

8.50 – 9.00	Collection and Handwash
9.00 – 9.05	Registration & Early Morning work (<i>number formation practice sheet number 1</i>) Class Worship - Daily Prayer
9.05 – 9.50	Topic – Science The Senses <i>To explore the sense of smell</i> Can you remember what the five senses are? Name them and associate with each body part. Listen to story Something smells (Read aloud) https://www.youtube.com/watch?v=jZhKmRkemPk Remind children about the smelling test we did on Friday. What smells do they remember? Watch Sniff, Sniff to explain how we use our nose to smell. https://www.youtube.com/watch?v=ZUo7rz05HaU Complete Smell Investigation worksheet
9.50 - 10.30	Maths – Number and Place Value <i>To identify and use ordinal numbers</i> <i>Chn will be able to identify, use and write the words for ordinal numbers</i> <i>Key Vocabulary: before, after, between, last, first etc.</i> STARTER: Counting Backwards to 40 Follow count https://www.youtube.com/watch?v=5_SXat0b0Pg Watch White Rose Maths ordinal numbers Aut1.4.3 https://vimeo.com/460142990 Chn complete worksheet numbers 1- 4
10.30 – 10.50	Five to Thrive Daily – Connect <i>Connecting with others, building friendships and talking to others about our feelings can really help us to boost our mood, and feel happier and more positive.</i> Watch – Joe Wicks in connect with Doctor Radha https://www.bbcchildreninneed.co.uk/schools/primary-school/five-to-thrive-hub/connect/ Talk about friendships – who is your best friend, why they are your best friend e.g. they make me happy when I feel sad, why they are special. Complete Connect Friendship worksheet PE with Joe (second video on BBC web page)
10.50 – 11.20	Daily Mile & Break Wash hands
11.20 – 11.35	Spellings – Test (intervention groups out with KP and MA) <i>The ay oi digraphs used for those sounds at the end of words and at the end of syllables.</i> Introduce the ay oi digraphs (2 letters one sound) used for those sounds at the end of words and at the end of syllables. Go through PowerPoint with children. Teach the ay oi digraphs. Read all the spelling words for the week.
11.35 – 12.20	English – Goldilocks and Just the One Bear <i>To work collaboratively to create plans. To use plans to create a story.</i> <i>I can role-play a conversation between two characters.</i> <i>I can use my notes to create a story.</i> Discuss the events of the story we know. Discuss the meaning of the word <i>sequel</i> . Give the example of Madagascar and Toy Story. Can we imagine several years have passed. What has happened to Goldilocks? To the three bears? Goldilocks and Baby Bear are adults. What kind of lives do they live?

	<p>Where would they live and what would they be like? Imagine if they met? What conversations would they have? Where could they be living? Would they all have jobs? Would Goldilocks be more sensible now? Make notes of ideas on flipchart/paper.</p> <p>Read <i>Goldilocks and the One Bear</i> https://www.youtube.com/watch?v=QDSUsYoCiC0 and discuss whether anyone had similar stories from the notes we made.</p> <p>Model beginning to write your story of Goldilocks and Little Bear's Meeting. Use a similar structure. There was once a..... and there was once.....But like everybody, they had to grow up.....Now.....One day..... To her/his surprise....</p> <p>Children to use the ideas and notes created as well as the model from the teacher to create their own idea for a sequel.</p> <p>Chn to begin their own sequel using teacher model. Remind chn to use sentence starters.</p> <p>*Remember to use capital letter, finger spaces and full stops. Remember to use adjectives.</p>
12.20 – 12.30	<p>Class Reading Hide and Seek - Abe the Service Dog https://cdn.shopify.com/s/files/1/2081/8163/files/004-ABE-THE-SERVICE-DOG-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589884748</p>
12.30 – 1.30	<p>Lunch Wash hands</p>
1.30 – 2.00	<p>Collective Worship- Stay Awake <i>Children will learn that Jesus is coming back at an unknown time and that we should be prepared for Jesus' return by loving Him and loving others.</i> <i>Children will:</i></p> <ul style="list-style-type: none"> • Engage with the film and answer questions • Reflect on ways to prepare for Jesus' return by loving others <p>Begin with the sign of the cross. Show slide 1 on PowerPoint. Slide 1 Welcome children and ask: Have you ever tried to stay awake? Lead to the point that it's very difficult to remain awake ALL the time. You might like to share a personal story about falling asleep in a funny place, e.g. watching a film or at the dinner table. Say that Jesus tells us to 'stay awake', but He doesn't mean it literally: He means that we should always be prepared. Slide 2 Ask: What do we prepare for? Click to reveal each of the following. Invite children to describe what they do to prepare and what might happen if they don't prepare properly</p> <p>Click - Birthdays</p> <ul style="list-style-type: none"> • Prepare by: Buying presents or sending cards; making cake • If you don't prepare: You might be embarrassed or feel bad <p>Click - Exams or tests</p> <ul style="list-style-type: none"> • Prepare by: Revising • If you don't prepare: You won't do as well as you could; you might fail <p>Click - Sports matches</p> <ul style="list-style-type: none"> • Prepare by: Staying fit; practicing as a team • If you don't prepare: You might lose the match; you might let the team down <p>Click - Performances or concerts</p> <ul style="list-style-type: none"> • Prepare by: Rehearsing so everyone knows what to do

