

	Group 1	Group 2
08.45 – 09.00	PSED	PSED
09.00 – 09.30	Phonics	Phonics
09.30 – 09.45	Water Play	Yoga
09.45 – 10.15	Speech and Language or Literacy	Speech and Language or Literacy
10.15 – 10.30	Outside – do readers	Charanga music
10.30 – 11.00	Maths	Maths
11.00 – 11.15	Yoga	Outside – do readers
11.15 – 11.45	Art Activity	Art Activity
11.45 – 12.45	Lunch and outside	Lunch and outside
12.45 – 13.15	Phonics	Phonics
13.15 – 13.30	Charanga	Water play
13.30 – 14.00	Maths – SSM	Maths – SSM
14.00 – 14.15	Outside – do readers	Outside – do readers
14.15 – 14.45	Handwriting and story	Handwriting and story

	At GLD	Working towards GLD	Working towards GLD
PSED	With Jigsaw Genie, do some more deep breathing with eyes closed, it is good to do this to help us feel calm. We can do this anytime, not just when we are with Jigsaw Genie. Talk about being different and the same – can you think of something different or the same as one of the other children? Is it ok to be different? Discuss.		

Phonics	Flash through extended code cards Read: slight, stoat, groan, bright. Read polysyllabic words: cartwheel, starlight, children Write: moan, green, night, bloat. Dictate: The bloated crow was moaning, he had too much food.	Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ar, oo Today focus on ie. Read: tie, tried, fried, spied. Read polysyllabic words: hairbrush, basketball, lipstick. Sound Swap: meek – peek – cheek – cheep – sheep Write: lie, pie, ties, fries. Dictate: I tried to get the pie but it is too high.	Flash through initial code and ch Read: chip, much, bill, cap Sound Swap: chip – chop – mop – map Write: chat, Kim, kid, run Dictate: I can chat to Kim.
Maths – Number	OMM: Counting in 5s and 2s – use slides to count the groups of 5s and 2s. Main: Continue with yesterday’s maths. Going to the Ice cream van. Show items for sale on IWB. At home you can have any kind of items for sale and use real items or pictures. Sprinkles - 1p, Cone 2p, chocolate sauce – 5p, flake 10p, ice lolly 5p. Subtraction – getting change. I buy 1 cone and pay with 5p – how much change do I need? I buy 1 ice lolly and pay with 10p – how much change do I get? I buy 1 cone and pay with 20p – how much change do I get?	OMM: Counting in 5s and 2s – use slides to count the groups of 5s and 2s. Main: Continue with yesterday’s maths. Going to the Ice cream van. Show items for sale on IWB. At home you can have any kind of items for sale and use real items or pictures. Sprinkles - 1p, Cone 2p, chocolate sauce – 5p, flake 10p, ice lolly 5p. Move on to larger combinations today - I buy one cone with chocolate sauce and one lolly, how much have I spent? I buy two cones and a lolly, how much have I spent? I buy two lollies and a cone, how much have I spent?	OMM: Counting in 5s and 2s – use slides to count the groups of 5s and 2s. Main: Continue with yesterday’s maths. Going to the Ice cream van. Show items for sale on IWB. At home you can have any kind of items for sale and use real items or pictures. Sprinkles - 1p, Cone 2p, chocolate sauce – 5p, flake 10p, ice lolly 5p. Stick with combinations of 2 but, I buy 1 lolly and 1 cone, how much do I spend? I buy 2 lollies how much do I spend? I buy 1 cone and 1 flake, how much do I spend? If confident move to combinations of 3.
Maths – SSM	Use a non standard measure to measure things around the classroom. Children to take turns to predict how tall/long/wide things are.		
Speech and language – Literacy	Watch the poem about stars here: https://www.bbc.co.uk/bitesize/clips/zh/djtfr Did you enjoy the poem? Why can’t we touch a star? How many words can we think of to describe stars? Collect	Watch the poem about stars here: https://www.bbc.co.uk/bitesize/clips/zh/djtfr Did you enjoy the poem? Why can’t we touch a star? How many words can we think of to describe stars? Collect	Watch the poem about stars here: https://www.bbc.co.uk/bitesize/clips/zh/djtfr Did you enjoy the poem? Why can’t we touch a star? How many words can we think of to describe stars? Collect

	<p>them up on the board. Write sentences independently to describe the stars in the sky.</p>	<p>them up on the board. Attempt to write sentences independently to describe the stars in the sky.</p>	<p>we think of to describe stars? Collect them up on the board. Attempt to write sentences with support, can use talk tins to help remember sentence. Children who cannot write sentence to write out adjectives for stars – small (sml) big, twinkle.</p>
Art/creative	<p>Children to have a piece of black paper and a small pot of yellow paint with glitter mixed in. They are going to make a starry background. Show a picture of the night sky – are all the stars the same size? Can you carefully add lots of small stars and some larger stars? We will stick them all together to make a starry background.</p>		
Handwriting	<p>v, w, u, y</p>		
Reading	<p>Read with all children, once all done, do any required interventions. Then repeat readers.</p>		