

8.50 – 9.00	Collection and hand wash
9.00 – 9.05	Registration & Early Morning work Class Worship - Daily Prayer
9.05 – 9.50	<p>RE –PSE Me, My Body, My Health <i>To learn that we are unique, with individual gifts, talents and skills.</i> Go through PowerPoint</p> <p>Slide 1 - Ask pupils what they remember about the Gospel account of Jesus welcoming the little children. Use these questions to prompt answers: •Who tried to stop the little children coming to Jesus? •What did Jesus say? •When the children were with Jesus, what did He do?</p> <p>Slide 2 – Read aloud the text on the slide then discuss with children what they think it means for them and God, e.g. “God made us each individually - there’s only one me!”, “We’re all different and that is what God wanted”, “what makes us special is that God made us and loves us”</p> <p>Slide 3 - Ask children to look at the illustration on screen and spot the similarities that the people have.(E.g. two legs, two arms, a head, mouth, two ears)Then ask children to spot things that make the people in the picture unique – their differences.(E.g. facial expressions, colour, height, body shape)</p> <p>Slide 4 - What makes us different? Explain that just like the people on the slide, we have things that are the same as each other, and things that are different from each other. Ask children what similarities we have, then name what kind of differences we have, and then click to reveal the list below to see how many they thought of!•Eye colour •Hair colour •Height •Body shape •Skin colour •Age •Boys/Girls •Clothes Ask children to work in pairs to find one similarity and one difference with the person sitting next to them. Share some of these back to the class. Explain that these differences have all been about the way we look, but we have other differences that we might not be able to see. Click to reveal:</p> <p>•Language spoken/accnt •Type of family •Gifts and talents •Favourite things</p> <p>Slide 5 - Invite pupils to look at the images of the characters on screen and guess what makes them special or unique, e.g. the police officer, the ringmaster and the mother all have a different type of job, one child likes cakes, another likes playing on the trampoline, etc. Ask children if they like some of the same things as these people? Which ones? Explain that sometimes we enjoy the same things as each other and sometimes we like different things! Invite children to discuss in pairs something that makes them special or unique. Share some of these back to the class. Extension. Ask the following discussion questions: •Have you ever felt really special? What was it that made you feel that? •Has there ever been a time when you have been made to feel different? How did it make you feel? What could you try to remember that might help?</p> <p>Slide 6 - Ask the children what the world would be like if everyone was the same? (e.g. boring!) Our differences make us unique and make the world interesting! Explain the activity: to create a special box all about you! Using Appendix 1 – My Special Box, children should write or draw pictures of things that make them special. Reiterate that some of the things in their box might be the same as other people’s (e.g. lots of people like eating cake!) and some things will be different. Use the questions on the screen as inspiration: •What would you put in a special box all about you? •What’s your favourite animal or favourite food? •What do you like doing? Play music while children are completing this task.</p> <p>Slide 7 - Ask children to share back some of the contents of their special boxes. Explain that they will be learning a song as a class and that today they will be learning the chorus. The chorus is all about how we are made by God to be special and unique, with similarities and differences, and individual gifts, talents and skills.</p> <p>My Special Box, children should write and draw pictures of things that make them special.</p>
9.50 – 10.50	<p>Maths – Number and Place Value <i>Compare and order numbers to 20</i> <i>Chn can read, write, count and order numbers 0-20.</i> <i>Key vocabulary: smallest; largest; equal to; greater than; less than; order</i></p>

	<p>STARTER: Count to 30 Watch and count along to 30</p> <p>https://www.youtube.com/watch?v=UsJ9YjcLdSw&list=PLWBQ8wYhGYXo_nelqMEwkDTL1LIFoU75T&index=2</p> <p>Watch White Rose Maths Aut 1.4.2 Order Numbers</p> <p>https://vimeo.com/460142284</p> <p>Chn complete worksheet</p>
10.50 – 11.20	<p>Daily Mile & Break</p> <p>Wash hands</p>
11.20 – 11.35	<p>Phonics - Set 1 sounds Word Time 1</p> <p>Watch – if you have magnetic letters please use them and pause the video when necessary.</p> <p>https://www.youtube.com/watch?v=LfQoyH5QCts&list=PLh6Lc5p2ktQ_JcWWn7o4i_Nx4cAaZINJN</p>
11.35 – 12.20	<p>English - Me and You by Anthony Browne; Goldilocks and Just the One Bear' by Leigh Hodgkinson</p> <p><i>To identify how a characters feelings change as a story moves on</i></p> <p><i>I can write in role. I can talk about the feelings a character will experience.</i></p> <p>Read Me and You again online.</p> <p>https://www.youtube.com/watch?v=Sq_QysPzxys</p> <p>Focus on how Goldilocks is portrayed despite there being no words for that side of the story. Identify how Goldilocks emotions change through the story. Use an emotions graph as a class to identify that her feelings went up and down according to how the story went on. Have just the Goldilocks pictures available (left hand side of book) and ask children to use them to retell the story in pairs pretending they are Goldilocks.</p> <p>Children to start writing the story from Goldilocks' point of view. Give them sentence starters and write the story up to Goldilocks eating the porridge. It all started when.... But then I.... Suddenly.... So..... After a while...</p> <p>WT Blue/Yellow MA/ MD</p> <p>Children to use the sentence starter provided to complete the sentence in their own words.</p> <p>Exp Green/Orange KP</p> <p>Children to begin to write the story from Goldilocks' point of view using 2 of the sentence starters.</p> <p>Exc Red Independent MD</p> <p>Children to begin to write the story from Goldilocks' point of view using as many of the sentence starters as possible.</p> <p>It all started when.... But then I.... Suddenly.... So..... After a while...</p> <p>*Remember to use Capital letter, finger spaces and full stops</p>
12.20 – 12.30	<p>Class Reading Sunny Meadows Woodland School</p> <p>https://cdn.shopify.com/s/files/1/2081/8163/files/005-SUNNY-MEADOWS-WOODLAND-SCHOOL-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589846892</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Reading Skills Reading – Common exception words</p> <p><i>I can read the common exception word 'said'</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 – History Guy Fawkes</p> <p><i>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Guy Fawkes and his life.</i></p> <p>Identify the date of the celebration of Bonfire Night. How do we celebrate it? Share children's visits to firework displays and create a collection board adjectives to describe the sensory experience. Recall</p>

	<p>colours, shapes and sizes of fireworks seen at displays. Play a short clip of a firework display for children who haven't visited one.</p> <p>https://www.youtube.com/watch?v=xB4a35T6fNI</p> <p>Show an image of Guy Fawkes and ask the children who they think he is. Is he a modern man, or a man from the past? How do we know?</p> <p>Watch BBC</p> <p>https://www.youtube.com/watch?v=ZPDtWdCywm4</p> <p>Retell a simplified version of the Gunpowder Plot story (PowerPoint). Who are the key people involved with the events? Where did they take place? Use a map to locate London. Why did these events happen?</p> <p>Show clip of Poem 'Remember, Remember the 5th of November....'</p> <p>https://www.youtube.com/watch?v=L7hHL33IQ0I</p> <p>Write simple captions to describe the pictures in their timeline of events. Use vocab bank for accurate spelling.</p>
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