

Session 2 17.9.20

Look at the front cover again, can anyone remember the name of the planet? Quick recap- who lives here? (<https://earth.google.com/web/>)

Use the search function on Google Earth to locate your school. Before the map zooms in completely, pause the zoom to look more closely at the land and sea and to see if the children are able to identify the country we are in, or the town. As the view hovers over the school, allow the children to discuss what they can see. What does the land around our school look like? Do they recognise any of the places around the school?

Continue to zoom in to see the school in closer detail. Can they pick out key features such as the playground or the entrance? Get the children to then look around the classroom from where they are sitting. Can they pick out the key features of the classroom?

Allow time for them to share the things that they have enjoyed doing in the classroom since they have been at school. If the children struggle to talk about the things they have enjoyed, model this yourself by sharing your own personal narratives, by highlighting things that you have observed the children doing in the space since they have been back.

In the extended provision and continuous provision, take photographs of the children engaged in activities in the setting and use these to create a Here We Are display, showcasing examples of the things children like to engage with, the learning that takes place in the classroom environment and the friendships that are forming.

Session 3 18.9.20

Re-read the book up to **There is also the sky Though that can get pretty complicated. Stop at this point and reflect back on the pages up to this point.** What have they learnt about our planet from reading these pages? What is special about its environment? Come back to look slowly and closely at each of the illustrations in turn, looking at key geographical and environmental features, first on the land - such as mountains, volcanoes, hills, fields, grasslands, forests, deserts, palm trees and ponds, then to the water - cliffs, sea, icebergs and the wildlife that live above and below the water and then the sky - weather conditions like snow, wind, clouds, rain, rainbows, storm clouds and lightning, and up into outer space - the sun, moon, stars and other planets.

Make notes of children's reflections and observations as they comment on these illustrations. Watch the following video: <https://www.youtube.com/watch?v=B8WHKzKCOY>
Encourage the children to watch the images and listen to the words. What do they recognise from the book? What does the video make them think or feel about our world? Why is our world so wonderful?



Session 1 16.9.20

Show the children the front cover. Read the title "Here we are"

What does this mean?

Talk about how we are together in the classroom. Ask the children to look at the people each side of them, who is sat next to you?

Look at the front cover again, what else can you see?

Who lives here? What happens here? Ask the children if they know the name of the planet?

If children do not know the name of the planet, introduce the term "Earth".

Use google earth to show the children the planet earth from a view from space (<https://earth.google.com/web/>)

Ask the children if they have ever seen a planet like this before? What does it make you think about? What do you notice? (write down the children's responses and reflections around the caption of earth)

Session 4 19.9.20

Listen to, look at and learn the lyrics to the song 'What a Wonderful World', first recorded by Louis Armstrong: <https://www.youtube.com/watch?v=CWzrABouyeE> listen to the song several times and think about the words. As you learn the words of the song, encourage the children to think about their meaning. What does the song tell us about our world? What are the wonderful things about it? Through talk, support the children to be descriptive about their choices; for example, if they pick an animal, encourage them to think about why they chose it; is it a distinctive colour, pattern or characteristic that you can use in the song, as the original lyrics do?

Scribe the children's responses.

If the children give really good responses use each of the children's suggestions to mould these into your own class version of What a Wonderful World.

Session 5 20.9.20

Take the children into the garden

As you enter the space, ask the children to sit quietly, close their eyes, breathe in and out and be still; listening to any sounds they can hear around them. Give them time to simply relax and sit quietly in the space, modelling this yourself with the other adults. Then, ask them to open their eyes and reflect on being in the space. How do they feel being out here? How is it different to being indoors? What could they hear when they were being still and quiet? What can they see around them?

Take the children into the garden (**or possibly forest school area?**)

Read the poem 'Out and About' by Shirley Hughes in the outdoor space. Ask them to talk together about the words they have heard and the illustration they can see. What is happening here? What is the weather like? What is the child doing?

How do they feel about being outside? How do you know?

Re-read the poem again. This time ask the children what they think this child is going to do while they are outside. What will they do to make them busy? Talk about safety the things they could do in this space, establishing routines to allow them to engage in the space safely. Engage them in specific activities such as making streamers to play with, crafting shapes with sticks they find on the ground. (**Take photos of children plating outside for display**)

If in forest school area Now, explain to the children that they will have time and space to explore and play in this area like the child in the poem, show them the resources you have brought with you and let them look at the environment around you. Talk about the things they could do in this space, establishing routines to allow them to engage in the space safely and with respect for the nature that exists there, for example, not scaring birds or other creatures or not picking wildflowers. Engage them in specific activities such as making streamers to play with, crafting shapes with sticks they find on the ground, (**Take photos of children plating outside for display**)

Session 7 22.9.20

Re-read the text so far and on to **...but don't be fooled, we are all people.** Give time for the children to look carefully at this spread. Have a scanned page on IWB so that they children can see all the figures represented in the illustration. Allow them time to respond to what they can see. Do any remind them of people in their own lives? Spend some time allowing the children to share their thinking about the people they can see. Children to look at the person next to them. Can you spot anything that is different or the same?

Watch the following clip and story from CBeebies: <https://www.youtube.com/watch?v=y2egWYSNmh0>

Talk about the clip and the story together, drawing back on the lines used in the text to support these discussions:

People come in many shapes, sizes and colours. We may all look different, act different and sound different... ..but don't be fooled, we are all people.

Read the rest of the book to the end. Think about the last part of the book, looking at all the different people the baby has in their life to help them. Ask the children who looks after them and keeps them safe?

FS2
Autumn 1
Here
We
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Session 6 21.9.20

Go back to 'Here we are' story and Re-read the book so far, to reorient the children with the storyline and on to, **The most important things for people to remember are to eat, drink and stay warm.** Come back to the diagram of the body and explore this closely with the children. Read the labels out loud to the children. Point out that some parts of the body are external and some are internal. (Explain what this means) Ask the children if they are aware of any other body parts that are not mentioned in the diagrams. They might mention hands and fingers or feet and toes or facial features such as eyes, nose, mouth and ears. Can the children find them on the diagram? (**We need a diagram of the body to annotate together with the children**)

To further explore and extend this knowledge you could learn songs and rhymes about the body, such as: CBeebies Body Parts song: <https://www.bbc.co.uk/programmes/p07f3g0n>

Or sing heads shoulders knees and toes. And children do the actions.

Re-read the pages from yesterday starting 'on our planet' to 'The most important things for people to remember are to eat, drink and stay warm' Focus on the last lines: Look after it, as most bits don't grow back. The most important things for people to remember are to eat, drink and stay warm. Talk together about how we keep ourselves safe and healthy. What would happen if we didn't eat or drink? Why are these things important? Think about the snacks and meals they eat whilst they are at school. Why are these important? Why is it important to eat regularly while you are at school? What are healthy foods? Discuss and scribe children's thoughts, what are our likes and dislikes?

