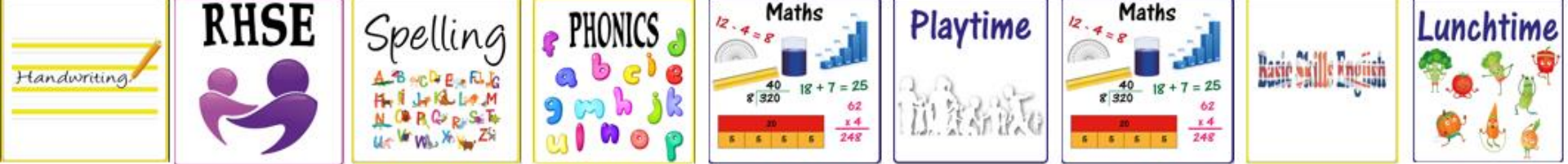


COLLECTIVE WORSHIP



Thursday 28th November 2024 GOOD MORNING YEAR 1!





COLLECTIVE WORSHIP

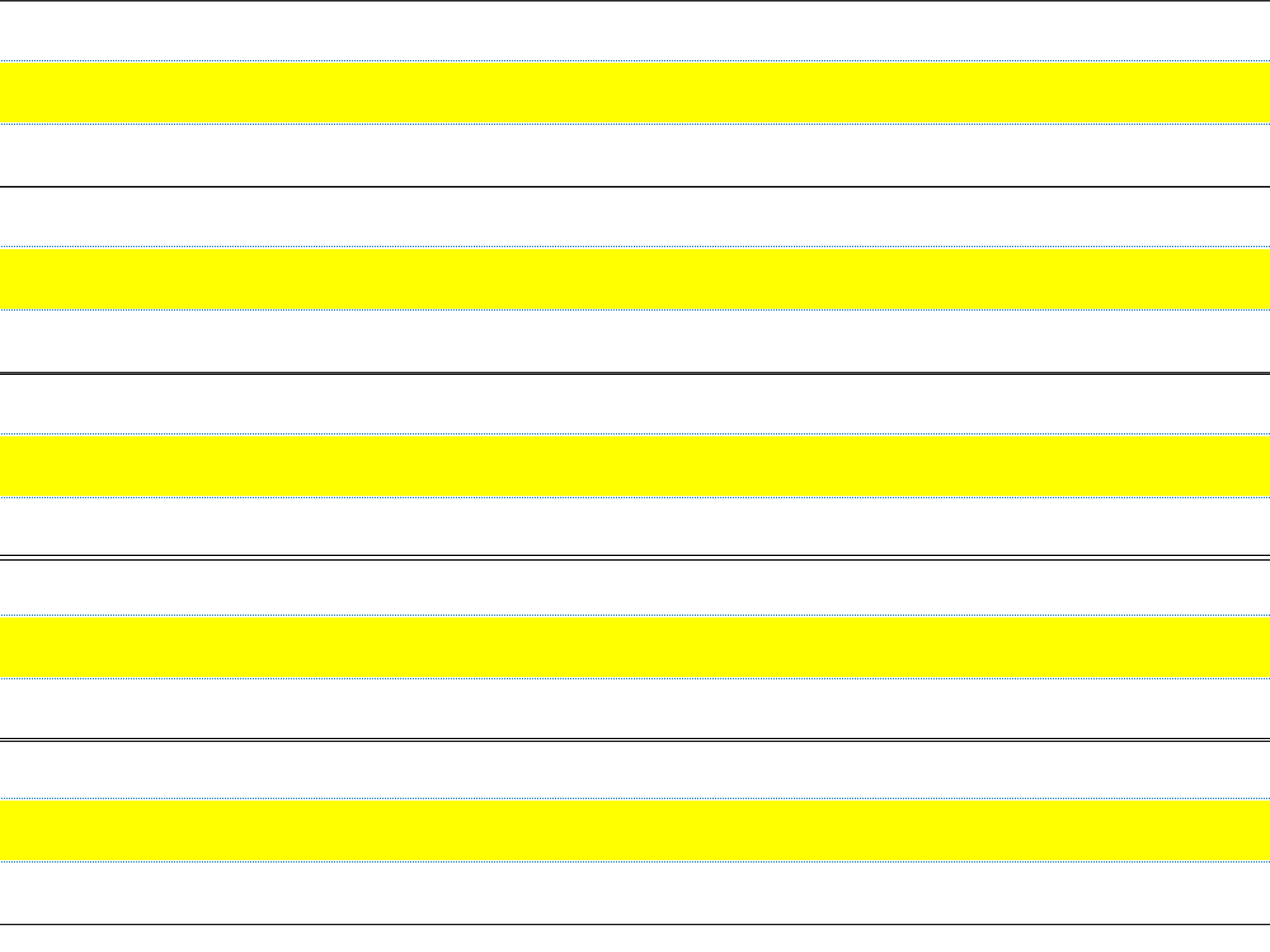


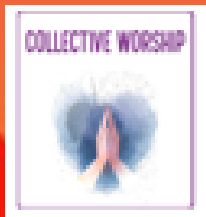
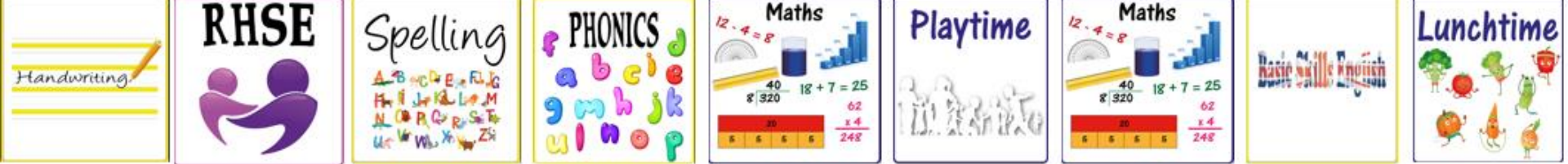
Handwriting 8.30-8.40



handwriting







Word of the Day and Register 8.40-8.45



VOCABULARY NINJA

WORD OF THE DAY



Shinobi Word of the Day

Word of the Day:

Pronunciation / Syllables

gasp
(gasp)

Word Class
(noun / verb)

Definition:

A gasp is a short quick breath of air that you take in through your mouth, especially when you are surprised, shocked, or in pain.



The class **gasped** at the ending of the story.

Phrases:

gasped in disbelief

gasp loudly

Synonym:

Antonym:

Prefix / Suffix:

Rhyme:

Link Word:

pant

-ed

clasp

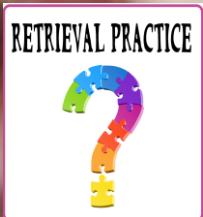
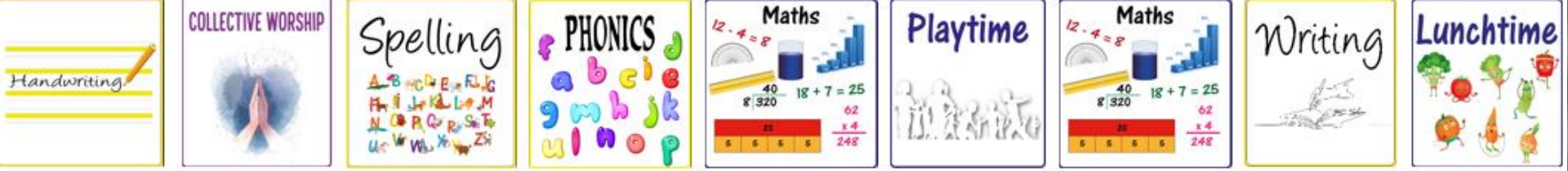
loudly

puff

-ing

rasp

breath



Collective Worship

8.40-8.50

PRAYER JOURNEY

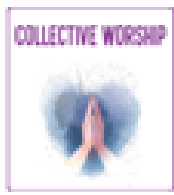
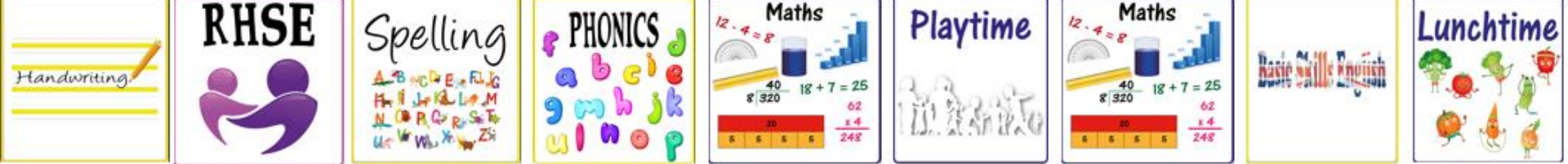
— WEEK 1

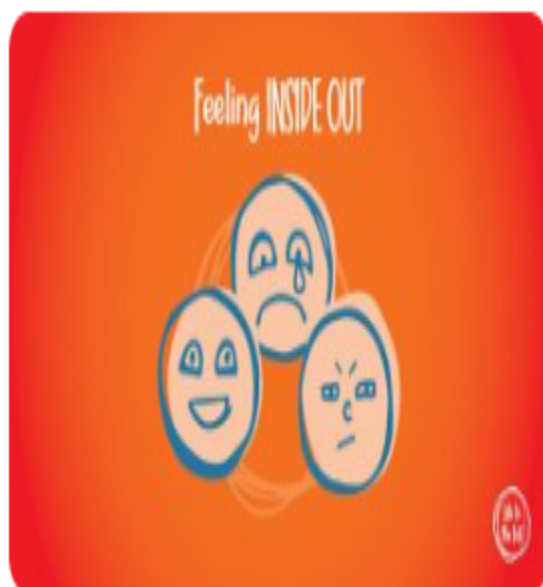
Video



MATTHEW 19:14



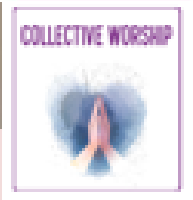
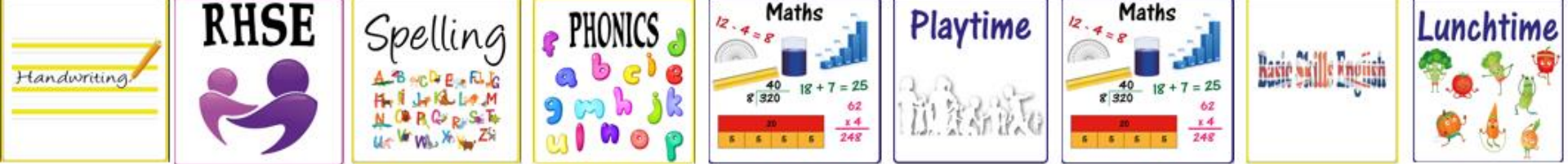




Session 2: Feeling Inside Out

In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.

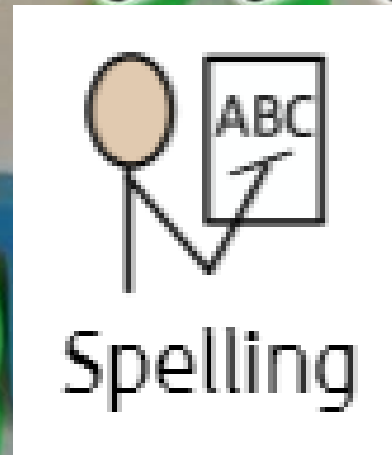




Spelling (Teach)

9.20-9.30

YOU'RE*



The (Stressed) Sound /er/ Spelt 'ir' and 'ur'

twinkl

Stressed /er/ Spelt 'ir'

We have already seen that the stressed and unstressed /er/ sound can be spelt with 'er'.

In these words the stressed /er/ sound is spelt with the vowel digraph 'ir' instead.



girl



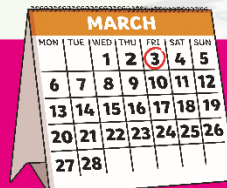
bird



shirt



first



third

Stressed /er/ Spelt 'ur'

In these words the stressed /er/ sound is spelt with the vowel digraph 'ur' instead.



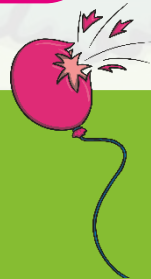
turn



hurt



church



burst

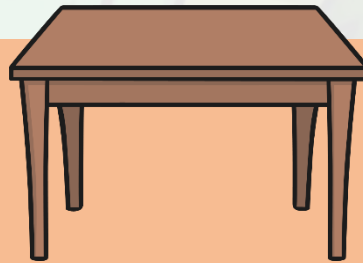


burn

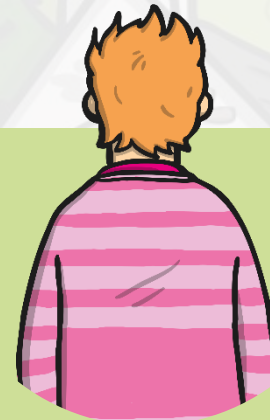
Stressed /er/ Spelt 'ur'



Can you air write an 'ir' with your finger?



Can you write a 'er' on your table or on the carpet?



Can you write either an 'ir' or an 'er' on a partner's back?

Can they tell what letters you have written?



Here are this week's spellings to practise.

girl

bird

shirt

first

third

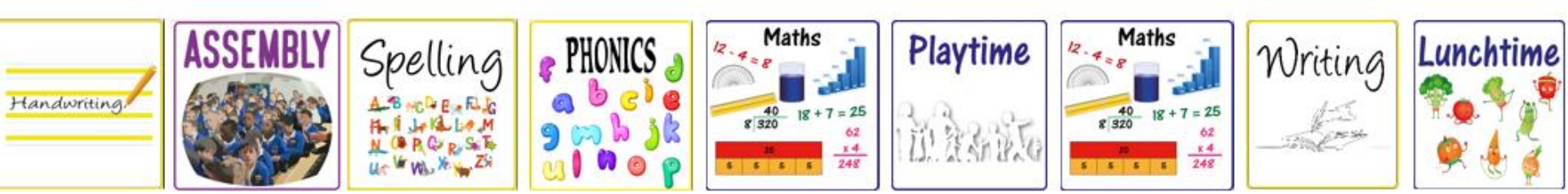
turn

hurt

church

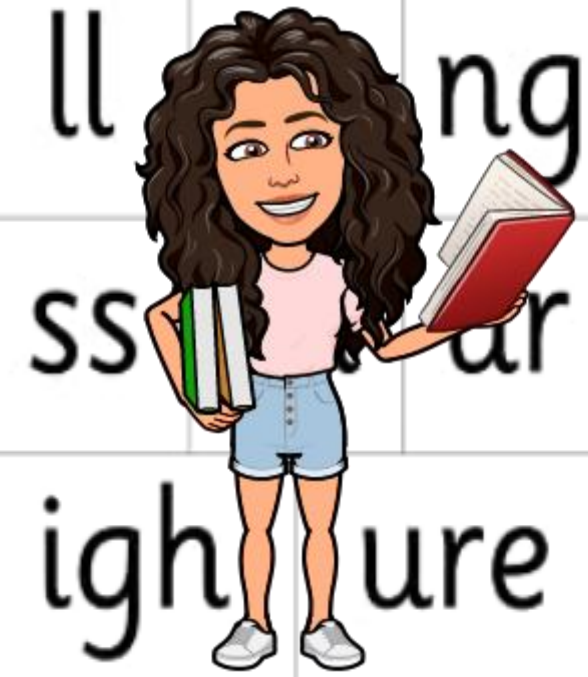
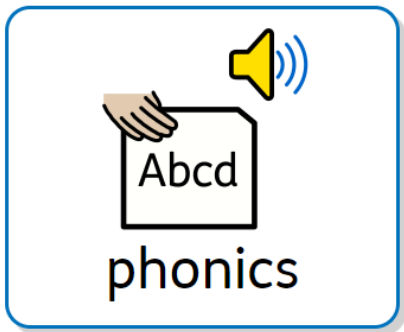
burst

burn



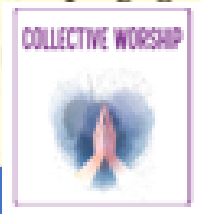
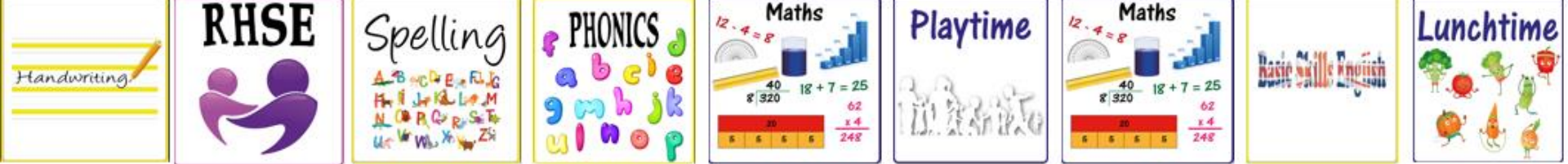
Phonics 9.30-10.00

ar ch ck ee



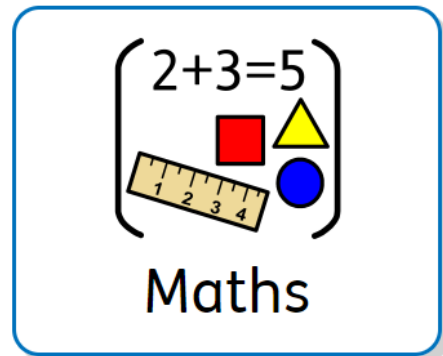
air ear zz nk ay

ll ng
ss ar
igh ure



Maths-Lesson 1

10.00-10.30



L.O. Adding By counting

Knowledge Goals

I can add two numbers together.

