



Tuesday 3rd December 2024
GOOD MORNING YEAR 1!

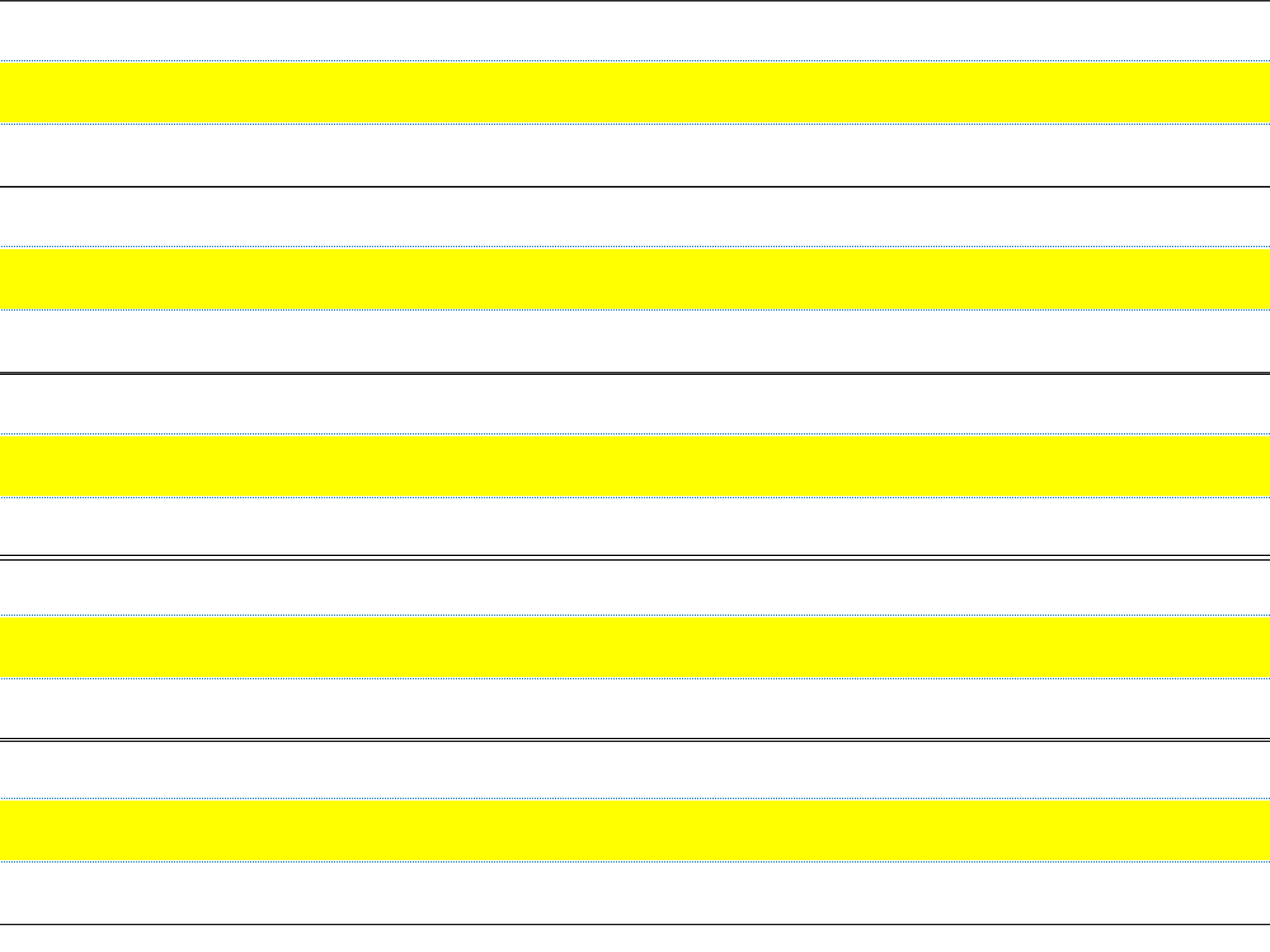


Handwriting 8.30-8.40



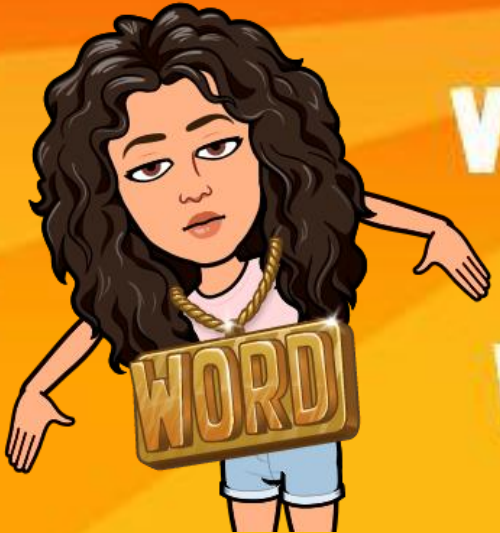
handwriting







Word of the Day and Register 8.40-8.50



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

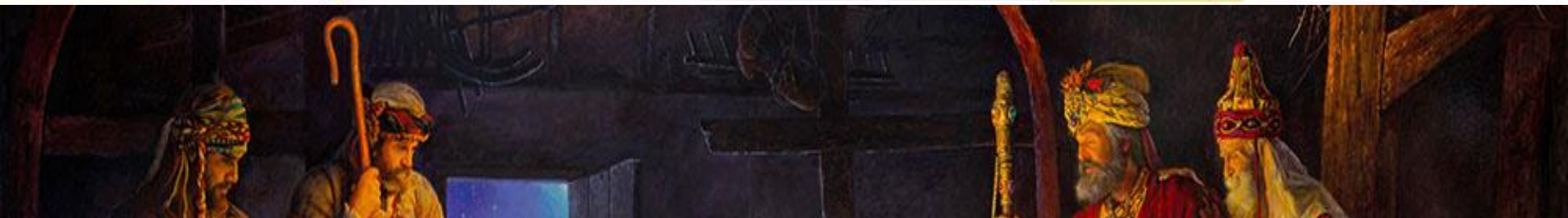
-ing

rasp

breath



Liturgical Assembly 8.50-9.20



Nativity Practise

9.20-10.30





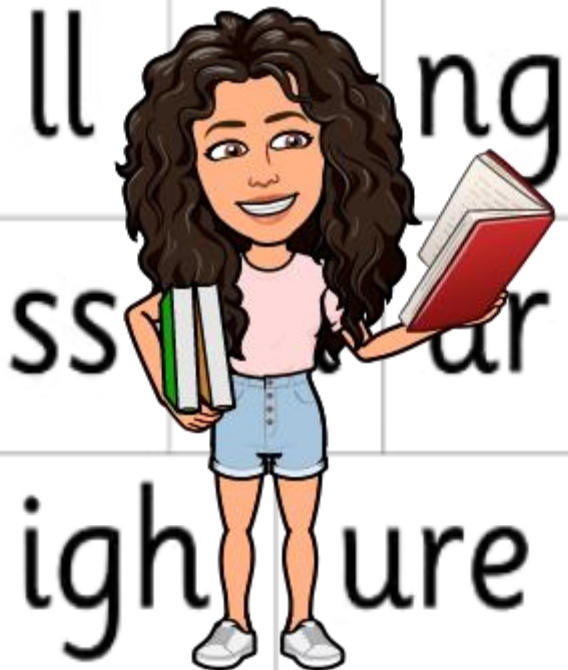
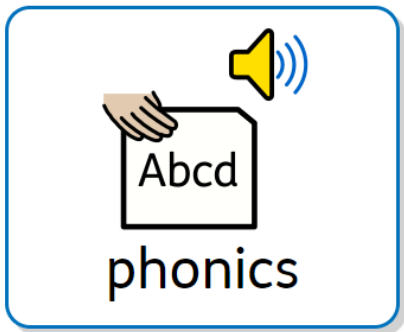
Breaktime
10.30-10.45





Phonics 10.45-11.15

ar ch ck ee



air ear zz nk ay igh ure



English Writing 11.15-12.00

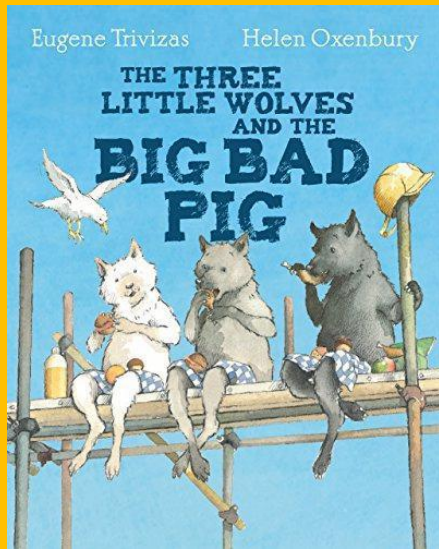


The Three Little Wolves

Instructions

Autumn 2 Week 5

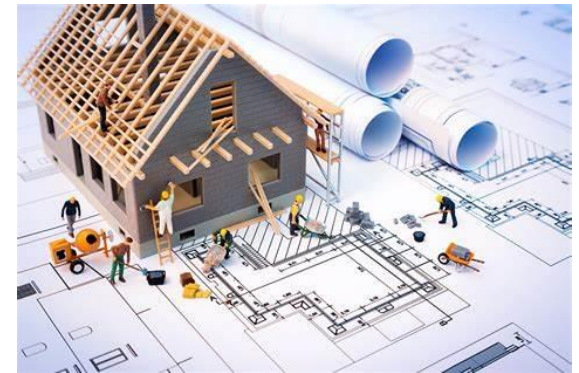
Lesson 7: Planning



Success Criteria:

- I know the purpose of instructions and the key features.
- I can sequence my instructions in the correct order in my plan.
- I can plan for my instructions including a title, key words and vocabulary.

- **instructions**
- **capital letter.**
- **full stops**
- **list of equipment or materials**
- **steps in order**
- **specific adverbials.**
- **plural suffixes - s**
- **verbs**



Prior Learning WAGOLL: Model Text

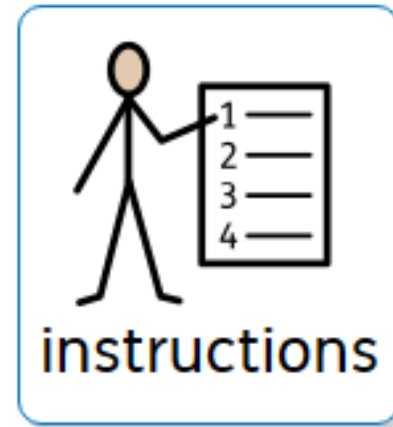
Let's read some instructions and discuss what features you spot

How to build a house

Equipment

Bricks, concrete, trowel, bucket

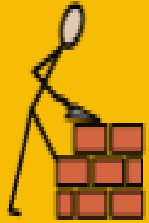
1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry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



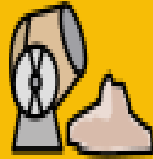
- Title, equipment and question
- Steps in order
- specific adverbials
- Plural suffixes-'s'
- verbs
- begin a sentence with a capital letter
- use full stops to demarcate sentence
- Key vocabulary

Do you like your new house?

Key Vocabulary



build



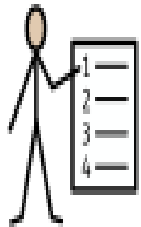
concrete



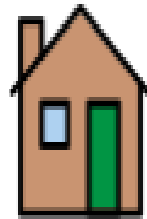
equipment



bricks



instructions



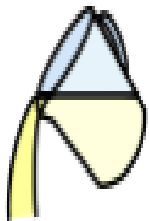
house



trowel



bucket



pour



mix

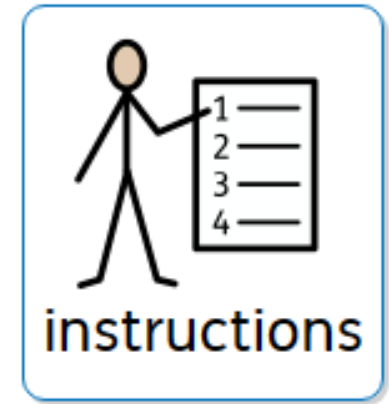


spread



place

Instructions



- Saying instructions means we tell someone how to do something.
- We can have instructions for different things eg building a house or making a cake.
- Instructions have to make sense and be in the right order. They have to be informative.



Teach- Model



a

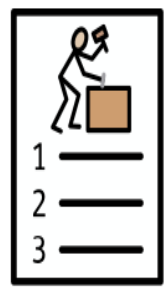








- Title, equipment and question
- Steps in order
- specific adverbials
- Plural suffixes-'s'
- verbs
- begin a sentence with a capital letter
- use full stops to demarcate sentence
- Key vocabulary



1 _____
2 _____
3 _____

plan

Task

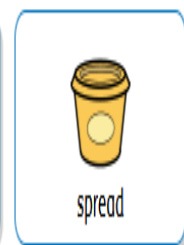
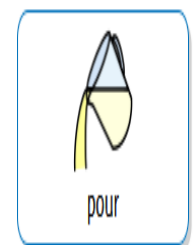
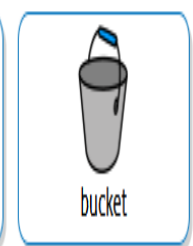
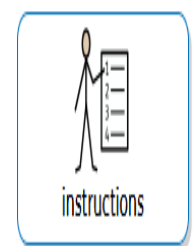
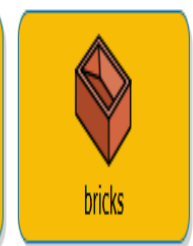
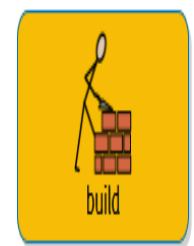
Building a house











1 _____
2 _____
3 _____

plan

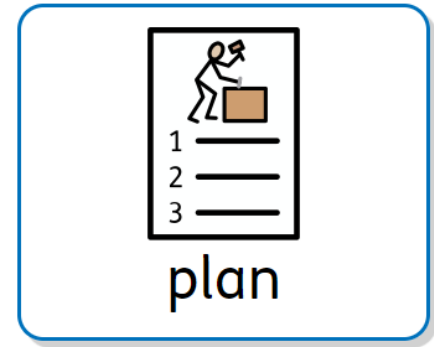
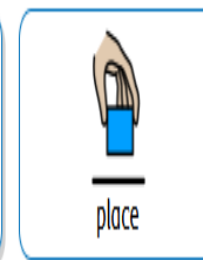
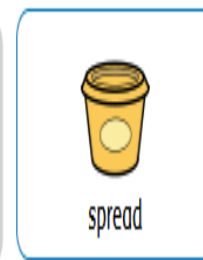
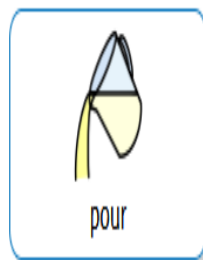
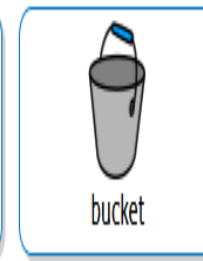
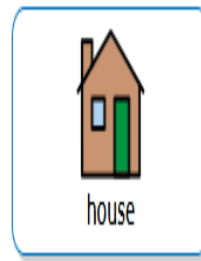
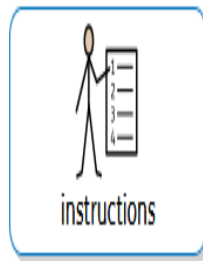
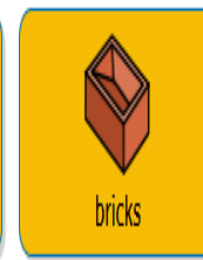
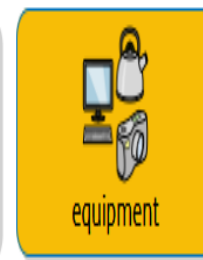
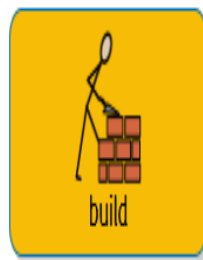
Task- SEN and Miss Cashmore's Group

Building a










Success Criteria:

- I know the purpose of instructions and the key features.
- I can sequence my instructions in the correct order in my plan.
- I can plan for my instructions including a title, key words and vocabulary.

