



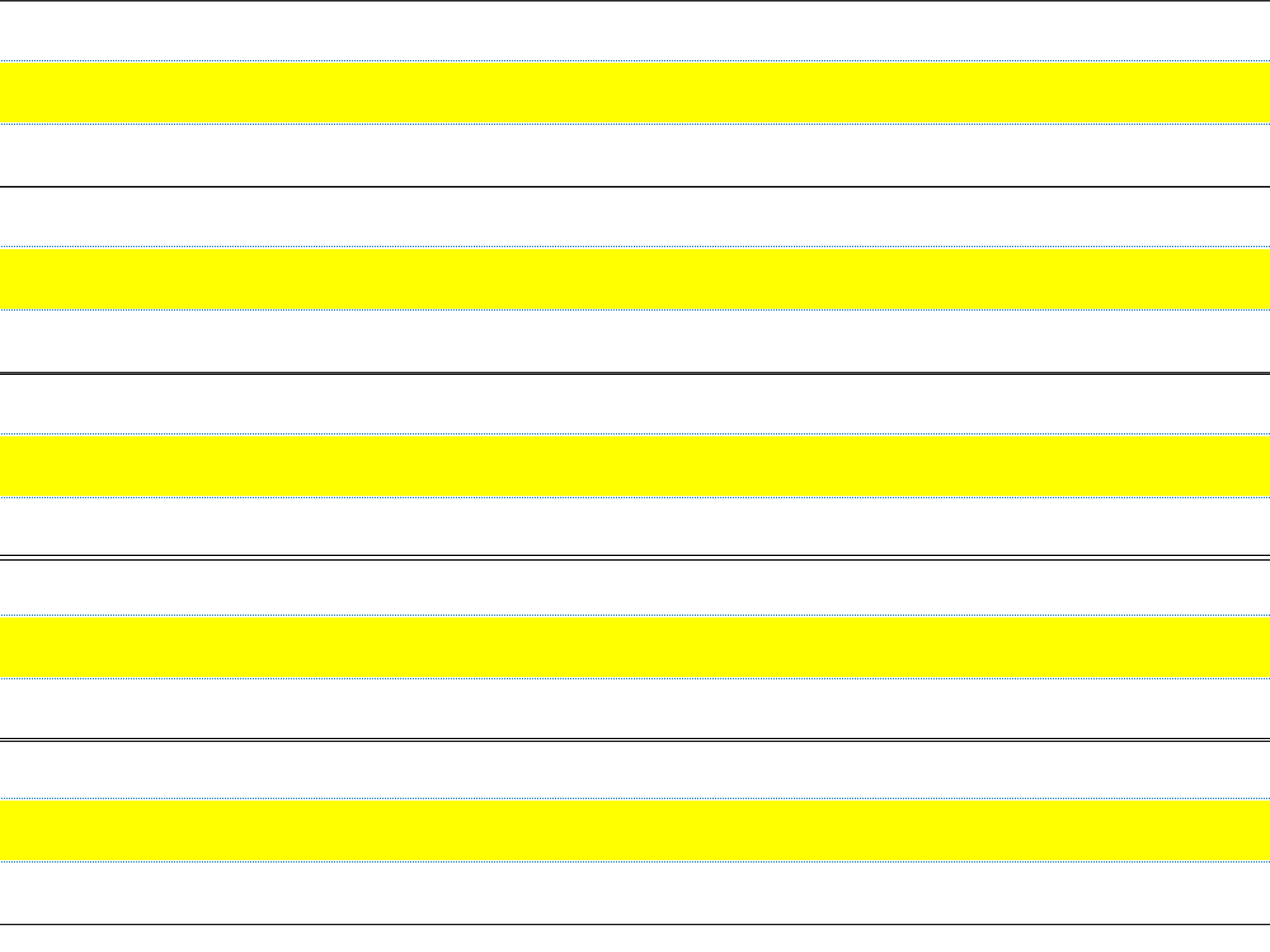
**Thursday 5<sup>th</sup> December**  
**GOOD MORNING YEAR 1!**

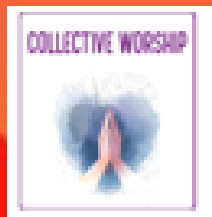




# Handwriting 8.30-8.40







# Word of the Day and Register 8.40-8.45



**VOCABULARY NINJA**

**WORD OF THE DAY**



# Grasshopper Word of the Day

Word of the Day:

**hollow**  
(*hol-low*)

Word Class  
(adjective)

Pronunciation / Syllables

**Definition:**

Something that is hollow has a space inside it, as opposed to being solid all the way through.



Mr Wandsworth showed a **hollow** pumpkin to the class.

**Synonym:**

cavern

hole

**Antonym:**

rise

solid

**Prefix / Suffix:**

-s

-ed

**Rhyme:**

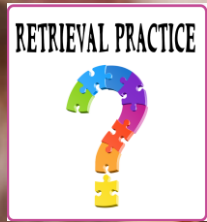
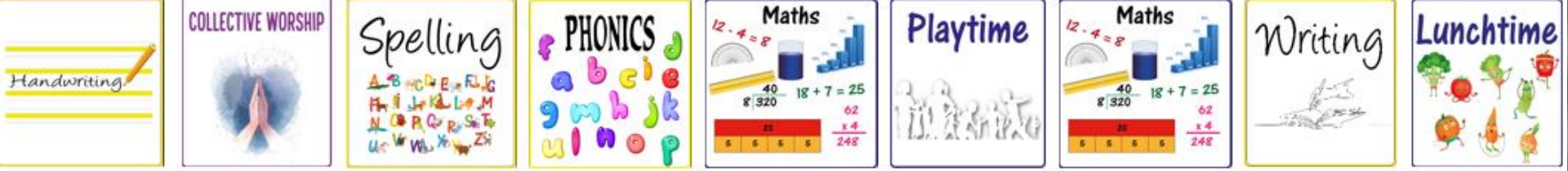
follow

swallow

**Link Word:**

deep

completely



# Collective Worship

## 8.40-8.45



# PRAYER JOURNEY

+ WEEK 1

+ WEEK 2

— WEEK 3

Video

Cathol

Catholic Life

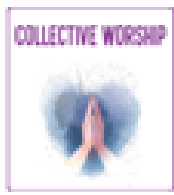
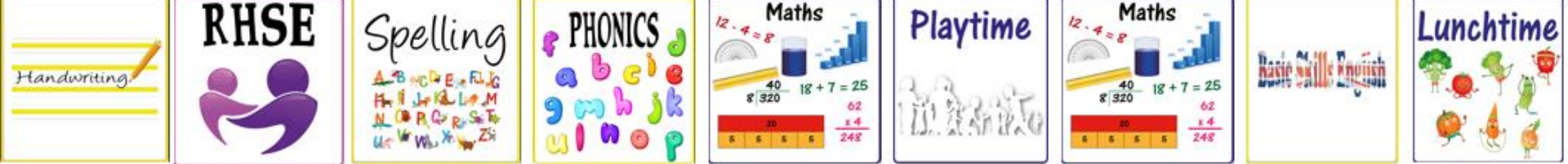
Prayer Journey

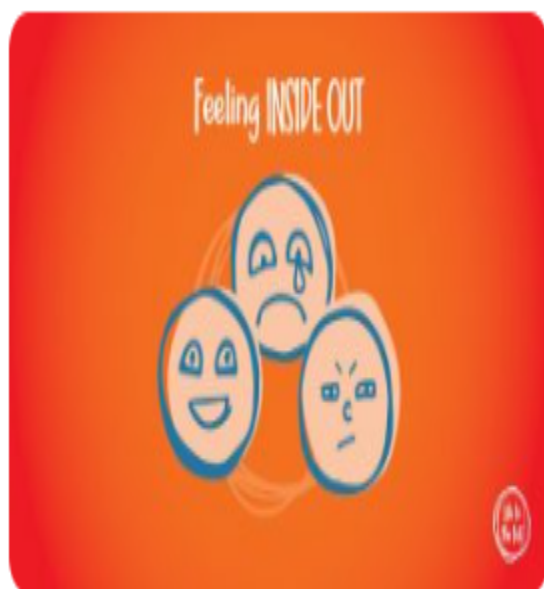
Red Wednesd



What difficulties do we or other young people encounter in their lives?



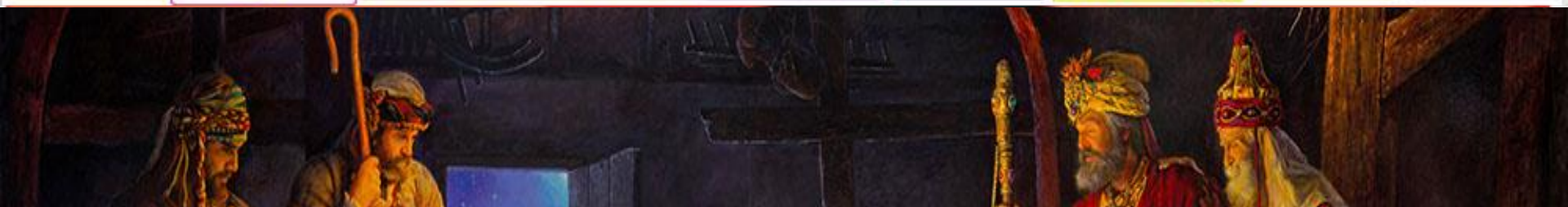




## Session 2: Feeling Inside Out

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.

