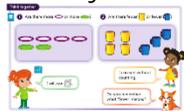
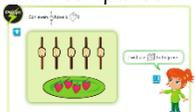




| | Activities | Session 1 | Session 2 | Session 3 | |
|---------|---|--|--|--|----------------------|
| Monday | <p>'y' is for yellow- Chn to collage yellow things onto</p>  <p>yellow 'y'. (lower case)</p> <p>1:1 readers</p> | <p>Physical development-PE (One class 1st session, 2nd class pm) Fundamentals Unit 2 – Under the sea L.o- To develop changing direction.</p> | <p>Phonics See separate planning. Introduce new sound 'y' and weekly words 'this', 'for', 'come' 'all' 'look'.</p> | <p>Maths L.o- To compare groups Comparing quantities of non-identical objects  Look at the picture of Ash and Flo. Prerequisite check-comparing 2 groups of identical objects. Chn to compare by looking or using cubes. Look at stimulus photo- need to also have 4 teddies, 5 plates, 3 cups. Set the table for 4 bears for snack. <i>Does every teddy have a plate? Are there more plates or more teddies? Each teddy also needs a cup. What's wrong? Are there fewer teddies or fewer cups? Are there more plates or more cups?</i></p> <p>Assembly 2:15pm in the hall CO & CD to stay with children.</p> | |
| Tuesday | <p>Sorting and matching non-identical objects- Have selection of real objects e.g. pencils, paint brushes etc or 2 different coloured cubes. Chn to sort and match non-identical objects. Prompt to line up and match. <i>Which group has more? Which group has fewer? How can you check?</i></p> <p>'z' formation- colour bee and practise formation of 'z'.</p> | <p>Maths/EAD music from PM L.o- To compare groups of non-identical objects using one-to- one correspondence.  Discover- Comparing 2 groups of objects that are the same size but not identical. Look at picture. <i>How many oranges are there? How many apples are there? Can you say what 'more' means? How could you work out which fruit there are more of?</i> Use objects to represent these e.g. cubes or lego bricks. Look at collections of objects (Smart/pdf). Share- Use toy fruit to recreate that in discover picture. Matching to compare 2 groups of objects. Need to have an understanding of 'matching'. Helps to identify if more/fewer. Look at Ash. <i>What can you use to represent the oranges? How can you line them up or match them up to help you compare? Can you see which fruit there are more of? How do you know?</i> Use five frames and cubes to represent fruits in picture.</p> | Playtime 09:55am-10:15am | <p>Phonics See separate phonics planning. Introduce sound 'z' and 'zz'.</p> | Lunch 11:45am-1:00pm |



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| Wednesday | <p>Vehicle race- This weeks keywords. (this, for, come, all, look). 5 cars on a grid (or use bikes in outside area with words attached). Roll word dice/choose word card. Each time word is chosen that vehicle moves one space. Winner is the word that gets to the end first.</p> <p>Lost and Found STEM problem- Have a variety of construction and recycled modelling resources. In tuff spot have boy, penguin and south pole for children to help them travel to. Encourage chn to think about size and strength. Make observations.</p> | <p>STEM- Read 'Lost and Found' by Oliver Jeffers. Give children the problem of 'The Boy and the Penguin need to get to the South Pole, how will they get there? Provide a range of resources alongside tuff spot with boy and penguin and south pole with sea.</p> | <p>Maths L.o- To compare groups by matching or subitising.</p>  <p>Practise the skill of matching objects in lines as shown from yesterday. (need to understand fewer before moving onto qu2.</p> <ol style="list-style-type: none"> How can you compare the purple plates and the green plates? Which group has more? How can you check? What does fewer mean? Can you see which group has fewer without counting? How can you check? <p>Encourage chn to sort objects into 2 groups then match together. Practice journal 1- Draw parallel lines to match up objects. Part 2 encourage chn to subitise to see which group has fewer. Looking for chn to be able to match and subitise.</p> | <p>Phonics See separate phonics plan. Introduce 'qu' sound.</p> |
| Thursday | <p>Comparing towers- Adult to build a tower using one colour bricks. Challenge chn to make tower with fewer or more bricks. How many bricks did you use? (could use cushions, blocks, lego if learning at home)</p> <p>1:1 readers/ moment to moment planning and teaching.</p> | <p>Physical development-Yoga –Cosmic kids – Fernando the silver fox.</p> | <p>Phonics See separate phonics planning Quickwrite.</p> | <p>Handwriting & Library Handwriting- n formation in Nelson Phonics handwriting books Library- choose a new book to take home if previous book has been returned.</p> |
| Friday | <p>STEM Dinosaur bucket rescue- See STEM activity sheet. Rescue the dinosaur without using your hands. Half filled bucket of water, add stones etc.</p> | <p>Maths L.o-- To represent groups to compare using cubes Apply skill of matching. This is a comparison question, will need to choose a strategy to help make comparison.</p>  <p>What do you need to do to answer this question?(make comparison) How could you work this out? Astrid- Can you use the cubes to help you? How? What should you do first? What should you do next? How can you check your answer?</p> | <p>Phonics See separate planning. Phoneme bingo then GPC of animals after reading Dear Zoo.</p> | <p>See separate planning.</p> |