

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 families. Today we are going to pray for the place where we live, our city. Use PowerPoint slides 11, 12 and 13 for today's worship.
9.05 – 9.50	RE – Our Mission Statement <i>I know who Jesus is</i> Start with the prayer on PowerPoint. Show chn letters J, E, S, U, S. What name does it spell? Go through the mission statement. Can chn think of their own words for each of the letters that we could add to the statement to show that this is how we learn and show our love for all at our school? Add letters to display with words that chn have come up with.
9.50 - 10.00	Maths - Maths about Me <i>I can count backwards and forwards from 10</i> STARTER: Count backwards from 10 using bead string. Now count backwards with video https://www.youtube.com/watch?v=Z1E6JwGYhOY&list=RDZ1E6JwGYhOY&start_radio=1 Ask each child how old they are? Do they know their birthdays? Tell chn how old you are. Show this in tally marks. Look at our class birthday calendar. In which month of the year does no-one have a birthday? Does anyone share a birthday? (twins Faith and Hope). Why is this? How do we write 5 and 6 in words? Can anyone spell these words? Model writing the numerals and the words. Chn to colour in how old they are on the grid on the Math About Me worksheet. Chn write number in the box and also write their age in words. Tell the class your favourite shape. Ask each child what their favourite shape is. Model drawing the same amount of shapes for the letters of your name. Chn fill in the relevant section on the worksheet. Remind the children that you do not have pets. Do they have pets? What kind of pet do they have? Ask chn to write down this information on their worksheet. Finally, ask 'Has anyone lost teeth?' How many? Talk about why we lose our teeth at their age. What do they do with their teeth? Chn complete worksheet by filling in the last section. Worksheets to be displayed.
10.50 – 11.20	Daily Mile & Break Wash hands
11.20 – 11.35	Phonics <i>I know the 's' sound and letter.</i> Review: Recall last sound taught – 'm' and 'a' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side: "Maisie mountain mountain." "a a a apple" Letter side: "a." "Mmmm" Teach: Teach 's' - Show picture card. Say "ssslithering snake" MTYT. Now show 's' letter side and say 'sss.' This is a stretchy sound" Repeat with stretchy hand movement. MTYT Discus picture Set 1 cards. Do you recognise the pictures words beginning with the sssss sound? Practice: Practice writing 's' Run your finger along the picture side of 's' and say "Slither down the snake." Model writing the 's' 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 's.' Practise writing on whiteboard. Apply: Find letter 's' on the Speed sound chart. Colour it in. Fred Talk 'Green' word– Sam Can you write the word sam? Red words – Review red words my, and, a. New red word 'so'. Chn find 'so' on class caterpillar. Chn write word on whiteboards.

11.35 – 12.20	<p>English - All About Me</p> <p><i>I can write a sentence using a capital letter and a full stop.</i></p> <p>Ask children what food they like and why.</p> <p>Watch</p> <p>https://www.youtube.com/watch?v=nE8ttvPACeg</p> <p>What else do they like or not like? Model writing a sentence for each statement. Give each child a copy of the 'Likes and dislikes' sorting activity. Chn to cut out the pictures and paste them onto the correct page. At the bottom of each page chn to write a sentence about their likes and dislikes. REMIND children to use capital I, capital letter and full stops. Wear the PC DHANA HAT!</p> <p>To choose and stick on 5 things they like/dislike and write a simple sentence for 2 of each e.g. I like egg. Encourage use of phonics.</p>
12.20 – 12.30	<p>Class Novel</p> <p>And Also! A story about using imagination in play</p> <p>Illustrated by Anja Venter, Written by Lauren Beukes</p> <p>Use link to read</p> <p>https://freekidsbooks.org/bookview/9132/</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Reading Skills</p> <p><i>I can sequence a story</i></p> <p>Read through story again (use eBook or pdf version). Ask the children to recount the beginning, middle and end oif the story. Using the cut up pictures, chn put pictures into correct sequence.</p>
2.00 – 3.05	<p>Topic</p> <p>Engaging with the environment physically: Outdoor Learning</p> <p>This session is conducted in an outdoor learning space, where children have time and space to engage with and explore the natural environment outdoors. Bring some specific items for the children to engage with in the space, e.g. crepe paper to make stick streamers and watch the wind; lard and seed to make bird feeders; wildflower seeds to scatter; large magnifying glasses; pooters to collect minibeasts safely; tarps, rope and sticks to make dens; wool and string to craft shapes from sticks (and scissors for adults to take care of); stories and books focused on the outdoor environment, such as We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury (Walker), Owl Babiesby Martin Waddell and Patrick Benson (Walker), The Perfect Shelterby Clare Helen Welsh and Åsa Gilland (Little Tiger), Shh! We Have a Planby Chris Haughton, Where the Wild Things Are by Maurice Sendak (Red Fox); notebooks, paper and drawing and writing equipment to record responses to their activities.</p> <p>As you enter the space, ask the children to sit quietly, close their eyes, breathe in and out and be still; listening to any sounds they can hear around them. Give them time to simply relax and sit quietly in the space, modelling this yourself with the other adults. Then, ask them to open their eyes and reflect on being in the space. How do they feel being out here? How is it different from being indoors? What could they hear when they were being still and quiet? What can they see around them?</p> <p>Now take some time to read the poem 'Out and About' by Shirley Hughes, from her collection Out and About (Walker). Have a photograph and copy of the text for you to draw from and an enlarged copy of the poem to display back in class.</p> <p>Read the poem aloud to the children in the outdoor space. Ask them to talk together about the words they have heard and the illustration they can see. What is happening here? What is the weather like? What is the child doing? How do they feel about being outside? How do you know? Re-read the poem again. This time ask the children what they think this child is going to do while they are outside. What will they do to make them busy? Now, explain to the children that they will have time and space to explore and play in this area like the child in the poem, show them the resources you have brought with you and let them look at the environment around you. Talk about the things they could do in this space, establishing routines to allow them to engage in the space safely and with respect for the nature that exists there, for example, not scaring birds or other</p>

	<p>creatures or not picking wildflowers.</p> <p>Spend as much time as possible in the space and give plenty of freedom for the children to explore the space, engaging with each other and the materials you have brought along. Provide the children with handmade journals to sketch, write or respond to the outdoor learning experience in any way they like. As enabling adults, explore, talk and play alongside the children and support them in engaging them in specific activities such as making streamers to play with, crafting shapes with sticks they find on the ground by tying them together with string or wool or making bird feeders to leave in the space. Take lots of photographs of the children being busy outdoors and record observations of the children's talk, interactions and reactions to what they choose to do.</p> <p>When you come back to the classroom space make time to reflect on the experiences they had in the outdoor environment. How did it make them feel? What did they enjoy or, conversely, not enjoy about being outdoors? What did they do in the outdoor space? What did they see hear or experience?</p> <p>Follow this up by encouraging the children to write their own class poem, based on 'Out and About', to reflect on their own experiences of being outdoors.</p> <p>Each child contributes a line to reflect on something they did, saw, heard or felt as part of their experience outdoors.</p>
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