**BIG QUESTION-**

**Numeracy starters/morning challenges –adding/subtracting 10’s/multiples Class focus – Vocabulary- adjectives – guided reading/ independent activities recognising adjectives/subtracting tens/ones**

**Texts-The Magic Finger/George’s Marvellous Medicine- Roald Dahl**

**- PSHE- More People to Love Me by Mo O’Hara and Ada Grey (family relationships)**

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| **Monday 17th** |  | **Assembly – 9.15**  Literacy – (Lesson 4 in Narrative sequence)  Can I use adjectives?  Begin reading from page By eight o’clock …..... up until There’s no such thing as aliens.  Today we are going to be looking at adjectives. Recap the 4 word classes.  Noun, adjective,verb, adverb.  What is an adjective? Are there any in the text.  Reread slowly showing the children the pages under the visualiser.  Children to write the adjectives they hear as the teacher reads.  Write the adjectives on strips of paper for the learning wall.  Model writing sentences from the story but adding in different adjectives. Pictures from text on the board.  Bob changes into his amazing Man on the Moon suit and boards his colourful rocket ship.  On the way he reads his interesting newspaper and eats his tasty toffees.  He clears up the dirty rubbish so the moon is clean and sparkly.  Support-hover/alphabet cards  Challenge- use a range of conjunction to join ideas | | |  |  | Numeracy – practical arrays with raisons  Warm up – body counting in 2’s, 5’s and 10’s.  Recap prior learning from Friday- using stem sentences and making arrays.  e.g. 3 groups of 5 = 15.  Explain that today we will be making arrays using multiplication number sentences.  3 X 5 = 15  Explain the first number tells us how many rows we need and the second number tells us how many in each row. Model an example under the visualizer using raisins.  Activity – children to them make arrays using number sentences on the whiteboard. Children to write their answers in challenge books. (Photographs taken for the numeracy books.)  Support – adult/peer support.  Challenge – mental calculations and raisins to check answers. |  |  | Grammar/ phonics-  commas | **PE – Boot Camp with Mr Bowen**  **Pearl – 1.15 – 2.00**  **Diamond – 2.00 – 2.45** |
| **Tuesday 18th** | Quiet reading | | Numeracy -drawing arrays in books  Warm up – body counting in 2’s, 5’s and 10’s.  Recap prior learning making arrays practically using cubes.  Share with the children a multiplication number sentence and model drawing the array using dots (one dot per square).  Children to then complete an example on their whiteboards and adults to assess understanding.  Activity – children drawing arrays in their books.  Support – cubes to practically make arrays before drawing.  Challenge – reasoning challenge. | Literacy – (Lesson 5 in Narrative sequence)  Can I use adjectives?  Continue reading Man on the Moon from...... By twelve thirty  Recap word classes and what an adjective is.  Discuss what we learnt previously in Spelling and Grammar that we can form adjectives using – er and –est (these letters are called suffixes)  Children to write on boards the spelling pattern for  Big  Bigger  Biggest  Funny  Funnier  Funniest  Teach what happens to the y when we add er and est.  Model using these suffixes to add adjectives to sentences.  Billy tells the funniest jokes when they are eating their lunch.  Billy’s joke are funnier than Sams.  Bob can do the highest somersault and the longest lasting headstand on the moon.  Children to write sentences experimenting with the suffixes –er and –est.  Support-hover/alphabet cards  Challenge- use a range of conjunction to join ideas | Phonics- | **Assembly – 1.30pm**  ICT – Diamond **Navigate familiar programs**  Recap login onto the computers and finding the Internet Icon.  Recap finding the tab in Google Chrome to locate DB Primary and model logging on using their username and password.  Model navigating DB primary and locating the activity parrot to then go to the maths game. Show the children where the ‘Speedy addition and subtraction’ game is located. And model accessing.  *The children are to practice using this program before choosing an additional activity to access independently. Children to then shut down the program and log off the computers.*  Pearl - Science –Light and Dark |
| **Wednesday 19th** | Phonics- | PPE – football and music | | Handwriting and phonics.  Quiet reading  Bigger  Biggest  Smaller  Smallest  Hold  Whole  half | silly sentence spelling work. | **Assembly – 1.30pm**  ICT – Pearl  Diamond - Science –Can I sort sources into man-made and natural sources?  Recap prior learning about sources of light. What examples can the children give.  Arrange the children into a circle and set up 2 sorting hoops in the middle. Sort a selection of pictures into the hoops discussing if they are natural sources of light or man made.  Identify the sun as the most important source of light for the Earth and link to last terms learning on food chains.  Activity – children to identify 3 natural and 3 man made sources of light and write an explanatory sentence for each. |