 **Go to Session**



# Nativity Practise

9.00-10.30

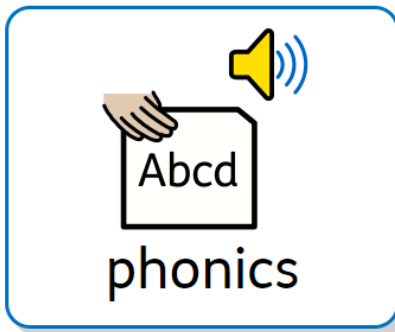




Breaktime  
10.30-10.45



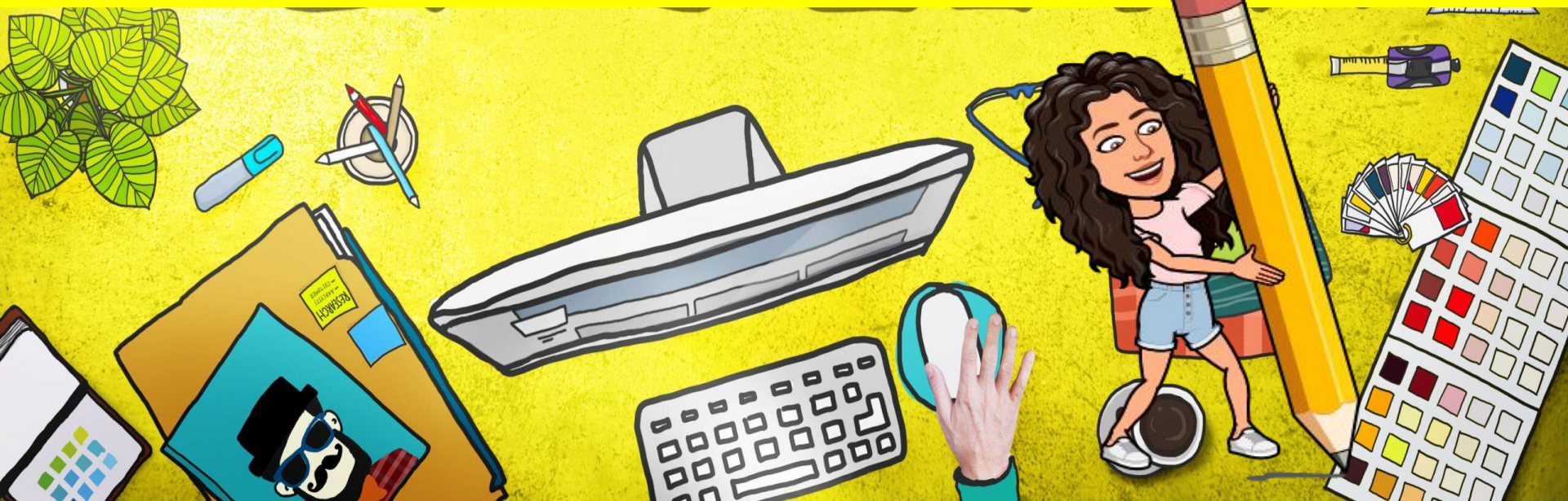
# Phonics 10.45-11.15



ar ch ck ee ll ng  
ss ar  
air ear zz nk ay igh ure



# English 11.15-12.00

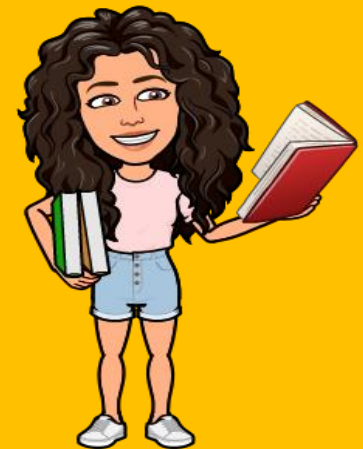


# Reading Lesson—Unseen Text

## Autumn 2

### Week 4 Lesson 4

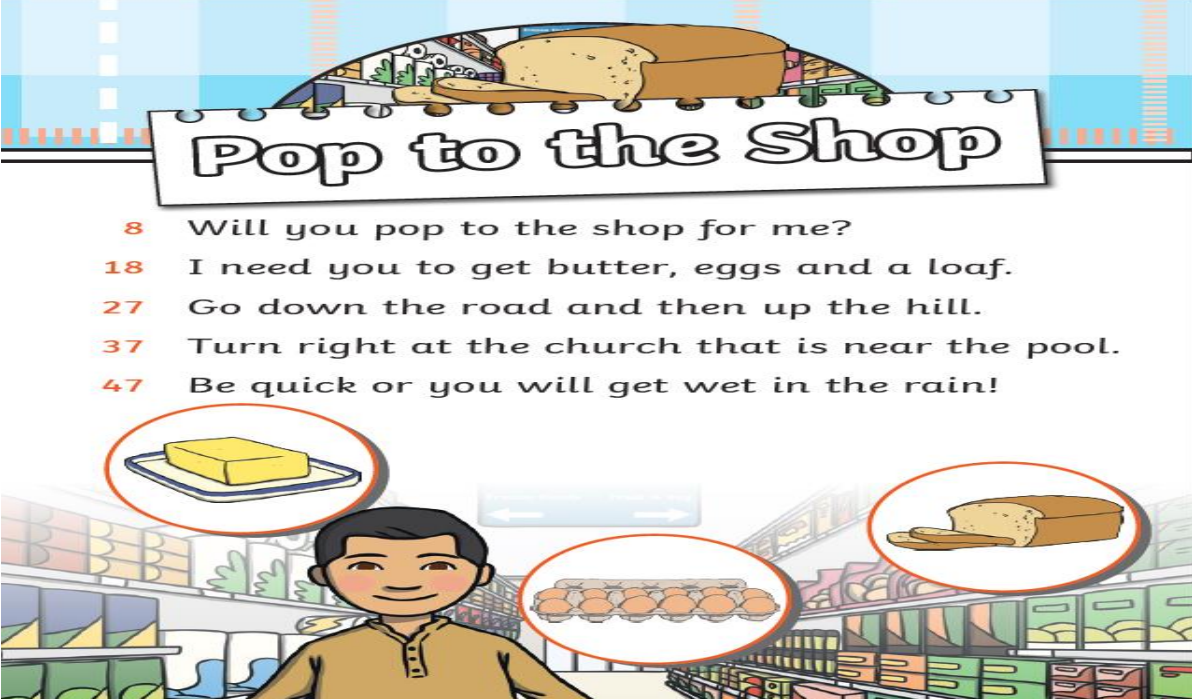
### VIPER SKILLS



## Success Criteria:

- I can decode words and sentences using my Phonics knowledge.
- I can read an unseen text and the viper questions.
- I can understand and answer the viper questions using my understanding of the text.

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



**Pop to the Shop**

8 Will you pop to the shop for me?

18 I need you to get butter, eggs and a loaf.

27 Go down the road and then up the hill.

37 Turn right at the church that is near the pool.

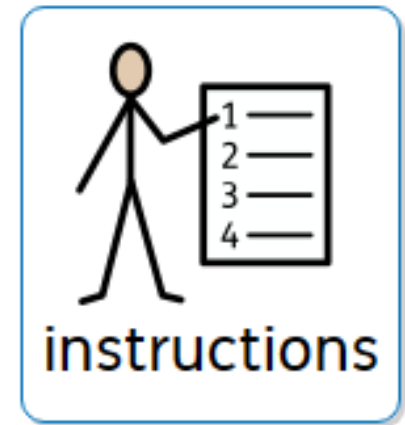
47 Be quick or you will get wet in the rain!

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

### How to build a house

#### Equipment

Bricks, concrete, trowel, bucket

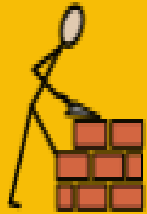


1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry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

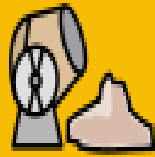
Do you like your new house?

- 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

# Key Vocabulary



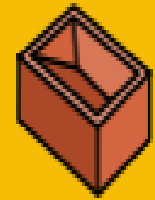
build



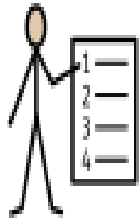
concrete



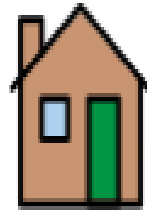
equipment



bricks



instructions



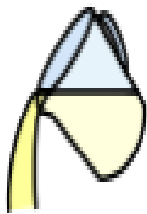
house



trowel



bucket



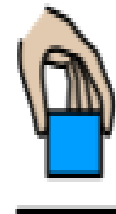
pour



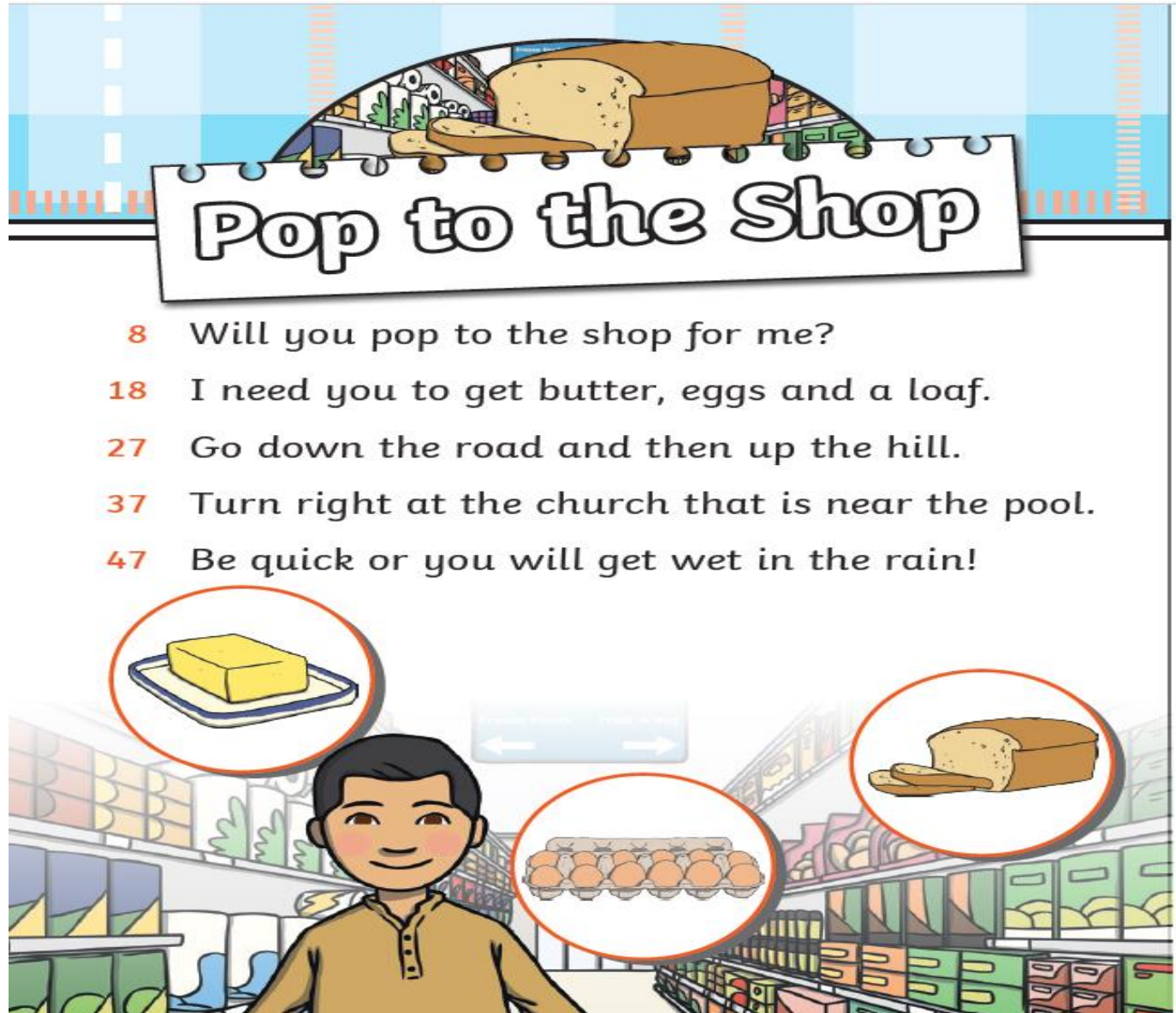
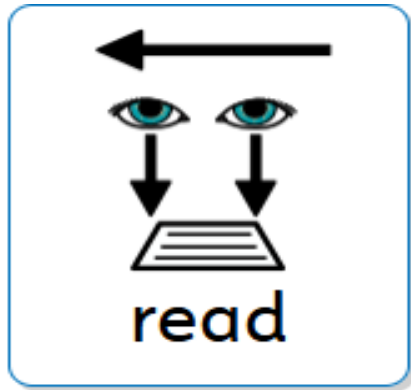
mix

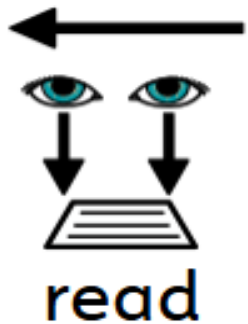


spread



place



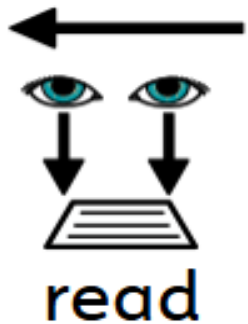


## Pop to the Shop

- 8 Will you pop to the shop for me?
- 18 I need you to get butter, eggs and a loaf.
- 27 Go down the road and then up the hill.
- 37 Turn right at the church that is near the pool.
- 47 Be quick or you will get wet in the rain!



