

8.50 – 9.00	Collection and hand wash
9.00 – 9.05	<b>Registration &amp; Early Morning work</b> ( <i>number formation 9 practice sheet</i> ) <b>Class Worship - Daily Prayer</b>
9.05 – 9.50	<b>PE – Indoor – Frozen</b> <b>Follow Jaimie on Cosmic Kids</b> <a href="https://cosmickids.com/video/frozen-a-cosmic-kids-yoga-adventure/">https://cosmickids.com/video/frozen-a-cosmic-kids-yoga-adventure/</a>
9.50 - 10.00	<b>Maths – Number and Place Value</b> <i>Compare and order numbers to 20</i> <i>Key vocabulary: smallest; largest; equal to; greater than; less than; order</i> STARTER: <b>Blast off! Count back from 20</b> Ask the class to crouch down and pretend to be rockets. Explain we are going to count down from 20 to 1 and blast off by jumping up in the air!  Watch White Rose Maths Aut 1.3.4 Compare Numbers <a href="https://vimeo.com/456849293">https://vimeo.com/456849293</a>  Chn complete worksheet numbers 1 + 2
10.50 – 11.20	<b>Daily Mile &amp; Break</b> <b>Wash hands</b>
11.20 – 11.35	<b>Phonics – Set 1 sounds</b> <i>I know set 1 sounds</i> Review: Set 1 word Time Reading Watch <a href="https://www.youtube.com/watch?v=PB4vzrDjiXU">https://www.youtube.com/watch?v=PB4vzrDjiXU</a>
11.35 – 12.20	<b>English - Me and You by Anthony Browne; Goldilocks and Just the One Bear’ by Leigh Hodgkinson</b> <i>To compare two versions of the same story</i> <i>I can use ‘but’ in a sentence to compare and contrast.</i> <b>Recap</b> with class what kind of book Goldilocks is (Traditional tale). Tell them the version we read by Emma Chichester Clark is just one version -there are many versions out there with different points of view. Show them Me and You by Anthony Browne, <a href="https://www.youtube.com/watch?v=Sq_QysPzys">https://www.youtube.com/watch?v=Sq_QysPzys</a> tell them some versions do not share the same title. Show them the book and ask questions that encourage them to compare about setting and characters and discuss how different it is to the other version. <b>Model</b> writing a sentence which compares the two versions using 'but' in the middle, e.g. In the first book the three bears lived in the country but in Me and You they lived in the city. Children to write their own compare and contrast sentences for the two texts on the table using ‘but’ as a conjunction to bridge two clauses. Children write 2 sentences using ‘but’ using writing frame. Encourage use of phonics. *Remember to use Capital letter, finger spaces and full stops
12.20 – 12.30	<b>Class Reading Abe the service Dog</b> <a href="https://cdn.shopify.com/s/files/1/2081/8163/files/004-ABE-THE-SERVICE-DOG-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589884748">https://cdn.shopify.com/s/files/1/2081/8163/files/004-ABE-THE-SERVICE-DOG-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589884748</a>
12.30 – 1.30	<b>Lunch</b> <b>Wash hands</b>
1.30 – 2.00	<b>Collective Worship – Wednesday’s Word</b> Use the online version of the Wednesday Word. <a href="http://www.wednesdayword.org/">http://www.wednesdayword.org/</a> 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.
2.00 – 3.05	<p><b>Topic – PSE – Girls and Boys (My Body) to link to Science</b>  <i>Children will know the names of taught body parts</i>  Use PowerPoint – I am Unique</p> <p><b>Slides 1-2</b> Ask the children to highlight the similarities and differences between a potato and an onion. •Similarities: they are both vegetables, both nice to eat and good for you, both for sale in supermarkets. •Differences: colour, type of skin and what you might cook with them. Click to reveal the price tags (both 30p) and ask children what they notice and what they think about it. Explain there are similarities and differences between the potato and onion, but they are still equally important and special.</p> <p><b>Slide 3</b> Say that like the the potato and onion have the same value even though they are different, girls and boys are both created by God and just as important and special as each other. Explain that children are going to meet some different girls and boys on the next slides and find out a bit more about them.</p> <p><b>Slides 4-7</b> On the first click of each slide, some text appears to be read by the teacher. In the text, each child tells us a little bit about themselves and then they ask the class a question: • Azeem: Can you guess what my favourite colour is? • Leona: Can you guess what my favourite thing to do is? • Chelsea: Can you guess what I want to be when I grow up?• Ryan: Can you guess what my favourite to do is? After posing each question, give children a short time to make suggestions, then click to reveal the next part of the text in which the child on screen reveals the answer.</p> <p><b>Slide 8</b> Discuss the similarities and differences between the four characters, in terms of their interests, personality and physical appearance. To help broaden the discussion beyond the four characters use leading questions such as, “Ryan likes playing football. Does that mean all boys like playing football?” No! “Chelsea likes playing with dolls. Does that mean all girls like playing with dolls?” No! Summarise: •God made us as girls and boys which means in some ways we are different to each other. •God made each of us to be unique, which means girls and boys can like the same things as well as different things!</p> <p><b>Slide 9</b> On the screen are a list of body parts: Toes, Foot, Knee, Leg, Fingers, Thumb, Hand, Arm, Elbow, Shoulders, Neck, Back, Head, Ears, Eyes, Nose, Mouth, Hair Choosing one word at a time, invite the children to identify one great thing about that part of the body, e.g. Legs for running, eyes for seeing, mouth for eating, elbow for leaning on, fingers for writing etc. Ask children to think about what their favourite body part is and imagine what they would do without it. Share some of these back around the class. Explain that sometimes people need help from glasses/walking sticks/hearing aids etc to help body parts work better. Click to reveal the text ‘Thank you, God, for our body parts!’ Summarise by affirming that God has blessed with amazing bodies that can do many wonderful things</p> <p><b>Slides 10</b> Children to complete Appendix 1 labelling the correct body parts using the words on the screen</p> <p><b>Slide 11</b> Learn the new verse of the class song, then recap the chorus and sing the whole thing. This verse is all about external body parts and what they are good at (e.g. ears for hearing, eyes for seeing, legs for running etc).</p> <p><b>Slide 12-13</b> Girls and boys have lots in common, but have some differences inside and outside. Ask the boys and girls, in turn, to pray for each other using the words on the screen/repeating after the teacher.</p> <p>Children to complete Appendix 1 worksheet labelling the correct body parts</p>