



Literacy Focus 1 for Belle and the Giant with ideas to link to all other areas of learning

Hook: Trail of crushed wotsits/orange powder leading first to a vase on teacher's desk with flowers in and then carrying on to a book on the table. Just peeking out of the book to have a mini easel with 'save the bees' written on it. CT to think aloud 'I wonder who did this? Why is it so small? What has caused the orange trail?' Show chn front cover of the book then start reading. Read up until P16 where Belle has been given the sugary water. Have a staff member from the reception desk or nurse to come in holding bee (this can be made out of anything such as pipe cleaners, play dough or plasticine (see image on website for plasticine example). Adult to say that they found this bee but it doesn't look very well and it was lying on the floor. What can we do to help? Children to discuss what we need to do.

Intended Weekly Learning Intentions (DM)

<p>Literacy:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. <p>Chn to be writing instructions how to save a bee using sugar and water. Chn to have picture prompts and sound mat.</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> Subitise (recognize quantities without counting) up to 5. Have a deep understanding of number to 10, including the composition of each number. <p>Chn to be matching the number on the bee to the number of petals on a given flower.</p>	<p>Personal, Social and Emotional Development: (All classroom & playground areas)</p> <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others.
<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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>Role play acting out the story either using headbands they have made or puppets found on website or making their own stick puppets.</p>	<p>Physical Development: (PE lessons)</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. <p>Obstacle course – chn in teams to wear bee headbands and go to collect the 'nectar' (beanbags) from the 'flowers' (hoops). Chn have a range of obstacles along the journey such as hurdles, hoops to hop in, hands and feet markers and are to be guided how to travel at different sections such as skipping, hopping, running, etc.</p>	
<p>Understanding the World: (Table/Outside area)</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>Use beebots and mat. Put image of spoon and sugar at different areas on the mat – chn to get Belle to the sugar. Can extend this by adding in some obstacles on the mat such as buildings that Belle has to move around and can't go through.</p>	<p>Physical Development: (Sensory tray)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. <p>Making bee potions to help Belle get better. Have paint, water, petals, pipettes, measuring jugs.</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. Make use of props and materials when role playing characters in narratives and stories. <p>Make own bee hat or headband using a range of materials such as different coloured card, tissue paper, pipe cleaners, felt tips, googly eyes, buttons, etc</p>	