1. Name two things a person can get from the shop.

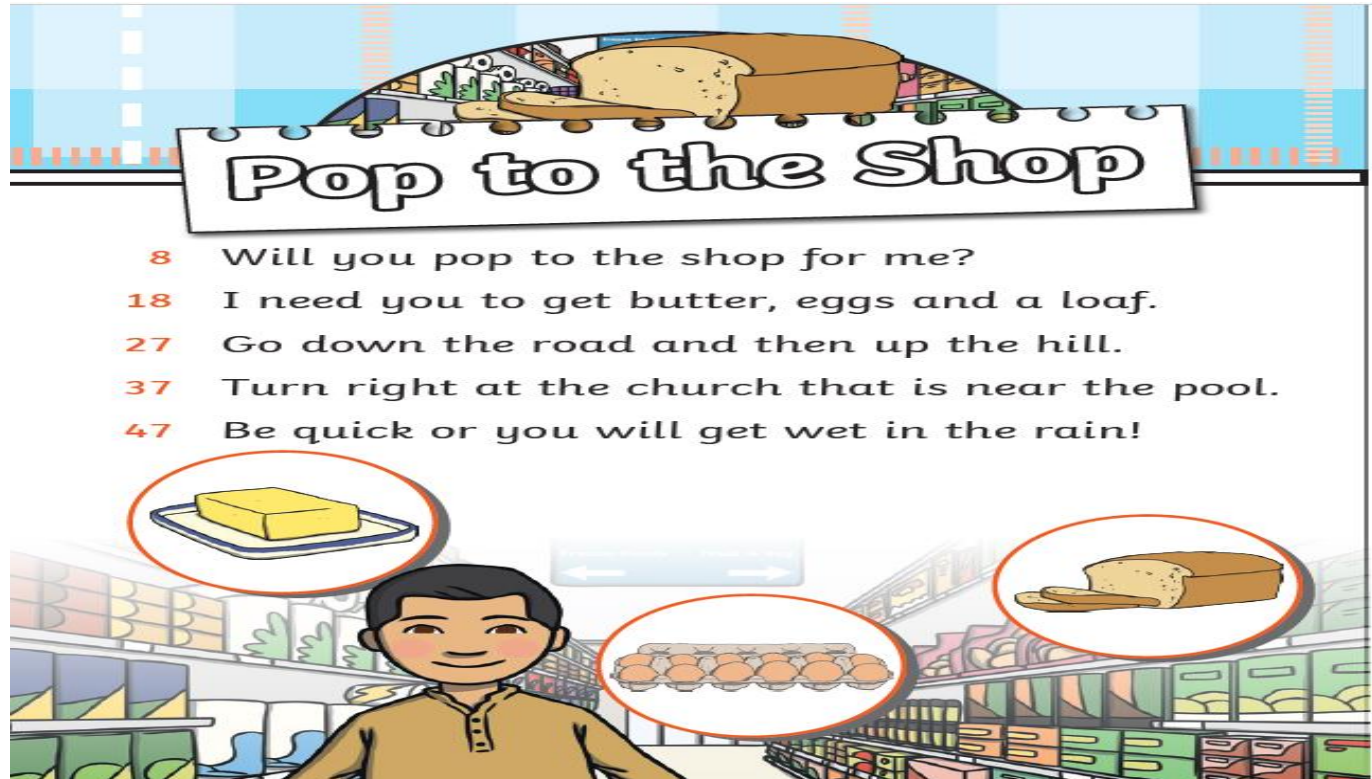
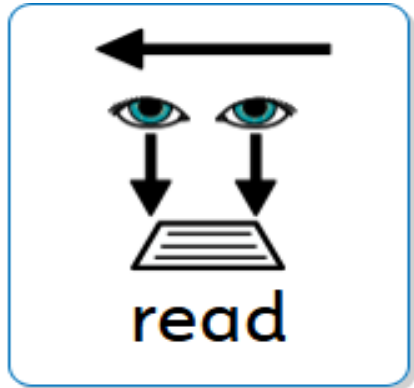


## Pop to the Shop

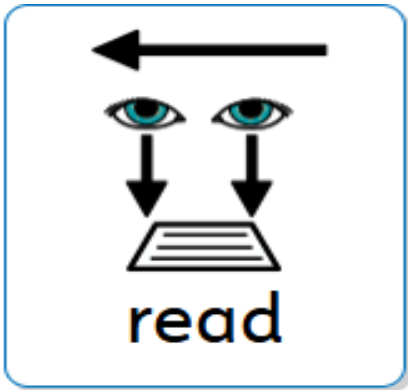
- 8 Will you pop to the shop for me?
- 18 I need you to get butter, eggs and a loaf.
- 27 Go down the road and then up the hill.
- 37 Turn right at the church that is near the pool.
- 47 Be quick or you will get wet in the rain!



2. Find and copy the word which means fast.



3. What might happen if the person takes too long getting to the shop?



## Pop to the Shop

8 Will you pop to the shop for me?

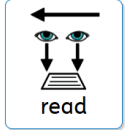
18 I need you to get butter, eggs and a loaf.

27 Go down the road and then up the hill.

37 Turn right at the church that is near the pool.

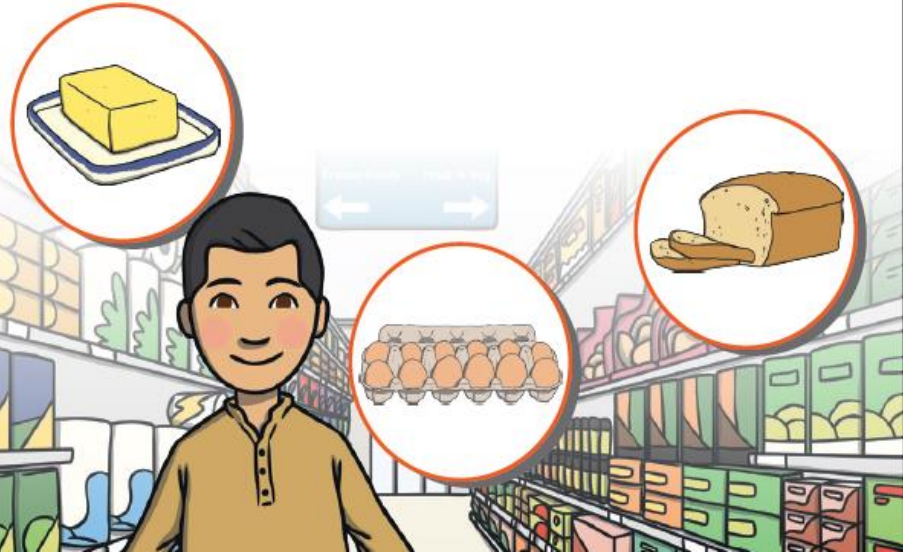
47 Be quick or you will get wet in the rain!

4.Explain how to get to the shop.



## Pop to the Shop

- 8 Will you pop to the shop for me?
- 18 I need you to get butter, eggs and a loaf.
- 27 Go down the road and then up the hill.
- 37 Turn right at the church that is near the pool.
- 47 Be quick or you will get wet in the rain!



1. Name two things a person can get from the shop.
2. Find and copy the word which means 'fast'.
3. Explain what 'pop' means.
4. Explain what to do at the church.
5. What will happen if you are not quick?


# Answers

A series of horizontal lines for writing answers, consisting of solid top and bottom lines with a dotted midline, repeated across the page.


Work on Phonics activities and reading sounds/ blending words.



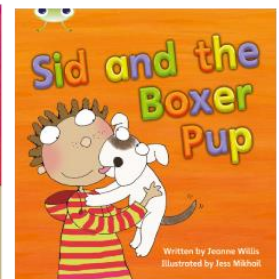
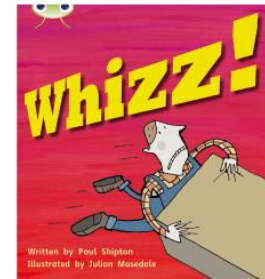
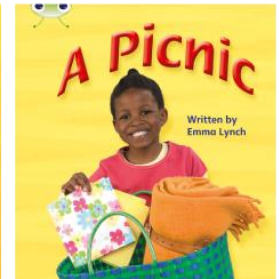
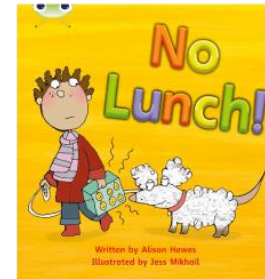
Adaptive Task  
Slide

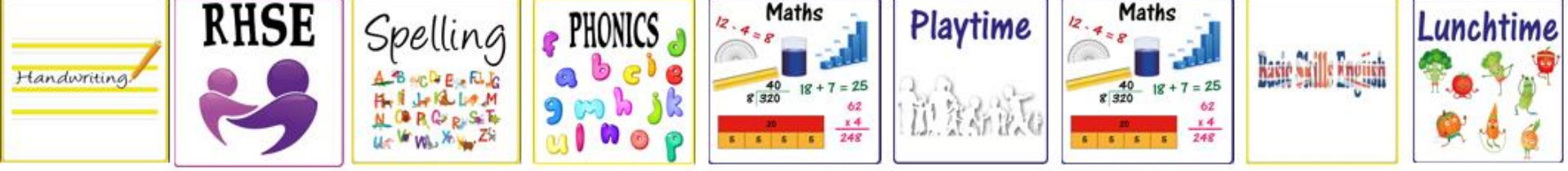


Notes



Starred  
Children





# Toileting and Lunchtime 11.50-12.40





# Big Maths 12.40-1.00





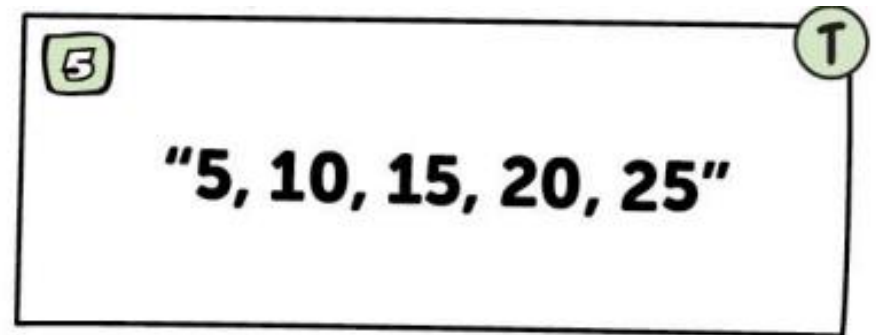
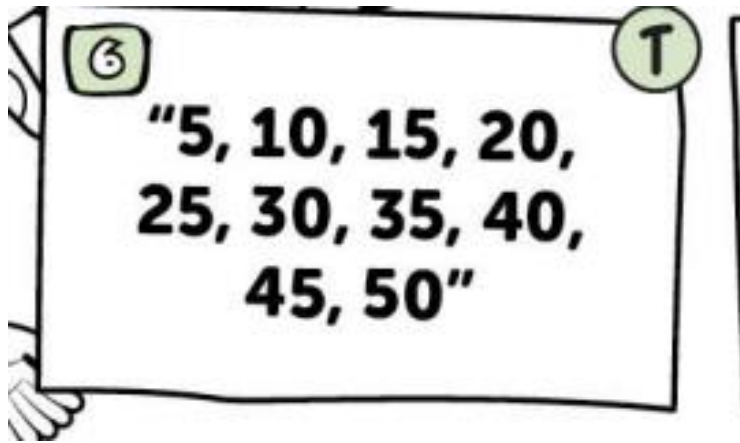
C = Counting

