Hatchmere Weekly Planning

|  |  |
| --- | --- |
|  |  Tuesday  |
| 8.45-9.30 | Registration and Collective WorshipFlu jabs |
| 9.30-10.15 | Welcome the children back and talk to about what they did over the holidays. Did they go to a Bonfire display? What did they see? Did they like the fireworks? What did they look like? Did they eat any special food? Who did they go with? Look at a firework display video to inspire and remind the children. Teachers to work with the children in small groups to talk about their experiences. To write up an observation. |
| 10.15-10.35 | PlaytimeKK duty |
| 10.40-11.20 | Phonics-Introducing the letter j. look at the similarities and differences to i. Look at formation. CVC work writing jet, jam, jip, jot. Reading green words as a class. Finish with HFW. TA to sit with red group.  |
| 12.00-1.00 | Dinnertime |
| 1.00-2.00 | Look at the video of fireworks and talk about the colours and shapes that can be seen. Working in 121 the children will make glue pictures and glitter to create firework pictures. Work with green group to begin with. Talk about the shapes and the colours especially but see if the children will talk about the noises that the fireworks made. |
| 2.00-2.15 | PlaytimeKK duty |
| 2.153.00 | Talk to the children about how they stayed safe near the fire? What did they do to make sure they didn’t get burnt? Did they touch the fireworks? Why not? Who lit the fireworks? Did they hold a sparkler? What did they have to be careful of? Read through the Bonfire Code and discuss why each statement is important.  |

|  |  |
| --- | --- |
|  |  Wednesday  |
| 8.45-9.30 | Registration and Collective Worship |
| 9.30-10.20 | Share the story of the Sparks in the Sky with the children. Introduce them to words that sound like sounds-onomatopoeic. KK to work with children writing out onomatopoeic words on their bonfire pictures. JH to work on making glitter firework pictures with the children talking about what they saw and the sounds thy heard. |
| 10.15-10.35 | Playtime |
| 10.35-11.00 | Phonics-Introducing the letter j. look at the similarities and differences to K. Look at formation. CVC work writing ket, kop, kan, kip Reading green words as a class. Finish with HFW. TA to sit with red group. |
| 12.00-1.00 | Dinnertime |
| 1.00-2.00 | KK to hear readers. ST to work bonfire pictures. |
| 2.153.00 | Story and Show and Tell |

|  |  |
| --- | --- |
|  |  Thursday  |
| 8.45-9.30 | Registration and Collective Worship |
| 9.30-10.15 | PPA |
| 10.15-10.35 | Playtime |
| 10.40-11.00 | Observation. Maths counting and number activities. Find someone you can make five with, six with etc. find a friend who has the biggest number? Who has the smallest number? JH to work with three children on capacity. KK to pay the firework game with the children. Shape mirrors to make fireworks. Numicon and firework number match. |
| 12.00-1.00 | Dinnertime |
| 1.00-2.00 | KK to hear readers. ST to work bonfire pictures. |
| 2.153.00 | Phonics-Introducing the letter j. look at the similarities and differences to u. Look at formation. CVC work writing up, put, hun, sun Reading green words as a class. Finish with HFW. TA to sit with red group.   |

|  |  |
| --- | --- |
|  |  Friday  |
| 8.45-9.00 | Registration and Collective Worship |
| 9.00-10.20 | PE-JH to hear readers and to work with PP |
| 10.15-10.35 | Playtime |
| 10.35-11.00 | Talk to the children about poppy day and why it is important. Why do we use poppies to remember? Why do the soldiers make the poppies? JH to make simple red poppies with the children. Introduce them to words that sound like sounds-onomatopoeic. KK to work with children writing out onomatopoeic words on their bonfire pictures.  |
| 12.00-1.00 | Dinnertime |
| 1.00-2.00 | Introduce them to words that sound like sounds-onomatopoeic. KK to work with children writing out onomatopoeic words on their bonfire pictures. ST on letter formation. |
| 2.153.00 | Celebration Assembly |