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| **Yard Duty** | **TERM 1**  **WEEK 5**  **Prep D**  **LU** | **P1**  **8.50 – 9.35** | | **P2**  **9.35 – 10.15** | **P3**  **10.35 – 11.20** | **P4**  **11.20 – 12.05** | | **P5**  **1.05 – 1.50** | **P6**  **1.50 – 2.35** | **P7**  **2.35 – 3.05** | |
| **Mon:** B1 1/2st half Lunch  **Wed:**  B1 1/2st half Lunch  **Thurs:**  B 1/2st half Lunch |  |  | |  |  |  | |  |  |  | |
| **Unit of Inquiry** |  |  | |  |  |  | |  |  |  | |
| Our School |  |  | |  |  |  | |  |  |  | |
| **Values Education** | **Monday**  **28\02\11** | **Focus:** p sound and letter recognition  **Whole class:** Introduce the letter p. Model sound and letter formation.  Brainstorm words beginning with P.  **Independent:** Complete alphabet scrap book, letter p page. Cut out pictures beginning with p and paste around the letter p  **Whole class:** Ask various children to share their achievements. | | **Focus:** Handwriting a/ pencil grip  **Whole class:** Revise pencil grip. Introduce and model formation of letter a on the whiteboard.  **Independent:** Complete letter T handwriting activity in alphabet scrapbook.  **Whole class:** Ask various children to share their achievements | **Focus: shapes rectangles** .To recognise rectangles  **Whole class: Revise shapes. Play Leap frog with shapes. Model activity.**  **Independent:** Complete rectangles p in nelson maths book.  **Whole class: Ask various children to share their achievements.** | **ARABIC**  Ms Heidi | | **Focus:** Number 4 .To recognise the symbol 4 To make a group of 4.  **Whole class:** Revise numerals 1-3. Introduce number 4  . Show the symbol. What does the symbol look like to them? Play number three Simon Says (e.g. Simon says jump four times etc). Model writing the number 4. Model the activity:  **Independent:** Complete number 4 worksheet. Paste in Numeracy book.  **Whole class:** Ask various children to share their achievements. | **RELIGION**  **Ms Suad** | **Performing**  **Arts**  **Ms Feliz** | |
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| **Numeracy Focus:** |  |  | |  |  |  | |  |  |  | |
| **-Counting:** 0-20 **Number:** 3  **-Shape:** 2D shapes: rectangle |  |  | |  |  |  | |  |  |  | |
| **Sight words** |  |  | |  |  |  | |  |  |  | |
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| **Writing Focus:** | **Tuesday**  **1/03/11** | **Focus:** Recount: On the weekend  **Whole class:** Ask, “What is a weekend?” Sit children in a circle and ask, “what did you do on the weekend?”  Model writing and illustrated your weekend on the whiteboard.  **Independent:** Provide children with sentence starters: On the weekend. Ask children to wait until you have put a dot in their book of where they are to paste their sentence starter (left side of the page). Children write/ draw what they did on the weekend.  **Whole class:** Ask various children to share their achievements | | **Continue Recount.** | **UOI/LANGUAGE**  **Focus:** Post Test for “our school.”  **Whole:** Model how to complete the task without giving away too much.  **Independent:** Children are to draw things that they should and should not do at school.  **Children are not assisted as it is a test.** | Continue post test. | | **Focus:** Number 4. To recognise the symbol 4. To make a group of 4.  **Whole class:** Revise handwriting number 4 on the whiteboard. Ask various children to model writing the number 4 on the whiteboard. Model the various activities.  **Independent: Rotations**  **ordering numbers: Children use foam numerals and put them in order.**  **Rainbow:** children use coloured pencils to write numbers 0-10  **one to one: T group**  **Shapes: Children practise drawing rectangles.**  **Whole class:** Ask various children to share their achievements. | **RELIGION**  Ms Suad | **ARABIC**  Ms Heidi | |
| **Writing Sample:** Recount on the weekend  **Journal/UOI:** “our School” post test  **Sentence:**  **Handwriting:** p in handwriting book  **Fine Motor:** threading, play dough etc.  **Language Experience:** |  |  | |  |  |  | |  |  |  | |
| **Phonics** | **Assessment** |  |  |  | |  |  |  |  | |  |
