

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p>Registration & Early Morning work (<i>number formation 1-20 practise sheet</i>)</p> <p>Class Worship - Daily Prayer <i>Use the PowerPoint. MTTT (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>RE – Families <i>I know The love and care shown in the family.</i> <i>God's love and care for every family</i></p> <p>KEY WORDS family, belong, different, love, care God, psalm, love, care, response, family of God, God's children</p> <p>Light candle. In the name of the Father, and of the Son and of the Holy Spirit. Amen. Points to remember when introducing this topic:</p> <ul style="list-style-type: none"> • Differences and similarities between families. • Everyone plays a different role in the family. <p>Use the story Love You Forever, Robert N. Munsch and Sheila McGraw, https://www.youtube.com/watch?v=70aHBZEbrxo</p> <p>To investigate what a family is and how different members of a family care for each other. Look at some family photos. Discuss: who is my family? What makes you a family?</p> <p>Display Church's Story 1 pages 6-7 on the IWB putting in speech bubbles to consider the interaction between the families. What might the people be saying to each other? Who is in each family? Talk about the people in the pictures and what they are doing.</p> <p>SOME KEY QUESTIONS</p> <p>Q Who might be in a family? Talk about the people in your family. Q How are families different? Q What might each person do? Q How do they show love and care for each other? Q What things do they do together?</p> <p>Chn to colour draw and colour in topic page.</p> <p>Plenary Have a quiet moment together to reflect on and appreciate all that is done in the family to show love and care. Think about someone in your family you want to thank for loving you so much. Talk about how you could do that.</p>

9.50 – 10.50	<p>Maths – Number and Place Value</p> <p><i>Count up to 20 objects, matching the number to the object</i></p> <p><i>Key Vocabulary: add; counting; how many?; numbers; pairs; ten; together</i></p> <p>STARTER: Counting in 1s to 100. Show children the Bead string tool 1.1.1 or use onlinea beadsrtring https://mathsframe.co.uk/en/resources/resource/452/ITP-Beadstring (click on the -10 to count and move each bead to the right). How many beads are there? Let's count . Class count in unison 1-100 sliding bead with each count. Every time you get to a 10s number, e.g. 10, 20, 30, etc. beads change colour and class do a big clap then keep counting.</p> <ul style="list-style-type: none"> Read 'The Quangle Wangle's hat' found on RS 280 The Quangle Wangle's hat and use Screen 1.1.1 to show the creatures as they appear in the poem. Each time a new creature comes to the Quangle's hat, click the Quangle Wangle to show the creature and count it on a finger, encouraging chn to hold up their fingers and count all the creatures. When you reach 10 creatures, wave both hands. Continue the count, asking chn to work with a partner. One child in the pair continues to hold up 10 fingers, the other child continues the count, holding up one finger to make 11 (10 + 1) and two fingers for 12, and so on. Continue to 17. When complete, ask chn to count the fingers held up. Ten on one child's hands, and 7 on the other child's hands. Check that everyone recognises that this is 17. Re-read the part with the creatures arriving, using one counting cube to represent each creature. List the creatures in order as they go to the hat and make a tower of cubes. Ask chn to count the cubes. There are 17. Ask another child to check. This tower is 17 cubes high; there are 17 creatures who go to The Quangle Wangle's hat. Split the cubes into two towers of 10 and 7 to show again that $10 + 7 = 17$. Count again on a bead string to show $10 + 7 = 17$. <p>Chn complete matching number to picture worksheet 1-20, writing number in correct place.</p> <p>Plenary</p> <p>Explain to children you are going to clap and they have to count how many claps you do. Do between five and 10 claps at a time. Repeat, speeding up clapping and doing up to 20 claps for children to count.</p>
10.50 – 11.20	<p>Daily Mile & Break</p> <p>Wash hands</p>
11.20 – 11.35	<p>Phonics - Set 1 sounds</p> <p><i>I know the 't' sound and letter.</i></p> <p>Review: Recall last sound taught – 'm,' 'a' 's' and 'd'</p> <p>Can you remember what sounds you have learnt? Look at the picture frieze.</p> <p>Show cards-</p> <p>Picture side – saying Letter side - sound</p> <p>Teach: Teach 't' - Show picture card. Say "t t t t tower" MTYT (my turn your turn.) Now show 't' letter side and say 't' This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discuss picture Set 1 cards</p> <p>Practice: Practice writing 't'</p> <p>Run your finger along the picture side of 't' and say "Down the tower to the steps and across the tower." Ask the children to use their finger in the air, on the table, to practice writing 't.'</p> <p>Apply: Find letter 't' on the Speed sound chart. Colour it in.</p> <p>'Fred Talk' 'Green words': sad dad mad Sam, mat, sat</p> <p>Can you write the letter t on your whiteboard?</p> <p>Red words – my, a, and, so, do, to</p>

