DAILY PLANNER: Weeks 25 and 26



The sky

Phonics focus: q and u
Day: Monday
Term: 3

Big Book story: *Queen Quellerina*
Poster: The sky

1. Arrival time
Welcome each learner at the door. Remind learners to keep their lockers clean. Have a tidy-up session where learners clear out old and dirty items from their lockers. They can play freely as they wait for school to start.

2. Health check
Pay particular attention to the learners' general appearance including injuries, e.g. scrapes and cuts. Ask learners how they got their injury. Record important observations.

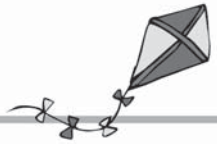
3. Morning circle
Ask learners what they do each morning to get ready for school. Ask them if they come to school in the day or at night. Read the theme message: Today we are learning about the sky.

4. Work time
Give learners cut-outs of the following shapes: 4 circles (1 big, 1 small, 2 very small) for the head, body and eyes; 7 triangles (1 small, 6 very small) for the beak and claws; 2 crescents for the wings. Tell them to make an owl by sticking shapes together on a paper bag. This makes a lovely owl puppet with a movable beak.

Work time: work stations
Literacy table: Give learners Worksheet 3 in the Learners' Workbook and have them colour in and cut out the pictures. They can then sort them into day and night piles.
Numeracy table: Provide string, beads and unifix blocks. Learners create their own sequenced patterns. They can then copy each other's patterns.
Creative table: Let learners make Queen Quellerina necklaces. They roll tin foil into small 'sausages' and make the 'q' shape from it. Help them to attach string so they can wear it.
Science and technology table: Put an ice block in the water trough. Let learners play and experiment with it.
Fantasy focus: Have different kinds of clothing that learners can dress up in. They can put them on then say and mime where they are going and what they are going to do. They must say when in the day it is (morning, day, night). Provide props they can use to support their play.

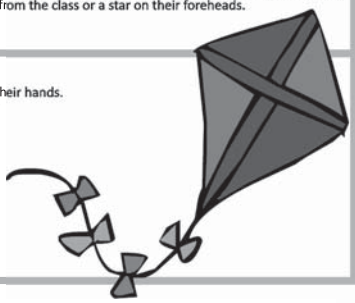
5. Small group time
Use Poster 13 to initiate a discussion around activities that happen at certain times of the day. Allow learners to label Poster 13 using the flashcards on page 16 of the Resource Book. Then complete the emergent sentence strips:
It is day. I see a ... . It is night. I see a ... .

Help learners to make the 'My sky book' on Worksheets 1 and 2 of the Learners' Workbook.



6. Tidy up time
Divide learners into four groups: queens, kings, suns and moons. Use an egg timer to time the tidy up period. Ask the groups to pack away specific materials and equipment. The group that performs the task best and within the given time can get a clap from the class or a star on their foreheads.

7. Hand washing
Make sure learners wet, soap, wash and dry their hands.
You can sing this action song to the tune of 'If you're happy and you know it'.
If they're dirty and you know it
Wash your hands (both lines x2)
If they're dirty and you know it
Clean them up so you can show it
If they're dirty and you know it
Wash your hands



8. Snack time
Use a cookie cutter to cut the sandwiches into crescents and other shapes you want to reinforce. Choose learners to hand out sandwiches, fruit and juice. Ask a learner to say a word of thanks. Remind learners to sit up tall and straight like kings and queens when they eat. Ask learners to identify the sandwich shapes.

9. Music and movement ring
Look at the owl on Poster 13. Ask learners to tell you what the owl is doing in each scene. Tell learners that animals that are active at night are called *nocturnal* animals. Have plastic animals or pictures of animals for learners to sort into day and nocturnal animals.
Play some music and allow learners to move like nocturnal animals, e.g. bats, owls, rodents, leopards, night adders, etc.

10. Outdoor play
Label two boxes with the words 'day' and 'night'. Learners stand in a line. Call out day or night and the learner at the front of the row throws a beanbag into the correctly labelled box.

11. Hand washing and toilet time
Learners walk like kings and queens 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
Open the Big Book to *Queen Quellerina* on page 37. Show the pictures. Ask learners what they think the story is about, e.g. Who do you think the lady is? Why? Where is she? How can you tell? Read each page. At the end of each page ask learners questions about what you have read. Then ask questions about what they think will happen on the next page. Continue reading the story like this, using open-ended questions to involve the learners.
Note: An open ended question requires learners to think about and provide reasoned answers using full sentences to answer – it prevents them from giving 'yes' or 'no' answers.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery.
Use Poster 13 as a backdrop for the theme table. Place a blue tablecloth on the table.



Day
Divide the bulletin board in two. Make a paper owl from a large brown bag. Draw closed eyes on the owl and pin it up against light blue paper. Pin up the cottonwool clouds made in Week 20 to the board.

Night
On the other half of the board place a second paper owl on a background of dark blue or black paper. Learners can make stars from tin foil or foil sweet wrappers. Pin these up. Use the flashcards in the Resource Book to label the bulletin board.
Place toy helicopters, aeroplanes, birds, night animals, e.g. rats and bats, and day animals on the table.
Display pictures of day clothing, e.g. school uniform, and night clothing, e.g. gown, pyjamas and slippers.

Fantasy corner
Have a selection of day and night clothing as well as associated accessories for learners to play with. Include items such as pillows, toothbrushes, hairbrushes, shawls, hats, bags, slippers etc.