I can show how to count on within 20

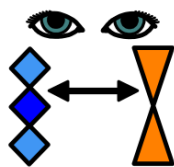
I know what my number is getting bigger

Your Turn

Vocabulary

+

adding



compare



method



part

Today's Star Word is...

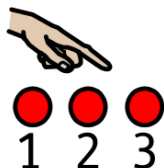
★ **Adding**

1+9
10 ← 4+6
5+5

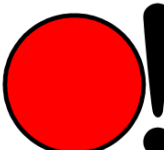
number
bonds



identify



counting



whole

Step for Depth

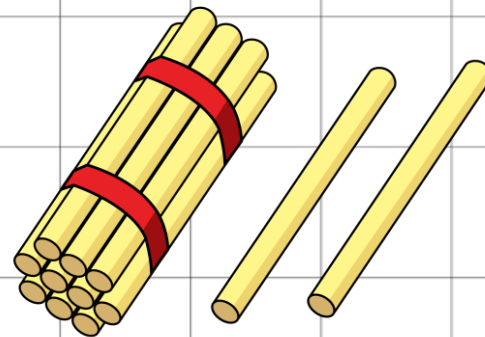
Step for depth and Chilli Challenge Reasoning worksheets to be completed.

1) What number comes next? 11, 12, 13, ___

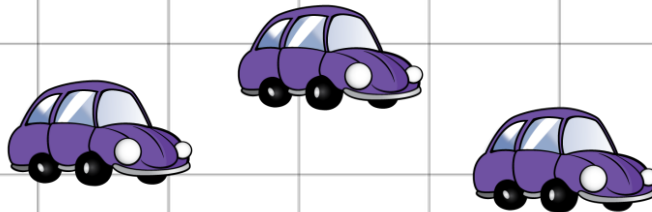
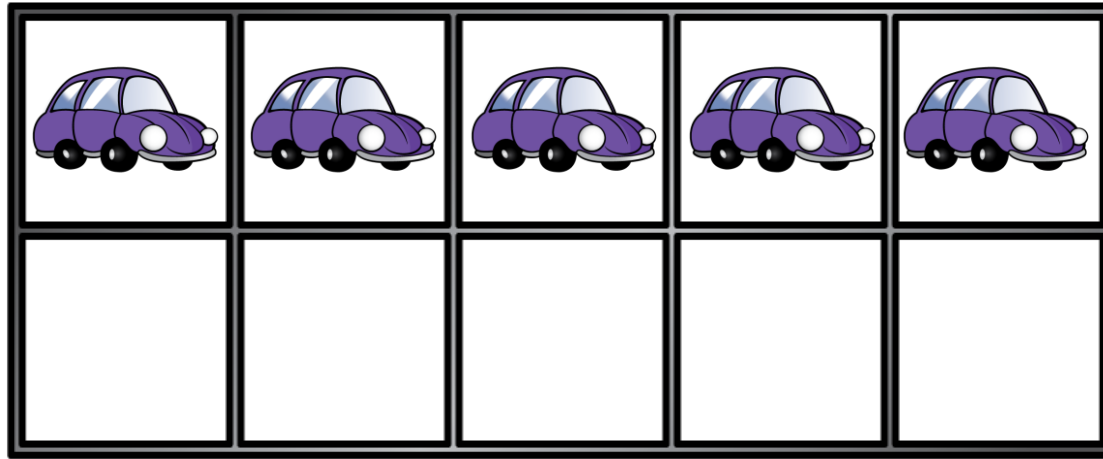
2) 1 ten and 7 ones = _____

3) Count from 15 to 20

4) How many straws?



There were 5 cars in the car park.



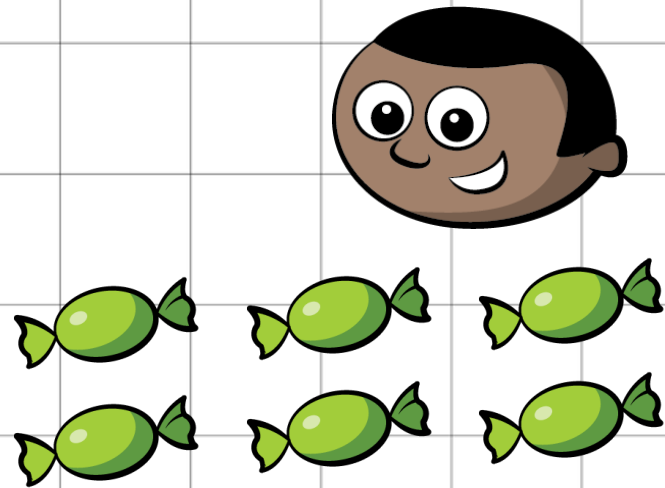
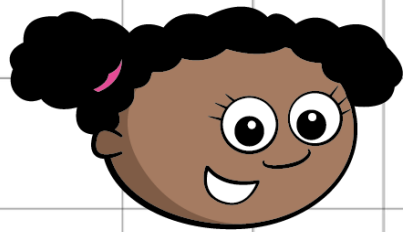
Then 3 more cars park in the car park.

Now there are 8 cars in the car park.

First Whitney had 7 sweets.

Then Mo gives her 6 more sweets.

How many sweets does Whitney have now?

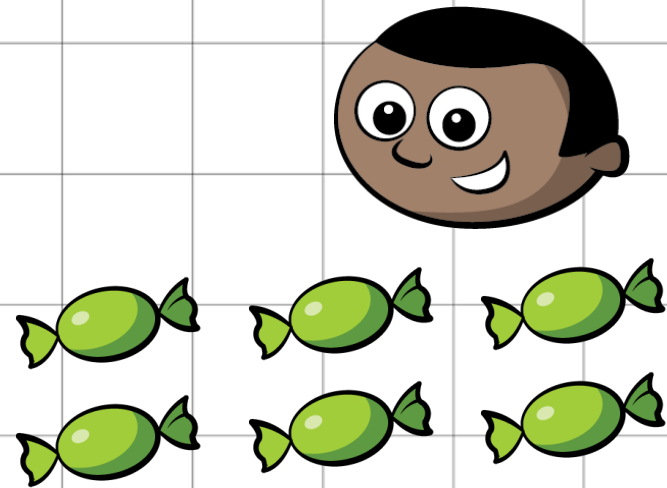
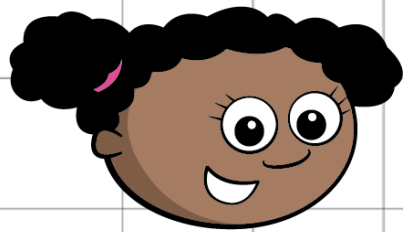


To work out $7 + 6$,
I will count on from 7

First Whitney had 7 sweets.

Then Mo gives her 6 more sweets.

How many sweets does Whitney have now?

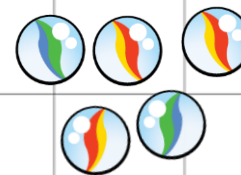
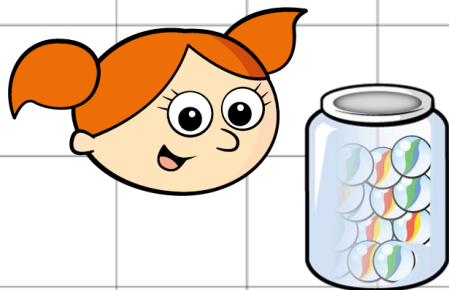


Whitney has 13 sweets.

First Alex has 13 marbles.

Then she gets 5 more marbles.

How many marbles does Alex have now?



Have a think



Alex has 18 marbles.

L.O. Adding By counting

Knowledge Goals

I can add two numbers together.

I can show how to count on within 20

I know what my number is getting bigger

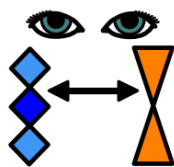
Your Turn

Complete questions 1 and 2

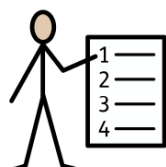
Vocabulary

+

adding



compare



method



part

Today's Star Word is...

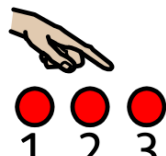
★ Adding

1+9
10 ← 4+6
5+5

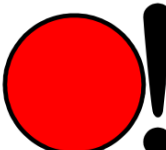
number
bonds



identify



counting

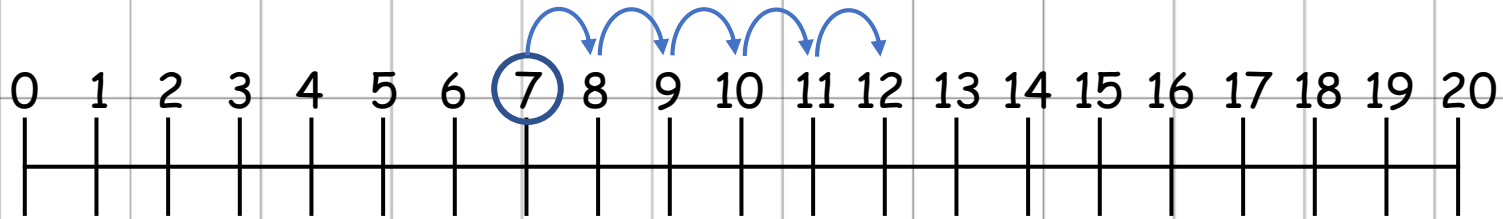


whole

Step for Depth

Step for depth and Chilli Challenge Reasoning worksheets to be completed.

Mo starts counting at 7
and counts on 5

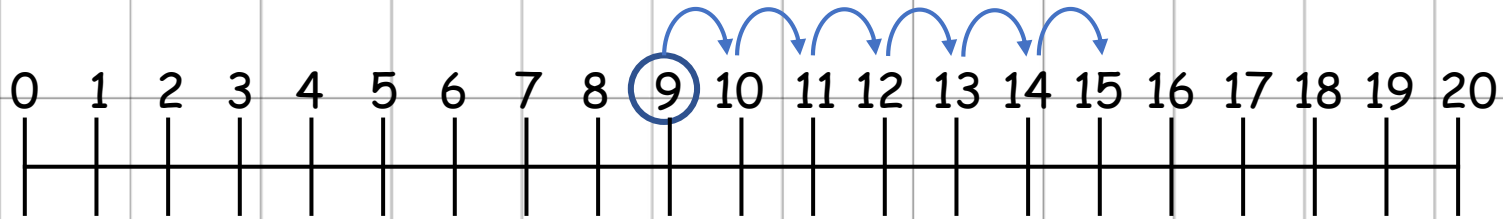


To work out $7 + 5$, I will count on
from 7

$$7 + 5 = \underline{12}$$

Mo starts counting at 9
and counts on 6

Have a think



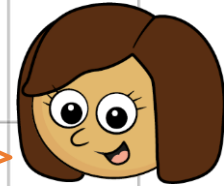
To work out $9 + 6$, I will count on
from 9

$$9 + 6 = \underline{15}$$

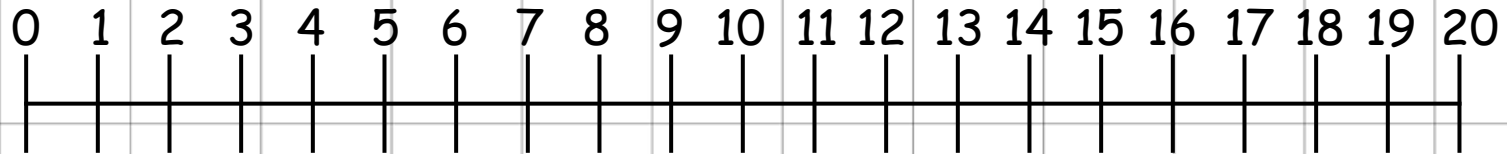
Jo and Kim are working out $5 + 9$



I will start at 5
and count on 9



I will start at 9
and count on 5



What do you notice?

