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| **Monday 28th** | **Tuesday 29th** | **Wednesday 30th** | **Thursday 1st** | **Friday 2nd** |
| **8.45-9.10 Registration - Number challenge** | **8.45-9.10 Registration - Number challenge** | **8.45-9.10 Registration - Number challenge** | **8.45-9.10 Registration - Number challenge** | **8.45-9.10 Registration - Number challenge** |
| **9.10-9.30** [**Guided Reading**](https://www.oxfordowl.co.uk/)**/Handwriting** | **9.10-9.30** [**Guided Reading**](https://www.oxfordowl.co.uk/)**/Handwriting** | **9.10-9.30** [**Guided Reading**](https://www.oxfordowl.co.uk/)**/handwriting** | **Mr Ross** | **9.10-9.30 – Spelling Test & Number Challenge** |
| **9.30 – 10.25** [**Place value number starter-complete 2 slides each day**](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  **Yr 1 – linear numbers**  **Yr2 – 2 digit numbers**  Explore making skeleton shapes with straws and dough. | [**9.30-9.50 Phonics**](https://play.edshed.com/en-gb)**-**  **Year 2- ‘en’ suffix added to adjectives**  **Year 1- ‘tch’** | [**9.30-9.50 Phonics**](https://play.edshed.com/en-gb)**-**  **Year 2- ‘en’ suffix sounding an/or**  **Year 1- ‘j’ (jug, rage)** | **10.30 Sports Day KS1** | [**9.30-9.50 Phonics**](https://play.edshed.com/en-gb)  **Year 2- incorrect/correct suffix?**  **Year 1- ‘g’ (got, gent)** |
| **9.50-10.25** [**Place value number starter-complete 2 slides each day**](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Skeleton shapes-Nrich](https://nrich.maths.org/1156/index) | **9.50-10.25** [**Place value number starter-complete 2 slides each day**](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [**exploring 2D shapes introducing regular, irregular, quadrilateral**](https://nrich.maths.org/14041) | **9.50-10.25** [**Place value number starter-complete 2 slides each day**](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [**Tangam Tangle**](https://nrich.maths.org/2398/solution) | **10.00-10.45** [**Place value number starter-complete 2 slides each day**](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Which shape?](https://nrich.maths.org/6886) |
| **10.25-10.45 class assembly** | **10.25-10.45 class assembly** | **10.25-10.45 class assembly** | **10.25-10.45 class assembly** |
|  | **10.45-11.00 Playtime** | **10.45-11.00 Playtime** | **10.45-11.00 Playtime** | **10.45-11.00 Playtime** |
| **Vocabulary:**  **notice**  **Music / instrument families of the orchestra** | **11.00-12.00 Literacy**  **Jane Considine**  **Independent writing plot point 1-2** | **11.00-12.00 Literacy**  **Jane Considine**  **Independent writing plot point 3-4** | **11.00-12.00 Literacy**  **Jane Considine**  **Independent writing plot point 5-6** | **11.00-12.00 Literacy**  **Jane Considine**  **Independent writing plot point 7-8** |
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| **1.00– 2.45 Topic Focus –**  **PE with Mrs Austin** | **1.00-2.45 Topic Focus – DT**  Lesson 4 Make a piece of playground equipment using their own design  Poland-Sports Day | **1.00-2.45 Topic Focus**  **Science/DT**  [Look at food groups](https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/)  [More about food groups in a PL](https://www.bbc.co.uk/bitesize/articles/z4fmd6f)  [Plan and make a balanced pack](https://www.nhs.uk/change4life/recipes/healthier-lunchboxes#lunchbox-recipes) lunch to take on our key experience walk.  [Visual images at end of doc.](https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/training-resources/Packed%20Lunch%20Policy%20Toolkit.pdf) Use pg 72 for planning pack lunch and record items/  ingredients in group  Under the bridge & claw grip for knife skills. spreading/grating | **1.00-2.45 Topic Focus –**  **Music**[Ocarina Lesson  1](http://www.ocarina.co.uk/playing-tips/twinkle-twinkle/) [Ocarina Lesson 2](http://www.ocarina.co.uk/playing-tips/twinkle-twinkle/)  **PHSE**  To know how to keep themselves clean  In small groups, ask the children to make a list of things they can do to keep themselves clean and germ free e.g. brush teeth, wash clothes, wash hair. Ask the groups to share their list with the class & write on board.  Focus on keeping healthy teeth – [watch clip](https://www.youtube.com/watch?v=aOebfGGcjVw)  Ask the children to draw a sequence of pictures showing their good hygiene routines at night-time and mornings, make sure chd include teeth cleaning!  Give each child two cards showing a smiley face and a sad face, or use thumbs up/down as a signal. Read scenarios from plan and ask chd to respond. | **1.15-1.45 Family assembly** |
| **1.45-2.45 Topic Focus RE**  **RE Explore (2) Tefillah or prayer at home on Shabbat**How do people get ready for something special? [How does a Jewish family get ready for Shabbat?](https://www.bbc.co.uk/programmes/p0114f7y)[2nd part about blessings](https://www.bbc.co.uk/programmes/p0115hmy) and link to mitzvah from earlier unit. [BBC bitesize clips about Shabbat](https://www.bbc.co.uk/bitesize/topics/zqbw2hv/resources/1) [All about Shabbat](https://www.twinkl.co.uk/resource/t-re-079-shabbat-information-powerpoint) powerpoint. Why do Jewish children look forward to Shabbat?  Write ideas on paper tablecloth.  [Knowledge Organiser](https://educnet.sharepoint.com/:w:/s/teachers2/ET27wwV2Db1MpAJcOeSlsRAB41kpo644VTpA1tkKI-sb6w?e=Yrh28U)  [**Music**-Ocarina Lesson 3](http://www.ocarina.co.uk/playing-tips/twinkle-twinkle/) |
| **2.45-2.55 tidy** | **2.45-2.55 tidy** | **2.45-2.55 tidy** | **2.45-2.55 tidy** |
| **2.55-3.15 Story read to children** | **2.55-3.15 Story read to children** | **2.55-3.15 Story read to children** | **2.55-3.15 Story read to children** |