

	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	Reflect on the week – what have we enjoyed? Have we found anything difficult this week? If something is difficult should we give up? Will we get better at anything if we don't try? Celebrate achievements! Everyone to share something with the class.		
Phonics	Flash through extended code cards	Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ar, oo	Flash through initial code and 'ch'

	<p>Recap or/aw sound.</p> <p>Read: saw, born, bang, moat, flaw.</p> <p>Write: claw, fork, law, blow.</p> <p>Read polysyllabic words: Shipment, boatyard, crayfish.</p> <p>Dictate: The stork drops the pack of forks.</p>	<p>Recap ee sounds, today focus is on 'e'</p> <p>Read then write and underline 'e': Me, be, she, we, he.</p> <p>Polysyllabic words: Bedbug, ratbag, windmill.</p> <p>Dictate: She put me in the box.</p>	<p>Recap 'ch' 2 letters 1 sound.</p> <p>Sound swap: kiss – hiss – hill.</p> <p>Read: much, chop, fizz, pill.</p> <p>Write: rag, pig, yam.</p> <p>Dictate: The pig is hot.</p>
Maths – Number	<p>Children to work through mixed addition and subtraction calculations using their number track and recording their calculations using the words add and subtract. They can then write their own calculations.</p>	<p>As yesterday but working with subtracting larger amounts. Encourage children to use their number track to perform simple subtractions – those that are struggling can use counters. Attempt to record using words: 7 subtract 2 is...If really struggling to record with words children can use the – symbol. If confident subtract greater numbers.</p> <p>Those that are confident can write and perform their own calculations.</p>	<p>As yesterday, continue with practical 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>
Maths – SSM	<p>Talk about weight. Weight is how heavy something is. Do the children know any ways that we can find out how heavy something is? Can we tell just by looking? Have the scales at the front of the class and have a selection of objects. Get the children to predict which will be heaviest and to give a justification.</p> <p>Play the game on the board talking about each part.</p> <p>https://pbskids.org/peg/games/happy-camel</p>		
Speech and language – Literacy	<p>OMM: Count to 20 in 2s. Count in 5s to 40.</p> <p>Talk about the children at home still at home – they might be worried about</p>	<p>OMM: Count to 20 in 2s. Count to 100 in 10s.</p> <p>Talk about the children who are still at home – they might be worried about</p>	<p>OMM: Count up to 20 then count back.</p> <p>Talk about the children at home still at home – they might be worried about</p>

	<p>coming back to school. We could send them a letter telling them about how we are getting on! Talk about some of the things we have been doing in school and what we have been enjoying. Think of the best things and write down your sentences. Adult to collate children's sentences into a letter to post on Tapestry.</p> <p>Children who are at home can think about anything they might want to ask the children in school – if you share this on Tapestry we can pass the questions/messages on in school.</p>	<p>coming back to school. We could send them a letter telling them how we are getting on! Talk about some of the things we have been doing in school and what we have been enjoying. Think of the thing you most want to tell them and write a sentence. Adult to collate children's sentences into a letter to post on Tapestry.</p> <p>Children who are at home can think about anything they might want to ask the children in school – if you share this on Tapestry we can pass the questions/messages on in school.</p>	<p>coming back to school. We could send them a letter telling them how we are getting on! Talk about some of the things we have been doing in school and what we have been enjoying. Think of the thing you most want to tell them – get the children to speak in a full sentence – if it is long, simplify it for them then encourage the children to write their own sentence helping them to segment when needed. Adult to collate children's sentences into a letter to post on Tapestry.</p> <p>Children who are at home can think about anything they might want to ask the children in school – if you share this on Tapestry we can pass the questions/messages on in school.</p>
Art/creative	<p>Tell the children what a self-portrait is – it is a picture you make of yourself. Ask the children to think about all the different artists we have learned about – can they remember any of their names? We have painted lots of painting in the style of other artists – today we are going to do a self-portrait and we can do it exactly how we want to do it, in our own style!</p> <p>(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.</p> <p>Practice letter formation – r, n, m, h, b, p, k – even though they start in different places, these letters all go down, up and over.</p>		
Reading	<p>Try to read every day – do when children outside and in any down time.</p>		