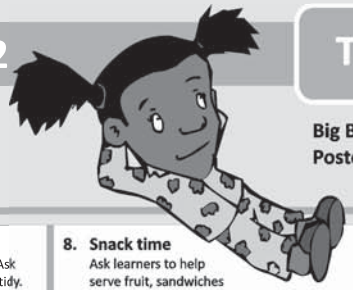
DAILY PLANNER: Weeks 21 and 22



Time and weather

Phonics focus: c (hard c)
Day: Monday
Term: 3

Big Book story: *Clouds*
Poster: Time and weather

1. Arrival time
Welcome each learner at the door. Let each one feel especially welcome after the holiday break. Ask what the learner did over the holidays. Remind the learner to keep her/his locker space neat and tidy.

2. Health check
Pay particular attention to learners' general appearance. Poor hygiene and dirty clothing could be indicators of neglect. Record your observations. (See pages 14-15 in the Teacher's Guide.)

3. Morning circle
Welcome learners to ring. Sing the *Good morning Mr Sun* song on Poster 11. Read the theme message: Today we are learning about weather. Ask if any of the learners wish to share their holiday news. Learners make sentences using the frame 'In the holidays, I ...'

4. Work time
Read the story *Clouds* on page 28 of the Big Book. Afterwards take the learners outdoors and let them look at the sky. Ask them what cloud-pictures they can see. (See the follow-up activity under Creative in the Weekly Planner.)

Work time: work stations

Numeracy table: Place a variety of seasonal clothing into an old suitcase. Let learners sort them according to clothes we wear when it's hot and those we wear when it's cold.
Literacy table: Provide plasticine for learners to use to make the letter 'c'. Learners can also form objects that begin with 'c', e.g. cat, car.
Creative table: Let learners cut out pictures that relate to the theme. They separate the pictures into hot weather items and cold weather items.
U: Place various items of clothing, e.g. a scarf, beanie, swimming costume, etc. one at a time into a 'feely' bag or box. (This is an opaque bag or box that learners cannot see into.). Learners reach into the bag and try to identify what the item is, what it is made of, and in what type of weather it is worn.

5. Small group time
Use Poster 11 to initiate a discussion around weather, different times of the day and the seasons. Allow learners to label the poster using the flashcards on page 14 of the Resource Book. Then complete the sentence strips: Today is ... . (hot/cold/ etc).

Introduce the letter 'c'. Make copies of the letter templates. Learners glue cotton wool onto the 'c' template.

6. Tidy up time
Divide learners into groups, e.g. suns, raindrops, clouds, rainbows, etc. Allow the groups to pack away materials and equipment. Use an egg timer to time the activity. Reward the group who completes the task best with a clap from the class or by sticking stars on their foreheads.

7. Hand washing
Make sure learners wet, soap, wash and dry their hands. You can sing the following action song with them to the tune of *Frere Jacques*:

Tops and bottoms, tops and bottoms
In between, in between
Scrub those little fingers, scrub those little fingers
'Til they're clean, 'til they're clean!

8. Snack time
Ask learners to help serve fruit, sandwiches and juice. Remind learners about good eating manners. Use a small hand-held mirror to let learners look at themselves eating. Choose a learner to say a 'word of thanks' for the food..

9. Music and movement ring
Talk about what learners discovered about clouds when they did the cottonwool in water experiment, i.e. clouds are light and fluffy until they 'fill' with water. Let learners move like light fluffy clouds and then like heavy water-filled clouds. Clap hands to make thunder. Let them fall like rain to the ground. You can use instruments or a piece of suitable music to accompany this movement exercise.

10. Outdoor play
Let learners bring raincoats and umbrellas to school, if they have them. Alternatively, make raincoats from big plastic rubbish bags. Let learners run under the sprinkler. Let them say what they hear, see and feel.

As a follow-up activity, set out different kinds of fabrics, including plastic. Learners 'test' the fabrics in water to see which ones absorb water, and which ones repel water. They can talk about why they think this is so.

11. Hand washing and toilet time
Learners float like clouds and go quietly to wash and use the toilet. Remind learners to flush after using the toilet, and to wash and dry their hands. Tell learners to close the tap properly after use.



12. Story time
Turn to the story *Clouds* on page 28 of the Big Book. Look at the pictures on each page. Ask the following questions:
Page 1: What do you think this story is about? Why do you say so? What is in the sky? What sound does the word 'clouds' begin with? How many picture clouds do you see? What is the little girl's cat's name? What sound does that name begin with? What time of day is it? How can you tell?
Page 2: How many picture clouds does the little girl see now? Is that more or less than what she saw in the morning? What time of day is it now? How can you tell? Is it earlier or later?
Page 3: How many clouds does the little girl see now? Is that more or less than what she saw in the morning? What time of day is it now? How can you tell?
Read the story.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery.

Use Poster 11 as a backdrop for the theme table.
Place a green tablecloth on the table.

Types of weather
Have pictures depicting the different weather conditions, e.g. hot, cold, windy, cloudy.
Cut out the labels from the Resource Book and use them to label the pictures on your table.

Types of clothing
Have pictures of people wearing seasonal clothing, e.g. swimming costumes and shorts in summer.
Also display actual items of clothing around the poster on the bulletin board. Make labels for these items and label them.

Accessories
Have pictures or actual items such as sunglasses, hats, umbrellas, gloves and scarves on the table.



Fantasy corner
Have a selection of seasonal clothing for learners to dress up in. Each day, ask learners to dress for a different season. Observe whether learners are able to select the correct clothing for the chosen season.