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| --- | --- | --- | --- | --- |
| Monday- AT SCHOOL | Tuesday- AT SCHOOL | Wednesday- AT HOME | Thursday- AT HOME | Friday- AT HOME |
| Religion  | Religion | Religion | Religion | Religion |
| * Watch ‘I am special’ <https://safeyoutube.net/w/Y0B6>
* Complete the ‘Me cube’ worksheet
 | * Watch <https://www.youtube.com/watch?v=15QuHygLwFU>
* Discuss the reasons why people are special (helpful, caring, unique)
* Think about why YOU are special.
* God made you this way!
* Complete the ‘God made me special’ worksheet
 | * Take a walk outside and find something that God created. Draw a picture of it with the heading ‘God created the \_\_\_\_’
 | * Review the sorts of things God has created (plants, animals, people etc.)
* Talk about things that God created that need to be maintained e.g. plants need food, sunlight and water to survive.
* Draw a picture of something you can care for to help God’s creation to survive and be healthy with the heading ‘I can care for\_\_\_\_’
 | * Draw pictures of all the things you can remember that God created on worksheet.
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| Literacy  | Literacy  | Literacy  | Literacy  | Literacy  |
| * Sight words (week 5 list words)
* Reading pm
* Phoneme introduction /n/ (video on weebly)
* Phonics worksheet on Letter n
* Blending to read video <https://www.youtube.com/watch?v=D8etBZWtGL4>
* Spelling- write simple 3 letter words using the phonemes you have learned using ‘e’ as the Vowel (m, a, s, t, i, d, f, r, o, g, e, c, k, n, h- e.g. net, pet, set, peg) Make sure to sound out words to spell them.
* Initial sounds worksheet
* Writing- Greg the pirate had a \_\_\_(peg) \_\_\_(leg).

Draw pictures of the words in brackets for students to guess what they have to write in the blank spaces. They need to segment the word to spell it themselves/ with minimal assistance. See example below.  | * Sight words
* Reading pm
* Phoneme introduction /h/ (video on weebly)
* Phonics worksheet on Letter h
* Blending to read video <https://www.youtube.com/watch?v=D8etBZWtGL4>
* Spelling- write simple 3 letter words using the phonemes you have learned using ‘i’ as the vowel (m, a, s, t, i, d, f, r, o, g, e, c, k, n, h- e.g. mit, fig, hit) Make sure to sound out words to spell them.
* Initial sounds worksheet
* Writing-\_\_\_\_ (Fig) the \_\_(pig) found a \_\_\_(mit).

Draw pictures of the words in brackets for students to guess what they have to write in the blank spaces. They need to segment the word to spell it themselves/ with minimal assistance | * Sight words
* Reading pm
* Revision of Phonemes /n/ and /h/
* Initial sounds worksheets (x2)
* Blending to read video <https://www.youtube.com/watch?v=D8etBZWtGL4>
* Spelling- write simple 3 letter words using the phonemes you have learned using ‘o’ as the vowel (m, a, s, t, i, d, f, r, o, g, e, c, k, n, h- e.g. pot, top, mop) Make sure to sound out words to spell them
* Writing- I see a \_\_(cot),\_\_(pot) and \_\_(mop).

