


8.50 – 9.00	Collection and hand wash
9.00 – 9.05	<b>Registration &amp; Early Morning work</b> ( <i>curly caterpillar letter 'q' worksheet</i> ) <b>Class Worship - Daily Prayer</b>
9.05 – 9.50  *KP out doing reading interventions	<p><b>RE – Advent</b>  <i>To know during advent we remember that Mary had to wait for the birth of baby Jesus. I can understand that Mary had to wait.</i>  <i>Key words: Advent, hope, peace, love, joy, angel, Gabriel, Bethlehem, manger, shepherds, kings/wise men</i>            Watch the annunciation  <a href="https://www.youtube.com/watch?v=JyVXlvdTF20">https://www.youtube.com/watch?v=JyVXlvdTF20</a> stop at 3.44            based on Luke 1: 26-31, 38, in God's Story 2 Mary's baby page 55, use the picture on page 54 on the IWB.</p>  <p>Read Luke 1 26-31 on IWB and discuss            Explain how Mary loved God so much that she agreed to be the Mother of Jesus, the Son of God.  <b>SOME KEY QUESTIONS</b>            Q Who visited Mary?            Q How do you think Mary felt?            Q What was the message?            Q What was her response?            Q What do you think Mary did whilst she was waiting for Jesus, God's Son, to be born?</p> <p>Draw a picture of the story and write at least 3 sentences.</p>
9.50 – 10.50	<p><b>Maths – Number: Number: Subtraction – comparing statements</b>  <i>To use the inequality symbols to compare statements</i>  <i>I can use the - &lt; + &gt; = symbols and vocabulary and draw images to complete a statement</i>  <i>Key vocabulary: fewer, greater than, less than, equal, comparing</i>  <b>STARTER: Counting 70 -80</b> Watch and count along  <a href="https://www.youtube.com/watch?v=oaf6iFHaLqU">https://www.youtube.com/watch?v=oaf6iFHaLqU</a>            Watch White Rose Maths Aut 1.9.3 Comparing Addition and Subtraction statements  <a href="https://vimeo.com/470964866">https://vimeo.com/470964866</a>            Chn complete greater than and less than worksheet cut and paste symbol</p>
10.50 – 11.20	<b>Daily Mile &amp; Break</b> <b>Wash hands</b>
11.20 – 11.35	<p><b>Phonics – Set 2 sounds Teach new graphemes for reading igh</b>  <i>I know the 'igh' sound and grapheme</i>            Review: Recall all set 1 sounds. Set 2 ay ee sounds            Teach: Teach 'igh.' Show picture card. Say 'fly high' MTYT  <a href="https://www.youtube.com/watch?v=k47CSkUUD8M">https://www.youtube.com/watch?v=k47CSkUUD8M</a>            We dash this sound when we write it in a word to show it is 2 letters one sound.            Reading: green set 2 'igh' flash cards along with set 1 and 2 flashcards already learnt.            Write: high, night, light, fright, bright, sight.            Apply: Write the sentence: The light was bright in the night sky.</p>

11.35 – 12.20	<p><b>English - Poetry 'Twas the night before Christmas</b>                      <b>The Polar Express – Literacy Tree</b></p> <p><i>To use adjectives and adverbs to improve description.</i>  <i>I know that an adjective describes a noun. I know that an adverb describes a verb.</i></p> <p>Start the lesson: show the film clip when the Polar Express train arrives in the quiet street.  <a href="https://www.youtube.com/watch?v=F8_GUrqe5tc">https://www.youtube.com/watch?v=F8_GUrqe5tc</a></p> <p>Just to part where the conductor is pictured (0.22-1.38)</p> <p>Show chn two pictures, one from still night scene from previous lesson and another of the train's arrival outside in the street.</p> <p>Can they compare the pictures? Remind chn of adjectives and adverbs on working wall. Can they give an adjective to describe how he was sleeping? How the clock ticked? What he heard? Give examples to remind chn.</p> <p>Explain to the children that today we will be working to describe two illustrations:-  One of the street before the train arrives and one of the street with the train (both illustrations are from the Chris Van Allsburg book)</p> <p>Children to describe the scene using adjectives and adverbs.</p> <p>Children to use word bank to insert missing word to complete the sentences, 2 adjectives</p>
12.20 – 12.30	<p><b>Class Reading Do you wonder why Bugs are Good?</b>  <a href="https://cdn.shopify.com/s/files/1/2081/8163/files/013-DO-YOU-WONDER-WHY-BUGS-ARE-GOOD-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589849814">https://cdn.shopify.com/s/files/1/2081/8163/files/013-DO-YOU-WONDER-WHY-BUGS-ARE-GOOD-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589849814</a></p>
12.30 – 1.30	<p><b>Lunch</b>  <b>Wash hands</b></p>
1.30 – 2.00 *MA out doing reading interventions	<p><b>Reading Skills Reading – Common exception words</b>  <i>I can read the common exception word 'she'</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><b>Topic: Geography</b>  <i>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</i>  <i>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the context of the UK.</i>  <i>I can identify key features of the countries of the UK.</i>  <i>I can observe aerial view photographs.</i>  <b>Key Words:</b> Castle, harbour, beach, port, housing estate, motorway.</p> <p>Explain that we are going to use our Passports to join Travelling Ted on his journey around the UK.</p> <p><b>What Can You See?</b> What is an aerial/birds eye view? Show children the aerial photographs of the various geographical features on the Lesson Presentation. What can you see? Where could this have been taken? How is this 'view' different? Children make observations and discuss in partners.</p> <p><b>Let's Explore the UK!</b> Discuss the four countries of the UK in more detail working through the slides to stimulate discussion. After each country, allow children to use their Unique UK Activity Sheet to make simple notes about each country (model how to write simple notes). Highlight that all the countries are unique with their own key features, characteristics, symbols, flags and culture. What are the similarities and differences between the countries? How many countries of the UK have you been to? What were they like?</p> <p>Support children by encouraging them to draw pictures and write simple key words.</p>