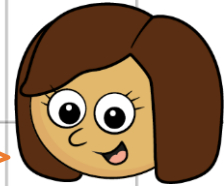
Have a think



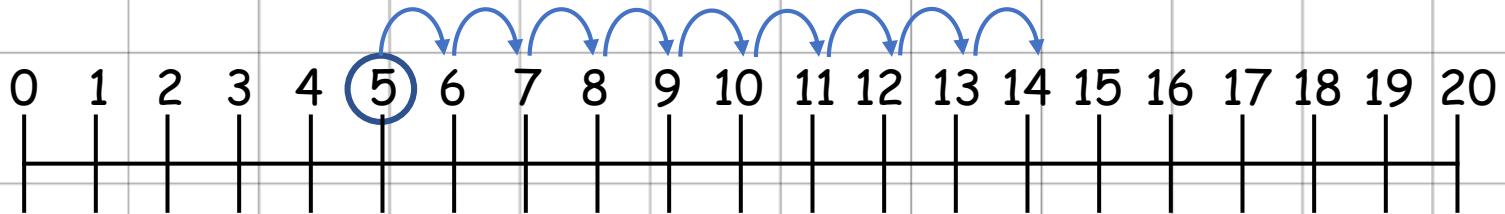
Jo and Kim are working out $5 + 9$



I will start at 5
and count on 9



I will start at 9
and count on 5

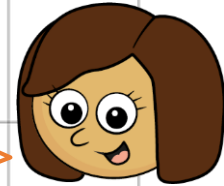


To work out $5 + 9$, I will count on
from 5

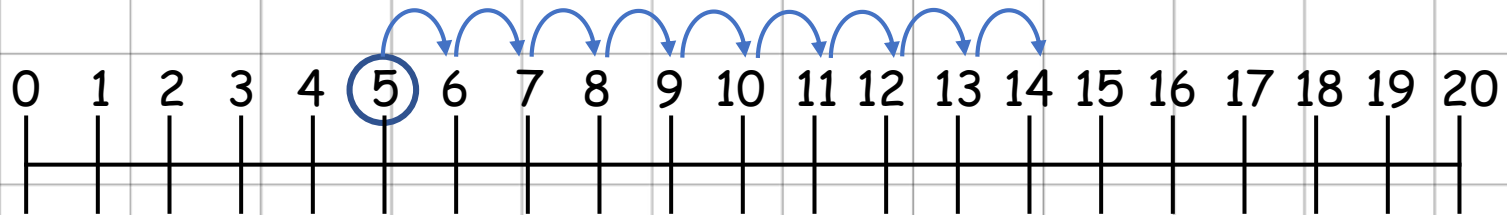
Jo and Kim are working out $5 + 9$



I will start at 5
and count on 9



I will start at 9
and count on 5

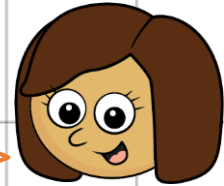


$$5 + 9 = \underline{14}$$

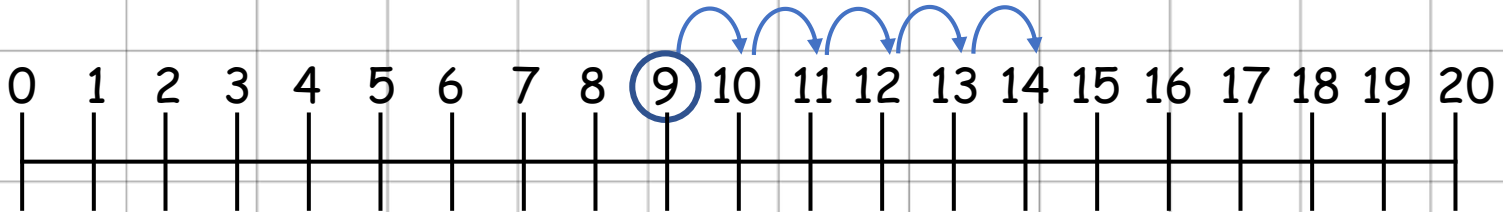
Jo and Kim are working out $5 + 9$



I will start at 5
and count on 9



I will start at 9
and count on 5

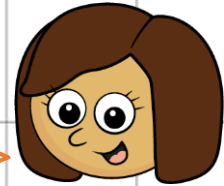


To work out $5 + 9$, I will count on
from 9

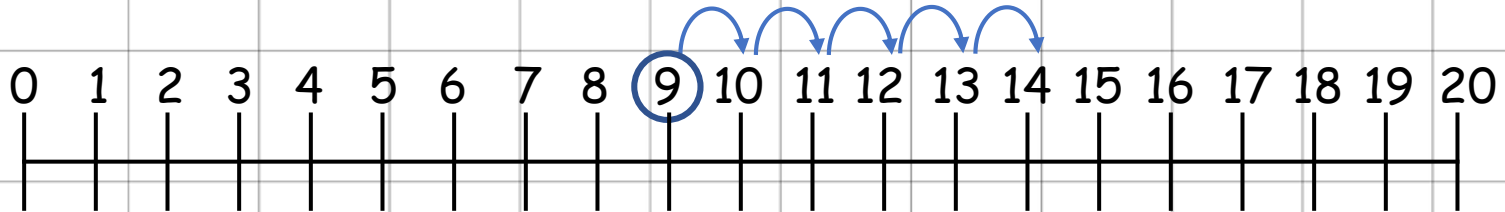
Jo and Kim are working out $5 + 9$



I will start at 5
and count on 9

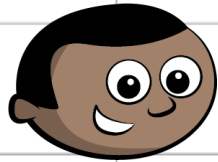


I will start at 9
and count on 5



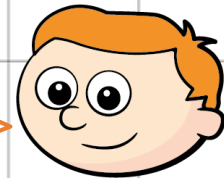
$$5 + 9 = \underline{14}$$

Mo and Ron are counting on to work out $11 + 7$

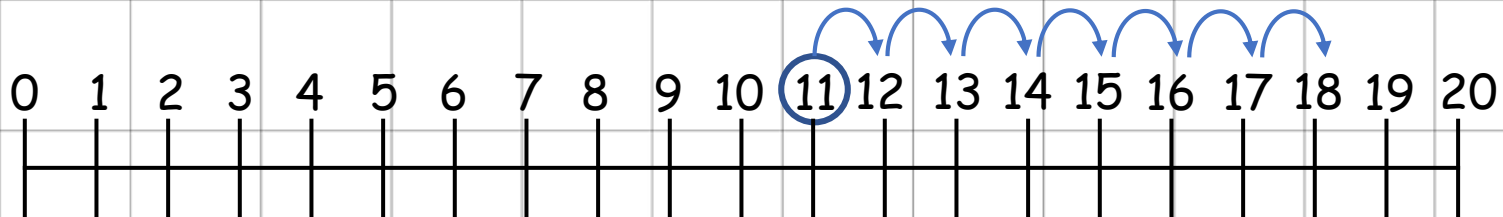


11, 12, 13, 14,
15, 16, 17

Have a think



12, 13, 14, 15, 16
17, 18



Who is correct?

Ron

L.O. Adding By counting

Knowledge Goals

I can add two numbers together.

I can show how to count on within 20

I know what my number is getting bigger

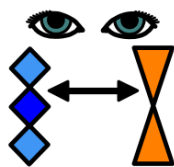
Your Turn

Complete the worksheet

Vocabulary

+

adding



compare



method



part

Today's Star Word is...

★ **Adding**

1+9
10 ← 4+6
5+5

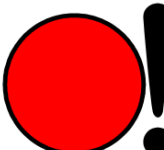
number
bonds



identify



1 2 3
counting



whole

Step for Depth

Step for depth and Chilli Challenge Reasoning worksheets to be completed.

Adapted Task

Complete questions 1-3 in book. Then complete Maths boxes focusing on addition sums and number sentences to 20.



Adaptive Task
Slide

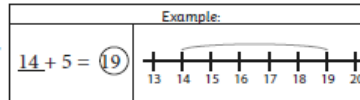


Notes

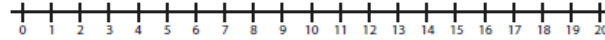


Starred
Children

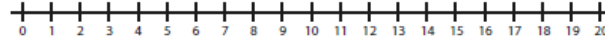
Addition to 20 with
a number line



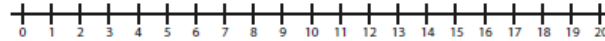
$10 + 7 =$



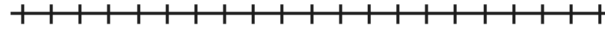
$10 + 5 =$



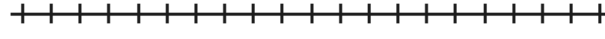
$11 + 2 =$



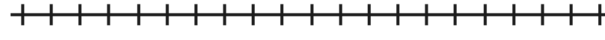
$6 + 8 =$



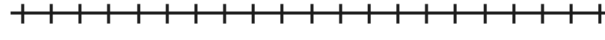
$9 + 9 =$



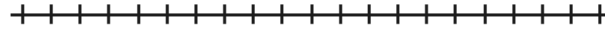
$8 + 10 =$



$5 + 12 =$





$17 + 3 =$





Numicon Shape Addition within 20 Activity Sheet (Ages 5 to 6)

Use the Numicon Shapes to work out the answers to each addition question.



 +  =

 +  =

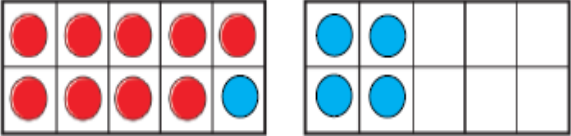
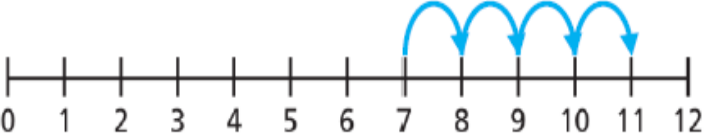
 +  =

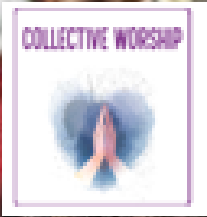
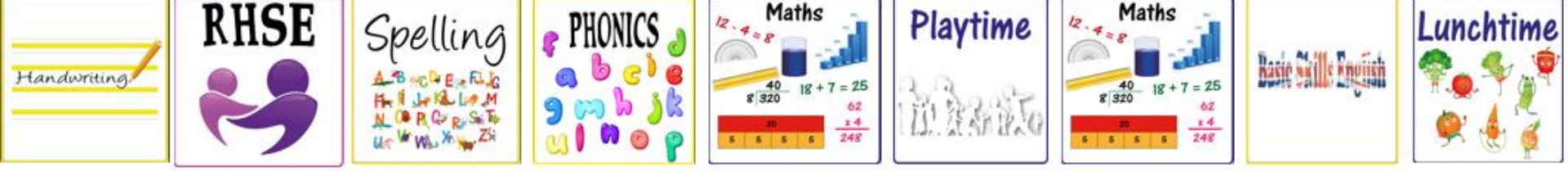
 +  =

 +  =

 +  =

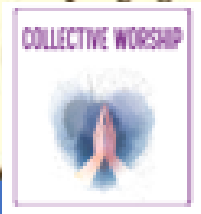
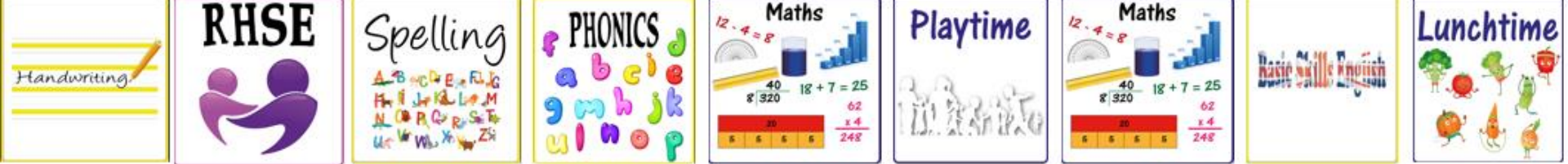
Y1 – Spring – Block 2 – Step 1 – Add by counting on within 20 Answers

Question	Answer
1	 $9 + 5 = 14$ Now, there are 14 children on the bus.
2	Sam has 15 sweets now.
2	 $7 + 4 = 11$ Kim has 11 coins now.
3	They are both adding together 3 and 11 First number line shows starting at 3 and counting on 11. The second number line shows starting at 11 and counting on 3 a) 15 b) 13



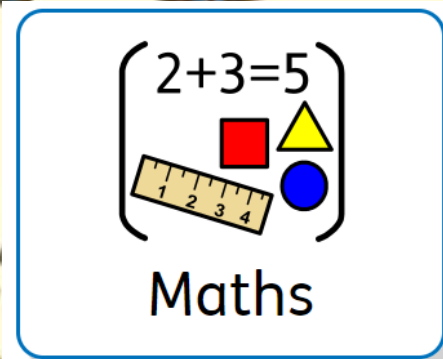
Breaktime 10.30-10.45





Finish Maths-Lesson 1

10.45-11.10



L.O. Adding By counting

Knowledge Goals

I can add two numbers together.

I can show how to count on within 20

I know what my number is getting bigger

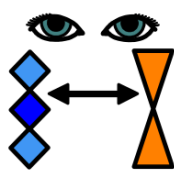
Your Turn

Complete the worksheet

Vocabulary

+

adding



compare



method



part

Today's Star Word is...

★ **Adding**

1+9
10 ← 4+6
5+5

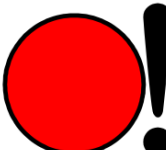
number
bonds



identify



1 2 3
counting



whole

Step for Depth

Step for depth and Chilli Challenge Reasoning worksheets to be completed.

Adapted Task

Complete questions 1-3 in book. Then complete Maths boxes focusing on addition sums and number sentences to 20.



Adaptive Task
Slide

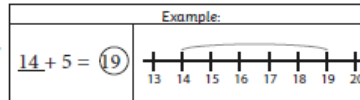


Notes

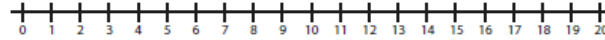


Starred
Children

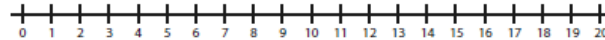
Addition to 20 with
a number line



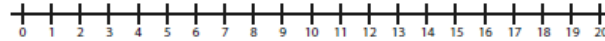
$10 + 7 =$



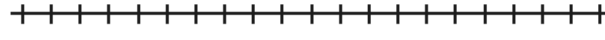
$10 + 5 =$



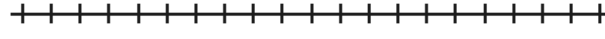
$11 + 2 =$



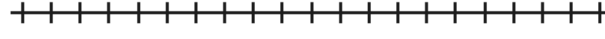
$6 + 8 =$



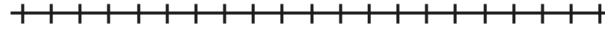
$9 + 9 =$



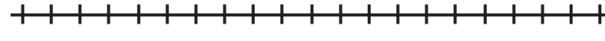
$8 + 10 =$



$5 + 12 =$





$17 + 3 =$





Numicon Shape Addition within 20 Activity Sheet (Ages 5 to 6)

Use the Numicon Shapes to work out the answers to each addition question.



 +  =

 +  =

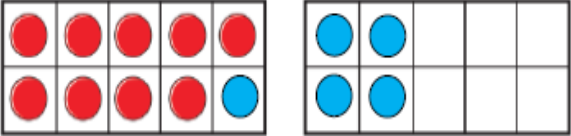
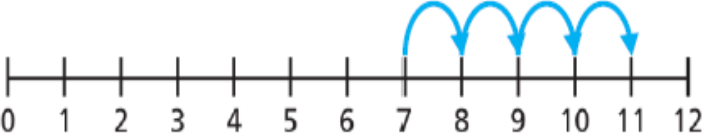
 +  =

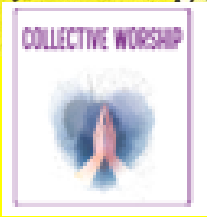
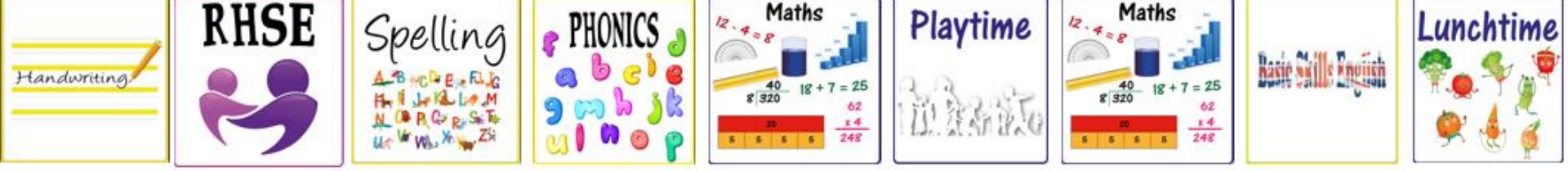
 +  =

