

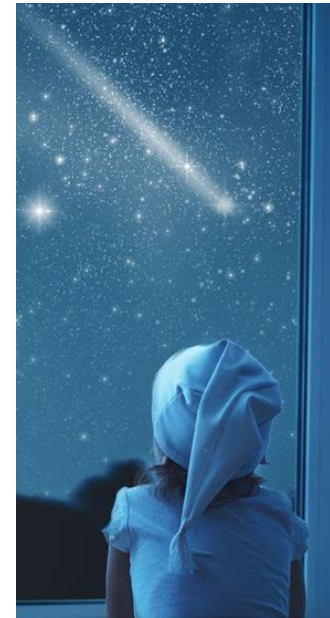
What Happens When I Fall Asleep?



Twinkle, twinkle, little star.

Why are there stars in the sky at night? Does everyone go to bed at the same time? It's time to find out more about night-time.

This term, we'll learn about the patterns of the stars and ask questions about the universe. Snuggling up with comfy cushions and blankets, we'll listen to bedtime stories and nursery rhymes. Zzz... Wide awake once more, we'll learn about people and services that work at night, the Hubble Telescope and nocturnal animals. We'll also find out more about how good bedtime routines can have a positive impact on our health and take part in a series of bedtime challenges. Ready, steady, brush your teeth! In our mathematics lessons, we'll play with the shape and size of star patterns and create moons of different sizes out of sparkly play dough. Getting creative, we'll make constellations out of battery-operated tea lights, and star mobiles out of silver sequins and glittery pompoms.



Memorable experience	Wonders of the Universe
Innovate challenge	Constellation creators
CLD	Listening and attention; Understanding; Speaking
PD	Moving and handling; Health and self-care
PSED	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
English	Reading; Writing
Maths	Numbers; Shape, space and measures
World	People and communities; The world; Technology
Exp A&D	Exploring and using media and materials; Being imaginative

	Phonics	Writing/ C&L	Maths	Topic
Tuesday	<p>Recap over the phase 2 sounds. Use these sounds to write sentences. Can they include a word with the digraph zz?</p> <p>Example: Can a bee buzz?</p>	<p>Introduce the children to the wonders of the Universe. Encourage them to listen carefully videos and explore pictures about space and stars and ask questions based on their observations.</p> <p>Encourage the children to lay still and be calm in the darkened environment. Introduce vocabulary such as darkness, stars, sky and night.</p> <p>Questions to ask the children</p> <ul style="list-style-type: none"> • What happens when you fall asleep? • Have you ever seen the Moon? • How many stars are in the sky? • Where does the Sun go at night? • What is a star? • Do you know the name of any planets? • Do you know the name of any constellations? • What does it feel like when you look at the stars? • Are the stars still there in the day? • What do you do at bedtime? <p>Making a constellation- Provide different ways to make a constellation and have paper for the children to write the names and shapes of their new constellation.</p>	<p>The maths planning is split between year R and 1. Please choose the appropriate lesson for your child, they could do both too.</p> <p>RECEPTION: Watch Numberblocks S2 E8 Encourage discussion afterwards. <i>What did you notice?</i></p> <p>Show children a tower of large blocks. Check the total is 8 by counting together, ensuring that the children only say one number name for each block. Ask them to take off 2 blocks, ask the children to describe the result, <i>e.g. now we have a 6 and a 2</i>. Put them back together and it makes 8 again. Record what happens using simple number sentences $6+2=8$. Repeat for different arrangements to see the different ways to make 8.</p> <p>YEAR 1: Please use the video to support the children's learning. These can be found here: https://whiterosemaths.com/homelearning/year-1/week-2-number-addition-and-subtraction-within-20/</p> <p>Year 1: Spring: Week 1 – Number: Addition and Subtraction (within 20) Add by counting on activity</p>	<p>RE: If you have statues or figures of Mary and Joseph ask them who they think those people are otherwise look at pictures of them.</p> <p>Tell the story of Mary and Joseph. There is a simple version in the booklet with a PPT to accompany the story. Allow plenty of time for questions. Children could then act out parts of the story or make finger puppets of Mary and Joseph to retell the story to each other.</p> <p>Extension: Re-tell the story making zig-zag book with drawings and words.</p>

