

Phonics

Day 1 – Short oo blending practice

Resources

● Previous flashcards ● Flashcard 40 ● IWB Big Book 2 Episode 2: Can I Go to Bed Now?, pages 40–41 ● Pupil Practice Booklet 2, page 48.

Example words and sentences

book, look, foot, hook, cook, wooden The cook got a good book. Miss Red took off her hood in the woods. Miss Red took a bag of wool to the woods.

Day 2 – Short oo segmenting practice

Resources

● Frieze ● Sounds Mat 2 ● Flipchart or whiteboard for modelling ● Mini whiteboards (optional) ● Pupil Practice Booklet 2, page 49

Example words and sentences

hood, cook, good, book, wood, foot, hook Can you get the wood? My dad is a good cook.

Day 3 – long oo blending practice

Resources

● Previous flashcards ● Flashcard 40 ● IWB Big Book 2 Episode 2: Can I Go to Bed Now?, pages 42–45 ● Pupil Practice Booklet 2, page 50

Example words and sentences

moon, roof, hoof, boots, spoon A rocket can zoom to the moon. Priya has a boot on her roof. Priya has mud on her boots.

Day 4 – Long oo segmenting practice

Resources

● Frieze ● Sounds Mat 2 ● Flipchart or whiteboard for modelling ● Mini whiteboards (optional) ● Pupil Practice Booklet 2, page 51

Example words and sentences

boots, moon, spoon, zoom, pool, fool I can swim in the pool. The cat sat on the roof.

Day 5 – CEW her and they

Resources

● Red CEW flashcards ● Flipchart or whiteboard for modelling ● Mini whiteboards (optional) ● Pupil Practice Booklet 2, page 60

Example words and sentences

her, they, all, are, he, she Her dad is a good cook. They are my big boots. I looked at her book. They are getting a drink.

Story book

Key vocab:

Giant

Jack

Golden Hen

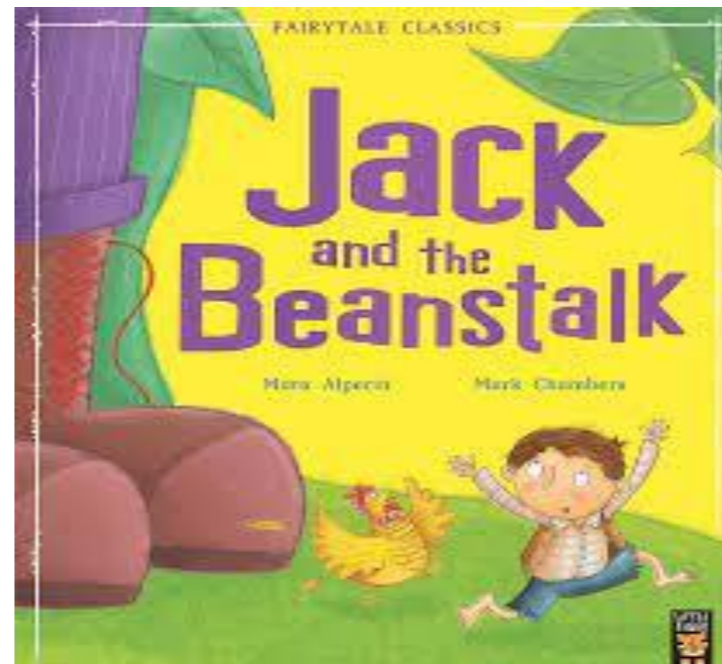
Beanstalk

Magic beans

Axe

Chop

Poor



Maths – building numbers beyond ten (11)

WTS: Build numbers to 5

EXP: Build numbers to 11

Challenge: is this odd or even? Why? Can you show me? Can you give me a number that is 2 less...?

Day 1 – counting to 11

Day 2 - Subitising

Day 3 – Ordering numbers

Day 4 – Composition

Day 5 – Review and assess

Killer questions: How many can you count? What is one less? What is one more? Can you clap etc the number?

Oracy am

Focus this week: eye contact

Day 1 – Children to share what they had done on the weekend with their talk partner

Day 2 – Use Poggle and have a picture up on the WB for the children to look at and talk about.

First ask them the question what can you see? Then snap in ... close your eyes, imagine the picture in your head what would you be able to hear?

Day 3 – Explore a picture of Pobble – can they discuss what they can see with their talk partners.

Day 4 – have some items in a bag (make sure they can't see through the bag. Children to snap in and discuss what they think is in the bag ... then pass the bag around the talk partner groups and let them feel the objects and discuss whether they change their mind of what it is...

Day 5 – International dance day – talk about Patrick Swayze and show them this video starting from 2 minutes 30 seconds and then stop ...

<https://www.youtube.com/watch?v=WpmlPACRQo>

English

Reading -

WTS: Initial sounds and end sounds

EXP: Reading simple sentence that they have constructed.

Challenge: Being able to identify what is a sentence and reading a longer sentence that they have made.

Writing

WTS: Initial sounds and end sounds – encouraging their fine motor skills to form recognisable letters

EXP: writing simple sentence

Challenge: writing a longer sentence that they can read back to you that is phonetically plausible.

NICER

Day 1 – Communication and language – Can you remember our challenge? Add to the CAF that we had created last week and see if we have any new information to add to it. If there add, write them in a different colour.

WTS: use simple sentences of 4-6 words

EXP: Connect one idea to another using a range of connectives – maybe talking about the same information that we touched on last week.

Challenge: Use a great sentence with new information to add to the CAF.

Key vocab: Magical, beanstalk, Jack, Golden Hen, Harp, sky, clouds

Killer questions: What does the word magical mean to you? Why does it mean that? Can you tell me more? Before we looked at the word, what did you think it meant?

Day 2 – PE/music – see Niamh/ Mo

Day 3 – UW/ M – exploring their beanstalks and talking about how much they have grown.

WTS: begin to compare size with support

EXP: Compare length and articulate how much their beanstalk has grown

Challenge: making an observation and talk about why their beanstalk may be bigger or smaller than their friends?

Key vocab: Big, small, short, long, length, tall, huge, tiny, growth, grown, green, leaves.

Killer questions: What has happened? Why has it grown or not grown? Can you tell me more? What would you do differently if we were to plant things again? Is your beanstalk different to ...? Why?

Day 4 – EAD use clay to create a large giant hand or footprint

WTS: Joining a material together

EXP: Use their previous learning (skills from playdough) to refine their ideas when representing them

Challenge: share their creation and talk about the process

Key vocab: Giant, hand, footprint, huge, ginormous, big, massive, humungous

Killer questions: How big do you think that we need to make the giants hand/foot print? Why? Is this bigger than yours? What can you use to shape/ cut it? Why is it the best tool?

Day 5 – play support – check your own gaps and work on this (then annotate on the week or add on to this sheet on the computer.

Oracy pm

Focus this week: eye contact

Day 1 – show the children the letter from Paddington... can they talk about what they know about the place, if they haven't then that is also fine. Get the children to say the name of the city.

Day 2 – Look at the place where Paddington sent his letter from on the maps and discuss

Day 3 – Share the fun facts one by one and allow the children to snap in and talk about each one.

Day 4 – Children to be asked what they remember from Paddington this week? Where did he go? Can you tell your talk partner the key facts?

Day 5 – Explore a picture of Pobble – can they discuss what they can see with their talk partners.