

Foundation 2 Weekly Timetable Week Commencing 26.01.26

To contact your child's class teacher, please email
schooloffice@dawpool.wirral.sch.uk or phone 0151 648 3412

This timetable is available in the event that a Foundation 2 pupil is required to self-isolate at home, but the cohort remains open to other pupils. Please visit the Foundation 2 **Remote Learning Page** on the school website to access any downloadable resources and activity sheets.



	Session 1: 09:00-10:30	Session 2: 10:50 – 12:00	Session 3: 10:50 – 12:00	Session 4: 10:50 – 12:00
Monday	<p>Literacy</p> <p>By the end of this lesson your child should be able to: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Look at different images of dinosaurs with unusual things. Can they write a simple sentence to match? Work for the WOW wall</p>	<p>Phonics</p> <p>By the end of this lesson your child should be able to: Recognise and say the sound 's' as a plural</p> <p>We recommend the following resources and activities to achieve this objective: Blending practice. Children will complete activities in their individual rocket phonics workbooks.</p>	<p>Topic</p> <p>By the end of this lesson your child should be able to: To recognise the difference between carnivores and herbivores</p> <p>We recommend the following resources and activities to achieve this objective: Re-cap What is a carnivore? What is a herbivore?. List their favourite dinosaurs and discuss are they a carnivore/herbivore? Write two lists. Do we know more carnivores or more herbivores?</p>	<p>Maths</p> <p>By the end of this lesson your child should be able to: <i>To understand the composition of numbers up to 10</i></p> <p>We recommend the following resources and activities to achieve this objective: Watch Numberblocks episode: Blast Off. Pause the episode at regular intervals to model adding each numberbond to a tens frame. Ask the children to write it as a number sentence on their whiteboards.</p>
Tuesday	<p>Literacy</p> <p>By the end of this lesson your child should be able to: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Write a final card for the dinosaur saying Goodbye – We will miss you</p>	<p>Phonics</p> <p>By the end of this lesson your child should be able to: Recognise and write the sound 's' as a plural</p> <p>We recommend the following resources and activities to achieve this objective: Segmenting practice. Children will complete activities in their individual rocket phonics workbooks.</p>	<p>Topic</p> <p>By the end of this lesson your child should be able to: To know that Mary Anning was a real person from the past To understand that people in the past did different jobs</p> <p>We recommend the following resources and activities to achieve this objective: Show a picture of Mary Anning and a modern photo of a beach. Ask: <i>"Do you think this lady is from now or a long time ago?"</i></p>	<p>Maths</p> <p>By the end of this lesson your child should be able to: <i>To understand the composition of numbers up to 10</i></p> <p>We recommend the following resources and activities to achieve this objective: Use the giant tens frame template and different coloured counters.</p> <p>How many squares are there on the tens frame? How many</p>

			<p>Read a simple story or short explanation about Mary Anning (Twinkl)</p> <p>Talk together: Where did she live? What did she find? Was she alive when dinosaurs were alive? (No!)</p> <p>Children draw Mary Anning on the beach finding fossils.</p> <p>Adult scribes a simple sentence if appropriate, e.g. <i>“Mary Anning found fossils.”</i></p>	<p>counters do I need to fill the frame?</p> <p>I will fill the tens frame with two different coloured counters. Can anyone tell me a number sentence about my counters?</p> <p>Place 7 counters in the frame. How many more do I need to add to the frame? How could I write this as a number sentence?</p> <p>In PP can the children discuss other ways of filling the frame? Continue until we have all the Number bonds to 10.</p>
Wednesday	<p>Literacy</p> <p>By the end of this lesson your child should be able to:</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Complete a story map, using actions for each part of the story to help us re-tell it.</p>	<p>Phonics</p> <p>By the end of this lesson your child should be able to:</p> <p>Recognise and say the sound 'qu'</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Blending practice</p> <p>Children will complete activities in their individual rocket phonics workbooks.</p>	<p>Topic</p> <p>By the end of this lesson your child should be able to:</p> <p>To know that Mary Anning was a real person from the past</p> <p>To understand that people in the past did different jobs</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Recap Mary Anning. <i>“What did Mary Anning find?”</i> Show pictures of fossils. Explain in simple terms: <i>“A fossil is something very old that has turned to stone.”</i> <i>“Mary Anning found fossils of animals that lived long ago.”</i> Compare: Baby photo → now</p> <p>Dinosaur → fossil</p> <p>Children to create their own fossils by pressing shells, toy dinosaurs into playdough/salt dough. Explain this is like how</p>	<p>Maths</p> <p>By the end of this lesson your child should be able to:</p> <p><i>To understand the composition of numbers up to 10</i></p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>I will show the children a selection of vehicles</p> <p>I will start by parking a car in each space on the tens frame.. How many cars do I have in my car park? Count together.</p> <p>I will move a car out and place it on the “road”. If we move one car to the road, how many will be left in the car park?</p> <p>Count the vehicles again. How could we make a number sentence about the arrangement? Model this on the board.</p>

