

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p><b>Registration &amp; Early Morning work</b> (<i>number formation 1-20 practise sheet</i>)</p> <p><b>Class Worship - Daily Prayer</b>  <i>Use the PowerPoint. MTYT (my turn your turn).</i>            In the name of the Father and of the Son and of the Holy Spirit, Amen.            For this new morning with its light,            For rest and shelter of the night,            For health and food, for love and friends.            For everything Thy goodness sends,            We thank Thee, dearest Lord.            Amen.</p>
9.05 – 9.50	<p><b>Topic – PHSE/Science - Super Sneezes</b>  <i>I know how far germs are carried when I sneeze, and that covering your mouth with a tissue, or your sleeve (not your hand) can prevent the spread of infection.</i>            Re-read story so far to end of slide 14 (PowerPoint). 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?            Highlight the importance of looking after the needs of others. 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. 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 be easily understood. 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.            Use this as an opportunity to review existing and new routines with the children. Children 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.            Talk about sneezing and watch clip e-bug  <a href="https://www.youtube.com/watch?time_continue=23&amp;v=XzCs3XSGm0Y&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=23&amp;v=XzCs3XSGm0Y&amp;feature=emb_logo</a>            watch catch it bin it kill it  <a href="https://www.youtube.com/watch?v=-vUdFnGtT5Q">https://www.youtube.com/watch?v=-vUdFnGtT5Q</a>            Chn make their own 'catch it bin it kill it' poster.</p>
9.50 - 10.00	<p><b>Maths – Number and Place Value</b>  <i>I can Count on and back and order numbers to 10</i>  <i>Key Vocabulary: check; counting; count back; count on; missing number; numbers; order; ten</i>            STARTER: Chn count together to 10 and back (and blast off!). Chn show 5, then 10 fingers.            Demonstrate writing the numbers 5 and 10 on the board (explain that 10 needs two digits). Chn have a go on whiteboards.</p> <ul style="list-style-type: none"> <li>• Peg some large numbers 1-10 on a washing line. Chn count together, on and back.</li> <li>• Play 'missing number'. Cover numbers then remove a number. Ask a child to say which number has been removed.</li> <li>• Together count and check and replace the card.</li> </ul>

- Rpt for other numbers.
- Rpt but swap two cards round ('mixed up numbers') (then three numbers if they find it easy).

Key questions

- Which number is missing? How do you know? How can we check?
- Which numbers are in the wrong place? What should come after six?

**EXP: Green/Orange Independent**

Writing numbers 1-20 on maths book sheet, one number in each square; trace some adult ones if necessary.

**Plenary:**

Mix up all the numbers 1 – 10 on a number line. Which number goes first? Can they find it and put it in the right place? Rpt with all the numbers.

10.50 – 11.20 **Daily Mile & Break**  
**Wash hands**

11.20 – 11.35 **Spellings – Test and introduce words with 'l', 'k' and 'z'**

*To identify the 'l', 'k' and 'z' using 'll', 'ck' and 'zz' in this week's spelling words.*

Go through PowerPoint with children. Explain that the /l/, /k/ and /z/ sounds at the end of short words are usually spelt with the digraph 'll', 'ck' or 'zz' if they come after a e i o u (a vowel). Teach new words; well, pull, full, wall, buzz, fizz, back, stick, flick and pal.

REMIND chn to learn 2 a day.

11.35 – 12.20 **English – Bear Under The Stairs**

*To identify different sentence types*

Children arrive to see a furry/shaggy rug over a chair and some objects to make it look lumpy. On it are some signs –

WARNING!  
What's that in there?  
What a mess!  
How frightening!  
Don't stare...  
Could there be something under there?  
This doesn't belong here.  
This is the property of William.  
Who left this here?  
DON'T TOUCH.  
This is not real fur.

Children sort the different signs into columns where there are labels for questions/statements/exclamations/command.

Look carefully at each sign, how do we know where each one goes – discuss why and when we use a question mark, exclamation mark, a command and a statement.

Show chn the prepared table on board

What we know	What we would like to know

Discuss what might be under the rug using the table sentence starters.  
Write 2 sentences, one for each heading  
Remind children to use a capital letter and a full stop.

**Plenary**

What are the easy ways to identify the different sentence types? Use the punctuation!

12.20 – 12.30	<p><b>Class Novel</b>  Open Very Carefully  <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/open-very-carefully/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/open-very-carefully/</a></p>
12.30 – 1.30	<p><b>Lunch</b>  <b>Wash hands</b></p>
1.30 – 2.00	<p><b>Collective Worship</b>  <i>Children will know that:</i></p> <ul style="list-style-type: none"> <li>• God wants to forgive each and every one of us</li> <li>• We should forgive others too</li> </ul> <p>Light candle. Review with chn why we light a candle (Jesus is the light of the world).  Show slide 1 on PowerPoint. Read the title together.  Slide 2 : Remind chn of the Gospel Reading we read on Wednesday (Wednesday’s Word)  Tell chn we will be watching a clip about the story. Watch  <a href="https://www.youtube.com/watch?v=IbLByuz6eyU">https://www.youtube.com/watch?v=IbLByuz6eyU</a>  Slide 3: Go through each question with chn.  Slide 4: Read Michael Luca and Hannah Story Script.  Slide 5: Discuss what it means to forgive someone.</p> <ul style="list-style-type: none"> <li>• Try to forget and not use it against them in the future.</li> <li>• Try not to dwell on it in your heart and mind.</li> <li>• Don't talk to other people about it.</li> <li>• Don't let it get in the way of your friendship.</li> </ul> <p>Ask children to think about anything they might need to say sorry for?  Slide 6: Explain that God is always there to forgive us when we do wrong things. We call this sin. * <i>click to reveal the word sin</i>. Jesus died on the cross so that God can forgive our sins. * <i>click to reveal the word Jesus</i>. We can ask God to forgive us and really mean it – try not to do the same thing again. This makes God really happy.  Slide 7: Like God we must forgive and forget  Slide 8: Reflect on things they may need to say sorry for and silently ask God’s forgiveness.  Finish with the sign of the cross.</p>
2.00 – 3.05	<p><b>PE – Outdoor – Body part Games</b></p> <p>WARM UP: Chn pretend they are in a city. They are allowed to drive their cars around in a one way zone (mark out with cones) but they must look out for the traffic lights! Red = Stop/freeze Orange = Hopping/Jumping/Get ready Green = Go/move. As soon as they see a traffic light being held up by the teacher (Scarves or cones of those colours) they must follow that action. Variations - Add further instructions: Handbrake = Sit down, pointy toes &amp; feet Reverse = Move backwards Bridge = Crawl  ACTIVITY: Simon Says game to encourage body awareness and self-regulation – Call out more than one activity to increase the challenge such as “Simon Says touch your right hand to your left knee”.  Mirror Games - Give each child a partner (the one they sit next to in class). When one person moves the other person has to copy their movements exactly. Have children try to mimic poses of different movements.  COOL DOWN: When the teacher calls out a body part (for example knee), the students have to freeze and balance using that body part on the floor.</p>