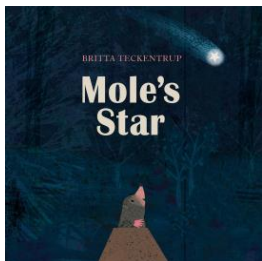
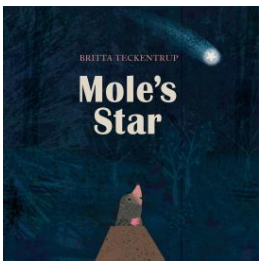
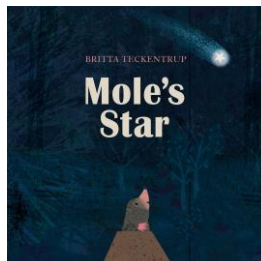


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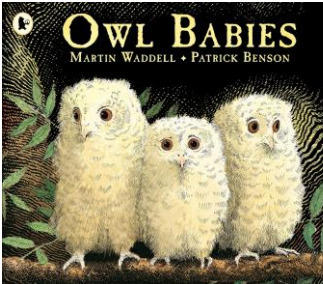
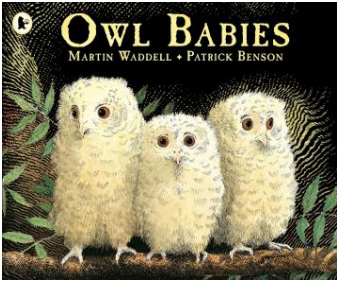
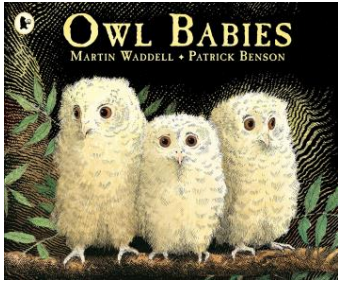
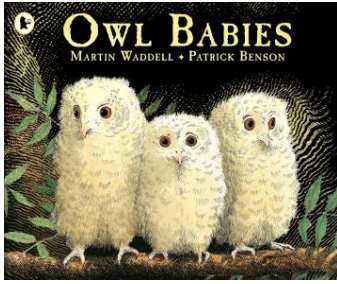
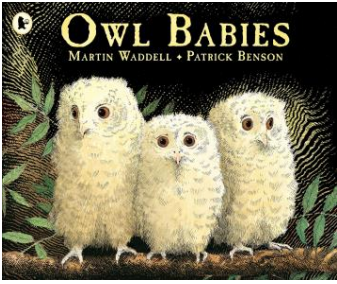
Year 1	Tuesday	Thursday	Friday
Reading text			
Reading LI	LI: (6) To use my phonics to decode new words	LI: (6) To use concept map to organise any information read (to create)	LI: (6) To reflect on strategies to use to repair a breakdown
Reading Introduction and task	<p>This week we are reading our new reading text Mole's Star. Today we will go around the class reading the text, using our phonics to decode what we have read.</p> <p>The task today will be to look at words and decode any unfamiliar words using phonics.</p>	<p>Today we are going to think of all the main information that we know from Mole's Star and we will create a knowledge organiser in our books. This will help us when trying to remember information in the future.</p> <p>The task today is to start creating the concept chart using the template.</p>	<p>Discuss the strategies we can use if we don't understand something in a text: Clarify meaning by reading ahead/ back Use my phonics to decode new words Apply my knowledge of prefixes/ suffixes Use facts, I already know to predict/ infer Use details within a text to define a word In Non-Fiction, I may use my knowledge organiser.</p> <p>Create a poster either as a class or in groups to help someone repair a breakdown.</p>

