I hope that you are all having lots of fun with each other at home.

Please continue to use whatever supports you.

Keep safe and well.

I miss you all!

Miss Woods

Ifield School Beech Class Timetable - WC 18.05.2020

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday (VE Day)** |
| **8.45 – 9.00** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Days of the week song (choose one that has Monday beginning the week for UK)** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Months of the year song** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - ‘The seasons’ song** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Weather song (Dream English Kids)** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Days of the week song** |
| **9.00 – 9.30** | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on  YouTube |
| **9.30 - 10.35** | Weekend news  What did we do during the weekend? What did we see/watch/play/cook?  Draw pictures together and encourage them to write key words (support sounding out or write in a yellow pen for the child to copy over).  New Beech Class Coronavirus Social Story. | Finish Covid-19 Memory Book.  Support writing a letter to talk about how they are feeling. Example sentence starters to support:  I am feeling…  I would like to…  I miss...  I hope…  Special occasions - What special day was on \_\_\_\_\_\_\_? What did we do? | Phonics Work  YouTube - sounds song <https://www.youtube.com/watch?v=BELlZKpi1Zs>  Practise letter sounds - Use of ‘sound mat’. Could create some flashcards of sounds to hide around the house.  Choose a sound they are unsure of - Twinkl have practise packs on each sound - go on Twinkl and type in the sound.  Phonics letter formation document. | Henri Rousseau - What is he? What does he do?  PowerPoint and fact cards to use as appropriate (taking in turns reading/hiding fact cards/making it a game).  Write a short bibliography of a chosen artist – could also research on computers as appropriate. Present as appropriate (pictures/key words/sentence). | Maths:  Choose from suitable activities:  Numbers 1-12 matching numerals to amounts - Counting 1:1 accurately.  Animal Number Cards Game - Challenge to compare numbers.    Missing Numbers to 20 -Which number will be first/then/next?    Caterpillar Sequencing 0-31 - What is first? Then? Next?  Superhero Number Cards 0-100 - Use appropriate numbers to challenge your child. |
| **10.35** | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. |
| **10** | <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> Free Oxford Owl ebooks (just create an account). | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. |
| **11.30 – 12.00** | Maths songs  YouTube - Counting down from 20 <https://www.youtube.com/watch?v=srPktd4k_O8> (ensure correct pronunciation of the teens and 20 - pronouncing the ‘t’ - the video doesn’t demonstrate that properly so we usually talk over it and say about saying the ‘t’). | Maths songs  YouTube - Counting to 100  <https://www.youtube.com/watch?v=0TgLtF3PMOc&t=6s> | Maths songs  YouTube - Money song <https://www.youtube.com/watch?v=dFzAU3u06Ps&t=38s> | Maths songs  YouTube - Counting to 100 <https://www.youtube.com/watch?v=bGetqbqDVaA> | Maths song  YouTube - 2D Shape  <https://www.youtube.com/watch?v=WTeqUejf3D0&t=8s> |
| **12.00 – 1.15** | Lunch/Lunchtime play | Lunch/Lunchtime play | Lunch/Lunchtime play | Lunch/Lunchtime play | Lunch/Lunchtime play |
| **1.15 - 2.30** | Parts of animals:  Habitats - What is a habitat? Discuss where different animals live, using the PowerPoint to support.  Can we create our own animal habitat? This could link to Africa or to an insect you might find in your garden or a pet that you have. | African clothes:  Design your own outfit to go to dinner at your house in. What needs to be good about it? Does it need to be comfortable? What African pattern might it have on it?  Use African pattern templates to support creating an outfit.  Easier - Choosing items to dress the character with. | Use of Phonics Play to practise Common Exception Words (‘tricky’ words)  <https://www.phonicsplay.co.uk/member-only/TrickyWordTrucks.html>  Use of Phonics Play to practise focus sound:  <https://www.phonicsplay.co.uk/member-only/Flashcards.html>  <https://www.phonicsplay.co.uk/member-only/BuriedTreasure2.html> | Artist activities:  Henri Rousseau - What is he? What does he do? Recap from the morning.  Could we create our own piece of art like Rousseau? (Use example art and animal templates.) | Artist Activities:  African animals silhouette art.  How could artists create this? Look at examples.  Could we create our own? Use silhouette templates. |
| **2.30 - 3.00** | Hearing your child read - Asking simple questions about the story. For example: Where is the \_\_\_\_? What colour is the \_\_\_\_? What did they say? What might happen next? | Hearing your child read - Write some key words on pieces of paper/card and hide them around the room for your child to find (look at word lists documents). | Hearing your child read - Asking simple questions about the story. For example: What is the title? Where is the author’s name? Are there page numbers? | Hearing your child read - Write some key words on pieces of paper/card and hide them around the room for your child to find (look at word lists documents). | Hearing your child read - Asking simple questions about the story. For example: Where is the word \_\_\_\_? What tricky word is that? |
| **3.00 - 3.30** | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. |