- instructions
- capital letter.
- full stops
- list of equipment or materials
- steps in order
- specific adverbials.
- plural suffixes - s
- verbs


Building a




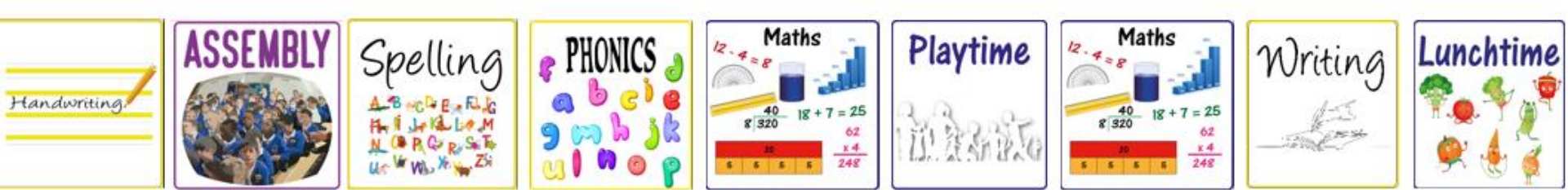
I need











Lunchtime

12.00-12.40





Big Maths 12.40-1.00





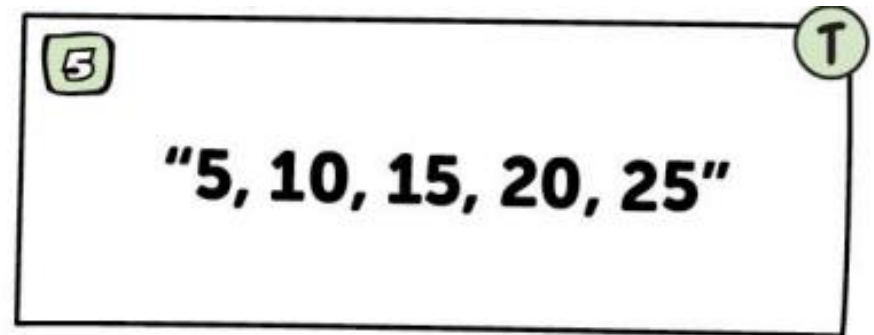
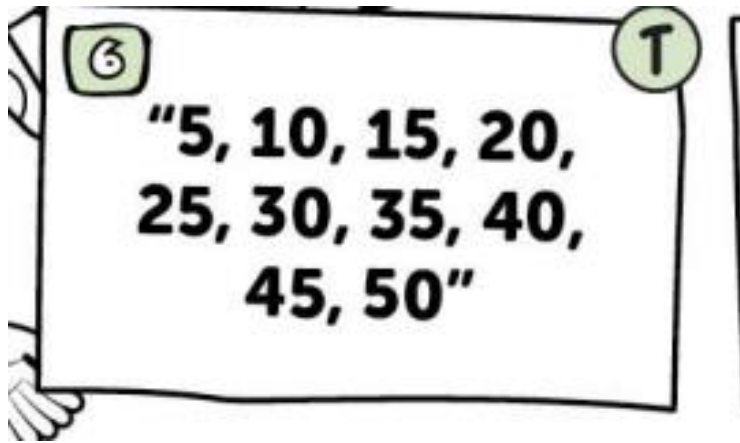
C = Counting

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

$4 + 4 =$

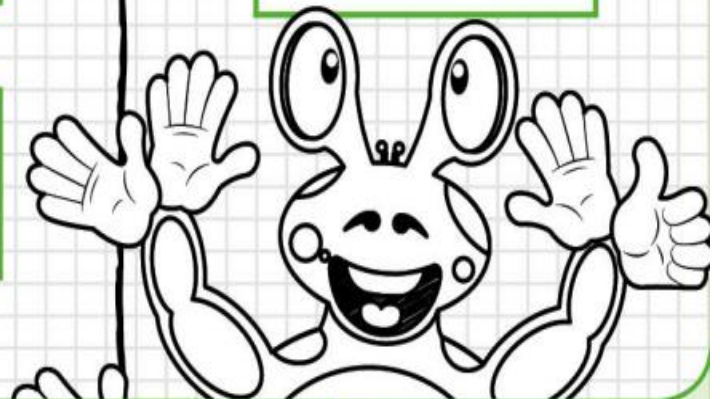
$3 + 3 =$

$5 + 5 =$

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!*



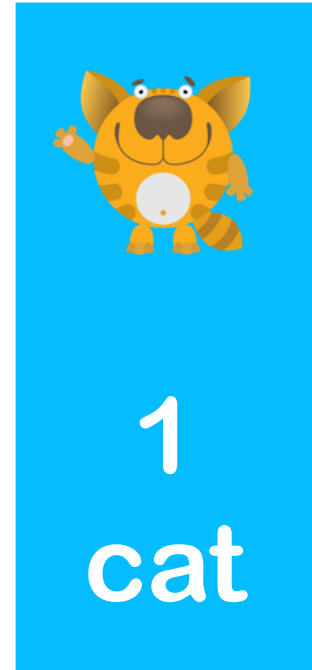
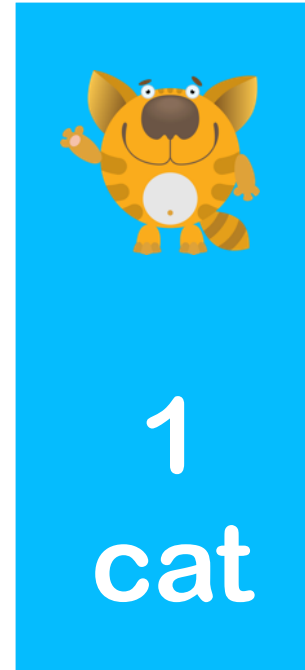
**He is an
alien from
the planet
CLIC**



1 cat and
1 cat is ...

2 cats

*How do
you know?*





**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?*



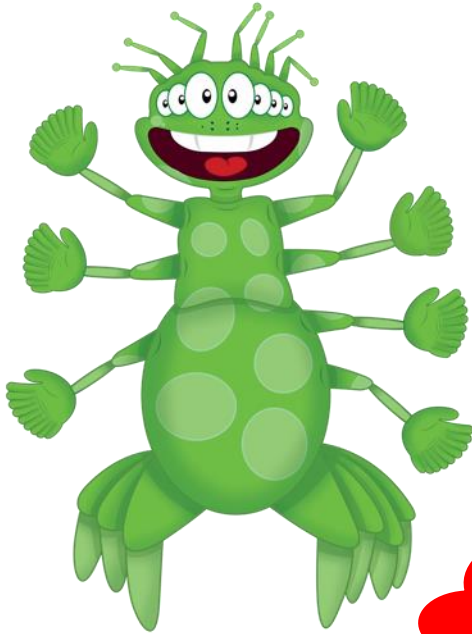
1

duck



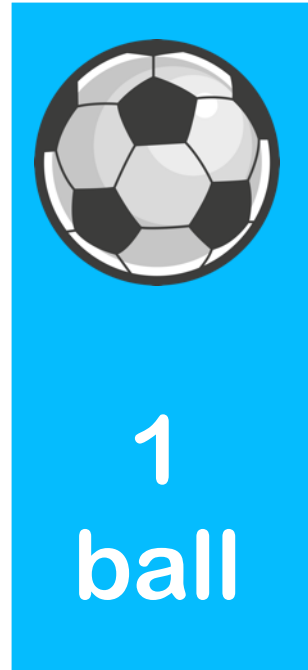
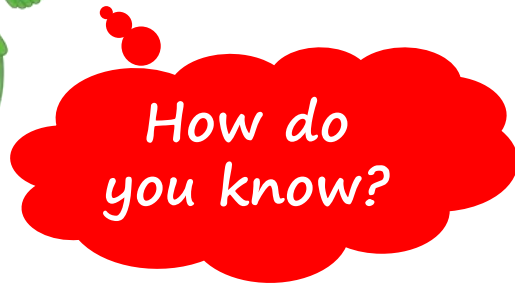
1

duck



1 ball and
1 ball is ...

2 balls





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

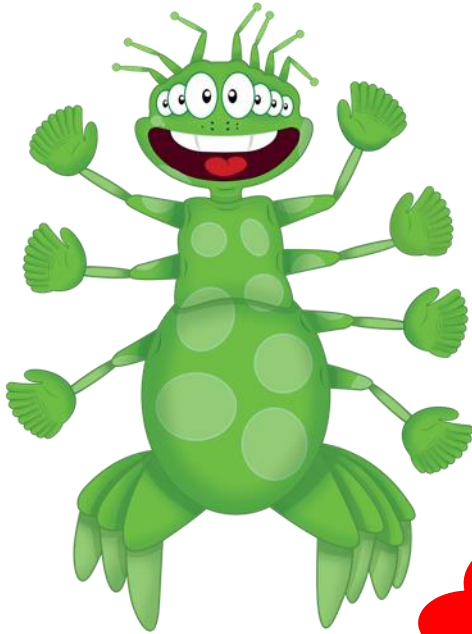
*How do
you know?*



**1
ball**

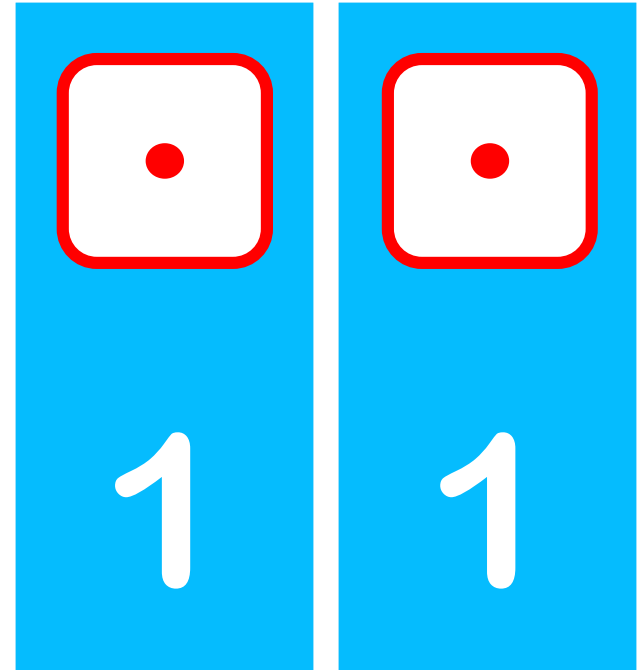


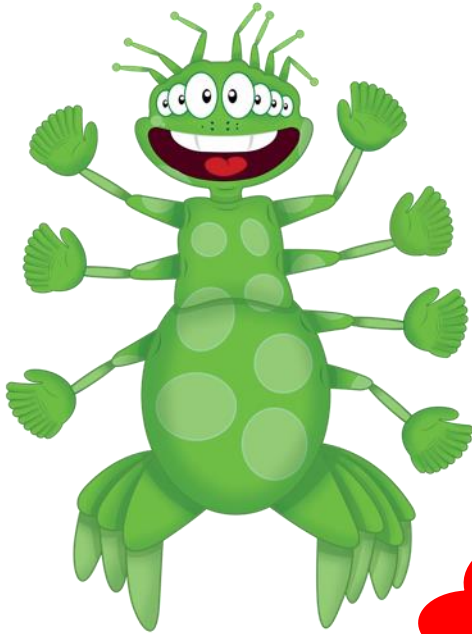
**1
ball**



1 and 1
is 2

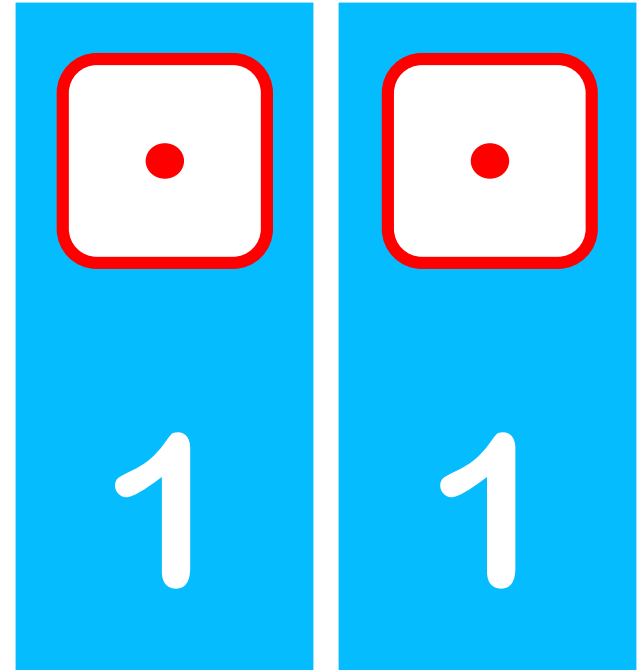
How do
you know?





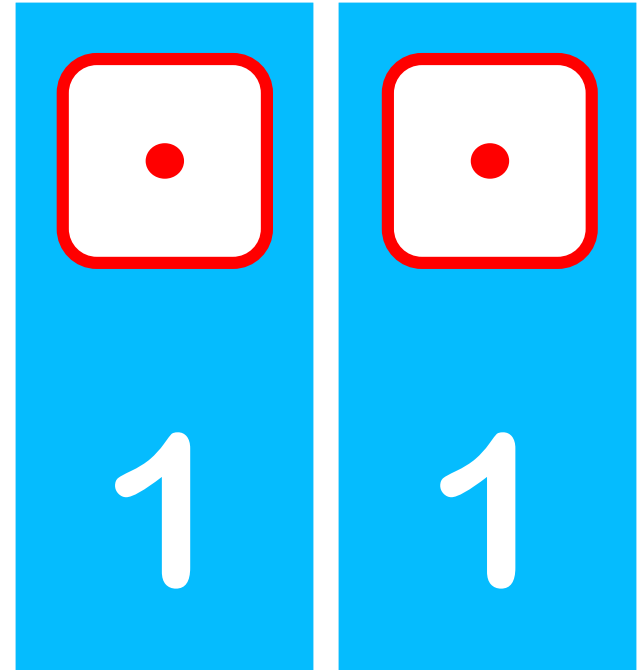
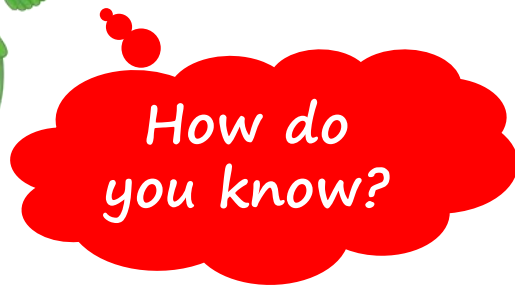
$$1 + 1 = 2$$

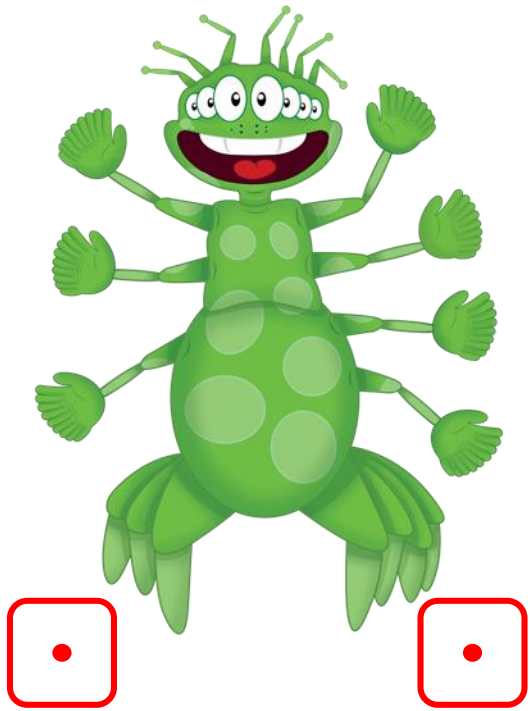
How do you know?



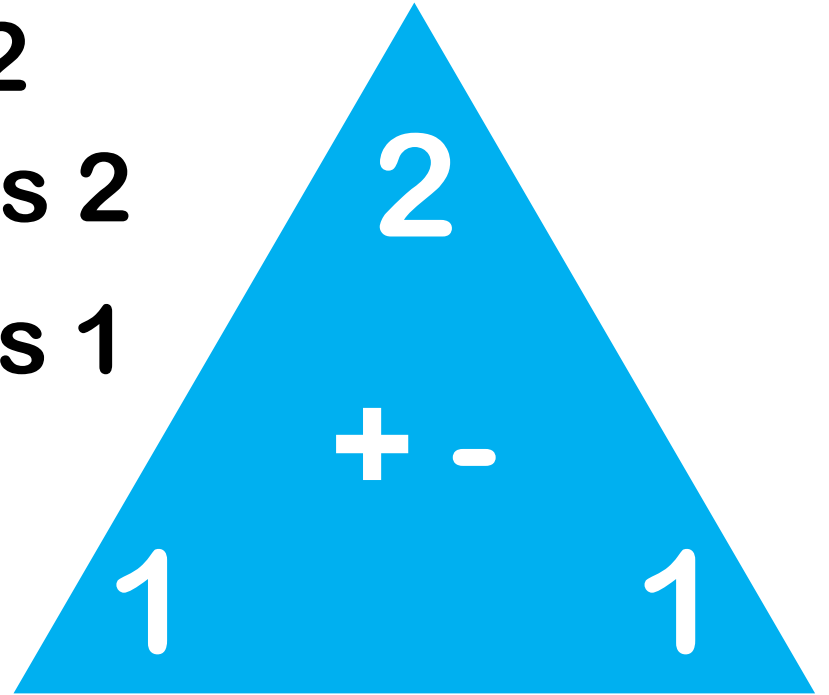


**Double
1 is 2**





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

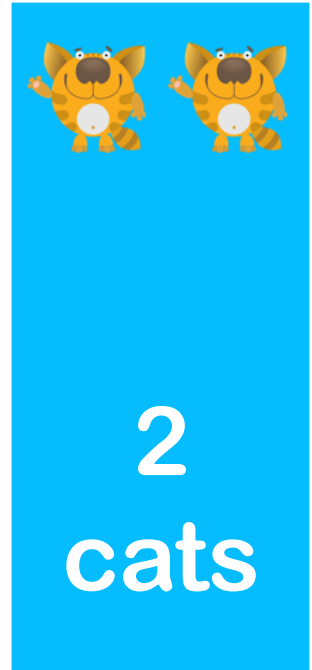




2 cats and
2 cats is ...

