

8.50 – 9.00	Collection and hand wash
9.00 – 9.05	Registration & Early Morning work (<i>letters of the alphabet 'a' worksheet</i>) Class Worship - Daily Prayer
9.05 – 9.50	<p>RE – Belonging Baptism <i>Baptism is an invitation to belong to God's family</i> <i>They will know that Baptism is the beginning of life in the Church family.</i> Using the pictures from Church's Story Slides 1 and 2 on PowerPoint, talk about a new baby coming home and how it is made welcome in the family where it belongs. The Church family also gathers to welcome the new baby, who through Baptism belongs to the Church family. Baptism is the first Sacrament. Explain that a sacrament is the celebration of God's presence at special moments in our lives. God says to us; 'I am with you and I love you.'</p> <p>Listen to and talk about the words from verse 1 and the chorus of John Burland's 'We welcome you into our Church.' https://www.youtube.com/watch?v=b-ipwobp0BA</p> <p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • Who can you see in the two pictures? • What are each of the people in the picture doing? • What is the first sacrament? • How do the words from the song match the picture Church's Story 2 page 33? <p>Provide the children with copies of the picture on slide 3. Ask the children to label the people and actions e.g. church, family, grandma, priest, candle etc.</p> <p>PLENARY listen to https://www.youtube.com/watch?v=bbE6eKaNwt8</p>
9.50 – 10.30	<p>Maths – Fact Families <i>To build on initial number sentences and know that the order of an addition sentence can be varied.</i> <i>Key Vocabulary: same/different; part/whole</i> STARTER: Count to 40 Count along to https://www.youtube.com/watch?v=0ZlWfyaoFRc Watch White Rose Maths 1.6.1 Fact Families – addition facts https://vimeo.com/465032733</p> <p>Complete worksheet numbers 1-5</p>
10.30 – 10.50	<p>Five to Thrive Daily – Take Notice <i>Taking Notice is about taking the time to spot, think about, and reflect on things in our lives</i> Watch Joe Wicks BBC Episode 2: Take Notice https://www.bbcchildreninneed.co.uk/schools/primary-school/five-to-thrive-hub/take-notice/</p> <p>Listen to Dr Seuss My Many Coloured Days https://www.youtube.com/watch?v=iR0-5f-L_LQ</p> <p>Talk about how they feel today. Complete colour in your feelings worksheet.</p> <p>PE Joe Wicks Energiser (second video on BBC web page)</p>
10.50 – 11.20	Daily Mile & Break Wash hands

11.20 – 11.35	<p>Phonics – Set 2 sounds Teach new grapheme oo: poo at the zoo (intervention groups out with KP and MA)</p> <p><i>I know the 'oo' sound and grapheme</i></p> <p>Review: Recall ow from 'blow the snow'</p> <p>Teach: Teach 'oo.' Show picture card. Say 'poo at the zoo' MTYT https://www.youtube.com/watch?v=dCnTmBilfMU</p> <p>We dash this sound when we write it in a word to show it is 2 letters one sound.</p> <p>Reading: green set 2 'oo' flash cards along with set 1 and 2 flashcards already learnt.</p> <p>Special Friends, Fred Talk: zoo, too, food, spoon</p> <p>Apply: Writing the digraph 'oo' and words</p> <p>Apply: Write the sentence: The new zoo is too cool.</p> <p>Reading Alien words osk, strom, chab</p>
11.35 – 12.20	<p>English – Goldilocks and the Three Bears</p> <p><i>To write up, edit and publish a sequel</i></p> <p><i>I can edit my work for improvement.</i></p> <p>Use this final session to write up and edit their versions of Goldilocks.</p> <p>Allow time for children to read their own creations and share with class.</p> <p>Chn to continue their sequel. Encourage chn to continually read and edit their work.</p> <p>*Remember to use Capital letter, finger spaces and full stops</p>
12.20 – 12.30	<p>Class Reading The Tooth Fairy</p> <p>https://cdn.shopify.com/s/files/1/2081/8163/files/006-TOOTH-FAIRY-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589884746</p>
12.30 – 1.30	<p>Lunch</p> <p>Wash hands</p>
1.30 – 2.00	<p>Reading Skills – Common exception words</p> <p><i>I can read the common exception word 'of'</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 - Science My Senses</p> <p><i>To explore the sense of taste.</i></p> <p><i>I know that we use our mouths to taste things. I can use appropriate vocabulary to describe different flavours; can express preferences about foods they like and dislike.</i></p> <ul style="list-style-type: none"> • So far, we have explored the sense of sight, touch and smell. Which parts of our bodies do we use for each of these senses? Children to think, pair, share their ideas, then check on the slides. • Today we are going to be exploring the sense of taste. Which part of our body do we use to taste things? Invite children to share their ideas, then go through the information about taste on the slides. • Which of these things do you think tastes the most delicious? Show children the foods on the slides and ask them to decide which they like the most. What does the food you chose taste like? Show children the words on the slides and ask them to choose which words best describe the food they chose. • Go through the other familiar foods on the slides and ask children to choose some words to describe them. Write the words around the pictures on the slides. <p>Provide children with the Picture Cards. Challenge children to arrange the pictures into groups, e.g. foods that taste sour, foods that taste sweet, foods that taste salty, etc. Children then stick pictures into which food groups they belong to on worksheet 6A.</p>