WEEKLY PLANNER: Weeks 27 and 28

People who help us

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes				Greet the learners individually and remind them to tidy up the classroom and playground during the day. 	
Morning circle 10 - 15 minutes	Ask the learners for any news about what happened over the weekend. Then ask them who they saw on the way to school today, other than their family members.	**HEALTH CHECK** 			Arrange for a fire-fighter, a police officer or a postal worker to visit the class and talk about what they do. Learners can ask any questions they can think of. 
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes	**Literacy focus:** Introduce the letters 'p' and 't'. Ask learners to identify objects that begin with these sounds in the classroom. Have templates of 'p' and 't' for the learners to trace around. They decorate the 't' and the 'p'.	**Work time activities:** 1. **Literacy focus:** Learners make a letter 'p' from pink pipe cleaners. 2. **Numeracy/baking focus:** Learners make two strings of popcorn. Each string must have the same number of popcorn pieces. Use plastic needles. 3. **Literacy focus:** Learners make plasticine pens and pencils . 4. **Creative:** Provide trays of paint and small plastic bags. Learners scrunch bags and use them to make garbage prints onto newspaper.			
	Small group time activities: **Numeracy focus:** Put out counters. Learners cut out the cards depicting community workers on Worksheet 2 in the Learners' Workbook. The cards show even and odd numbers of community workers, e.g. 3 fire-fighters, 4 policemen. Learners pick up a card and then place a counter on each image (one-to-one correspondence). They then share the counters into equal parts. If there are no leftovers (remainders) they put it on one pile. If there are they put it on the other pile.	**Numeracy focus:** Have cut-outs of ten firemen. Have two boxes that represent fire stations. Ask learners to put an equal number of firemen into each box. How many firemen are there in each box? (Repeat exercise with 8, 6, 4 and 2.) Learners explain why they put five in each box.	**Literacy focus:** Arrange four chairs to make a police car. Each learner has a chance to pretend to 'drive the police car', making the right sounds, to the 'police station' where they choose the letter that their name begins with from a pile of letters available in the Resource Book. They 'drive' back to their seats where they sit down and say "My name begins with ... (letter)".	**Numeracy focus:** Fill pill bottles with six tiny stones or counters. Learners take out one stone and count how many are left in the bottle. Repeat, taking out as many as you decide. 	**Science/Technology:** If possible make a display of books about police on the table. Explain that clues are used to investigate crimes. People's fingerprints are a good clue, because no one's fingerprints are the same. Put a stamp pad and Worksheet 3 on the table. Learners press their fingers onto the stamp pad and make fingerprints on the paper. If possible provide a magnifying glass so learners can compare their finger whorls with a partner. Let them write their names on the paper and pin them on the bulletin board. .
Music and movement ring	**TIDY UP TIME** **HAND WASHING** **SNACK TIME** 			Sing *Who are the people in your neighbourhood?* on Poster 14, with a fire-fighter, a postal worker and a police officer. 	Learners dress up as fire-fighters, police officers, postal workers or health workers. They stand in the same order as they appear in the story. Repeat the pattern until all the learners are in a row. Sing the *Who are the people in your neighbourhood?* song on Poster 14.
Outdoor play			Learners sit in a circle. Place flashcards that you are trying to reinforce in the centre of the circle. Let each learner have a chance to be a postal worker and find a word.		
Story time	Read the story *Our goat Godfrey* to the learners. Each time they hear "Please can you help us find him?", they must say whether it's likely that that person could help them.				