4 cats

How do
you know?





Double
2 cats is ...

4 cats

How do
you know?

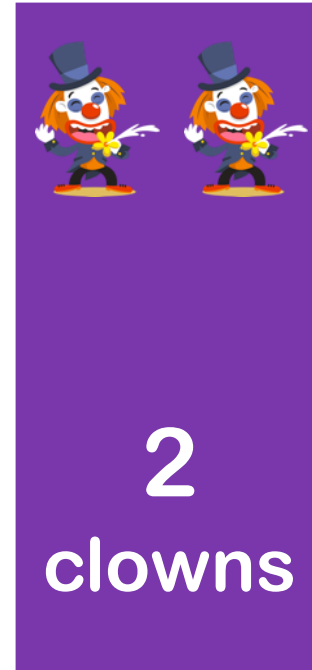
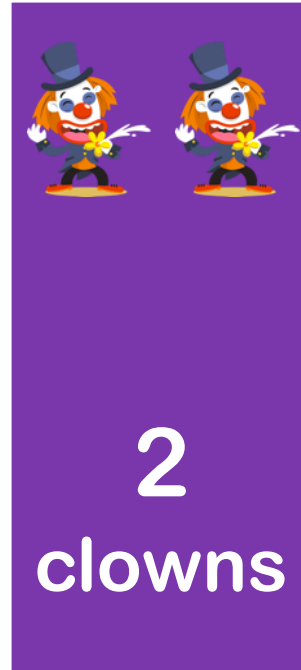


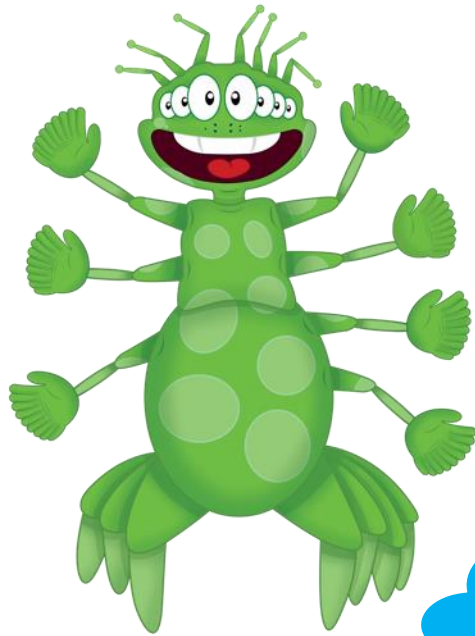


2 clowns and
2 clowns is ...

4 clowns

How do
you know?

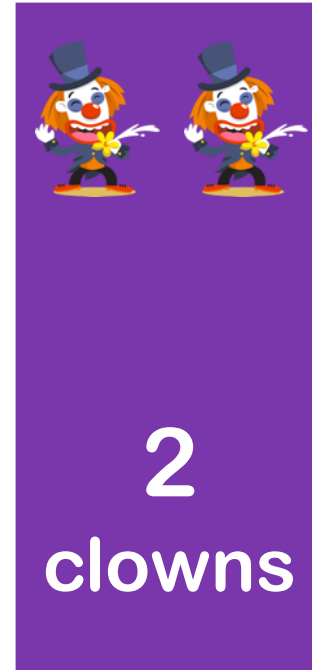
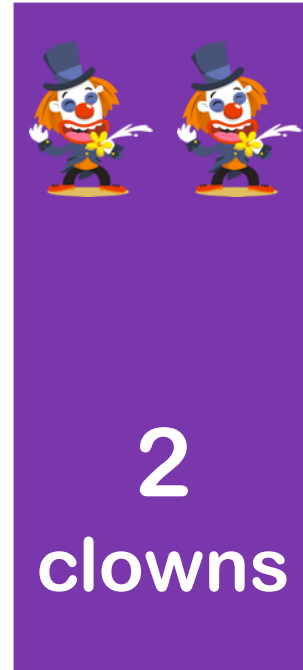


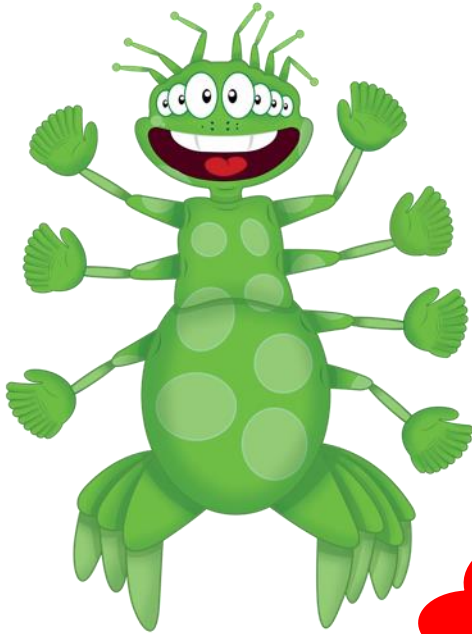


Double
2 clowns is ...

4 clowns

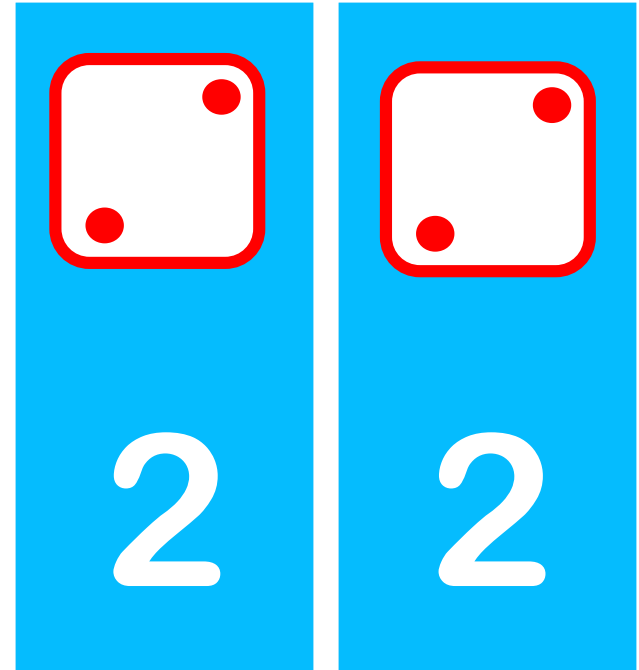
How do
you know?





2 and 2
is 4

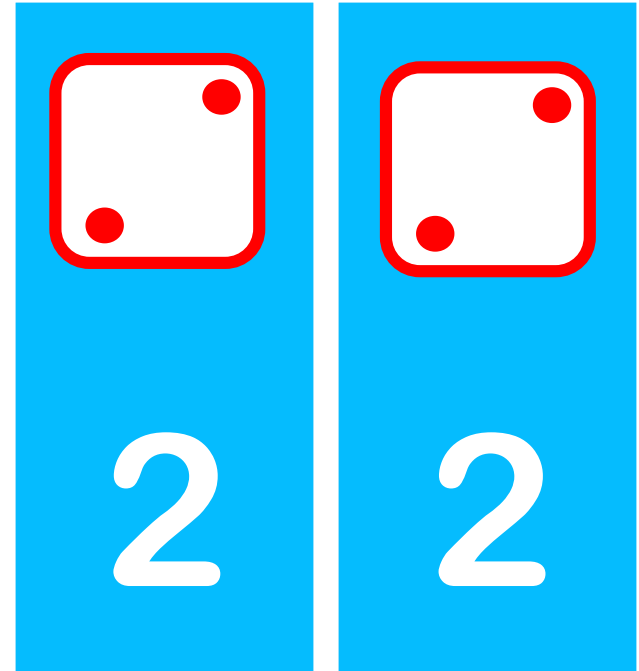
How do
you know?





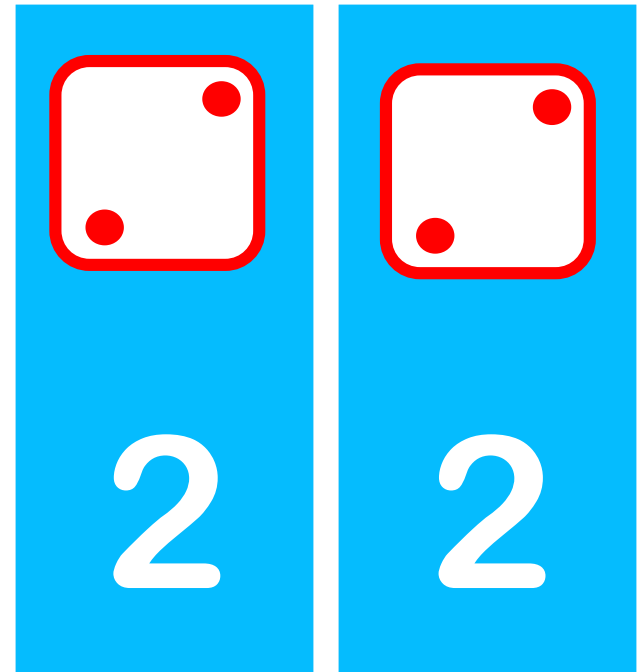
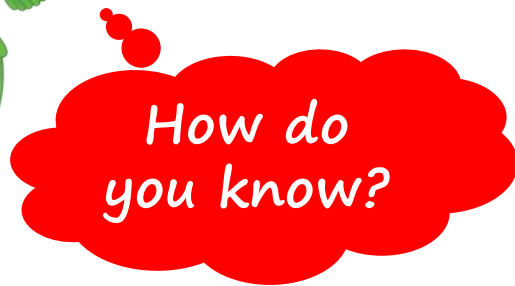
$$2 + 2 = 4$$

How do you know?



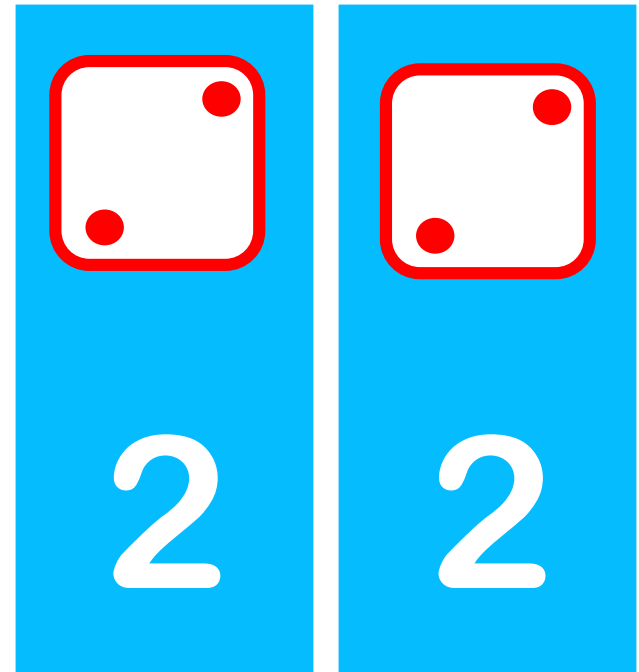
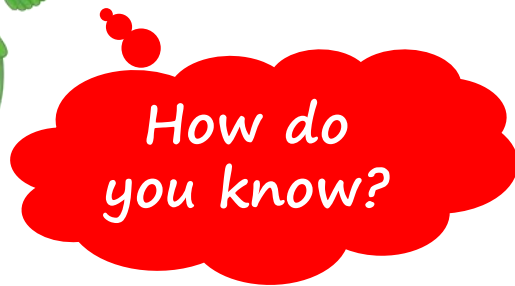


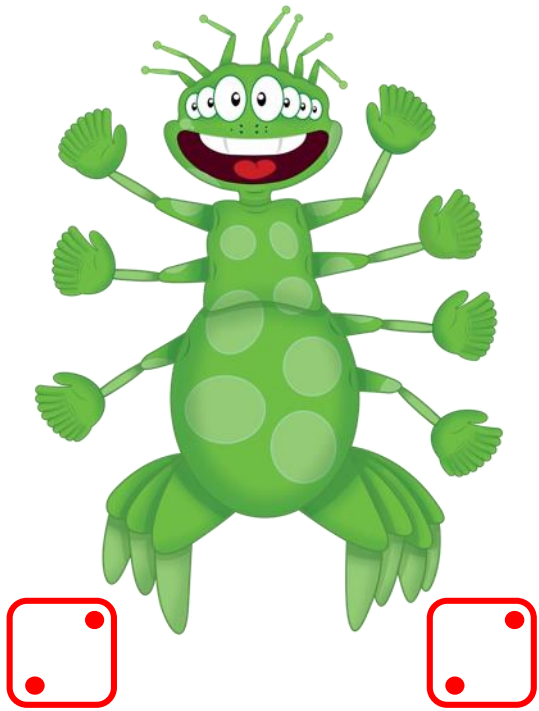
Double
2 is 4





Half of
4 is 2

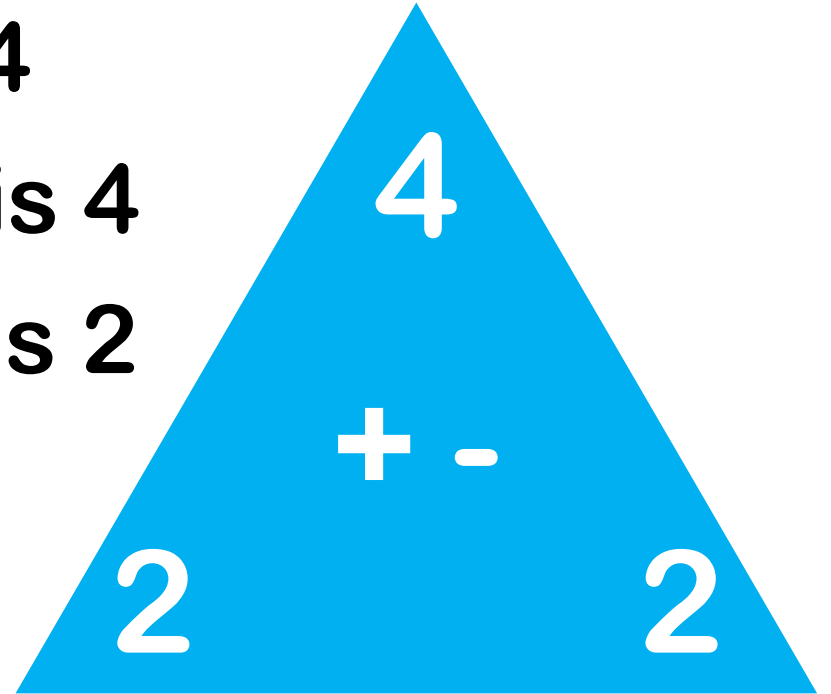




$$2 + 2 = 4$$

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

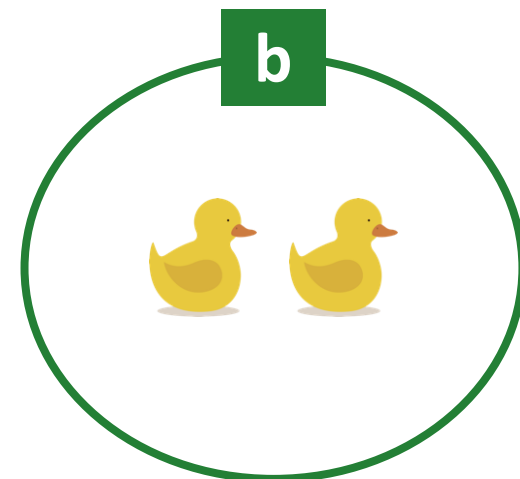
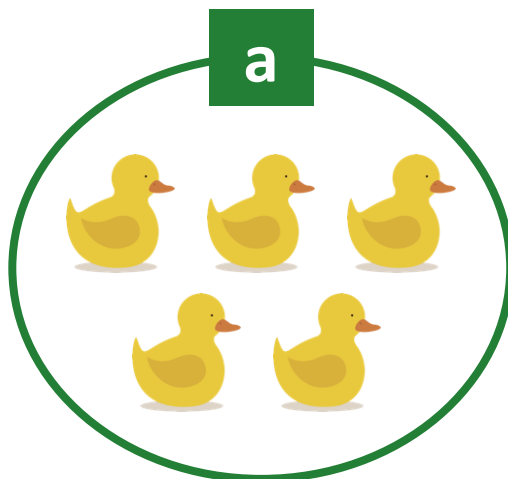




**Get your
whiteboards
ready!**

Remember To:

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



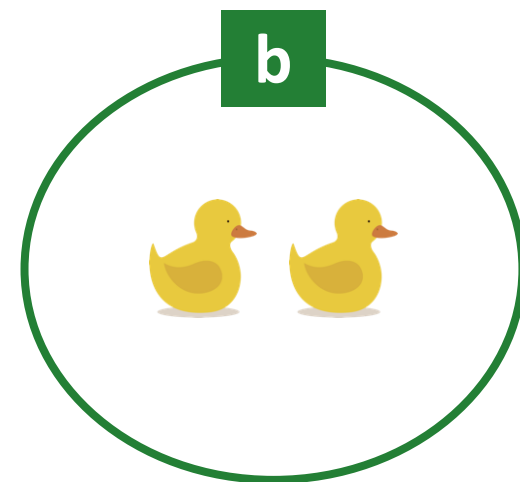
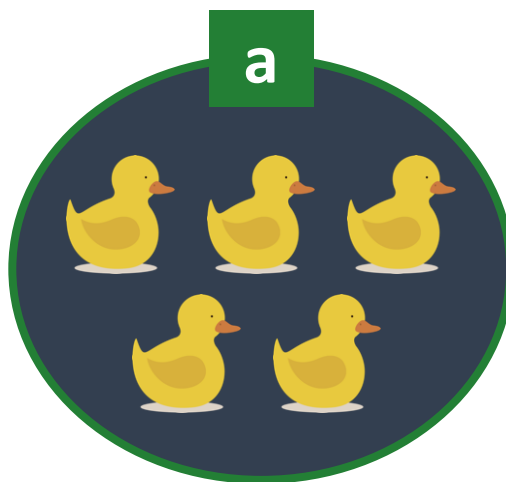
Count them all!