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

$4 + 4 =$

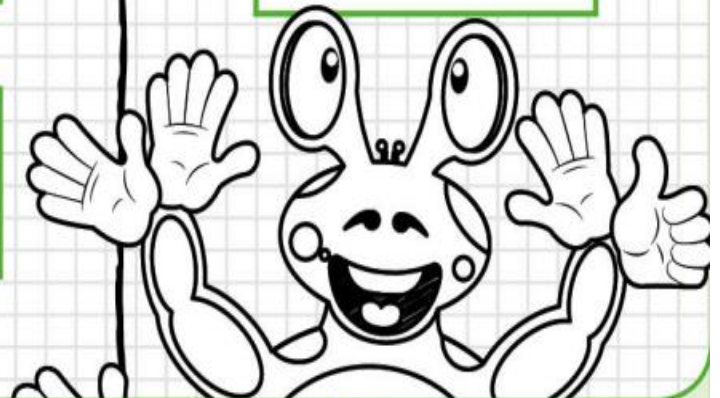
$3 + 3 =$

$5 + 5 =$

Step 3

$2 + 3 =$

$2 + 1 =$



**I** = It's Nothing New (INN)

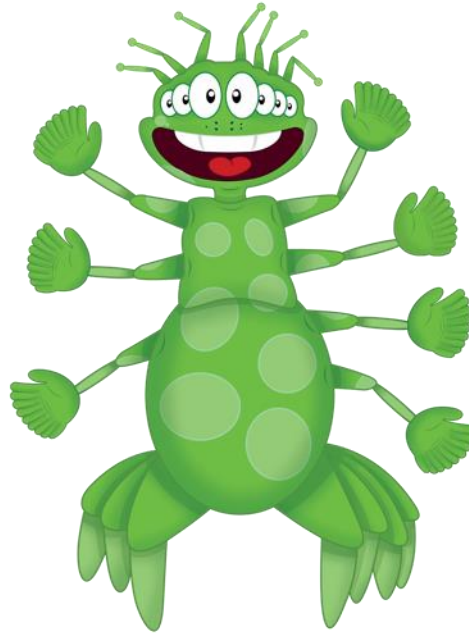
**Step  
1**

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

I can double 1d numbers

**This is PIM**

*PIM can  
help us  
understand  
doubling!*



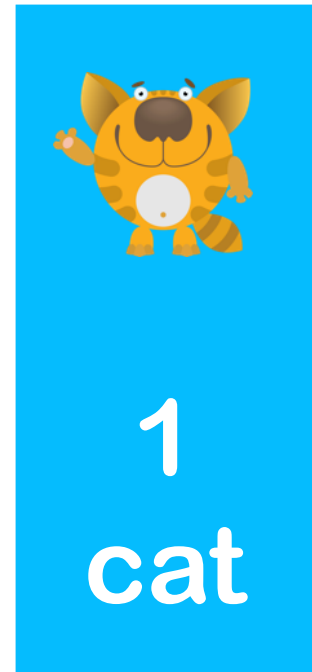
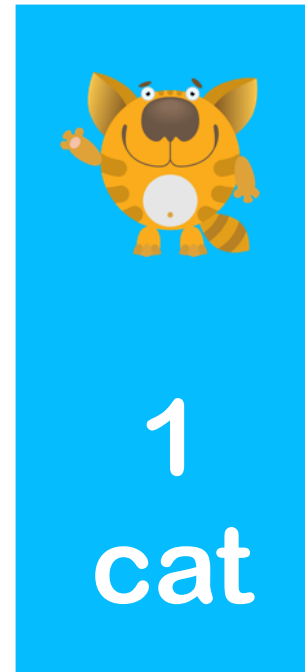
**He is an  
alien from  
the planet  
CLIC**

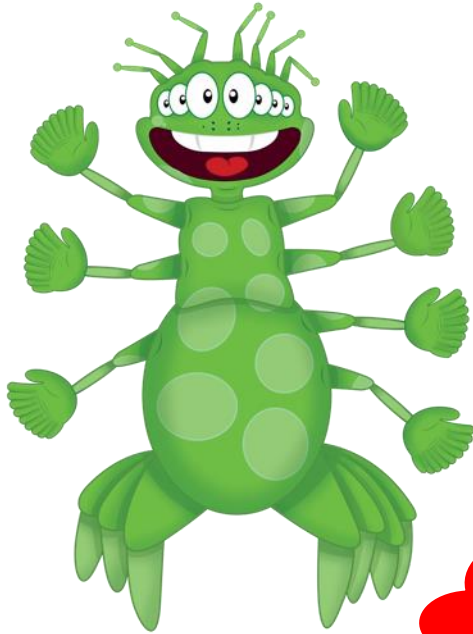


1 cat and  
1 cat is ...

2 cats

*How do  
you know?*





**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

*How do  
you know?*



1  
ball



1  
ball



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

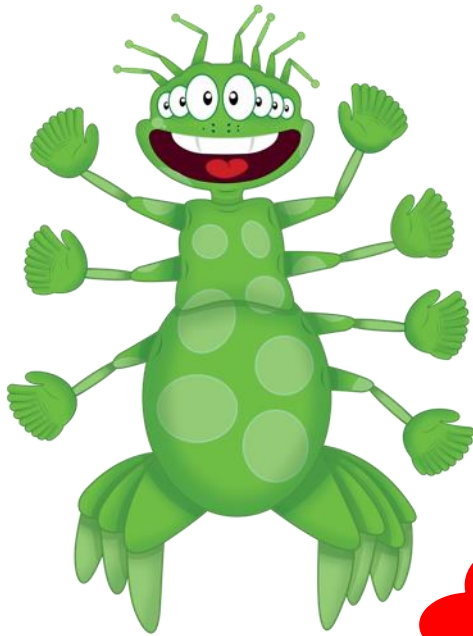
*How do  
you know?*



**1  
ball**

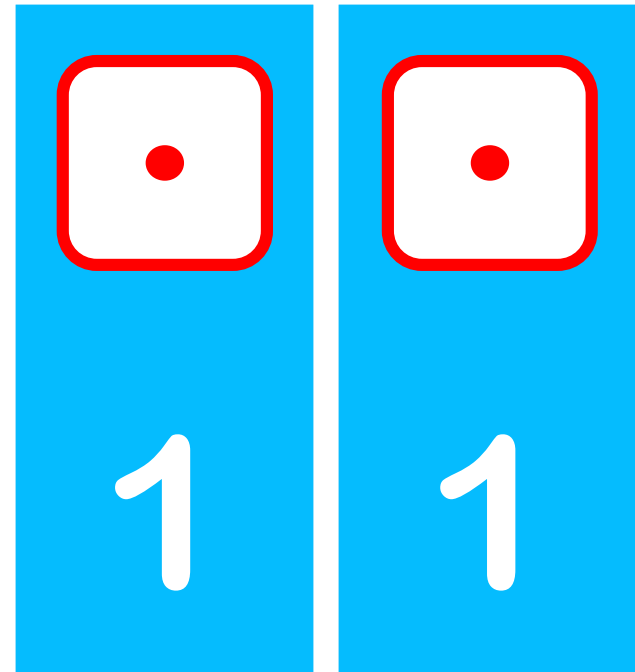


**1  
ball**



1 and 1  
is 2

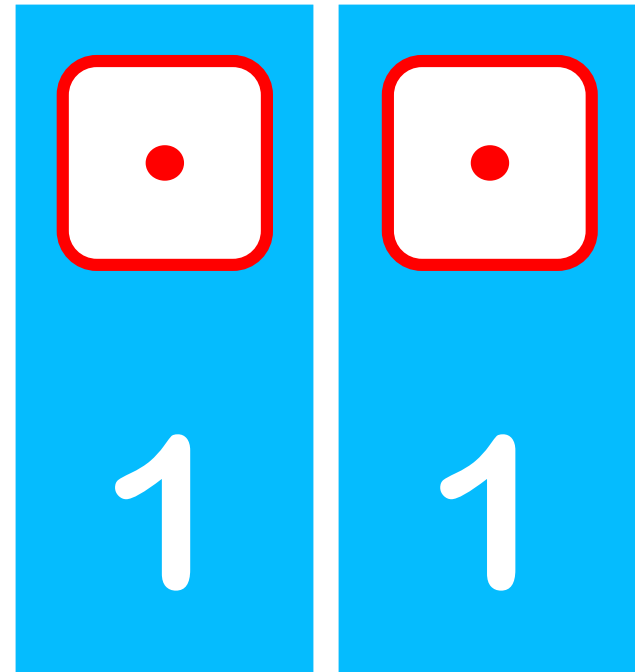
How do  
you know?





$$1 + 1 = 2$$

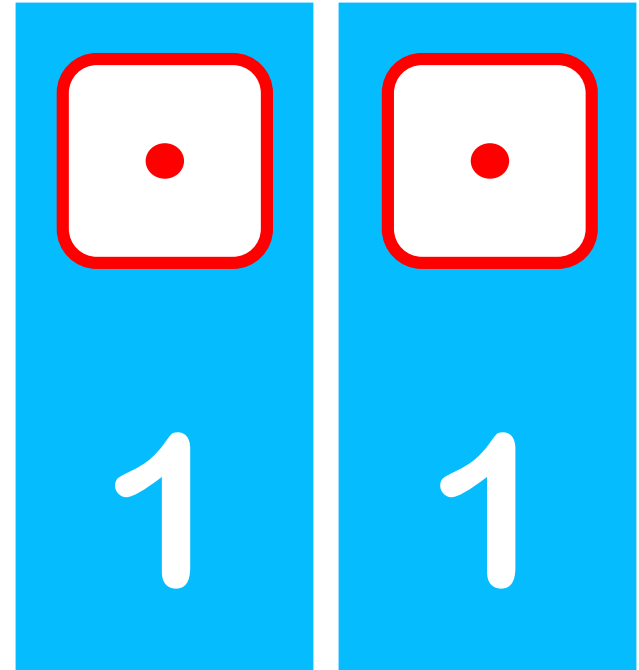
How do you know?