<p style="text-align: center;">Wednesday</p>	<p>Sound of the day: qu Sentence: Can a duck quack?</p> <p>Video with activities posted daily on Dojo.</p>	<p>Provide a selection of lullabies. Make the space comfortable so children can lay down quietly and listen. Lullabies by Fiona Watt includes a good accompanying CD.</p> <p>Observe:</p> <ul style="list-style-type: none"> • Can the children listen quietly? • Can they listen for a sustained period? • Do they join in with the lullabies? <p><i>How do lullabies make you feel? What is the difference between a pop song and a lullaby?</i></p> <p>Allow the children to continue listening to the lullabies and let them use these in the role play too.</p> <p>Role Play: Putting babies to bed and getting ready for bedtime.</p>	<p>RECEPTION: Set out a picnic rug with 8 soft toys around the edge and 8 plates. Count the total to check. Have a selection of food items in the middle. Lets give everybody some food! Give different amounts to each toy by taking a handful of items without counting. Ask the children what they have noticed did you make it fair? Ask the children how we could make it fair. Everybody needs the same amount. Put all the food items back in the middle and model handing out one item at a time. one for you one for you one for you ... Repeat until you run out of items. Count each plate to cheque that everyone has the same. Write the corresponding numeral next to the pictures of the animals to model recording. Extension- they could have items left over and ask the children what they could do with them to keep it fair. Cut them in half/ don't use them etc.</p> <p>YEAR 1: Spring: Week 1 – Number: Addition and Subtraction (within 20) Add by counting</p>	<p>ART: Explore the Starry Night painting by Van Gough. Model how to do the patterns in the sky and explore how the church is darker and in the foreground. Provide children with the materials to create their own versions.</p>
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Thursday	<p>Sound of the day: sh</p> <p>Sentence: I am in such a rush to get to the shops.</p> <p>Video with activities posted daily on Dojo.</p>	<p>Discuss who can they think of that works at night-time. What do they do? Why are they important?</p> <p>Create a mind-map of people who work at night and what they do.</p> <p>Display labelled photos of people who work at night. Include a police officer, firefighter, mountain rescuer, nurse and security guard.</p> <p>Observe:</p> <ul style="list-style-type: none"> • Do the children show an interest in the print and images? • Can they read the labels? • Do they attempt to read unfamiliar vocabulary? 	<p>Reception: Please use the video to support the children's learning. These can be found here: https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/ Session 1 Alive in 5 – Then Session 1 Activity Sheet</p> <p>Year 1: Spring: Week 1 – Number: Addition and Subtraction (within 20) Add ones using numberbonds</p>	<p>PE: It is possibly more important than ever before to keep children active at this challenging time. Please find below a selection of online resources that will help your children experience the recommended 1 hour of physical activity required every day.</p> <p>Yoga: https://cosmickids.com</p> <p>Joe Wicks: https://www.youtube.com/watch?v=d3LPrh10v-w</p> <p>Disney 10 Minute Shakeups: Description: 10-minute activities based on Disney films that count towards a child's 60 active minutes per day Key stages: early years foundation stage to key stage 2 Website: https://www.nhs.uk/10-minute-shake-up/shake-ups</p> <p>Super Movers:</p>
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Friday	<p>Sound of the day: ch</p> <p>Sentence: A man is rich if he has lots of cash.</p> <p>Video with activities posted daily on Dojo.</p>	<p>Hide the Nocturnal animal picture cards around the room. Darken the room and give children torches to find the hiding animals and a Nocturnal animal spotting sheet for ticking them off.</p> <p>Observe:</p> <ul style="list-style-type: none"> • Do the children know the names of the animals? • Can the children explain what 'nocturnal' means? • Can the children describe similarities and differences between the animals? 	<p>Reception: Please use the video to support the children's learning. These can be found here: https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/ Session 1 Alive in 5 – Then Session 1 Activity Sheet</p> <p>Year 1: Spring: Week 1 – Number: Addition and Subtraction (within 20) Add ones using numberbonds</p>	<p>PHSEE:</p> <p>Provide a box of props for bedtime role play. Include onesies, pyjamas, nighties, beds, duvets, cuddly toys, storybooks, toothbrushes and slippers.</p> <p>Observe:</p> <ul style="list-style-type: none"> • Do the children recognise the items? • Can they put the items of clothing on correctly? • How do the children use the props in their play?

Drop box link: <https://www.dropbox.com/sh/fnu4vo098jpyjdp/AAA7l04VHurwikhCybLdNPzWa?dl=0>