

COVER-DAY · YEAR 1-2 / KINDERGARTEN-GRADE 1

Cover Day Full Pack — KS1

A complete day for Y1-2 / Reception-Y1

How this works

This pack contains everything you need to teach a KS1 class for one day, without ever having met them. Each session is timed, scripted at key points, and uses only basic resources (paper, pencils, whiteboards if available). IT IS DESIGNED for: a supply teacher arriving with no prior brief; a TA stepping up; a year-group lead covering an absent colleague's class; a head asked to step into KS1 at short notice. IT IS NOT: a curriculum delivery. The work here is genuinely useful but won't move the children forward on their school's progression. Your goal is calm, productive, child-positive — not curriculum content. KEEP IT MOVING. KS1 children fall apart when sessions over-run or under-run. The timings here are honest. Watch the clock, not the activity.

Day at a glance

Time	Session	What you need
8:50	Welcome + register	Class list, name labels
9:00	Maths — counting and sorting	Counters or pasta, sorting trays/circles
10:00	BREAK	Whistle, biscuit
10:20	Phonics + writing	Whiteboards if available, paper otherwise
11:00	Story + discussion	A picture book — provided list of safe choices
11:30	Snack + chat	—
11:45	P.E.	Outdoor space, this pack



Time	Session	What you need
12:30	LUNCH	—
13:30	Afternoon — Make a Class Garden	Coloured paper, scissors, glue
14:30	Tidy + reflection	—
14:45	Story + dismissal	—

Welcome + register (10 mins)

BEFORE THE BELL:

- Find the class list (usually in a tray on the teacher's desk or pinned by the door)
- Find any first-name labels (laminated cards, stickers, or note them on the board)
- Identify the toilet location and where children put coats/bags
- Identify any 'safety' children (bee stings, EpiPens, peanut allergies — usually a list pinned by the door)

WHEN CHILDREN ARRIVE:

- Smile at the door. Use names from labels if you can.
- Once seated: 'Hello, I'm [Name]. I'm your teacher today. Mrs/Mr [class teacher] is back tomorrow.'
- Take the register slowly. Use eye contact for each name. This is your first chance to learn faces.
- Then: 'Hands up if you've got a question or worry.' Take them — usually 3-5 minutes worth. **DON'T** explain the whole day. Just say: 'We're going to do some maths first, then have break.'

Maths — Counting and Sorting (60 mins)

TARGET LEVEL: Whole class. Differentiation through depth, not different tasks. **MATERIALS:** A handful of counters, dried pasta, buttons, or any small countable items per pair. Sorting circles or paper plates work as 'sets'.

9:00-9:15 — Warm up Whole-class counting on the carpet. Count to 50 forwards. Count back from 20. Count in 2s, 5s, 10s. If they get bored, switch.

9:15-9:35 — The main activity

- Each pair gets 20 counters and 4 paper plates.
- Round 1 (10 mins): 'Sort these by size.' Watch them. Some will sort by color first — that's fine, ask them to try size next.
- Round 2 (10 mins): 'Sort them into 4 groups so each group has 5 counters.' Some children will need help — pair them with a confident partner.

9:35-9:55 — Counting challenges

- Children stay at tables. Call out: 'Make a group of 8.' 'Take 3 away. How many left?' 'Add 2 more. How many now?'
- Vary across simple counting (Y1) to more complex (Y2).

9:55-10:00 — Tidy and line up

A clear instruction: 'Counters in pots, plates stacked. Then stand quietly behind your chair. The first table to be ready leads the line for break.'

IF FINISHING EARLY: ask pairs to make 'patterns' with their counters — colour, size, alternate.

Phonics + writing (40 mins)

TARGET LEVEL: Phase 3-4 phonics (most KS1 children, with adjustment for ability).

10:20-10:30 — Phonics warm-up

On the board, write or display these sounds and ask children to



read them, then say a word containing the sound: • ai (rain) — ee (tree) — oa (boat) — ow (cow) — sh (ship) — th (this) — ch (chip) — ng (sing) Class call-and-response. Brisk pace.

