



	Activities	Session 1	Session 2	Session 3
Monday	<p><b>Jelly tasting-</b> 'j' is for jelly. Chn to taste different flavours and evaluate.</p> <p><b>1:1 readers</b></p> <p>Sand- add flags and shells to link to maths input.</p>	<p><b>Physical development-PE</b> (One class 1- session, 2- class pm) Fundamentals Unit 2 – On Safari L.o- To Develop running and stopping See PDF for details.</p>	<p><b>Phonics-</b> See Monster Phonics planning document – Introduction to 'j' sound.</p> <p>Flu Nasal spray assembly for tomorrow <a href="https://www.youtube.com/watch?v=1jHWwm8NQUw">https://www.youtube.com/watch?v=1jHWwm8NQUw</a></p>	<p><b>Maths-</b> L.o Introduction to 'comparing groups within 5'.</p>  <p>Look at slide. How many sandcastles have flags? How many have shells and flag? How many have shell and no flag? How many are there altogether? Lets look- Prompt, what is the same about the vases/flowers? What is different about the flowers/vases? How many flowers can you see in each vase?</p>
Tuesday	<p><b>Comparing quantities-</b> 2 bags of objects. Chn to find out which bag has <b>more</b>. Use tens frames as 2 columns to allow for careful placement to compare.</p> <p><b>STEM bridge building-</b> Make tapestry observations of chn's approach to the bridge challenge after input (second session). General obs/readers during first session.</p>	<p><b>Maths</b> L.o- To compare groups using 'more' and 'fewer'</p>  <p>Look at slide. How many conkers does each child have? Who has more? How many more do they have? How do you know? Can you compare the flowers? What else can you compare (birds) Share- (next slide) Represent conkers using cubes/large bricks from outside. What does a cube represent? How many cubes do you need to represent Ella's conkers? How many cubes do you need to represent Tom's conkers? Why have you lined up the cubes? Who has more conkers? (Use actual conkers for children who are not yet understanding objects can represent other things) Deepen thinking where items are not spaced out evenly (small quantity looks like it has more) can we correct the problem?</p>	<p><b>Literacy/STEM</b> Read 'The three billy goats gruff'. Who are the characters? What is the problem? Introduce STEM problem of the goats needing a new bridge to cross the river. Can only use the resources available. See pdf of resources list</p>	<p><b>Phonics-</b> see Monster Phonics Planning document Introduce 'v' sound</p>
		Playtime 09:55am-10:15am		Lunch 11:45am-1:00pm



Wednesday	<p><b>Mastery check point-</b> Identify on the sheet which child has more apples. Chn to then give fewer apples to the child who doesn't yet have any on the sheet. (stick apples)</p> <p><b>Moment to moment planning and teaching-</b> tapestry observations</p> <p>Middle session onwards- teddy picture with different materials to collage coat for teddy to go out in the rain. Adult to find out choices and reasons why. Record on tapestry.</p>	<p><b>Maths</b> Lo. To identify more and fewer in different representations</p>  <p>Look at slide 1. How many conkers does each child have? Who has fewer conkers? Who has more conkers? How do you know without counting? 2. Refer to 'I can see without counting' How can she do that? Will the longer line always be more? Remind chn the longer line is always more only if spaced out equally. What is different about the conkers now?</p>	<p><b>UtW/STEM</b> The Weather Chn to share their ideas and understanding about different types of weather. Look at 'all about weather' powerpoint. Problem- Teddy would like to go out for his daily exercise but it's raining. Can you design a suitable coat for teddy? Chn to share ideas about what would make a suitable coat. Resources to be left out on table.</p>	<p><b>Phonics</b> See Monster Phonics planning – introduction to 'w' sound. Blending skills- reading alien/ nonsense words using sound knowledge.</p>
Thursday	<p><b>What's in the box?-</b> Sound out simple words and blend to find the matching picture. S- initial sounds only</p> <p><b>1:1 readers</b></p>	<p><b>Physical development</b>-Yoga –Cosmic kids – Joybob the Polar bear</p>	<p><b>Phonics</b> Introduce 'x' sound. Read and answer yes/ no questions.</p>	<p><b>Handwriting &amp; Library</b> Handwriting- i formation in Nelson Phonics handwriting books Library- choose a new book to take home if previous book has been returned.</p>
Friday	<p><b>Get active Maths-</b> 6 buckets with numbers on up to 5, one number to be duplicated. Chn to put correct number of objects into each bucket. Choose 2 buckets and compare. Lang- same, more, fewer Extend- start with one bucket- can you choose a bucket that has more/fewer/same?</p>	<p><b>Maths</b> L.o- To realise that quantities can be equal.</p>  <p>How many conkers does each child have? How did you count the conkers? Can you line them up? Can you use the words more or fewer to describe the words? What words can you use? <b>Strengthen-</b> Have dice images, chn to place objects in a line to show the same amount as shown.</p>	<p><b>Phonics</b> See Monster Phonics planning – Recap all sounds, segmenting for spelling- quickwrite</p>	<p><b>UtW</b> Rainbows Watch/listen to Elmer and the Rainbow <a href="https://www.youtube.com/watch?v=mQzvK0ykTSM">https://www.youtube.com/watch?v=mQzvK0ykTSM</a> What do you know about rainbows? Discuss events in the story.</p>