

Day 2

|                      | Group 1                                | Group 2                                |
|----------------------|--|--|
| 8.45 – 9.00          | PSED                                   | PSED                                   |
| <b>9-9.30</b>        | <b>Phonics</b>                         | <b>Phonics</b>                         |
| 9.30- 9.45           | Water play                             | Yoga                                   |
| <b>9.45 – 10.15</b>  | <b>Speech and language or literacy</b> | <b>Speech and language or literacy</b> |
| 10.15 – 10.30        | Outside – do readers                   | Charanga music                         |
| <b>10.30 – 11</b>    | <b>Maths</b>                           | <b>Maths</b>                           |
| 11 – 11.15           | Yoga                                   | Outside/Readers                        |
| <b>11.15 – 11.45</b> | <b>Art activity</b>                    | <b>Art activity</b>                    |
| 11.45 – 12.45        | Lunch and outside                      | Lunch and outside                      |
| <b>12.45 - 1.15</b>  | <b>Phonics</b>                         | <b>Phonics</b>                         |
| 1.15 – 1.30          | Charanga                               | Water play                             |
| <b>1.30 – 2.00</b>   | <b>Maths - SSM</b>                     | <b>Maths - SSM</b>                     |
| 2.00 – 2.15          | Outside/Readers                        | Outside readers                        |
| <b>2.15 to 2.45</b>  | <b>Handwriting and story</b>           | <b>Handwriting and story</b>           |

|                | <b>At GLD</b>  | <b>Working towards GLD</b>   | <b>Below GLD</b>  |
|----------------|--|--|---|
| PSED           | Talk about yesterday – what can they remember about what we need to do (distance. outside, hand washing, packs, lunchtimes etc). What did children enjoy – anything they didn't like (and address appropriately).  |  |   |
| Phonics        | <p>Flash through extended code cards</p> <p>Practise writing oo and ar</p> <p>Read – food, boat, smelly, midnight, legroom, playroom</p> <p>Write - root, broom, farm, harm</p> <p>Dictation – The shark had sharp teeth. It might harm the ship.</p>  | <p>Flash through initial code plus ai, ay, ee, y, igh, ie, oa, ar, oo</p> <p>Practise writing p and q</p> <p>Sounds swap – chim – cham – ram - dram</p> <p>Read – pain, fail, way, spray</p> <p>Write – trail, snail, day, way</p> <p>Dictation – The snail left a trail.</p>  | <p>Flash through initial code</p> <p>Practise writing – ll, ss, zz, ff</p> <p>Sounds swap – yell – bell - bill</p> <p>Read – kiss, off, fizz, hill</p> <p>Write – Bill, doll buzz</p> <p>Dictate – Bill got a doll</p>  |
| Maths – Number | <p>OM – Number bonds to 10 (calculate and write out)</p> <p>Main – Addition and subtraction. Use the number track to count on not count all. Start with a few e.g. 8 add 6 is, 10 add 5 is, 9 add 4 is then if OK do subtraction 10 subtracts 4 is etc.</p> <p>Most able children to do their own – you can get them to mark their own under your instruction.</p> | <p>OM – Number bonds to 10 (on fingers)</p> <p>Main – Addition</p> <p>Use simple one digit numbers to add together – children to use number track or counters. Try to record is possible. If successful yesterday, introduce subtraction. Encourage children to count on and down either using their counters or number track.</p> | <p>OM – Number bonds to 10 – on fingers</p> <p>Main – Careful counting. Show the children a number and then they lay out that number of counters. Adult to the match up with numicon piece/pieces.</p> <p>If successful yesterday get 2 small groups and add together by counting on and not counting all again eg have a pile of 6 and a pile of 4. Establish that it is 6 add 4, then say how many here – 6, then count on 7,8,9,10,11.</p> |

|                                |  |   |   |
|--------------------------------|--|---|---|
| Maths – SSM                    | 3D shapes<br>Put the 3D shapes on a table where all children can see. Get a child to choose a shape in their mind (but not touch). Try to get them to describe it or prompt with questions.  | 3D shapes<br>Put the 3D shapes on a table where all children can see. Get a child to choose a shape in their mind (but not touch). Try to get them to describe it or prompt with questions.   | 2d shapes<br>Put the 2D shapes on a table where all children can see. Get a child to choose a shape in their mind (but not touch). Try to get them to describe it or prompt with questions.   |
| Speech and language – Literacy | Agree a favourite book to read – remind children about adjectives and as you read stop when you meet an adjective (you may not be able to do this for whole book!)<br>Talk about using exciting words – adjectives. Children to remember their favourite and write a sentence with it in. All to then write their sentences – think – say – write – check. | Agree a favourite book to read – remind children about adjectives and as you read stop when you meet an adjective (you may not be able to do this for whole book!)<br>Talk about using exciting words – adjectives. Children to remember their favourite adjective. Adult to model sounding out and writing a sentence with it in. Children to attempt their own. | Agree a favourite book to read – adult to read page by page and stop periodically to talk about what is happening. Reiterate vocab and model talking in a full sentence to describe something in the book – each child to take turns to describe something in a full sentence. If time, practise name writing |
| Art/creative                   | Either finish yesterday’s picture or look at the work of Piet Mondrien<br>Children to try to paint a picture in the style of Mondrien (if don’t get finished can go back to). Children will have own paintbrush but can share paints – water colours or blocks.  | Either finish yesterday’s picture or look at the work of Piet Mondrien<br>Children to try to paint a picture in the style of Mondrien (if don’t get finished can go back to). Children will have own paintbrush but can share paints – water colours or blocks.   | Either finish yesterday’s picture or look at the work of Piet Mondrien<br>Children to try to paint a picture in the style of Mondrien (if don’t get finished can go back to). Children will have own paintbrush but can share paints – water colours or blocks.   |
| Handwriting                    | Play with platercine or playdough first then or go straight to handwriting if able<br>small letters – start inbetween solid line and to bottom solid line – except i r n m u v w x z.  |   |   |
| Reading                        | Try to read every day – do when children outside to in any down time.  |   |   |