 +  =

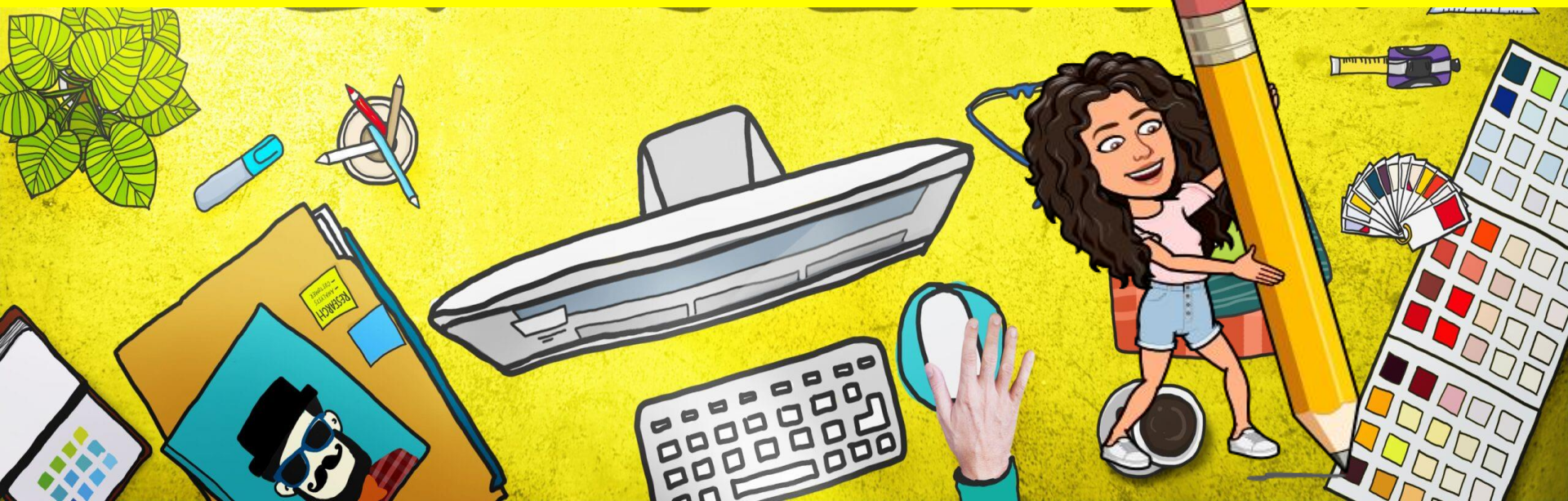
 +  =

Y1 – Spring – Block 2 – Step 1 – Add by counting on within 20 Answers

Question	Answer
1	 $9 + 5 = 14$ Now, there are 14 children on the bus.
2	Sam has 15 sweets now.
2	 $7 + 4 = 11$ Kim has 11 coins now.
3	They are both adding together 3 and 11 First number line shows starting at 3 and counting on 11. The second number line shows starting at 11 and counting on 3 a) 15 b) 13



English Reading 11.10-12.00

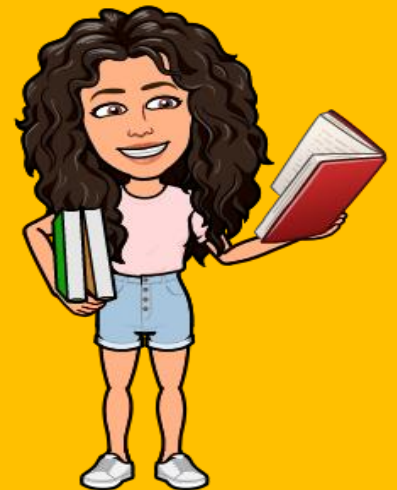


Reading Lesson—Unseen Text

Autumn 2

Week 3 Lesson 14

VIPER SKILLS



- **Success Criteria:**
- I can decode words and sentences using my Phonics knowledge.
- I understand that predict means to think about what will happen in the text before I read it.
- I can understand and answer prediction questions using my understanding of the text.

- **VIPER**
- **questions**
- **read**
- **answer**
- **Phonics**
- **decode**
- **words**
- **sentence**

V = Vocabulary

I = Inference

P = Prediction

E = Explanation

R = Retrieval

S = Sequencing

Which VIPERS are we focusing on today?



Owls

Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

Let's read some instructions and discuss what features you spot

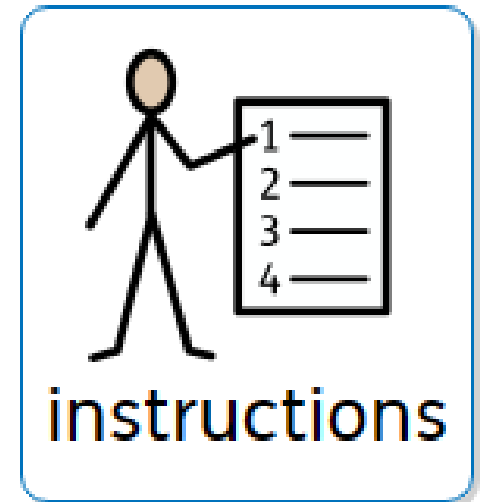
How to build a house

Equipment

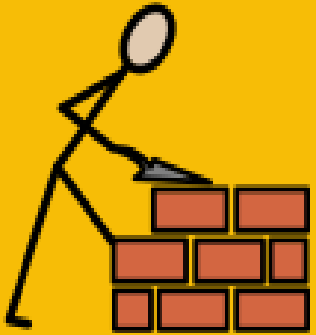
Bricks, concrete, trowel, bucket

1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

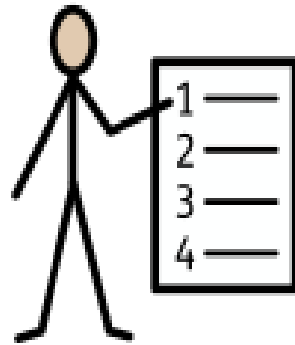
Do you like your new house?



Key Vocabulary



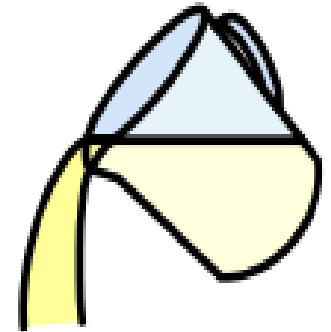
build



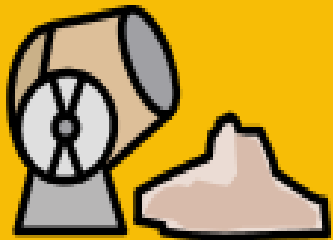
instructions



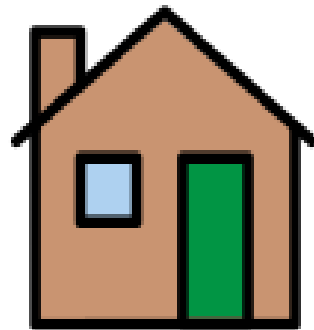
trowel



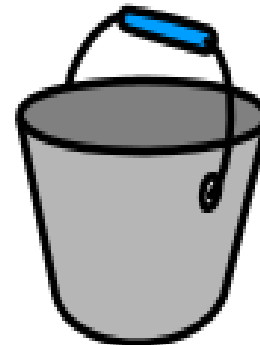
pour



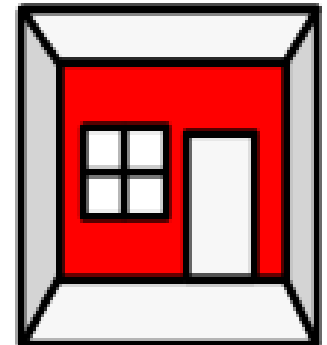
concrete



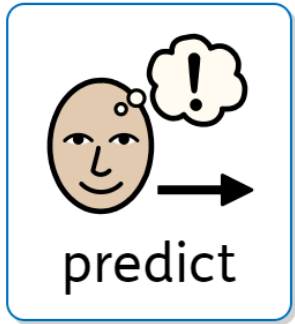
house



bucket



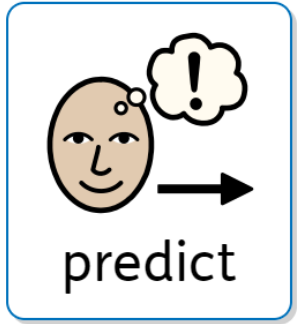
wall



Owls

Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

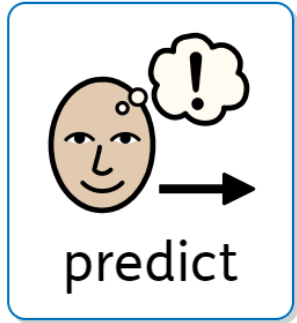
1. Look at the picture. What do you think our text will be about?



Owls

Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

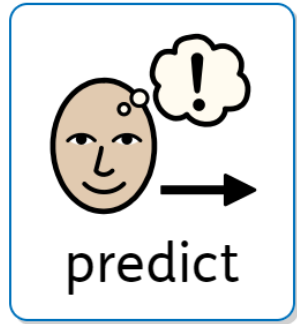
2. Predict what the owl might eat. How do you know?



Owls

Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

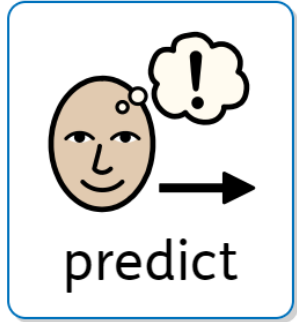
3. Do you think it will be a story or information text?
Explain your answer.



Owls

Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

4. Do you feel interested by this text and want to read it?
Why/ why not?

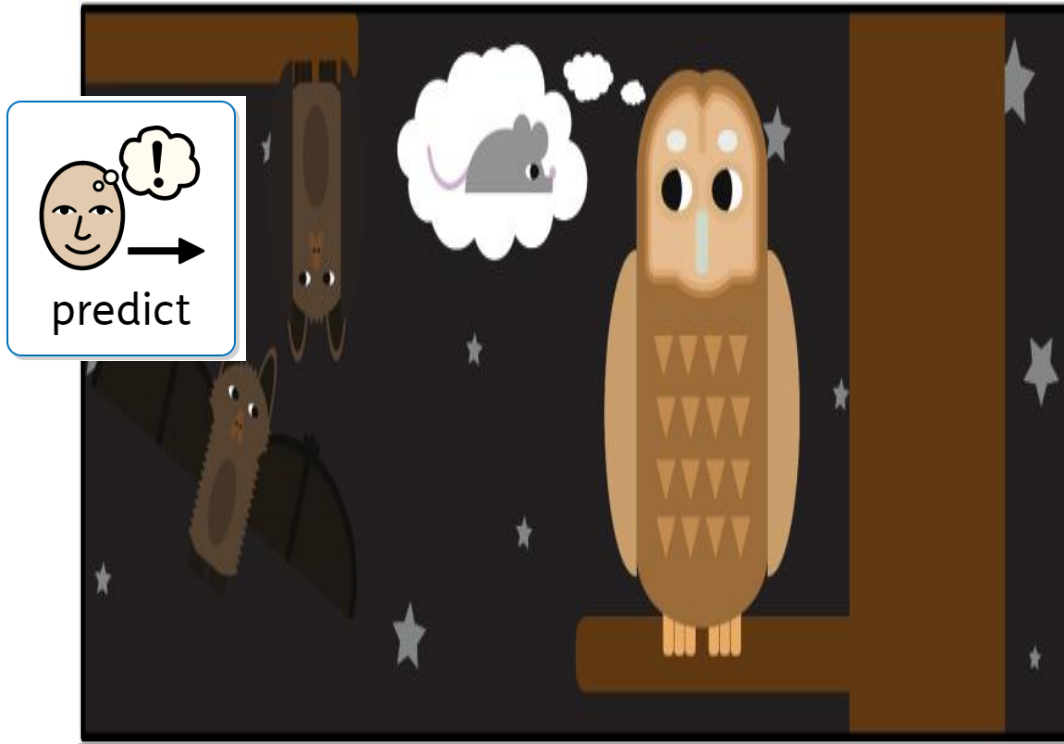


Owls

Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

5. What information do you think we will find out?

Solo Work



Owls


Owls swoop down from their nests in trees to hunt for food. They use their hearing and eyesight to help them catch mice, frogs and insects.

1. Look at the picture. What do you think our text will be about?
2. Predict what the owl might eat. How do you know?
3. Do you think it will be a story or information text? Why?
4. Do you feel interested by this text and want to read it? Why/ why not?
5. What information do you think we will find out?


Work on Phonics activities and reading sounds/ blending words.



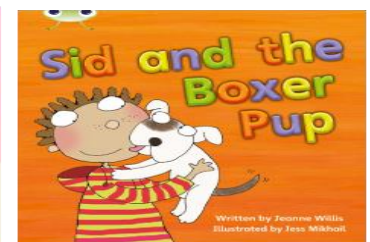
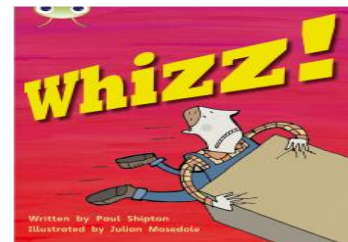
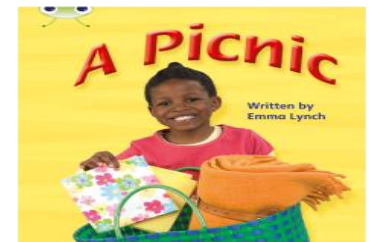
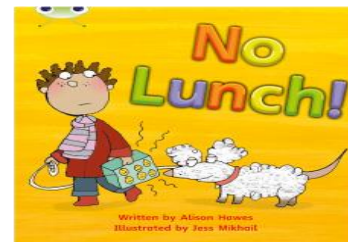
Adaptive Task
Slide

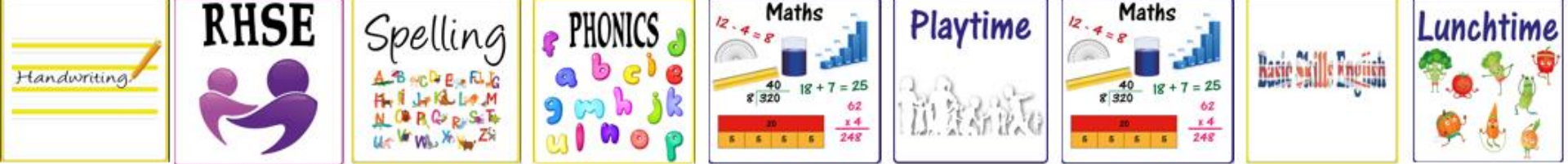


Notes



Starred
Children





Toileting and Lunchtime 11.50-12.40





Big Maths 12.40-1.00





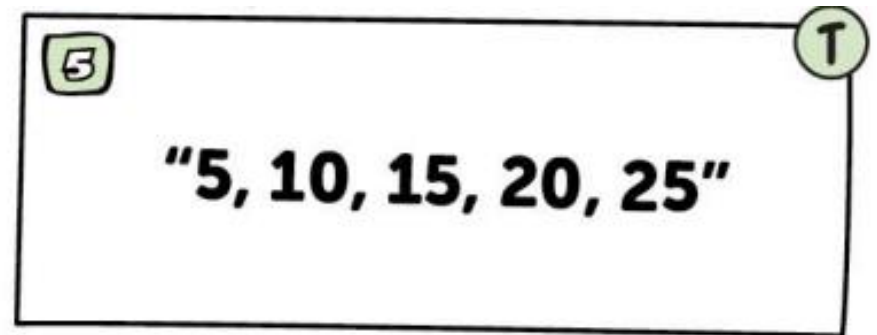
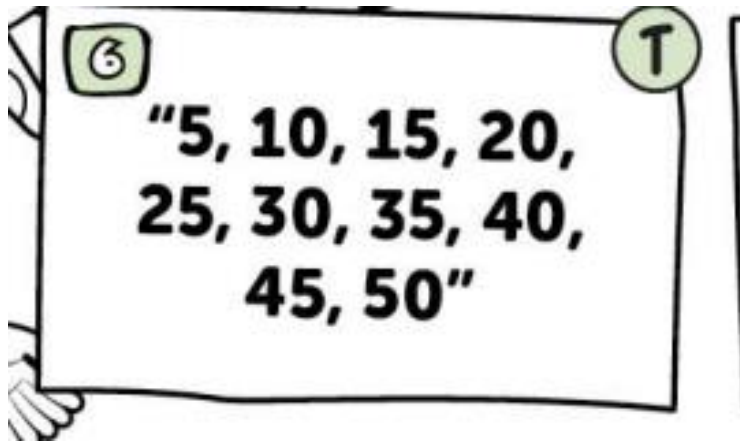
C = Counting

L = Learn Its

I = It's Nothing New (INN)

