

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p>Registration & Class Worship</p> <p>Daily Prayer – I have a Dream</p> <p>SLIDE 1 - Explain that this week we will be using a fun way of praying. It's called 'I have a dream'.</p> <p>SLIDE 2 - Just like when we pray we ask for things, this way all our prayers are going to start with 'I have a dream'. It's things that you want, things that you want to see, things that you want the world to be like. For example you could want all the people in the world to have enough food. How could we show that? We could act out eating – show class the action and then they copy it.</p> <p>SLIDE 3 - Chn then take turns to say 'I have a dream..' and the others use their bodies to pray in agreement for things they want to see happen in the world.</p> <p>SLIDE 4 – Pray together.</p> <p>Each day, children will use the 'I have a dream...' sentence starter to inspire their prayers for their class/school/town/country/world.</p>
9.05 – 9.50	<p>Topic – PHSE/Geography</p> <p><i>Coming together as a class community –A focus on personal narratives.</i></p> <ul style="list-style-type: none"> • Introduce the title of the book Here We Are (use PowerPoint), and the front cover of the text to the children. Talk together about the words Here We Are and use these to talk about being here together in the classroom space. • Begin by giving the children the time to look at the illustration on the front cover of the text and ask them what they can see. Do they know the name of this planet? Do they know who or what lives here and what happens on this planet? • Use Google Earth (https://earth.google.com/web/) to share a view of the Earth from space. Talk about what they notice as they see the Earth presented before them in this way. Have they ever seen our planet like this before? What do they notice about it? What does it make them think about? Capture children's comments and reflections to keep in a class journal around a picture of the Earth to record the learning during this period. • Now use the search function on Google Earth to locate your school. Before the map zooms in completely, pause the zoom to look more closely at the land and sea and to see if the children are able to identify the country we are in, or the town. As the view hovers over the school, allow the children to discuss what they can see. What does the land around our school look like? Do they recognise any of the places around the school? Continue to zoom in to see the school in closer detail. Can they pick out key features such as the playground or the entrance? Support them to pinpoint where in the school building they are roughly sitting now. • Ask the children to share their experiences of being back in the school space together. What feels the same? What feels different? Why is this? Encourage the children to talk about the things they have missed about being at school and if they miss anything about not being at school. • Allow time and space for them to share the things that they have been doing since they were last here, their reflections on being back and any questions they have. Model this yourself as the teacher, by sharing your own personal narratives of what you have been doing since you were last in the school altogether and your feelings about coming back. <p><i>Set up a class display, with the words Here We Are as the title and a copy of the front cover of the text displayed.</i></p> <p>Tell the children that they are going to use the display to share their reflections on being back at school. What they are enjoying most, questions they have about being back or things that they are looking forward to in the future.</p> <p>Model this by sharing one of your own reflections in drawing and writing.</p> <p>They can draw and write in any way they wish to communicate their reflections or questions.</p> <p>Provide the children with paper and a range of drawing and writing materials to create a personal reflection on being back in the school space.</p>

	<p>Draw a picture, then encourage children to think about the words they will write. Model this with your own writing first, consolidating and shaping your thoughts through talk in a way that can be written down, then considering how to translate your talk to the page, reminding them how to use their phonic knowledge to write unknown words.</p>
9.50 - 10.00	<p>Maths – Math about Me <i>I can count the letters in my names and surname.</i> STARTER: Go round the class and get each child to say their name. How many letters in your name, do you remember? Chn to use fingers to count the letters in their name. Chn to write the number of digits in their name on their whiteboard (check correct number is written). Write it on worksheet (check correct number is written). Count out the same number of cubes for the letters in your name (check correct number is written). Colour in this number of cubes on the worksheet. What is your second name/surname? How many letters in your surname? Chn to use fingers to count the letters in their surname. Chn to write the number of digits in their surname on their whiteboard (check correct number is written). Write it on worksheet (to check correct number is written). Count out the same number of cubes for the letters in your surname. Colour in this number of cubes on the worksheet. How many letters in your name and surname altogether? Count up all the cubes. Chn to write the number of digits in their name and surname on their whiteboard (check correct number is written). Write it on worksheet (check correct number is written). Model how to colour in the total on the tens frames on the worksheet. Draw hearts for the letters in your name. Draw circles for the letters in your surname. Colour them in.</p>
10.50 – 11.20	<p>Daily Mile & Break Wash hands</p>
11.20 – 11.35	<p>Spellings – Words with ‘f’ and ‘s’ <i>To identify the ‘f’ and ‘s’ sounds in this week’s spelling words.</i> Go through PowerPoint with children. Explain that each week we will be getting a set of 10 words to learn for a test on the following Monday. Explain that each Monday their adult will get the words to help them learn at home on the website. They will also get a handwriting sheet to help them practice writing the words. On the following Monday we will have a test to see who can remember how to spell the words by writing them. *Letter out to parents at end of day explaining weekly spelling.</p>
11.35 – 12.20	<p>English – self-esteem. <i>I can write a sentence about what I like about me, using a capital letter and full stop.</i> Read I Like Me by Nancy Carlson https://www.youtube.com/watch?v=Yv_A_0oICAc Talk about the book; author, main character and how they feel about the story. Make text-to-self connections:- Go round the class and chn say ONE thing that tells us about them, just like in the story. What do they like best about themselves? What are they good at? What do they like doing? Explain that we are going to make a class book – show cover on PowerPoint. Explain that each child will write something that they like about themselves on the worksheet. They will draw a picture of themselves doing whatever it is that they have written about. Explain before they start that the first word they need to write is I. Explain that it is a capital letter because you are special. Your name begins with a capital letter so the word I needs a capital letter too. Show chn the word ‘I’ on the class caterpillar. Model thinking about what you like about yourself. Say it out loud. Now beginning with the word ‘I’ model writing your sentence on the whiteboard. Say out loud each of the words you need and write it down as you say it. Ask what you need to have at the end of the sentence. Add the full stop. REMIND chn that we simply put a dot. We do NOT colour in a dot. Encourage chn to write out their sentences using their phonics. Support when needed. Children to write sentence on whiteboards and then when checked, neatly onto their book page.</p>

