

Week 3 Day 1

	At GLD	Working towards GLD	Working towards GLD
PSED	Read Huge Bag of Worries off the you tube that I recorded. How are we all feeling? Does anyone need to share any of their worries to get rid of them?		
Phonics	<p>Flash through extended code cards</p> <p><b>Read:</b> cork, high, goat, pie, paw</p> <p><b>Read polysyllabic words:</b> words with two syllables: growbag, distant, complex</p> <p><b>Write:</b> draw, fort, hawk, coat</p> <p><b>Dictate:</b> I was born with a claw. It was sharp.</p>	<p>Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ar, oo</p> <p>Focus on 'ee' sound and different spellings: ea, e, and y.</p> <p><b>Sound swap:</b> – be- we- she- he- me</p> <p><b>Read and underline y:</b> happy, dolly, messy, tummy, teddy</p> <p><b>Read polysyllabic words:</b> dogleg, handbag, sandpit</p> <p><b>Dictate:</b> See my messy trains.</p>	<p>Flash through initial code and ch</p> <p><b>Sound swap:</b> chip – chop – bop</p> <p><b>Read:</b> dug, miss, buzz, jet</p> <p><b>Write:</b> run, dad, mum</p> <p><b>Dictate:</b> Mum had a run.</p>
Maths – Number	<p>OM – Counting in 10 and 2s – point to number square</p> <p>Main: Recap doubling – who can tell me what doubling is? Doubling is when you add the same number to itself.</p> <p>Write calculations for doubling to 5, then write and calculate own doubling number sentences up to 10. Children can use counters to double by putting a number of counters on one side of book</p>	<p>OM – Counting in 10 and 2s – point to number square</p> <p>Main: Recap doubling – who can tell me what doubling is? Doubling is when you add the same number to itself.</p> <p>Write calculations for doubling to 5, then write and calculate own doubling number sentences up to 10. Children can use counters to double by putting a number of counters on one side of book</p>	<p>OM – Counting in 10 and 2s – point to number square</p> <p>Main: Recap doubling – who can tell me what doubling is? Doubling is when you add the same number to itself.</p> <p>Using fingers double numbers to 5. Children can use counters to double by putting a number of counters on one side of book and same number on other side and then either adding all or ideally</p>

	and same number on other side and then either adding all or ideally counting on. Or using the number track and picking a number (up to 10) and then adding that number on. Encourage children to say the whole sentence double x is y. Children can record	and same number on other side and then either adding all or ideally counting on. Encourage children to say the whole sentence double x is y. Children can record	counting on. Encourage children to say the whole sentence double x is y.
Maths – SSM	OM - 3D and 2D shapes – adult to describe, children to guess and repeat shape name Children to make 6 sausages with playdough. Adult to show 6 different length sausages on board putting them in length order – initially wrong by not lining up one edge. Then to do correctly. Then children to line up their sausages in length order and saying in a full sentence which is the longest and shortest, which one is longer and which is shorter.		
Speech and language – Literacy	<p>Talk about being at school. Who do we miss in Reception? Each child to say who they miss (so TA can quickly go and copy photo), then to talk in a full sentence I like x because..... (put up on whiteboard for them to copy)</p> <p>Then on lined paper have their friend's picture stuck on and children to write words to describe their friend.</p> <p>Continue with sentences I like xx because</p>	<p>Talk about being at school. Who do we miss in Reception? Each child to say who they miss (so TA can quickly go and copy photo), then to talk in a full sentence I like x because.....</p> <p>Then on lined paper have their friend's picture stuck on and children to write words to describe their friend.</p> <p>Write one sentence I like xx because</p>	<p>Talk about being at school. Who do we miss in Reception? Each child to say who they miss (so TA can quickly go and copy photo), then to talk in a full sentence I like x because.....</p> <p>Then on lined paper have their friend's picture stuck on and children to write words to describe their friend.</p> <p>Word level or could label the picture</p>
Handwriting	r, n, m, h z x e		
Reading	Phonics tracker this week and to give one to Key Worker group too.		