


Day 3

|                | At GLD  | Working towards GLD   | Working towards GLD   |
|----------------|---|---|---|
| PSED           | What have we enjoyed this week? What work are we most proud of this week?   |   |   |
| Phonics        | Flash through extended code cards<br><b>Read:</b> cracker, draw, brood, layer<br><b>Read polysyllabic words:</b> snowstorm, sweetcorn, freewheel.<br><b>Write:</b> glow, tracker, gloop, tray.<br><b>Dictate:</b> The tracker is still in the snow, he needs to get food.   | Flash through initial code plus ch, sh, th, qu, ng, ai, ay, ee, y, igh, ie, oa, ow, ar, oo<br><b>Read:</b> sleet, plain, slight, short, train<br><b>Read polysyllabic words:</b> sandbank, lamplight, washtub.<br><b>Write:</b> torch, sport, queen, trail, bright.<br><b>Dictate:</b> I sit on the porch to see the train speed by in the night.   | Flash through initial code and ch, sh, ck<br><b>Read:</b> swim, slam, swill, twin.<br><b>Sound swap:</b> blop, blip, bip, bop, cop.<br><b>Write:</b> must, frog, gulp, mend.<br><b>Dictate:</b> Dam must stop the frog. Put in the plug.  |
| Maths – Number | OMM: Counting in 2s, 5s, 10s<br>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.<br>Mixed addition and subtraction. On the board do some additions and subtractions – can the children identify what kind of maths they need to do to find the answer to the problem?<br>Work through a few then children to complete sheet C – making sure they look care fully to see if they are adding or subtracting. | OMM: Counting in 2s, 5s, 10s<br>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.<br>Mixed addition and subtraction. On the board do some additions and subtractions – can the children identify what kind of maths they need to do to find the answer to the problem?<br>Work through a few then children to complete sheet B – making sure they look care fully to see if they are adding or subtracting. | OMM: Counting in 2s, 5s, 10s.<br>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.<br>Continue with subtraction only, if yesterday went well can work on giving change from 20p. Demonstrate using number track.<br>Work through a few then children to complete sheet A. |
| Maths – SSM    | Direction:<br>Adult to stand with back to children, stick out left arm, tell children this is your left arm – show them how if they point their fingers up and put their thumb down it makes a L which can help them remember – L for left  . Continue and hold  |   |   |

|                                |  |  |   |
|--------------------------------|--|--|---|
|                                | out the right arm and tell them this is the right arm. Go outside if possible and practice walking 3 steps forward and turning left and right.   |  |   |
| Speech and language – Literacy | <p>Read Tadpole’s promise again.<br/> <a href="https://www.youtube.com/watch?v=zUtu_lwK34">https://www.youtube.com/watch?v=zUtu_lwK34</a> Why was the caterpillar cross with the tadpole? Discuss the answer then children to write their answer independently. When finished children to answer the question what happened to the caterpillar at the end of the story? Children to write their answer.</p>  | <p>Read Tadpole’s promise again.<br/> <a href="https://www.youtube.com/watch?v=zUtu_lwK34">https://www.youtube.com/watch?v=zUtu_lwK34</a> Why was the caterpillar cross with the tadpole? Discuss the answer then children to attempt to write their answer independently. If time when finished children to answer the question what happened to the caterpillar at the end of the story? Children to write their answer.</p> | <p>Read Tadpole’s promise again.<br/> <a href="https://www.youtube.com/watch?v=zUtu_lwK34">https://www.youtube.com/watch?v=zUtu_lwK34</a> Why was the caterpillar cross with the tadpole? Discuss the answer then children to write their answer. Support children to construct their sentence and support to segment where needed.</p> |
| Art/creative                   | <p>Look at the pictures of lilly pads. Are they all the same colour? Talk about the shape – some are round, oval, circular. All have a little gap out of them which is almost like a triangle. Children are to draw their own lilly pad big enough for their frog to fit on. Adult to model first on board. Adult to cut out and children to decorate using different coloured tissue paper and glue stick. Frog to be mounted onto the lilly pad.</p> |  |   |
| Handwriting                    | <p>Write all of rocket 3 – you, they, all, are, my, her and rocket 4 said, have, like, so, do, some, come.</p>   |  |   |
| Reading                        | <p>Read every day – do Number recognition assessment – when complete start readers again.</p>  |  |   |

you