**Timetable W/C 2/10/23: Week 5: Autumn 1: Can I talk about where I live and start to talk about my local area? (week 2)**

**Theme - Houses and homes / my local area**

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| **Time** | **Monday** | **Tuesday** | **Wednesday** | | | **Thursday** | | **Friday** |
| **8.40am** | Modelling dinner board / cloakrooms and self registration | | | | | | | |
|  | Encourage independence Model lunch board and self registration / History: Diary of the day | | | | | | | |
| **9.00am** | **Phonics - Phase 2**  i | **Phonics - Phase 2**  n | **Phonics - Phase 2**  m | | | **Phonics - Phase 2**  d | | **Phonics - Phase 2**  review |
| **9.30 - 10.40am** | **Play to learn:** | | | | | | | |
| **10.40** | **Tidy up Time** | | | | | | | |
| **10.45**  **Maths**  **Counting to 5**  This week, children will learn to count to 5 using the counting principles they developed in Week 1 and Week 2. Children will represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1, 2, 3, 4 and 5 | **Maths**  **L1:** Stable order of counting to 5. | **Maths**  **L2:** One-to-one correspondence to 5. | | Maths  **L3:** Order irrelevance to 5 | | **Maths**  **L4**: Representations of 5 | | **Maths**  **L5:** Counting to 5 using abstraction |
| **11.05-11.30** | Songs / rhymes / toilet and washing hands | | | | | | | |
| **11.30am- 1.00pm** | **Lunch Break (Dinner hall half hour)** | | | | | | | |
| **12.45-1.00pm** | **Readers** | **Readers** | | **Readers** | **Readers** | | **Readers** | |
| **1.00pm** | **L4:Geography In every house, on every street.**  *LI: to look at photos of local houses and talk about what I can see.*  **Vocabulary:**  House, window, door, brick, roof, terraced house, flat. | **L5:English / Geography: In every house in every street: Drawing / communicating what my home looks like.**  *LI: to use give meaning to my marks / to use initial letters to communicate meaning.*  12.45 Rowan Class | **L1: D&T: Exploring Junk Modelling**  *LI: to explore and investigate the tools and materials in the junk modelling area.*  ***Vocabulary:***  junk modelling, sellotape, masking tape, pva glue, scissors. | | | **L3 -RE: Role Models**  Children to learn that people who teach others how to do things, show us how we should behave and treat others, and keep trying when things are tricky, can be called role models.  **Vocabulary:**  Role model, friend, special, help, kind, play together, different | | **L4: Music: Environmental Sounds**  LI: to use instruments to make sounds from the environment.  **Vocabulary:**  police siren, vacuum cleaner, wind, running tap, fireworks, creaking floor board, baby crying, car. |
| **1.15pm-2.00pm** | Play to learn | | | | | | | |
| **2.00pm-2.10pm** | **Model Area of the classroom**  **2.30 PSED - Lara (alternate weeks) ROWAN** | **PE - Rowan 1.15 - 2.05**  **Hawthorn 2.10-3.00**  **L4 – PE: Basic Motor Skills 2**  Jump in different ways, show control and co-ordination, recognise what happens to their  bodies during exercise  **Vocabulary**  Change directions, speed, spatial awareness, sports position, walk, hop,  jump, travel, skip, gallop, squashy knees, bounce, two feet to two feet, wide, narrow, relay, equipment, ball, hoop, bean bag, quiot. | | **Library slot: Rowan** | | **Name writing practise**  *LI: to write my name by forming recogniseable letters*  **L3: Squiggle Wiggle:**  **Figure of 8 – vertical and horizontal**  **Vocabulary:**  loop the loop | | **Library Slot: Hawthorn** |
| **2.10pm-2.45pm** | Play to learn | | | | | | | |
| **2.45pm** | **Tidy Up** | | | | | | | |
| **2.50pm** | **Story:** | **Story:** | **Story:** | | | **Story:** | | **Story:** |
| **3.15 Home** | **Home** | | | | | | | |
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