

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<b>Registration &amp; Early Morning work</b> ( <i>number formation 1-20 practise sheet</i> ) <b>Class Worship - Daily Prayer</b> <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.
9.05 – 9.50	<b>PE – Indoor – Yoga</b> <b>Follow Jaimie on Cosmic Kids</b> <a href="https://www.youtube.com/embed/wVhHPtrrSGE">https://www.youtube.com/embed/wVhHPtrrSGE</a>
9.50 - 10.00	<b>Maths – Number and Place Value</b> <i>I can Estimate and count objects (up to 30) and match using one-to-one correspondence</i> <i>Key Vocabulary: count; estimate; first; guess; how many?; less than; more than; number; order; second; third</i> STARTER: Hand out box of cubes (20). Chn count the cubes. Discuss (we all have the same number). Count together and back (and blast off! when you reach one). <ul style="list-style-type: none"> <li>• Show <a href="#">Screen 1.1.3a</a> of 'Quangle Wangle's hat' poem and pictures.</li> <li>• Ask chn if they can remember how many creatures went to the Quangle Wangle's hat.</li> <li>• Look at the poem together. Ask chn who was first, second, third, fourth, fifth, ... seventeenth.</li> <li>• Use Quangle Wangle puppets or pictures on <a href="#">Screen 1.1.3b</a> to order the creatures one at a time. Ask a child to count to check.</li> <li>• Show chn bowl full of grapes (enough for one each). Ask chn to guess how many grapes there are in the bowl.</li> <li>• Ask questions to help: <i>Are there less than ten? ... more than ten? ... more than twenty?</i></li> <li>• Show <a href="#">Screen 1.1.3c</a>. Record some estimates by asking chn to choose a range 0–4, 5–9, 10–14, 15–19, or 20 or more. (They do NOT say a number for their estimate – they select a range.)</li> <li>• Count five grapes onto a plate. Allow class to see what five grapes look like. Do any chn want to change their estimate?</li> <li>• Continue the count in sets of 5 onto the plate until all grapes have been counted. Agree the number, e.g. there are 30 grapes.</li> </ul> Chn complete Mr. Men counting sheet. <b>Plenary:</b> Show chn a pot of 14 pens. Ask chn to estimate: more than 5, between 5 and 10, between 10 and 15, between 15 and 20, less than 20, more than 20. Discuss estimates, not allowing chn enough time to count the pens. Choose a child to come out and count pens. Compare answer with estimates.
10.50 – 11.20	<b>Daily Mile &amp; Break</b> <b>Wash hands</b>
11.20 – 11.35	<b>Phonics – Set 1 sounds</b> <i>I know the 'i' sound and letter.</i> Revisit: Recall all set 1 sounds. Note any children who struggle with sounds. Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side – saying                      Letter side – sound

