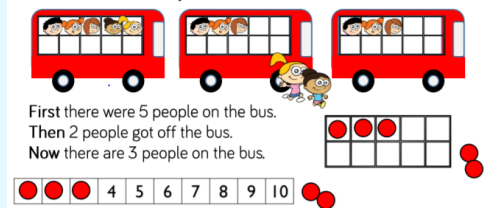


## Hedgehog Class English Planning for week beginning 29/6/20

	Learning objective	Overview and activity	Resources
<b>Monday</b>	<p>To orally retell the story of the Gingerbread Man.</p> <p>To know the main parts of the story.</p> <p>To recite the repeated refrain from the story.</p>	<p>Listen to the story of The Gingerbread Man – <a href="http://www.youtube.com/watch?v=YoQyyB5xvLk">www.youtube.com/watch?v=YoQyyB5xvLk</a>. Encourage children to join in the repeated refrain if they know it.</p> <p>Talk about what happens in the story making a simple S map on the board; Stick the 7 pictures in the correct place to tell the story.</p> <p>Learn the repeated refrain from the story – <i>‘Run, run as fast as you can you can’t catch me I’m the Gingerbread Man’</i>. Write it in a speech bubble on the board. When did the Gingerbread Man say this? <i>As he ran away from the little old man and lady, the pig, cow and horse.</i></p> <p>Act out the story using the character masks – lady, man, gingerbread man, pig, cow, horse and fox. Use a skipping rope to mark out the river.</p> <p><b>Activity:</b> Children write a speech bubble with the repeated refrain from the story on it. Use your phonic knowledge to spell the words, remembering to add finger spaces between words and start with a capital letter and end with a full stop.</p>	<p><a href="http://www.youtube.com/watch?v=YoQyyB5xvLk">www.youtube.com/watch?v=YoQyyB5xvLk</a>.</p> <p>Character masks, baking tray with picture of Gingerbread Man on.</p> <p>Pictures for sorting</p> <p>Speech bubble to write repeated refrain on.</p>
<b>Tuesday</b>	<p>To write a retelling of the Gingerbread Man story</p> <p>- beginning</p>	<p>Look back at the S story map created yesterday and retell the story, using the repeated refrain. Explain that we are going to make a little booklet to retell the story. Model writing a page from the story with a picture e.g. <i>Once upon a time a little old lady baked a Gingerbread Man</i>. The second page could have a drawing of the Gingerbread Man running away with the sentence – <i>The Gingerbread Man jumped off the baking tray and ran away.</i></p> <p>Your writing should include:</p> <ul style="list-style-type: none"> <li>• <b>The main parts of the story.</b></li> <li>• <b>A sentence</b> to go with each picture.</li> <li>• <b>The repeated refrain</b> from the story <i>run, run as fast as you ...</i></li> <li>• <b>Finger spaces</b> in between your words.</li> <li>• <b>A capital letter</b> at the start and <b>a full stop</b> at the end of the sentence.</li> </ul> <p><b>Activity:</b> Children retell the story of the Gingerbread Man in the little booklet. The writing must include the above.</p>	<p>S story map created yesterday.</p> <p>Booklet for writing in.</p>
<b>Wednesday</b>	<p>To form recognisable letters.</p>	<p>Look at 4 of the curly caterpillar letters o, s, g, q</p> <p>All letters sit on the line.</p> <p>o and s are small letters.</p> <p>g and q have descenders, g has a curve to the left and q has a flick to the right.</p> <p><b>Activity: Practise writing these 2 letters with a pencil.</b></p>	<p><b>Dojo videos</b> – Handwriting input</p>
<b>Thursday</b>	<p>To write a retelling of the Gingerbread Man story</p> <p>- Middle of the story</p>	<p>Recap the S story map drawn on Monday of the Gingerbread Man story. What happens in the middle?</p> <p><i>A pig, a horse and a cow chased the Gingerbread Man shouting, “stop, I want to eat you”. The Gingerbread Man ran too fast for them.</i></p> <p><b>Activity: Add a page to your booklet. Write two sentences to describe what happens in the middle of the story (see example above). Draw a picture of the pig, cow or horse.</b></p>	<p>S story map completed Monday</p> <p>Story Booklet</p>

<b>Friday</b>	To write a retelling of the Gingerbread Man story - end of the story	Recap the S story map drawn on Monday of the Gingerbread Man story. What happens in the end? <i>The Gingerbread Man wanted to cross the river. He jumped on the fox's tail, back then nose. The sly fox tricked the Gingerbread Man. The fox flipped the Gingerbread Man in the air and ate him"</i> <b>Activity: Add a final page to your booklet. Describe what happens at the middle of the story (see example above). Draw a picture of the fox.</b>	S story map completed Monday  Story Booklet
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### Hedgehog Class Maths Planning for week beginning 29/6/20

	Learning objective	Overview and activity	Resources
Monday	<i>Fluency</i>  <i>Counting on using a numberline</i>	<i>Counting on using a numberline to solve a 'first, then, now' addition 'word problem' (1-10)</i>  You can use this online numberline to generate an equation. <a href="http://www.hbschool.com/activity/numberline1_5_04/">http://www.hbschool.com/activity/numberline1_5_04/</a> Add your own word problem to give the question context and meaning e.g. " <b>First</b> there were two pirates on the ship, <b>then</b> three more jumped aboard. <b>Now</b> there are 'how many' pirates? Children use their numberline and pen to jump forwards the correct number 'added' to find the answer. Write as a number sentence e.g. $2+3=5$ Support: use linking cubes to check your answer i.e count 2 cubes, add 3, count the total.	Numberline 0-10
Tuesday	<i>Fluency</i>  <i>Counting on using a numberline</i>	Counting on using a numberline to solve a 'first, then, now' addition word problem  Challenge: Repeat yesterday's activity but using number's and numberline up to 20.	Numberline 0-10
Wed	Addition and subtraction	See whole school maths sheet. <b>Activity: Complete activity on first page, then try the Hedgehogs class challenge.</b>	
Thursday	<i>fluency</i>  Subtraction using a numberline	Ten green bottles – sing song to practise counting back <a href="https://www.youtube.com/watch?v=Ak7kedzR8bg">https://www.youtube.com/watch?v=Ak7kedzR8bg</a>  <i>Use 'first then and now' structure to solve take away word problem.</i> See image in resources. Use counters on a number track to practise 'taking away'. Write subtraction equation e.g. $5-2 = 3$	
Friday	<i>fluency</i>  Subtraction using a numberline	Ten fat sausages – taking away 2 <a href="https://www.youtube.com/watch?v=shRX0ibJYVA">https://www.youtube.com/watch?v=shRX0ibJYVA</a>  Use numicon and counters to solve subtraction equation (see image in resource). Read the number sentence e.g. $10-6=?$ "ten take away six equals how many?" Which numbers do we know in the equation? (10 and 6). Find the 10 and 6 numicon. Cover the 6 to 'take them away'. How many are left? 4	