**BIG QUESTION-**

**Core value: perseverance**

**Class focus – capital letters, full stops and finger spaces and read a number sentence in words**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Monday 24th**  **Morning challenge: CEWs – ask, today, going, full** | Literacy – Can I plan a new story? (lesson 5)  Recap on the story of The Storm Whale.  Explain that they are going to be authors and write another story for Noi and his father.  Show a 4-part plan for the existing story and discuss what could be changed – what else is washed up, what is done, what happens in the end? Chn draw own plan and annotate.  Support – if children cannot decide, provide things they will find and do – chn draw own pictures. If they can decide, support with spellings.  Extn. Identify a time phrase for each picture and some adjectives they will use. | |  |  | Sapphire Maths – Can I identify and sequence numbers to 50?  OMS: video – counting to 20 then do body counting.  Extend to 50 then explain that this week we are focusing on numbers to 50.  Say “if I am counting from 38 to 24, will I land on...?”  Show a number track with numbers hidden – what are they? How do they know?  Repeat with hundred square sections.  Show sequences with errors – can they correct them.  Then show groups of objects arranged into tens and ones – can they count how many are there? Did they need to count? How many groups of tens are there?  Activities – different numbers of objects to count out and number track to complete.  Support – small group to focus on 1-30 with CT.  Ext – explain errors questions  Emerald: quiet reading, phonics and change for Forest School |  |  | Emerald Forest School + maths  Sapphire quiet reading + phonics (a-e) + PSHE: Can I understand communities beyond the classroom, including the local community?  Recap what we meant by community when we talked about the school and classroom. Make a list of any other communities they belong to or know of. Could include church, clubs etc.  Explain the expression “the local community” and how we all have a role to play in keeping it a nice place to live.  Make posters for Keep Springfield Special – throw away rubbish, be friendly, take care of your gardens etc. | |
| **Tuesday**  **25th**  **Morning challenge: complete sequences of numbers within 50**  **CC out all day** | **Phonics** | Emerald ICT – Can I create a pictogram? + EWI – I like to play games with my friends.  Sapphire PE: Gymnastic – Liane to teach. Can I hold a balance? Link to starting and ending a sequence.  Remind of behaviour  Warm up | Sapphire ICT + EWI  Emerald – maths: Can I identify tens and ones in a number?  OMS – body count to 50.  Main – share objectives and model the 5 activities, all related to identifying the tens and ones in a number (ordering, sorting, interactive game).  Group and partner work. | Quiet reading  Assembly | Emerald PE + whole class PSHE  Sapphire – maths  As in morning. Liane to teach. |
| **Wednesday26th**  **Maths morning challenge: say how many tens and ones in given numbers** |  | Handwriting + **EWI**  Focus on i-e, a-e and u-e  Time, like, make, game, tune, flute  Mental maths –counting forward and back to 50.  Play Zap with addition and subtraction | Music/PE  Quiet reading at 1130 | EWI: **Jane and Mike made a huge cake.** | History/ art – Can I identify how people felt and acted in the past? (oral)  Can I apply different media?  Recap on what we learned last week about Samuel Pepys and the Great Fire. Show pictures of the fire – how must the people have felt. What would they be most worried about? Write down on a small slip their feelings.  Show examples of fire silhouette pictures – would only see black buildings and flames, Make with black paper and tissue paper (torn)  Support – work with partner if preferred. |
| **Thurs 27th**  **Morning challenge: CEWs – ask, today, going, full** | Assembly | Literacy – Can I write a story? (lesson 6)  Recap on their plans, allowing some children to share examples under visualiser.  Remind them of their retelling last week and generate success criteria together.  Show an example of a story that starts without introducing the characters – they still need to do that. Model next part then they start writing.  Support – chn say each sentence out loud before writing. | Maths: Can I identify tens and ones in a number (in a part-whole model)?  OMS – count in 2s and 10s  Quick fire questions – how many tens in...? How many 1s in...?  Main – recap on Tuesday’s learning, arranging numbers into tens and ones.  How could we show this in a part-whole model?  Show them how to do this eg. 29 is 20 one side and 9 other side. If they say the number aloud, they will hear the separate tens and ones. Show with base 10 apparatus too.  Support – make numbers with base 10 and photograph.  Ext explain mistakes examples. | Quiet reading | Science – Can I identify and name animals that are carnivores, herbivores and omnivores? - Liane to teach  Watch BBC clips then play a game where they do a different action if a creature is a carnivore or herbivore.  Possibly? (Show pictures of different animals and write their names into a Venn diagram)  Phonics – e-e – Liane to teach |
| **Friday 21st**  **Morning challenge: questions** |  | Quiet reading  Phonics - recap  EWI: Pete played a tune on his flute.  Extn. Say what other children played. | Art – Can I achieve different effects by printing?  (Topic book covers)  5 different effects eg. Black and white stripes, wiggly orange and black stripes, spots brown on yellow, green scales and ?  Support as required. | Give out homework, review week’s work | **Golden time and finishing** |
| Celebr’n assembly  1.30 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise – all digraphs and split digraphs so far  Objective/ sounds – a-e  Examples – bake, cake, take, lake, snake, same, name, game, tame, safe, wave, gave, save, plate, | Revise – a-e and then ue  Objective/ sounds – split digraph u-e  Examples – June, flute, prune, rude, rules, huge, cube, tube, use | Objective/ sounds – i-e, a-e and u-e  Write words with them in: like, time, make, game, tune, flute  Then write EWI sentence: Jane and Mike made a huge cake. | Revise – all digraphs and split digraphs. Include alien words  Objective/ sounds – e-e  Examples – these, Pete, Eve, Steve, even, theme, complete, extreme | Revise – a-e, u-e and e-e  Play game: bingo, family fortunes, naughts and crosses etc.  **EWI: Pete played a tune on his flute** |