			fossils are made over a very long time.	Draw the children's attention to the empty spaces in the car park. They match the number of cars on the road. Can they show me another way of putting the cars in the car park and road? Introduce all the number bonds.
Thursday	<p>Literacy</p> <p>By the end of this lesson your child should be able to: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Look at a book review. What part of the story did we like the best? Use the actions and story map as prompts. Model a sentence "I like...because..."</p>	<p>Phonics</p> <p>By the end of this lesson your child should be able to: Recognise and write the sound 'qu'</p> <p>We recommend the following resources and activities to achieve this objective: Segmenting practice Children will complete activities in their individual rocket phonics</p>	<p>RE</p> <p>By the end of this lesson your child should be able to: Answer the questions - What is a friend? Who are our friends and what makes a good friend?</p> <p>We recommend the following resources and activities to achieve this objective: Look at photographs of the children playing together in provision. How do these pictures show the children being a good friend? What makes a good friend? Read the story 'This is Our House' by Michael Rosen. Is the little boy being a good friend? How could he be a good friend to others? Discuss and make notes of comments.</p>	<p>Maths</p> <p>By the end of this lesson your child should be able to: <i>To understand the composition of numbers up to 10</i></p> <p>We recommend the following resources and activities to achieve this objective: Use the giant tens frame template and different coloured counters. How many squares are there on the tens frame? How many counters do I need to fill the frame? I will fill the tens frame with two different coloured counters. Can anyone tell me a number sentence about my counters? Place 7 counters in the frame. How many more do I need to add to the frame? How could I write this as a number sentence? In PP can the children discuss other ways of filling the frame? Continue until we have all the Number bonds to 10.</p>
Friday	<p>PE</p> <p>By the end of this lesson your child should be able to: <i>Move in a variety of different ways around the room including</i></p>	<p>Forest Schools</p> <p>By the end of this lesson your child should be able to: <i>Talk about the world around them.</i></p>	<p>Topic</p> <p>During the afternoons we will undertake activities linked to all areas of the Early Years Curriculum;</p>	<p>Phonics</p> <p>By the end of this lesson your child should be able to: <i>To learn to read the Common Exception words 'we, me'</i></p>

<p><i>High and Low.</i> To sequence a series of moves.</p> <p>We recommend the following resources and activities to achieve this objective:</p> <p>Gymnastics – Using our bodies to create different shapes; pencil, star, L-shape, ball.</p> <p>Using the apparatus to balance up over and down.</p>	<p>We recommend the following resources and activities to achieve this objective:</p> <p>Children to work collaboratively to build dens, make minibeast hotels and 'cook' forest food.</p>	<p>Prime Areas: Communication and Language; Personal, Social and Emotional Development; Physical Development.</p> <p>Specific Areas: Literacy, Maths, Understanding the World and Expressive Arts and Design.</p>	<p>We recommend the following resources and activities to achieve this objective:</p> <p>Children will complete activities in their individual rocket phonics workbooks.</p>
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