

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	<p><b>Registration &amp; Early Morning work</b> (<i>practise next five spelling words on whiteboards</i>)</p> <p><b>Class Worship - Daily Prayer</b></p> <p>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.</p>
9.05 – 9.50	<p><b>RE – RE – Families</b></p> <p>Sometimes we get worried and concerned about things that are not important and forget that God takes care of everyone. One day two brothers came to Jesus to ask him to sort out a problem about sharing out some money. Jesus explained to them that there were more important things in life than being rich. It is more important to be loving and kind. Jesus pointed to some birds and explained, ‘Look at the birds they don’t store things up. God feeds them, and you are worth more than birds. Look at the wild flowers, they are not rich, but even a king does not look as beautiful as a flower. God makes them beautiful. God cares much more about you. So don’t be worried, trust in God.’ (Based on Luke 12: 24-30 and Matthew 6: 24-30)</p> <p>Watch  <a href="https://www.youtube.com/watch?v=XgAVWKqcyMU">https://www.youtube.com/watch?v=XgAVWKqcyMU</a></p> <p>SOME KEY QUESTIONS</p> <p>Q What things do you worry about which are not really important? e.g. Who is going to be first in the queue, get the best seat or the biggest cake.</p> <p>Q What did Jesus say about the wild flowers?</p> <p>Q What does this tell you about God?</p> <p>Q How do you feel when you hear this?</p> <p>Listen to  <a href="https://www.youtube.com/watch?v=IKGP4ARRx98">https://www.youtube.com/watch?v=IKGP4ARRx98</a></p> <p>Take the children for a walk outside, noticing everything that God takes care of, remembering what the scripture tells us.</p> <p>*All Groups</p> <p>Children to compose a prayer thanking God for taking care of all the things we have noticed and especially our families. Draw a picture of a bird or flower on a piece of paper for a collage.</p>
9.50 – 10.50	<p><b>Maths – Subtraction</b></p> <p><i>Count back in 1s from 10</i>  <i>Key Vocabulary: count back; one less</i></p> <p>STARTER: <b>Count to 30 and back</b> Count from 1 to 30 with the class. Now watch and sing along to  <a href="https://www.youtube.com/watch?v=ndj6D-cWseA">https://www.youtube.com/watch?v=ndj6D-cWseA</a></p> <p>Watch White Rose Maths Counting backwards  <a href="https://vimeo.com/454749876">https://vimeo.com/454749876</a></p> <p>Go through PowerPoint</p> <p>Chn do worksheet and do as much as they can in the given time.</p>
10.50 – 11.20	<p><b>Daily Mile &amp; Break</b></p> <p><b>Wash hands</b></p>

11.20 – 11.35	<p><b>Phonics - Set 1 sounds</b>  <i>I know the 'f' sound and letter.</i>  Revisit: Can you remember what sounds you have learnt so far? Look at the picture frieze.  Show cards-  Picture side – saying                      Letter side – sound  Teach: Teach 'f' - Show picture card. Say "f f f f flower" MTYT Now show 'f' letter side and say 'f This is a stretchy sound" Repeat with stretchy hand movement. MTYT  Discus Set 1 picture cards  Practice: Practice writing 'f'  Run your finger along the picture side of 'f' and say "Down the stem and draw the leaves" Ask the children to use their finger in the air, on the table, on a child's back etc. to practice writing 'f.'  Apply: Find letter 'f' on the Speed sound chart. Draw a picture of a flower and write a line of f f f f f.  'Fred Talk' <b>Green words</b>: fit, fat, fib, fun.  <b>Red words</b> – my, a, so, do, no, put, said, go, like, be, of</p>
11.35 – 12.20	<p><b>English - Bear Under The Stairs</b>  <i>To use a plan to create a story</i>  <i>I can use my plan to structure my writing</i>  Use plan to <b>model writing</b> story. 'The Dread Under the Bed'  Beginning: Lynn was scared of shadows and shapes, and Lynn was scared of the dread that existed under the bed. It was all because one day she thought she'd seen a shadow monster, there, under the bed.  Middle: Every day, Lynn gave the monster mash, monkey nuts and milkshake. She fed it pasta, peas and pickles. But she always kept her eyes shut tight, and jumped into bed quickly – Jump! Cover! Dream!   <b>Begin</b> with own name XXXX thought there was a <b>use an adjective</b> XXXXX (insert animal) under the bed. It was because .....  Every day.....</p>
12.20 – 12.30	<p><b>Class Novel</b>  Brainy Blueberry and the Backpack Balloon Max Brallier  Use link to read  <a href="http://www.funbrainjr.com/stories/BrainyBlueberryAndTheBackpackBalloon/">http://www.funbrainjr.com/stories/BrainyBlueberryAndTheBackpackBalloon/</a></p>
12.30 – 1.30	<p><b>Lunch</b>  <b>Wash hands</b></p>
1.30 – 2.00	<p><b>Reading Skills</b>  <b>Reading – Common exception words</b>  <i>I can read the common exception word 'was'</i>  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><b>Topic - Science</b>  <i>To explore what parts of our bodies we use for different activities.</i></p> <ul style="list-style-type: none"> <li>• Show children the pictures on the slides where part of the image is covered. Which body part do you think is being shown? Invite children to share their guesses, then check on the slides.</li> <li>• Show children the photo of a person running on the slides. Which parts of their body is this person using when they run? Invite children to share their ideas. Repeat this for the other photos and activities shown.</li> <li>• Ask children to stand up and hop on one leg. Which body parts are you using? Repeat this for the other activities on the slides: writing with a pencil; looking out the window; smiling at a friend.</li> </ul> <p>On worksheet 2A, children to read and perform each of the activities, then write down which body parts they used or moved for each one. Children to use the words in the word box to help them.</p>