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| **WB: 18.11.24** | **Value: Collaborate** | **Behaviour Expectation:** Do be kind and helpful |
| **Question of the Week:** How Do Colours Make Me Feel?? | | |

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| **We will be reading the story:**  **The Colour Monster**  C:\Users\stephparkinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\41A67705.tmp  [**https://www.youtube.com/watch?v=aBPFplfLvZo**](https://www.youtube.com/watch?v=aBPFplfLvZo) | **Grandma’s Fantastic Words**  upset **confused/all over the place** muddled  clear **understand** comprehend    Please use these words in a variety of different contexts and encourage children to use them.: | | **Poetry Basket Poem**  **Sliced Bread**  Slice, slice, the bread looks nice.  Spread, spread, butter on the bread.  On the top put jam so sweet,  Now it's good enough to eat. | Please share Library Book Club |
| **Curious Conversations:**  How do colours make you feel? I agree because…I disagree because… | | |
| **Phonics**  We will Oral blending touch your t-oe-s etc point to your b-r-ai-n  We will be learning to write the spellings for the sounds:  **i n m d**  We will be learning to write the tricky words **I** and **is** and the high frequency words **in, it, dad, an, and**  Please see Phonics Home Learning for further details | | Our value this week is -  **Collaborate**  Teamwork Collaboration Clip Art | Transparent PNG Download #1271546 - Vippng  **To work with someone else, or a group, to achieve or do something**  The children will demonstrate in a variety of ways different levels of collaboration throughout their learning this week including .  Our behaviour expectation this week is: Do be kind and helpful. | | **Spoken Language**  We will be asking children to describe things using colour – the red pencil, the green frog. |
| **Drawing Club**  This week we will start Drawing Club. In Drawing Club sessions, children will create illustrations that stem from inspired well-loved stories. The approach supports children to express themselves freely while building literacy, language, and artistic skills. The emphasis is on joy, imagination, and the process of discovery,  **C:\Users\stephparkinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\54F409AB.tmp** |

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| **The Zones of Regulation.**  The Zones of Regulation is a framework designed to help children and adults understand and manage their emotions and behaviour. It categorises emotions and states of alertness into four color-coded "zones," each representing a different level of self-regulation: **green zone, blue zone, red zone, yellow zone.** The zones help individuals recognise their emotional state and employ specific tools or strategies (e.g., deep breathing, taking a break) to move toward the green zone, where they are best able to learn and interact positively. This approach fosters self-awareness, emotional vocabulary, and self-regulation skills.  **Green** is for calm, happy balanced, ready to learn. You are good to go.  I am feeling good, I can play and learn, I can help a friend, I can try new things, I can practise my calming strategies when I need them most  **Red** is for mad/angry/ frightened/ terrified (need a strategy -)  Strategies include:  Walking away, stop what I am doing, being safe, asking for help, going into the quiet area. Stop and gaining control by  Breathing smell the flowers and blow out the candles, touching fingers - I feel calm now  **Blue** is for sad/unhappy/poorly/ tired/bored (need a strategy)  Strategies include:  Stretching, going for a walk, drinking some water, talking to someone you trust, thinking about something that makes you happy. Rest and Recharge.  **Yellow** is for worried/excited/frustrated (need a strategy)  Strategies include:  Count to 10, take deep breaths, go to a safe space, play with a fidget toy, draw, write or talk about it. | **Feelings Pictures**  We will give the children the opportunity to create pictures based on colours and feelings. Children will have the choice of a range of materials and colours to make their own creations. | **Maths Part Whole**  In Early Years Foundation Stage (EYFS), the "part-whole" concept helps children understand that numbers can be split into smaller parts and reassembled into a whole. For example, the number 5 can be divided into parts like 2 and 3 or 4 and 1. This concept builds foundational number sense, enabling children to see relationships between numbers and develop skills for addition and subtraction. Through activities with objects or visual aids, children explore how numbers are made up of different combinations, reinforcing their understanding of number structure and flexibility in mathematical thinking. |
| We will practising writing i n m d   |  |  | | --- | --- | |  |  | | **Down** the iguana’s body, curl around its tail and dot the leaf | **Down** to his tail, up and curl over to the newt’s nose. | |  |  | | **Down** the mole, over the mound and over the mound | Curl **around** the dragonfly’s wings, up to her head and down to her tail. | |
| We will re-read Peace at Last by Jill Murphy and compare day and night.  C:\Users\stephparkinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\20A18EDD.tmp  We will be comparing the brightness of light sources and exploring shadows.  C:\Users\stephparkinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\8C6CC9E7.tmp |