

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. MTYT (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>PE – Indoor – Pokemon Yoga Follow Jaimie on Cosmic Kids https://www.youtube.com/embed/tbCjkPlsaes</p>
9.50 - 10.00	<p>Maths – Addition <i>Find pairs that make 6, match to number sentences and subitise to 6</i> <i>Key Vocabulary: add; how many?; match; matching; missing number; number; number bond; number</i> STARTER: Count to 100 https://www.youtube.com/watch?v=bGetqbgDVaA</p> <ul style="list-style-type: none"> • Show the two dice on PowerPoint. Chn put their hands behind their backs. Ask chn to show on their fingers the number of spots on the red dice on one hand, and the numbers of spots on the blue dice on the other hand. See if they can do this without counting but by subitising, i.e. recognising without counting. How quick are chn at doing this? • Look at their fingers. How many spots altogether? Write a matching number sentence on whiteboard, i.e. $4 + 2 = 6$. (also on card) • Repeat for dice on the next slides. • What do chn notice? (All have total of six spots.) • Ask chn to think of other pairs of numbers with a total of 6. (Write them on separate cards). • After a while show chn how we can put the cards in order to check if we have missed any out, e.g. $6 + 0 = 6$, $5 + 1 = 6$, $4 + 2 = 6$, $3 + 3 = 6$, and so on. • Read all the addition sentences together in unison. • Show six pegs on a coat hanger. Chn close their eyes while you cover some of them with a cloth. Write the matching number sentence, e.g. write $4 + _ = 6$, then fill in 2. • Repeat covering different numbers of pegs up to 6. <p>Chn complete worksheet</p>
10.50 – 11.20	<p>Daily Mile & Break Wash hands</p>
11.20 – 11.35	<p>Phonics – Set 1 sounds <i>I know the 'o' sound and letter.</i> Review: Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side – saying Letter side – sound Teach: Teach 'o' - Show picture card. Say "o o o o orange" MTYT Now show 'o' letter side and say 'o' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Practice: Practice writing 'o' Run your finger along the picture side of 'o' and say "All around the orange." Ask the children to use their finger in the air, on the table to practice writing 'o.'</p>

	<p>Practise writing in books. Apply: Find letter 'o' on the Speed sound chart. Colour it in. Fred Talk 'Green words': pog, dog, mog, tom. Red words - my, a, and, so, do, no, put, said, go</p>
11.35 – 12.20	<p>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> Show pictures used in previous lesson. Chn sequence pictures to remind them of the order of events in the story. As each picture is ordered, put up a sentence used from the children's work in the previous lesson (boxing) to build up the story. Remind children that we are writing the story in sequence using sentence starters. 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. Chn to continue story begun in previous lesson using sentence starters used in whole class teach.</p> <p>Write at least three sentences using sentence starters. When no one was watching... Every day... After a while...</p>
12.20 – 12.30	<p>Class Novel Owl Babies by Martin Waddell and Patrick Benson Use link to read https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/owl-babies/</p>
12.30 – 1.30	<p>Lunch Wash hands</p>
1.30 – 2.00	<p>Collective Worship – Wednesday's Word</p> <p>Use the online version of the Wednesday Word. http://www.wednesdayword.org/ Share the Gospel and talk about the picture. What/who do they see? Use the information/questions as talking/discussion points. Ask a child to lead the prayers where possible to promote pupil led collective worship. Do the activities if there is time.</p>
2.00 – 3.05	<p>Topic – Here We Are <i>Finding our place in the world as active and caring citizens – Writing notes for the world</i> Come back and re-read the pages: <i>It looks big, Earth up to Make sure you look after it, as it's all we've got.</i> Now, support the children to think about different ways that we could be kind to and look after our planet and everything that lives on it, based on all the learning they have done around the book. Remind them of specific themes by revisiting key spreads from the book to stimulate their thinking. Make lists of the children's ideas to come back to. Now re-read the spread starting <i>Though we have come a long way... to Just remember to leave notes for everyone else.</i> Encourage the children to think about this concept. What is a note? Why do we write notes to people? Have you ever seen a note written before? Does anyone in your house write notes for each other? What do they say? Think about the different reasons that we might write notes to each other, sharing examples from your own life, e.g. Yesterday, I wrote a note to Mrs Pinchen to remind her to pick up the fruit for our snack – and she read it and picked up the fruit that we have on the snack table today. Last week, I wrote a note to my neighbour to thank her for helping me in my garden. Think about the concepts raised in this spread. First, encourage the children to think about all the things that are really great about living on Earth or significant things that have been achieved in the history of the Earth, prompted by what can be seen in the illustrations. Show the children how to</p>

record some of their ideas in the form of a short note, e.g. We can fly to different places on aeroplanes; Lots of people live together in towns and cities or Astronauts can fly into outer space in rockets!

Now, encourage the children to consider what they would want to tell other people to help make the world a better place for everyone and everything in it. Look at Oliver Jeffers own Note for Living on Planet Earth, which he specially produced to support this unit of work at:

<https://clpe.org.uk/clpewordsfortheworld>

Talk about this together, what he has chosen to write and how and why he might have done this.

Give the children time and space to think about their ideas before vocalising these. They may draw on some of the ideas they have already had about being kind or looking after the planet, or they may have some new ideas. Model this for the children with an idea of your own, showing how to share your idea in a short note, e.g. Treat everyone kindly or Look after the plants and animals on Earth.

Provide each child with a Post It to draw or write their notes for living on Planet Earth.

Draw and write a sentence to go alongside their drawings.

Write and draw alongside the children to produce your own note to share and contribute to the class collection.

Take photographs of your notes and the wonderful work you do and share these online, Year 1.