

Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
<p><b>Early morning – M-news, T- magazines, W-coin colouring, Th- money jars 2ps 5ps 10ps F – woodland colouring</b>  <b>Home Learning – Money game</b></p>				
Speakers and Listeners	To listen to each other's ideas	Squirrel non-fiction	<ul style="list-style-type: none"> <li>take turns to read sentences/headings</li> <li>decide together where to put sentences</li> </ul>	See squirrel reading BBC bitesize – how squirrels find their nuts, CBBC Red V Grey YouTube – various squirrel mission impossibles
Readers	To read and understand non fiction	Squirrels	<ul style="list-style-type: none"> <li>Read headings</li> <li>Read sentences</li> <li>Look at the pictures</li> <li>Explain what you know</li> </ul>	Discuss features of non-fiction – contents, glossary, and index. Discuss purpose of each. Use IWB 'Squirrels'/Big Book to introduce squirrels. Highlight use of headings to organise information, use of pictures to explain (map) Children read information and discuss. In groups, children to sort the information under different headings (green, blue, black) Collect key facts for writing (also see researchers). Spider diagram on sugar paper
Writers X3	To write headings To write sentences to match headings	Squirrels	<ul style="list-style-type: none"> <li>write heading</li> <li>write facts to match the heading</li> <li>use bullet points</li> <li>add pictures, labels and captions</li> </ul>	Recap on learning from previous session. Discuss purpose of headings, captions, labels and bullet points in non-fiction writing (fact files). Remind children that we need to use full sentences. Discuss importance of finding different ways to start sentences (not always with <i>the, they</i> or <i>squirrels</i> . <i>Interestingly, surprisingly, did you know?</i> ). 1 section per lesson - briefly model, looking at each heading in turn. Remind of key facts. Encourage children to write independently using sounds, looking for words around the room/word bank, and using sugar paper notes from previous sessions. 3 sessions for model/write, + 1 for drawing/finishing off.
Spellers and Handwriters	To identify the alternative diagraphs in words	Phonics	<ul style="list-style-type: none"> <li>Look at the word</li> <li>Find the diagraph</li> <li>Highlight</li> </ul>	Mon – er, ir ur Tues – er ir ur Wed - ue ew u_e Thurs – ue ew u_e Fri – nonsense/real words
	To use a join	(See Spellers)	<ul style="list-style-type: none"> <li>hold the pencil correctly</li> <li>start in the correct place</li> <li>join correctly</li> <li>finish in the correct place</li> </ul>	See above for letter patterns and words

Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	
Scientists	To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain	Squirrels		See English	
Artists	To mould clay and use tools to create texture	Clay	<ul style="list-style-type: none"> <li>• Roll the clay in your hands</li> <li>• Roll it out</li> <li>• Use square template to draw/cut round</li> <li>• Carefully sketch on your animal outline</li> <li>• Add details (eyes, whiskers, feathers)</li> </ul>	Children make clay tiles for Christmas calendars. Once they've made their flat square, choose a woodland animal to draw onto your tile (blunt pencil) green-hedgehog, blue-owl, black-squirrel	
Musicians	To learn a new song, to sing in unison	Christmas	<ul style="list-style-type: none"> <li>• Listen to the song</li> <li>• Read the words</li> <li>• Sing</li> <li>• Listen to each other</li> </ul>	<i>Groups of 15</i> <i>Practice Christmas show songs</i>	
Performers	To speak clearly and with expression	Christmas	<ul style="list-style-type: none"> <li>• Listen to the instructions</li> <li>• Read your lines clearly</li> <li>• Use expression</li> <li>• Think about where to stand</li> <li>• concentrate</li> </ul>	In class practise the Christmas play. TA to take out Angel Narrators to practice their lines	
Researchers (Computing) Whole class (see English)	To use technology purposefully to retrieve digital content	Squirrel research	<ul style="list-style-type: none"> <li>• Type in question/key words</li> <li>• Choose site</li> <li>• Read information</li> </ul>	Research for information about squirrels – features, habitat, diet and general information (what are squirrels?). (See e-Safety)	
Dancers		Diwali		BBC time to move, lesson 2 – time for celebration	
Team Players		Christmas		Christmas Practice in the Hall Lilac – Cricket session (Fri pm)	
PSHE	Citizenship				

Subject	Learning Without Lessons	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Mathematics 1	Identify 10 more or 10 less than any given number	To recognise different coins and understand their value	Money	<ul style="list-style-type: none"> <li>Look at the coin</li> <li>Say what it's worth</li> <li>Count up the total</li> </ul>	IWB – look at the different coins and ask the children to identify them. Mystery coin count (drop 1ps into tin and children to keep count of total ext. with 2s, 10s 5s) At tables – count the different amounts (same coins) Use <= > to compare the coins (count each side 1 <sup>st</sup> ) Count up mixed total & discuss strategies for keeping count
Mathematics 2	Identify 10 more or 10 less than any given number	To make equivalent amounts	Money	<ul style="list-style-type: none"> <li>Look at the total</li> <li>Think about which coins to use</li> <li>Add them up</li> <li>Check the total</li> </ul>	IWB – circle 56p – discuss different combinations Which does not show 50p – discuss total amounts, how to add them etc.. Challenges – practically – choose an amount and make it 2 different ways
Mathematics 3	Identify 10 more or 10 less than any given number	To make equivalent amounts	Money	<ul style="list-style-type: none"> <li>Look at the total</li> <li>Think about which coins to use</li> <li>Add them up</li> <li>Check the total</li> <li>Think of another way to make it</li> </ul>	IWB – recap coins and their value At tables – make 24p different ways Introduce notes and discuss their value Printed challenges – make 30p different ways (part whole model) Choose an amount and show it 4 different ways (split page into 4, write total at the top and draw round coins and label to show combinations)
Mathematics 4	Identify 10 more or 10 less than any given number	To make total amounts	Money	<ul style="list-style-type: none"> <li>Look at the price</li> <li>Think about which coins to use</li> <li>Add them up</li> <li>check</li> </ul>	Toy shop price list sheet (2 differentiated price lists) Children to role play as shopkeeper and shopper – choose 1, 2, 3 things to buy and work out how much they cost then find the correct coins. Swap roles.
Learning from home	Maths	We are learning to recognise, understand the value of coins up to £1 so look at different coins, practise adding them and role play a shop/café. Log in to your Numbots account and play some games.			
	English	Research squirrels and write your own fact file using these headings – What are squirrels? What squirrels eat? Where do squirrels live? Add some illustrations and a labelled diagram			