

<p><i>Unique Child:</i> <i>What do we want the children to learn?</i></p>	<p><i>Enabling Environment</i> <i>How will this take place? What needs to be provided?</i></p>	<p><i>Positive Relationships</i> <i>What adults could do?</i></p>
<p><u>Monday</u> PSE</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p>	<p>Share the story 'In Every House on Every Street'</p> <p>Share the story and discuss the different rooms within the house, what are they, what might you do in this room?</p> <p>Activity: Can you draw your house? What does it look like? What colour door? Do you have a garden? Do you have a garage?</p>	<p>Adults to support children on the carpet modelling carpet time expectations. Listening ears, looking eyes, sitting still.</p> <p>Ta's to support</p> <p>Adults to make observations of children.</p>
<p><u>Tuesday afternoon</u></p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p>	<p>Share the Story 'In Every House on Every Street'</p> <p>Discuss the different people you can see in the story, what people are a part of your family? Mum, Dad, Grandparents, cousins etc. Discuss we have family but we don't all live in the same house- who lives in your house?</p> <p>Draw our family at home (lollipop stick homes).</p>	<p>Adults to model turn taking hands up approach.</p> <p>Adults to make observations of what children say.</p> <p>Adults to print the photos taken to be displayed as class rules.</p>
<p>Wednesday afternoon Mathematics:</p> <p>Count objects, actions and sounds. Explore the composition of numbers to 10.</p>	<p>Google Earth- Look at our new school on Google Earth. What is our school called? How do you get to school? What can you see?</p> <p>Go on a walk around the school, children can collect leaves, take photos, discuss parts of the school.</p> <p>WAGOLL</p> <p>Children to have a go at drawing their own map of the school.</p>	<p>Adults to support children on the carpet modelling carpet time expectations. Listening ears, looking eyes, sitting still.</p> <p>Ta's to support</p> <p>Adults to make observations of children.</p>
<p>Thursday afternoon</p> <p>Develop social phrases</p>	<p>Tea Time at home.</p> <p>Discuss what types of teas you like to eat as a family.</p>	<p>Adults to support children on the carpet modelling carpet time expectations. Listening ears, looking eyes, sitting still.</p>

<p>PSE See themselves as a valued individual</p>	<p>Who prepares the food? Who eats it? What do your pets eat? Who tidies up? What jobs do/ could you do to help?</p> <p>Cooking at school - Vote graph to cook a meal at school next week.</p> <p>Discuss what the graph shows.</p> <p>Write a shopping list and what we will need.</p>	<p>Adults to model questions for children to ask to find out more about the person and shoe box.</p> <p>Adults to make observations of what children say.</p>
<p>Friday afternoon</p> <p>UTW</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>PD</p> <p>Develop their small motor skills so that they can use a range of tools competently.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Pen Party</p> <p>curved lines</p> <p>waves, sea</p> <p>Song: surfing in the usa</p> <p>Song: albatross fleetwood mac</p>	<p>Adults to support children on the carpet modelling carpet time expectations. Listening ears, looking eyes, sitting still.</p> <p>Ta's to support</p> <p>Adults to make observations of children.</p>