


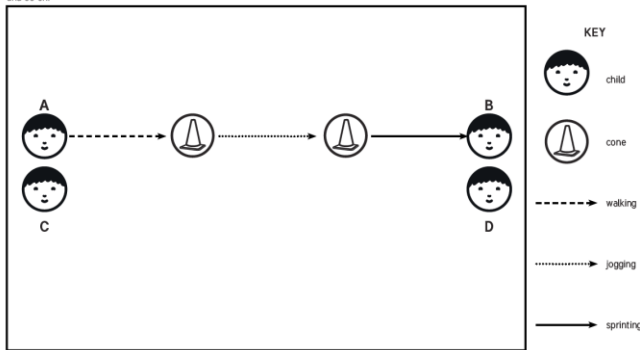
8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p>Registration & Early Morning work (<i>number formation 1-20 practise sheet</i>)</p> <p>Class Worship - Daily Prayer</p> <p>In the name of the Father and of the Son and of the Holy Spirit, Amen.</p> <p>For this new morning with its light, For rest and 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 - Here We Are</p> <p>What is my history and how do I know?</p> <p><i>Learning how to navigate the world – recounting events. To build on their own knowledge and understanding of how the past is different from the present through a comparison of baby photos I can: use the terms:-then and now past and present.</i></p> <p>Read the entire book from the beginning to the end. Look at the line of people in front of the parent and the baby on the spread that reads, ...you can always ask someone else. What were you like as a baby? Display picture of each child as a baby. Children to guess who the person in each picture is. Ask others questions about their photos, for example: 'How old were you when this photograph was taken?' 'Where were you?'</p> <p>Tell one another their date of birth – refer to birthday calendar for those that don't know their birthdays. Write each child's birthday on whiteboard.</p> <p>Ask what babies need to grow – how do we need to look after babies? Go through PowerPoint. Look at pictures of babies in the past – what is different? What is the same?</p> <p>Watch and draw a baby on worksheet https://www.youtube.com/watch?v=UpzFpfoDV50</p> <p>Chn draw themselves as a baby, write their names, date of birth and complete one sentence from PowerPoint slide 15.</p>
9.50 - 10.00	<p>Maths – Addition Bonds</p> <p><i>I can find pairs that make 5 and match to number sentences</i></p> <p>Key Vocabulary: add; five; how many?; match; matching; number; number bond; number sentence; pair</p> <p>STARTER: Say the next number</p> <p>Hold up one, two, three, four fingers as you say one, two, three, four. Chn hold up five fingers and say FIVE! Hold up six, seven, eight, nine fingers saying six, seven, eight, nine. Chn say TEN! waving two hands. Repeat counting from 1 to any number up to 10, holding up the matching number of fingers as you do so. Chn say the next number holding up the matching number of fingers.</p> <ul style="list-style-type: none"> • Use the PowerPoint to show five red monsters. Ask chn to show on their fingers how many there are. Ask chn to count - how many red monsters and how many blue ones? Ask chn to show four fingers on one hand and one on the other hand. Show $4 + 1 = 5$ on next slide. Read together: <i>Four and one is five.</i> • Next slide -Chn show three fingers on one hand and two on the other. Show the matching number sentence. Emphasise that there are still five monsters altogether. • Go through all the slides. Chn show the pairs of numbers on two hands and read the matching number sentences: <i>two and three is five, one and four is five and zero and five is five.</i> ($2 + 3 = 5$, $1 + 4 = 5$ and $0 + 5 = 5$) • Look at the list of number sentences and ask chn what they notice about them, e.g. the first number goes down by one, the second number goes up by one, that 3 and 2 and 2 and 3 have the same total. <p>Chn make sticks of cubes that total 5 using different numbers of red and blue cubes. Chn colour the number sentence that matches each of the sticks on worksheet. Together check that you have a</p>

