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|  | Morning 1 | Morning 2 | Afternoon | |
|  | Literacy | Numeracy/Mathematics | PE/Topic/Art | |
| Learning Intention | To recognise the… sound. | To identify a half | To develop fitness and stamina. | |
| Success Criteria | I can say, read and write the sound.  I can blend this sound with other sounds. | I can recognise, find and name a half.  I know that two equal halves make a whole. | I can feel and describe the changes in my body when I exercise. | |
| Monday | * Revise all sounds covered so far. * Learn formation of capital letters (class teacher will provide which ones). * Learn new sound to be provided by class teacher. Go on a sound search to find items at home with this sound. | * Say forward number sequences to 40 * Backward number sequences from 20 * See daily plan for details. Explore finding a half of different shapes and objects. Using the language of half and whole. | * Get active. * Use some of the websites provided to get moving and use your body. | |
| Learning Intention | To read and write tricky words. | To identify a half. |  | |
| Success Criteria | I can spell the tricky words.  I can use them in a sentence.  I can use a capital letter, finger spaces and full stop. | I can recognise, find and name a half.  I know that two equal halves make a whole.  I can find half of a small amount. |  | |
| Tuesday | * Common words. Class teacher will provide 5 common words to practise and use in 3 different sentences. Emphasis on using capital letters and full stops. | * Practise forward number sequences to 40 * Backward number sequences from 20 * See daily plan for details. Explore finding a half of different amounts, shapes and objects. Using the language of half and whole. * Sharing equally between two. | Non – Class contact time, see blog for activities posted by Mrs Grenfell | |
| Learning Intention | As Monday | I can identify a quarter. | To identify people who help us | |
| Success Criteria | As Monday | I can recognise, find and name a quarter.  I can split a shape into four equal parts. | I can recognise a variety of people who help us in the community. | |
| Wednesday | * Revise all sounds. * Learn formation of capital letters (class teacher will provide which ones). * Learn new sound to be provided by class teacher. Go on a sound search to find items at home with this sound. | * Practise forward number sequences to 40 * Backward number sequences from 20 * See daily plan for details | * People How Help Us Quiz. | |
| Learning Intention | To write a set of instructions | As Wednesday | To enjoy a text of my choice. | |
| Success Criteria | I can order the events.  I can use time words like first, then, next and finally. | As Wednesday | I can pick a text to read.  I can explain why I like it.  I can use my knowledge of sounds and tricky words to read. | |
| Thursday | * Create a set of instructions for safely crossing the road. Think back to our learning last week. |  | * Read a story together. Try to encourage your child to read some of the common words and use their phonic knowledge to sound out some of the words. | |
| Learning Intention | To use my sounds to decode words. | To recognise common features of fairy tales. | To identify number patterns. |  |
| Success Criteria | I can listen for sounds in words.  I can slide the sounds on my arm or fingers.  I can write | I can identify characters, setting, problem and solution to the story.  I can say why I liked or disliked the story. | I can read numbers to 100.  I can talk about number relationships and sequences. |  |
| Friday | * Dictation – class teacher will provide words/sentences for you to dictate to your child. They need to use their knowledge of common words and sounds to write. | * Fairy Tale Friday. Class teacher will provide one for you to watch or read together. Discuss what you think might happen in the story. Did they enjoy it? Was there a meaning to the story? | 100 number square work. |  |