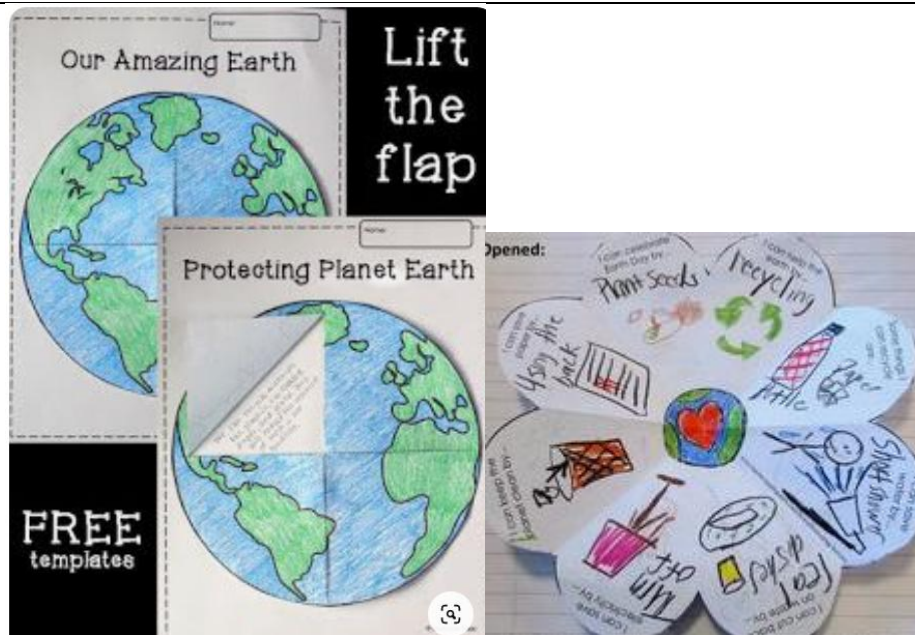


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| 8.50 – 9.00 | Collection and Handwash |
| 9.00 – 9.05 | Registration & Early Morning work (<i>number formation 1-20 practise sheet</i>) Class Worship - Daily Prayer <i>Use the PowerPoint. MTTT (my turn your turn).</i> In the name of the Father and 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. |
| 9.05 – 9.50 | Topic - PHSE/Science <i>Learning how to navigate the world – recounting events</i> <ul style="list-style-type: none"> Read the entire book from the beginning to the end. Go through the PowerPoint and discuss all the ways we harm our world. Watch https://www.youtube.com/watch?v=2Mkwhe6LOBo <ul style="list-style-type: none"> 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. Make lists of the children's ideas to come back to (to use in art) Provide each child with a colouring sheet and let them colour it in and write the three R's we need to be kind to our planet. |
| 9.50 - 10.50 | Maths – Addition <i>Find pairs that make 10, find the missing number in a number sentence and subitise fingers to 10</i> <i>Key Vocabulary: add; count on; how many?; match; matching; missing number; more; number; number bond; number sentence; pair; ten</i> STARTER: Count on/back to 30 Give each child a card with numbers 1 up to the number in the class. Count around the class. Chn raise their cards as you do so, then put them down (like a Mexican wave). Repeat, this time counting back from the number in the class to 1. <ul style="list-style-type: none"> Shuffle a pack of large number cards 0–10 and show one card to chn, e.g. 6. They hold up six fingers to show this number. Write $6 + _ = 10$ on a flipchart. Read it together: Six add what makes ten? Ask six chn on one side of room to stand. How many more chn do we need to make ten? Look at your fingers. You are holding up six. How many are folded down? Ask four chn on other side of room to join those already standing. Point to the six saying six, then to the four counting on, saying Seven, eight, nine, ten. Yes, we needed four more. Write 4 in the number sentence and read it together. Six and four make ten. Show 10 monsters on Number bonds tool 1.2.5 and show six red monsters and four blue monsters. Repeat with the other cards in turn, including 0 and 10. *ALL GROUPS Chn to use pre-cut and numbered paper chains to connect to make bonds to ten. DISPLAY ON COMPLETION. |
| 10.50 – 11.20 | Daily Mile & Break Wash hands |
| 11.20 – 11.35 | Phonics - Set 1 sounds <i>I know the k' sound and letter.</i> Review: Recall last sounds taught m a s d t i n p g o c Can you remember what sounds you have learnt? Look at the picture frieze: |

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| | <p>Show cards-</p> <p>Picture side – saying Letter side - sound</p> <p>Teach: Teach ‘k’ - Show picture card. Say “kkkk kangaroo” MTYT</p> <p>Now show ‘k’ letter side and say ‘k.’ This is a bouncy sound” Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Practice: Practice writing ‘k’</p> <p>Run your finger along the picture side of ‘k’ and say “Down the kangaroo’s body, tail and leg.” Ask the children to use their finger in the air, on the table, on a child’s back etc. to practice writing ‘p.’</p> <p>Practise writing in books.</p> <p>Apply: Find letter ‘k’ on the Speed sound chart. Colour it in.</p> <p>‘Fred Talk’ ‘Green’ words – For this sound. Explain that c and k together also make the sound ccc or kkk ‘ck’ Kick, mack, sack, tick...</p> <p>Red words – my, a, and, so, do, no, put, said, go, like</p> |
| 11.35 – 12.20 | <p>English - Bear Under The Stairs</p> <p><i>To distinguish the different graphemes for the phoneme /air/ . To use full stops and capital letters.</i></p> <p><i>I can identify different spelling patterns for the same sound</i></p> <p>Look at the front cover of the book. What do we see? Can we describe the bear? Write words up on whiteboard. Ask children to make up sentences with the words given to describe the bear. MODEL writing the sentences. Now take the word bear. Can chn remember words that rhyme with bear? Write these down on the whiteboard.</p> <p>Explain that chn will write sentences to describe the bear and then complete a phoneme ‘air’ rhyming search.</p> <p>Chn say sentence out loud. Write it out (scribe if necessary). Complete rhyming search.</p> |
| 12.20 – 12.30 | <p>Class Novel</p> <p>The Boy On The Bus by Penny Dale</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 Skills</p> <p>Reading – Common exception words</p> <p><i>I can read the common exception word ‘is’</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 – 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 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.</p> |



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