



Literacy Focus 3 for Belle and the Giant with ideas to link to all other areas of learning

Hook: Belle sitting happily on the desk by flowers. Another member of staff comes into the room and starts screaming about the fact that there is a bee in the classroom. CT to calm down the adult and explain that this is Belle and she is really lovely. CT to ask the children if they can think of how they might describe Belle to the adult so that the adult gets to know Belle a bit more and then won't be scared. CT to explain how bees don't want to sting anyone and they only ever do it if they are terrified. Adult to then say that she feels better as now she knows more about Belle and bees. When adult has left CT to say to chn that maybe we should let other people know what bees are really like just in case they don't know.

Intended Weekly Learning Intentions (DM)

<p>Literacy:</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>CT to have a feely box with a range of materials that have different properties such as fluffy, soft, slimy, spiky, hard, small. Chn to come up and feel what is inside and describe it to the other chn before pulling it out. After going through these then introduce the word adjectives or describing words. Show chn a puppy, how might we describe the puppy – encourage chn to think about how the puppy might act as well as how it looks. After this describe a witch.</p> <p>Main activity chn to describe Belle writing adjectives around her outline.</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Have a deep understanding of number to 10, including the composition of each number. <p>Use grab mats and seeds/minibeasts/ bees/yellow or black pom poms. Chn to grab in each hand some items and put them on the grab mats. Chn to speak aloud the number sentence and add these together to find out how many they have altogether. Encourage chn to record this using a frame or completely independently as an extension.</p>	<p>Personal, Social and Emotional Development: (All classroom & playground areas)</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
<p>Communication and Language: (Roleplay corner/Classroom/Playground)</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>Have feely box in classroom with different things put in on different days/over the day. Chn to describe what it is to their friends before taking it out and looking at it.</p>	<p>Physical Development: (PE lessons)</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Hoops and hives game – Hoops are the hives and the children are to wear bee headbands 'flying' around the garden (encourage chn to move at different tempos and in different ways. When CT calls out 'hometime' chn to find the nearest hoop/hive to go into. Only certain number of chn in each hive and each time a hive/hoop is taken away.</p>	
<p>Understanding the World: (Table/Outside area)</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Make a bee hotel in class using junk modelling if there isn't outdoor space or make a bee hotel outside in school ground but agree this with SLT before!</p> <p>OR</p> <p>Go out foraging in local park and go on a flower hunt.</p>	<p>Physical Development: (Sensory tray)</p> <p>Yellow slime, honey, yellow sticklebricks, pom poms, yellow and black play dough. Chn to be exploring the different textures of the materials and if they would like to have some clipboards around the tray for chn to write any words or initial sounds for words they might use to describe these.</p> <p>Expressive Arts and Design: (Table/Art lesson)</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>Look at shapes of hive and how they always use hexagons – encourage chn to then be creative and make a brand new style of beehive using any shapes they like – chn to use paint and shape prints.</p>	