10:30-10:50 — Word writing • Write 6 words on the board, increasing difficulty. Children copy carefully: Y1 LEVEL: cat, ship, frog, snail, three, beach Y2 LEVEL: brush, drink, splash, frighten, careful, dolphin • Walk the room. For each child, find one positive thing to comment on (their 'a' is neat; they remembered the full stop). 10:50-11:00 — Sentence dictation Dictate this sentence slowly, repeating each phrase: Y1: 'The cat sat on the mat.' (or for stronger writers: 'The big black cat sat on a soft red mat.') Y2: 'The brave frog jumped over the slippery rock and splashed into the pond.' • Read it three times: once whole, once phrase by phrase, once whole again. Accept any reasonable spelling attempt. Don't mark — this is practice.

Story + discussion (30 mins)

Pick one of these reliable story choices (look in the book corner first — most KS1 classes have at least one): • THE GRUFFALO by Julia Donaldson — universally known • ROOM ON THE BROOM by Julia Donaldson • HANDA'S SURPRISE by Eileen Browne • WHERE THE WILD THINGS ARE by Maurice Sendak • OWL BABIES by Martin Waddell • PEACE AT LAST by Jill Murphy IF NONE AVAILABLE: pick any picture book from the corner. KS1 children love being read to — the choice matters less than the energy you bring. BEFORE READING: 'I'm going to read you [TITLE]. Listen carefully — at the end, I'm going to ask you three questions.' READ WITH ENERGY. Do voices. Pause for big moments. Show pictures. AFTER READING — three discussion questions (give 30 seconds 'turn and talk' before answers): 1. 'What was your favourite part of the story? Why?' 2. 'How did [main character] feel at the end? How do you know?' 3. 'If you could change one thing in the story, what would you change?'

Snack + chat (15 mins)

Children eat their fruit / morning snack at the carpet or tables. DON'T let it become silent eating-time. Keep low-key chat going: • 'Tell me one thing you're going to do this weekend.' (Walk around, listen.) • 'If you could have a pet anything, what would it be?' • 'What's the best thing you've eaten this week?' This is also your moment to identify the 1-2 children who are quieter or seem off. Crouch next to them: 'You alright?' Often that's all they need.

P.E. (45 mins)

USE THE OUTDOOR PE/PLAY area. If unavailable, use the classroom with chairs pushed back. 11:45-11:55 — Warm up • 'Walk around the space. Don't bump into anyone.' • Add: 'Walk fast. Walk slow. Walk on tiptoes. Walk like a giant. Walk like a mouse.' • Then: '5 star jumps. 5 hops. 5 squats. 5 toe-touches.' 11:55-12:15 — Game 1: Traffic Lights • Red = freeze. Yellow = walk. Green = run. • Add: 'Pothole = lie down on tummy.' 'Speed bump = sit on bottom and stand up again.' • Children love this. Run for 7-8 minutes. 12:15-12:25 — Game 2: Stuck in the Mud • Pick 2 children to be 'on'. They tag others. If you're tagged, freeze with legs apart. Free children can



crawl through your legs to free you. • Change taggers every 2 minutes. 12:25-12:30 — Cool down • Lie on backs. 'Pretend you're melting ice cream. Now pretend you're a snowman freezing back up.' • Walk back to class quietly.

Afternoon — Make a Class Garden (60 mins)

13:30-13:40 — Introduce • 'This afternoon we're making a class garden. Each of you is going to make ONE flower or plant. We'll put them all together on this big paper to make our garden.' • Show a piece of A2 or sugar paper on the wall, with 'OUR CLASS GARDEN' written across the top. 13:40-14:20 — Make • Children each get coloured paper, scissors, glue. • They cut out a flower (any shape they choose), stick it on a stem, add leaves. • Stronger ones can label it. Add insects, butterflies, sun, etc. • Walk the room. Praise effort, not product. Help children who are stuck. 14:20-14:30 — Add to the garden • One at a time, each child sticks their flower onto the big paper. They say its name. • Take a class photo if you can — leave it on the teacher's desk.

Tidy + reflection (15 mins)

14:30-14:35 — Tidy Clear songs that work: 'Tidy up, tidy up, everybody tidy up' (sung). Or count down from 30 backwards. 14:35-14:45 — Reflection on the carpet 'I've had a lovely day with you. Three quick questions: 1. What was your favourite thing today? 2. What was tricky? 3. What will you tell your grown-up at home?' Take answers from 5-6 children, not the whole class. 14:45-15:00 — Story + dismissal • ONE more short picture book. Quiet voice. • When parents arrive: dismiss children one at a time, named, by reading the eyes (have they seen their grown-up?). Say goodbye to each child.

End-of-day note for the class teacher

