

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 (Focus 1) <i>There are many people in my family. My family loves me. God loves all of us.</i> <i>I can: name the members of a family; name ways to show love</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. Look at Church's Story 1 page 8-9 (PowerPoint). Look at the picture of the family and talk about who is there, identify individuals (mum, dad, brother, sister, uncle, cousin, nana, granddad, playing, helping, watching), what they are doing and how they might be feeling and what they saying to each other. (This is fun! Well done Joe! Look at Sophie! Take care! Etc.) Add this in speech bubbles. Make connections; When do you play? What do you like to do with your family? How do you feel when you go out to school? Look at slide 3 and talk about the different families they see. Read the text together and talk about the ways our families love and care for us and how God loves us all.</p> <p>KEY QUESTIONS How do members of your family show love and care to each other? How do you show love and care? Who loves and cares for everyone? How is that love and care shown?</p> <p>Chn to each write a family member's name on a strip of paper with a way to show how we love that person. Combine strips to form a candle ring on the display board.</p> <p>Chn to each write a family member's name on a strip of paper with a word to show how we love that person.</p>
9.50 – 10.50	<p>Maths – Addition <i>Find pairs that make 5, find a missing number in a number sentence and subitise to 5</i> <i>Key Vocabulary: add; five; how many?; match; matching; number; missing number; number bond; number sentence; pair</i></p> <p>STARTER: Recognise numerals 1-20 Peg the number cards 1-20 on a washing line. Use a puppet to jump along the line in sequence from 1 to 20. Chn say the number as the puppet lands on the peg. Repeat, but make the puppet jump randomly.</p> <ul style="list-style-type: none"> Show five pegs on a coat hanger. Chn show five fingers. Chn close their eyes while you cover the last peg with a cloth. Write $4 + _ = 5$ on the flip chart. Ask chn to hold up four fingers on one hand. How many fingers are folded down? So four and what makes five?

	<ul style="list-style-type: none"> Reveal the hidden peg to confirm and complete the number sentences. Repeat, covering two, three, then four and finally all five pegs. Repeat, but this time covering up to five pegs in random order. Chn hold up the number of fingers to match visible pegs, and look at the number folded down to work out how many are hidden. <p>Chn completet worksheet Y1 WB1 p7 Making 5 and 6</p>
10.50 – 11.20	Daily Mile & Break Wash hands
11.20 – 11.35	Phonics - Set 1 sounds <i>I know the 'g' sound and letter.</i> Review: Recall last sound taught – 'm,' 'a' 's' 'd' 't' 'i' and 'p' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side – saying Letter side - sound 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 Discus picture Set 1 cards Practice: Practice writing 'g' Run your finger along the picture side of 'g' and say "Round her face, down her hair and give her a curl." Ask the children to use their finger in the air, on the table, to practice writing 'g.' Apply: Find letter 'g' on the Speed sound chart. Colour it in. 'Fred Talk' 'Green words': nag, tag. Can you write the letter t on your whiteboard? Red words – my, a, and, so, do, no, put, said
11.35 – 12.20	English - Bear Under The Stairs <i>To retell a known story using full sentences</i> <i>I can retell a story in my own words, with sentences that have capital letters and full stops.</i> Recap on events and then read story to the end. Did it end as predicted? See if children notice that the bear is actually standing behind the door. Do they believe he is still there or that he has gone? Was the bear ever there or were all the pictures of the bear in William's head? Introduce sentence starters. What are they? How do we use them? Write a starter on the WB. Show first picture. William was scared of the bear.... Can anyone think of what we might write to finish the sentence? Model writing the ending on the WB. Think of the next sentence, what could we start it with? It was all because... Who can complete the sentence? Model writing the completed sentence. Ask children to retell the story to each other using the sentence starters. William was scared of the bear...It was all because...So.... And when no one was watching...Every day...After a while...But... Then..... Share sentences to develop story using all sentence starters. Children to retell the story of The Bear Under the Stairs in their own words. Use pictures to sequence the events on tables so that they have a sense of order. Emphasise the need to have a capital letter and a full stop for sentences that are statements, but they can use exclamation marks for exclamations. Use pictures to sequence the events on tables so that they have a sense of order. Write at least two sentences using sentence starters. William was scared of the bear... He thought.....
12.20 – 12.30	Class Novel Hairy Maclary from Donaldson's Diary by Lynley Dodd Use link to read https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-

	maclary/
12.30 – 1.30	Lunch Wash hands
1.30 – 2.00	Reading Skills Reading – Common exception words <i>I can read the common exception word ‘the’</i> 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 shape boxes, finishing off the word and using it in a sentence.
2.00 – 3.05	Topic – Here We Are PHSE <i>To help appreciate each other and how doing little things for others can make a big difference</i> <i>I can:</i> <ul style="list-style-type: none"> • <i>Identify what it means to be ‘kind’ and consider others’ needs as well as their own.</i> • <i>Recognise the positive impact that acts of kindness, no matter how big or small, can have on the lives on the animals, people and wildlife.</i> • <i>Carry out an act of kindness of their choice and give feedback about the difference that gesture made to the recipient’s day.</i> Come back and re-read the pages: <i>It looks big, Earth</i> up to <i>Make sure you look after it, as it’s all we’ve got</i> . Think about the word <i>kind</i> with the children, write it up at the top of a large sheet of paper. What does this word mean to the children? Encourage them to think of instances in or out of the setting where someone has been kind to them. What did this person do that was kind? How did it make them feel when someone was kind to them? Model this by sharing your own example of when someone has been kind to you, sharing with the children how to recognise and articulate an act of kindness and describing how this made you feel. Watch Have you filled a bucket today? https://www.youtube.com/watch?v=qVXED9ZVQ3A Ask the children to list things people have done for them that has been kind. Explain that you are going to have acts of kindness week. Take extra care to notice when people do something nice for us and look for opportunities to do things for others. Create a display of ‘mini’ buckets. Where people can leave post-it notes of things children have done which has been kind to them.–Thus filling their bucket with pom poms. https://www.youtube.com/watch?v=WaddbgEQ1NE Children can also identify a specific thing they could do for people and try to concentrate their mind on it e.g. opening doors, sharpening a pencil, tidying up mess left behind by others. Watch bucket filling moment video http://readyteacher.com/video-of-bucket-filling-moments/ At the end of each week have the children share what is inside their buckets and reward child with the most pompoms <ul style="list-style-type: none"> ▪ Go on to discuss all the larger acts of kindness that have happened in the country during lockdown. Talk about the everyday heroes, key workers like doctors, nurses, public transport workers, delivery drivers and teachers who have worked hard during the lockdown to make sure that people are looked after. Many children will have parents that are key workers and who have been working at this time, and they will have continued coming to school during this time to allow them to work. Allow children to share their own experiences and talk about the work they and their parents have been doing.