

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</p> <p><i>Use the PowerPoint. MTTT (my turn your turn).</i></p> <p>In the name of the Father and of the Son and of the Holy Spirit, Amen.</p> <p>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 – 10.00	<p>Maths – Number and Place Value</p> <p><i>I can recognise domino and dice arrays to 6 without counting</i></p> <p><i>Key Vocabulary: check; dice; domino; highest; match; number; number card; pattern</i></p> <p>STARTER: Sing Twenty green bottles sitting on the wall.</p> <p>Twenty green bottles sitting on the wall. And if one green bottle should accidentally fall, there'll be nineteen green bottles sitting on the wall. Nineteen green bottles ... etc. Allow chn to stand and jig to the song.</p> <ul style="list-style-type: none"> • Explain to chn that we will be recognising numbers as they appear on dice and dominoes. • Hold up a big dice. <i>What is this? What can we do with it?</i> Roll it and ask chn what number they have rolled. Did they need to count the spots? • Turn the dice around. <i>How many numbers are on it? How many sides?</i> (Six sides, six numbers.) • Count to check. Ask a child to count to double check. • Explain that you want to see if they can say the number of dots without counting. Can they recognise the arrangement of dots? use online rolling dice • https://www.online-stopwatch.com/chance-games/roll-a-dice/ (click on die to roll it) • Show each dot arrangement by clicking a card on Screen 1.1.4c (or online die), to reveal an array of dots. Point at one of these (e.g. three dots) and ask the chn to write the number on their whiteboards. • Hand out some dominoes, one per child. • Hold up a number card. Chn with that number on their domino hold it up high, vertically, with the relevant number pointing up. Remind them that there are two numbers shown on each domino, so they need to look at both ends and show the number requested, covering the other part with their thumb. <i>Does any one have this number on both sides?</i> They show their domino horizontally (sideways) to show both numbers. <p>Chn complete Ordering numbers to 20</p> <p>Y1 Workbook 1 Page 4</p>
10.00 – 10.50	<p>RE – Mass –Online streamed Mass 10 am</p> <p>Mass will be streamed live for all Bromley Schools, organised by St. James' school and celebrated from St. James the Great church. Please log in using the link Parents you will receive the link from the school.</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 'n' sound and letter.</i></p> <p>Revisit: Recall last sound taught – i</p> <p>Can you remember what sounds you have learnt so far? Look at the picture frieze. Show cards-</p>

	<p>Picture side – saying Letter side – sound</p> <p>Teach: Teach ‘n’ - Show picture card. Say “nnnn Nobby’s net” MTYT. Now show ‘n’ letter side and say ‘n.’ This is a stretchy sound” Repeat with stretchy hand movement. MTYT</p> <p>Discuss picture Set 1 cards</p> <p>Practice: Practice writing ‘n’</p> <p>Run your finger along the picture side of ‘n’ and say “Down Nobby and over his net.”</p> <p>Ask the children to use their finger in the air, on the table, on a child’s back ect to practice writing ‘n.’ Practise writing on whiteboard.</p> <p>Apply: Find letter ‘n’ on the Speed sound chart. Colour it in.</p> <p>Fred Talk Green Words – nat, ant, and nit.</p> <p>Red words – my, a, and, so, do, no</p> <p>I spy with my little eye something beginning with nnnn</p>
11.35 – 12.20	<p>English - Bear Under The Stairs</p> <p><i>I can write a letter in role as a character</i></p> <p>Read up to 'William by Bear'.</p> <p>What would you do if you were William?</p> <p>How would you be feeling now?</p> <p>Ask children to work in pairs (sitting next to one another), with one of them playing the role of William, and the other one playing the role of his friend asking him how he is feeling and why. Ask the friend to offer some advice to him.</p> <p>Ask who has ever written/received a letter. Who brings your letters? Who has posted a letter before?</p> <p>Where did you go? Where did you put it?</p> <p>Model writing a letter from William to his friend.</p> <p>What features are essential in a letter?</p> <p>Who knows their address?</p> <p>How do you set it out? Show your address written out.</p> <p>Who knows the school address? Show chn school address written out.</p> <p>Write letters from William to his friend. Encourage children to put questions into the letters, e.g. ‘What should I do?’</p> <p>‘What would you do if you were me?’</p> <p>Begin</p> <p>Dear (chn write their partners name here)</p> <p>I am</p> <p>*Remind ALL children to use a capital letter and a full stop.</p>
12.20 – 12.30	<p>Class Novel</p> <p>Oh No George!</p> <p>Use link to read</p> <p>https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/oh-no-george/</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Reading – Common exception words</p> <p><i>I can read the common exception word ‘a’</i></p> <p>Go through worksheet with the class. Chn complete each section, circling the word, tracing the word, highlighting the word, clapping the word, writing it in different fonts and using it in a sentence.</p>
2.00 – 3.05	<p>Topic - Science</p> <p><i>Broadening our understanding of the world: Asking and answering questions</i></p>

	<ul style="list-style-type: none"> ▪ Re-read the book so far, and on to: <i>Be patient, you'll learn how to use words soon enough</i>. Look at the picture of Oliver Jeffers, the author and illustrator of this book on the inside back flap of the dust jacket. Share with the children that he is holding his baby son, called Harland, and that he wrote this book to teach Harland about the world in which he would be growing up. This page speaks directly to him. Ask the children to think how they have changed since they were a baby. Once, they were like the baby here and couldn't talk, but now they have learnt to use words. What else could they not do when they were a baby, which they have learnt to do now? ▪ Recap with the children all the things that they think they have learnt about the world from exploring this book. Keep a record of the children's reflections. What do these show you about their understanding of the text? ▪ Come back to the spread and look carefully at the illustrations. Think about the head filled with questions that you can see. What images can they see inside the head? What questions might this person have about those things? ▪ Support the children in constructing and phrasing questions, modelling where necessary, using images from the illustration, e.g. Why do babies drink milk from bottles? Where does the water in the tap come from? How can boats float on water? Is a whale the biggest animal on the planet? Share a range of words that can be used to start questions in your demonstrations, then invite the children to think of other questions connected to other objects in the illustration. ▪ Take a large semi-circle, cut from sugar paper and draw on it eyes and a mouth, as in the illustration. Then take appropriate drawing materials and model for the children how to draw things that represent things that you are thinking about, are curious about or have questions about in the world. Vocalise your thoughts and questions with them as you draw. Invite the children to think about the things in their mind – thoughts, ideas and questions and to share these orally. Be aware that alongside discussing interests and fascinations, some children may voice genuine concerns or even fears and you will need to navigate and facilitate conversations sensitively. Ensure that key adults can work with children outside of group sessions to listen to and talk through any of these, offering support and guidance. ▪ Provide a semi-circle of paper for each child to use, to draw on eyes and a mouth and the things they are thinking about or have questions about, as in this illustration. ▪ Offer children the opportunity to share the questions they most want to ask and discuss possible answers within the class community. Share with the children how to use common tools like books, asking experts or using the internet, to research answers beyond the reach of the class community.
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