

8.50 – 9.00	Collection and hand wash
9.00 – 9.05	Registration & Early Morning work (<i>practise numbers 0-20 worksheet</i>) Class Worship - Daily Prayer
9.05 – 9.50	<p>Topic – Science My Body – Sense of smell <i>To explore the sense of smell.</i> <i>Children will know what the five senses are; know that the nose is used for the sense of smell; use their noses to identify smells</i></p> <ul style="list-style-type: none"> • Can you remember what the five senses are? Invite children to share their ideas, then check on the slides. • So far, we have looked at the senses of sight and touch. Which parts of the body do we use for these senses? Again, children to share ideas, then check on the slides. • Explain that today we will be exploring the sense of smell. Which part of our body do we use for this? • Go through the information on the slides about the sense of smell, why it is important and what we use it for. • What do you prefer the smell of? Show children the two options on the slides and ask children to vote for which they prefer. Repeat this for the other smells. <p>Complete online small interactive worksheet https://www.liveworksheets.com/it849334if</p> <p>Provide children with a set of the Fact Cards showing pictures and facts about the sense of smell. Children read the facts, then answer the questions on worksheet 5A.</p> <p>Plenary Explain that the sense of smell is often the sense that triggers memories. Ask the children if there are any smells that remind them of any events, people or places.</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: Counting Backwards from 50 Follow count https://www.youtube.com/watch?v=Pby3FJ31SoA</p> <p>Watch White Rose Maths ordinal numbers Aut1.7.3 https://vimeo.com/467818478</p> <p>Chn complete worksheet</p>
10.30 – 10.50	<p>Five to Thrive Daily – Give</p> <p><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 https://www.bbcchildreninneed.co.uk/schools/primary-school/five-to-thrive-hub/give/ https://www.youtube.com/watch?v=iR0-5f-L_LQ</p> <p>Complete the morning energizer second video on the BBC page.</p>
10.50 – 11.20	Daily Mile & Break Wash hands

11.20 – 11.35	<p>Phonics - Set 1 sounds - intervention group with MD (Phonics booster groups out with KP and MA) <i>I know the 'x' sound and letter.</i> 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' 'qu' https://www.youtube.com/watch?v= WeQbbbfrYs Say the words experiment, exercise. Write 'x' and say the rhyme. Look at the picture frieze. This is a bouncy sound 'x-x-x exercise' Show cards- Picture side – saying Letter side – sound Teach: Teach 'x' bouncy 'x-x-x exercise' Read in super speedy sounds speedy pack, point and say 'there it is' when you see 'x' Practice writing 'x': Ask the children to use their finger in the air, on the table, then in their books. 'Fred Talk' 'Green' words – fox, box, Write out green words and sentence I see a fox in a box. Apply: Find 'qu' on the Speed sound chart. Red words – my, a, so, do, to, no, put, said, go, like, be, of, by, he, she, are, you, your, all</p>
11.35 – 12.20	<p>English - English – Stanley's Stick John Hegley <i>To write an alternative ending to a story. To predict a story ending</i> <i>I can use adverbs in a sentence</i> <i>I can identify – ed and –ly suffixes</i> Return to predictions from session 1 and ask children to create a sentence to describe what they think Stanley will do with the stick, beginning with the sentence opener 'Stanley'. Shared writing: Display the following sentence on a sentence-strip: STANLEY THREW THE STICK INTO THE SEA. Ask children how Stanley threw the stick? List responses, e.g.: quickly, suddenly, slowly, surprisingly, quietly. Ask children to identify the suffix (ending) of the words identified, e.g. they all end in -ly. Model placing the adverb into the sentence. Where should it go? Identify that we could place it at the beginning. Model adding the adverb, using a post-it. SUDDENLY STANLEY THREW THE STICK INTO THE SEA. Children to create their own sentence, as a group, writing it in book, then adding an adverb and copying the same sentence below but this time placing the adverb at the start of the sentence. e.g. STANLEY SHARED THE STICK WITH A FRIEND. HAPPILY STANLEY SHARED THE STICK WITH A FRIEND. *Remember to use capital letter, finger spaces and full stops. Remember to use adjectives. Plenary Read/Watch the ending of the story to see if children are correct.</p>
12.20 – 12.30	<p>Class Reading Homework Yuck! https://cdn.shopify.com/s/files/1/2081/8163/files/009-HOMEWORK-YUCK-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589846892</p>
12.30 – 1.30	<p>Lunch Wash hands</p>
1.30 – 2.00	<p>Reading Skills – Drawing Conclusions What Am I? Reading clues to select correct answer</p>

	<p>Play game https://www.roomrecess.com/mobile/DrawConclusions/play.html</p>
2.00 – 3.05	<p>Topic – Music & Art (PPA Dr. Shore) Carnival of the Animals continued – The Hens and the Roosters <i>I can identify the clarinet and the string instruments.</i> <i>I can create a collage of a rooster and fill it in with colours</i> Explain that we are going complete our Rooster collage begun last week. Remind children of the movement from Carnival of the Animals, the piece of music written by Camille Saint-Saëns, called Hens and Roosters. Revise that The Hens and Roosters is created with the violin and viola playing sounds like hens clucking and squawking. The piano and clarinet play the part of the rooster. The clarinet sounds like a cock crowing. Watch/Listen https://www.youtube.com/watch?v=gBg--GhxCF0 Continue on collage using pre-painted paper pieces to form the feathers and wings. *Early Finishers can complete the colour by number rooster picture.</p>