

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p>Registration & Early Morning work (<i>number formation 9 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 - History</p> <p>What is my history and how do I know?</p> <p><i>To build on their own knowledge and understanding of how the past is different from the present through a comparison of baby photos</i></p> <p><i>I can: use the terms then and now , past and present.</i></p> <p>Ask them to think back to when they were babies. Do some drama crouching down and gradually getting bigger until they are as tall as they are now! Describe how much they have changed since they were a baby. Ask What can they do now that they couldn't do when they were babies?</p> <p>Babies in the past</p> <p>Look at the photographs of babies and families. (PowerPoint). Ask "What can we learn about babies and families in the past from old photos?" What is the same, what is different?</p> <p>Watch Time lapse baby to adult</p> <p>https://www.youtube.com/watch?v=1TGf4E8fgfw</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 (PowerPoint) – what is different? What is the same? Can you find a picture of a baby from the past on our display? Who is it? (Mrs Dhana) How do you know it is a picture from the past? (black and white, baby chair, clothes)</p> <p>Chn complete worksheet (present past babies) and complete the sentences from PowerPoint slide 15.</p> <p>Plenary Watch Sesame Street Katy Grows Up</p> <p>https://www.youtube.com/watch?v=d3fH87YPQW0</p>
9.50 - 10.50	<p>Maths – Addition</p> <p><i>Double numbers 1 to 5 using fingers</i></p> <p><i>Key Vocabulary: double; addition; more; less; count on</i></p> <p>STARTER: Pairs to 5</p> <p>Write all additions to 5 on separate cards, using fingers to help. Display the cards in order on a flipchart ($5 + 0 = 5$; $4 + 1 = 5$; $3 + 2 = 5$...). Chn close their eyes while you cover over any number in a number sentence with a sticky note. They show which number is missing by holding up the correct number of fingers. Rpt, and as chn gain confidence, re-arrange the cards so the number sentences are in a random order and rpt.</p> <ul style="list-style-type: none"> • Display the 1–20 number line. • Hold up a tower of three cubes. Ask chn to say how many cubes there are. Hold up an identical tower. How many cubes now? Count on 3 from the first tower saying 4, 5, 6. Write <i>double 3 is 6</i> and $3 + 3 = 6$ on the flipchart pointing out that these are two ways of writing the same thing. Ask chn to hold up three fingers on each hand to show the double. • Rpt with double 1, double 2, double 4 and double 5. • Ask chn to hold their thumbs together, other fingers folded down, and say <i>double one is two</i>. Use http://mrcrammond.com/games/funny_fingers_v2.swf to show visual. They then put up their forefingers as well as thumbs and say <i>double two is four</i>. They then put up their middle

	<p>fingers and say <i>double three is six</i> and so on, until all five fingers on each hand are up saying <i>double five is ten</i>.</p> <p>Rpt, chanting the doubles together.</p> <p>Chn complete Y1 WB1 p11 Doubles to double 5</p>
10.50 – 11.20	<p>Daily Mile & Break</p> <p>Wash hands</p>
11.20 – 11.35	<p>Spellings – Test</p> <p>Introduce the sound spelt n before g ‘ng’ and n before k ‘nk’</p> <p><i>To know the /ng/ and /nk/ sounds usually come at the end of a word. They are spelt with n before g (ng) and n before k (nk)</i></p> <p>Go through PowerPoint with children. Explain that the /ng/ and /nk/ sounds usually come at the end of a word. They are spelt with n before g (ng) and n before k (nk)</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.</p> <p>Over there is a lovely chair</p> <p>Flash cards on table with rhyming words.</p> <p>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>Daisy Nuzzlehead paints everything Max Brallier</p> <p>Use link to read</p> <p>http://www.funbrainjr.com/stories/DaisyNuzzleHeadPaintsEverything/</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Collective Worship</p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> • <i>Learn that actions are more important than words</i> • <i>Know that God has instructions for them that he wants them to obey with their actions, not just their words</i> <p>Light candle. Review with chn why we light a candle (Jesus is the light of the world).</p> <p>Show slide 1 on PowerPoint. Read the title together.</p> <p>Slide 1 - Welcome children</p> <p>Slide 2 Play a game of Simon Says, emphasising afterwards that to be good at the game, you do what Simon ask you to do.</p> <p>Slide 3 Explain that children are about to hear another modern-day parable, which is an earthly story with a heavenly meaning.</p> <p>Slide 4 Click to play the film ‘Tidy Up!’ about two brothers whose words do not match their actions.</p> <p>Slide 5 - 7 Ask differentiated questions then deliver teaching on how our actions are more important than our words.</p> <p>Slide 8 Lead children in reflection about their own words and actions.</p> <p>Lead children in reflection about God’s generous love.</p>

	<p>Slide 9 Finish with a final prayer. Listen to hymn ‘As I Kneel Before You’ https://www.youtube.com/watch?v=BYv6E9xnJ1U</p>
2.00 – 3.05	<p>PE – Outdoor – Athletics – Running and Jumping: Changing Routes <i>To move along different pathways.</i></p> <p>WARM UP: Tell the children to imagine they are a car travelling on the road. Traffic lights give them instructions about how they should move, and when they should stop. Call out a colour and children should follow the instructions of each colour: red = stop, yellow = jog on the spot, green = jog.</p> <p>Changing Direction: Discuss the following question: Why do we need to be able to change direction when we are jogging or running? Ask the children to imagine they are cars. Explain how cars move and change direction in different ways, for example, at a junction (moving your head to look in both directions, then moving straight ahead, to the left, or to the side); around a corner (making a sharp turn to the left or right); and at a roundabout (turning in a wide loop). When changing direction, ensure that the children are looking in the direction they want to go, moving their body in that direction and then pushing off to move in the new direction.</p> <p>ACTIVITY: Turning Cars: In pairs, children then play ‘Turning Cars’. Refer to the Lesson Presentation to practise changing direction. Look for children who are moving their heads, body and feet to do this.</p> <p>Pathways: Discuss with the children different types of pathways, for example moving in a straight, curved, zig-zag or diagonal direction. Direct children to practise moving first in a straight line, then in various different pathways. Verbally link how we physically change direction (as in Turning Cars) to be able to change to a different pathway, for example the frequent changing of direction when we zigzag.</p> <p>Partner Pathways: Working with a partner, give the children time to practice changing direction and travelling in different ways on their partner’s signal. Ask the children (acting as cars) to jog along a specific pathway, then when they hear their partner say ‘change’, change direction and use a different type of pathway. Look for children who are able to move in a straight, zigzag, curved or diagonal pathway, changing direction with control and awareness of space.</p> <p>Changing Gears 2: Split the class into two groups. The first group of children listen carefully to the number of gear given by the teacher (refer to Lesson Presentation), moving at this speed whilst also altering the direction and type of pathway as directed by the teacher. The children can be asked to move in a straight, curved, diagonal, wave or zigzag pathway. To extend the children ask them to make their own pathway on the command of CHOICE. Meanwhile, the second group of children observe the game, looking for good examples of changing direction and different pathways they can see being used. Change and repeat so that all children have a chance to observe and assess their peers. What pathways can you see being used? Who is changing direction well? Why are they doing it well? What parts of their body are being used? Who is staying in their own space? Why is this important?</p> <p>Park the Car: Using Area Plan - Park the Car, children are now able to apply their different speeds and directions of moving to a game. Encourage children to think about their technique when changing direction, and be aware of the space and children around them.</p> <p>Cool-Down: Tell children it is morning and they are the sun rising in the sky. They curl up in a ball and slowly stretch up tall, taking their arms in a high arc over their head and down to their sides. Repeat.</p>