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| **1JD****1/2RB** | **Reading** | **Writing** | **Maths** | **Topic** |
| **Monday** | Read your reading book or choose one on Oxford Owl. | **Handwriting:**Practise red words. I Thenogo Use them in a sentence. | **LO: To make equal groups.**Show the children some equal groups of objects to start with. Are they equal? What does equal mean? How do we know? What can we do to check?Then show the children some unequal groups of objects – what do we notice about these groups? Then have one drawn on the board – moving to pictorial representations. What do we notice about these groups? What would we have to do to make it equal? How do you know? Move to the assessment task. | **Topic:**Draw a portrait using shading with your pencil. |
| **Tuesday** | Read your reading book or choose one on Oxford Owl. | **LO: To describe a setting**Show different pictures of the giant’s garden. Ask for different words to describe the garden. Model writing a sentence using some good description. For example; the colourful flowers were growing in the garden.For GD writers – TA to do an input where they focus on writing about the setting into a narrative that is in order.  | **LO: To make equal groups.**Show the children some equal groups of objects to start with. Are they equal? What does equal mean? How do we know? What can we do to check?Then show the children some unequal groups of objects – what do we notice about these groups? Then have one drawn on the board – moving to pictorial representations. What do we notice about these groups? What would we have to do to make it equal? How do you know? Move to the assessment task. | **PE** You tube- Cosmic Yoga for kids. |
| **Wednesday** | Read your reading book or choose one on Oxford Owl. | **English** Look at the setting picture – write down some describing words for the setting of the giant’s garden. Then make these into sentences. For example:The giant’s garden is…In the giants garden there are…I can see… | **LO: To count in 5’s.**Count in 5’s with the children – start at 0 and count to 60. What do we notice about all the 5x tables? What numbers do they end in? 5 and 0 – tell the children that this will always be the case and that it makes a pattern. 0 5 0 5 0 5 0… and so on. Show the children it on a number lineShow the jumps from 5 to 10 and see whether the children can count along. Then show the children a 5, 10, 15 \_\_, 25, \_\_ 35 with gaps in up to 60. See if they can complete with their TP. | **PHSE:**Write about ways you can be your own best friend.  |
| **Thursday** | Practise reading the red and green words.See how speedy you can get. | **Handwriting:**Practise red words. tointotherelikeUse them in a sentence. | **LO: To add equal groups.**Make 3 bags on the board and draw 2 apples in each bag. How can we work out how many we have altogether? Are there the same amount in each bag?Recap with the children that they have to make sure that each bag is equal if they are going to count in 2’s to find the total. **There are \_\_\_\_ apples in each bag.****There are \_\_\_\_\_\_\_ bags of apples.****There are \_\_\_\_\_\_ equal groups of \_\_\_\_\_\_\_\_\_.****There are \_\_\_\_\_\_ apples altogether.** Touch on repeated addition – for the green task children.They need all of these explaining for their consolidation activity. | **Topic:**Make the portrait from the previous lesson using clay.   |
| **Friday** | Choose 3 green words and put them into a sentence. | **Handwriting:**Practise red words. someout whensoUse them in a sentence. | **Practise your numbers to 50** Write numbers to 50 in order.  | **RE:**Talk about the Shabbat meal and what special meals we share with people. |