

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	Registration & Early Morning work (<i>practise first five spelling words on whiteboards</i>) Class Worship - Daily Prayer 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	PE – Indoor – Coco the Butterfly Yoga Follow Jaimie on Cosmic Kids https://www.youtube.com/embed/pT-s1-phgxs
9.50 - 10.00	Maths – Addition <i>Begin to find 2 more than any number to 18</i> <i>Key Vocabulary: count on; one more; two more; addition; next</i> STARTER: Pairs to 6 Together write all the addition facts for 6 on a flipchart. Roll a large dice. Use link https://www.online-stopwatch.com/chance-games/roll-a-dice/ Chn hold up the number of fingers needed to make 6. E.g. roll 4, chn hold up two fingers. Rpt many times, first with the number sentences displayed and then without. Show two big dice, one showing 5 and the other showing 2. Ask chn to show on their fingers how many spots are showing on the first dice and then on the second. Show how to count on 2 saying <i>six, seven</i> to find the total. Write $5 + 2 = 7$ on a flipchart. Keep the second dice showing 2 and roll the first. Together agree the numbers of spots on the first dice then count on 2. Ask for volunteers to write the addition. If you roll 1, discuss how starting with 2 and adding 1 might be better, show this by changing the order of the dice. Some chn may already know this addition as a fact. Match some of the latter additions to numbers on a 1–20 number track using Number track tool 1.3.3a , e.g. point to 5, and count on saying <i>six, seven</i> . Hide all the numbers on the number track except 10. Ask chn to think what 2 more than 10 might be. Point to 10, count on the two blank numbers saying <i>eleven, twelve</i> and reveal 12 to confirm. Count on 2 from 12, point to that number and ask chn what number it is. They write the answer on whiteboards. Reveal the number to confirm. Y1 WB1 p12 Adding 2
10.50 – 11.20	Daily Mile & Break Wash hands
11.20 – 11.35	Phonics – Set 1 sounds <i>I know the 'b' 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 'b' - Show picture card. Say "b b b b boot" MTYT Now show 'b' letter side and say 'b' This is a bouncy sound. Repeat with bouncy hand movement. MTYT Discus Set 1 picture cards Practice: Practice writing 'b' Run your finger along the picture side of 'b' and say "Down the laces to the heel, round the toe." Ask the children to use their finger in the air, on the table, on a child's back etc. to practice writing 'b.'

	<p>Apply: Find letter 'b' on the Speed sound chart. Colour it in.</p> <p>'Fred Talk' 'Green words' –bat, big, bun, bid, bin, bad & bug.</p> <p>Red words – my, a, so, do, no, put, said, go, like, be</p>
11.35 – 12.20	<p>English - Bear Under The Stairs</p> <p><i>To plan a story with a similar theme</i></p> <p><i>I can plan for longer writing to take place.</i></p> <p>Boxing up Recap on structure. Box up facts from the story.</p> <ol style="list-style-type: none"> 1) Child thinks they see creature in house in a space 2) Child feeds the creature 3) Cupboard/wardrobe/under the bed space starts to smell 4) Parent goes to tackle creature and child sees nothing is there <p>Each child to plan their story according the boxed up facts from the story</p> <p>Support with choice of animal if necessary and encourage use of phonics/scribe words for boxing up grids.</p>
12.20 – 12.30	<p>Class Novel</p> <p>Wilma Wigsticker's High-Diving Day Max Brallier</p> <p>Use link to read</p> <p>http://www.funbrainjr.com/stories/WilmaWigstickersHighDiveDivingDay/</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Collective Worship – Wednesday's Word</p> <p>Use the online version of the Wednesday Word.</p> <p>http://www.wednesdayword.org/</p> <p>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 - Science</p> <p><i>To be able to identify, name and label body parts.</i></p> <ul style="list-style-type: none"> • What do we use our bodies for? Children to think, pair, share their ideas. • Tell children that today we will be looking at some of the different parts that make up our bodies. Explain that you will show them a word on the slides and that they should point to that part of their body. Go through the words on the slides and ask children to identify each one. • Show children the riddles on the slides. Do you know which part of your body is being described? When children think they know which part it is, they put their hand up. Check together on the slides. <p>*ALL GROUPS</p> <ul style="list-style-type: none"> • Provide children with a set of the Body Parts Cards each. Tell children that their challenge today is to draw a picture of themselves, making sure they include each of the parts of the body on the cards. • When children have finished their drawing, ask them to use the card to label their picture. This could be done by sticking their picture on a larger sheet of paper, sticking the labels around the picture and drawing a line to the matching body part.