

Day 3

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

	At GLD	Working towards GLD	Below GLD
PSED – amy take longer than 15 mins	<p>Talk about feeling How does everyone feel? What does happy feel/look like? What does sad feel/look like? Angry, worried, excited? Talk about Early Warning Signs and protective behaviours – who can the children talk to if worried upset? Draw around hand and label each digit with a person’s name that they trust and can talk to.</p>		
Phonics	<p>Flash through extended code cards</p> <p>Practise writing b and d – b starts from the top line and d in between the 2 lines</p> <p>Read – happy, lie, bow, play, dark, sheep, bathroom, chopstick, bamboo</p> <p>Write – food, hoop, bark, shark</p> <p>Dictation –.At the farm, the goats and sheep feed on roots from the bamboo tree.</p>	<p>Flash through initial code plus ai, ay, ee, y, igh, ie, oa, ar, oo</p> <p>Practise writing - b and d – b starts from the top line and d in between the 2 lines</p> <p>Sounds swap – chish – thish – thid - thud</p> <p>Read – fail, sail, say, tray</p> <p>Write –train, Spain, say, tray</p> <p>Dictation –.The train went to Spain.</p>	<p>Flash through initial code</p> <p>Practise writing – b and d – b starts from the top line and d in between the 2 lines</p> <p>Sounds swap –fizz – fuzz – buzz - but</p> <p>Read – fox, bell, yell, fizz</p> <p>Write – tell, off, Jeff</p> <p>Dictate – Tell Jill off.</p>
Maths – Number	<p>OM – Write down number bonds to 10</p> <p>Children to challenge themselves to do their own addition and subtraction calculations. Encourage to push themselves and not just do easy numbers! Get them to mark their own under your instruction.</p>	<p>OM – Number bonds to 10 (on fingers)</p> <p>Main – Subtraction</p> <p>Use single digit numbers to subtract. Model one together before setting children to do independently. If able to do with counters already, introduce number track to encourage children to count down</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. 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</p>

			pile of 4. Establish that it is 6 add 4, then say how many here – 6, then count on 7,8,9,10,11. If possible do simple recording using part part whole.
Maths – SSM	<p>Capacity</p> <p>Watch BBC Bitesize KS1 Capacity https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm</p> <p>Talk about capacity</p> <p>Have several containers (include some different shapes but same capacity), fill with coloured water and children to predict which have biggest and smallest capacity. Test by pouring water from one to the other to see. Line up the containers in order of capacity.</p>		
Speech and language – Literacy	<p>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!)</p> <p>Talk about using exciting words – adjectives. Children to remember their favourite adjective and write a sentence with it in. All to then write their sentences – think – say – write – check.</p>	<p>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!)</p> <p>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.</p>	<p>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 is a full sentence. If time, practise name writing</p>
Art/creative	<p>Look at the work of Jackson Pollock. Children to try to paint a picture in the style of Pollock. (Children will have own paintbrush but can share paints – just not lift up. We can all go outside to do this on the floor.)</p>		
Handwriting	<p>Play with platercine or playdough first then or go straight to handwriting if able</p> <p>Tail letters – start in between solid line and go through the bottom solid line –j, p, g q,.</p>		
Reading	<p>Try to read every day – do when children outside to in any down time.</p>		