How many altogether?



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!

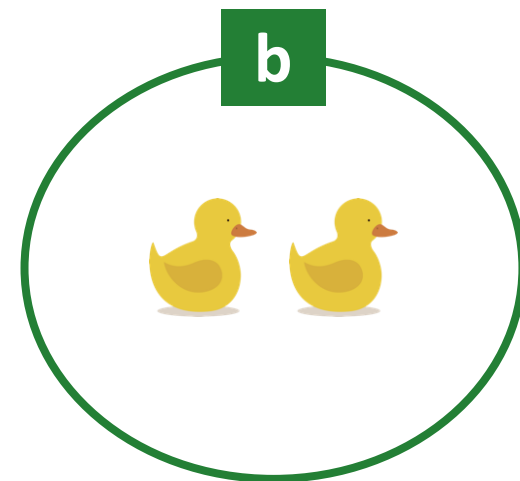
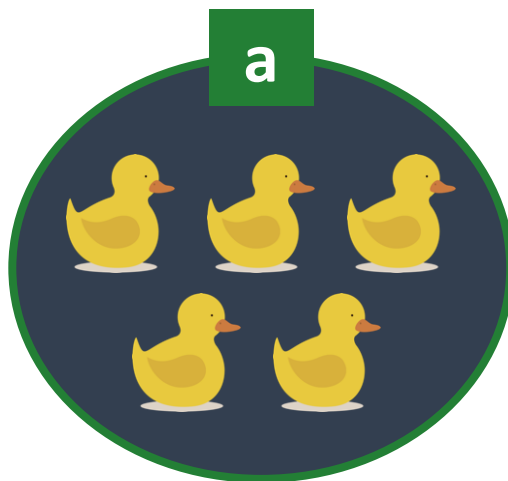


How many altogether?



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!

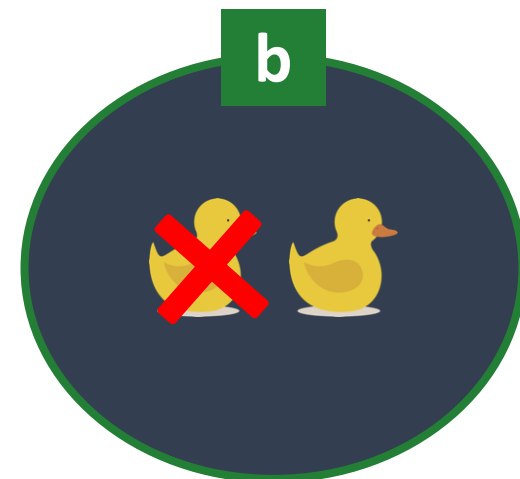
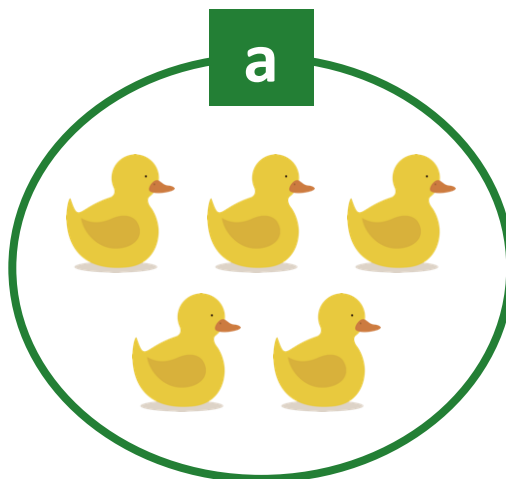
1 2 3 4 5 6 7 8 9 10

How many altogether?



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!

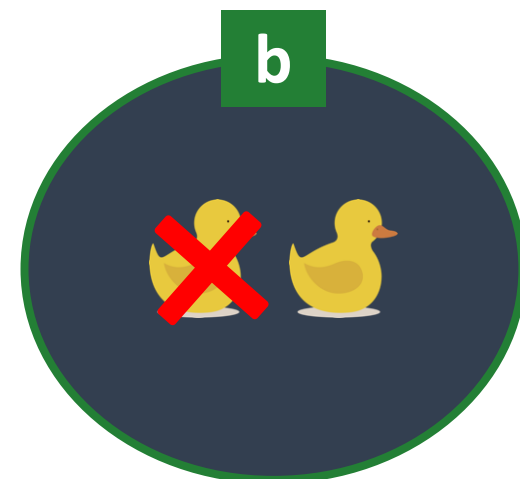
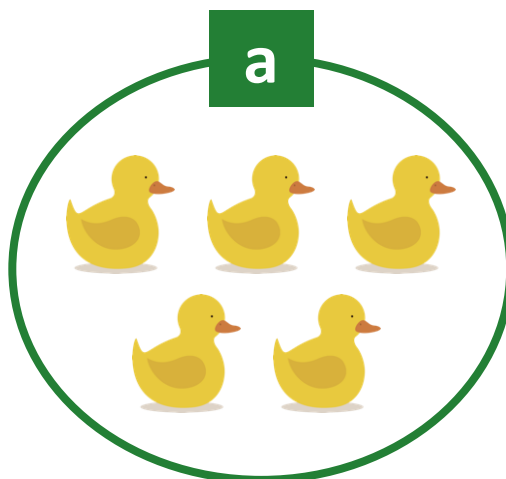
1 2 3 4 5 6 7 8 9 10

How many altogether?



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!

1 2 3 4 5 6 7 8 9 10

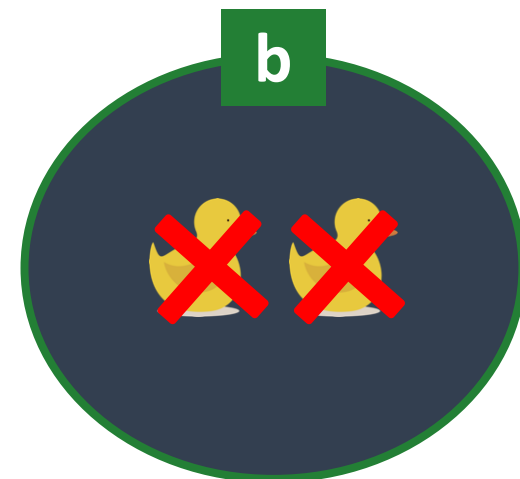
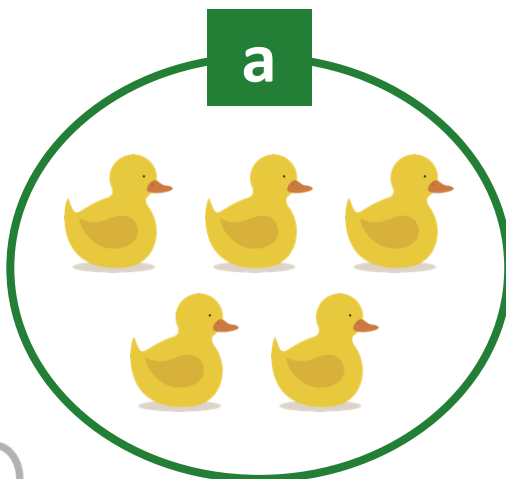
How many altogether?



Remember To:

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

7



Count them all!

1 2 3 4 5 6 7 8 9 10

How many altogether?



BIG Maths



GEOGRAPHY



Active 15



GEOGRAPHY



RE



Home Reader



Home Time



Geography-Lesson 6

Spatial Sense

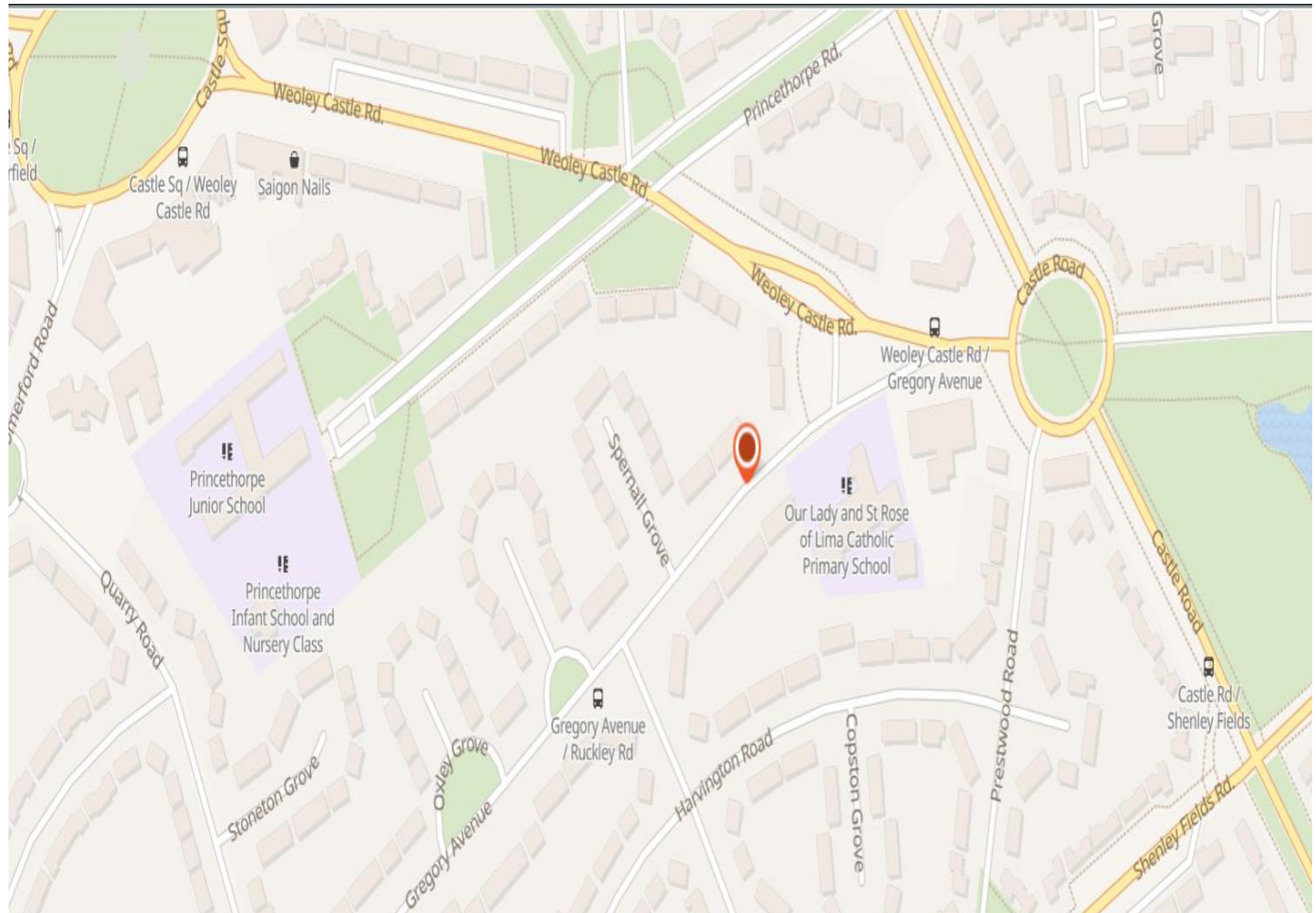
1.00-1.45

Assessment

Year 1

Spatial
Sense

Lesson 6





Lesson Series

1. Aerial Views
2. Maps
3. Location
4. Compass Points
5. What makes a good map?
6. Drawing maps

National Curriculum Coverage

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and route on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

What you need to know

- Aerial views are a view from above.
- Maps are a representation of an area of land or sea that can be used for navigation. Maps can show physical and or human features including cities, roads, buildings etc.
- The art of map making is called cartography. People who make maps are called cartographers. The word cartography comes from the Latin word 'carta' meaning map.
- The earliest known maps are actually of the stars and were found in cave paintings in Lascaux, France. The maps of the stars there are thought to be around 17,000 years old.
- Ancient Egyptian maps have been found that show land boundaries; it is likely these boundaries were re-established after the annual flooding of the Nile.
- The Age of Exploration is a time from the 15th to the 17th century where many Europeans began to travel the world in search of new trading routes and wealth. During this time mapping improved greatly as people travelled to new places. The Spanish and Portuguese also began mapping the seas to show ocean currents, this helped navigators to plan their routes.
- Now, many of us have maps at our fingertips on smartphones. Digital mapping has enabled us to locate maps showing almost any area of the world in seconds.
- Location means the place or position where something is. We can locate places on a map.
- A compass is an instrument used for navigation that locates where the geographical cardinal points are (north, south, east and west). Compasses have been used for over 2,000 years and were first designed in China using a magnetic stone called a lodestone.
- Simple maps include a title, a key, symbols and labels.

Spatial Sense



KEY
VOCABULARY

aerial view

what something **looks like from above**

map

a picture showing **where things are located** in an area

location

the place **where something is**

compass

a tool used to **find out directions**

key

a tool used to show **what symbols on a map represent**

symbol

a **picture on a map** that represents something

navigate

to **find the way**



a person who draws maps is called a cartographer



a good
map has:

a title








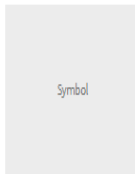
a key

symbols

compass
points

Spatial Sense

KEY VOCABULARY

 aerial view	 map	 location	 compass
 key	 symbol	 navigate	 First type text



- a good map has:
- a title
 - a key
 - symbols
 - compass points

Lesson 6: Assessment



Geography

PKC

Spatial Sense: Year 1– Around My School

Lesson 6: Assessment/extended writing

PKC
Primary Knowledge
Curriculum

Assessment Outcome

In this lesson, children will apply the knowledge they have gained from previous lessons to draw their own maps. It is useful for children to start with where they are, for example in a classroom they would start with where they sit. Then children can think about the locations around them, other tables, or a book corner etc. It might be helpful for the class to agree a set of symbols at the beginning of the lesson, for example a small square for a chair. The class can refer to the list they compiled in the previous lesson, checking what they need to include. At this stage, children may not be drawing accurate maps, but will be exploring the idea of space, distance and location. It is important for children to have time to draft and redraft if necessary, allowing them to develop their map drawing skills. Depending on how the class have progressed in the previous lessons, you may want to make this more challenging by asking them to draw a map of the local area. Take the children for a walk around the local area, take digital photographs of key places, use a compass to find out which direction they are walking in.

- To draw a map.
- Maps give us information about places.
- Maps are drawn from an aerial view

Suggested Assessment Tasks

Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.

Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.

