

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 – 9.50	<p>Topic - PHSE/Science</p> <p><i>Learning how to navigate the world – recounting events</i></p> <ul style="list-style-type: none"> Re-read the text so far and on to: <i>It will be gone before you know it</i>. Talk to the children about what they see in the text. Look back at the spread that shows the difference between night and day and talk to the children about what they see. Explore all the different activities that take place in the daytime illustration and allow children to talk about the activities they enjoy doing in the day. Now, compare this with the stillness of the night-time image. Ask the children to describe the differences between the top and bottom parts of this spread, looking at the colours, the settings, the movement and action. Now, ask them why they think it is important to rest and sleep. They might notice the baby being awake with the hammer. How do you think the parents might feel if the baby wakes them up? How do they feel themselves if they don't get a good night's sleep? Now look back at the next two spreads; start by exploring of the countryside spread. Ask the children to imagine that they were in this space, what do they think they would see and hear? What is the weather like? How do they think it would feel to be here? Have they ever been somewhere like this before? Allow time and space for children to share their ideas with the group. Turn their attention to the people in the illustration. What are they doing? How do the children think they are feeling about being in this space? Encourage the children to tune into their facial expressions and body positions, re-creating these physically to support their understanding and to help them to articulate their ideas. Ask them if they would like to be in this space. Why or why not? What would they like to do if they were there? Now turn the page and compare this spread to the last one. How is this city scene different from the countryside scene? How are the colours and shapes different in this spread? What difference is there in the space on the page? What do the children think they would hear and see here? How do they think it would feel to be here? Have they ever been somewhere like this before? Encourage the children to think about the words on the page. What does it mean when <i>things move quickly</i>? How do the pictures show you that things are moving quickly here? Compare the action in this spread with the stillness in the last spread to consolidate children's understanding of what it means for life to move quickly and slowly. What activities do they take part in that are fast and busy? Which activities help us to be still and calm? <p>Chn draw the space they would like to be in when life is slow and the activities they would like to do in that space.</p>
9.50 - 10.50	<p>Maths – Number and Place Value</p> <p><i>I can Identify a number 1 more (next number in count)</i></p> <p><i>Key Vocabulary: number; number line; next; more than; one more</i></p> <p>STARTER: Count along to clip</p> <p>https://www.youtube.com/watch?v=bGetqbgDVaA</p> <ul style="list-style-type: none"> Peg some large numbers 1-20 on a washing line. Play 'missing number' and 'mixed up number'. Call a number on the line. Chn say the number next on the number line (the number one more!). Ask a child <i>How old are you? How old will you be on your next birthday? Six is one more than</i>

	<p><i>five. Rpt.</i></p> <ul style="list-style-type: none"> Point to 8. Ask <i>What number is one more than eight?</i> Show PowerPoint (a cake with eight candles). Sam the dog is eight. <i>How old will he be on his next birthday?</i> Prompt by whispering seven, eight,... (do NOT start at one). Reveal nine candles. Rpt, pointing to 11. <p>Chn Choose worksheet, join the dots to 20 and colour in.</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 'p' sound and letter.</i></p> <p>Review: Recall last sounds taught</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 p " - Show picture card. Say "p p p p pirate" Now show 'p' letter side and say 'p p p.' quietly holding up your hand. Explain it's a quiet bouncy sound. Repeat with bouncy hand movement to mouth. MTYT</p> <p>Discuss picture Set 1 cards.</p> <p>Practice: Practice writing 'p'</p> <p>Run your finger along the picture side of 'p' and say "Down the plait and over the pirates face." Ask the children to use their finger in the air, on the table, on a child's back ect to practice writing 'p.'</p> <p>Practise writing on whiteboard.</p> <p>Apply: Find letter 'p' on the Speed sound chart. Colour it in.</p> <p>'Fred Talk' 'Green' words – nap, pan, pin, pit.</p> <p>Red words – my, a, and, so, do, no, put</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>Recap on yesterday's lesson.</p> <p>Read some of the children's letters.</p> <p>What has been included?</p> <p>What needs to be included?</p> <p>Model writing the end of the letter. Model ending.</p> <p>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>Continue to write letters from William to his friend.</p>
12.20 – 12.30	<p>Class Novel</p> <p>Some Dogs Do</p> <p>Use the link to read</p> <p>https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/some-dogs-do/</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Reading – Phonics reinforcement Bingo (PPA Dr. Shore)</p> <p><i>I can identify the sounds s,a,t,p,l,n</i></p> <p>Explain how to play Bingo. Go through the letter sounds, have trial word. Then play the game.</p> <p>Anyone that calls BINGO can have a gold star!</p>
2.00 – 3.05	<p>Topic – Art (PPA Dr. Shore)</p> <p><i>I can cut, glue, colour and paste. I know how I can help the earth</i></p> <p>Chn to colour then cut out the world map template. Remind the children that we are using blue for the water and green for the earth. Talk about how we can help the earth e.g. plant a tree, recycle</p>

paper and cans and plastic, put litter in the bin, plant flower seeds for bees, use a reusable bottle, turn off the lights, turn off taps etc. They draw and colour in 4 ways they are going to help the earth, one in each section of the second sheet of the earth to be stuck under the one they have coloured in. They then cut the bottom earth template and glue it under the first one. Show how you can lift the flap to see how you can help the earth. REMIND children to write their names at the back.



Display under the heading 'I can help the earth by'