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| **Monday 21st** | **Tuesday 22nd** | **Wednesday 23rd** | **Thursday 24th** | **Friday 25th** |
| **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** | **9.10-9.30** [**Guided Reading**](https://www.oxfordowl.co.uk/)**/Handwriting** | **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**  Division problem solving: [NRICH – Lots of biscuits](https://nrich.maths.org/6883) | [**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)** | [**9.30-9.50 Phonics**](https://play.edshed.com/en-gb)  **Year 2- plausible suffixes**  **Year 1- ‘dge’** | [**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/)  [Reasoning & problem solving Classroom secrets](file:///C:\Users\h.cross\Downloads\Year-2-Summer-Block-3-Mixed-Problems.pdf) | **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/)  [Division problem solving classroom secrets](file:///C:\Users\h.cross\Downloads\Year-2-Spring-Block-1-Step-5-DP-Divide-by-5.pdf) | **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/)  [Division problem solving classroom secrets](file:///C:\Users\h.cross\Downloads\Year-2-Spring-Block-1-Step-5-DP-Divide-by-5.pdf) | **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/)  [NRICH - Always sometimes Never](https://nrich.maths.org/12670) |
| **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:**  **Change & dormant**  **Comprehension Connections** | **11.00-12.00 Literacy**  **Jane Considine Day 9**  **Sentence Stacking Lesson 6** | **11.00-12.00 Literacy**  **Jane Considine Day 10**  **Sentence Stacking Lesson 7** | **11.00-12.00 Literacy**  **Jane Considine Day 11**  **Sentence Stacking Lesson 8** | **11.00-12.00 Literacy**  **Jane Considine Day 12**  **Independent Writing – Success criteria & new plot points** |
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| **1.00– 2.45 Topic Focus –**  **PE with Mrs Austin** | **1.00-2.45 Topic Focus – DT**  Lesson 3 Design a piece of playground equipment & use sheet 3A | **1.00-2.45 Topic Focus – Science**  **Yr1: What are garden plants and where do you find them?**Stick Yr 1, knowledge note 3 in book. Divide into 3 sections for thinking side. 1st box-explore vocab. 2nd box-write sentences as JC approach about what they know. 3rd box-write sentences about similarities & differences. Go on a walk and spot garden plants. On opposite side (writing side) draw and label plants seen. Write sentences about plants using thinking side.  **Yr2: What do plants need to thrive and be healthy?** On thinking side explore vocab and draw healthy & dying plant & write sentences to explain why. (Yr1-draw 2 plants and label with adjectives) | **1.00-2.45 Topic Focus –**  **Speak Out NSPCC Ass** | **1.15-1.45 Family assembly** |
| **1.45-2.45 Topic Focus RE**  **RE Explore (1) the idea of thankfulness to God for the day of rest in the creation story**Can we stop time? Look at 2 candles, read Zoe’s words and the blessing for the candles on p8.  Read the story of Creation from the bible or [watch it](https://www.youtube-nocookie.com/embed/teu7BCZTgDs?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=teu7BCZTgDs). What does it say about stopping and resting? Find objects to represent the 7 days of creation.   What would you do with a day of rest?  **Music** [Ocarina Lesson 1](http://www.ocarina.co.uk/playing-tips/twinkle-twinkle/)-repeat |
| **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**  **Pre-teaching – HC/CB** | **2.55-3.15 Story read to children**  **Pre-teaching – HC/CB** | **2.55-3.15 Story read to children**  **Pre-teaching – HC/CB** | **2.55-3.15 Story read to children**  **Pre-teaching – HC/CB** |