C = Calculation

C = Counting





Paint the Squares

Press **Esc** to exit full screen



Select a chart

1 to 10

1 to 50

1 to 20

1 to 100

1 to 30

1 to 120

Decimals

-100 to 1

These charts can be configured further on the game screen

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

L = Learn Its

Step 1

$1 + 1 =$

$2 + 2 =$



Step 2

$4 + 4 =$

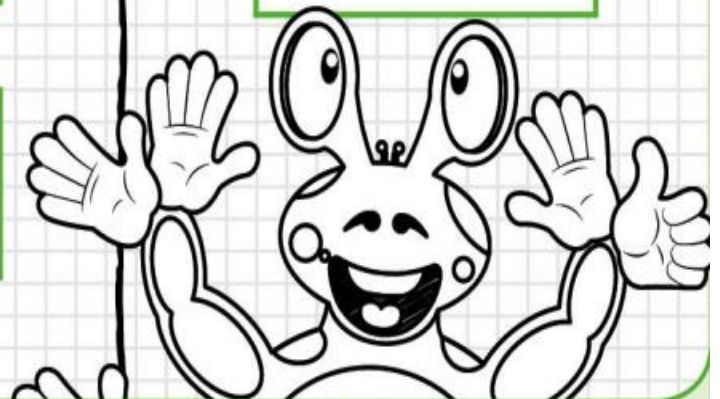
$3 + 3 =$

$5 + 5 =$

Step 3

$2 + 3 =$

$2 + 1 =$



I = It's Nothing New (INN)

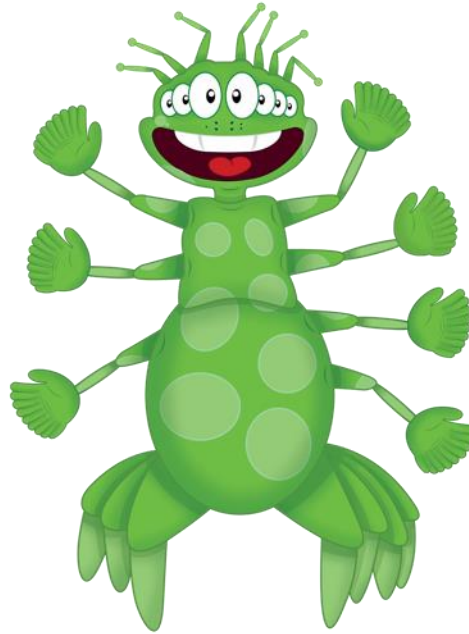
**Step
1**

**Doubling With Pim
(Without Crossing 10)**

I can double 1d numbers

This is PIM

*PIM can
help us
understand
doubling!*



**He is an
alien from
the planet
CLIC**



1 cat and
1 cat is ...

2 cats

*How do
you know?*



1
cat



1
cat



**Double 1
cat is ..
2 cats**

*How do
you know?*



1

cat



1

cat



1 duck and
1 duck is ...

2 ducks

How do
you know?



1

duck



1

duck



**Double 1
duck is ...
2 ducks**

*How do
you know?*



1

duck



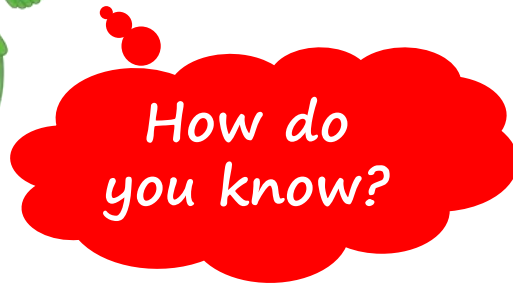
1

duck



1 ball and
1 ball is ...

2 balls





**Double 1
ball is ...
2 balls**

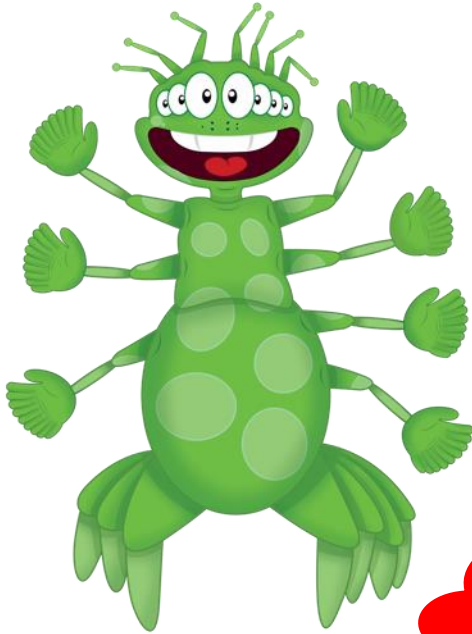
*How do
you know?*



**1
ball**

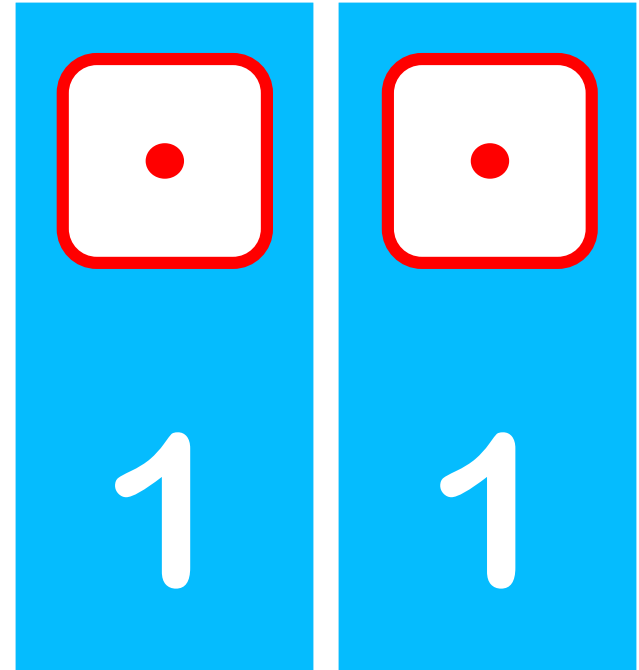


**1
ball**



1 and 1
is 2

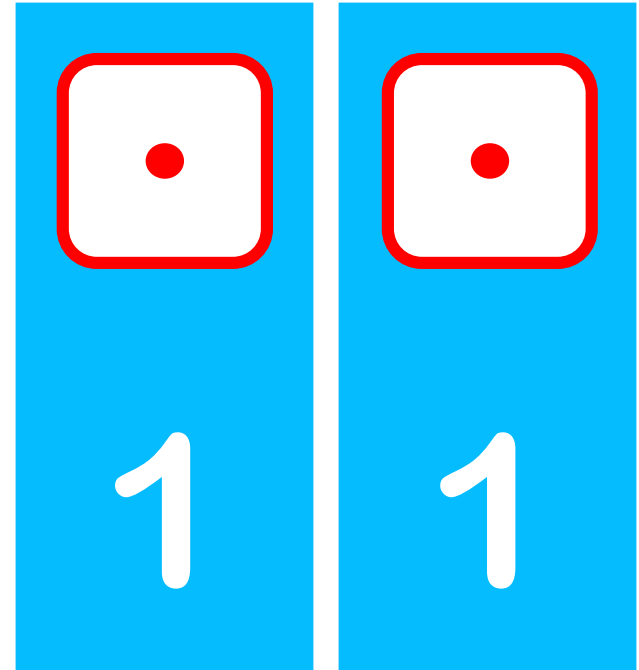
How do
you know?

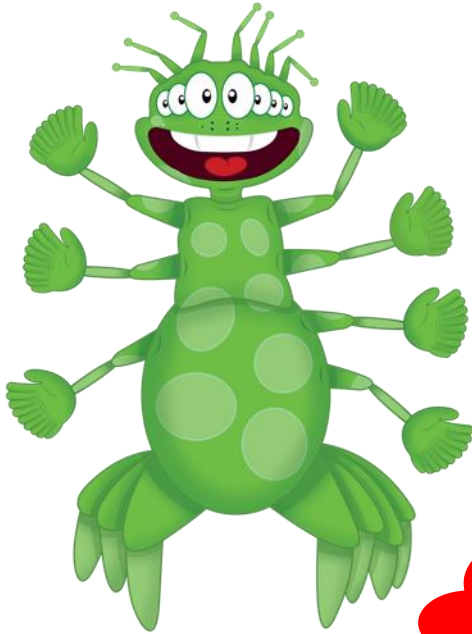




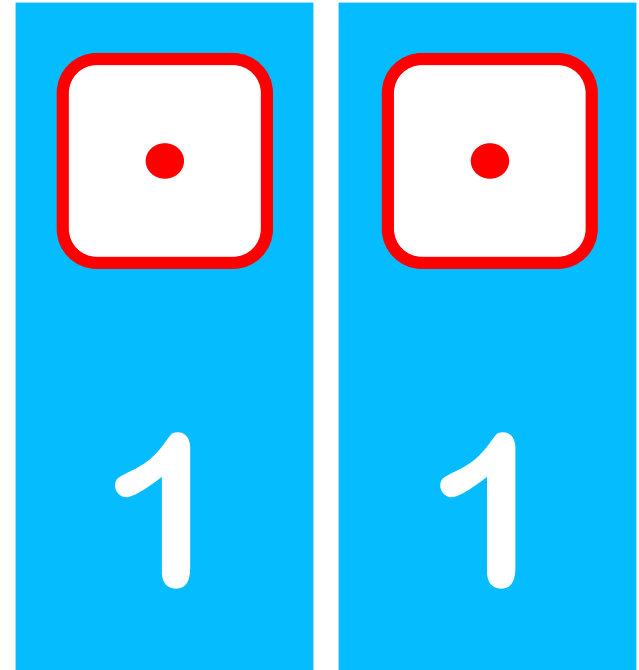
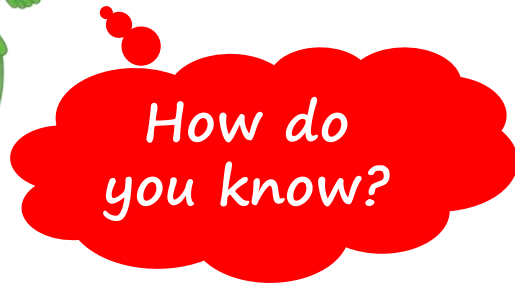
$$1 + 1 = 2$$

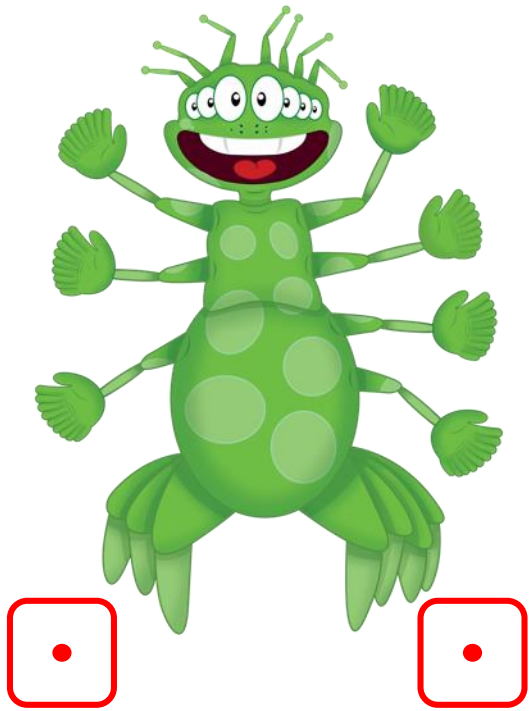
How do you know?



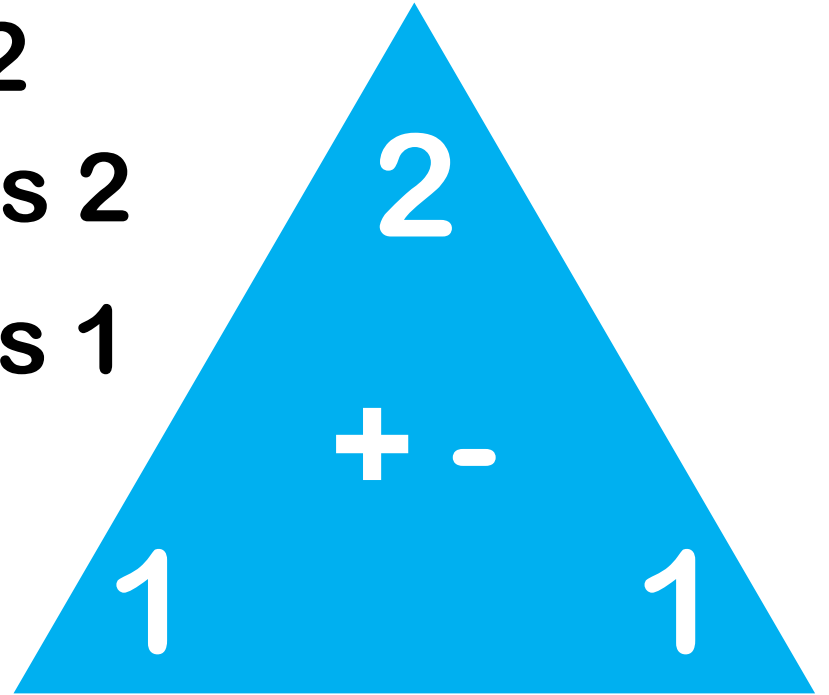


**Double
1 is 2**





$1 + 1 = 2$
Double 1 is 2
Half of 2 is 1





2 cats and
2 cats is ...

4 cats

How do
you know?



2
cats

2
cats



Double
2 cats is ...

4 cats

How do
you know?

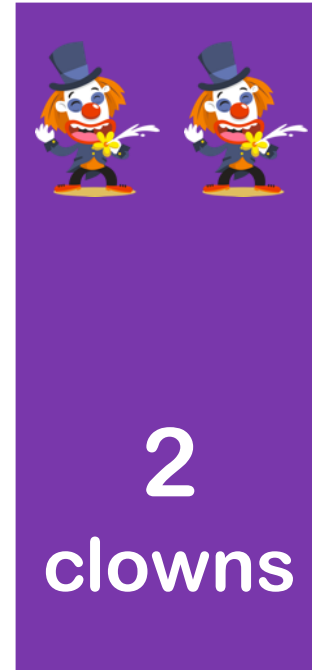
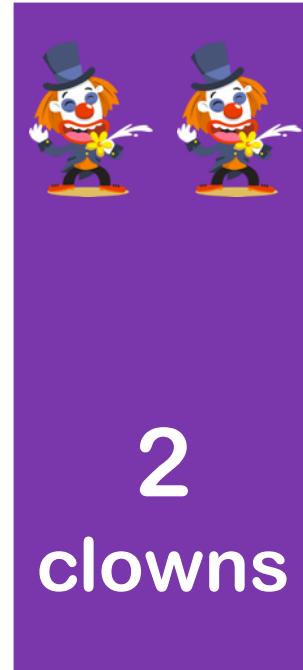




2 clowns and
2 clowns is ...