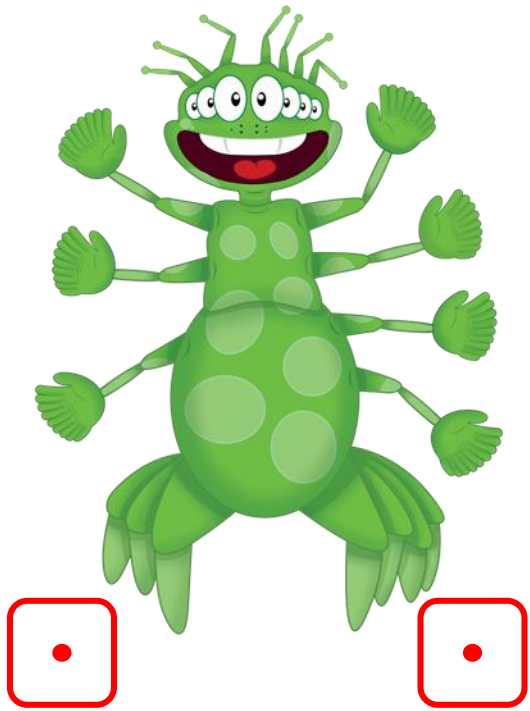




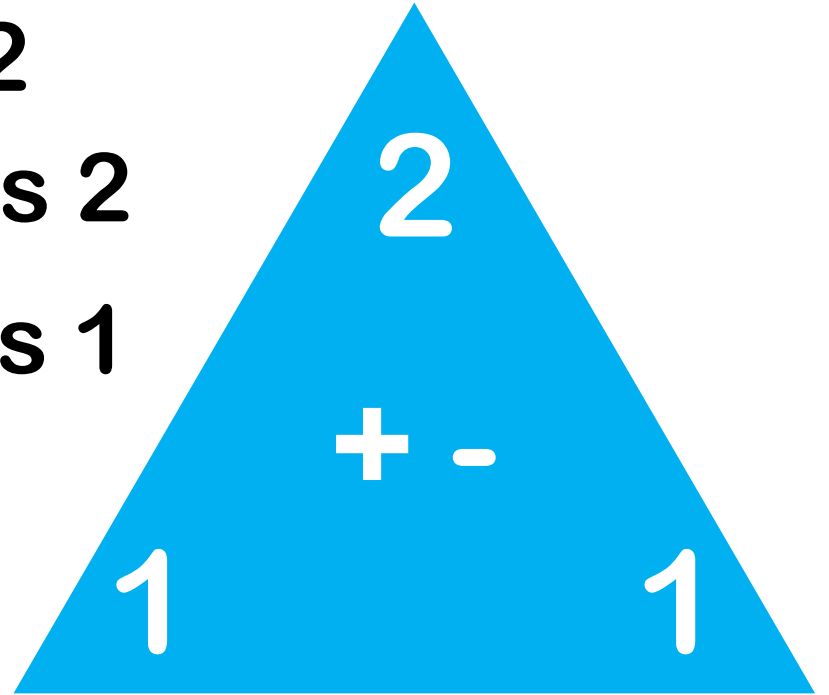
**Double  
1 is 2**

*How do  
you know?*





$1 + 1 = 2$   
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

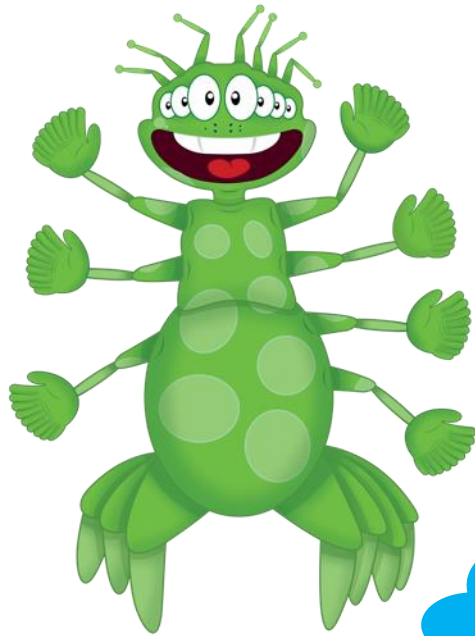


Double  
2 cats is ...

4 cats

How do  
you know?

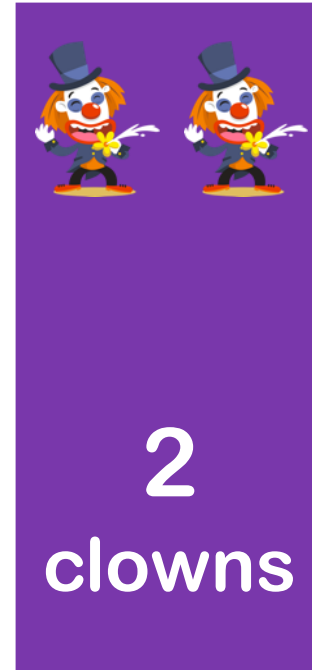
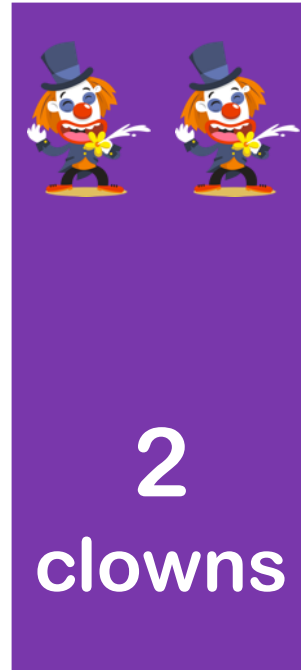


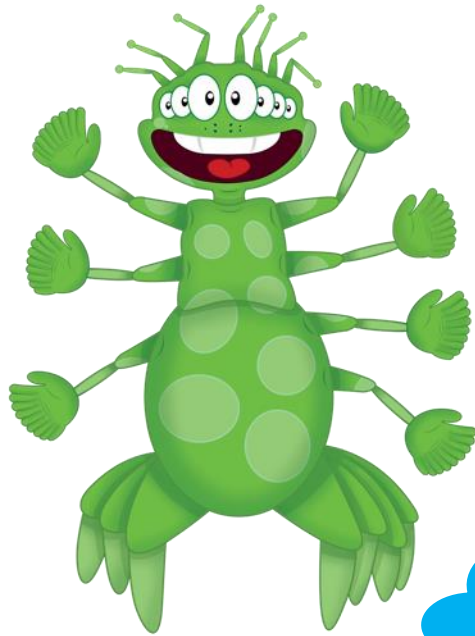


2 clowns and  
2 clowns is ...

4 clowns

*How do  
you know?*

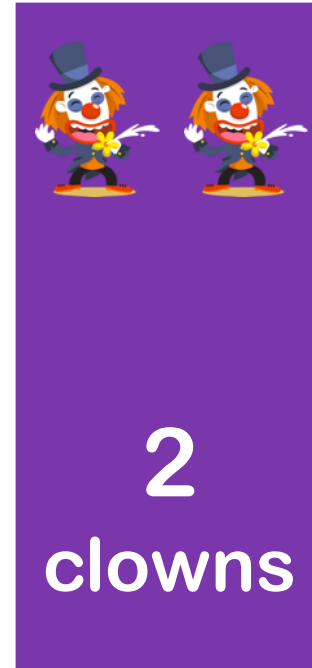
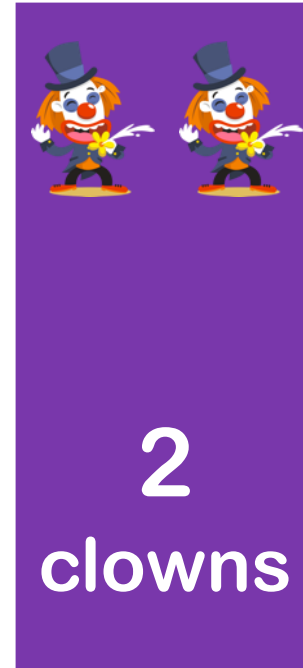




**Double  
2 clowns is ...**

**4 clowns**

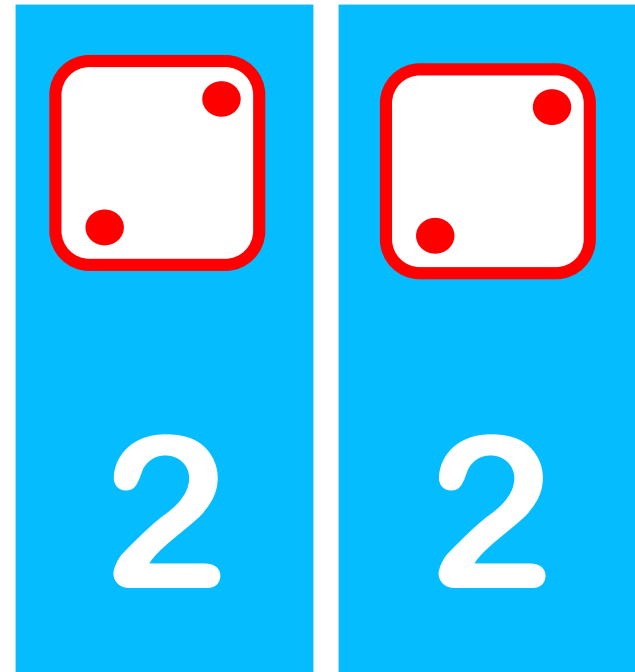
*How do  
you know?*

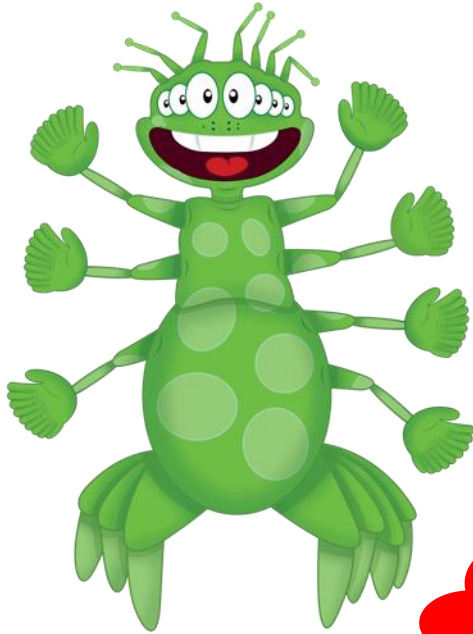




2 and 2  
is 4

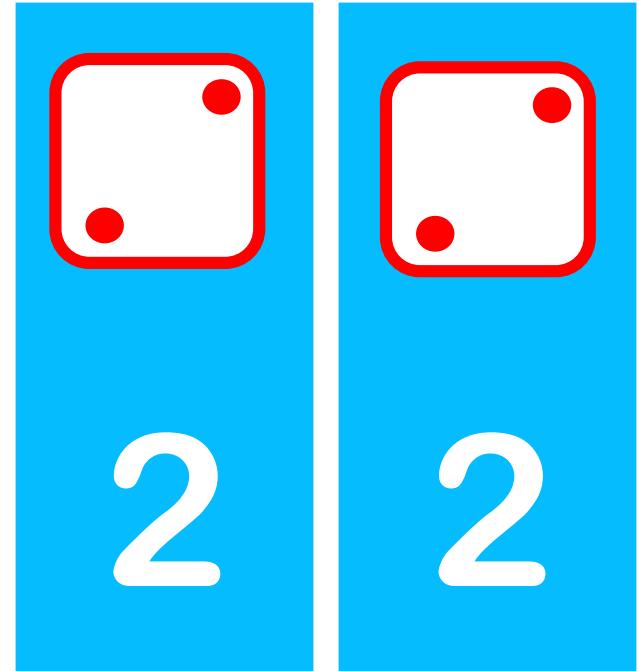
How do  
you know?





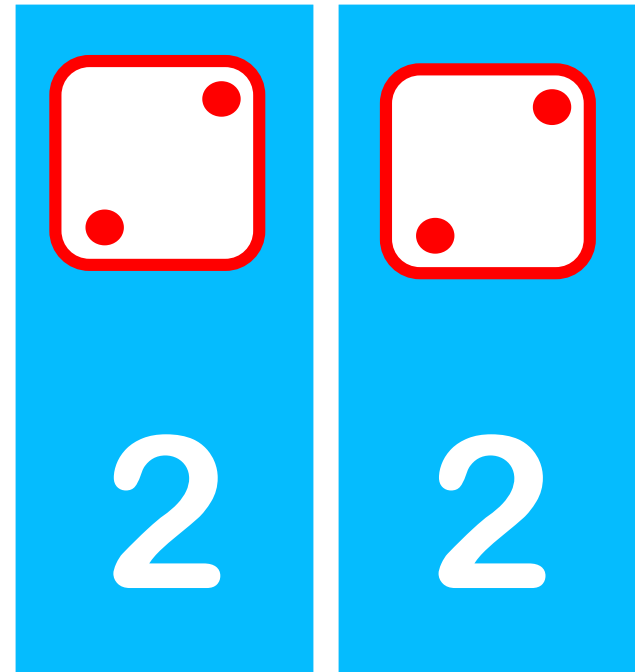
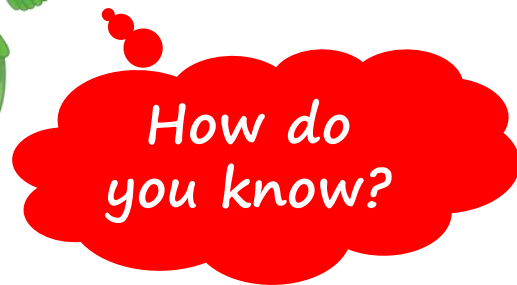
$$2 + 2 = 4$$

How do you know?



