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| **Yard Duty** | | **TERM 1**  **WEEK 4**  **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**  **21\02\11** | ***Focus****;* Alphabet recognition and revision.  **Whole:** Using flashcards revise the letters and sounds the students know. Show the flashcard of letter T. Ask them if they know what it is and what sound it makes. Model how to say the letter, sound and how to write it using the correct formation. Play Mystery Bag using items that begin with letters s, a and t. | **BUDDY**  **BEAR**  **WELCOME**  **And**  **TEDDY**  **BEAR’S**  **PICNIC** | **Focus:** Literacy  **Whole:** Discuss what happened when they met their buddies. Ask various children what they liked about the Teddy Bear’s Picnic. Emphasise T for Teddy Bear. Model the activity.  **Independent:** Children are to write and draw what they liked about the Teddy Bear’s picnic and being with their buddies.  **Whole class:** Ask various children to share their achievements. | **ARABIC**  Ms Heidi | **Focus:** Number 3 .To recognise the symbol 3 To make a group of 3.  **Whole class:** Revise numeral1 and 2. Introduce number three  . Show the symbol. What does the symbol look like to them? Play number three Simon Says (e.g. Simon says jump twice etc). Model writing the number three. Model the activity:  **Independent:** Complete number 3 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: triangle | |
| **Sight words** | |
| look, me | |
| **Writing Focus:** | | **Tuesday**  **22\02\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.** | **Focus:** Tt sound and letter recognition  **Whole class:** Introduce the letter Tt.  **Independent:** Complete alphabet scrap book, letter T page. Cut out pictures beginning with T and paste around the letter t  **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:** Number 3. To recognise the symbol 3. To make a group of three.  **Whole class:** Revise handwriting number 3 on the whiteboard. Ask various children to model writing the number 3 on the whiteboard. Model the various activities.  **Independent: Rotations**  **Playdough:** make number 3.  **Rainbow:** children use coloured pencils to write numbers 0-10  **Tens Frames:** T group  **Flash cards:** children look at the number and use blocks for one to one correspondence.  **Whole class:** Ask various children to share their achievements. | **RELIGION**  Ms Suad | **ARABIC**  Ms Heidi |
| **Writing Sample:** Recount on the weekend  **Journal/UOI:**  **Sentence: “**I liked the Teddy Bears Picnic because…”  **Handwriting:** t in handwriting book  **Fine Motor:** threading, play dough etc.  **Language Experience:** Teddy Bear’s Picnic | |
| **Phonics** | **Assessment** |
| T | \* Alphabet recognition and sounds checklist  \*Sight word recognition checklist  \*Anecdotal observations on speech and listening abilities  \*Writing sample to be analysed on continuum |
| **Reading Focus:** | | **Wednesday**  **23\02\11** | **Focus:** Being able to listen in small or large groups for increasing periods of time/ Comprehension  **Big book:** Sing a song  **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 part 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:** Triangles  **Whole:** Have a triangle pass it around. Ask them what the shape is, how many sides does it have. Where have they seen triangles? Model activity, focus t for triangle and turtle.  **Independent:**Children are to colour and cut out triangles and paste on to the turtle template. | **Whole class:** Ask various children to share their achievements.  Early finishers practice drawing triangles in their numeracy books. | **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: Sing a Song** | |
| **Guided Reading Focus** | | **Thursday**  **24\02\11** | ***Focus****;* Alphabet recognition and revision.  **Whole:** Using flashcards revise the letters and sounds the students know. Play Lolly shop using letter flashcards.  Brainstorm words beginning with the various letters. | **UOI/LANGUAGE**  **Whole:** Revise the essential agreements. Ask them to give examples of what to do in the situation. Model the activity.  **Independent:** Children are to draw and colour a picture to represent the essential agreement they have been given.  **Whole class:** Ask various children to share their achievements. | **Focus:** Number 3 .To recognise the symbol 3 To make a group of 3.  **Whole class:** Revise numerals 1, 2 and 3.  . Show the symbols. . Model writing the number three. Sing three jelly fish Model the activity:  **Independent:** Children colour, cut and paste three jelly fish on to the log template. They add streamer for legs. Practice writing the number 3 around it.  **Whole class:** Ask various children to share their achievements. | Continue the jelly fish activity. | **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**  **25\02\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 | **Focus:** Sight word recognition  **Sight words:** me look  **Whole class:** Introduce sight words with flash cards.  **Independent:** With play dough, children attempt to make the letters of these words.  **Whole class:** Ask various children to share their achievements | **Focus:** Phonics ‘T’  **Whole:** Using flashcards revise the letters and sounds the students know. Read the words that start with the letter t.  Model the activity.  **Independent:** Children are to colour the tiger mask using different colours. They are to cut it out.  **Whole class:** Ask various children to share their achievements. | Continue the tiger mask activity | **P.M.P** | **ARABIC**  **Ms Heidi** | **ART**  **Ms Jasmine**  **and I** |
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