12.20 – 12.30	Class Novel Mali's Friend – How to have a friend Illustrated by Ellen Heydenrych, Written by Rujeko Moyo Use link to download and read https://freekidsbooks.org/bookview/19465/
12.30 – 1.30	Lunch Wash hands
1.30 – 2.00	Collective Worship Pause for thought in the Classroom: Changes Matter Changes affect our lives: To consider how changes and new experiences affect us. Preparation and materials You will need three pairs of old and new objects that you own: – one pair should show that the new version is clearly an improvement on the old - one pair should show that the old version and the new one are about the same - one pair should show that the new version hasn't improved on the old one Print out the following verse and have it available to read out during the assembly: 'Jesus is the same yesterday and today and forever.' (Hebrews 13.8) Assembly <ol style="list-style-type: none"> 1. Talk to the children about the new school year and the changes that have occurred in school since last year. Discuss how the children feel about the changes - do they seem exciting, scary, fun, unwanted . . . ? 2. Tell the children that you have brought with you some things to show them. <i>Show the pair of items that demonstrate that the new version is clearly an improvement on the old. For example, you may wish to show an old mobile phone and your current one.</i> Discuss with the children how sometimes, the new thing is so much better than the old. For example, your new phone can do so much more than the old phone and it looks far nicer! 3. <i>Show the pair of items where the old and new versions are similar and both desirable. For example, you may wish to show an old pair of trousers and a new pair, both of which you like and wear.</i> Explain how you can like something that's old and still want to use it. Whatever you have brought, you may want to discuss further with the children which one they like best. For example, you could say something like, 'I like the new trousers because they are more colourful.' 4. <i>Show the final pair of items where the old version is your favourite. For example, you may wish to show two recipe books: one brand-new and the other well-thumbed and a bit battered.</i> Explore with the children how you have tried the new version, but you still keep going back to the old one because it's your favourite. 5. Discuss how sometimes, a new thing isn't as good as an old one. New experiences and changes can be like that: fun and exciting or scary and nerve-wracking or maybe all of those feelings together. We can feel sad when something changes, even when it's something

	<p>good.</p> <p>6. Discuss how change is a normal part of life and makes us feel different things. Sometimes, a change is all good or all bad, but normally, it is a mixture of these feelings. For something good to happen, sometimes, we have to leave something behind. For example, it's great growing up and going into a new class or making new friends. However, that doesn't mean that we don't miss our old friends or our old teacher and we don't feel a little bit sad or a mixture of happy and sad about it.</p> <p>Time for reflection</p> <p>The coronavirus pandemic has caused many things to change. This might have made us sad because we missed our friends and families, and we missed school and going out. However, maybe now we can think of some good things that came out of being in lockdown.</p> <p>Discuss some ideas with the children. Christians believe that - no matter what else changes - God will never change. A verse in the Bible says, 'Jesus is the same yesterday and today and forever.' (Hebrews 13.8) Show PowerPoint verse.</p> <p><i>Prayer</i></p> <p>Dear God,</p> <p>We thank you for the happy changes.</p> <p>Help us when we feel sad or mixed-up about something new.</p> <p>Help us to talk about the way that we feel.</p> <p>Thank you that you never change.</p> <p>Amen.</p> <p>Listen to Song – chn do actions</p> <p>'He's got the whole world in his hands', available at: https://www.youtube.com/watch?v=kDBJNQiu9nM (1.55 minutes long)</p> <p>Colour in Bible verse sheet.</p>
2.00 – 3.05	<p>PE – Yoga Handwashing</p> <p>Follow Cosmic Kids https://www.youtube.com/embed/5rymXdOwW68</p>