Map Skills Task

Task A: Draw a map of the classroom- children can be given pre-cut objects to place on their map if they need extra scaffolding to succeed in this task. (Change this to 'local area' if necessary to stretch and challenge) Children can agree on symbols for different objects e.g tables and chairs in their classrooms, or if drawing a map of the local area, use symbols for key features. Encourage children to begin by placing their own table on a map, or their school as a starting point and then they can work at adding extra symbols or objects.

Ask children to show each other their maps looking to see if they have created similar maps, or if the maps look different. If the maps the children have made look very different it may be possible to pick up on some errors or misconceptions.

Invite children to walk around the classroom to check their map, making changes if necessary.

Suggested Resources

Knowledge organiser, MCQ, paper, This website has a '[classroom architect](#)' facility that allows you to drag and drop items to make a map of the classroom if you want to model this for children.

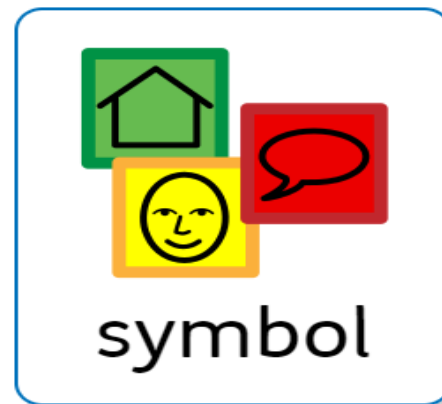
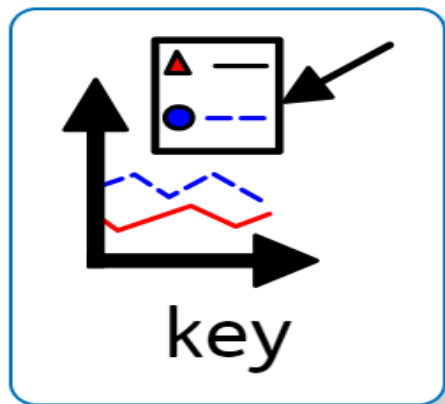
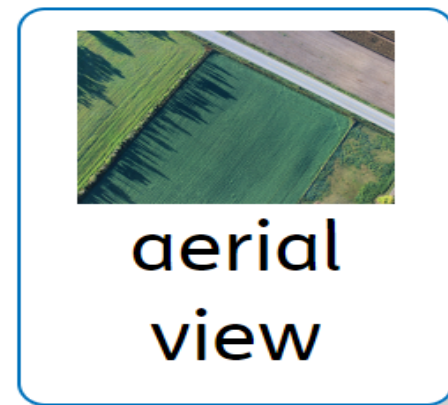
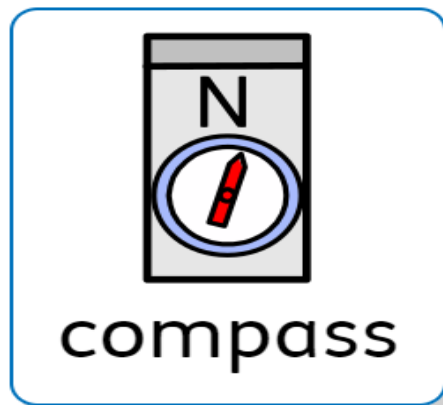
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L.O. Assessment Lesson



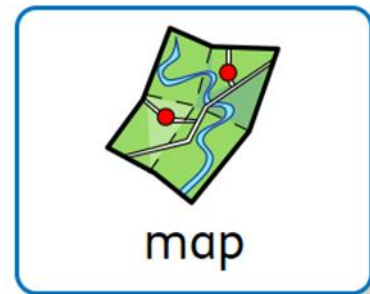
1. I can draw a map.
2. I know maps give us information about places.
3. I know maps are drawn from an aerial view.

Here are today's key words:



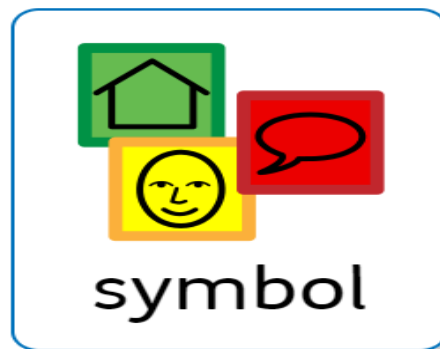
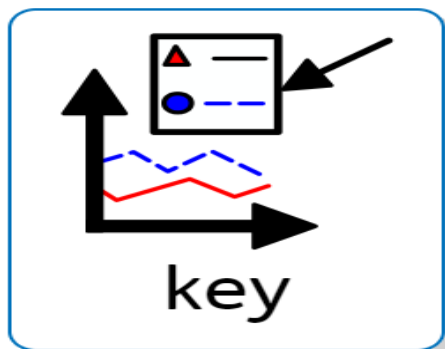


map



An object which tells us the location of places

Vocabulary check point






map

What is a map?
Why do we need them?

park map

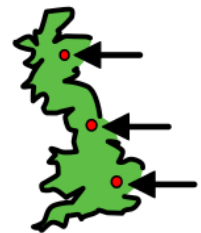


Teach

A location is a place where something is.
A  then tells us the location of places.



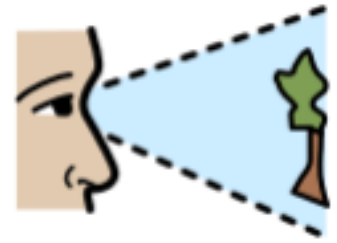
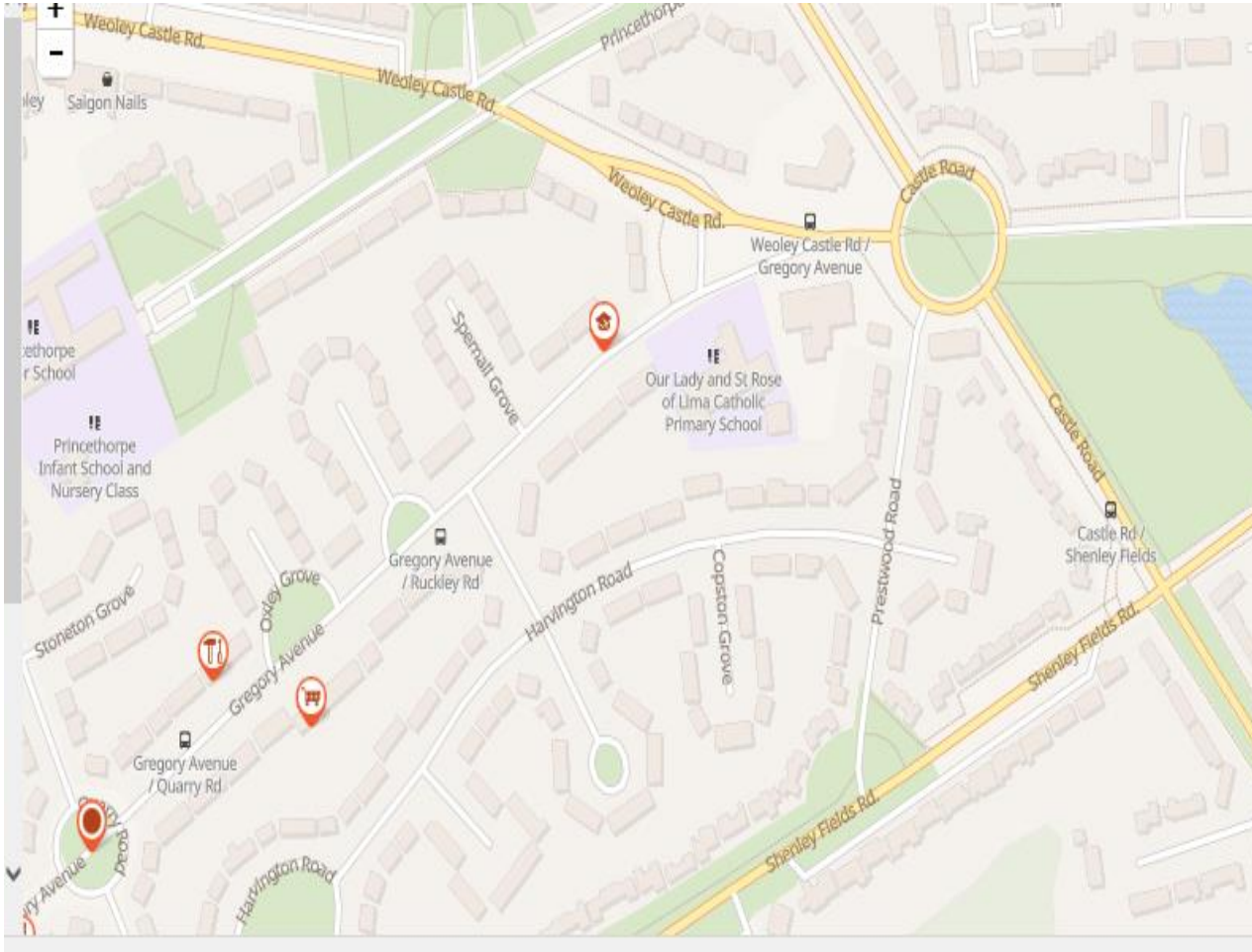
place



location

Teach

When we look at something from above we call this an  view.




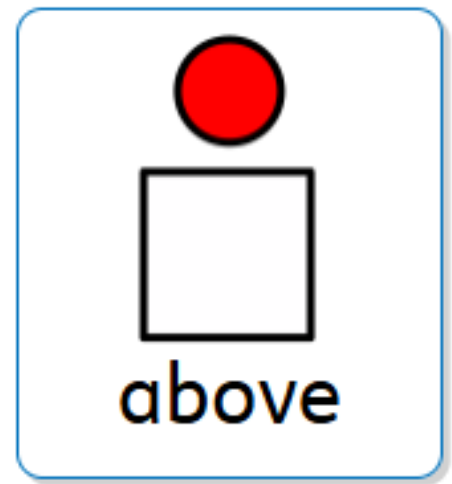
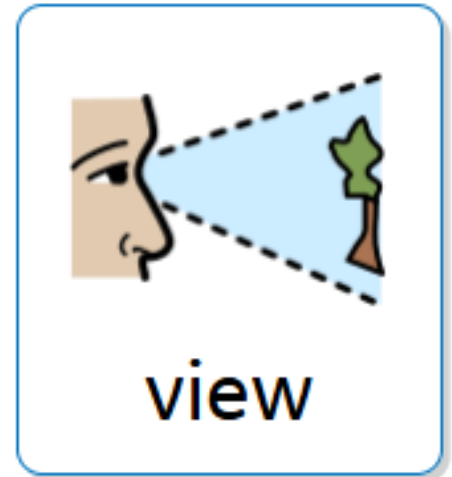
view



above

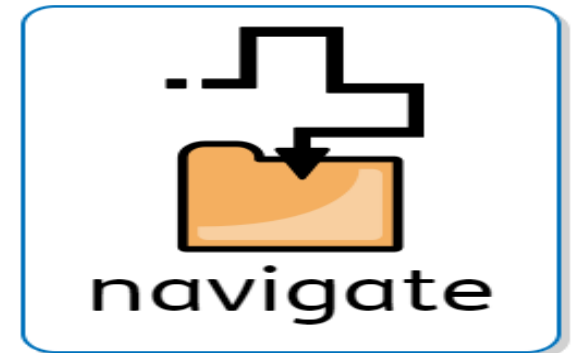
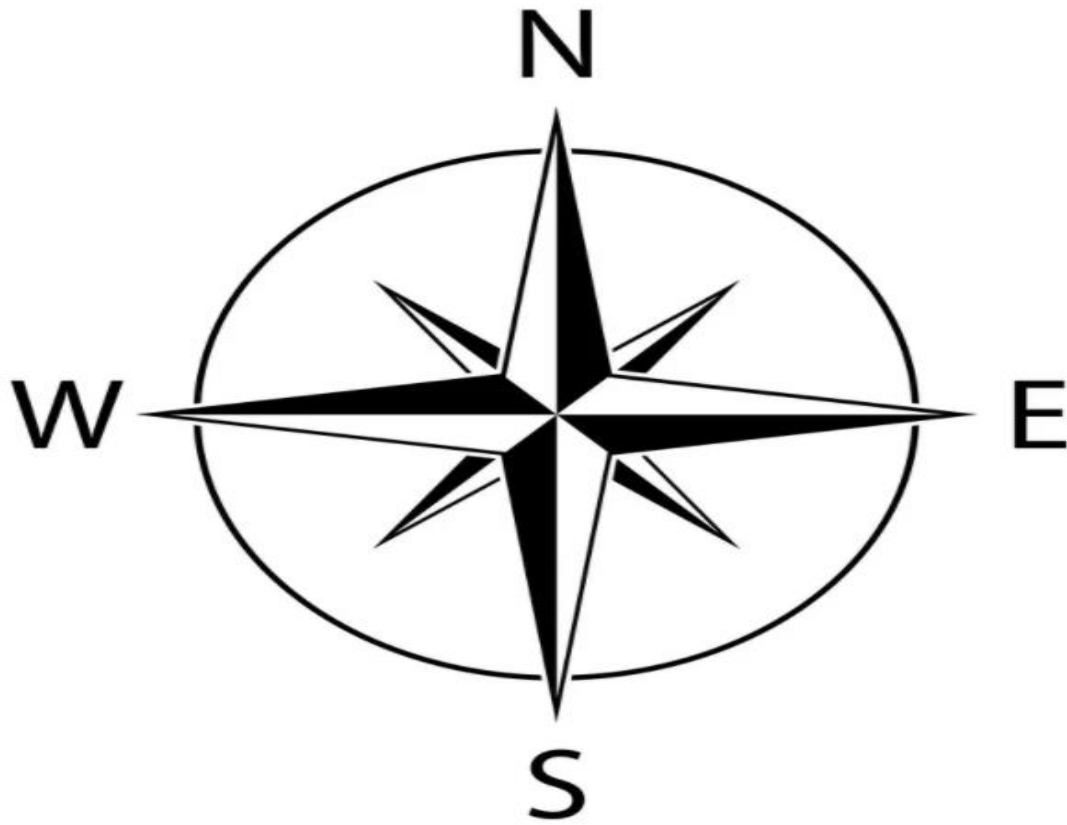
Teach

An  view means we must look from up in the air.



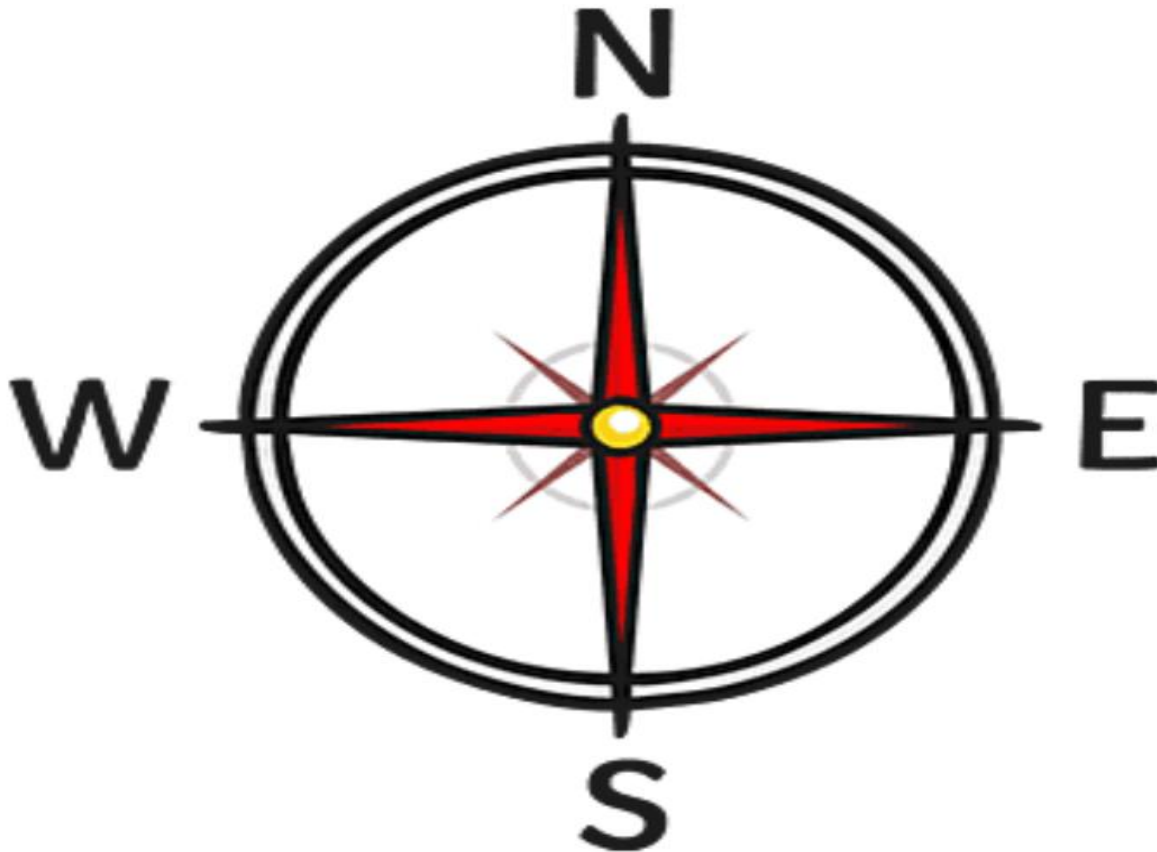
Teach

This is a compass. It shows ★ of North, South, East and West.

