

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

	<b>At GLD</b>	<b>Working towards GLD</b>	<b>Working towards GLD</b>
PSED	Welcome back any new children – one adult to explain the new classroom and the social distancing/hand washing rules. Other adult to recap expectations from last week. Are we all ok? How are we feeling? Can we remember the words that describe our feelings from last week?		

Phonics	Flash through extended code cards  Read: Quack, thin, may, loop, igloo, farm, party, cartoon, between, harpoon.  Write: Fool, broom, harp, sharp.  Dictate: The fool had a broom in the igloo shop.	Flash through initial code plus ch, sh, qu, th, ng, ai, ay, ee, y, igh, ie, oa, ar, oo  Sound Swap: Crud – crod – cron – cran  Read: train, pain, say, tray.  Write: play, trail, day, spray.  Dictate: Play with the tail of the dog.	Flash through initial code  Sound swap: Bill – mill – miss  Read: miss, puff, buzz, box.  Write: will, loss, buzz.  Dictate: I will buzz.
Maths – Number	Starter – Subitise watch Jack Hartman subitise video <a href="https://www.youtube.com/watch?v=A1Mazc-SsG0">https://www.youtube.com/watch?v=A1Mazc-SsG0</a>  Use the number track to count back to complete subtraction calculations. Demonstrate a few examples together 9 – 3, 8 – 4 etc. Once understood give number sentences for children to complete. Record calculations using words – 9 subtract 3 is...	Starter – Subitise watch Jack Hartman subitise video <a href="https://www.youtube.com/watch?v=A1Mazc-SsG0">https://www.youtube.com/watch?v=A1Mazc-SsG0</a>  What happens when we are subtracting? Do the numbers get bigger or smaller? Demonstrate using the number track to perform simple subtractions: 7 – 2, 6 – 3. Children can then choose to use counters or number track to perform simple subtraction. Attempt to record using words: 7 subtract 2 is...If really struggling to record with words children can use the – symbol.	Starter – Subitise watch Jack Hartman subitise video <a href="https://www.youtube.com/watch?v=A1Mazc-SsG0">https://www.youtube.com/watch?v=A1Mazc-SsG0</a>  Show children a piece of numicon, can they identify it and write the numeral? Recap counting on from last week – have two small groups of counters and add together by counting on and not counting all. Record using Part part whole.
Maths – SSM	Positional language: Explain to children what positional language means – it is the words that we use to explain where things are. Give examples “I am standing <b>in front</b> of the board” “You are sitting <b>on</b> a chair” the positional language here is “in front” and “on”. Other positional language words we use a lot are: on top, behind, under, in between, next to, at the side, in and inside, demonstrate these positions with a toy and an object. Show the “Where is the fox?” power point (in teams). Model the first picture “The fox is in the box” then get the children to take turns saying where the fox is, talking in a full sentence. (At home you could move one of your child’s toys around and ask them to tell you where it is).		
Speech and language – Literacy	Read Oi Frog! (at home if you don’t have the book you can watch Mrs Tucker read	Read Oi Frog! (at home if you don’t have the book you can watch Mrs Tucker read	Read Oi Frog! (at home if you don’t have the book you can watch Mrs Tucker read

	<p>it here:  <a href="https://www.youtube.com/watch?v=5ujd1HejRy8&amp;t=1s">https://www.youtube.com/watch?v=5ujd1HejRy8&amp;t=1s</a> ) Encourage children to join in with the rhyming words. Talk about the Cat – what is it like? First think about what it looks like what adjectives can you use? Remind what adjectives are if needed – we are going to label the cat, but not just with one word like ‘head’ you are going to use adjectives to tell us more...’large head’ or ‘round head’. When finished write a sentence(s) about the cat using the adjectives from the picture.</p>	<p>it here:  <a href="https://www.youtube.com/watch?v=5ujd1HejRy8&amp;t=1s">https://www.youtube.com/watch?v=5ujd1HejRy8&amp;t=1s</a> ) Encourage children to join in with the rhyming words. Talk about the Cat – what is it like? First think about what it looks like what adjectives can you use? Remind what adjectives are if needed – we are going to label the cat, but not just with one word like ‘head’ you are going to use adjectives to tell us more...’large head’ or ‘round head’. If time attempt a simple sentence about the cat using some of the adjectives from the picture.</p>	<p>it here:  <a href="https://www.youtube.com/watch?v=5ujd1HejRy8&amp;t=1s">https://www.youtube.com/watch?v=5ujd1HejRy8&amp;t=1s</a> ) Encourage the children to join in with the rhyming words. Talk about the Cat – what is it like? What does it look like? Explain about adjectives – words that tell us more and make things more exiting and interesting! Can you tell us about the cat and use an adjective in your sentence? Model sentences first. If time, label the picture of the cat.</p>
Art/creative	<p>Look at the work of Kandinsky and discuss – do you like it? Why? What do you think they are of? Children to try to paint a picture in the style of Kandinsky. (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 plasticine or play-doh first.  C, o, a, d, g, q, all letters begin in between the top and bottom lines and go round to start.</p>		
Reading	<p>Try to read everyday – do when children outside and in any down time.</p>		