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| 8.50 – 9.00 | Collection and Handwash |
| 9.00 – 9.05 | <p>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.</p> |
| 9.05 – 9.50 | <p>PE - Balance WARM UP: Talk about why it is necessary to warm up our bodies before we exercise. Let’s warm up. Play a quick Simon Says. ACTIVITY: Follow Balance time Card and go through all the steps to balance on different parts of the body: back, tummy, hands and feet. Show chn balance moves done by different chn and get them to copy these. Tip – balances must be still. Improve your balance by pointing your fingers and toes. How long can you hold your balance? Count to 10 or more! Pick your favourite 3 balances and add them together to make a routine. Practice your routine. Show the child next to you your routine. Select a few routines to show the class. Class to copy their favourite one. COOL DOWN: Use a few yoga poses from cosmic kids to cool down. Breathing in – tree pose – breathe out.</p> |
| 9.50 - 10.00 | <p>Maths - Maths about Me <i>I can count to 20 and use tally marks.</i> STARTER: Count to 20 using number beads. Tell chn how many people there are in your family. Write the number on the board – numeral and in words. What other way can I show this number? How did we do it yesterday? Tallying. Model tallying the number of people in your family. Use finger counting to count:- How many boys? How many girls? Chn use whiteboards to write how many boys then how many girls in their family. Chn write answer in numbers and tally marks. Now write the total in numbers and tally marks. Chn can add the total on their fingers or use cubes . Chn to write information on their family on Math About Me worksheet (how many in family altogether section) and draw their family, putting in the total in tally marks.</p> |
| 10.50 – 11.20 | <p>Daily Mile & Break Wash hands</p> |
| 11.20 – 11.35 | <p>Phonics <i>I know the ‘a’ sound and letter.</i> Revisit: Recall last sound taught – m Can you remember what sound you have learnt? Look at the picture frieze. Show card - Maisie mountain mountain’ (Picture side) and then Mmmm (Letter side). It is a stretchy sound so make hand movements to show this. Teach: Teach ‘a’ - Show picture card. Say “a a a a a apple” MTYT. Now show ‘a’ letter side and say ‘a.’ This is a bouncy sound” Repeat with bouncy hand movement. MTYT Discus picture Set 1 cards - do you recognise the pictures words beginning with the a a a sound? Practice: Practice writing ‘a’ Run your finger along the picture side of ‘a’ and say “Around the apple and down the leaf.” Model writing the ‘a’ 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 ‘a.’ Practise writing on whiteboard. Apply: Find letter ‘a’ on the Speed sound chart. Colour it in. Remind children of Red word – my. The new ones today are, ‘and’ & ‘a’. Chn find ‘and’ & ‘a’ on class caterpillar. Chn write words on whiteboards.</p> |
| 11.35 – 12.20 | <p>English – All About Me <i>To write sentences using capital letters and full stops.</i> Return to family photos on display. Ask a child to tell you their name. Model writing this as a</p> |

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| | <p>sentence. REMIND chn that we need a capital letter and a full stop when we write a sentence. INTRODUCE PC DHANA AND HER HAT. Explain that PC DHANA will be checking all the work to make sure that the CAPITAL LETTER and FULL STOP rules are being followed! Ask the following questions:- Do you have brothers? Do you have sisters? Do you have a pet? What is your pet's name? What is your favourite colour? Model writing the answer to each one on the whiteboard. Explain that they will each be writing about themselves using sentence starters. Show chn how to complete the sentences, using a capital letter to begin and a full stop to end the sentence. Chn to answer at least the first 4 questions. REMIND children that PC DHANA AND HER HAT! will be checking for capital letters and full stops.</p> |
| 12.20 – 12.30 | <p>Class Novel My Best Friend – short story with imagination Author: Anupa, Lal Illustrator: Suvidha Mistry Use link to read https://freekidsbooks.org/bookview/9661/</p> |
| 12.30 – 1.30 | <p>Lunch Wash hands</p> |
| 1.30 – 2.00 | <p>Collective Worship – Wednesday's Word Use the online version of the Wednesday Word. http://www.wednesdayword.org/ Share the Gospel and talk about the picture. What/who do they see? Use the information/questions as talking/discussion points. Ask a child to lead the prayers where possible to promote pupil led collective worship. Do the activities if there is time.</p> |
| 2.00 – 3.05 | <p>Topic Learning about our planet, its environment and wildlife –writing a song. Re-read the book so far, and on to <i>There is also the sky. Though that can get pretty complicated.</i> Come back to reflect on these pages with the children. What have they learnt about our planet from reading these pages? What is special about its environment? Come back to look slowly and closely at each of the illustrations in turn, looking at key geographical and environmental features, first on the land -such as mountains, volcanoes, hills, fields, grasslands, forests, deserts, palm trees and ponds, then to the water -cliffs, sea, icebergs and the wildlife that live above and below the water and then the sky –weather conditions like snow, wind, clouds, rain, rainbows, storm clouds and lightning, and up into outer space –the sun, moon, stars and other planets. Make notes of children's reflections and observations as they comment on these illustrations. Now watch the following video: https://www.youtube.com/watch?v=B8WHKRzkCOY Encourage the children to watch the images and listen to the words. What do they recognise from the book? What does the video make them think or feel about our world? Why is our world so wonderful? Listen to, look at and learn the lyrics to the song 'What a Wonderful World', first recorded by Louis Armstrong: https://www.youtube.com/watch?v=CWzrABouyeE Also look at the picture book made using the text of the song lyrics by Tim Hopgood, including a CD of the song by Louis Armstrong: https://global.oup.com/education/product/9780192736918/?region=uk As you learn the words of the song, encourage the children to think about their meaning. What does the song tell us about our world? What are the wonderful things about it? What images of the world does it capture? Why are these important? In the picture book by Tim Hopgood, consider the way he has chosen to capture the words in his illustrations. Encourage the children to consider all the things they have seen in the book, in the video and in their own lives, and to decide what they think is wonderful in the world. Through talk, support the</p> |

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| | <p>children to be descriptive about their choices; e.g., if they pick an animal, encourage them to think about why they chose it; is it a distinctive colour, pattern or characteristic that you can use in the song, as the original lyrics do? Show them how to choose and use adjectives to provide a clearer picture of each thing referenced. Draw the children back to the original lyrics if they need further inspiration. Take a note of each of the children's suggestions and mould these into your own class version of What a Wonderful World.</p> <p>Allow each child to come up with an idea. Scribe ideas. Work together to arrange the ideas into your own version of the song.</p> |
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