4 clowns

*How do
you know?*

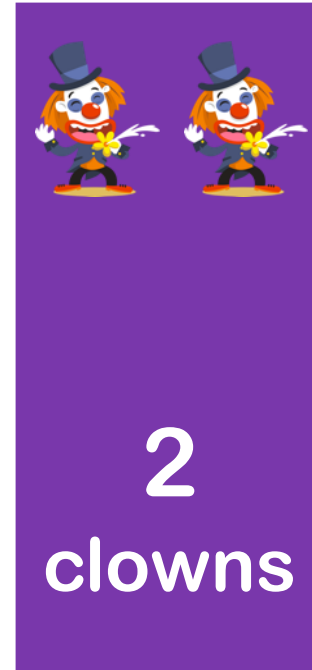
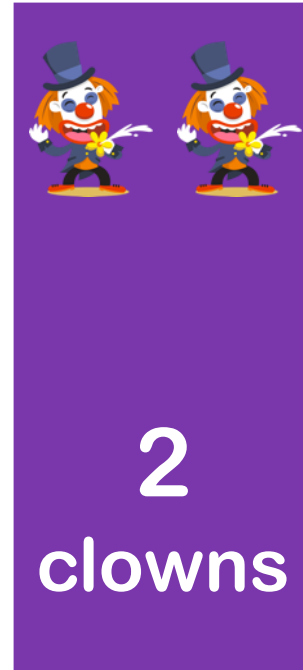


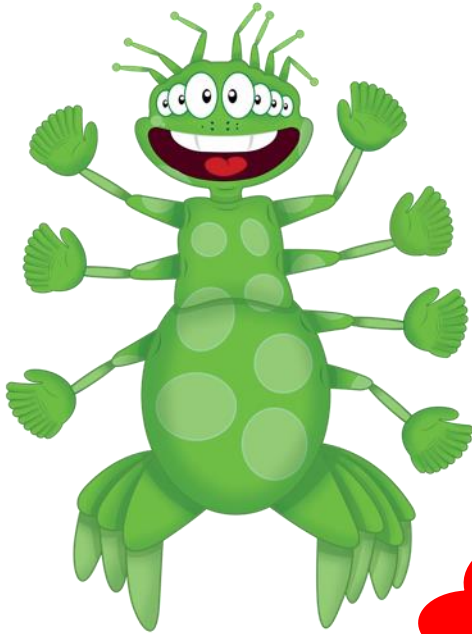


Double
2 clowns is ...

4 clowns

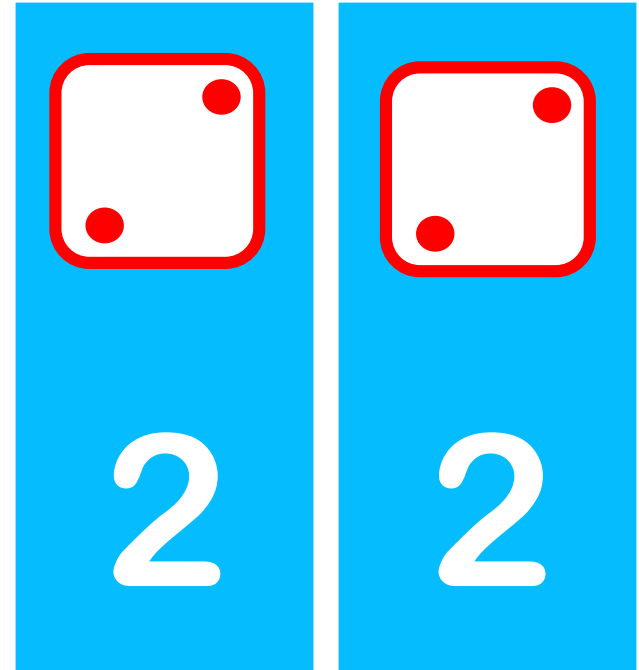
How do
you know?





2 and 2
is 4

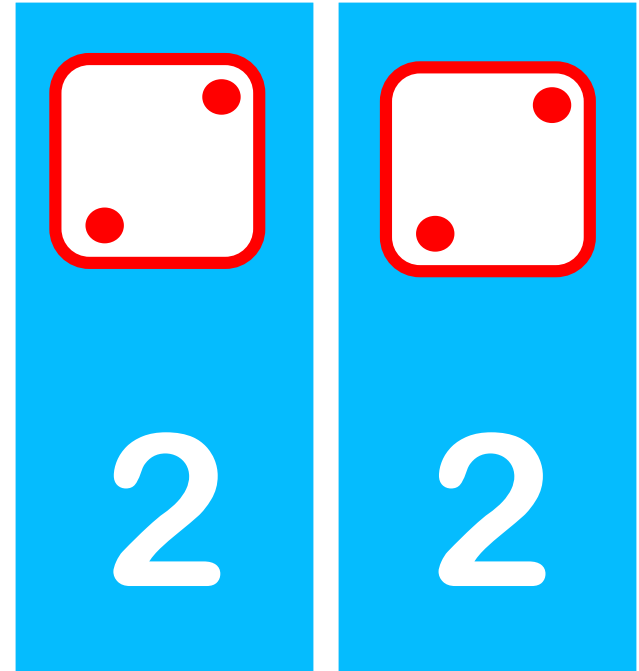
How do
you know?





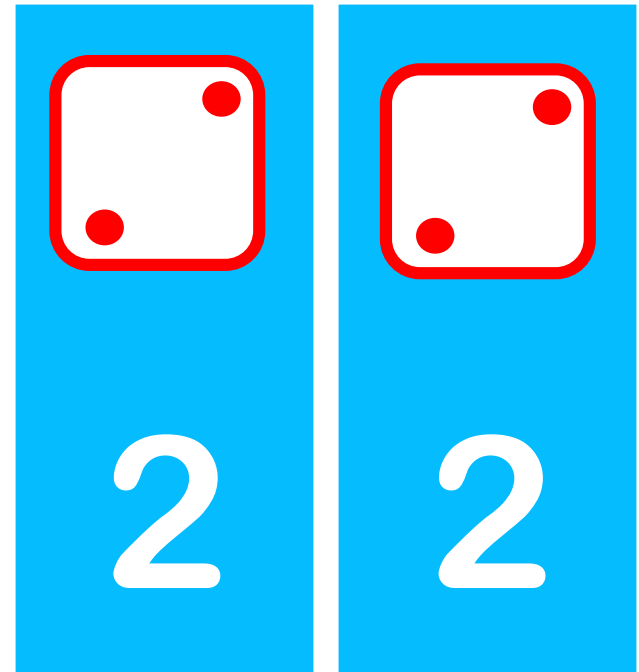
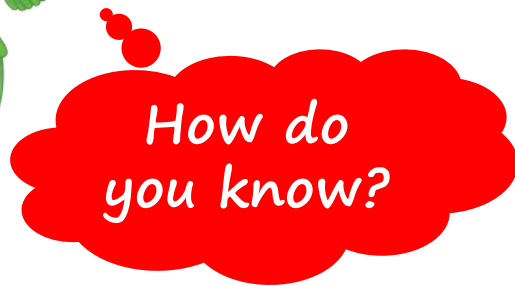
$$2 + 2 = 4$$

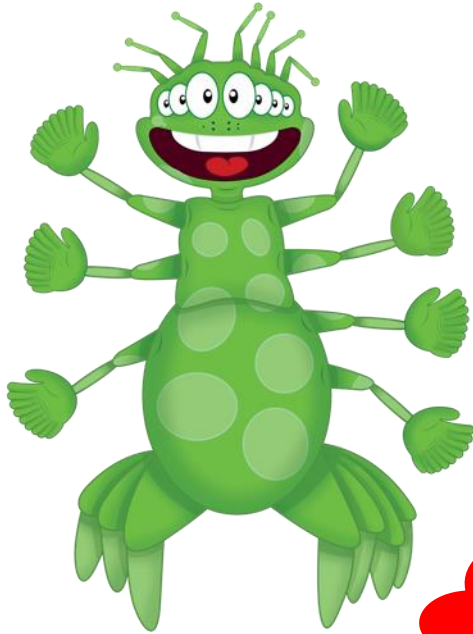
How do you know?



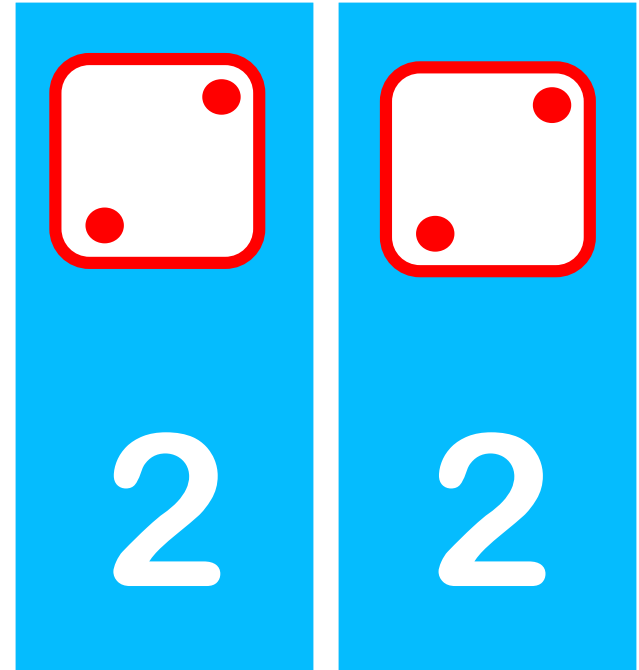
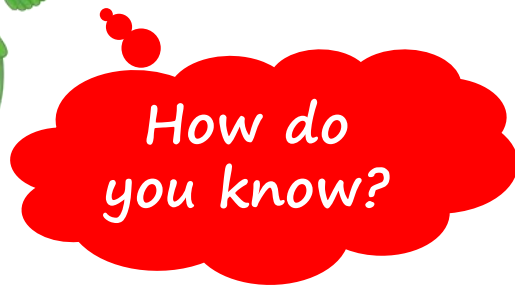


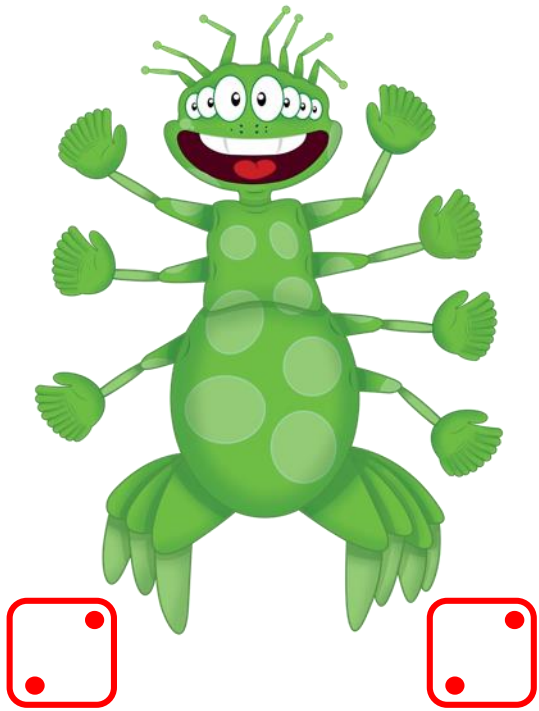
**Double
2 is 4**





Half of
4 is 2

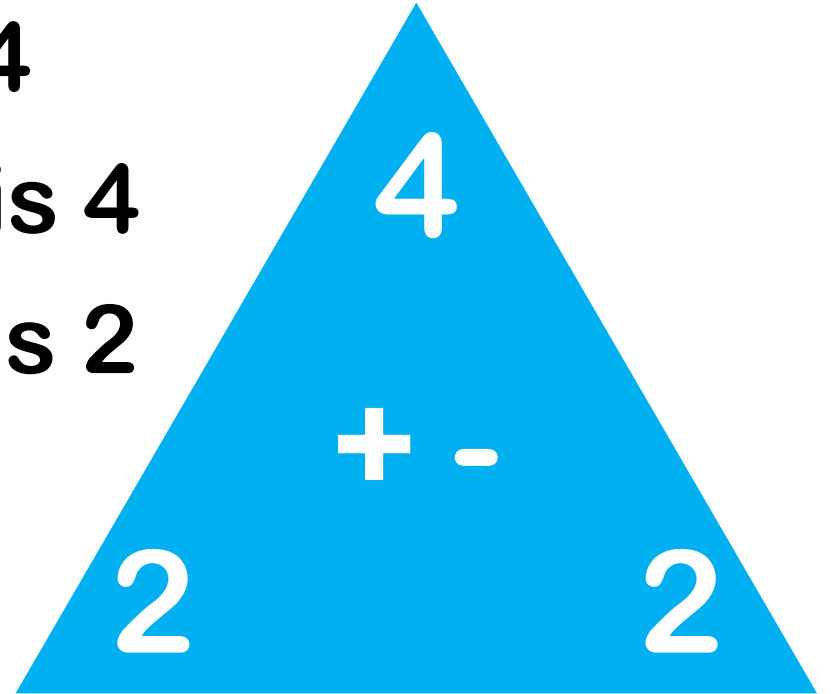




$$2 + 2 = 4$$

Double 2 is 4

Half of 4 is 2



C = Calculation

Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully

Step
5

Addition

I can add numbers of objects to
10

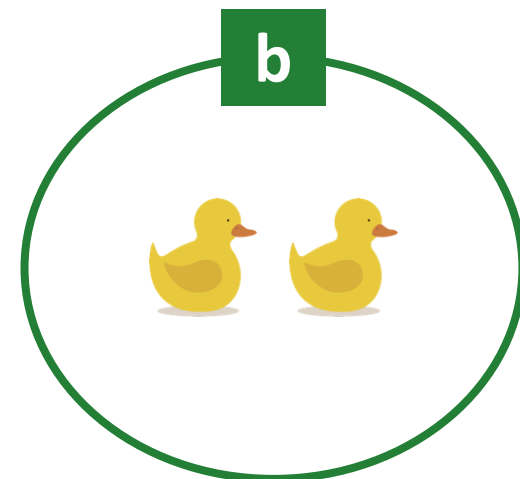
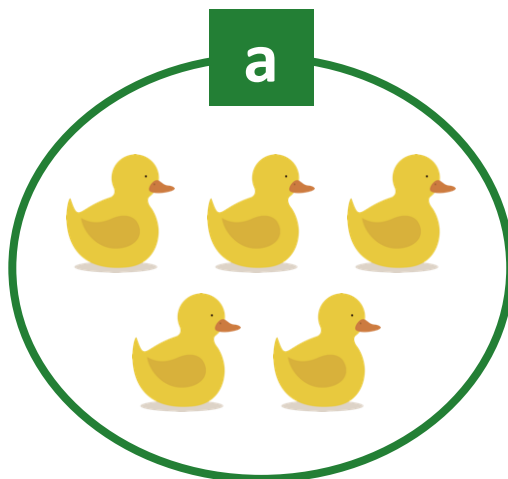




**Get your
whiteboards
ready!**

Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



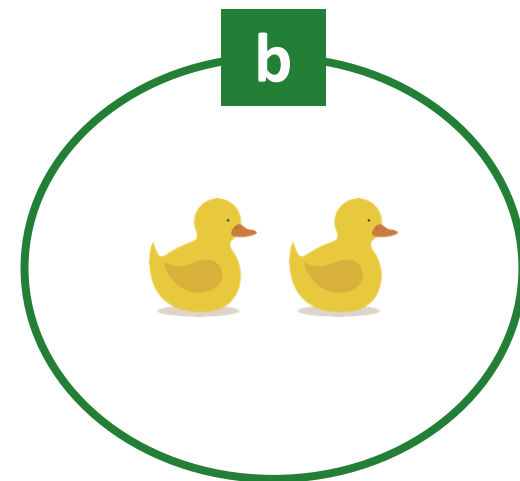
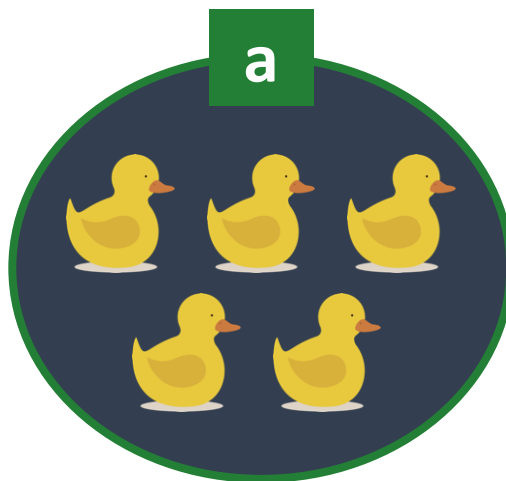
Count them all!

How many altogether?



