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| 8.50 – 9.00 | Collection and hand wash |
| 9.00 – 9.05 | Registration & Early Morning work (<i>number formation 1 worksheet</i>) Class Worship - Daily Prayer |
| 9.05 – 9.50 | PE – Indoor – The Wizard of Oz Follow Jaimie on Cosmic Kids https://cosmickids.com/video/the-wizard-of-oz/ |
| 9.50 - 10.30 | <p>Collective Worship – Remembrance Day; Poppies and Remembering <i>To consider that remembering stirs up various emotions.</i></p> <p>Preparation and materials You will need a remembrance poppy. Have available the following images and the means to display them during the assembly: - a poppy, available at: https://tinyurl.com/yxvtbhttr - a field of poppies, available at: https://tinyurl.com/y2ou7yti Have available the YouTube video 'The Last Post for Remembrance' and the means to show it during the assembly. It is 1.52 minutes long and is available at: https://www.youtube.com/watch?v=EDS3TxtGaQ0</p> <p>Today, we are going to think about how good our memories are. How much can we remember? Let's start by asking ourselves some questions about today. – What did you do as soon as you got out of bed? – What did you eat for breakfast? – How did you feel when you got to school this morning? Next, let's think about last weekend. – What did you do on Saturday afternoon? – What did you eat on Sunday? How about last week? (Ask questions that are appropriate to your own school events.) Have you noticed how it becomes more difficult to remember events the further back in time they are? Tell the children that you are going to play a game where you will give them some words and they have to work out what event is being remembered. For example: – garden, fire, beef burgers (a barbecue) – sunshine, ice cream, shells, sand (a day at the beach) – friends, parcels, balloons, cake (a birthday party) Other ideas might be Sports Day, Pancake Day or a wedding. These events may have happened quite a long time ago, but they are remembered because they were fun. Happy times tend to stay in our memories for a long time. Sad times can stay in our memories for a long time, too. (You may wish to discuss sad things that have happened, such as pets that have died or friends who have moved away. Remember to be sensitive to the fact that some children might have recently encountered traumatic events.) Show the remembrance poppy and the image of the poppy. The poppy is used to help us remember something that happened over a hundred years ago. Many brave people from our country had to go and fight in the First World War, mainly in Europe, but also further afield. The conflict went on for four long years. Many soldiers died and didn't come home. Their families and friends were very sad. Everyone was sad because these brave soldiers had been fighting for the good of the country. They wanted to think of a way to show the families who had lost loved ones that the nation was thinking about them and remembering, too. It was decided that there would be a special day every year for remembering and praying. The date chosen was 11 November, because this was the day in 1918 when the special agreement to end the First World War - called an armistice - was signed. For many years, the day was known as Armistice Day, but it was later renamed as Remembrance Day. It was also decided that everyone should wear a red poppy on that day. This was because thousands of red poppies had sprung up on the battlefields where many soldiers lost their lives during the First</p> |

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| | <p>World War.</p> <p>Show the image of a field of poppies.</p> <p>From 1939 to 1945, there was another terrible war: the Second World War. In the UK, the two-minute silence that happened on Armistice Day was moved from 11 November to the second Sunday in November so that it wouldn't interfere with all the work happening in factories to help the war effort. The day was called Remembrance Sunday.</p> <p>On this day, we remember the servicemen and women who fought and died in two world wars. We also remember the people in the armed forces who have given their lives in wars that have taken place since the end of the Second World War. There are parades and special services, and poppy wreaths are laid at war memorials.</p> <p>Time for reflection</p> <p>Show the images of a poppy and a field of poppies again.</p> <p>Remind the children that wearing a red poppy means, 'We are remembering together.'</p> <p>Prayer</p> <p>Dear God,</p> <p>Thank you for the many happy memories that we have.</p> <p>We are sorry that some people have sad memories at this time of year</p> <p>As they remember those who have died for our country.</p> <p>May we wear our red poppies with love and compassion,</p> <p>And may we remember and be thankful.</p> <p>Amen.</p> <p>Song/music</p> <p>'The Last Post', available at: https://www.youtube.com/watch?v=EDS3TxtGaQ0</p> <p>Chn use template to make a paper Poppy and wear it at break when we will be <u>observing the 2 minute silence.</u></p> |
| 10.30 – 10.50 | <p>Five to Thrive Daily – Get Active</p> <p><i>Moving our bodies can have a positive impact on our physical and mental wellbeing</i></p> <p>Watch Joe Wicks BBC Episode 3: Get Active</p> <p>https://www.bbcchildreninneed.co.uk/schools/primary-school/five-to-thrive-hub/be-active/</p> <p>Go through PowerPoint and discuss each slide.</p> <p>PE Joe Wicks Energiser (second video on BBC web page)</p> |
| 10.50 – 11.20 | <p>Daily Mile & Break</p> <p>Wash hands</p> |
| 11.20 – 11.35 | <p>Phonics – Set 2 sounds Teach new graphemes oo: look at a book (intervention groups out with KP and MA)</p> <p><i>I know the 'oo' sound and letter.</i></p> <p>Review: Recall all set 1 sounds + ay, ee and igh, ow, oo from previous days</p> <p>Teach: Teach 'oo' Show picture card. Say 'look at a book' MTYT</p> <p>https://www.youtube.com/watch?v=qH-9XQsksEc</p> <p>We dash this sound when we write it in a word to show it is 2 letters one sound.</p> <p>Reading: set 2 'oo' flash cards along with set 1 and 2 flashcards already learnt.</p> <p>Special Friends, Fred Talk: cook, look, book, shook</p> <p>Apply: Writing the digraph 'oo' and words</p> <p>Apply: Write the sentence: Pam took a good book.</p> <p>Reading Alien words ind, shup, shog</p> |

