

### What does a school day look like ?

<b>9.00</b>	<p>Good Morning and self-check in</p> <ul style="list-style-type: none"> <li>- Registration and dinner choice</li> <li>- This part of the day is where the class teacher usually asks children how they are feeling today.</li> <li>- This is also an opportunity for children to share any news they might have</li> </ul>
<b>9.10</b>	<p>Map of the day</p> <ul style="list-style-type: none"> <li>- The teacher will take a few minutes to discuss the day ahead</li> </ul>
<b>9.15</b>	<p>It is normal for the first part of the morning to focus on one curricular area. This is usually Numeracy or Literacy although this can vary on certain days when specialist teachers are in for example</p> <p>Learning Activity 1 (example)</p> <p>Active Spelling</p> <ul style="list-style-type: none"> <li>- Children will complete spelling tasks using a predetermined set of vocabulary with a focus on specific spelling rules</li> </ul>
<b>9.45</b>	<p>Learning Activity 2 (example)</p> <p>Reading Circles</p> <ul style="list-style-type: none"> <li>- Children will organise themselves into their set reading groups and undertake various activities. The groups normally have different tasks. One group, for example, may work with the teacher and focus on a specific chapter(s) within their reading book. Another group might have to analyse their last chapter and look for specific descriptive language.</li> </ul>
<b>10.15</b>	<p>Daily Mile</p> <ul style="list-style-type: none"> <li>- Each class participates in the daily mile which promotes and encourages physical activity as part of a healthy lifestyle. The children walk a set route in the playground with the aim of walking a mile each day.</li> </ul>

<b>10.30</b>	Breaktime
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<b>10.50</b>	<p>It is normal for the first part of the morning to focus on one curricular area. This is usually Numeracy or Literacy although this can vary on certain days when specialist teachers are in for example</p> <p>Learning Activity 3 (example)</p> <p>Numeracy</p> <ul style="list-style-type: none"> <li>- The teacher may teach a whole class input on a particular concept. This will be differentiated to meet the need of individual children. Children may use dry wipe boards to complete examples from the interactive board before moving on to complete questions from a workbook.</li> </ul>
<b>11.30</b>	<p>Learning Activity 4 (example)</p> <p>Numeracy</p> <ul style="list-style-type: none"> <li>- Mental Maths Challenge using the online Active Heinemann resource. The teacher can set the children online tasks and challenges to complete. Children can log on with their own unique username and complete the activities at their own pace. These activities will be designed to consolidate the learning from the teaching input.</li> </ul>
<b>12.15</b>	<p>Plenary session</p> <ul style="list-style-type: none"> <li>- The teacher will bring the class together again and discuss the key learning from the lesson. The discussion will focus on what the children should have learned not the activities that they were doing.</li> </ul>

<b>12.30</b>	Lunch
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<b>1.30</b>	<p>Self-check in</p> <ul style="list-style-type: none"> <li>- The teacher may once again touch base with the children in terms of how they are feeling, how the day has gone so far.</li> </ul>
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<b>1.40</b>	<p>Physical Education</p> <ul style="list-style-type: none"> <li>- This may be with the specialist PE teacher or it could be a follow-up lesson with the class teacher</li> </ul>
<b>3.00</b>	<p>ERIC time (Everyone Reading In Class)</p> <ul style="list-style-type: none"> <li>- This can be a useful way to promote reading for pleasure and to also allow children time to regulate themselves before leaving school</li> </ul>
<b>3.20</b>	<p>Children are dismissed from school</p>