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|  | **English-Katie Morag book-retelling the story**  **Maths-** | | | | |
| Day | Focus/ Objective/ Success Criteria | Activity |  | Evaluation of Learning / What next for Teaching & Learning? | |
| Monday | English-WALT retell | <https://www.youtube.com/watch?v=A1q-2g1c6HY-online> version of the book-Katie Morag and the New Pier.  Today we are going to be authors-we are going to draft our story first. Today we are going to write the opening and the build up. Model-highlighting the story language used in the story s and Protocol from last week-Interactive word wall- children to add to word wall/drawing objects, pictures with words to help writing the story. -Once upon a time there was a young girl called Katie Morag. Katie Morag lived on an Island in Scotland called Struay. One morning, she went to the local shop as there was a hive of activity. Katie couldn’t believe it but there were builders and big cranes. She asked her Grandmother what was happening. Her Grandmother turned; “They are making a new Pier to help bigger ships come into the Island.” Katie was shocked!  Group 1 (AL)- children to write up the first two parts of the story in their books. Encourage children to edit and improve, you use green and they improve with purple pen. Highlight phase three sounds and sight words we have learnt this term.  Group 2 (I) Children to draw on a story mountain the different parts of the story-opening, build up, problem, resolution and ending. This will need modelling-see smartboard.  Group 3-Rainbow sentences.  Afternoon-PE/GR and PSHE | In afternoon-children to draw/write their own story mountain. | | **15 minute Maths**  **Monday: WALT: count**  Use Counting to 100 powerpoint. Count from 0-50 Children to count with the screen. Pause randomly Q. What number will come next?  Write a sequence on board, e.g. 32, 33, 34, 36, 37, 38  Q. What is the mistake? Explain why using because.  Repeat with a counting back sequence: 20, 19, 18, 16, 15, 14  **Tuesday WALT recognise even numbrs**  SMART Display odd/evens numberline 0-20. Count from zero in twos to 20 and back again.  Q. What do we call the numbers we have just said? Q. What is an even number? Show even numicon pieces to model how ‘fair’ even numbers are.  Q. If I had 6 apples and wanted to share them between two people how many apples would each person get? Repeat for other problems.  Ask children to write even numbers on whiteboards.  Repeat counting activity, count forward and backwards using even numbers.  **Wednesday: WALT; count**  Use 100 square powerpoint. Count from 30-50, count back from 40-0. Splat numbers as you count.  Q. Who can splat an even number?  Q. Who can splat a number less than 40?  Q. Who can splat a number more than 20?  Q. Who can splat the number one more than 22?  Q. Who can splat double 6? Etc…….  **Thursday: WALT:**  SMART Display odd/even numberline. Count from one in twos to 21 and back again. Repeat.  Q. What do we call the numbers we have just said?  Q. What would the next odd number be after 21?  Q. What did I add to 1 to get to 3? What did I add to 3 to get to 5?  **Friday WALT :double**  Roll die on whiteboard, double number that is rolled. Children show answers using fingers. Q. What do you notice about the answers to our double facts?  Ask children to draw bar models for the double facts.  **Maths greater depth activity – see sheet for the week.** |
| Tuesday | WALT retell  WALT to present | We are going to carry on with our story today. So now we are going to write our problem, resolution and ending. Use Protocol-Interactive word wall- children to add to word wall/drawing objects, pictures with words to help writing the story.  The Pier was being built and Katie Morag loved watching it. All of a sudden that night the winds started to blow and the waves started to crash on the shore. There was a storm coming. Everyone gathered in the shop and watched in terror as the storm washed away the Pier. The villagers were devastated but luckily, the builders returned and rebuilt the Pier to its former glory. The Islanders were thrilled to welcome more people to their Island.  AL-Children to write the problem, resolution and ending.  I-Children to paint a picture of Strauy Island to go with their story.  I-Sentences for children to read from the story. Can they put them in order of the story? To do in groups. Next challenge to write these sentences.  In afternoon-  Children to write up their drafts noting the green marking you’ve done with the children and their responses in purple. Children to write on special paper. |
| Wednesday | WALT : Add | Powerpoint addition. ~Use ten frames and counters to support  Adult led: use number cards 1 – 9 plus counter to solve reasoning activity.  Activity 2(I): children select two numicon pieces and write addition sentence when added them together. **Challenge**: select two number cards(0-20)  Activity 3:children use ten frames and double sided counters – make ten – tell partner addition sentence. |
|  | WALT; Add | Use SMART (Slides 5 – 8) to write 4 addition sentences to match a part/part/whole model.  Q. Is the equal sign always at end of sentence?  Q. What is the same about the 4 sentences?  Q. What is different about the 4 sentences**?**  Repeat activity with image of cubes on next page SMART  ***Adult led –*** Use blank part part whole. Choose numicon pieces to record numbers in part whole - paper. ***Challenge – write number sentences to match calculation.***  Activity 2(I): Activity Sheet 2( **Challenge** on sheet)  Activity 3: give each child a set of three number cards that they can write 4 addition sentences for e.g. 3, 2, 5  2,4,6  6,2,8  **Challenge:** choose own three numbers |
|  | WALT: Fact families. | Fact families powerpoint.  Adult led – Complete fact families sheet.  Activity 2 – Use numicon to write 4 number sentences to match addition below. Print 1 copy of below for children to use.  Activity 3 – Use numicon to investigate ways of making 8. Can they record addition sentence on w/boards. |