

Day 1

	At GLD	Working towards GLD	Working towards GLD
PSED	How was everyone's time off school? Were we all looking forward to coming back in? What did we miss when we weren't in school? Current children to tell new children what is different about being in Reception.		
Phonics	<p>Flash through extended code cards Re-cap: er/ur/ir - same sound different spelling. We are only going to use er for now. Read: germ, kerb, gloat, spark, clark. Read polysyllabic words: spectrum, suspect, lobster. Write: herd, morning, after, Bert. Dictate: This morning I sat on the kerb to watch the herd of sheep.</p>	<p>Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ow, ar, oo, er, ur. Read: pain, meek, leek, drain, bleep. Read polysyllabic words: classroom, eggshell, flagship. Sound swap: been, seen, sun, run, rain. Write: plain, creep, paint, waist, sheep. Dictate: I stand on the green grass in the rain and weep.</p>	<p>Flash through initial code and ch sh and ck Read: bash, sack, hand, jump, stop Sound Swap: lack – back – bag – jag – jog Write: bump, lost, rest, bond. Dictate: I got lost and was sad. I got back.</p>
Maths – Number	<p>OMM: Counting in 2s 5s 10s Grocery shop. Continue from last week with the word problems, buying different items and seeing how much they cost, the working out which coins we can pay with and how much change we might get. Continue with addition, doing 2 and 3 items on the board, then working out the given items on sheet. Demonstrate how we can count in 10s and 5s when we have several items of the same value. Use sheet C. Children will have a price list for the shop and write the value of each item underneath the item.</p>	<p>OMM: Counting in 2s 5s 10s Grocery shop. Continue from last week with the word problems, buying different items and seeing how much they cost, the working out which coins we can pay with and how much change we might get. Continue with addition, doing 2 and 3 items on the board, then working out the given items on sheet. Use sheet B. Children will have a price list for the shop and write the value of each item underneath the item.</p>	<p>OMM: Counting in 2s 5s 10s Grocery shop. Continue from last week with the word problems, buying different items and seeing how much they cost, the working out which coins we can pay with. Continue with addition, choosing 2 items on the board, then working out the given items on sheet. Use sheet A. – There are lots on sheet A that can be used on day 2 if need to continue with addition. Children will have a price list for the shop and write the value of each item underneath the item.</p>
Maths – SSM	<p>Give the children the stages of the frog life cycle – can they put them into order. Have the life cycle on the board one at a time, ask the children questions – What comes next? What happened before? What happens after? What happens first? Children to cut out the stages and stick on in correct order. Strip of stages for A B and C.</p>		

Speech and language – Literacy	<p>Talk about the life cycle of a frog – use lifecycle diagram. Talk about the tadpoles in the class room, what stage are they at?</p> <p>We are going to think of and write sentences independently about the frog lifecycle – children to write sentences about each stage of the cycle. We will be doing this over 2 days so do not need to do all in one day.</p>	<p>Talk about the life cycle of a frog – use lifecycle diagram. Talk about the tadpoles in the class room, what stage are they at?</p> <p>We are going to think of and write sentences about the frog lifecycle – support the children to think of a sentence for each stage and encourage them to use their phonic skills to write the words. We will be doing this over 2 days so do not need to do all in one day.</p>	<p>Talk about the life cycle of a frog – use lifecycle diagram. Talk about the tadpoles in the class room, what stage are they at?</p> <p>We are going to think of and write sentences about the frog lifecycle – support the children to think of a simple sentence for each stage and encourage them to use their phonic skills to write the words support to segment where needed. Use talk tins to help the children who cannot easily remember their sentences.. We will be doing this over 2 days so do not need to do all in one day.</p>
Art/creative	<p>Look at the image of all the different coloured dart frogs – so many different colours! Can you see anything about them that is the same? All of them only have two colours on. Do they all have the same pattern? No! Give the children a template of a frog, they are going to draw on their own pattern. Model doing one carefully on the board. Explain the pattern cannot be too small as they are going to paint them. They will need to choose one colour and the other will be black – they are going to paint the lighter colour today and when it is dry paint the black pattern tomorrow.</p>		
Handwriting	<p>Practise writing all of rocket 1 – I, go, to, the, no, into and rocket 2 – he, she, me, we, be, put, was.</p>		
Reading	<p>Read every day – do Number recognition assessment.</p>		