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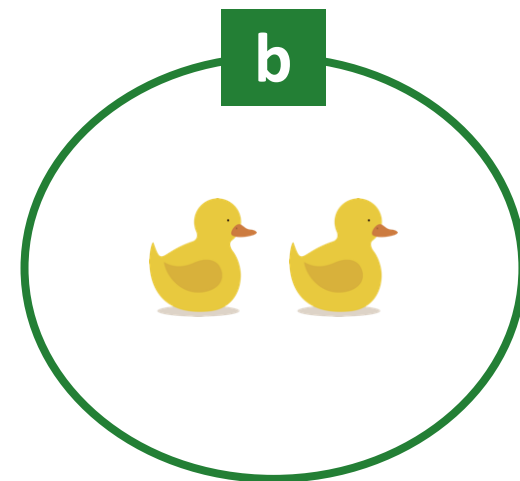
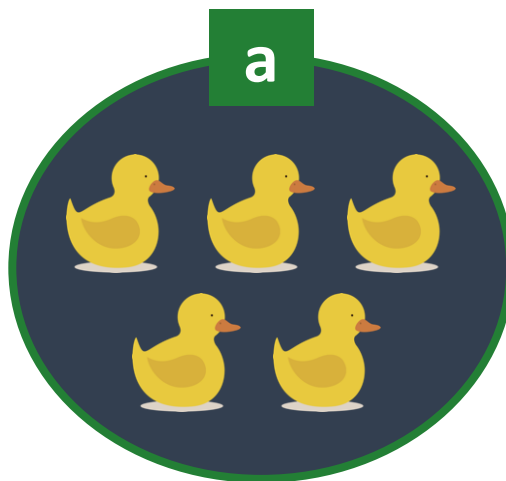


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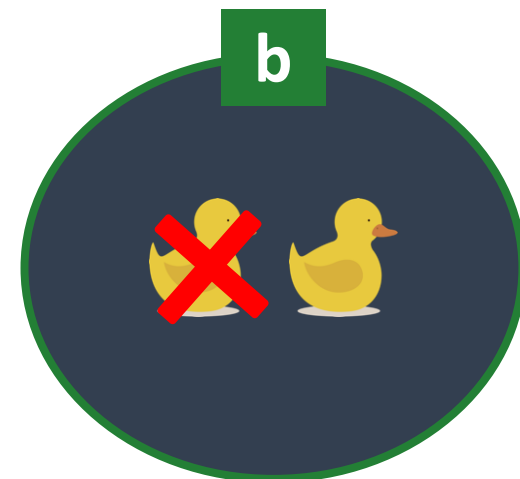
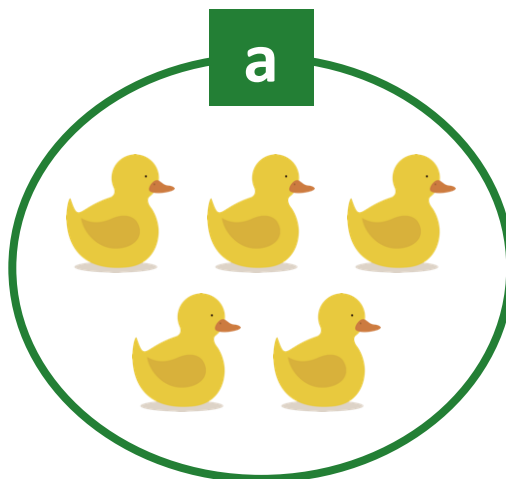
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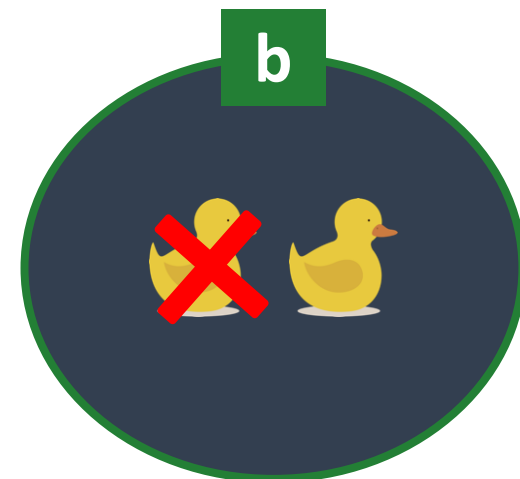
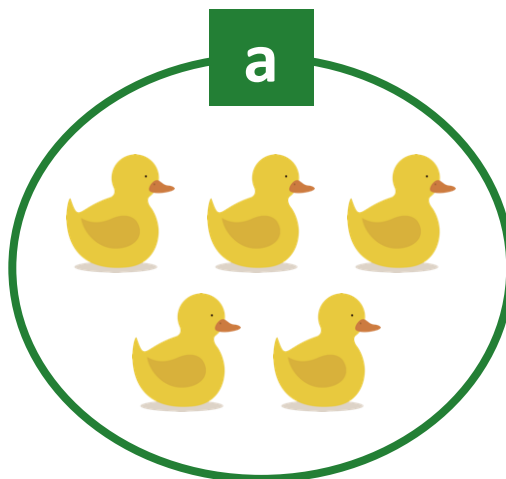
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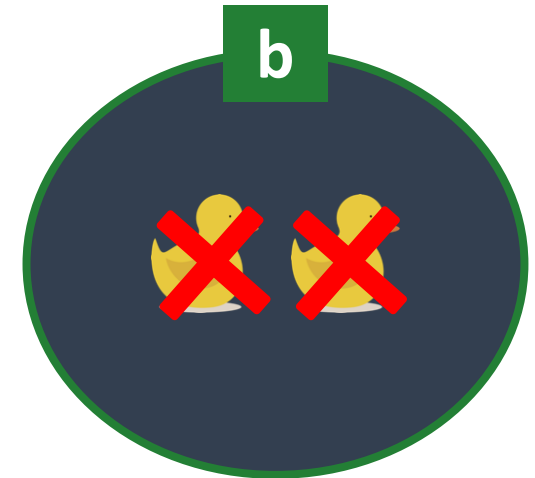
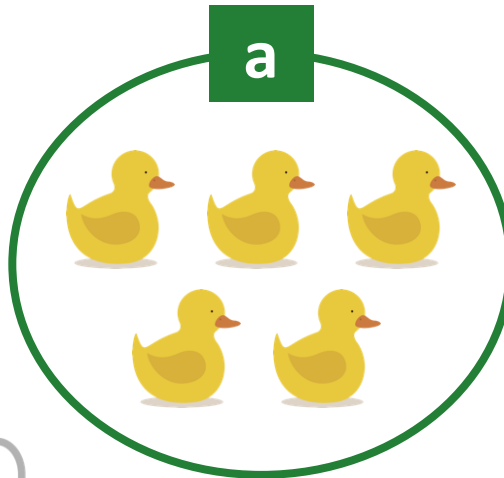
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7



Count them all!

1 2 3 4 5 6 7 8 9 10

How many altogether?





RE- Lesson 3
Sharing Jesus' Life
1.00-1.45

Year 1
Unit L
Lesson 3

Sharing Jesus' Life

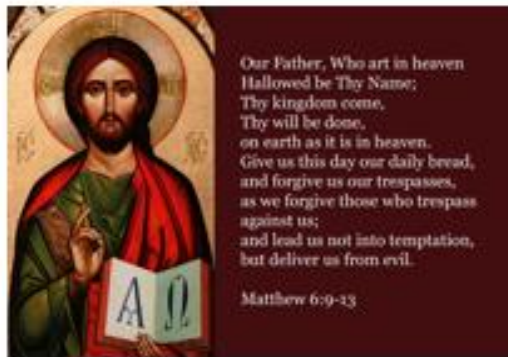


LO: To identify events that Jesus and his disciples shared together.

Our Knowledge Organiser

Year 1 Knowledge Organiser- RE (Prayer)

Key Vocabulary	Definitions
prayer	A way of speaking to God
praise	
Mass	A religious service where people worship God
Church	God's house or a building used for Christian worship
bread and wine	The food used in Church which becomes Jesus' body and blood
Baptism	A celebration where a person enters the Catholic church to become part of God's family
Sunday	A special holy day where we go to Mass or Church to worship God
Altar	The holy table in Church where the bread and wine are placed
congregation	A group of people assembled for religious worship



Our Father, Who art in heaven
Hallowed be Thy Name;
Thy kingdom come,
Thy will be done,
on earth as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass
against us;
and lead us not into temptation,
but deliver us from evil.

Matthew 6:9-13



COLLECTIVE WORSHIP

- Use some prayers from the celebration of the Mass during Collective Worship.
- Pray for people in the parish who attend the celebration of Mass.
- Write prayers for special celebrations that occur such as birthdays and other important days in school.
- Learn some songs and hymns about celebrating with Jesus.



Key Facts:

- The parish and families all have special celebrations which take place in houses or churches..
- God 's family gatherer to worship Jesus and God at Sunday Mass.
- People use prayers to talk to Jesus such as the Our Father, the Hail Mary and the Rosary.
- Sunday is a special day of celebration for the church.
- The church has many different objects and symbols which mean different things.

Our Knowledge Organiser

Year 1 Knowledge Organiser- RE (Prayer)



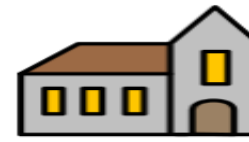
prayer



praise



Mass



Church



baptism



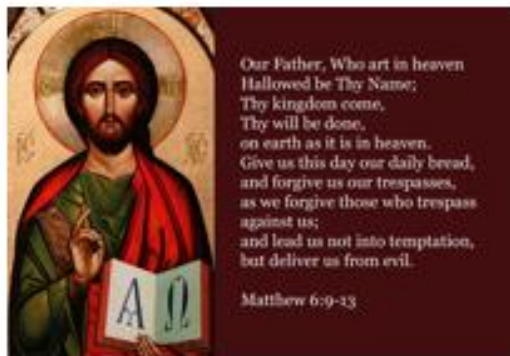
Sunday



Eucharist



congregation



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Date: 16.11.2024

L.O: To identify events that Jesus and his disciples shared together.



1. I know that Jesus went to The Wedding at Cana.
2. I know that Jesus healed sick people.
3. I know that Jesus fed five thousand people.

Here are today's key words:



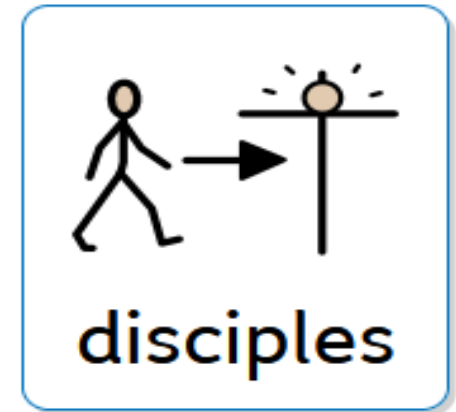
miracles



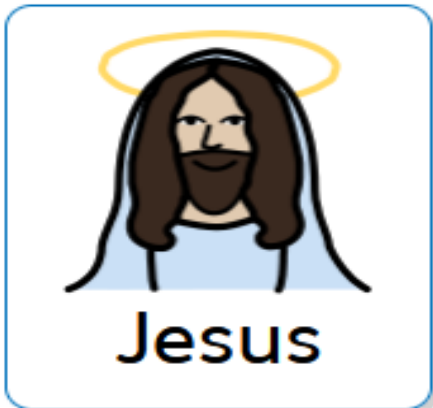
wedding



healed



disciples



Jesus



Cana



sick



5000

five
thousand

Time to reflect...



How are you feeling
today?

Let us pray...



Dear Lord,

We thank you for prayer and the way that we are able to talk with you. Please listen to our prayers and give us the support we need to follow your word.

Amen





miracles



An extraordinary or very special event

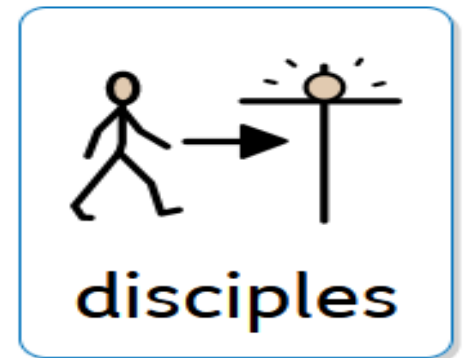
Vocabulary check point



wedding



healed



disciples



Jesus



Cana



sick



5000
five
thousand

What was The Good News?



Jesus



teaching

Teach

The disciples chose to follow Jesus.
They all chose to trust him and God.

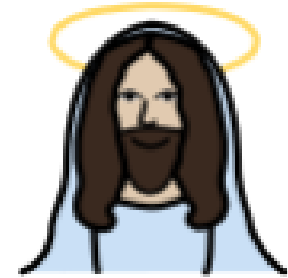


trust



Jesus


While travelling around with Jesus the disciples saw many events or 



Jesus



miracle

Jesus healed many sick people with his disciples. This was seen as a 



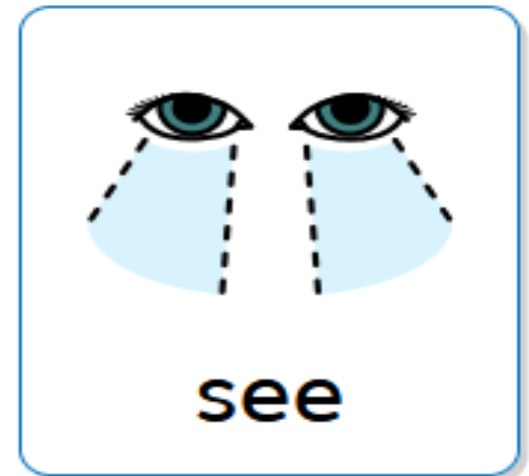
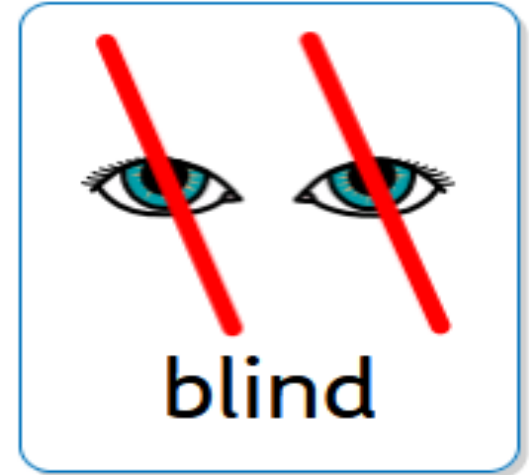
sick




heal

Teach

This included healing sick people, and allowing blind people to see again.



Teach

Jesus also performed a  by feeding five thousand people with just 2 loaves and 5 fishes.



feed



crowd

Teach

Jesus also turned water into wine at a wedding with his disciples. This was another ★



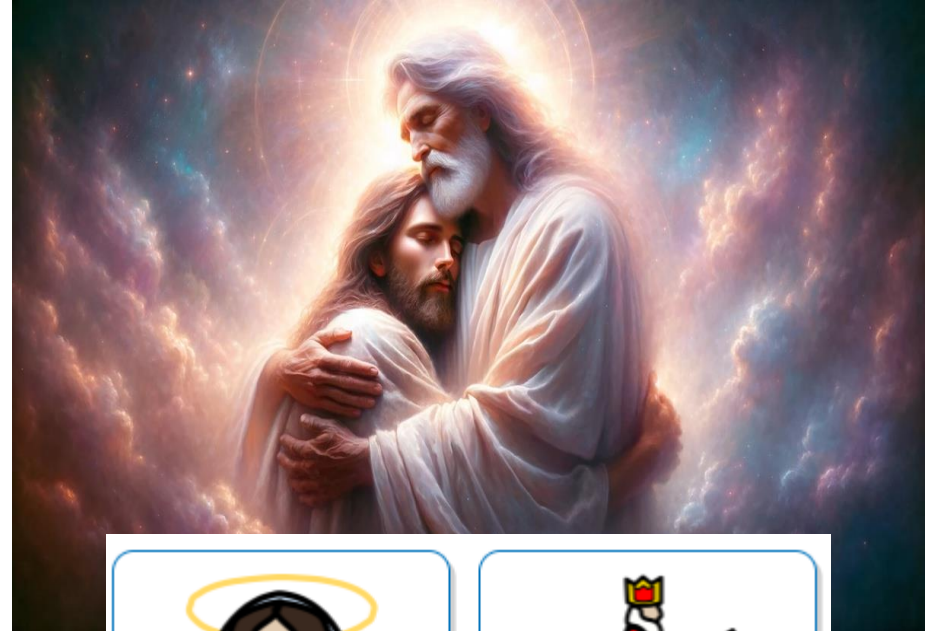
water



wine

Teach

These ★ would have been amazing for Jesus to see. They showed them that Jesus was the true king and son of God.