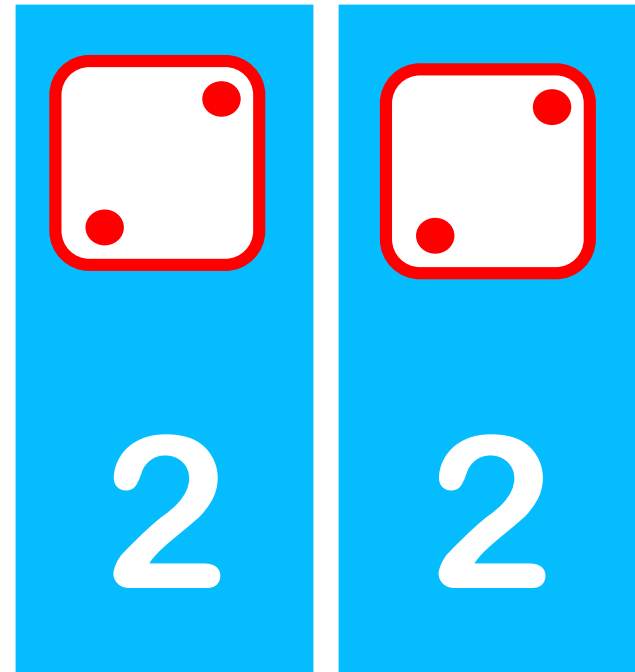
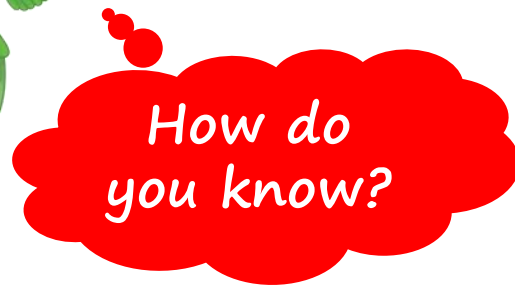


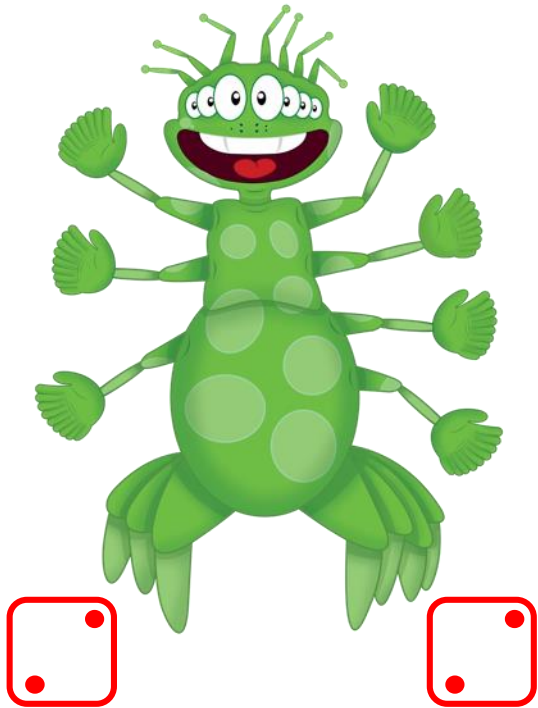
Double  
2 is 4





Half of  
4 is 2

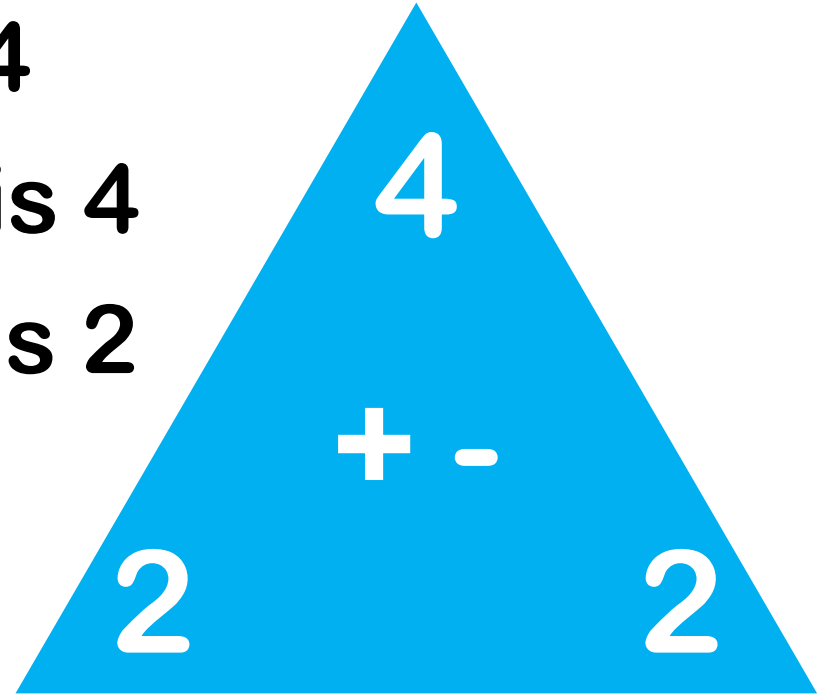




$$2 + 2 = 4$$

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

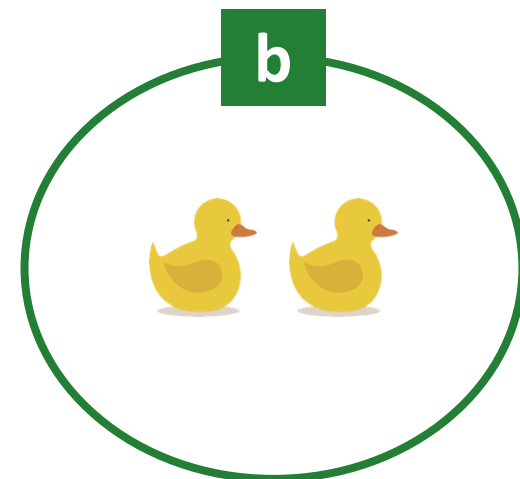
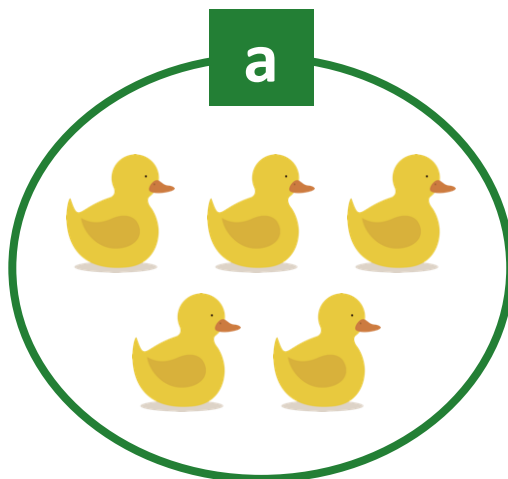




**Get your  
whiteboards  
ready!**

## Remember To:

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



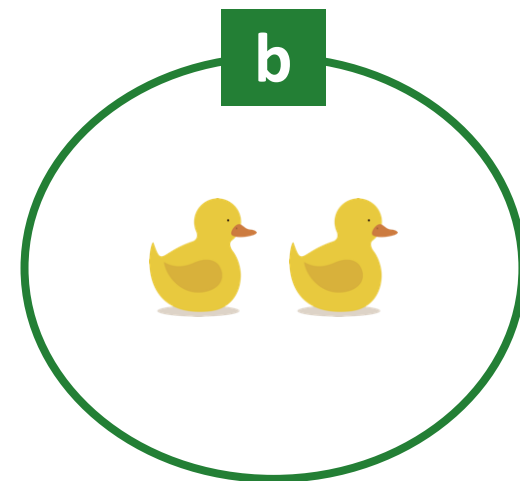
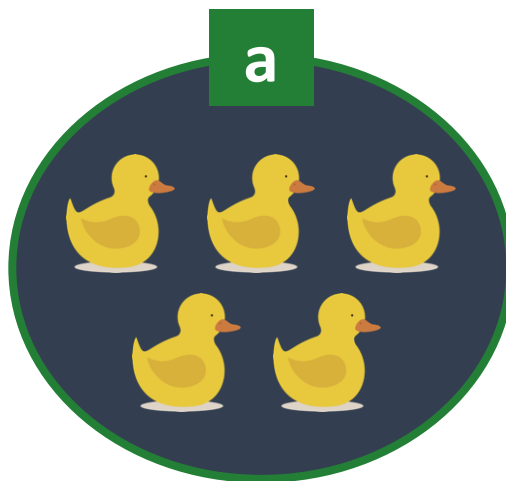
**Count them all!**

How many altogether?



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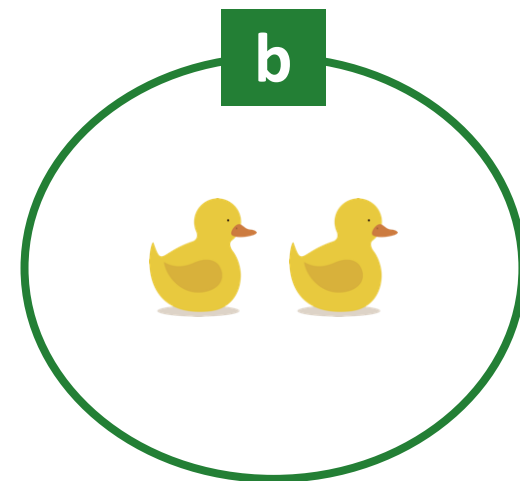
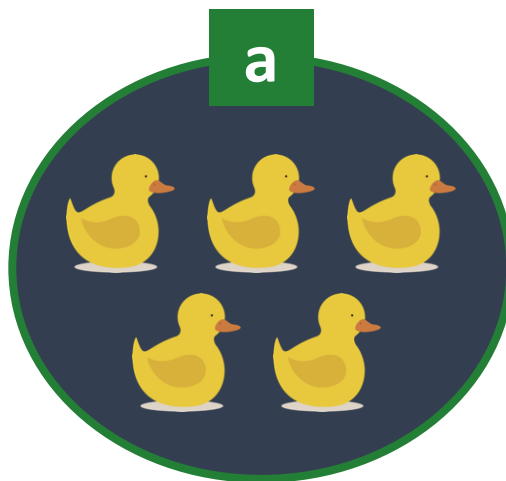


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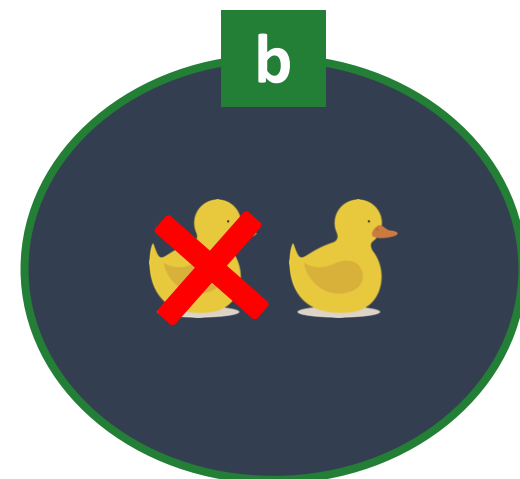
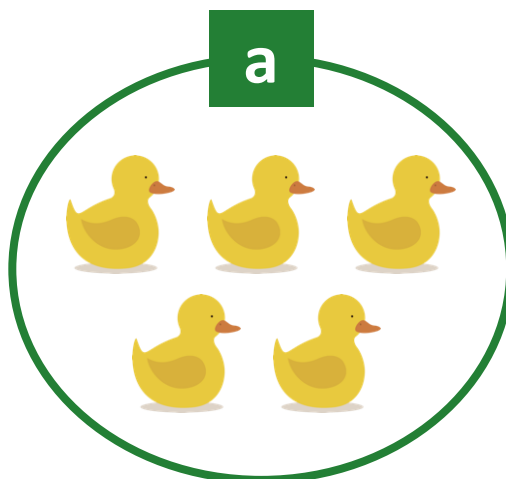
1 2 3 4 5 6 7 8 9 10