| p | \*Sight word recognition checklist  \*Anecdotal observations on speech and listening abilities |  |  |  | |  |  |  |  | |  |
| **Reading Focus:** | **Wednesday**  **2/03\11** | **Focus:** Being able to listen in small or large groups for increasing periods of time/ Comprehension  **Big book: The wicked pirate**  **Whole class:** Read big book to the class. Discuss favourite part of the story. Model drawing a part of the story.  **Independent:** Draw their favourite character of the story in their Reading book. Expect- colour, detail and comprehension.  **Whole class:** Ask various children to share their achievements. | | **P.E.**  **Mr Pop**  **Numeracy 1C** | **Focus: shapes – rectangles.**  **Whole: show the shape of a rectangle, ask them what they think it is. Discuss the shape. Model how to draw a rectangle. Model activity.**  **Independent: children are to colour and cut various size rectangles and glue on to train template.** | Continue activity.  **Whole class:** Ask various children to share their achievements. | | **ARABIC**  **Ms Heidi** | **LIBRARY**  **Ms Evelina**  **And I** | **Developmental Play**  -Playdough  -Stencils  -Computer station  -Building blocks  -Puppets  **Packing Up**  Dismiss children. | |
| Listening to big books during whole class time. |  |  | |  |  |  | |  |  |  | |
| **Shared Reading Texts** |  |  | |  |  |  | |  |  |  | |
| **Unfamiliar Text:** |  |  | |  |  |  | |  |  |  | |
| **Guided Reading Focus** | **Thursday**  **3/03\11** | **Language**  **Focus:** Phonic letter ‘p’  **Whole: Read a book on pirates. Discuss 'p for pirate' concept.** Practice letter p sound and letter formation. Model how to make the pirate hat and eye patch.  **Independent:** Children cut out the hat and eye patch. Teacher assists putting them together.  **Whole class: Ask various children to share their achievements.** | | **Language**  **Focus: Sight Words**  **Whole: Revise the sight words covered using flash cards. Play Tic Tac Toe with the cards. Model activity.**  **Independent: children trace over and write the sight words covered in class.**  **Whole class: Ask various children to share their achievements.** | **Maths**  **Focus: numbers 1-4.**  **Whole: Revise the numerals and counting of numbers 1-4. count to 10. Have children model the numbers. Model activity.**  **Independent: children are to choose a number between 1 and 4. On a folded piece of paper they are to write the numeral on one side. Then on the other side they are to draw the amount using flowers** | Or cirlces. Children are then to get into pairs and swap cards to work out the number. They check the number to see if they are right. Keep swapping until they have done a few.  **Whole Class: Share the cards made.** | | **RELIGION**  **Ms Suad** | **Developmental Play**  -Playdough  -Stencils  -Computer station  -Building blocks  -Puppets  **Packing Up**  Dismiss children.  **2.25pm dismissal** | **EARLY DISMISSAL** | |
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| **Guided Reading Texts** | **Friday**  **3/03\11** | **Focus:** Handwriting t/ pencil grip  **Whole class:** Introduce pencil grip. Show flash card of the letter ‘t’ Ask them if they know what sound it makes. Brainstorm words beginning with ‘t’. Introduce and model formation of letter s on the whiteboard.  **Independent:** Complete letter t handwriting activity in New Wave handwriting Book.  **Whole class:** Ask various children to share their achievements | | Continue handwriting.  Early finishers revise writing letter covered on laminated cards.  **Whole class:** Ask various children to share their achievements | **Language**  **Focus:** Phonic letter ‘p’  **Whole:** Practice letter p sound and letter formation. Model how to make the pirate treasure box.  **Independent:** Children cut and paste and eye, eye patch and draw a mouth onto the box. They add wool or macaroni for hair. Glue on paper pirate hat.  **Whole class:** Ask various children to share their achievements. | Continue Pirate Treasure Boxes. | | **P.M.P** | **ARABIC**  **Ms Heidi** | **ART**  **Ms Jasmine**  **and I** | |
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