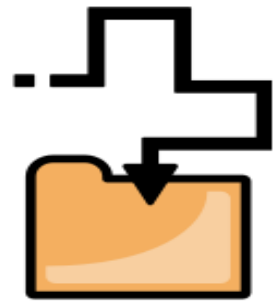


Teach

The compass points show us which way to go.
They help us to navigate a route.



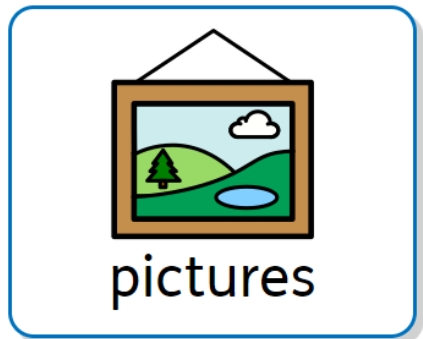
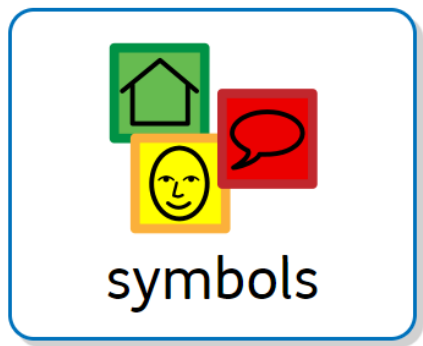
compass



navigate

Teach

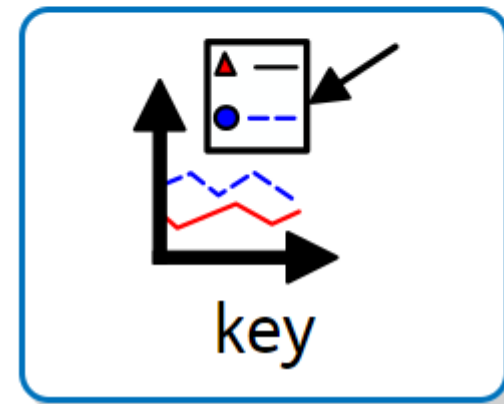
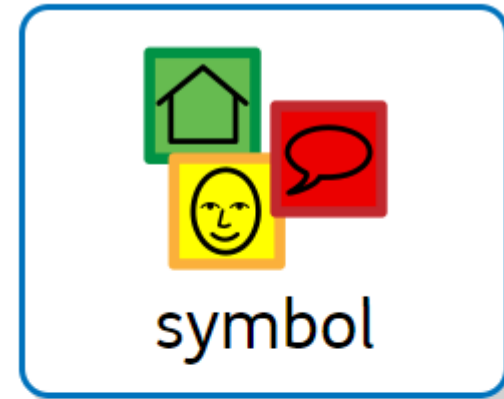
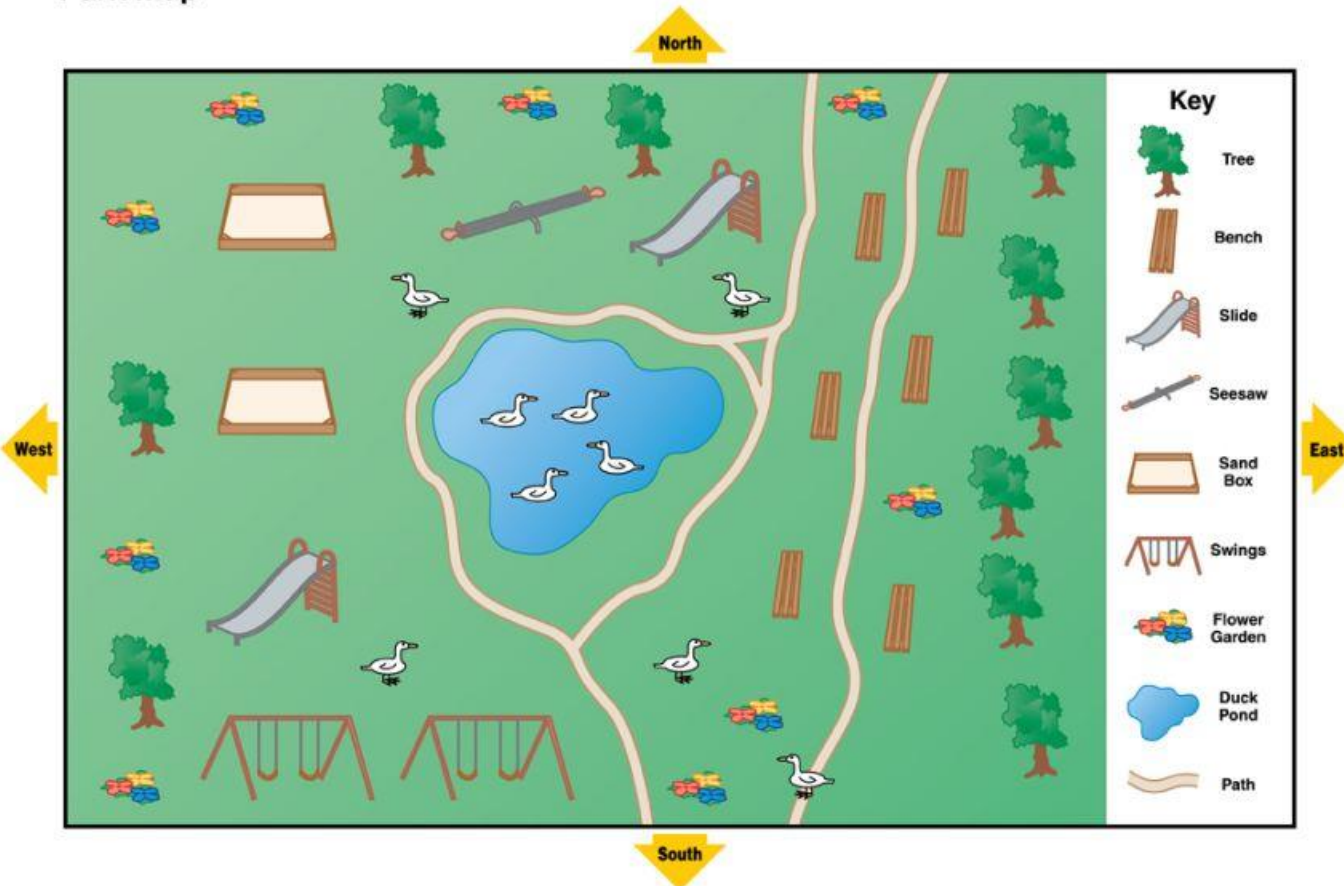
Symbols are little pictures that represent things on a



Teach

★ often have a key which is a table which shows us what all the symbols represent.

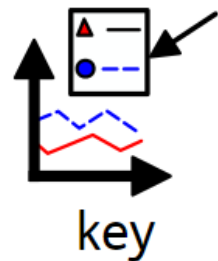
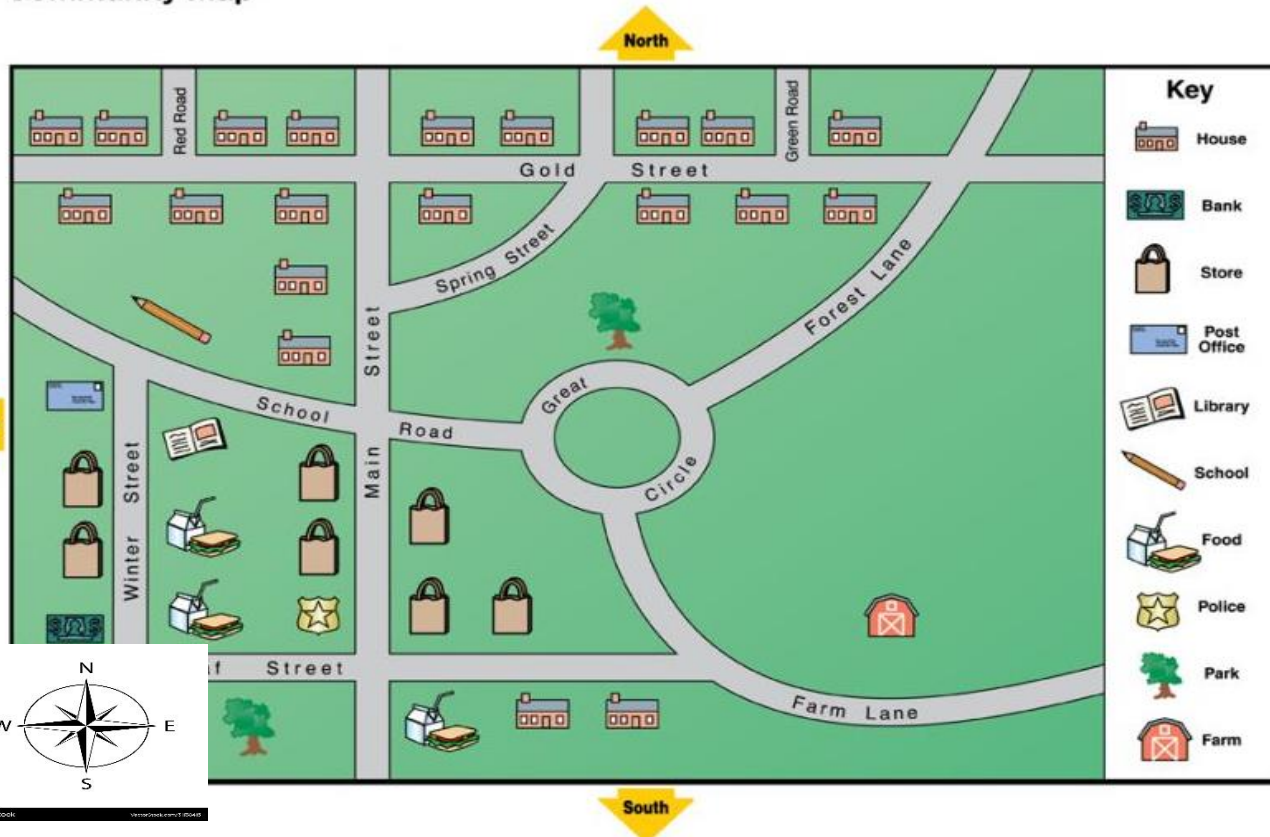
Park Map



Teach

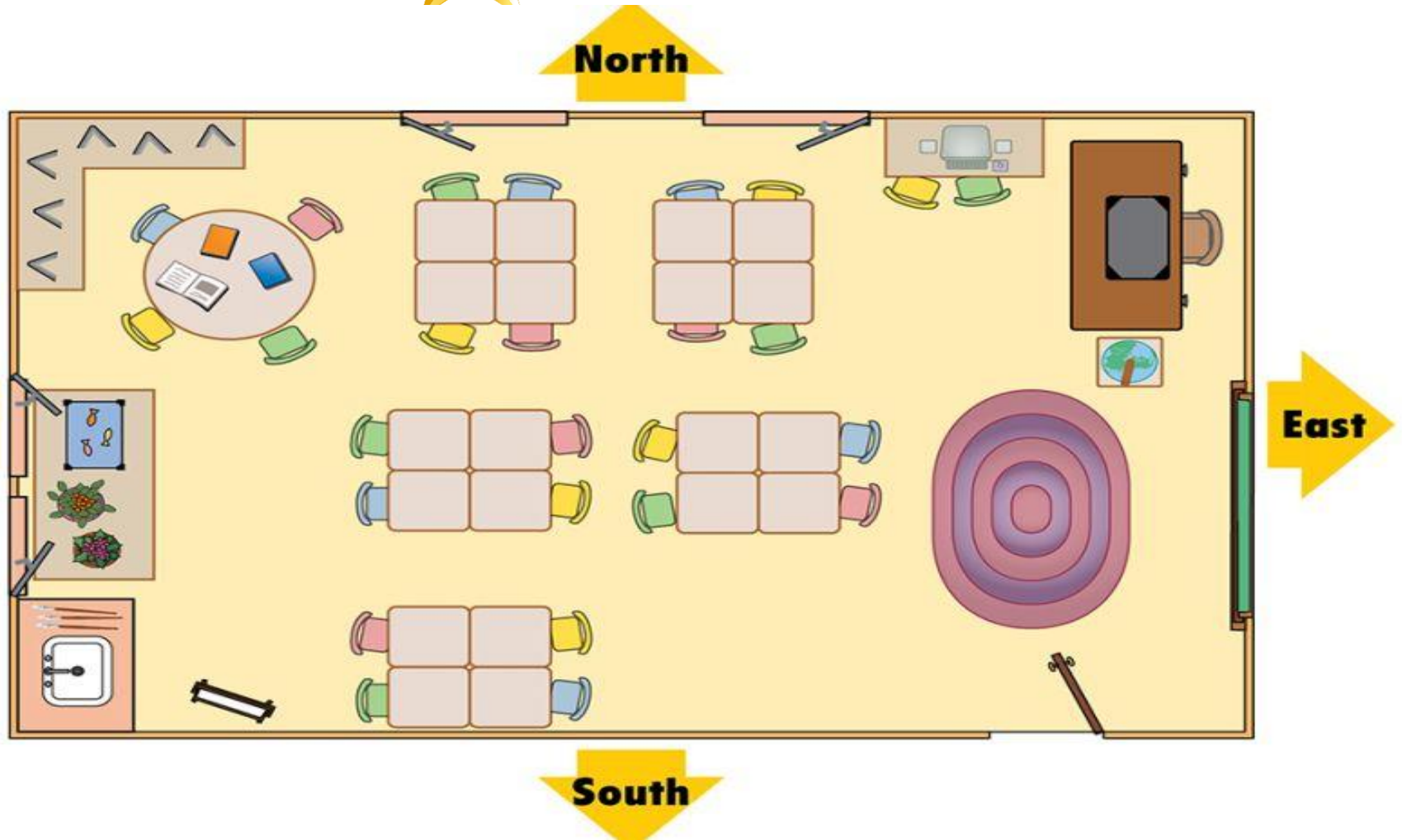
A ★ needs to include clear symbols and be easy to read. It needs symbols a key, a compass and title.

Community Map



Teach

Here is a map of the classroom. We can describe the  of different objects.