	<p>Teach: Teach 'i' - Show picture card. Say "i i i insect" MTYT (my turn your turn.) Now show 'i' letter side and say 'i' This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus picture Set 1 cards</p> <p>Practice: Practice writing 'i' Run your finger along the picture side of 'i' and say "Down the body. A dot for the head." Ask the children to use their finger in the air, on the table, on a child's back ect to practice writing 'i.'</p> <p>Practise writing on whiteboard.</p> <p>Apply: Find letter 'i' on the Speed sound chart. Colour it in.</p> <p>Fred Talk 'Green words': sad dad mad Sam, mat, sat, it, is</p> <p>Practise writing the letters learnt so far in exercise book.</p> <p>Form letter 'i'</p> <p>Red words – my, a, and, so, do, I</p>
11.35 – 12.20	<p><b>English - Bear Under The Stairs</b></p> <p><i>To write using a real experience</i></p> <p>Read up to 'But he knew what he looked like...'</p> <p>Ask children, what things frighten you?</p> <p>Why?</p> <p>What do you think causes fear?</p> <p>What removes it?</p> <p>Are you more frightened of real things or of ideas? Is fear always a bad thing?</p> <p>Have you ever been scared of something and not told anyone?</p> <p>What of?</p> <p>Why didn't you tell anyone?</p> <p><b>Model</b> writing –</p> <p>When I was scared of the dark space under my bed, I told my mum so that she could shine a torch under there.</p> <p>Children to write about a time when they were scared and how they dealt with it. Give them the starters.</p> <p>When I was 4, I thought...</p> <p>But now I.....</p> <p>I used to be frightened of..... however now I am not because.....</p>
12.20 – 12.30	<p><b>Class Novel</b></p> <p>A Hole in the Bottom of the Sea</p> <p>Use link to read</p> <p><a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/A-hole-in-the-bottom-of-the-sea/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/A-hole-in-the-bottom-of-the-sea/</a></p>
12.30 – 1.30	<p><b>Lunch</b></p> <p><b>Wash hands</b></p>
1.30 – 2.00	<p><b>PHSE – School class rules charter</b></p> <p><i>To learn about rules and why they are needed</i></p> <p>Watch <a href="https://www.youtube.com/watch?v=JTUR5L8pOV8">https://www.youtube.com/watch?v=JTUR5L8pOV8</a></p> <p>Why do you think David had to stay back after school? Talk about good choices, bad choices. Talk partners. Why do we need rules? Do you have rules at home? Lolly stick pick chn to give home rules. Do we need rules at school? Why? Lolly stick pick chn to give some rules they know. What happens if we don't follow rules? Talk partners.</p> <p>Go through class and school rules; refer to the 'Four Cs' of Courtesy, Consideration, Co-Operation and Common Sense. Apply these to behavior within and outside of the classroom, aiming for <b>shared ownership and clarity</b> in setting expectations. Chn to make a promise to keep these rules – each child to use fingerprint turned into a bee to add to our class charter which will be on display all year.</p> <p>Complete good choices bad choices cut and paste worksheet.</p>

2.00 – 3.05	<p><b>Topic – Science</b></p> <p><i>Looking after other living things – Reading and writing for information</i></p> <ul style="list-style-type: none"> <li>▪ Re-read the book so far and on to: <i>They can't speak, though that's no reason not to be nice to them</i>. Allow the children time and space to look closely at all the animals they can see in the illustrations. Which can they name and recognise easily? Which do they not know the names of? Which animals are their favourite? Why?</li> <li>▪ Think about where these animals might live, linking back to the environments we saw previously in the book: land, sea and sky. Do any animals live in more than one place? For example, the polar bear lives on the land, but can also swim. Swans swim in the water, but can also fly. You could also explore other ways of categorising and grouping the animals, e.g. pets, farm animals etc.</li> <li>▪ Draw children's attention to the Dodo, and the thought bubble that reads, <i>I'm not supposed to be here</i>. Explain that this is an animal that is now extinct. This means that there are no longer any living. Explain that this is mostly because people hunted them for food. Talk about other animals that are in danger because of people hunting them or destroying their habitats, such as the orangutan, tiger and turtle. Talk to the children about how they feel about this. Introduce some key questions to support children's thinking. Are all the people on our planet always nice to the animals that live there? What do you think our planet would be like if all these creatures no longer existed?</li> <li>▪ Explore the pages on the WWF website about animals that are currently endangered: <a href="https://www.wwf.org.uk/learn/wildlife">https://www.wwf.org.uk/learn/wildlife</a>. Discuss the meaning of this word with the children and then click on different animals on this page to find out why they are under threat.</li> </ul> <p>Come back to the text in the spread: <i>They can't speak, though that's no reason not to be nice to them</i>. Ask the children: Are all humans being nice to animals? What advice could we give to take better care of the animals that live alongside us on the planet? Keep a note of the children's ideas by scribing these on sentence strips to display alongside a copy of the illustration.</p> <p>As part of work in the extended curriculum, continue to look at ways to develop children's understanding of how to help animals and plants in our local environment by reading aloud 10 Things I Can Do to Help My World by Melanie Walsh (Walker). Talk with the children about the ways in which the things mentioned benefit our environment. Recap on some of the specific things mentioned, particularly:</p> <p>I will feed the birds in winter.</p> <p>I can plant seeds and help them grow.</p> <p>Chn write draw and write two sentences.</p>
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