings and events, small world play, exploring new geographical vocabulary</p> <p><b>P:</b> using bikes and scooters to follow routes, large scale models outdoors (eg vehicles), healthy choices-meal times, tooth brushing, safety</p> <p><b>L:</b> use story language to recreate familiar stories, use subject specific language, demonstrate understanding of what they have read, write in a range of contexts applying phonic knowledge, read non-fiction texts linked to events in the story, identify characters and settings</p> <p><b>M:</b> Number Sense focus 9-15, exploring numbers on buses, number games, paying on the bus, ordinal numbers-bus stop queue, bus timetables o'clock, measurements-distance, ways to make 'x'-how many on the bus/at the bus stop</p> <p><b>UW:</b> look at simple maps-school/park/local area/home, look at local land marks, simple orienteering around school, London-compare similarities and differences, cities-where do you live? Technology-2go, BeeBots/cars, use iPad to capture experiences</p> <p><b>EAD:</b> use large/small construction to make wheeled vehicles, design/draw models and discuss features, role play/being imaginative, painting, create story settings, represent own ideas, Music- The wheels on the bus- adapt with own lyrics, using instruments to create sound effects for the story</p>		
<b>BRITISH VALUES</b>		Individual liberty- take responsibility for actions, including knowing their rights Respect and Tolerance- of those of different faiths and beliefs	<b>OUTDOOR LEARNING OPPORTUNITY</b>	Large scale models, create a bus stop role play, draw maps, road safety, road markings/signs
<b>VOCABULARY DEVELOPMENT</b>				
	<b>PROJECT SPECIFIC</b> <i>(Geography, DT)</i>		<b>ONGOING</b> <i>(word of the day, etc)</i>	Concept words-choice, consequences, individuality, free will,

		Geography – Seasons, Winter, Summer, Spring, Autumn, school, home, country, city, map, plan. DT – construct, design, plan, evaluate, challenge, materials, recyclable materials, join, moving parts	ORACY OPPORTUNITY	Role play, hot seat characters from the bus queue
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### EYFS CHARACTERISTICS OF EFFECTIVE LEARNERS

Playing & Exploring <i>(Finding out and exploring, playing with what they know, being willing to have a go)</i>	Active Learning <i>(being involved and concentrating, keep on trying, enjoying achieving what they set out to do)</i>	Creating & Thinking Critically <i>(having their own ideas, choosing ways to do things)</i>
<ul style="list-style-type: none"> <li>• I play with what I know</li> <li>• I can seek challenge</li> <li>• I can act out experiences with other people</li> <li>• I take a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<ul style="list-style-type: none"> <li>• I show high levels of energy, fascination</li> <li>• I am not easily distracted</li> <li>• I can persist with an activity when challenges occur</li> <li>• I am proud of how I accomplished something</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan and make decisions about how to approach a task</li> <li>• I can find new ways to do things</li> <li>• I can check how my activities are going</li> <li>• I can review how well the approach worked</li> </ul>

### KEY/PLANNED EVENTS

Pre Assessment Task: Explore key concept question: how do we know if we have made a good choice?		Post Assessment Task: Revisit key Concept question. Add to pre assessment Task, what we now know?
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### Remote Learning

School closed to most pupils suddenly from Tuesday 5<sup>th</sup> January therefore some tasks and activities stated above may be unable to take place depending on the length of the school closure.

Packs of work have been provided for all children – those attending school will complete the work in school. Packs of work have clear instructions as to how to access the online resources, and some project activities.

The packs contain:

- Literacy activities – the first two weeks were consolidation activities and focussed on practising basic skills
- Maths activities- White Rose Maths scheme online videos and paper based activities
- Phonics activities- RWI videos have been made available for all parents to access. Parents have only been sent the RWI videos that are appropriate for their child.
- Weeks three and four focus on Spring Term planning and also include White Rose and RWI teaching videos.