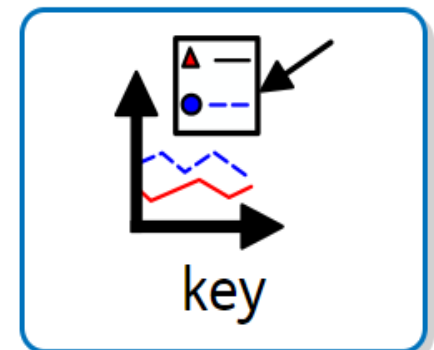
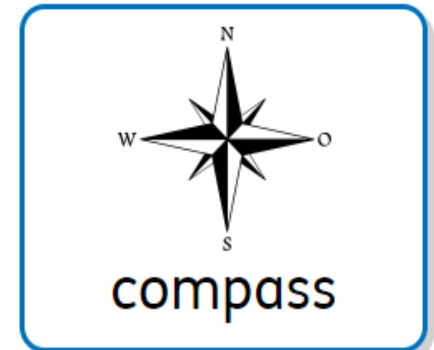
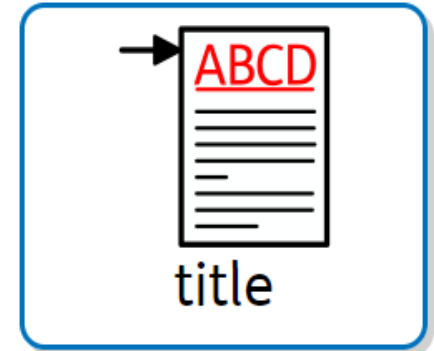
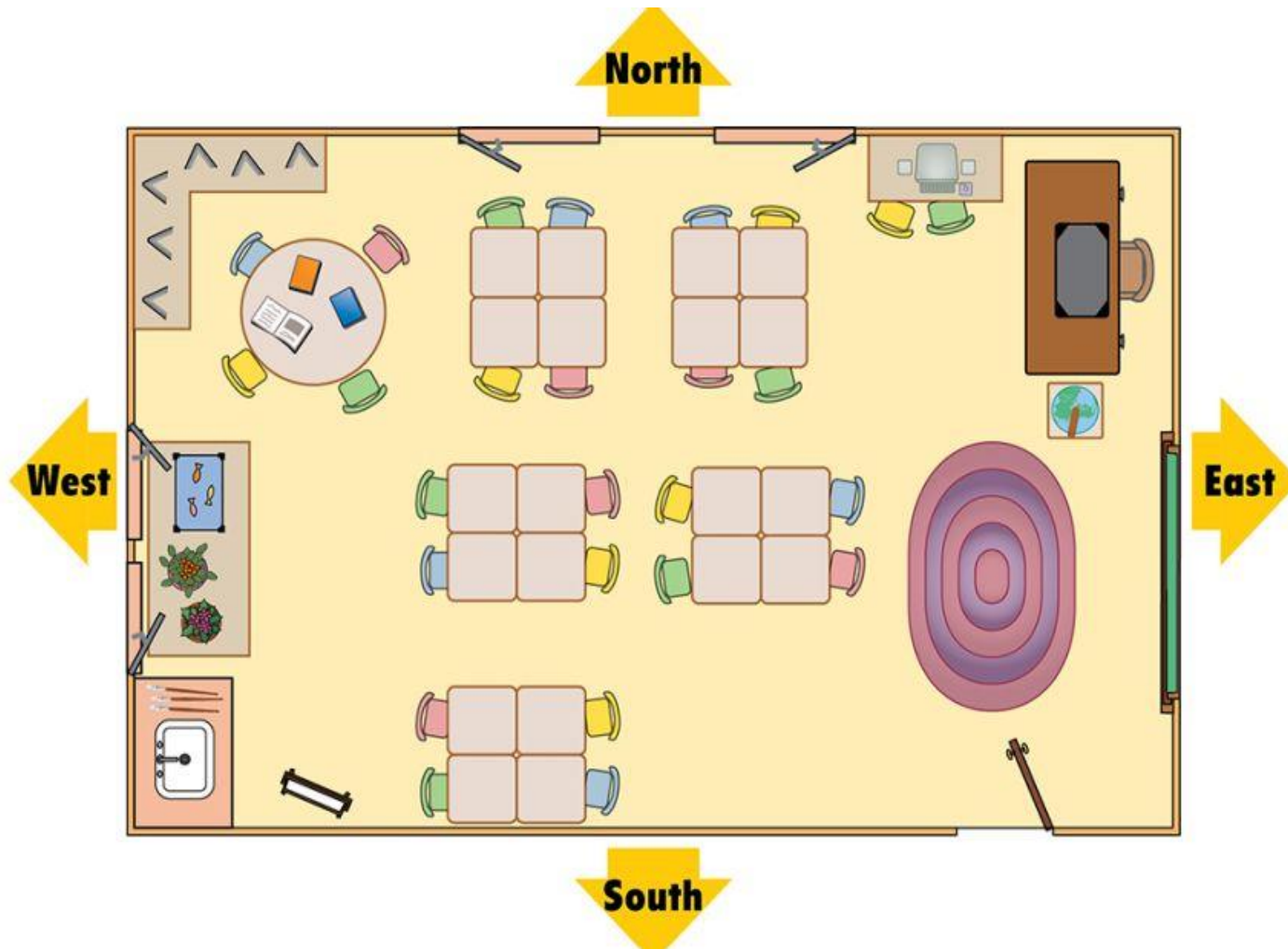
Assessment Task 1

Curric

An aerial view shows us:	A	The view from below	
	B	The view from a side	
	C	The view from above	
	D	A drawing of a building	
Maps show us:	A	Areas of land; physical and human features.	
	B	Nice pictures of places	
	C	Buildings	
	D	The whole world and universe	
Location means:	A	Where you go on holiday	
	B	A map	
	C	The place where something is	
	D	A journey to school	
The four compass points are:	A	North, East, Up and Down	
	B	South, Left and Right	
	C	Up and Down	
	D	North, East, South, West	
A key tells us:	A	Where places on a map are	
	B	Where buildings are	
	C	What the symbols on a map mean	
	D	How to get from one place to another	

Assessment Task 2

You are going to draw your very own map of the classroom!



Date:

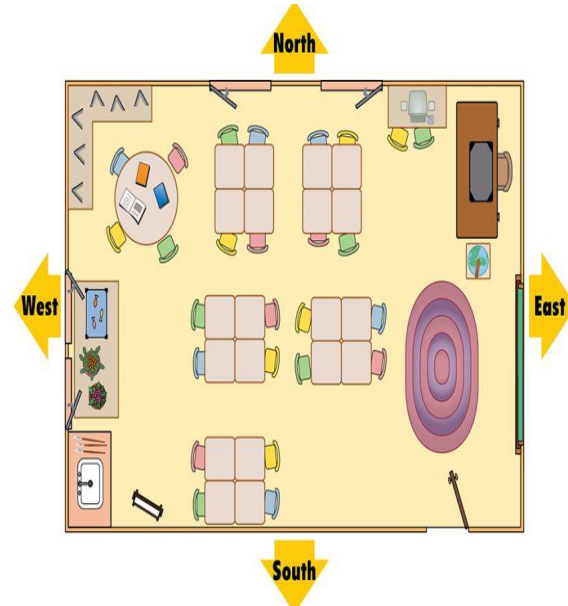
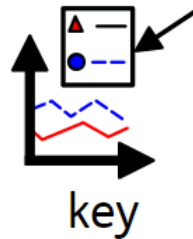
L.O. Assessment Lesson



1. I can draw a map.
2. I know maps give us information about places.
3. I know maps are drawn from an aerial view.

Task: ...

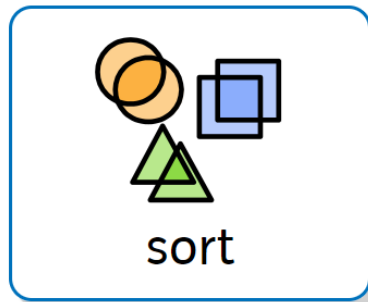
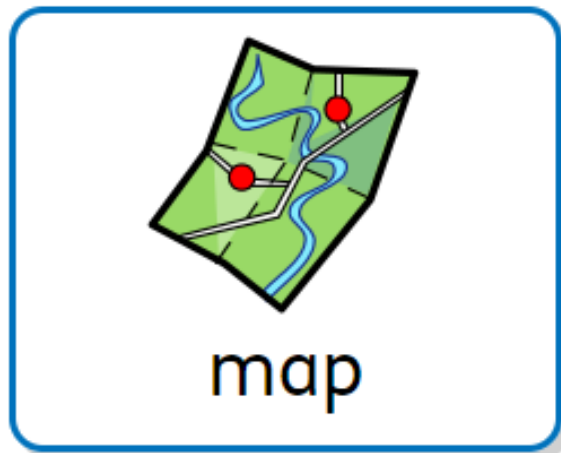
Complete quiz and draw map of classroom with correct objects and a key included.



Step for Depth

Adapted task

Children to have classroom objects and cut and stick in right order on map and label key.



Yes

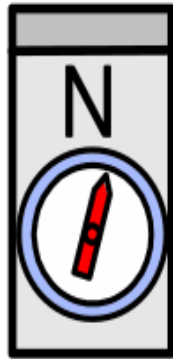


No

Word Bank



map



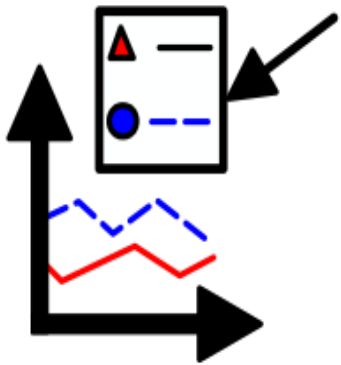
compass



classroom



aerial
view



key



location

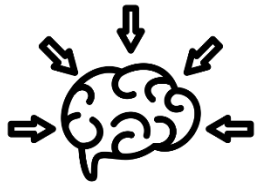


symbol



places

Let's review



Knowledge
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.



- KG1. I can draw a map.



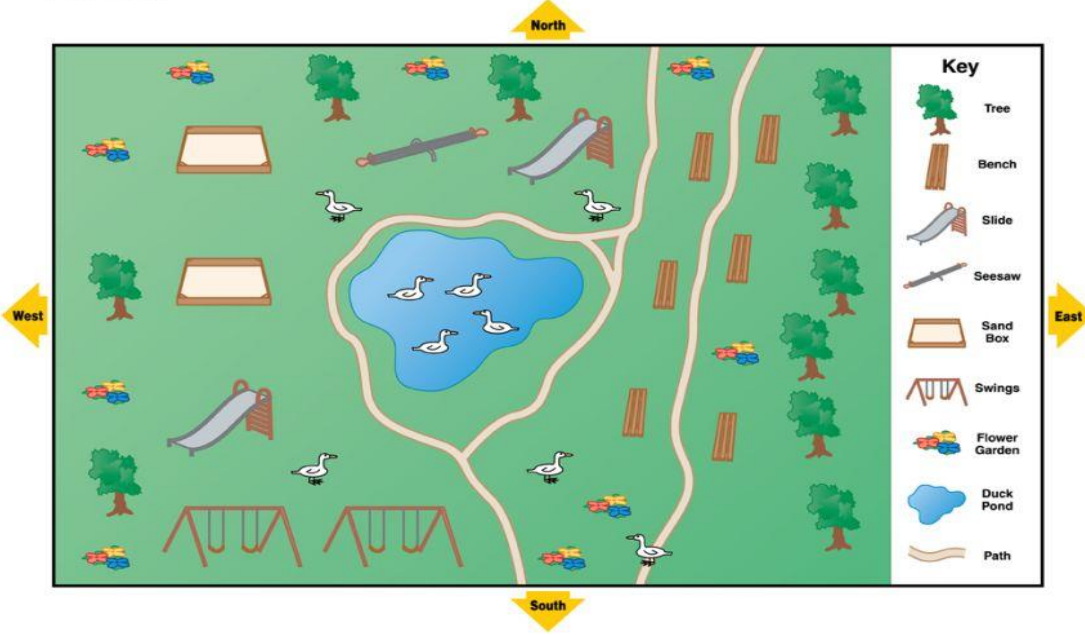
- KG2. I know maps give us information about places.



- KG3. I know maps are drawn from an aerial view.

What makes a good map?

Park Map



BIG Maths

GEOGRAPHY

Active 15

GEOGRAPHY

RE

Home Reader

Home Time

Daily Active

1.45-2.00



Date:

L.O. Assessment Lesson



Knowledge goals

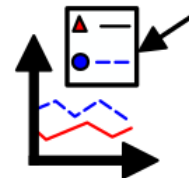
1. I can draw a map.
2. I know maps give us information about places.
3. I know maps are drawn from an aerial view.

Task: ...

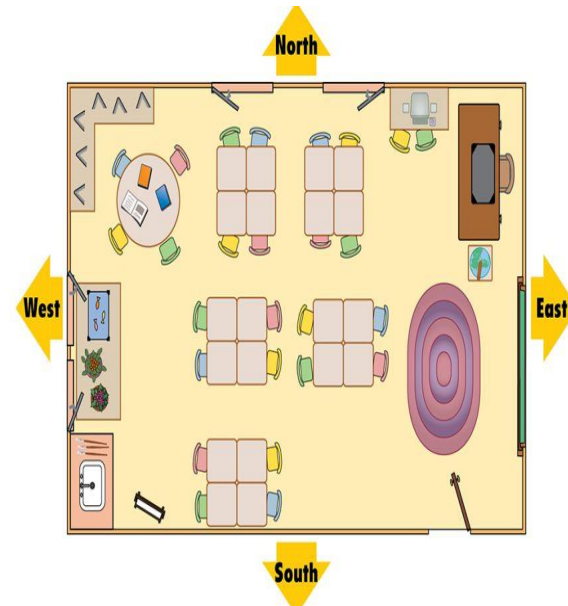
Complete quiz and draw map of classroom with correct objects and a key included.



checklist



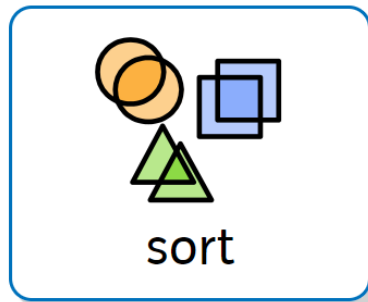
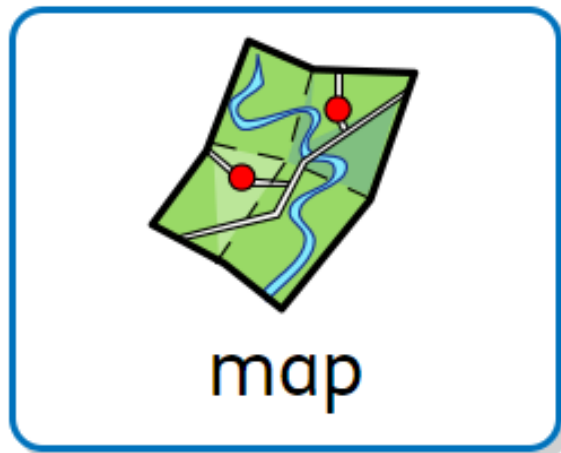
key



Step for Depth

Adapted task

Children to have classroom objects and cut and stick in right order on map and label key.



Yes

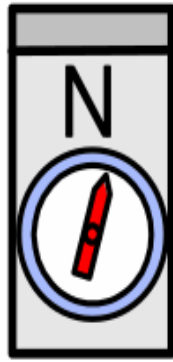


No

Word Bank



map



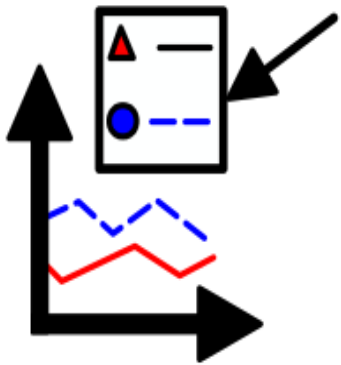
compass



classroom



aerial
view



key



location

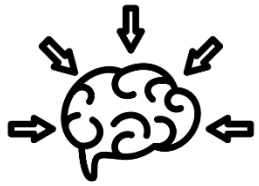


symbol



places

Let's review



Knowledge
goals

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- KG1. I can draw a map.



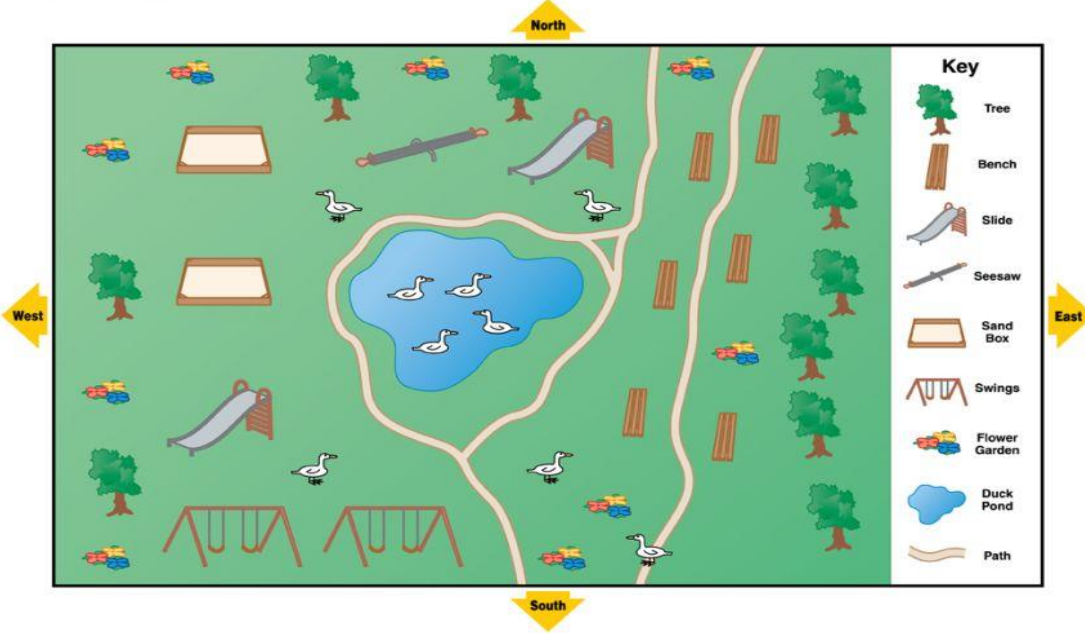
- KG2. I know maps give us information about places.



- KG3. I know maps are drawn from an aerial view.

What makes a good map?