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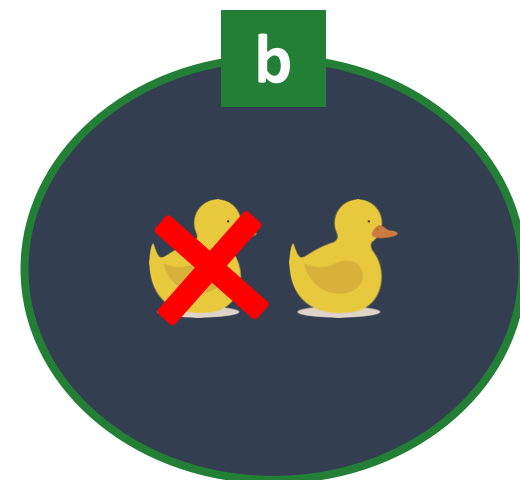
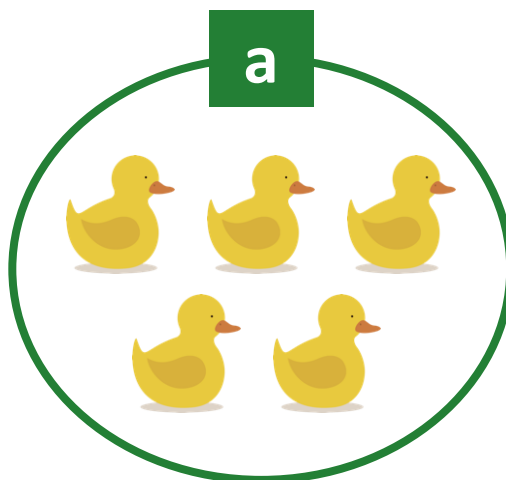
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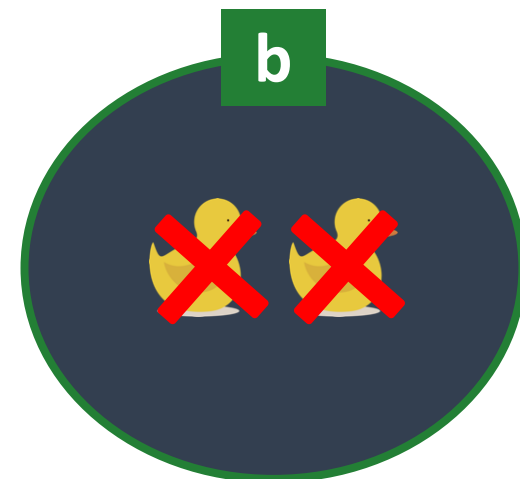
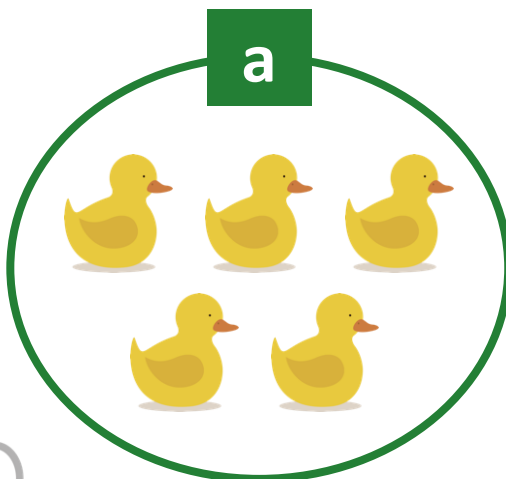
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How many altogether?





**RE- Lesson 1**  
**Advent**  
**1.00-1.45**

Year 1  
Unit D  
Lesson 1

# Advent



LO: To understand the meaning of Advent.



# Our Knowledge Organiser

## Year 1 Knowledge Organiser- RE (Advent )

Key Vocabulary	Definitions
Advent	A time where Christians wait and prepare for Jesus' birth
Jesus	The son of God
Preparation	Getting ready for the birth of Jesus
Celebration	The action of celebrating an important day of event
Gaudete Sunday	The third Sunday of Advent in the Christian calendar
Rejoice Sunday	The fourth Sunday of Advent in the Christian calendar
candle	A light or flame to symbolise Jesus as the light of the world
Advent wreath	A wreath in which 4 candles are set, one to be lit of every Sunday in advent.



### Key Facts:

- Advent means 'coming'- we are literally waiting for the coming of Jesus.
- Advent is the time when the Church waits for Jesus to come again and prepare for Christmas.
- Christmas is the time when Jesus was born.
- The 4 candles are lit every Sunday of Advent for 4 weeks. They represent hope, peace, love and Christ (Jesus bring born.) The last candle is lit on Christmas Day.



### COLLECTIVE WORSHIP

- Use the children's special prayers of preparation that they have written as part of their work.
- Learn and use a special "rejoice" song for the Third Week of Advent.
- Hold a blessing ceremony for the Advent wreath.

# Our Knowledge Organiser

## Year 1 Knowledge Organiser- RE (Advent )

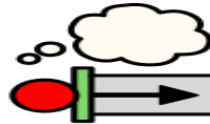
### Key Vocabulary



Advent



Jesus



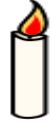
preparation



birthday



celebration



candle



church



advent wreath



Sunday in advent.



### Key Facts:

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- Learn and use a special "rejoice" song for the Third Week of Advent.
- Hold a blessing ceremony for the Advent wreath.

Date: 3.12.2024

L.O: To understand the meaning of Advent.



1. I know that Advent means coming.
2. I know that we are waiting for Jesus to be born.
3. I know that Advent is when we prepare or get ready for Jesus' birth.

Here are today's key words:



Advent



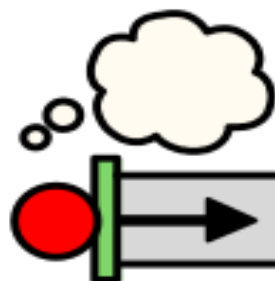
Jesus



birthday



born



preparation



Christmas

Time to reflect...



How are you feeling  
today?

# Let us pray...



Dear Lord,

Please be with us today as we learn about the blessed season of Advent. Help us to learn more about this special time and of how we can prepare for the birth of you son, Jesus Christ.

Amen



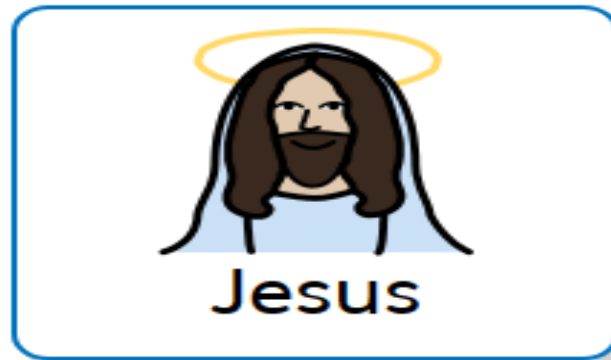


## Advent



A time or season when we prepare for the birth of Jesus

## Vocabulary check point



What can you tell me about the season of Advent?



# Teach



is a special season and time in the church's year. It means 'coming'.



coming



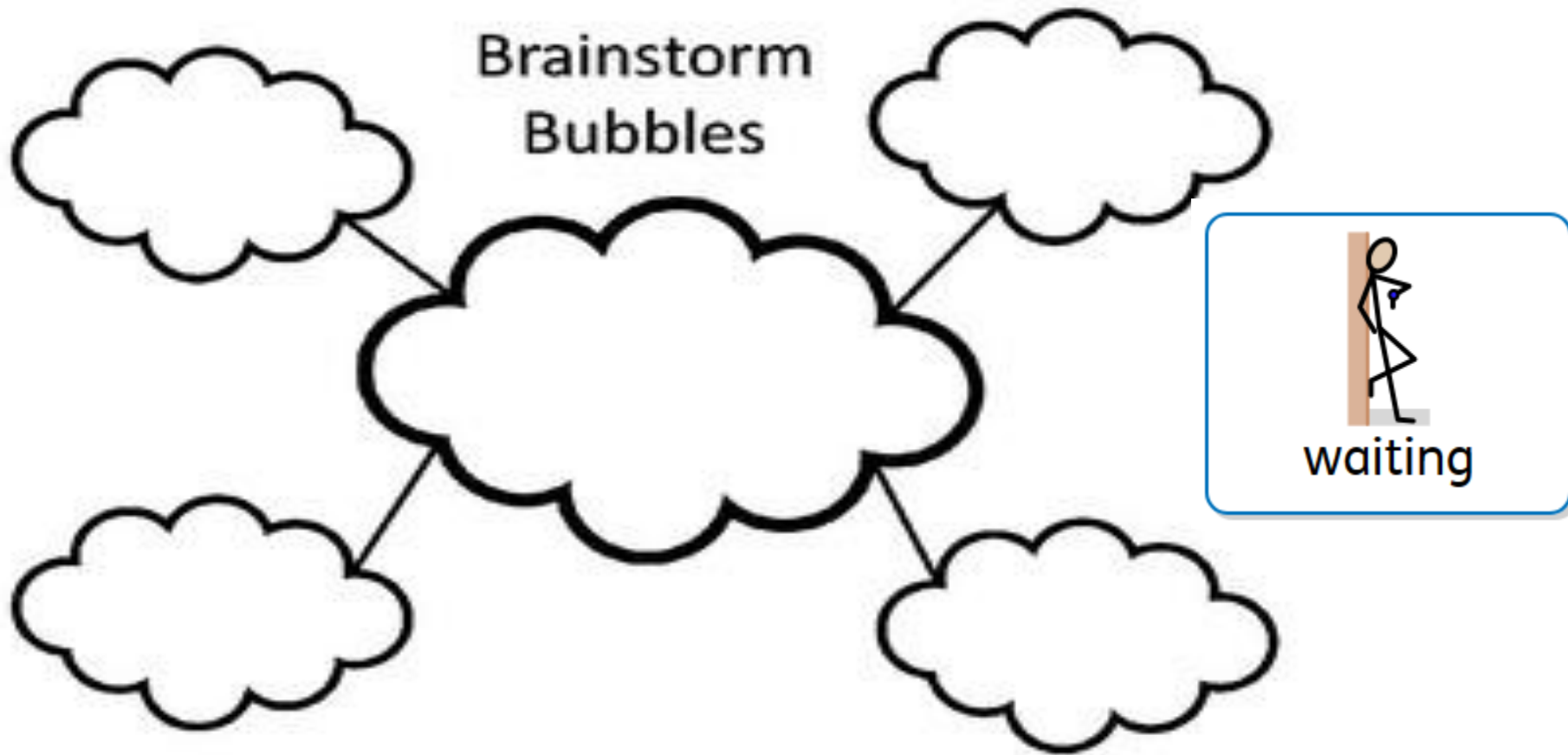
time




church



★ is when we have to wait for something.  
What have you had to wait for before?



# Teach

During  Christians wait for the birth of Jesus and for him to come into the world again.



waiting



Jesus

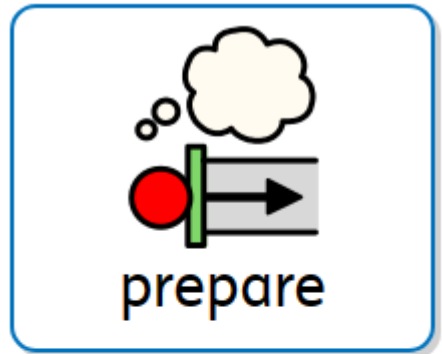
# Teach

We can prepare for the birth of Jesus. We prepare for different things every day.

