












































Beech 	Monday 	Tuesday 	Wednesday 	Thursday 	Friday 
8.45	Work 	Register 	Activate 	Interventions 	
9.15	English 	Music 	Phonics 	Joe Wicks You Tube channel 	PE 
9.55		Self directed 			
10.25	Snack  Play 				
10.50	Self directed 	Adult led 	Self directed 	Adult led 	Reading 
11.25		Self directed 		Self directed 	
12.00	Play 	Wash hands 	Lunch 	Register 	Reading 
1.30	Topic 	PE enrichment 	Topic 	Adult led 	PECS/ Communication focus time
2.05				Self directed 	
2.40	Assembly 		Assembly 	Assembly 	Assembly 
3.00 - 3.30	Tutorial 	Interventions 	Personal care 	Home 	

Above is the timetable that we follow in Beech Class. Please follow it where it is possible and phone me if you need any support. Please find resources within the folders and choose what is suitable for your individual child.

Self-directed time: Your child leads their learning through resources that you have put out in the environment for them. You observe and support your child to develop their skills.

PE Enrichment: This term we are participating in cycling and yoga. You can access yoga videos to support with this – Cosmic Kids Yoga https://www.youtube.com/watch?v=on_9AhPQigE

Reading – Please hear/read to your child every day. Also allow opportunities for questions, such as:

(simple) Where is the dog? What colour is it?

(More challenging) What do you think is going to happen? What would you do? How are they feeling?

English

Noisy Poetry:

Learning Objective: To discuss my ideas. To identify sounds.

Noisy poetry – children to create and develop their own poems linked to onomatopoeia. Link: [\(855\) 'Noises' a Poem for Kids #onomatopoeia #poetry - YouTube](#)

Activities –

Choose from two onomatopoeia (see resource) words. Carry out the action to create that sound word.

Create own poem using onomatopoeia from the story 'Peace at Last' – e.g. buzz, tick-tock, meow.

The cat meows, the clock goes tick-tock etc.

Topic

Monday – Learning Objectives: I can make guesses. I can explore loud and quiet.

What instrument is this? What do we do with it? How might we play it? Discuss that we are going to be doing an investigation to explore what material would be best to play a drum with. Link back to our learning last week. How do we play the drum? Shake it? Blow it? Strike it?

Activities:

Show a musical instrument - choosing between two. Child to choose between 'loud' and 'quiet' symbol. Hand over hand to play the instrument according to which symbol was chosen.

Investigation to find out which material is best for playing a drum. Read what material he needs first. Given option between loud or quiet. Record prediction and result for each material. (See recording sheet)

Wednesday – Learning Objectives: To create sounds in different ways. To create a product.

Children to develop and create their own shakers and what sounds they can create with a range of materials (rice, pasta etc).

Shown a variety of resources and resources to create their shakers. Children to be creative with how they would like to make their shaker. Draw a picture to plan it first and label what resources they need.