Project work – Activities for other areas of learning have been set through Purple Mash and are changed weekly.

Weeks five and six will be sent home and these packs will include tasks related to all areas of learning. They will link to our termly project. We will continue to set appropriate tasks on Purple Mash in a range of subjects for.

The favourite 5 texts are being used with the children in school and these story sessions are being filmed and placed on the school website so that they can be accessed by all the children working at home.  
 Every Monday and Friday a blog is placed on the school website. Monday's blog introduces the work for the week and Friday's blog celebrates the work that has been completed. Additional blogs may be added through the week.  
 Parents have been encouraged to email completed work to their child's teacher and feedback is given. Feedback is also given to all tasks completed on Purple Mash.

### Favourite 5 Texts - Pine Spring 1

Text: The Lighthouse Keeper's Cat Vocab focus: lighthouse, adventure, pet	Text: Chinese New Year PP - Twinkl Vocab focus: new year, animals, celebration, culture	Text: Long Live Princess Smartypants Vocab focus: hero, brave, strong, family	Text: What Colour is Love? Vocab focus: love, colours, explore, questions	Text: What the Ladybird Heard. Vocab focus: rhyme, farm, animals,
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### Favourite 5 Texts - Chestnut Spring 1

Text: Farmer Duck Vocab focus: choice, free will, team work, friendship	Text: Can't Shan't Won't! Vocab focus: choices, consequences	Text: Give Peas a chance Vocab focus: free will, choices, rhyming words, guarantee....	Text: Chinese New Year (Non-Fiction) Vocab focus: non-fiction, contents, glossary, festival,	Text: The Rainbow Fish Vocab focus: choice, consequences, making friends.
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### Favourite 5 Texts – Beech Spring 1

Text: The Snail and the Whale Vocab focus: vast, ear-splitting, tale/tail, beached, rescue	Text: Whoops! But It Wasn't Me Vocab focus: truth, lies, honesty, imaginary	Text: Dogger Vocab focus: Summer fair, stalls, parade, kindness, feelings (upset, worried, shy, nervous)	Text: Can't You Sleep Little Bear? Vocab focus: Feelings (scared, frightened, puzzled) lantern, shadows	Text: Owl Babies Vocab focus: hunting, swooped, fuss, feelings (scared, excited)
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### Favourite 5 Texts – Pine Spring 2

Text: My Granny Went to Market Vocab focus: Market, countries, travel, explore, adventure	Text: The Paper Dolls Vocab focus: imagination, adventure, make believe/ role play, grown up/ adult	Text: Bringing Down the Moon Vocab focus: Resilience/ not giving up, not looking where he is going	Text: The Night Pirates Vocab focus: pirate ship, skull and cross bones, jolly roger, telescope, adventure	Text: Easter Story Vocab focus: Jesus, palm leaves, crucifixion, born again
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### Favourite 5 Texts – Chestnut Spring 2

Text: Oi Dog Vocab focus: rhyming words, free will, choices	Text: Dogger Vocab focus: choices, anxiously, parade, exciting, terrible, belonging	Text: On the Way Home Vocab focus: truth, sneaking, gasped, soaring, vast, gloomy, struggled	Text: Winnie the Witch Vocab focus: choices, consideration, furious, crawled, ridiculous, miserable, gleaming	Text: Easter Story Vocab focus: Jesus, palm leaves, crucifixion, born again
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### Favourite 5 Texts – Beech Spring 2

Text: The Teeny Weeny Tadpole Vocab focus: alliteration, tadpole, teeny weeny, bulrushes, proud	Text: Little Tiger's Big Surprise Vocab focus: dismay, dribbling, scampered, disgust, crumpled, pacing	Text: Five Minutes' Peace Vocab focus: peace, pleasant, sneaked, muttered, plonked	Text: I'll Always Love You Vocab focus: china, exercise, favourite, drizzled, swirled	Text: Easter Story Vocab focus: Jesus, palm leaves, crucifixion, born again
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