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| **Focus:** Measure: Time | **Context for learning**  **- Question** | **Activity** |
| Day one  **Learning Focus:**  Describe and sequence steps for a familiar event | **Input:**  Sing the days of the week song (Addams family – starting with Monday) If children are confident have them come to the front and perform the song with the group.  Ask the children what they do when they get up in the morning. Share with set.  Have the children order a set of morning routine cards as a group. | **Group 1–**  Independent Activities |
| **Group 2 –**  Independent Activities |
| **Group 3–**  Order a set of cards practically of their morning routine. 4 cards Picture of each child for tapestry |
| **Group 4–**  Order a set of cards practically of their morning routine.  Picture of each child for tapestry |
| Day two  **Learning Focus:**  Describe and sequence steps for a familiar event | **Input:**  Sing the days of the week song (Addams family – starting with Monday) If children are confident have them come to the front and perform the song with the group.  Ask the children what they do when they get up in the evening. Share with set.  Have the children order a set of evening routine cards as a group. | **Group 1 –**  Order a set of cards practically of their morning routine. 6 cards and then draw a picture of what comes next after the last card e.g. walk to school etc. Picture of each child for tapestry Staple to evidence |
| **Group 2 –**  Order a set of cards practically of their morning routine. 6 cards and then draw a picture of what comes next after the last card e.g. walk to school etc. Picture of each child for tapestry Staple to evidence |
| **Group 3 –**  Independent Activities |
| **Group 4 –**  Independent Activities |
| Day three  **Learning Focus**:  Order and sequence events using picture cards and visual aids | **Input:**  Sing the months of the year song. If children are confident have them come to the front and perform the song with the group.  As a group do a sorting activity of cards of an event that may be unfamiliar to them e.g. making a kite etc, Can they choose the correct order using inference to sequence. | **Group 1**  Independent Activities |
| **Group 2**  Independent Activities |
| **Group 3 - In books**  To look at the sequence picture and draw the last picture of what they think will happen next e.g. dog, lead, dog goes for walk. Teach to scribe what they draw. |
| **Group 4 – In Books**  Stick sequence in books of 3 cards e.g. apple, half apple, apple gone. |
| Day four  **Learning Focus:**  Order and sequence events using picture cards and visual aids | **Input:**  Sing the months of the year song. If children are confident have them come to the front and perform the song with the group.  As a group draw pictures of a 4 step sequence. Can the children help put them in order. | **Group 1**  Stick sequence in books of 4 cards e.g. how to make a sand castle and can then do their on sequence of an activity underneath |
| **Group 2**  Stick sequence in books of 4 cards e.g. how to make a sandwich or grow a plant. |
| **Group 3**  Independent Activities |
| **Group 4**  Independent Activities |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |

**Independent Activities**

* Number formation
* Sequencing – cut and stick
* Before and after sequencing
* Sort pictures I have taken – e.g. fuzzy felt
* Lego towers patterns