

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p>Registration & Early Morning work (<i>number formation 4 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>RE – Families (Focus 3)</p> <p><i>What we can learn about God's love in the Bible.</i></p> <p><i>I can tell you what a Psalm is, tell you how a Psalm makes me feel, name ways to show love, name the ways God loves me</i></p> <p>KEY WORDs: <i>family, belong, different, love, care God, psalm, love, care, response, family of God, God's children</i></p> <p>Light candle. In the name of the Father, and of the Son and of the Holy Spirit. Amen.</p> <p>Read Psalm 63: 6-9, I feel safe, God's Story 2 page 31.</p> <p>Psalm 63 reminds us that God loves everything he has created including us and even the baby chicks. This image of the hen and her family of chicks is commonly used in scripture to show God's love and care.</p> <p>Display the PowerPoint of Psalm 63 on the IWB. Explore the text and talk about what it means.</p> <p>SOME KEY QUESTIONS</p> <p>Q How did you feel when you listened to Psalm 63?</p> <p>Q What other pictures could be on the PowerPoint?</p> <p>Q Who created us?</p> <p>Q Who created all the animals?</p> <p>Children to draw a picture of themselves being shown love and care and write a sentence.</p> <p>Plenary</p> <p>Prayer Leader (ask a child) to say a prayer to thank God for His love and the love of our families.</p>
9.50 – 10.50	<p>Maths –Addition</p> <p><i>Find 1 more than any number up to 20</i></p> <p><i>Key Vocabulary: count on; one more</i></p> <p>STARTER: Count to 100</p> <p>Hand out multiples of 10 cards (10, 20, 30, etc.) to 10 different chn. Count with all chn in unison from 1 to 100. Chn raise one finger with each number spoken so that the number of fingers raised always matches the 1s digit of the count. As each multiple of 10 is said, the child holding it stands up. At the end, how many chn are standing? Count along the '10s' numbers together.</p> <ul style="list-style-type: none"> Show chn 10 beads on the Bead string tool 1.3.2. <i>How many will there be if I slide one more across? Ten and one more is eleven.</i> Show the Number track tool 1.3.2a. Point out how 11 is the next number on the 1–20 number track. Go back to the Bead string tool 1.3.2. Rpt with eight beads, finding that one more gives nine beads. Rpt for several other numbers less than 20. Drape a blanket over a table. Show chn six soft toys. <i>These toys are going into a cave!</i> Put the toys under the blanket. <i>How many are in the cave?</i> Show chn another soft toy. <i>This toy is going</i>

	<p><i>to join them. How many will be in the cave now?</i> Put the toy in the 'cave', then move the blanket so chn can see the number of toys.</p> <ul style="list-style-type: none"> Rpt with different numbers of toys, adding one each time. Emphasise the vocabulary of <i>one more</i> and point out the numbers on the track. After a while, discuss how this can be written as an addition, e.g. $9 + 1 = 10$. Match toys in the cave to additions. <p>Exp Green/Orange KP</p> <p>Y1 WB1 p13 1 more *use beadstrings</p> <p>Plenary: Write $_ + 1 = _$ on a flipchart. Challenge chn in pairs to think of a pair of numbers which could go in the boxes and to write the addition on whiteboards. Write a list of lots of pairs of numbers on the flipchart. Point out how the answer is the next number. Refer to the number track on the Number track tool 1.3.2b.</p>
10.50 – 11.20	<p>Daily Mile & Break</p> <p>Wash hands</p>
11.20 – 11.35	<p>Phonics - Set 1 sounds <i>I know the 'u' sound and letter.</i></p> <p>Review: Recall last sound taught – 'm,' 'a' 's' 'd' 't' 'i' and 'p' 'g' 'o' 'c' 'k'</p> <p>Can you remember what sounds you have learnt? Look at the picture frieze.</p> <p>Show cards-</p> <p>Picture side – saying Letter side - sound</p> <p>Teach: Teach "u " - Show picture card. Say "u u u umbrella" MTYT</p> <p>Now show 'u' letter side and say 'u u u.' Explain it's a bouncy sound. Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Practice: Practice writing 'u'</p> <p>Run your finger along the picture side of 'u' and say "Down and under, up to the top and draw the puddle." Ask the children to use their finger in the air, on the table, on a child's back etc. to practice writing 'u.'</p> <p>Apply: Find letter 'u' on the Speed sound chart. Colour it in.</p> <p>'Fred Talk' 'Green' words – put, mud, sun and gum.</p> <p>Red words – my, a, so, do, no, put, said, go, like (no extra today)</p>
11.35 – 12.20	<p>English - Bear Under The Stairs <i>To distinguish the different graphemes for the phoneme /air/. To use full stops and capital letters.</i> <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 (encourage use of phonics). Chn write two sentences. Complete rhyming search.</p>
12.20 – 12.30	<p>Class Novel Gonk wrecks everything Max Brallier</p> <p>Use link to read http://www.funbrainjr.com/stories/GonkWrecksEverything/</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 – Geography</p> <p><i>To be able to name the seven continents of the world and locate the UK on a world map.</i></p> <p>Use PowerPoint</p> <ul style="list-style-type: none"> • Slide 1: How many different answers could we give to the question 'Where do you live?' Invite children to share their ideas, e.g. the road the live on, the country they live in, the planet they live in, etc. • Slide 2: Show children the picture of the planets. What is our planet called? Which one is our planet? Invite children to share their ideas. (refer to Here we are) • Slide 3: Show children the world map on the slide. What is this map showing? <p>Slide 4: Explain that this map shows how all the land on Earth is split into seven continents and five different oceans. Can you name any of the continents? Invite children to share their ideas, then</p> <p>Slide 5: show them the labelled map on the slide.</p> <ul style="list-style-type: none"> • Where are we on this map? Invite children to come and point to where they think the UK is, then <p>Slide 6: check on the slide.</p> <ul style="list-style-type: none"> • Slide 7: Show children the questions on the slides. How many of these can you answer now? Invite children to share their ideas. <p>Exp Green/Orange MD</p> <p>On worksheet 1B, children to use the words in the word box to help them complete the labels on the world map. When finished, children to mark where they live. When finished, children can check if they were correct on the World Map.</p> <p>Plenary</p> <p>We live in the United Kingdom which is a group of countries. Can you name the country we live in? Can you name the other countries in the United Kingdom?</p> <p>Invite children to share their ideas.</p>