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| 11.35 – 12.20 | <p>English – Stanley’s Stick John Hegley <i>To predict the events and outcomes in a story</i> <i>I can use ‘and’ to join sentences. I can imagine what might happen in a story</i> Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil.</p> <p>Orally model using the sentence frame: My stick is a _____ , and I will use it to _____. e.g. My stick is a <u>magic pencil</u>, and I will use it to <u>write stories that will come true</u>.</p> <p>Ask children to decide what their stick is going to become and how they will use it. Give children sticks to orally rehearse their sentences, using the sentence frame modelled. Children to share their ideas with the class. Children to record their sentences using the sentence structure modelled in the whole class session.</p> <p>Chn orally rehearse their sentences, using the sentence frame modelled, before recording sentence in books. Children to write at least 2 different choices of what their stick is and what they will use it for.</p> |
| 12.20 – 12.30 | <p>Class Reading Hammy The Hamster https://cdn.shopify.com/s/files/1/2081/8163/files/007-HAMMY-THE-HAMSTER-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589846896</p> |
| 12.30 – 1.30 | <p>Lunch Wash hands</p> |
| 1.30 – 2.00 | <p>Maths – Number: Addition and Subtraction (within 10) <i>Compare Number Bonds using symbols < = ></i> <i>I can compare numbers and number sentences using my number bond knowledge.</i> <i>Key vocabulary: smallest; largest; equal to; greater than; less than; compare</i> STARTER: Blast off! Count on from 30 – 40 Watch and count along https://www.youtube.com/watch?v=nLQuRHLChGA</p> <p>Watch White Rose Maths Aut 1.6.5 Compare Numbers https://vimeo.com/463895735</p> <p>Chn complete worksheet</p> |
| 2.00 – 3.05 | <p>Topic – History My Family Tree <i>To understand family tree diagrams and charting family relationships</i> <i>-Appreciate different kinds of families</i> <i>-Define family vocabulary, including great grandparents, great-aunt and uncle, spouse, step relationships, family tree, etc.</i> <i>I know the people in my family and make my family tree.</i> Revise Family Tree on working wall going through vocabulary. Remind children that this is a part of our history, people who were born before us and may/may not be alive now.</p> <p>Read Who’s in my Family Robie H Harris https://www.youtube.com/watch?v=b2EdUz94IIQ</p> <p>Use interactive worksheet to place family members on the family tree https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/Li_stening_family_lz20527fj</p> <p>Using returned Family Tree Questionnaire ask different chn questions about their family history.</p> |

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| | <p>-If you made a family tree starting with yourself, who would be on it?</p> <ul style="list-style-type: none">- Do you know your parents' names?-Do you know your grandparents' names?-What do you like about your grandparents?-Would you like to be a great grandparent someday?-Do you know what cousin means? What about second cousin?-What is unique about your family?-What do you like best about your family?-What are some different kinds of families that the animals in the book talked about? <p>Locate countries of birth on map.</p> |
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Chn to stick in avatar picture for each family member on their Family Tree in their books (begun last week) and, using their Family Tree Questionnaire, with TA/Teacher support, write in names of family members under each picture.

Chn write sentences about their family.