

Day 1	At GLD	Working towards GLD	Working towards GLD
PSED	<p>How was weekend? Talk about sun safety– what do we need to do to be safe in the sun? Hat, sun screen, drink water, stay in shade at lunchtime, cool down if feel getting too hot.</p>		
Phonics	<p>Flash through extended code cards</p> <p>Introduce er and ur and ir. All make same sound, spelled differently. Today focus on er. Read: after, finger, perfect, number. Read polysyllabic words: pickpocket, lunchbox, chimpanzee. Write: herd, fern, verb, term. Dictate: She had her herd of sheep on a bed of ferns, the ferns are softer.</p>	<p>Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ar, oo</p> <p>Introduce aw and or same sound, different spellings. Focus on or today. Read: fork, pork, born, horn Read polysyllabic words: forlorn, giftbox, melting. Write: stork, torch, porch. Dictate: I need a torch to see the stork on my porch.</p>	<p>Flash through initial code and ch</p> <p>Introduce new sounds sh and ck Read: shop, ship, shed, back, sack Sound swap: much – mut – jut – job Write: chap, fuzz, jam, jazz Dictate: Jack had a chip. It was hot.</p>
Maths – Number	<p>OM – counting in 2s, 5s, and 10s</p> <p>Using last week’s slides continue with the ice cream shop. Do a few together and then give individual calculations (on strips). Just addition today. Children to also have sheet with prices on.</p>	<p>OM – Counting in 2s 5s and 20s</p> <p>Using last week’s slides continue with the ice cream shop. Do a few together and then give calculations as a group and check together e.g. two cones and one with sprinkles. Just addition today.</p>	
Maths – SSM	<p>Children to have a couple of strips of money each. Using the ice cream slide go through each coin to discuss what each coin would buy. Show different combinations, calculate total together and then children to hold up correct coins.</p>		
Speech and language – Literacy	<p>Read Peter’s Pebbles or watch here https://www.bing.com/videos/search?q=peters+pebbles+youtube&docid=608041676749800923&mid=E09E277811CE28793879E09E277811CE28793879&view=detail&FORM=VIRE</p> <p>What would you draw on a pebble?</p>	<p>As HA. Talk in full sentences what chn would paint on their pebble. Model write I will paint a xxx on my pebl. It will be etc</p>	

	Chn to write what they would draw and use adjectives to describe it in full sentences.		
Art/creative	Draw and colour a design to paint on a pebble tomorrow. (we may have to draw the pic on the pebble for them to then paint?)		
Handwriting	Tail letters – start of broken line (in between 2 solid lines)		
Reading			