

8.50 – 9.00	Collection and hand wash
9.00 – 9.05	Registration & Early Morning work (<i>practise letter 'd' on worksheets</i>) Class Worship - Daily Prayer
9.05 – 9.50	<p>RE – Belonging Baptism <i>To know how a family Baptises a child.</i> <i>I can explain who can be baptized; describe what happens during a baptism service in church; name special objects needed for a baptism; explain why it is an important ceremony for Christians.</i> Go through yesterday's PowerPoint together from slides 4-16</p> <p>Watch the video clips of the first part of a Baptism and use the PowerPoint to talk about:</p> <ul style="list-style-type: none"> • Choosing a name. • Listening to the Good News of God's love and the prayers. • The words and action of Baptism: 'I baptise you in the name of the Father and of the Son and of the Holy Spirit'. <p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • What does the priest ask the parents at the beginning of the baptism celebration? • What does everyone listen to at a baptism? • Why is the Good News of God's love read at baptism? • What are the words the priest uses when he baptises someone? <p>Discuss role of parents and godparents in helping the baby follow Jesus and belong to God's family.</p> <ul style="list-style-type: none"> • Why do the children go to church to be Baptised? • Why are there often lots of people in the church when a baby is baptised? • How do the parents and godparents help the child? <p>Explain how the lit candle stands for the presence of Jesus. Jesus said, 'I am the light of the world,' so the candle is a symbol of this. With light we see things more clearly. In Baptism, a lit candle is given to one of the parents or godparents. The candle is a sign of how they hope the child will always try to live the way that Jesus would want.</p> <p>At the end of the Baptism everyone says the family prayer of the church, the 'Our Father'. This is the sign that the baby belongs to the family of the church. The priest blesses the mother and father and all the people in the church.</p> <p>Chn colour and use word bank to label a baptism scene.</p>
9.50 – 10.30	<p>Maths – Number: Addition and Subtraction (within 10) <i>To learn addition by adding more than 1</i> <i>Chn can do simple problem solving by counting on.</i> <i>Key vocabulary: add, equals, altogether, total</i> STARTER: Count to 50 Watch and count along https://www.youtube.com/watch?v=ofYczsxxkheY</p> <p>Watch White Rose Maths Aut 1.7.2 Addition – Adding more https://vimeo.com/466113127</p> <p>Chn complete worksheet numbers 1</p>
10.30 – 10.50	<p>Five to Thrive Daily – Give <i>When you do something nice for somebody else, not only does it make them feel better, it's good for your own wellbeing too</i></p> <p>Watch Joe Wicks BBC Episode 5: Give</p>

	<p>https://www.bbcchildreninneed.co.uk/schools/primary-school/five-to-thrive-hub/give/</p> <p>Watch – A short story on kindness</p> <p>https://www.youtube.com/watch?v=8WiOUWLeT9I</p> <p>Discuss how we can do random acts of kindness.</p>
10.50 – 11.20	<p>Daily Mile & Break</p> <p>Wash hands</p>
11.20 – 11.35	<p>Phonics - Set 1 sounds - intervention group with MD (Phonics booster groups out with KP and MA)</p> <p><i>I know the 'qu' sound and letter.</i></p> <p>Review: Can you remember what sounds you have learnt so far? 'm,' 'a' 's' 'd' 't' 'i' and 'p' 'g' 'o' 'c' 'k' 'u' 'b' 'f' 'e' 'l' 'h' 'sh' 'r' 'j' 'v' 'y' 'w' 'th' 'z' 'ch'</p> <p>Look at the picture frieze.</p> <p>Show cards- Picture side – saying Letter side – sound</p> <p>Teach: Teach 'qu' - Show picture card. Say "qu-qu-queen" MTYT.</p> <p>https://www.youtube.com/watch?v=SjIFid_HufQ</p> <p>Now show 'qu' letter side and say "qu". This is a bouncy sound. MTYT</p> <p>Discuss Set 1 picture cards</p> <p>Practice writing 'qu': Ask the children to use their finger in the air, on the table, then in their books.</p> <p>Apply: Find 'qu' on the Speed sound chart.</p> <p>'Fred Talk' 'Green' words – queen, quit, quit, quick</p> <p>Write out green words.</p> <p>Red words – my, a, so, do, to, no, put, said, go, like, be, of, by, he, she, are, you, your</p>
11.35 – 12.20	<p>English - English – Stanley's Stick John Hegley</p> <p><i>To segment words with adjacent consonants</i></p> <p><i>I can blend and segment short words</i></p> <p><i>I can write words from picture cues</i></p> <p>Share the story of <i>Stanley's Stick</i> and explain to children that, like them, Stanley has a magic stick that he is going to use to be several different things. Read/Watch up to 'What is he doing?' Ask children to make some predictions about what he is going to do next.</p> <p>Watch on Youtube. Cbeebies Bedtime stories Stanleys Stick.</p> <p>https://www.youtube.com/watch?v=HflulQaOLiY</p> <p>Give children a phoneme frame containing space for four graphemes.</p> <p>Explain that in order to help Stanley we are going to have to spell some of the words in the book for him.</p> <p>Dictate some ccvc and cvcc words that are found in the text and ask children to segment them on their phoneme frames,</p> <p>e.g.:</p> <p><i>stick, train, match, slug, spoon, sand, world.</i></p> <p>s t i ck</p> <p>Children to be given list of words used in whole class activity. Children to segment them on their phoneme frames and write a sentence for each. Focus on capital letters, finger spaces, full stops and cursive handwriting.</p> <p><i>stick, train, match, slug, spoon, sand, world.</i></p>
12.20 – 12.30	<p>Class Reading The Case of the Missing Smile</p> <p>https://cdn.shopify.com/s/files/1/2081/8163/files/008-THE-CASE-OF-THE-MISSING-SMILE.pdf?v=1589846895</p>

12.30 – 1.30	Lunch Wash hands
1.30 – 2.00	Reading Skills Reading – Common exception words <i>I can read the common exception word 'do'</i> 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.
2.00 – 3.05	Topic – My Family Tree <i>To understand family tree diagrams and charting family relationships</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 family trees.</i> Show PowerPoint What is a Family Tree Go through questions on the last slide (7). Explain that children will use the information to answer the questions in their books. Children answer questions 1-4