

Week 3 Day 2

	At GLD	Working towards GLD	Working towards GLD
PSED	One adult to role play being worried about their child going to school...other adult to ask if OK. Children and adult to talk to worried adult to see if they could help. Prompt children to talk about what it's like being at school. Adult to feel much better after talking it through etc Relate to bag of worries.		
Phonics	<p>Flash through extended code cards</p> <p><b>Read:</b> preen, fleet, float, flaw, mail</p> <p><b>Write:</b> pork, saw, fork, food</p> <p><b>Read polysyllabic words</b> – words with two syllables: sawmill, jackdaw, parkland.</p> <p><b>Dictate:</b> I had a fort it was big and had a straw roof.</p>	<p>Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ar, oo</p> <p>Today focussing on y again</p> <p><b>Sound swap:</b> keep- beep- sheep- sleep</p> <p><b>Read and underline y:</b> smelly belly jelly</p> <p><b>Read polysyllabic words:</b> pigpen, sunlit, zigzag</p> <p><b>Write:</b> dolly, carry, tally</p> <p><b>Dictate:</b> Can you carry the dolly? Children might need help writing a question mark.</p>	<p>Flash through initial code and ch.</p> <p><b>Sound swap:</b> mud – much – such</p> <p><b>Read:</b> huff, chap, such, chill.</p> <p><b>Write:</b> fox, mill, tap.</p> <p><b>Dictate:</b> The fox sat up.</p>
Maths – Number	<p>OM: Counting up in 2s and 10s</p> <p>Main: Show the children a muffin. Tell them you would like to share it with the other member of staff. You want them both to have the same amount of cake. You aren't sure how to cut it, motion cutting in various unequal ways ask if that would be the same? Demo cutting with one small piece and one big piece..is that half? Demonstrate cutting another down the middle – is it the same? Yes! Show one half - this is called half. Hold cake back together and tell the children this is the whole cake. (explain that if two amounts are the same then they are equal.)</p> <p>Give the children a plate and a knife to cut different things in half – bread, a cake, grape, a piece of potato, a segment of orange.</p>		

	<p>Give the children a sheet of different shapes. Can they draw a line where to cut to split it into halves. Sheet in teams.</p> <p>How many halves make a whole?</p>		
Maths – SSM	<p>OM – repeating patterns – Topmarks train pattern game – chn to take turns to say which comes next in the pattern and adult to describe, children to guess and repeat shape name</p> <p>Children to make 4 sausages with plastercine (may been help as so stiff!). Adult to show 4 different height buildings on board putting them in height 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 tallest and shortest, which one is taller and which is shorter.</p>		
Speech and language – Literacy	<p>Yesterday we thought about a particular friend and why we like them. Each child to say at least one full sentence about their friend I like xx because....</p> <p>Write about why they like this friend – give them the words like and because. Can do on yesterday’s paper.</p> <p>Work hard as tomorrow we are going to write them a letter to be posted to them!</p>	<p>Yesterday we thought about a particular friend and why we like them. Each child to say at least one full sentence about their friend I like xx because....</p> <p>Write about why they like this friend – give them the words like and because. Can do on yesterday’s paper.</p>	<p>Yesterday we thought about a particular friend and why we like them. Each child to say at least one full sentence about their friend I like xx because....</p> <p>Adult to model sounding out sentence and can copy.</p>
Handwriting	Tail letters p q f j		
Reading	Do once phonics tracker done.		