

## Inwoods Weekly Timetable - Years 2 and 3

Life-skills project - **Christmas Fair**

Theme - **Movement**

Shared reading text - **George's Marvellous Medicine**

| OTime         | Monday                      | Tuesday  | Wednesday<br>Nature Day | Thursday   | Friday   |
|---------------|-----------------------------|--|-------------------------|--|--|
| 8:45 - 9:00   | Arrive and play<br>Register |  |                         |  |  |
| 9:00 - 9:10   | Quiet sit spots             |  |                         |  |  |
| 9:15 - 9:30   | Morning meeting             |  |                         |  |  |
| 9:30 - 10:10  | Mental maths                | Mental maths   | Forest School           | Mental maths   | Mental maths   |
| 10:10 - 10:30 | Break and snack             |  |                         | Break and snack  |  |
| 10:30 - 11.15 | Project time                | Project time   |                         | Project time   | 10:30 - 11:45<br>PE  |
| 11:15 - 11:45 | Drawing Club                | Drawing Club   |                         | Drawing Club   |  |
| 11:45 - 1:15  | <b>Lunchtime</b>            |  |                         |  |  |
| 1:15 - 1:45   | Quiet Reading               | Quiet Reading<br><i>[Library session and<br/>reading book renewal]</i> | Quiet Reading           | Quiet Reading  | Guided Reading<br>(PSHE/ RSE)                              |
| 1:45 - 3:00   | Singing and<br>Drama        | 1:45 - 2:15<br>Project sharing /<br>Gardening                          | Forest School           | Culture<br><i>[Languages / History /<br/>Philosophy]</i> | Ask It Basket /<br>Cooking<br><i>[alternate each week]</i> |
|               |                             | 2:30 - 3:00<br>Yoga  |                         |  |  |
| 3:00 - 3:15   | Shared reading              | Shared reading   | Shared reading          | Shared reading   | Shared reading   |
| 3:15          | <b>Home Time</b>            |  |                         |  |  |

## Inwoods Weekly Timetable - EYFS and Year 1

Project - **Movement**

Shared reading text - **George's Marvellous Medicine**

|   | Monday                      | Tuesday  | Wednesday      | Thursday   | Friday   |
|---|-----------------------------|--|----------------|--|--|
| 8:45 - 9:00   | Arrive and play<br>Register |  |                |  |  |
| 9:00 - 9:10   | Quiet sit spots             |  |                |  |  |
| 9:15 - 9:30   | Morning meeting             |  |                |  |  |
| 9:30 - 11:15<br><br>(Snack & Break within this session) | Project work                |  | Forest School  | Project work   |  |
| 11:15 - 11:45   | Drawing club                |  |                | Drawing Club   | 10:30 - 11:45<br>P.E                                       |
| 11:45 - 1:15  | Lunchtime                   |  |                |  |  |
| 1:15 - 1:45   | Quiet Reading               | Quiet Reading<br><i>[Library session and reading book renewal]</i> | Quiet Reading  | Quiet Reading  | Guided Reading<br>(PSHE/ RSE)                              |
| 1:45 - 3:00   | Singing and Drama           | 1:45 - 2:15<br>Project sharing /<br>Gardening                      | Forest School  | Culture<br><i>[Languages / History /<br/>Philosophy]</i> | Ask it basket /<br>Cooking<br><i>[alternate each week]</i> |
|   |                             | 2:30 - 3:00<br>Yoga  |                |  |  |
| 3:00 - 3:15   | Shared reading              | Shared reading   | Shared reading | Shared reading   | Shared reading   |
| 3:15  | Home Time                   |  |                |  |  |

## **Movement Project**

The EYFS and KS1 children will be learning through Project Based Learning which is an immersive learning experience related to a usually open-ended concept. From next week, they will be immersed in the idea and physicality of a Movement project. This project was chosen after careful observation and discussion of what the children would enjoy and respond well to. Projects are co-created between the children and educators to ensure they appeal to a common shared interest and therefore ignite their passion for learning through their many languages of expression. This then enables them to find a sense of purpose to their learning and begin to apply their knowledge and skills independently. Projects may evolve over 6 weeks, a term or a year and reach a natural or agreed end. The educators track and analyse the project to ensure depth and breadth to the curriculum and adjust subsequent offerings or projects in line with any gaps in areas of learning.

We will begin the Movement project by thinking about questions such as: What is movement? How do we move? What do our bodies do? Can we be still and move at the same time? Can we manipulate our bodies in certain ways? Is there anything that moves that we can't control? What else moves in the environment? Are there similarities and differences? How do we know what moves?

Through exploring offerings, or provocations, in the environment the children will explore different expressive languages to manipulate, understand and question the project. This may be through movement experiments with their bodies and other resources, exploring gross motor skills and pattern or letter formation on a large scale and capturing or representing movement through drawing, painting or sculpting.

## **Life-skills project - Christmas Fair**

This year, years 2 and 3 will be accessing much of their learning through our life-skills projects. This term, our project focuses on planning and delivering a Christmas Fair to take place at the end of the Autumn term (date to be confirmed).

The children will research, design, create and deliver all aspects of the fair. Afterwards, they will decide which charity they would like to donate any profits to.

The intention of these projects is to provide the children with a meaningful goal to work towards that is largely guided by their ideas and creativity. Through these projects, we can cover many subject objectives that fit within the project's theme and that arise as a result of it.

## **Drawing Club**

The children will be joining an adult led session 3 days a week entitled: Drawing Club. These sessions support conversation skills, mark making, phonics and mathematics in an imaginative way. We share a story and then reimagine it - we might change the character, the setting and the whole storyline and end up with a brand new story. Within it the children will be immersed in new vocabulary and have the opportunity to explore letter patterns, formation, words and a sentence, depending on if they are ready to do so. Mathematics will also be intertwined through their wonderful stories. Drawing, writing, reading and number will be modelled and the children will be responding with their grand and endless imaginations to create their own stories each week.

## **Ask it Basket**

Fortnightly, we will have an afternoon dedicated to finding out the answers to questions that have arisen over the previous fortnight. These might be questions that need a little more time to find the answers. For example, 'why do strawberries turn red?' / 'what colour is snail blood?'

The children will have the opportunity to write down their questions whenever they arise and place them into the 'Ask it Basket'. We will then go through these every other Friday afternoon and discuss and research the answers to these. By keeping a scrapbook of the questions and their answers, we will create an 'Inwoods Encyclopaedia' of facts!

## **Library session and reading book renewal**

Each Tuesday, the children will have an opportunity to go the library and choose a book there to take home, alongside their levelled reading book. The children will also be able to swap their levelled reading books at this point, to then take home and read. The children will sign their books in and out at each session.

EYFS and Year 1 - we suggest that children in these year groups will choose one levelled reading book and one free-choice reading book per week.

Year 2 and Year 3 - we suggest that children in these year groups will choose two levelled reading books and one free-choice reading book per week.

Regular reading with your child at home is a great way to foster a love of reading and to develop key literacy skills. We will read with each child once a week and the children will have numerous, daily opportunities to read for a purpose and for pleasure.

## **Nature Day**

Each Wednesday (unless the weather is extremely awful) we will spend either based in our on-site woodland / outdoor classroom / fruit and vegetable garden, or exploring the local woodland. Please ensure that your child has suitable clothing, including thermals and layers, for being outside in colder and wet weather. They will also need a small rucksack type bag to carry their lunch, water bottle, book and pencil case throughout the day.