Talk

What  is your favourite and why?



Jesus



Cana



sick

5000
five
thousand

Catholic Social Teaching and British Values



think

God wants us to all find peace by allowing him to fill our lives.



We should all aim to follow in the footsteps of Jesus and his disciples, loving and forgiving others.

Catholic
SOCIAL
Teaching

Finding Peace



CATHOLIC SOCIAL TEACHING CATHOLIC SOCIAL TEACHING
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Task: ...

Writing sentences about the events in Jesus life using widget word banks and images to support.



miracle



write



Adapted task

SEN children to write names of events with adult support.

Have sentence starters with pictures to copy and then write in event using word banks.



Jesus



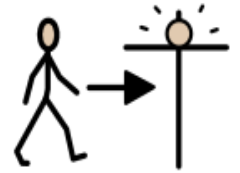
miracles



wedding



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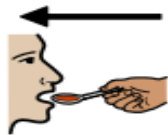


Jesus

healed the



He













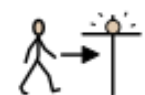
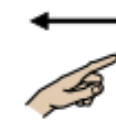


fed

5000




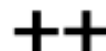










Sentence Starters

 +       together.

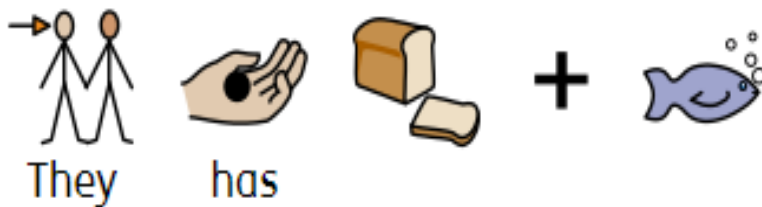
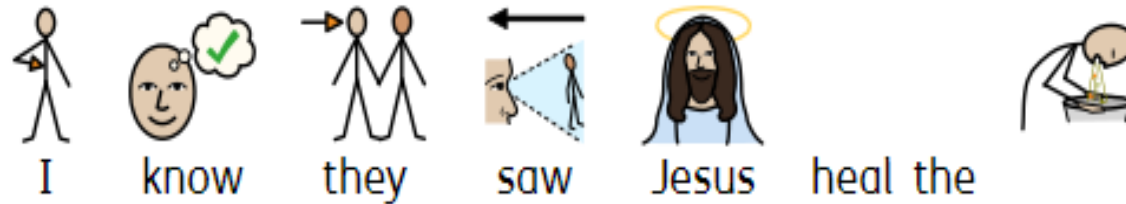
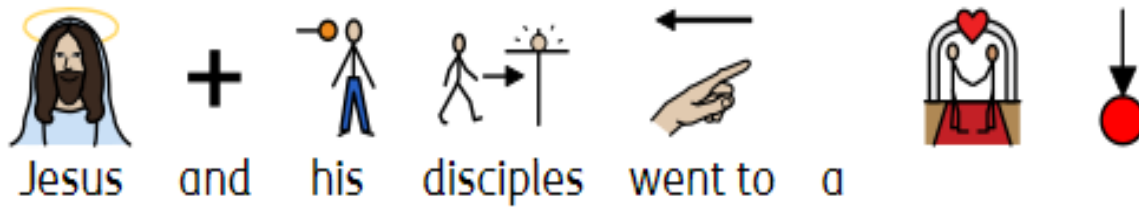
 +      

 +     

   +   5000 

Sentence Starters



Word Bank



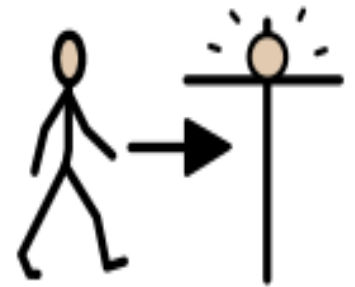
miracles



wedding



healed



disciples



Jesus



Cana

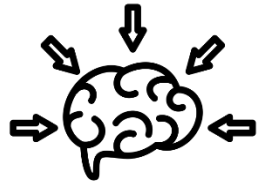


sick

5000


five
thousand

Let's review



Knowledge
goals

- Green pen at the ready.
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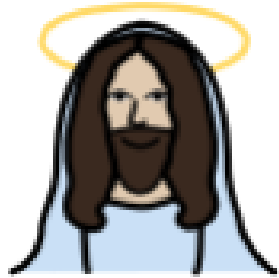
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I wonder...

What miracle of Jesus do you wish you had been to and why?



Jesus



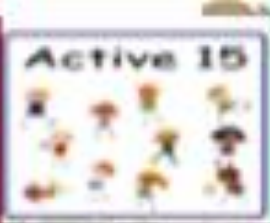
miracle



Let us pray...

Father God,
Help me to be a good disciple and to allow
me to let you into my heart, words and
actions. I want to live out my life how you
want me to and to help and love others.
Amen





Daily Active

1.45-2.00





RE- Finish Lesson 3

Sharing Jesus' Life

2.00-2.15

Date: 16.11.2024

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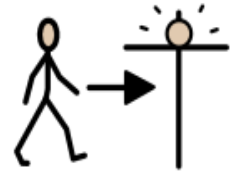
miracles



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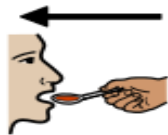


Jesus

healed the



He













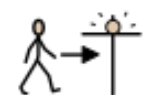
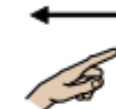


fed

5000




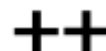




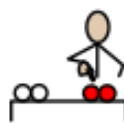





Sentence Starters

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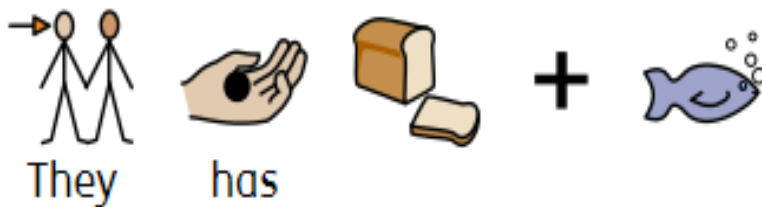
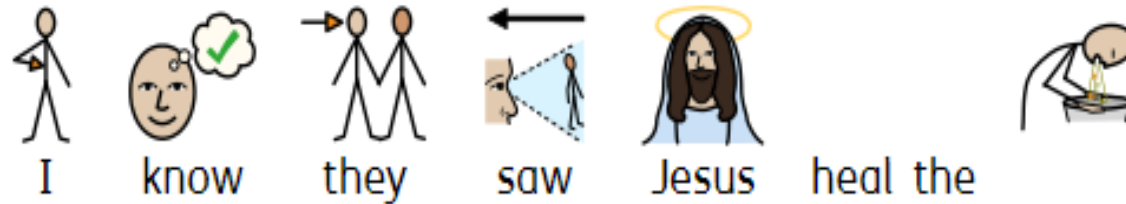
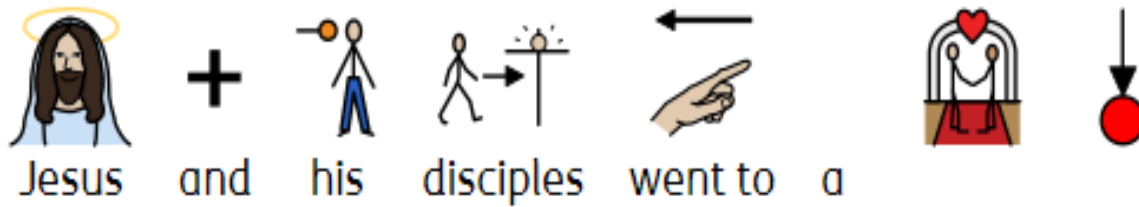
 +      

 +     

   +   5000 

Sentence Starters



Word Bank



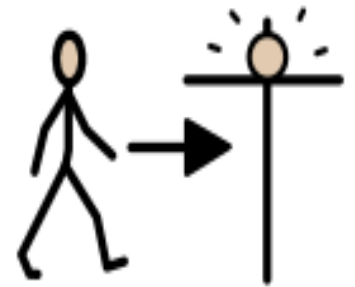
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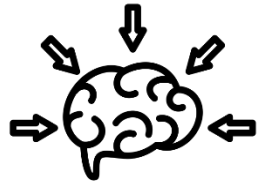


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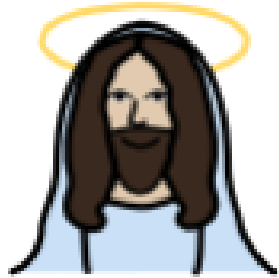
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miracle



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Amen





PE

Unit: Run, Jump and Throw: Lesson 3
2.15-3.15

Year 1 Run Jump Throw Unit 1 Lesson 4

Learning Intentions

1. Throw a range of objects over a distance.
2. Adapt throwing styles to different objects.
3. Using a leading arm to direct a throw over a longer distance.

Skill Development: Using the leading arm to direct throw

Success Criteria

1. I can throw using a variety of different throws.
2. I can use my non-throwing arm to direct my throws.
3. I can use different techniques to throw different pieces of equipment.

We are Learning...

to use correct technique to throw different objects for distance.

Curriculum Links

NC Mastering basic movements and skills.

L Recognise and describe the differences in throwing with different pieces of equipment.

Starter Activity

Not in My Back Garden – Split the hall and group into two ‘gardens’ and distribute an even amount of soft throwing equipment between the two teams. Each side must try to empty their ‘garden’ by throwing their equipment onto the other side.

This is a timed game. When time expires, players should freeze with their hands on their heads on a command from the teacher. Then, count the number of items remaining on their side. The group with the fewest items wins.

Please discuss how they might change the way they are throwing with the children depending on the equipment that has come over. How can they spread themselves around to cover the greatest area? Then replay.

Activity

Set up throwing lanes. There will be different types of equipment for children to throw in each lane. Put children in small groups and assign a lane to each group. The aim of the game is to try and throw for distance to score points using the different types of equipment. You could set cones up every metre to measure distance. So if they land close to 4 metres, they get 4 points. This will help children learn to judge distance, i.e., are they closer to the 3 or 4m mark?

- Children must all throw at the same time.
- Children can only go and collect equipment once all have been thrown and the teacher has indicated it is safe.
- When not throwing, children should stand back from the thrower (this can be done using a marker if necessary).
- Children should each have a few attempts at each type of throw.

Equipment

- Range of soft balls
- Foam javelins
- Cones
- Foam discus/frisbee
- Howler

Teaching Points

- Keep the leading arm aligned with your target.
- Fully extend the leading arm towards the target.
- Coordinate leading arm movement with the throw.
- Maintain firm but flexible leading arm stability.
- Let the leading arm naturally follow through after the release.

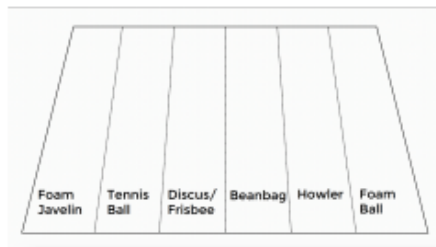
Leading arm



Key Questions

1. How do you think your non-throwing arm can help direct your throw?

N Accurately estimate where an object has landed closest to e.g. 3m or 4m mark.



2. Which pieces of equipment were easier to throw further?
3. How can you improve throwing?
4. How did you change your throw for different pieces of equipment?

Skill Development

- Demonstrate how to throw using the non-throwing hand to direct the throw.
- The non-throwing hand should point at the target (see teaching points)
- Explain why you would want to use your non-throwing hand to help direct the throw (improves accuracy)

Return to the activity, encouraging the use of the non-throwing arm.

Activity

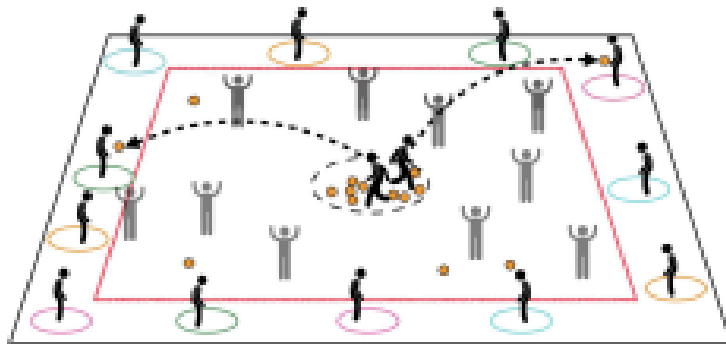
Team Target – Set the children into two teams per the diagram below. The players in the centre circle and the hoops are Team A, and the players in the space are Team B. The objective is for Team A to bring all their players into the centre circle as quickly as possible or before the balls run out. Start with two players in the circle; they must throw to a teammate in the outer hoops; if they catch it, they come into the centre circle and work with the others.

Team B are the fielders, and their objective is to try to intercept the passes. If they catch a ball, it is put out of play in a bucket or hoop at the side. Team B's cannot simply collect stray balls off the floor.

Rules

1. Start with at least 15 soft foam balls in the centre
2. To move from an outer hoop into the centre, it must be a clean catch within the hoop (easier option if they drop and re-catch, that counts)
3. The fielders may only remove balls from the game if they have intercepted them via a catch, not simply knocked away
4. You may wish to have two players working as ball collectors to return balls to the centre for the throwers

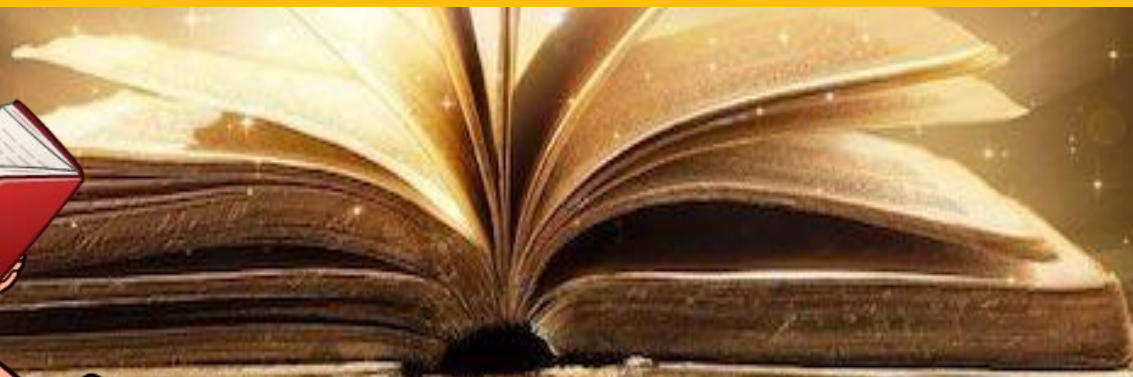
Development: If children struggle to catch the ball in the designated hoops, remove them and allow them to move freely in the outer area. You must, however, still have a line that divides the catchers from the fielders, as in the diagram. You could use cones to set up this area or use the lines of a court.





Class Reader

3.15-3.25





Prayer and Home time 3.25-2.30