| **Thursday 20th** | Registration/table challenges | Phonics –  exclamations | **Assembly – 9.15am**  Numeracy – multiples on a number square  Warm up – body counting in 2’s, 5’s and 10’s.  Recap prior learning drawing arrays from a multiplication number sentence.  Explain that multiplying is counting in groups or multiples and once we are confident win counting in multiples we can use this to multiply without having to draw an array. Discuss how a large number is tricky to draw an array for as it is time consuming and we can make mistakes counting large numbers of dots.  Share with the children the number square splat and highlight counting in 2’s, 5’s and 10’s. Discuss number patterns we can spot.  Activity – children to colour the multiples of 2, 5 and 10 then complete number sequences (from the board) in their numeracy books.  Support – adult support and cubes.  Challenge – sequences over 100/multiples of 3. | | Literacy –– (Lesson 6 in Narrative sequence)  BIG WRITE- Can I use adjectives?  Bob’s Day on the Moon  Children to write an account of Bob’s day on the moon writing expanded noun phrases using some adjectives with the suffixes – er and –est.  Model with some pictures of cleaning, picnic, entertaining tourists and the souvenir shop.  Lesson 7 end of the story – alternative ending. | Quiet reading | RSE – Lesson 1 – my special people  Begin the lesson by asking the children to complete the sentence starter-  A special person is...  Discuss with the children how special people are people who care for us and this is usually a parent. Discuss how some families might have a mummy and a daddy, others have a mummy or a daddy, some might have a grandparent or 2 mummies or 2 daddies.  Then share with the children the story ‘Grandfather and I’ by Helen Buckley.  [Grandfather and I, read by Shawn Copeland for TTLM “Read Aloud” - YouTube](https://www.youtube.com/watch?v=J7xOUtYdsi4)  Model creating a spider diagram for grandfather denoting the ways in which he cares for the little girl.  Activity – the children will then create their own spider diagram disusing how their special person cares for them.  As a final activity ask the children to draw or write on a post it note a picture or a symbol that represents their special person. Add it to sugar paper to create a class graffiti board and display in the classroom. |
| **Friday 21st** | Cross Curricular Literacy – History - Can I learn about a significant individual?  Begin with a Freyer model on the whiteboard or large paper for topic wall display.  Definition of an astronaut?  Neil Armstrong  Do you know any other astronauts?  Do you know any books about Space?  Key features of astronauts going into Space  Guided reading text with facts about Neil Armstrong. Children to verbally repeat facts –echo reading  In pairs make a poster with key facts using different media- coloured pencils, pastels, felt tips? | | | Numeracy –multiplying using multiples (repeated addition).  Warm up – body counting in 2’s, 5’s and 10’s.  Recap prior learning counting in multiples to complete a number sequence.  Explain that today we will be using our multiple counting to help us solve multiplication questions quickly.  Model an example. Explain the first number tells us how many times to count and the second number tells us what to count in.  e.g. 4 x 5 = 20  5 10 15 20  Complete some examples with the children on mini whiteboards until confident.  Activity – children to answer multiplication questions using the multiples method.  Support- number squares from yesterday’s activity.  Challenge – counting in 3’s and 4’s. | Quiet reading | **Assembly – 1.30pm**  Homework/Spelling sentences (consolidation of weekly phonics and grammar).  Golden Time – 2.15 |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise the GPC’s taught this term.  Quick spell CEW.  Hold whole half  Teach suffixes –er and –est  Word patterns  e.g big,bigger,biggest  Happy funny heavy funny  See Powerpoint/Smartboard slide | Revise the GPC’s taught this term.  Quick spell CEW.  Hold whole half  Teach suffixes –er and –est  Word patterns  e.g big,bigger,biggest  Happy funny heavy funny  Practise spelling and using in sentences  See Powerpoint/Smartboard slide | Silly sentences with Common Exception words (mixture of year 1 and 2) and words with –er and –est suffix  Bob did the highest jump on the shiny moon.  My jokes are funnier than yours. | Revise the GPC’s taught this term.  Quick spell CEW.  Hold whole half  Teach suffixes –er and –est  Practise spelling and using in sentence  See Powerpoint/Smartboard slide | Revise the GPC’s taught this term.  Speedy spellers- test children  (Homework words)  Hold whole half heavier heaviest pretty prettier prettiest lazier laziest |