Draw pictures of the words in brackets for students to guess what they have to write in the blank spaces. They need to segment the word to spell it themselves/ with minimal assistance | * Write your name
* Sight words
* Phoneme revision PowerPoint
* Watch blending video
* Read book on weebly
* ‘in’ family words worksheets (x2). Write the words and read them aloud.
 | * Write your name
* Sight words
* Phoneme revision PowerPoint
* Watch blending video
* Read book on weebly
* ‘im’ and ‘ip’ family words worksheets. Write the words and read them aloud
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| Numeracy  | Numeracy | Numeracy | Numeracy | Numeracy |
| * Counting song<https://www.youtube.com/watch?v=e0dJWfQHF8Y>
* Count backward from 100 <https://www.youtube.com/watch?v=iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp225OAbaQS_b0Wjmz>
* Counting forward to 30.
* Introduce number 15. Make/draw a group of 15. worksheet on the number 15.
 | * Counting song<https://www.youtube.com/watch?v=e0dJWfQHF8Y>
* Count backward from 100[https://www.youtube.com/watch?v=iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp225OAbaQS\_b0Wjmz](https://www.youtube.com/watch?v=-iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp-225OAbaQS_b0Wjmz)
* Counting forward to 30.
* Introduce number 16. Make/draw a group of 16.worksheet on the number 16.
 | * Counting song<https://www.youtube.com/watch?v=e0dJWfQHF8Y>
* Count backward from 100 [https://www.youtube.com/watch?v=iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp225OAbaQS\_b0Wjmz](https://www.youtube.com/watch?v=-iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp-225OAbaQS_b0Wjmz)
* Counting forward to 30.
* Introduce number 17. Make/draw a group of 17.worksheet on the number 17.
 | * Counting song<https://www.youtube.com/watch?v=e0dJWfQHF8Y>
* Count backward from 100[https://www.youtube.com/watch?v=iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp225OAbaQS\_b0Wjmz](https://www.youtube.com/watch?v=-iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp-225OAbaQS_b0Wjmz)
* Counting forward to 30.
* One more than worksheet
* one less than worksheet
 | * Counting song<https://www.youtube.com/watch?v=e0dJWfQHF8Y>
* Count backward from 100[https://www.youtube.com/watch?v=iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp225OAbaQS\_b0Wjmz](https://www.youtube.com/watch?v=-iwgJmW1uvg&list=PL8OcbSHKSLNuVcxp-225OAbaQS_b0Wjmz)
* Counting forward to 30.
* Highest number worksheet
* Lowest number worksheet
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| PDHPE | PDHPE | PDHPEScience and Technology  |  |  |
| Safety:* Discuss ways to be safe near water (be with an adult, learn to swim, wear a life jacket, sun cream etc.)
* Discuss ways to be safe near the road (Be with an adult and hole their hand, look both ways before you cross the street,use designated crossing areas etc.)
* Discuss ways to be safe at home (stay away from sharp things, only use scissors etc. with an adult present, aware of medications around the house. Medications that you can share and not share tablets, liquid medicine, asthma puffers etc.)
* Draw pictures to show yourself staying safe in water, near the road and in your house.
 | Safe choices:* Discuss the word trust. What does it mean?
* Turn to a partner and tell them all the people they trust.
* Teacher records all responses.
* Read Little Riding hood. <https://www.youtube.com/watch?v=LDMWJCrDVMI>

Pause the video when she is approached by the wolf. Ask students how they feel when they see this. * Discuss how students feel physically when they feel unsafe- butterflies, shaking, sweating, wobbly legs, teary, heart beating fast.
* Discuss things you can do when you feel this way (talk to someone, move away from the situation, try breathing techniques etc.)
* Explain that students can always go to a person they trust (from the recorded responses above) when they feel unsafe about something.
 | Identifying unsafe situations:* Discuss what you might do in the following scenarios:

-A big kid says ‘give me your lunch money’-A big kid says ‘come home with him/her’-A stranger says that ‘he has come to drive you home because your mum is late’* Discuss the No, Go, Tell strategy. Ask students situations of when they can use it.
* Review list of people they trust from yesterday- add police, firefighters, ambulance officers and doctors to the list. Discuss the types of situations you would need to call them for (fire, being sick or hurt, getting help for someone else).
* Talk about the number you would call if you needed it (000).

SCIENCE AND TECHNOLOGY Weather: * Watch <https://www.youtube.com/watch?v=TotB6fCAgGg>
* Name the 4 seasons of the year. Discuss what happens in each season. Draw a picture to show what happens during each season of the year.
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Blending videos- <https://www.youtube.com/watch?v=qRCU7khOQvM>
<https://www.youtube.com/watch?v=CWjWjqL4sdE>
<https://www.youtube.com/watch?v=D8etBZWtGL4>
<https://www.youtube.com/watch?v=j2hazzQ5bSs>

Greg the Pirate had a \_\_\_(peg) \_\_\_(leg).