**BIG QUESTION-What subjects and activities do you find difficult and why? How could you make them easier?**

**Core value: perseverance**

**Class reading books for snack time: Looking after our world, Jack breaks the beanstalk, Yeti and the bird, the magic paintbrush.**

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| **Monday 7th February**  **Morning challenge: CEWs – only, every, find, mind** | Assembly then  Literacy (lesson 3 on non-chronological reports) – Can I write a sequence of sentences (to write a non-chronological report)?  Recap on some of the features they found in non-fiction texts and some of the facts they learned about whales.  Explain they are going to write a non-chronological report – that is a report where the author decides the order. It has to be in present tense. Write introductory sentence together then think about how to write about an animal, converting their notes into full sentences.  Support – say each sentence to an adult or talk partner then try to write indep. Extension – write a “did you know?” | |  |  | Maths – OMS – writing numbers in different ways  Main – Can I order numbers within 50?  Recap on comparing numbers. Use language largest/ smallest/ more than/ less than. Use place value to justify the order of numbers, knowing that they compare the tens first and then the ones if they are equal. Provide groups of 3 or 4 numbers to compare.  Support – begin with 2 numbers and progress to 3. Make the numbers with Dienes and line up the apparatus to see which is more.  Extn – use the comparison signs in a string of numbers. |  |  | Emerald Forest School + quiet reading + phonics  Quiet reading  + phonics ee alternatives  + PSHE – Can I learn about ways to protect the environment?  Recap on different communities. Explain that we all belong to the World Community.  Share “The Messy Magpie” story then discuss ways to look after the world environment – throwing rubbish in the bin, recycling, turning off lights, caring for nature.  Give items to say what they could do with them to look after the environment.  Support – matching sentences with items. CT to work with a group.  Ext: think of own items. | |
| **Tuesday 8th Feb**  **Safer internet day**  **Morning challenge: ordering numbers to 50** | **Phonics** | Phonics **– air and ear**  Emerald ICT – Can I add titles to a block graph? Can I print my work? **Assessment**  + EWI – My donkey called Steve had clean feet.  Sapphire PE: Gymnastics: Can I climb safely on equipment? | Sapphire ICT + EWI  Emerald –Maths  OMS: counting forward and back in 1s and 10s.  Main: Can I count in 2s? Each child has 100 square – circle 2, add 2 – circle the next number etc. What sort of numbers are they? - even. Can they continue the pattern – what do they notice? Always end in 2, 4, 6, 8 or 0  Count in 2s out loud.  Activities – complete number lines, counting up and down.  Count items in 2s where there is a pair.  Support – work with Numicon.  Extn – find and correct errors in number lines. | Quiet reading  AssemblyCC – safer internet day | Emerald PE  Sapphire – maths (as morning) |
| **Wednesday9th Feb**  **Maths morning challenge: continuing pattern of 2s** |  | Handwriting - ve words  Mental maths – counting in 10s and 2s, adding and taking away 2. | Music/PE  Quiet reading at 1130 | EWI: My monkey has hairy ears and a very long tail. | History – POP Task  Can I show my knowledge about a period in time (Great Fire of London)?  Recap on everything they have learned about the plague and the fire.  Provide picture prompts for writing.  Support – scribe ideas so that children can show their understanding  Extn Say whether they think London would be better now and why |
| **Thurs 10th Feb**  **Morning challenge:**  **CEW - only, every, find, mind** | Assembly | Literacy – (lesson 4 on non-chronological reports) - Can I write captions and labels?  Look back at the work they did – they now need to complete the diagram. Look at some examples in other books – simple pictures with important parts labelled and a caption. Identify important parts – blow hole, fins, tail. Show that labels need to be away from the picture and have a ruler to make lines straight.  Then identify that the caption needs to be about the whale eg. The blue whale is the largest animal that has ever lived, or whales are mammals and have fine hairs on their bodies.  Support – word bank with features needed. Help to draw lines.  Phonics – igh alternatives | Maths:  OMS – give number in words – chn write it in digits then tell them to take away or add 2.  Main: Can I count in 5s?  Show section of 100 square (not from 0) - can they say what has been coloured? Ensure they know that the ones are always 5 or 0.  Ask if we will land on given numbers.  Show pictures of eg. Hands, feet – count toes and fingers in 5s, continue patterns in 5s etc.  Support – use Numicon 5s and line up with 10s next to them.  Extn spot odd ones out, explain why things cannot be correct. | Quiet reading | Science – POP task  Can I show my knowledge about animals? Go over all the things they have learned – how different animals could be similar, features of a mammal, creatures that lay eggs, classifying animals by what they eat. Then POP task.  Support – read questions to children.  Ext. Chance to share more detail about an animal of their choice.  Get class ready for open afternoon  Emerald PSHE – Can I learn about ways to protect the environment?  Phonics – igh alternative |
| **Friday 11th Feb**  **Morning challenge: continuing pattern of 5s** |  | Quiet reading  Phonics – ur and ure  **EWI: I cried at night when the light went out.** | Maths assessment – using numbers within 50  Support – small group to go over more slowly. | Give out homework, review week’s work | **Golden time and finishing** |
| Celebr’n assembly  1.30 |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise – past sounds, especially ou/ ew/aw/au  Objective/ sounds – ee/ ea/ e-e/ ey/ y  **And think of others too eg. ie**  Examples – feet, teeth, see, sea, team, seat, dream, Steve, Pete, delete, theme, donkey, key, valley, mummy, daddy, baby, silly | Revise – past sounds inc ee alternatives  Objective/ sounds – air and ear  **Notice are and eer too.**  Examples – hair, chair, stairs, ear, near, rear, appear | Objective/ sounds – words ending ve  Write words with them in: have, live, give, love, above  Then write EWI sentence: My monkey has hairy ears and a very long tail. | Revise – all sounds inc air and ear  Objective/ sounds – igh/ ie/ i-e  **And think of others too eg. -y**  Examples –light, night. Sight, bright, flight, pei, die, tie, cried, shine, fine, wise, rise, life | Revise –  Objective – ur and ure  Examples – fur, burn, turn, burst, church, cure, pure, sure, manure  **EWI: I cried at night when the light went out.** |