

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	Registration & Class Worship Daily Prayer – I have a Dream Yesterday we used our bodies to pray for our school. Today we are going to pray for our families. Use PowerPoint slides 8, 9 and 10 for today's worship.
9.05 – 9.50	RE – St Peter and St Paul. <i>I know the story of our school's Saints Peter and Paul</i> Light candle. In the name of the Father, and of the Son and of the Holy Spirit. Amen. Do you know anyone called: Peter, Pete, Pierre, Pedro, Petra, Pet, Petula, Peta, Petronella? If you do, that person is named after Saint Peter. Do you know anyone called: Paul, Paolo, Pablo, Paula, Paulette, Pauline, Paulina? If you do, that person is named after Saint Paul. Talk about our school, its name. Who are the people it is named after? Watch The story of Peter https://www.youtube.com/watch?v=SVx_G8yB19I The story of Paul https://www.youtube.com/watch?v=R0p0W_Zbt1s Discuss each character. Why was Peter so special? What was his name before he met Jesus? What name did Jesus give him? What did Cephas mean? What was Paul's name before he changed it? How did he change? St Peter was just an ordinary man. But he gave up his job as a fisherman to follow Jesus and he was filled with faith. We are just ordinary people too. But we can try to follow Jesus, to believe in him, and show our faith in the way that we treat others and in all that we do. Explore the key values that make up the Church and write these words on the whiteboard e.g. faith, hope, love, peace, justice and so on. Display a large poster with a big rock on it, with the words "On this rock I will build my Church." Get the children to give/write words to describe how they will show their faith in Jesus in the coming week, so that they can build up the Church today. Add these words to the collage eg faith, hope, love, peace, justice and so on. Colour in picture of Paul.
9.50 – 10.50	Maths - Maths about Me <i>I can count to 20 and use tally marks.</i> STARTER: Class count to 0-20 Each child to say their name and how many letters in their name. Chn to write the number of digits in their name on their whiteboard. Can chn show this number using dots? Model how to do this using your name. Chn use dots to show their name on whiteboards. (MD and KP to check work throughout). Can chn show this number in tally marks? Watch video https://www.youtube.com/watch?v=P_UZiA_oxaY&list=PLF1XtuQ_P-Imvou2yMYJSOE087-uhmMax Pause video after each number, chn show number on their fingers then write the tally number on their whiteboard. Watch next video on how and why we use tally marks. https://www.youtube.com/watch?v=pEA3w8SQws Model use of tally marks to write your name. Chn to write the number of digits in their names using tally marks on whiteboards. Whose name has the most letters/dots/tally marks? Whose name has the least? Whose names have the same number of letters/dots/tally marks?

	Chn ONLY complete This is Me! picture, letters in my name and tally mark sections on the Math about me worksheet.
10.50 – 11.20	Daily Mile & Break Wash hands
11.20 – 11.35	<p>Phonics</p> <p><i>I know the 'm' sound and letter.</i></p> <p>Teach: Show children Maisie and her mountains (PowerPoint) and ask the children if they know the sound. Tell a story about Maisie and her mountains. Explain to the children when they see m (letter side) they say mmmmmm, which is a stretchy sound (show stretch hand movement.) When you see Maisie and her mountains (picture side) you say – Maisie, mountain, mountain. Practise this with MTYT. (My turn your turn.) Find letter m on the Speed sound chart. Colour it in.</p> <p>Practice: Practice writing 'm'</p> <p>Run your finger along the picture side of 'm' and say "Maisie mountain mountain." Model writing the 'm' and REMIND chn to begin with a lead in. Ask the children to use their finger in the air, on the table to practice writing 'm.' Practise writing on whiteboard.</p> <p>Apply: Can you write the letter m?</p> <p>Explain to children there are sometimes some silly words that you can't 'Fred' (sound out) "You can never Fred a red. First Red word is – 'my.' Mmm is correct but the 'y' sounds like igh.</p> <p>Chn find 'my' on class caterpillar. Chn write my on whiteboards.</p>
11.35 – 12.20	<p>English - All About Me</p> <p><i>I can write a sentence about what I like about my family, using a capital letter and full stop.</i></p> <p>Watch https://www.youtube.com/watch?v=MlIm_H01Z6Ss</p> <p>Listen to song https://www.youtube.com/watch?v=XwL5KOeWoQ</p> <p>Each child to talk about their family. Look at pictures brought in by children from their 'All About Me' bags. Name each member of the family – write key words for children on whiteboard e.g. mother, father, sister, brother etc. Think about what you like about each family member; why you love that person. Chn to draw the members of their family on worksheet and colour it in.</p> <p>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 the page.</p>
12.20 – 12.30	<p>Class Novel</p> <p>Why is Nita Upside Down – lessons in being different and good values</p> <p>Use link to read https://freekidsbooks.org/bookview/9914/</p>
12.30 – 1.30	Lunch Wash hands
1.30 – 2.00	<p>Reading Skills</p> <p><i>I can identify the title and predict what the story might be about.</i></p> <p>Go through PowerPoint. Let chn volunteer to read and give support when needed. Ask different children to answer questions as you work through the PowerPoint.</p>
2.00 – 3.05	<p>Topic – PHSE/Science</p> <p><i>Recognising our place in the wider universe –Sharing and communicating information for an audience.</i></p> <p>Come back to the front cover of the text again and re-read the title. Ask the children what they think this book will be about? What kind of book do they think it will be?</p> <ul style="list-style-type: none"> Now open the book to the first double page spread, titled Our Solar System. Look carefully at this page together. Ask the children what they can see. Use this as an opportunity to glean their prior knowledge of space, recording their thoughts and observations around a copy of the illustration in the class reading journal. Look for and read out the words Here We Are, look at the Earth and read its name. Ask them if they recognise any of the other objects in the illustration or if they know any information about them. Add any of this additional knowledge and observations to the class

reading journal.

- Now turn to the next page and read the text aloud. Turn the page and continue reading up to ...so let's get started with a quick tour. Ask the children to think about the planet that they live on. What is our planet like? What sorts of things can you see and do here on Earth? Model this by talking about your own reflections. You might talk about the physical environment, the different forms of life on Earth, or what people do here on Earth. Then give time and space for the children to go on and talk about things of relevance to them. Notes the children's ideas to display for them to draw on in their own writing.
- Tell the children that they are going to develop a guide to Earth for someone who has never been here before. Provide them with a copy of the illustration of Earth from the front cover in the middle of a large sheet of paper and ask the children to write about all the different things they would share with a visitor who has never been here before.

When they have collected all of their ideas, get the children to think about which ideas might connect together and appropriate ways of grouping the information, for example, under headings like Things to See, Things to Do, People, Animals etc.

Now tell the children that they are going to expand on this information for their guide.

Model the process of how to do this, articulating how to think about the purpose and audience for this writing, knowledge of what to include for this form of writing and how to organise it and particular language to use to engage their reader.

When they are ready children write down their sentences on their guide.

When the guides are complete, children to share and reflect on their work.