

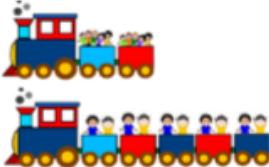
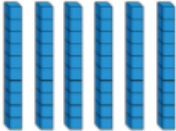








Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)Activities
<p>Early morning – M-News, Tu-Reading(magazines), Wed-wordsearch, Th-shape colouring, Fri-mindful colouring Home Learning – Phonics screening practice activities</p>				
CLPE Session 1	To respond to an illustration	I Want My Hat Back	<ul style="list-style-type: none"> Look at the picture What can you see What do you think...? 	<p>Role on the wall – look at front cover illustration only. Children to give initial thoughts about the character – add to role on the wall.</p> <p>Children to have a thought/speech to write what they think he/she is thinking. Discuss ideas</p>
CLPE Session 2	To infer meaning To write a simple sentence	I Want My Hat Back	<ul style="list-style-type: none"> Look at the object Think of a use Strike a pose with it Tell everyone what it is/used for 	<p>The Indefinite prop – In a circle around a red cone. Children model what it is /used for & verbally say sentence – It's a/an.... Teacher to take photo of pose. At tables, children write their variations of purposes for the red cone while teacher prints photos. Children stick photo in books and write accompanying sentence (extended for more experience)</p>
CLPE Session 3	To generate imaginative responses and persuade	I Want My Hat Back	<ul style="list-style-type: none"> Think of a forest animal How do they move, talk etc... Use persuasive language (reminder from Jess & Squirrel learning) 	<p>The Definite prop – In a circle with the red cone.... This time identify the object as a hat! Talk about forest animals and invite children to become a forest animal, thinking about facial expression, mannerisms, body language & tone of voice. Pass hat round and perform call & response (see session 3). Teacher to ask some questions about the hat and explain that it DOES belong to someone in the room. Children to take turns to persuade everyone it's their hat as per plan.</p>
Spellers & Handwrite rs	<p>To read, write and spell words with ao, ow & o_e</p> <p>To read, write and spell words with initial blends – ch, sh, fl, sk, br,</p>	Phonics & handwriting	<ul style="list-style-type: none"> look at the word say the word write the word 	<p>Mon – ao, ow, o_e – real & nonsense words Tues – as above Phonics play – dragon's den, phase 3 Thurs – initial blends (phonics play bansteadinfant-phonics5) Picnic on Pluto, phase 4 ccvc Fri – initial blends, real & nonsense words</p>

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Speakers & Listeners	To perform with expression	Christmas	<ul style="list-style-type: none"> Listen Read/say you words clearly Use expression 	To practise for the Christmas play
Artists	To use line and colour	Christmas	<ul style="list-style-type: none"> Think about the characters in the show Draw some characters Colour them carefully 	To leave for Wednesday am. Children to draw and colour a programme cover (A4 folded sheet) Gnome Alone – December 2020 (teachers to print cast list on reverse)
Artists	To select appropriate colours and tools	Christmas	<ul style="list-style-type: none"> Look at the picture Choose the right brush Choose the right colour Paint carefully 	Paint clay tiles if dry...
PSHE	To develop independent thinking & resilience			3 categories – I can sort this out myself, I can wait to speak to a grown, It is urgent, I need to tell a grown up NOW. Model an example of each, then children to come up with their own examples to add to the grid.

Subject	Magic 10	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Mathematics 1	Counting in 2s	To understand that when multiplying the groups must be equal	Multiplication	<ul style="list-style-type: none"> Listen Think Make equal groups Count the total Explain 	<p>1. Put up slide on IWB with 6 dots. How could we group these?</p> <p>Complete the stem sentence.</p>  <p>2. There are ___ equal groups with ___ in each group.</p> <p>What does the 2 represent? What does the 3 represent?</p> <p>3.</p>

					<p>Complete the sentences.</p>  <p>There are ____ equal groups with ____ in each groups. I have two ____.</p> <p>What does the 5 represent? What does the 2 represent?</p> <p>Describe the equal groups. What is the same and what is different in each group?</p>  <p>4. I have X groups, with Y in each group? Which image am I describing? Whole Class Children practise making EQUAL groups of _ with resources</p>
<p>Mathematics 2</p>	<p>Counting in 2s</p>	<p>To understand that when multiplying the groups must be equal</p>	<p>Multiplication</p>	<ul style="list-style-type: none"> Count the groups Count how many in each group Are they equal Add them all together 	<p>The image below shows six equal groups with ten in each group. There are six 10s.</p>  <p>How else can you represent these equal groups?</p> <ol style="list-style-type: none"> Children to use resources to represent 6 groups of 10. How many ways can you represent '4 equal groups with 3 in each group'? <p>What else do we need to show 'five 3s'?</p>  <p>How else can we show five equal groups with three in each group?</p>

					<p>What else could you use to represent these in equal groups? How many ways can you represent this? How have you grouped your items? Show equal groups in 2 different ways e.g. Numicon, cubes, counters, lego... encourage use of language to explain As above write on whiteboards e.g. There are ___ equal groups of ___ Demonstrate commutativity with resources e.g. 3 equal groups of 5 and 5 equal groups of 3 (What do you notice?) Star Challenge</p>
Mathematics 3	Counting in 2s	To understand multiplication through repeated addition	Multiplication	<ul style="list-style-type: none"> Look at the picture Count the groups Count how many in each group Say it Draw it Write a repeated addition sentence Add them all together 	<p>1. Number talk: show 8 dots (grouped in 2s) on the board. Children to suggest what the image shows, and how to write a number sentence. Why are we using the addition symbol? Introduce language of repeated addition. Complete:  There are ___ equal groups with ___ in each group. There are two ____. ___ + ___ = 6 How else can you represent the equal groups?</p> <p>2. What do the two 3s represent? How can we write this as a number sentence? Complete:  There are ___ equal groups with ___ in each group. There are three ____. ___ + ___ + ___ = 12</p> <p>3. Children to try independently on whiteboards. What is the number sentence? Whole Class Activity</p>

					<p>Fill in the table:</p> <table border="1" data-bbox="1160 268 1848 587"> <tr> <td data-bbox="1160 268 1500 427">  </td> <td data-bbox="1500 268 1848 427"> Draw it </td> </tr> <tr> <td data-bbox="1160 427 1500 587"> Say it There are ___ equal groups with ___ in each group There are _____ </td> <td data-bbox="1500 427 1848 587"> Add it $\square + \square + \square + \square + \square + \square = \square$ </td> </tr> </table> <p>True or False?</p>		Draw it	Say it There are ___ equal groups with ___ in each group There are _____	Add it $\square + \square + \square + \square + \square + \square = \square$
	Draw it								
Say it There are ___ equal groups with ___ in each group There are _____	Add it $\square + \square + \square + \square + \square + \square = \square$								
<p>Learning from Home</p>	<p>Maths - https://whiterosemaths.com/homelearning/year-2/week-10-measurement-money/ Contact your class teacher for the worksheets</p> <p>English - https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98 Work through lessons 1-5</p>								