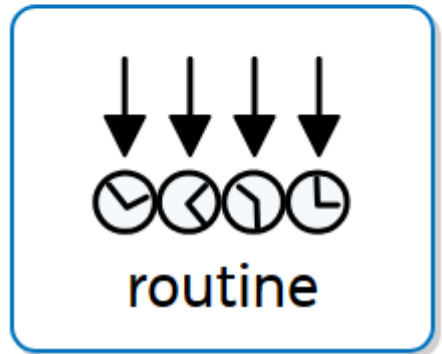


Daily routine

Part 1



prepare




routine

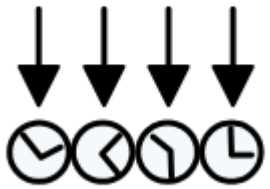
# Talk

What do you prepare for in your life?

 <p>wake up</p>	 <p>get dressed</p>	 <p>brush your teeth</p>
 <p>take a shower</p>	 <p>have breakfast</p>	 <p>go to school</p>
 <p>eat dinner</p>	 <p>go to bed</p>	 <p>do your homework</p>



prepare



routine

# Catholic Social Teaching and British Values



think

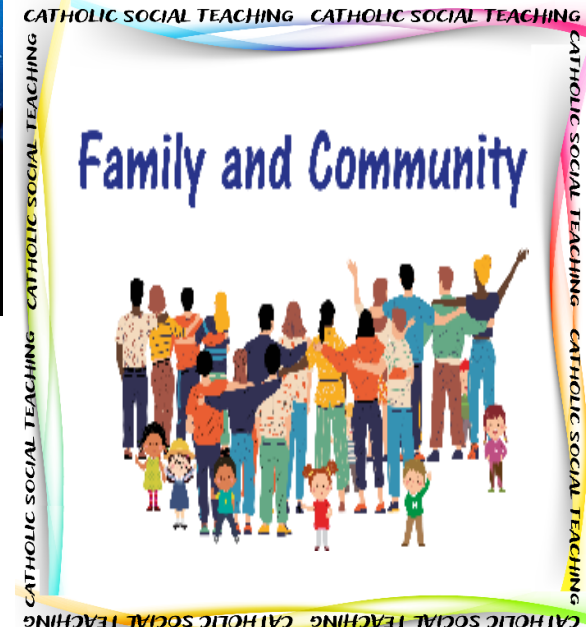
We celebrate the season of Advent together through our church and our community.



Catholic  
**SOCIAL**  
Teaching



We also celebrate Advent and prepare with our families at home. We get ready for Jesus to be born.



Date: 3.12.2024

L.O: To understand the meaning of Advent.

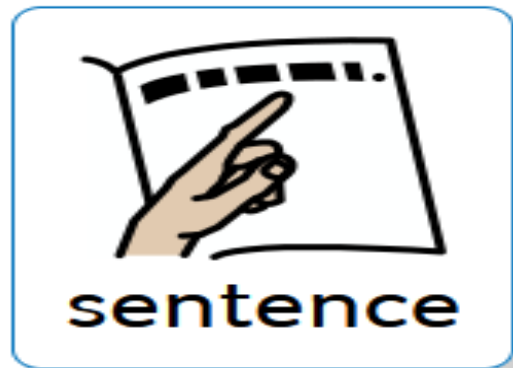
Success Criteria:



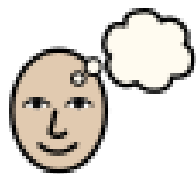
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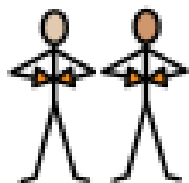
Writing sentences about the meaning of Advent using sentence starters and word bank to support.



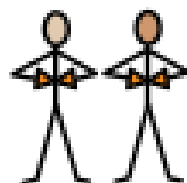
# Sentence Starters



The meaning of Advent is



We are waiting for Jesus



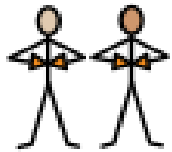
Advent is when we

# Adapted task

SEN children to have shorter sentence starters and pictures to support.



Advent means



We



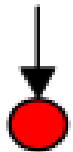
wait

for



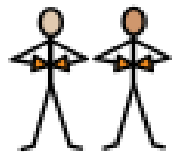
Jesus

to be



At

Advent



we



# Word Bank



Advent



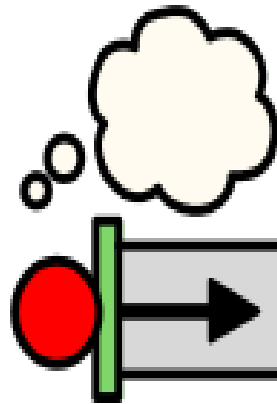
Jesus



birthday



born

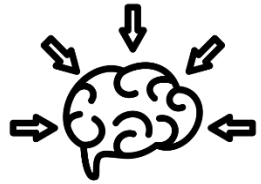


preparation



Christmas

# 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.
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- KG1. I know that Advent means 'coming'.



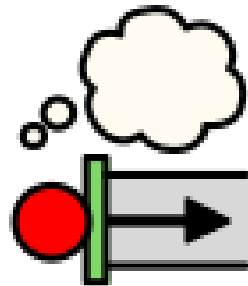
- KG2 : I know that we are waiting for Jesus to be born.



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I wonder...

What are you going to do this week to prepare for Jesus' birth?



prepare

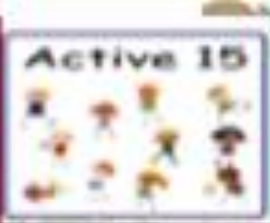


Jesus

Let us pray...

Father God,  
Help us to feel close to you and your son  
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Advent in a calm and peaceful way.  
Amen





# Daily Active

## 1.45-2.00





**RE- Finish Lesson 1**  
**Advent**  
**2.00-2.15**

Date: 3.12.2024

L.O: To understand the meaning of Advent.

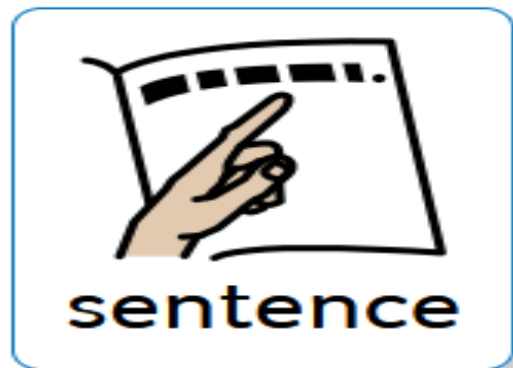
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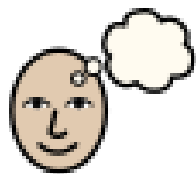
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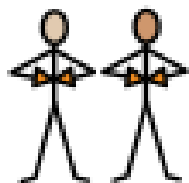
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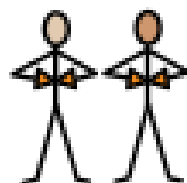
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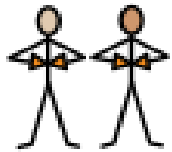
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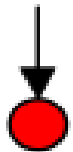
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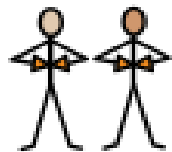
Jesus

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At

Advent



we



# Word Bank



Advent



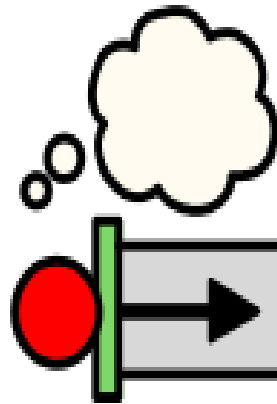
Jesus



birthday



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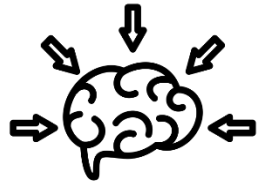


preparation



Christmas

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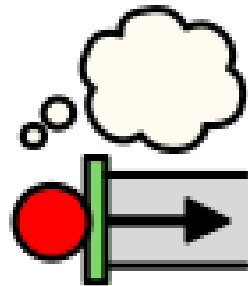
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prepare



Jesus

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Amen





# PE

**Unit: Run, Jump and Throw: Lesson 5**  
**2.15-3.15**

## Year 1 Run Jump Throw Unit 1 Lesson 5

### Learning Intentions

1. To explore and refine basic agility, balance and coordination skills.
2. Perform and show improvement.

**Skill Development:** Work collaboratively to improve

### Success Criteria

1. I can balance objects and move at speed to score points.
2. I can move quickly between objects.
3. I can suggest ways to get better and listen to other's ideas.

### We are Learning...

to show improvement in our throwing.

### Curriculum Links

**NC** Mastering basic movements and skills.

**L** Discuss ways to improve performances.

**N** Keep track and remember scores on different tasks.

### Starter Activity

**Beans** – Children respond to different commands from the teacher:

- **Jelly Bean** – Wobble like jelly
- **Runner Bean** – Run around the playing area
- **Frozen Bean** – Freeze
- **Jumping Bean** – Jump around
- **Baked Bean** – Get into a small ball on the floor

Ask why the children feel out of breath after doing the starter activity.

### Activity

**ABC's** – Set up the 8 stations below for children to work through in small groups. Run through the tasks demonstrating what to do, then give children the opportunity to practice. In all tasks, the children need to try and complete them as many times as they can in a set time limit. After time expires, rotate players around the tasks.

**1. Balance:** In a relay style, the first player should balance a beanbag on their head, run to a designated cone and back, then pass the beanbag onto the next player in the line.

**2. Agility:** Set out cones in a random pattern. The first player has to turn over all of the cones, run back to the next player and give them a high-five. The next player runs out to turn them all back Repeat until time expires.

**3. Co-ordination:** (Over and Under): Children stand in a line. The first player passes a ball overhead to the second player behind them. The second player passes it to the third player under their legs. When the ball reaches the player at the back, they must run to the front and start again.

**4. Balance:** The first player must hop out on one leg to a cone and then hop back on the other leg – high-five the next player, who repeats the sequence.

**5. Agility:** Set up a slalom of cones that children need to dodge in and out of as quickly as they can, going up and back. After finishing the slalom, children high-five the next player for their turn.

### Equipment

- Beanbags
- Cones
- Range of different sized balls

### Teaching Points

Try and encourage children to use words that will help them describe improvements that can be made, such as:

- Speed • Balance • Pass • Ready
- Quickly • Watch • Stop • Start
- Handle • Drop • Collect • Turn

### Key Questions

1. How did you work as a team to improve your scores?
2. Can you name one way you tried to improve to help your team?
3. Which worked on balance, agility and coordination?

**6. Co-ordination:** Children should throw a beanbag or ball at a target. The target could be a cricket wicket, target cones, or an area marked out with cones on the floor.

**7. Agility:** Children must sidestep to a designated spot and back as quickly as possible. **Challenge Option** – Add a slalom course of cones.

**8. Co-ordination:** Children now pass the ball to their side, similar to 'over and under'. The first player passes to the left, next player to the right, etc.

**Challenge** – Use smaller balls.

#### Skill Development

- Stop children and discuss ways they can work together to help improve their scores on the activities. Could they be more encouraging? Could they ensure they pass the ball onto the next players' hands? Give them an opportunity to discuss together and as a teacher-led discussion.
- Once discussion is over, re-run each station, did the children improve?



# Class Reader 3.15-3.25





# Prayer and Home time 3.25-2.30

