

Day 2

	At GLD	Working towards GLD	Working towards GLD
PSED	<p>Read Lifecycles story – Tadpole’s Promise. At home you can watch it here: <a href="https://www.youtube.com/watch?v=zUtul_lwK34">https://www.youtube.com/watch?v=zUtul_lwK34</a>            Discuss why tadpole could not keep his promise. Why is it important to keep your promises? What happens if you do not? Could tadpole keep his promise? Why not? Did the children like the ending to the story?</p>		
Phonics	<p>Flash through extended code cards  <b>Read:</b> starter, goats, sports, pies, marker.  <b>Read polysyllabic words:</b> effort, hamstring, flowchart.  <b>Write:</b> player, float, tries, cracker  <b>Dictate:</b> The player was glad to win, she was best at sports.</p>	<p>Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ow ar, oo  <b>Read:</b> flight, ford, highest, born, storm.  <b>Read polysyllabic words:</b> backdrop, bathmat, hatchback.  <b>Sound swap:</b> light, sight, sat, fat, ford.  <b>Write:</b> clap, lord, might, lamps, forks.  <b>Dictate:</b> High at the top of the fort I can see a stork.</p>	<p>Flash through initial code and ch sh and ck  <b>Read:</b> chick, sand, shack, blip  <b>Sound Swap:</b> chip – ship – lip – lap – lack  <b>Write:</b> hand, jump, sink, desk  <b>Dictate:</b> I jump on the desk. I fall in the sink.</p>
Maths – Number	<p>OMM: Number bonds to 10.            Grocery shop. Continue from yesterday 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.            Giving change – give children one item initially and choose one coin (up to 20p) to pay with e.g I buy an apple and pay with 10p how much change do I get.            Model on board. It’s subtraction! Write the number sentence on the board.            Work through a few then children to work from the sheet C.</p>	<p>OMM: Number bonds to 10.            Grocery shop. Continue from yesterday 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.            Giving change – give children one item initially and choose one coin (up to 20p) to pay with e.g I buy an apple and pay with 10p how much change do I get.            Model on board. It’s subtraction! Write the number sentence on the board.            Work through a few then children to work from the sheet B.</p>	<p>OMM: Number bonds to 10.            Grocery shop. Continue from yesterday 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.            Giving change – give children one item initially and choose one coin (up to 10p) to pay with e.g I buy an apple and pay with 10p how much change do I get.            Model on board. It’s subtraction! Write the number sentence on the board.            Work through a few then children to work from the sheet A.</p>

<p>Maths – SSM</p>	<p>Days of the week – what day is it today? Do we know the days of the week? If we do – what day was it yesterday? What day will it be tomorrow? What days are weekend days? Which days are week days? How many days are in a week? Can we remember them all? Sing days of the week song.</p>		
<p>Speech and language – Literacy</p>	<p>Continue sentence writing from yesterday. Talk about the life cycle of a frog – use lifecycle diagram. Talk about the tadpoles in the class room, what stage are they at? We are going to think of and write sentences independently about the frog lifecycle – children to write sentences about each stage of the cycle.</p>	<p>Continue sentence writing from yesterday. Talk about the life cycle of a frog – use lifecycle diagram. Talk about the tadpoles in the class room, what stage are they at? 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.</p>	<p>Continue sentence writing from yesterday. Talk about the life cycle of a frog – use lifecycle diagram. Talk about the tadpoles in the class room, what stage are they at? 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.</p>
<p>Art/creative</p>	<p>Complete yesterday's frog with the black paint.</p>		
<p>Handwriting</p>	<p>Read all of Rocket 2 he, she, me, we, put, be, was and Rocket 3 -you, they, all, are, my, her</p>		
<p>Reading</p>	<p>Read with all then do number recognition assessment – start readers again when finished.</p>		