

9.00 – 9.15	<b>Class Worship - Daily Prayer</b>
9.15 – 9.55	<p><b>Topic: Science – Animals including Humans</b>  <i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying.</i>  <i>I can name some different animal's features. I can say how animals are the same. I can say how animals are different.</i>  <i>Key Vocabulary: Compare, similarities, differences, observe, observations, features, mammal, amphibian, reptile, fish, bird, animal groups, feathers, scaly skin, hair.</i>  <b>*Topic to be covered over 2 Days</b>  <b>Remember It:</b> Show the children the animals on the Lesson Presentation (Animals including humans 2020 Lesson 2). Can they remember which groups these animals belong to?    <b>Looking Closely:</b> Using the Lesson Presentation, look closely at each of the animals (stop at slide 25). Using the questions on the Lesson Presentation, ask children to name the features of different animals, for example, beak, legs, claws, eyes, ears, etc. Draw attention to the parts the children might not know, such as beak or wings.  <b>Comparing Animals:</b> Share the statement about birds on the Lesson Presentation and ask children to discuss with their partners whether they think it is correct. Ask children to suggest ways in which they could find out if the statement is correct. Show the children the photographs of the penguin and the robin on the Lesson Presentation. Ask them to work in pairs, on a whiteboard, to write down all the features they can see for each bird, e.g. 2 legs, 2 wings. Record children's ideas on a large copy of the Comparing Animals Activity Sheet. Look over some examples on the Lesson Presentation and ask children what they find out about the statement. Use the eBook pages on the Lesson Presentation to prove whether all birds can fly or not.  <b>Finding Out More:</b> Explain that children will be using pictures to compare animals from different groups. Use the questions on the Lesson Presentation to get the children to hypothesise how they think the animals will be the same/different and make notes on the working wall.    Children colour in the pictures and fill in the similarities and differences they see in the bird and mammal group, using phrases.  Name TWO features of a bird and TWO features of a mammal</p>
9.55-10.40	<p><b>Maths – Shape</b>  <i>To recognise and name simple 3D shapes</i>  <i>I can name 3D shapes, I can identify everyday 3D shapes.</i>  <i>Key vocabulary: dimension, cube, cylinder, cuboid, pyramid, cone, sphere</i>    <b>STARTER: Counting 0-60</b> Watch and count along  <a href="https://www.youtube.com/watch?v=MVfTxc_SM5Q">https://www.youtube.com/watch?v=MVfTxc_SM5Q</a>  Watch White Rose Maths Aut 1.10.1 Recognise and name 3D shapes  <a href="https://vimeo.com/476287832">https://vimeo.com/476287832</a>  <b>*Use real objects to show each 3D shape to complement the lesson presentation.</b>    Chn complete White Rose worksheet number</p>
10.40-10.50	<p><b>Silent Night Signing practice</b> – introduce the song and tell chn we will be practicing this song daily to record for our parents next week Wednesday  <a href="https://www.youtube.com/watch?v=TvejBsBhvQU">https://www.youtube.com/watch?v=TvejBsBhvQU</a></p>
10.50 – 11.20	<p><b>Daily Mile &amp; Break</b>  <b>Wash hands</b></p>
11.20 – 11.35	<p><b>Spellings – Set 1 Speed sounds</b>  <a href="https://www.youtube.com/watch?v=PB4vzrDjiXU">https://www.youtube.com/watch?v=PB4vzrDjiXU</a></p>

11.35 – 12.20	<p><b>English : The Polar Express – Literacy Tree</b>  <i>To use adjectives and adverbs.</i>  <i>I know that an adjective is a describing word.</i></p> <p><b>Watch Polar Express</b>  <a href="https://www.youtube.com/watch?v=7A7M_7nJVRg">https://www.youtube.com/watch?v=7A7M_7nJVRg</a></p> <p>Show film from 5.23 – 17.22.</p> <p>Get chn to give wow words for how they felt when the conductor called out All aboard, when they watched the boy hearing and seeing the train, when he saw the conductor, when he jumped on the train, how they felt drinking hot chocolate, what they thought of the chn on the train, describe the girl, what was she like?</p> <p>Remind chn what an adverb is – explaining how something is happening or someone is doing something, usually ending in ly.  happily, enthusiastically, joyfully, calmly, frantically, noisily.</p> <p>Based on the responses, show the chn a sentence starting with an adverb followed by the ing word ‘playing’.  e.g. Happily playing on the train</p> <p>Can they use an adverb generated to start a sentence?</p> <p>Children to write up adverbs and adjectives generated on mini post-its.</p>
12.20 – 12.30	<p><b>Class Reading Kroaker the Bullfrog</b>  <a href="https://cdn.shopify.com/s/files/1/2081/8163/files/015-KROAKER-THE-BULLFROG-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589849815">https://cdn.shopify.com/s/files/1/2081/8163/files/015-KROAKER-THE-BULLFROG-Free-Childrens-Book-By-Monkey-Pen.pdf?v=1589849815</a></p>
12.30 – 1.30	<p><b>Lunch</b>  <b>Wash hands</b></p>
1.30 – 2.00  *MA out doing Assessments	<p><b>Collective Worship- Be Prepared</b>  <i>Children will learn:</i></p> <ul style="list-style-type: none"> <li>• <i>We should prepare our hearts for Jesus’ return.</i></li> <li>• <i>We can do this by saying sorry, loving God and loving others.</i></li> </ul> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• <i>Engage with the story/drama and answer questions</i></li> <li>• <i>Take part in a reflection where they are invited to say sorry and ask for God’s help to love Him and others</i></li> </ul> <p>Begin with the sign of the cross.</p> <p><b>Slide 1</b> Welcome children and remind them that Jesus is coming back, and that we should be excited about it!</p> <p>Say that: In this assembly, we will be thinking about how we can prepare ourselves for Jesus’ return.</p> <p><b>Slides 2-3</b> Introduce the story by asking pupils to think about whether the children in the story are preparing well for their teacher’s return.</p> <p>Read Appendix 1 , EYFS/KS1 version – Unprepared</p> <p><b>Slide 3</b></p> <p>Ask children the following questions to explore the themes in the story/ drama:</p> <p>Question:</p> <p>What did Mrs Pearson ask the class to do?</p> <p>How do you think the class might have felt when the teacher came back?</p> <p>How would they have felt differently if they had been doing what the teacher asked of them?</p> <p><b>Skip slide 4</b></p> <p><b>Slide 5</b> Introduce the Gospel by explaining that God sent John the Baptist to prepare people to meet Jesus. KS1 – Manually click to play the Gospel video.</p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• John the Baptist told people that they needed to prepare their hearts to meet Jesus.</li> <li>• They needed to say sorry for the wrong things they had done.</li> <li>• Then they were forgiven, which means all the wrong things they’d done were forgotten about.</li> <li>• To be ready for Jesus to come back, we need to prepare our hearts by saying sorry, loving God and</li> </ul>

