

	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	Talk about internet safety. We have been at home a lot, and even though we are back at school, we are not in everyday and so we have probably all been using the internet a lot at home! Can the children remember the Smartie the Penguin song? Before you tap and click, you have to stop and think – and tell someone! Should we use our tablets when we are in bed? Should we go		

	on the internet when we are in a different room from our adult? What should we do if something worries us? If something pops up should we click it? Reinforce the message that we need to be careful and always check with a grown up if we aren't sure.		
Phonics	<p>Flash through extended code cards</p> <p>Reintroduce 'or' sounds and practice writing. Different ways to spell it but we will concentrate on 'or' and 'aw'.</p> <p>Read then write and underline: horse, hawk, squawk, pork, straw.</p> <p>Write: Night, food, bark.</p> <p>Dictate: The horse fell on the straw.</p>	<p>Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ar, oo</p> <p>Reintroduce 'ee' sounds and practice writing. Different ways to spell it: ee, e and y are the ways we will learn for now.</p> <p>Read then write and underline: Bee, feet, need, seen.</p> <p>Write: Keep, three, meet.</p> <p>Read polysyllabic words: Magnet, dustbin, Batman.</p> <p>Dictate: I need seeds for my tree.</p>	<p>Flash through initial code</p> <p>Introduce 'ch' and practice writing. Like ff, ss, ll, and zz it is another 2 letters 1 sound.</p> <p>Sound swap: fizz – bizz – bill.</p> <p>Read: Chip, fill, buzz.</p> <p>Write: zip, big, Dad.</p> <p>Dictate: The zip is big.</p>
Maths – Number	<p>OMM: Count to 20 in 2s. Count to 100 in 10s.</p> <p>As yesterday, subtraction using number track. Demonstrate a couple then children to complete calculations, recording using words 14 subtract 5 is... If confident after yesterday work with numbers to 20.</p>	<p>OMM: Count to 10 in 2s, count to 100 in 10s.</p> <p>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. Encourage children to use their number track to perform simple subtraction – those that are struggling can use counters. Attempt to record using words: 7 subtract 2 is...If really struggling to</p>	<p>OMM: Count up to 20 then count back.</p> <p>If secure with yesterday's addition, reintroduce subtraction. What happens when we are subtracting? The numbers are getting smaller. Children are to use counters to practically perform very simple subtractions. 7 – 1, 6 – 2 etc. Adult to model first. When they have completed a calculation children are to say the full number sentence back: 7 subtract 1 is 6.</p>

		record with words children can use the – symbol. If confident subtract greater numbers.	
Maths – SSM	Positional language. Recap – what positional language do the children remember from yesterday? On top, behind, in front, next to, side, under, in between. Write each one on IWB. Give individual instructions e.g. “Go and stand next to the sink”, “Go under your table”. Children to take turns giving each other (individuals) positional instructions using full sentences.		
Speech and language – Literacy	Read Oi Dog! Encourage children to join in with the rhyming words. (If you don’t have the book at home you can watch it here: https://www.youtube.com/watch?v=8WzCjWk2mRw)Talk about the frog – what has happened to him? Has he changed? Children to write sentences about the frog to include adjectives the adjectives don’t only have to be about appearance, can also be about how he is, e.g. bossy. Have a picture of the frog for the children to see.	Read Oi Dog! Encourage children to join in with the rhyming words. (If you don’t have the book at home you can watch it here: https://www.youtube.com/watch?v=8WzCjWk2mRw)Talk about the frog – what has happened to him? Has he changed? Children to write sentences about the frog to include adjectives. Have a picture of the frog for the children to see.	Read Oi Dog! Encourage children to join in with the rhyming words. (If you don’t have the book at home you can watch it here: https://www.youtube.com/watch?v=8WzCjWk2mRw) Give the children a word and see if they can continue a rhyming string – mat, cat, hat, bat... Attempt to write the first three words of the rhyming string.
Art/creative	Look at the work of Pablo Picasso 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 Picasso. (Children will have own paintbrush but can share paints – just not lift up. We can all go outside to do this on the floor.)		
Handwriting	Play with plasticine or play-doh first. Tail letters – g, q, p, j, y, f all these letters go under the bottom line for a tail.		
Reading	Try to read every day – do when children outside and in any down time.		