

CIRCLE TIME SESSIONS - w/b 13/2/23

FOCUS - Project/Colour Monster/ Feelings

ALL GROUPS- DAILY, PHYSICAL MOVEMENT PLAN, TO BE DONE IN THE GARDEN BEFORE COMING IN

First family time in session	Activity 1	Activity 2 (Tuesday)	Activity 3	Activity 4	Activity 5
<i>What learning skills am I looking for?</i>	Intent - listen, respond, engage, express ideas and feelings, focuses attention	Intent- listen, respond, engage, express ideas and feelings, focuses attention, Co-operates, communicates feelings	Intent- communicate feelings and emotions, listens, responds, converse	Intent- co-ordination, control, spatial awareness, proficiency	Intent- Co-operates, communicates feelings, control, co-ordination,
<i>Areas of Learning</i>	<ul style="list-style-type: none"> • Communication and language 	<ul style="list-style-type: none"> • Communication and language • Personal, social and emotional development 	<ul style="list-style-type: none"> • Personal, Social and Emotional development • Communication and Language. 	<ul style="list-style-type: none"> • Literacy 	<ul style="list-style-type: none"> • Personal, social and emotional development • Physical Development
<i>What will I teach?</i>	<p>Implementation</p> <p>Tomorrow is Valentine's Day, a day we celebrate the people we love.</p> <p>Ask the children How they know when someone loves them?</p> <p>Hugs, kisses, play, share, listen, help</p> <p>*Always remember if someone is doing something they don't like they need to say, 'STOP I don't like it' and tell a grown up...if somebody says this to you, you need to stop what you are doing.*</p> <p>Show children the heart shape and explain that we use this shape as a symbol of</p>	<p>Implementation</p> <p>Project Day</p> <ul style="list-style-type: none"> - What do the children know about their chosen focus? - What would the children like to find out? 	<p>Implementation</p> <p>Phonics- Listen for the Difference 2</p> <ul style="list-style-type: none"> - See activity card. 	<p>Implementation</p> <p>Write Dance- Week 2 Up/Up Out/Out See separate planning</p>	<p>Implementation</p> <p>'LOVE' DISCO Love makes us feel good and often being with people we love makes us smile, laugh, sing and dance.</p> <p>Play children's favourite music and dance with bubbles and lighting.</p>

	love because love gives people energy and happiness. Ask the children who they love and why? Write their answers down on the big red/pink heart. How does that person make them feel?				
<i>Differentiation</i>	Differentiation	Differentiation Support chdn as appropriate to share their ideas and questions.	Differentiation Support children as appropriate.	Differentiation Support chdn as appropriate	Differentiation Support chdn as appropriate
<i>H&SC Enquiry and deeper learning questions</i>	Ask the children who loves them. How do they know they love them? How do they make them feel?				
<i>Resources</i>	Heart shaped paper pens	Project Journals.	Phonics card- listen for the difference 2	Write dance materials- pens/paper	iPad, speaker, bubble machine, lights

END OF SESSION- ALL GROUPS

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<i>What learning skills am I looking for?</i>	Intent - Listen, engage	Intent - expression of ideas and feelings, listen, respond, engage	Intent - expression of ideas and feelings, listen, respond, engage	Intent - Listen, Engage, expressions of ideas and feelings	Intent - expression of ideas and feelings, listen, respond, engage
<i>Areas of Learning</i>	<ul style="list-style-type: none"> Literacy 	<ul style="list-style-type: none"> Literacy 	<ul style="list-style-type: none"> Literacy Physical development 	<ul style="list-style-type: none"> Literacy Communication and language 	<ul style="list-style-type: none"> Communication and language Personal, social and emotional development
<i>What will I teach?</i>	Implementation Share the colour monster story.	Implementation Share 'Guess how much I love you' story.	Implementation Flipper Flappers- Week 2	Implementation Library Session.	Implementation

	Discuss the paint bar- getting your own paper, putting it on easel, getting a palette, choose paints, paintbrush.		Up/Up Out/Out See separate planning	Changing Library books and sharing a story with the children.	Forest session- allow chdn to explore the forest. Remind chdn of the rules. What can they see, hear, touch, smell
<i>Differentiation</i>	Differentiation	Differentiation	Differentiation Support chdn as appropriate to perform the movements correctly.	Differentiation	Differentiation Support chdn as appropriate
<i>H&SC Enquiry and deeper learning questions</i>	What do you think might happen next? How do you think..... might be feeling?	What do you think might happen next? How do you think..... might be feeling?		What do you think might happen next? How do you think..... might be feeling?	
<i>Resources</i>	The colour monster story.	Guess how much I love you story.	Flipper flappers.	Library books	

ROOM	ENHANCEMENT
Beech Room	Draw a picture of your friend Pink paper. Pink/ red pens Heart outline Use dabbers for fine motor control hearts – black and white Threading – red/ pink/ white/ purple beads LOOK FOR BEADS
Oak Room	Heart shaped paper – collage, red/ pink/ purple Heart shaped paper – pink/ purple paint Heart shaped paper – pink/purple dabbers Placing and arranging – large hearts with buttons – on playdough table – LAMINATE HEARTS
Outdoors	Heart border paper Draw large hearts with chalk on playground Draw around a friend – use chalk Bikes and scooters – turn taking Mirrors to look at faces when drawing – FIND MIRRORS