Park Map



BIG Maths



GEOGRAPHY



Active 15



GEOGRAPHY



RE



Home Reader



Home Time



RE-Lesson 4

Sharing Jesus' Life

2.15-3.15

Year 1
Unit L
Lesson 4

Sharing Jesus' Life

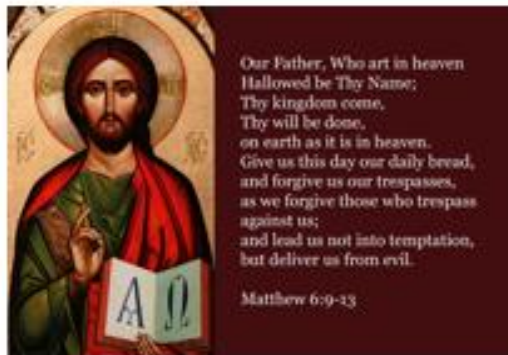


LO: To explore how to be a good disciple.

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



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)



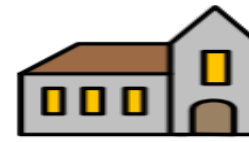
prayer



praise



Mass



Church



baptism



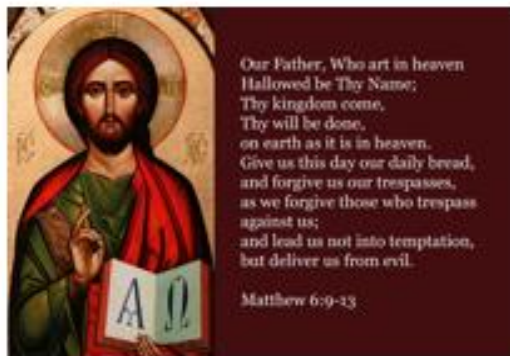
Sunday



Eucharist



congregation



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.



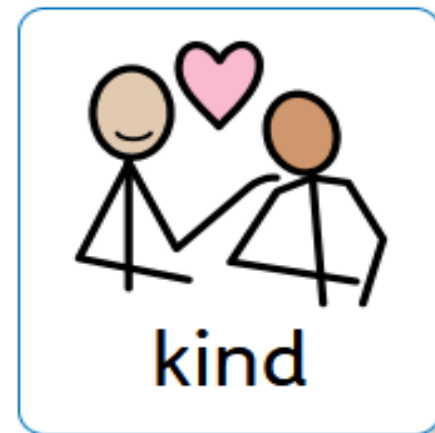
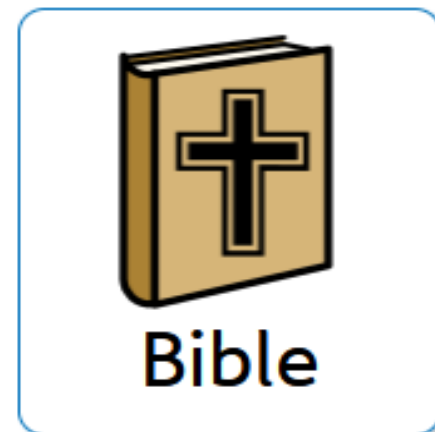
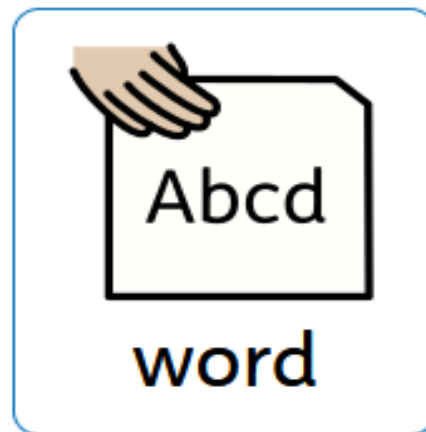
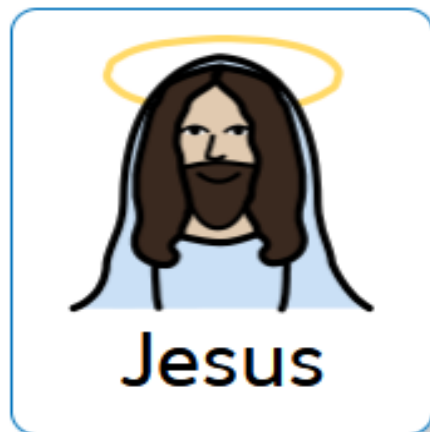
Date: 19.11.2024

L.O: To explore how to be a good disciple.



1. I know that I can spread God's Word.
2. I know that I can listen to Jesus in my prayers.
3. I know that I can be loving and kind to everyone.

Here are today's key words:



Time to reflect...



How are you feeling
today?

Let us pray...



Dear Lord,

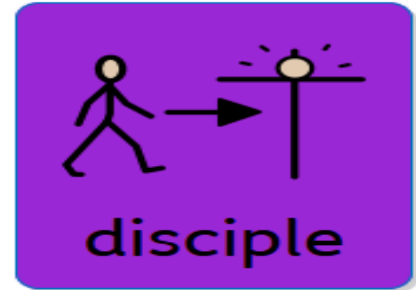
We thank you for prayer and the way that we are able to talk with you. Please listen to our prayers and give us the support we need to follow your word.

Amen



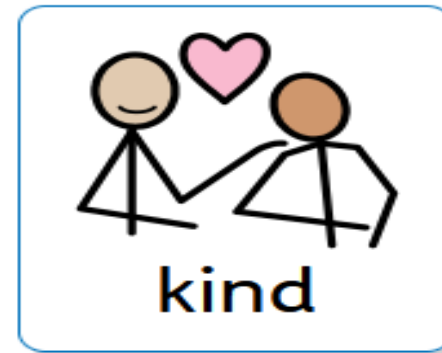
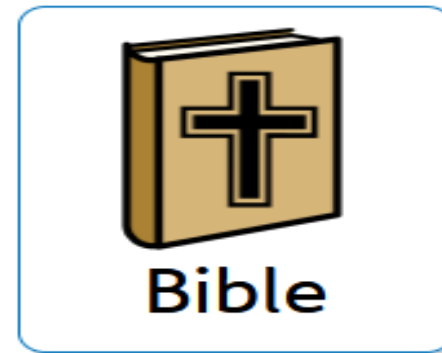
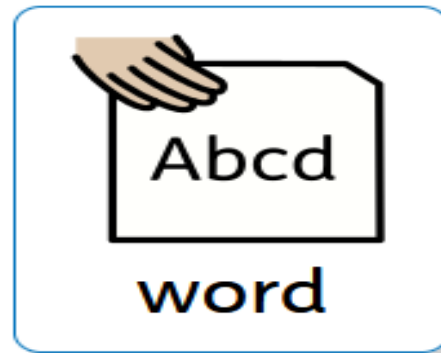
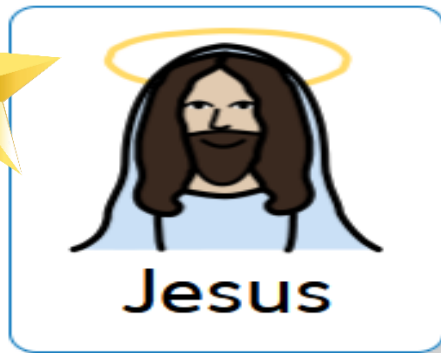


disciple

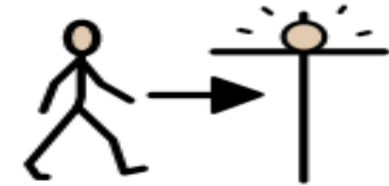


A person who follows Jesus and his teachings

Vocabulary check point



Talk about what miracles Jesus' saw.



disciples



miracles

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




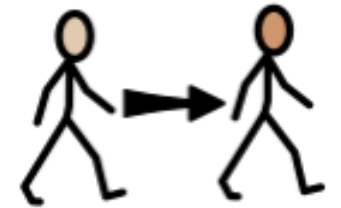
trust



Jesus



The  are seen as examples for us to follow. We can also be like them in our lives.



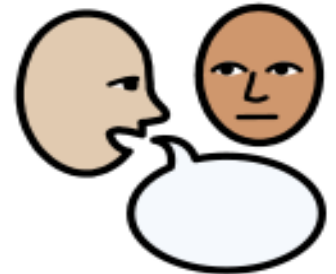
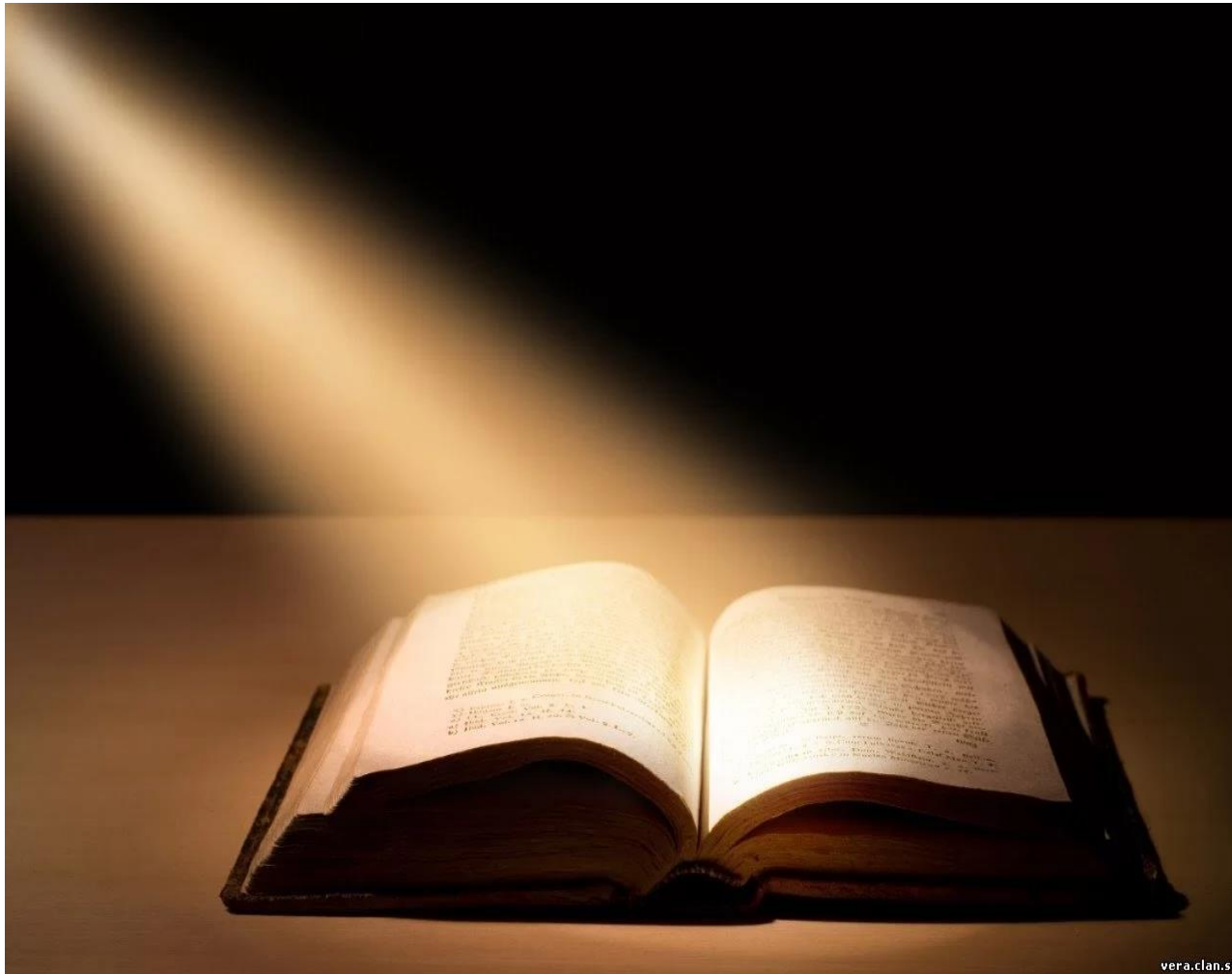
follow



Jesus

Teach

We can be a good  by spreading the word of God, Jesus and The Bible.



talk



Bible

Teach

Being a good  also means we talk to Jesus in our prayers and listen to him.



listen



prayer

Teach

Being a good ★ also means that we are kind to everyone we meet and show them love.



forgive



kind



loving

How have you been a good  this week?



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 CATHOLIC SOCIAL TEACHING CATHOLIC SOCIAL TEACHING

Date: 19.11.2024

L.O: To explore how to be a good disciple.

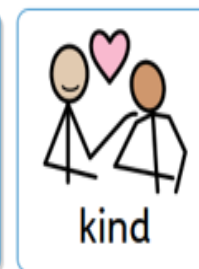
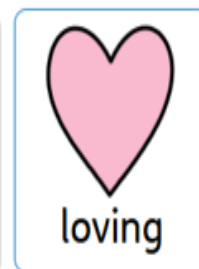
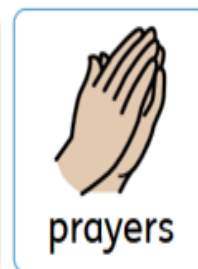
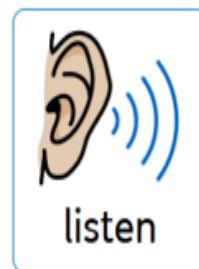
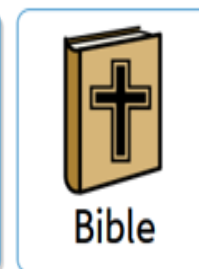
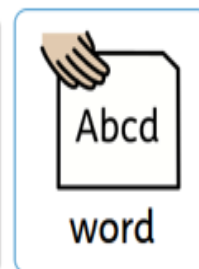
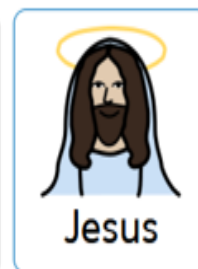
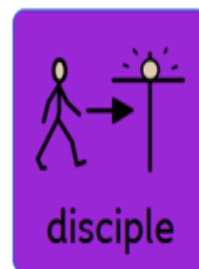
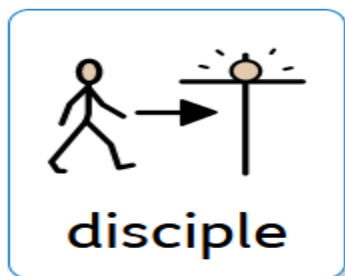
Success Criteria:



1. I know that I can spread God's Word.
2. I know that I can listen to Jesus in my prayers.
3. I know that I can be loving and kind to everyone.

Task: ...

Writing sentences about how we can be a good disciple and follow Jesus in the right way. Use word bank to support.

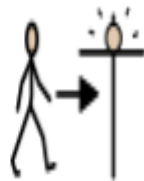


Adapted task

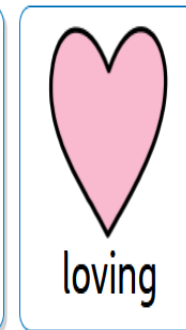
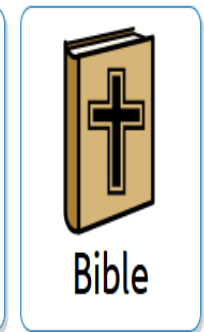
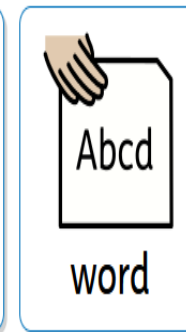
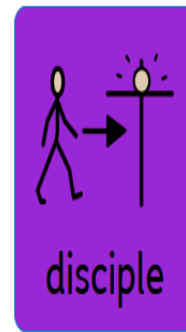
SEN children to write sentences using word bank and sentence starters.

I can be a good disciple by....

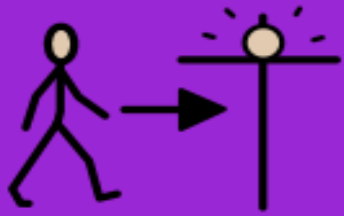
Have sentence starters with pictures to copy and then write in event using word banks.



I can be a good disciple by



Word Bank



disciple



Jesus



word



Bible



listen



prayers



loving

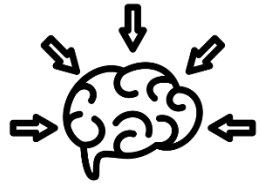


kind




forgive


Let's review




Knowledge
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.

 • KG1. I know that I can spread God's Word.

 • KG2 : I know that I can listen to Jesus in my prayers.

 • KG3 : I know that I can be loving and kind to everyone.

I wonder...

Why is it important to follow Jesus' teachings and be a good disciple?



follow



Jesus



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



BIG Maths

GEOGRAPHY

Active 15

GEOGRAPHY

RE

Home Reader

Home Time

Class Reader 3.15-3.25



BIG Maths



GEOGRAPHY



Active 15



GEOGRAPHY



RE



Home Reader



Home Time



Prayer and Home time 3.25-3.30