	<ul style="list-style-type: none"> • If you don't prepare: You won't know what to do or say; you might look silly <p>Make the key point that when we think things are important, we prepare for them.</p> <p>Slide 3 Introduce the film as being a modern retelling of a parable Jesus told. Click to play the film 'The Ten Pupils'.</p> <p>Slide 4 Ask children the following questions to explore the themes in the film: Click - How many pupils were ready for the test? Click - What happened to the foolish pupils' laptops? Click - How and why did the pupils prepare?</p> <p>SKIP SLIDE 5</p> <p>Slide 6 Deliver the following in these or your own words:</p> <ul style="list-style-type: none"> • In the parable Jesus told, which is very like this story, He said "Stay awake, for you do not know either the day or the hour." • As we said at the beginning, Jesus isn't asking us to literally stay awake, but to be prepared: not for a test like in this story, but for Jesus' return. • Jesus is a little bit like the examiner in the story - we know He's coming back sometime, but we're not exactly sure when. • We said earlier that when we think things are important, we prepare for them: Jesus coming back is a very VERY important event! • So we need to be like the wise pupils and keep our laptops charged, to make sure we're ready for Jesus when He comes back! • How do we do that? By following Jesus' instructions to love Him and love one another. <p>SKIP SLIDE 7</p> <p>Slide 8 Music plays automatically Invite pupils to close their eyes and then say in these or your own words:</p> <ul style="list-style-type: none"> • Think of who you could show love to today. Perhaps your friends, family, teachers. • Think of how you might show them love: through listening, sharing or giving them your full attention. • Just like it can be difficult to stay awake when our bodies and minds are tired, it can sometimes be difficult to love others if we're trying to do it all on our own - so we should ask God to help us! • Let's say a prayer now asking Jesus to be with us and work through us. • This is a prayer that you can use at home each day too, to make sure you are ready for Jesus when He comes! <p>Slide 9 Read, or invite a child to read the final prayer on screen. Close the assembly with the Sign of the Cross.</p>
2.00 – 3.05	<p>PE – Dance <i>To perform dances using simple movement patterns in the context of events beyond living memory that are significant nationally.</i> <i>I can make different shapes with a streamer. I can move a streamer in different ways. I can use my body and a streamer to express an idea.</i></p> <p>Watch it: Watch a video clip of a fireworks display and look at different types of fireworks. What kind of movements do different fireworks make? Discuss the colours, sounds, movements and the feelings of the audience. What events do we use fireworks to celebrate? https://www.youtube.com/watch?v=CWYKpwIVGso</p> <p>Warm-Up: Streamers: Children play with their streamers. What shapes can they make? Can they write their name? Children try making a circle, square, rectangle or triangle.</p> <p>Streamers Wiggle: Children flutter their streamer up and down their body, along their arms, up and down their legs. They draw a circle with it around themselves, on the ground and in the air. They make long, thin shapes by moving them up and down. Then wiggly ones. How else can they move them?</p> <p>Streamers Go: Children move about the room. What shapes can they make with their streamers as they move? Children flutter the streamers high and low and move them in different directions (sideways, backwards, diagonally, zigzagging). Pick out good examples and let them try again.</p>

	<p>Fireworks: Remind children of the fireworks display. How can they make their streamer move like a firework? Give children time to practise in their own space and moving about the room. Pick out good examples and let them try again. Children might move their streamers in fast circles like a Catherine wheel or lift them quickly from the ground like a rocket or a fountain.</p> <p>My Streamer and Me: Children use their bodies and their streamers to make even better fireworks. Children crouch down close to the ground and shoot up to explode in the air like a rocket or spin round themselves as they spin their streamer to make a Catherine Wheel. Encourage them to explode into jumps, skip, spin and turn. Children work fast and slow, on the ground and up high. How many different firework shapes can they make?</p> <p>Fireworks Music: Play 'Music for the Royal Fireworks' by Handel https://www.youtube.com/watch?v=ZuG1t2smdCQ</p> <p>Children move their streamers and bodies to the music as if they are fireworks. Children start on the spot and then move about the space. They might make large, high jumps; small, low jumps; long thin shapes or curled, spinning shapes. Pick out good examples to demonstrate and let them have another go. Can they remember and repeat their movements to make a dance? Children listen for when the music tells them to explode. Do they need to speed up and slow down to the music?</p> <p>Cool-Down: Goodnight: The fireworks display is over and all the children have gone home to bed. Children lie down in a space on the floor on their backs with their streamer on their tummy. Children slowly breathe in filling up their tummy and watch their streamer rise. Then slowly let their breath out and watch the streamer lower. Do this three more times.</p> <p>Firework Feelings: How did it feel to be a firework?</p>
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