

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. MTYT (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>RE – RE – Families (Focus 2)</p> <p><i>The psalms tell us about God's love and care.</i></p> <p>A psalm is a prayer and a song. In the Bible, the Book of Psalms has 150 prayer songs. Show chn Bible and where the Psalms are found. Remind them that the Bible has two parts; the Old and the New Testaments. Explain that the Psalms are prayed and sung by Christians and by Jewish people. Psalm 28 thanks God for taking care of us.</p> <p>Show Psalm on board- Read through and point at the words as you read. (Based on Psalm 28:6-8) Listen to the Psalm https://www.youtube.com/watch?v=c1afQACNndQ</p> <p>SOME KEY QUESTIONS</p> <p>How do I know from Psalm 28 that God cares for me? (e.g. God hears me when I pray. God helps me to feel strong again.)</p> <p>Which are your favourite lines or words in Psalm 28?</p> <p>Talk about why you like them and what they mean to you.</p> <p>Children to complete worksheet writing out the sentence from Psalm 28:7, decorate it.</p> <p>Light the candle and Prayer Leader to say a prayer to thank God for His love and care.</p>
9.50 – 10.50	<p>Maths – Addition</p> <p><i>I can find pairs which make 10; match pairs that make 10 to number sentences; begin to understand that addition is commutative</i></p> <p><i>Key Vocabulary: add; how many?; match; matching; number; number bond; number sentence; pair; ten</i></p> <p>STARTER: Count back in 1s from different numbers Display one set of the number cards 10-20 on a washing line. Place another set in a hat. Select a card. Chn count back together from this number, as you point at the numbers on the washing line. Repeat for other numbers</p> <ul style="list-style-type: none"> Put 10 pegs, five in each of two colours, on a coat hanger. Split the pegs to show 9 and 1. Point to the nine pegs and ask chn to show on fingers how many there are. Point to the one peg and repeat. <i>And how many altogether?</i> Write the matching number sentence on the flip chart, $9 + 1 = 10$. Read together. Turn the coat hanger round and ask chn to discuss in pairs what number sentence you could write now. Agree you can write $1 + 9 = 10$. Turn the coat hanger around again to show 9 and 1. Slide one peg to join the single peg so showing 8 and 2. Chn show eight fingers, then hold these down and show the other two. Write the matching number sentence. Turn the coat hanger round to show $2 + 8$. Chn discuss what

	<p>number sentence can be written. Ask a child to write it on the flip chart.</p> <ul style="list-style-type: none"> Repeat for $7 + 3$ and $3 + 7$, then $6 + 4$ and $4 + 6$, then $5 + 5$. After a while the colour split should help them to 'see' the total number, using their knowledge that a solid block of pegs is 5 and so recognise the numbers and their bonds visually, rather than counting individual pegs each time. What do chn notice about $5 + 5$? (It is the same both ways.) <p>Slide one peg along to show $4 + 6$ and discuss how we already have this fact. Ask if chn can think of any other pairs of numbers which make 10. Write $10 + 0 = 10$ and $0 + 10 = 10$.</p> <p>Y1 WB1 p10 Making 10</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 'c' sound and letter.</i></p> <p>Revisit: Can you remember what sounds you have learnt so far? Look at the picture frieze.</p> <p>Show cards-</p> <p>Picture side – saying Letter side – sound</p> <p>Teach: Teach 'c' - Show picture card. Say "c c c c caterpillar" MTYT Now show 'c' letter side and say 'c' This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus picture Set 1 cards</p> <p>Practice: Practice writing 'c'</p> <p>Run your finger along the picture side of 'c' and say "Curl around the caterpillar." Ask the children to use their finger in the air, on the table, on a child's back etc. to practice writing 'n.' Practise writing in books.</p> <p>Apply: Find letter 'c' on the Speed sound chart. Colour it in.</p> <p>Fred Talk Green Words – cog, cat, cap,</p> <p>Red words – my, a, and, so, do, no, put, said, go</p>
11.35 – 12.20	<p>English - Bear Under The Stairs</p> <p><i>To distinguish the different graphemes for the phoneme /air/</i></p> <p>Sorting Sounds</p> <p>Watch</p> <p>https://www.youtube.com/watch?v=A-w6SlbFQgY</p> <p>Look back into the text and identify the rhyming patterns. Then look at the words with the /air/ phoneme and the different graphemes for it (flash cards for each rhyming word).</p> <p>Children sort words into ere, air, are, ear as and when they hear them and pick them out.</p> <p>What do you notice about the words?</p> <p>What other words could we add to these lists? hair/dare/care/fair/rare/stare/where</p> <p>Write on whiteboards.</p> <p>Use sentences with graphemes in own writing to create sentences with rhyming patterns.</p> <p>e.g. I once saw a bear in his lair. Over there is a lovely chair</p> <p>Flash cards on table with rhyming words.</p> <p>Work in pairs. Choose a pair of rhyming words and create a rhyming sentence, then write in their books.</p>
12.20 – 12.30	<p>Class Novel</p> <p>Lulu Loves Stories by Anna McQuinn and Rosalind Beardshaw</p> <p>Use link to read</p> <p>https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/lulu-loves-stories/</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Reading Skills</p>

	<p>Reading – Common exception words</p> <p><i>I can read the common exception word 'I'</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 shape boxes, finishing off the word and using it in a sentence.</p>
2.00 – 3.05	<p>Topic - Science</p> <p><i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</i></p> <p><i>Identifying and classifying.</i></p> <p><i>To identify and name some common animals.</i></p> <p>Ask the children if they know what an animal is. Make a note of their ideas and address any misconceptions. Show the children the photographs on the Lesson Presentation. Can the children spot and name the animals in each picture?</p> <p>Different Types of Animals: Use the Lesson Presentation to introduce the different animal groups and some of the names of animals to the children, asking them to discuss the questions on each slide in pairs.</p> <p>Animals All Around Us: Ask the children to discuss the questions on the Lesson Presentation and think about where they might see different types of animals.</p> <p>Observing Animals: Take the children outside to observe the types of animals in their local environment. Use the Animal Groups Key and Observing Animals Activity Sheet to help them to record their answers. Take a camera to photograph any animals the children don't know the names of, use these for further research.</p> <p>Children observe the animals in the local area. They name the animals they see and what animal group they belong (if they can) to on the Observing Animals Activity Sheet. They can use the Animal Groups Key to help them.</p>