11.35 – 12.20	<p>English - Bear Under The Stairs <i>I can identify what a homophone is and know how to apply one in context</i> Today a suitcase arrives into the classroom with a jar of honey and a drawing and some crayons. There is also a note in there. There was once a bear that lived under the stairs -right there! If you listen at night then you still might hear the quiet sound of one creature and their breathing. If you're quite lucky you might see them, but never at daytime, when the sun is out!</p> <p>Highlighting Homophones, discuss what a funny word bear is. Do children know why? Tell them it is a homophone, which is a word which has two spellings with two meanings:- Bear or bare? Watch – Know homophones https://www.youtube.com/watch?v=7OwX6tjOztY Children to listen to the letter again and identify what is the right homophone by picking the cards up. Choose a homophone from the table and write it into a sentence, ensuring they can apply the word in context. Children see how many sentences they can write in the time given.</p> <p>Chn write at least two sentences.</p> <p>*Remind ALL children to use a capital letter and a full stop.</p> <p>Resources <i>Suitcase, jar of honey, crayons, note with text on including homophones</i></p>
12.20 – 12.30	<p>Class Novel Everybunny Dance Use link to read https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-dance/</p>
12.30 – 1.30	<p>Lunch Wash hands</p>
1.30 – 2.00	<p>Reading Skills <i>I can sequence a story</i> Recall the story of Jake's First Day at school (use eBook or pdf version). Ask the children to recount the beginning, middle and end of the story. Using the cut up pictures, chn put pictures into correct sequence.</p>
2.00 – 3.05	<p>Topic – PHSE/Geography <i>A focus on people and community – Exploring new vocabulary and concepts</i> Re-read the text so far and on to ...<i>but don't be fooled, we are all people.</i> Give time for the children to look carefully at picture.</p> <ul style="list-style-type: none"> Allow time to respond to what they can see. Do any of the figures interest them? Do any remind them of people in their own lives? Spend some time allowing the children to share their thinking about the people they can see – what do some of them have in common? They may pick out people that are engaged in sports, music or another hobby. They may notice some of them are children and some are adults. Ask them to pick out someone in the image that they think they have something in common with and to explain why. For example, they might enjoy riding a bike and may pick out the child riding in the picture. They may pick out someone who reminds them of their mum, dad or another relative. If they are interested in space, they may pick out the astronaut. Now, watch the following clip and story from CBeebies: https://www.youtube.com/watch?v=y2egWySNmh0 <p>Talk about the clip and the story together, drawing back on the lines used in the text to support these discussions:</p>

	<p>People come in many shapes, sizes and colours.</p> <p>We may all look different, act different and sound different...</p> <p>...but don't be fooled, we are all people.</p> <p>What do the children understand from this? Use this to introduce key words like fairness, inclusivity and equality and explore what these mean in the context of all they have heard. Explain that these will be values that lie at the heart of our classroom and school community and that everyone is welcome here and that no-one here will be treated differently because of the way they look and that we will work together to make sure this happens. Add these words around the class spread.</p> <ul style="list-style-type: none">▪ Some children may have tuned in to recent world events and may know about the Black Lives Matter campaign. Discuss with children how people should all be treated equally, no matter what their differences are and look at ways to ensure that the community in the classroom is inclusive, and feel confident to challenge any prejudices, should these arise.▪ Encourage the children to think about what makes a fair and inclusive environment. Model some examples of this in your own talk if children find this concept difficult to comprehend immediately, e.g. if we have a fair and inclusive school: no one should feel left out everyone should feel included we are kind to everyone no one should be treated differently because of the way they look▪ Provide chn with a piece of A4 paper or card and allow them to draw out their vision for an inclusive school. When they have completed these, talk together about how we can make sure these things actually happen. What actions do we all need to undertake so that these things can be achieved? Ask the children to add these things to their posters and display these prominently in the environment as an example of our shared vision.
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