	<p>loving others.</p> <p><b>Slide 7</b> Reflection - Music plays automatically Preparing their Hearts</p> <ul style="list-style-type: none"> <li>• Invite children to close their eyes.</li> <li>• Ask children to think if there is anything they have done wrong in the past few days or weeks that they want to be forgiven for.</li> </ul> <p>Saying Sorry</p> <ul style="list-style-type: none"> <li>• (Click) Ask children to open their eyes and direct them to say the words on screen together:</li> </ul> <p>Seeking Forgiveness</p> <ul style="list-style-type: none"> <li>• Encourage the children to ask for God's help to put right the things that are wrong in their lives.</li> <li>• (Click) Direct the children to say the words on the screen together:</li> </ul> <p><b>Slides 8-9</b> Explain that we have cause for celebration...</p> <ul style="list-style-type: none"> <li>• Click to reveal and read the text on screen.</li> </ul> <p><b>Slide 10</b> If you are using an Advent Wreath, light the second candle now.</p> <p>Finish with the Sign of the Cross</p>
2.00 – 3.05	<p><b>PE – Dance</b></p> <p><i>To perform dances using simple movement patterns in the context of 'experience and observe phenomena looking more closely at the natural and human constructed world around them.'</i></p> <p><i>I can dance on winding pathways. I can dance on straight pathways.</i></p> <p><i>I can make spikey shapes. I can move different parts of my body to make a pattern.</i></p> <p><b>Key/New Words:</b> Constellations, Ancient Greeks, dawn, pathways, shooting star.</p> <p><b>Star Gazing:</b> Look at some pictures of constellations. Watch <a href="https://www.youtube.com/watch?v=y7hF4RK-y4A">https://www.youtube.com/watch?v=y7hF4RK-y4A</a></p> <p>What shapes can children see? What do they remind them of? Most constellations were named by the Ancient Greeks after things they thought they looked like, e.g. Leo (lion) and the Southern Cross.</p> <p><b>Warm-Up:</b> You Star: Play suitable music, <a href="https://www.youtube.com/watch?v=jnYRdpdK0jI">https://www.youtube.com/watch?v=jnYRdpdK0jI</a> they are stars. How do they want to move to the music? Look out for jumping, spinning, turning, gliding and zooming, changing movement, speed and level in time with the music.</p> <p><b>Space Travel:</b> Children travel into space in their rockets. Children remember being astronauts in a previous lesson. Count down as they crouch in a space and then blast off on zero. They slow down after blast off dodging meteors and travelling around planets. Look out for children bumping off debris and spinning, changing speed and movement. Pick out good examples and let them have another go.</p> <p><b>Constellations:</b> Children's rockets are passing constellations. Can children make their body into a shape like a constellation and hold it? Try another shape. If they have made a low shape can they make a high shape? Children practise changing into another shape each time you shake the tambourine. Pick out good examples and let them have another go.</p> <p><b>Twinkle, Twinkle Little Star:</b> How could children show that the stars in their constellation are twinkling? Pick out examples of children waving, shaking and tapping their hands, feet, elbows and knees. Can they twinkle in a pattern? They might open and close one hand then the other in a rhythm. Pick out good examples and let them have another go.</p> <p><b>Earth Landing:</b> Children travel in their space rockets back to earth. They might judder as they break through the atmosphere and then float down as they let out their parachute, finally landing on the sea. Pick out good examples and let them have another go. Can they think of any other ways to land?</p> <p><b>A Star Dance:</b> Children blast off in their rockets into space and travel around as before. Then find a space and make a constellation and hold it. When you bang the tambourine they change into another constellation. They make their third and final constellation shape twinkle. Finally children travel in their space rockets back to earth.</p> <p><b>Cool-Down: Dawn:</b> Children rise like the sun. They curl up in a ball and slowly stretch up tall, taking their arms in a high arc over their heads and down to their sides. Repeat. How do they feel after dancing?</p>