	complete set of number sentences for that number.
10.50 – 11.20	Daily Mile & Break Wash hands
11.20 – 11.35	Spellings – Test introduce adding the endings –ing –ed and –er to verbs where no change is needed to the root word <i>To know how to add the endings –ing –ed and –er to verbs where no change is needed to the root word</i> Go through PowerPoint with children. Explain what a verb is. Talk about adding the endings –ing –ed and –er to words that end in the digraphs ‘ck’ or ‘zz’ REMINDE chn to learn 2 a day. *Send results slips home and paper copy for Ollie
11.35 – 12.20	English – Bear Under The Stairs <i>To write in role and create a reply to a previous letter. I can write a reply to a letter.</i> Share some of the children’s letters written Friday. Look at the setting out and punctuation used, especially after questions or statements made. Check for capital letters and full stops. Can anyone see what could have been done better? (introducing self-checking and editing). What would you have done in William's situation, if you thought there might be a bear under the stairs? If I had seen a bear under the stairs I would have... Model writing a reply to the letter. Dear William, Please don’t worry. Sometimes I believe that there is a monster lurking in my wardrobe, but when my mum opens it, there’s nothing there – just a suitcase and a pile of jumpers. Children write letters back to William from his friend after covering up your own modelled writing when it has been read through. What different ways can you sign off a letter? Yours faithfully, Yours sincerely, Lots of love, love from etc. Which sign off do you use and when? Chn say their sentence out loud. Chn write their sentence. Encourage chn to use their phonics, scribe if necessary.
12.20 – 12.30	Class Novel Baby’s Day Use link to read https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/babys-day/
12.30 – 1.30	Lunch Wash hands
1.30 – 2.00	Collective Worship <i>Children will:</i> <ul style="list-style-type: none"> • Have a better understanding of God’s generous love for them and all of His children 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. 1. “IT’S NOT FAIR!” Slide 1 - 2 Welcome children and explore the phrase, “It’s not fair!” Open up a discussion on things that might not seem fair. Slide 3 Explain that they are about to listen to a parable, which is an earthly story with a heavenly meaning. https://www.youtube.com/watch?v=3QiZicWI7Q4 2. A GENEROUS KIND OF LOVE Slide 4 Read the story it’s not fair Appendix 1.

	<p>Slide 5 - 6 Ask questions then explain how God is always fair and generous, and never stops loving us – no matter what!</p> <p>3. YOUR LOVE IS... Slide 7 Lead children in reflection about God’s generous love. Slide 8 End with prayer</p>
2.00 – 3.05	<p>PE – Outdoor – Athletics – Running and Jumping <i>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of moving at different speeds.</i> <i>I can show and explain how to sprint.</i> <i>I can show and explain how to jog.</i> <i>I can describe how my body feels whilst moving at different speeds.</i> WARM UP:</p> <div data-bbox="297 716 1078 852" style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>In this warm-up, you will pretend that you are a person on television! I will use my remote control to give different instructions that might make you speed up, slow down or move backwards.</p> </div> <ul style="list-style-type: none"> • Fast forward = Run carefully around the space. • Rewind = Walk carefully backwards around the space. • Pause = Stop moving and freeze! • Record = Stand still and pull a silly face. • Slow motion = Walk very, very slowly around the space. <div data-bbox="764 869 1073 1136" style="text-align: center;">  </div> <p>ACTIVITY: Different Speeds: With the children in a space, use the language ‘quicker’ and ‘slower’ to ask them to move at different speeds around the room. Use the Lesson Presentation to ask the children questions about running quickly (sprinting) and slowly (jogging).</p> <p>Move It: Give children 20 seconds when moving by jogging or sprinting. After each activity ask the children: ‘How does your body feel? How was your body moving? How do you know? How should our arms/legs look like if you were jogging/sprinting? Which way of moving was the most tiring?’ Take answers from the children and discuss why these changes are occurring in their body. Give children time to jog and sprint with a partner (spaced 2m) so that they can practice their technique.</p> <p>Changing Gears: Show children the difference between walking, jogging, running and sprinting by modelling how these movements look. Refer to Skills Poster. Play Changing Gears game to give children the opportunity to try these different ways of moving. In a marked area of the outside space, children listen carefully to the number of gear given by the teacher. They then move in this way, by altering the speed of their movement. 1st Gear: walk 2nd Gear: skip 3rd Gear: jog 4th Gear: run 5th Gear: sprint. How does your body feel after each different way of moving?</p> <p>Move It Relay:</p>

Area Plan: Move It Relay!

In teams of four or five, child A walks to cone 1, jogs to cone 2, then sprints to child B. Child B then repeats this order of movements on their way to child C and so on.



Move It Relay, in groups of four to five children use different ways of moving (walk/jog/sprint) to complete relay circuit

Cool-Down: Explain to the class the importance of cooling down using the Lesson Presentation.

Play this game to cool down.

Walk around the space, and listen out for the different types of pasta that I call out.

Each type of pasta has a different action for you to do.

Actions

- **Spaghetti** - Stretch your arms up to make yourself as tall as possible.
- **Pasta twirls** - Spin around on the spot.
- **Lasagne** - Lie flat on the floor, or stretch out as wide as possible.
- **Macaroni** - Make a circle with your hands.