


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 city. Today we are going to pray for our world. Use PowerPoint slides 14, 15 and 16 for today's worship.
9.05 – 9.50	Topic - PHSE/Science <i>Learning how to care for ourselves and for others: Informational Writing</i> Re-read the book so far, to reorient the children with the storyline and on to: <i>The most important things for people to remember are to eat, drink and stay warm.</i> Come back to the diagram of the body and explore this closely with the children (display a large scale copy of this diagram, which you can continue to annotate together.) Ask the children if they can read any of the labels on the diagram. How did they know what these words said? They may draw attention to the arrows that point to the particular body parts, but it is also important to draw their attention to the sounds and letters contained in the words. Model how to segment and blend phonetically decodable words, such as, leg (l-e-g), arms (ar-m-s), brain (b-r-ai-n), lungs(l-u-ng-s), nails (n-ai-l-s) and hair (h-air) to revisit and review words containing sounds in the basic code. Talk together about our bodies, the parts and their functions, drawing on the explanations given in the text and talking about those parts that are external and those that are internal. Ask the children if they are aware of any other body parts that are not mentioned in the diagrams. They might mention hands and fingers or feet and toes or facial features such as eyes, nose, mouth and ears. Encourage them to think about why each part mentioned is important. Watch the BBC Teach video about body parts here: https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhb82 Discuss any other body parts they see that are not mentioned in the diagram. What are the functions of these different parts? Encourage the children to draw their own anatomical illustrations like these, with one half showing the external features of the body and one half showing the internal features and add these explanations in brackets alongside as the author has done. EXP Think about belly and add the internal organ 'stomach', talking about the function of this internal organ. Some children may also have knowledge of other internal organs such as the liver or kidneys. EXC Add more specific names for some of the bones, such as ribs or skull. Encourage the children to add as much information as they possibly can. When the children have finished, re-read these pages together and focus on the last lines: <i>Look after it, as most bits don't grow back.</i> The most important things for people to remember are to eat, drink and stay warm. Talk together about how we keep ourselves safe and healthy. What would happen if we didn't eat or drink? Why are these things important? Think about the snacks and meals that are provided in school. When are these planned for? Why is it important to eat regularly while you are here? It's also important to highlight the importance of looking after the needs of others. You could explore how important it is that everyone in the world has access to food, water and housing. Talk about donations for food banks or how people shared food during the coronavirus lockdown. Ask the children if there is anything else they think is really important for keeping ourselves and each other safe and healthy. This gives a contextualised invitation to discuss the public health messages that have been given to support us in minimising the spread of viruses. Talk about why the lockdown was essential for halting the spread of the virus and ask the children if they can remember any of the important messages that we need to remember to keep ourselves and others safe and healthy. Look at ways key information can be presented in a way that is clear and easy to follow, such as in the BBC poster (PowerPoint) Talk to the children about what is being communicated on the poster and how this information can

	<p>be easily understood. You could cover the text at first to see if the children can guess what each image is telling us before revealing to see if they are correct.</p> <p>Use this as an opportunity to review existing and new routines with the children. Children of this age will have varying degrees of experience with the health measures put in place since the coronavirus outbreak, so it is important that we use this as an opportunity to talk about any fears the children have, and to explain to them that these measures are in place to keep us all safe, not to scare us.</p>
9.50 - 10.50	<p>Maths - Maths about Me</p> <p><i>I can count backwards and forwards from 20. I can use tally mark. I can read a graph.</i></p> <p>STARTER: Count forwards to 20. Now watch video and count backwards from 20</p> <p>https://www.youtube.com/watch?v=ShqXL-zfLxY</p> <p>Cal out '123 eyes on me!' What colour are my eyes?</p> <p>Look at your partner – what colour are his/her eyes?</p> <p>Chn to write down the colour of their eyes on their whiteboards. If they cannot write the word show them the colour words in the classroom. Look for the beginning sound and the end sound to help find the words you need. Go round the class and write down each child's name and eye colour on the teachers' whiteboard. How can we find out which eye colour is the most/least?</p> <ul style="list-style-type: none"> Count number of green/blue/brown/hazel eyes. Use tally marks under each colour heading to count them up. Explain that we are going to make a pie chart to show the colour of our eyes. Show chn an example of the chart. Each child to colour in an eye with their eye colour. Teacher to place each eye on the prepared class eye chart. Count up each column to check which the most/least is.
10.50 – 11.20	<p>Daily Mile & Break</p> <p>Wash hands</p>
11.20 – 11.35	<p>Phonics</p> <p><i>I know the 'd' sound and letter.</i></p> <p>Review: Recall last sounds taught – 'm,' 'a' and 's'</p> <p>Can you remember what sounds you have learnt? Look at the picture frieze.</p> <p>Show cards-Picture side – saying rhyme. Letter side – saying sound</p> <p>Teach: Teach 'd' - Show picture card. Say "d d d d dinosaur" MTYT (my turn your turn). Now show 'd' letter side and say 'd'. This is a bouncy sound. Repeat with bouncy hand movement. MTYT</p> <p>Discus picture Set 1 cards.</p> <p>Practice: Practice writing 'd'</p> <p>Run your finger along the picture side of 'd' and say "Round his bottom, up his tall neck and down to his feet." Model writing the 'd' 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 'd'.</p> <p>Practise writing on whiteboard.</p> <p>Apply: Find letter 'd' on the Speed sound chart. Colour it in.</p> <p>'Fred Talk' 'Green words' – sad dad mad Sam.</p> <p>Do you recognise the Set 1 sound pictures of words beginning with d?</p> <p>Form letter 'd' Draw a dinosaur too!</p> <p>Red words – my, a, and, so. New word 'do'</p> <p>Chn find 'do' on class caterpillar. Chn write word on whiteboards.</p>
11.35 – 12.20	<p>English - All About Me</p> <p><i>I can write a sentence using a capital I, capital letter and full stop.</i></p> <p>Listen to the All About Me song</p> <p>https://www.youtube.com/watch?v=KjAFrdokRNA</p> <p>Discuss the different parts of your body and what you like to do with them. Model 'I like my brain because it helps me to learn.' Ask chn to each give you a sentence about a part of their body and why they like it. Model a few on the whiteboard. Model drawing your self (full body). Show chn how to label your brain and write your sentence underneath.</p> <p>Chn draw themselves (full body) and write about why they like the different parts of their body.</p> <p>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	Class Novel Zandi and Birdy Monster – Imaginary Friends Illustrated by Simeon van den Bergh Written by Marie-Louise Rouget Use the link to read https://freekidsbooks.org/bookview/8500/
12.30 – 1.30	Lunch Wash hands
1.30 – 2.00	Reading Skills (PPA) <i>I can use clues to find an answer</i> Go through PowerPoint asking different children to read each clue, encouraging them to use their phonics to sound out the words they are not sure of. Support chn when necessary.
2.00 – 3.05	Topic – Art (PPA) <i>I can cut, glue, colour and paste using different materials</i>  <p>Explain that we are each going to make a whole body picture of them. Show chn the body cut out template. Discuss what we need to add to the template to make it complete – hair, eyes, ears, nose, mouth, eyelashes, eyebrows, freckles, moles, fingers, clothes etc.</p> <p>Show chn how you would make yours using different materials and textures. Discuss where to place eyes, nose, mouth etc. and skin tone for colouring in. Support chn in cutting fabric for clothes, wool for hair etc. ENSURE names are written at the back. Teacher and TA to support throughout.</p>