Year Group: 1

Week beginning: 26th February 2024

Weekly overview of learning

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English	LI: To predict the story of <i>Owl Babies</i>	LI: To act out the story of <i>Owl Babies</i>	LI: To sequence the story of <i>Owl Babies</i>	LI: To retell the story of <i>Owl Babies</i>	LI: To use capital letters correctly
English Text					
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Reading Prediction Title Setting Author Pictures</p> <p>Key Questions:</p> <p>What is a prediction? How can we use the title to help us when predicting? What other clues can the front cover give us when predicting?</p>	<p>Key Vocabulary:</p> <p>Reading Beginning Middle End Acting Storyline Storymap</p> <p>Key Questions:</p> <p>What is the beginning of <i>Owl Babies</i>? What is the middle of <i>Owl Babies</i>? What is the end of <i>Owl Babies</i>? How can I act out the story of <i>Owl Babies</i>? How can I be a good audience member? How do I work well in a group?</p>	<p>Key Vocabulary:</p> <p>Reading Beginning Middle End Acting Storyline Storymap</p> <p>Key Questions:</p> <p>What is the beginning of <i>Owl Babies</i>? What is the middle of <i>Owl Babies</i>? What is the end of <i>Owl Babies</i>? How can I write a story map of <i>Owl Babies</i>?</p>	<p>Key Vocabulary:</p> <p>Reading Prediction Title Setting Author Pictures retell capital letters full stop</p> <p>Key Questions:</p> <p>What is the beginning of <i>Owl Babies</i>? What is the middle of <i>Owl Babies</i>? What is the end of <i>Owl Babies</i>? Who are the characters in <i>Owl Babies</i>?</p>	<p>Key Vocabulary:</p> <p>Capitals Sentence structure Beginning Name Place Word</p> <p>Key Questions:</p> <p>What are capital letters? When are capital letters used? Why do we use capital letters?</p>

Year Group: 1

Week beginning: 26th February 2024

Weekly overview of learning

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Introduction	Today we will be predicting what will happen in the story <i>Owl Babies</i> . We will discuss the importance of the title and front cover of the story and what 'hints' that it can give us.	Today we will be reading the story of <i>Owl Babies</i> . We will talk about the beginning, middle and end of the story before acting it out. While acting it out we will create actions to go along with the story.	Today we will act out the story using the actions we created on Tuesday. We will then discuss the sequence of the story. We will talk about what sequencing is and why it is important to put the book in the correct order. We will think about the beginning, middle and end of the story, the characters and setting.	Today we will be retelling the story of <i>Owl Babies</i> . We will act out the story with our actions. We will then recap sentence structure and capital letters.	Today we will be learning all about capital letters. We will learn why we use them and when we use them; names of places, names of people, Days of the week etc and for I. We will also discuss sentence structure.
Activities	Today we will predict the story of <i>Owl Babies</i> based on the front cover of the story.	Today we will act out the story of <i>Owl Babies</i> with friends. We will then perform parts of the story to the rest of the class.	Today we will create a story map of <i>Owl Babies</i> . We will think about the beginning, middle and end of the story. This will help with retelling the story tomorrow.,	In their books, the children will retell the story of <i>Owl Babies</i> , making sure that they write the middle, beginning and end of the story. They will focus on making sure that they use capital letters in the correct places.	For their first task, the children will decipher which words need a capital letter and which do not. For the second task, the children will read a piece of writing and add in the capital letters.

Year Group: 1

Week beginning: 26th February 2024

Weekly overview of learning





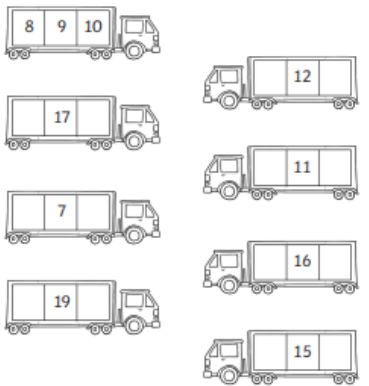
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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To compare objects within 50 (practical)	LI: To compare numbers within 50 (in books)	LI: To order numbers within 50 (practical)	LI: To order numbers within 50 (in books)
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> compare more than less than equal to objects < > =</p> <p><u>Key Questions:</u> How can you arrange the objects to help you compare them? What do < > = mean? How do you know if you have more or less?</p>	<p><u>Key Vocabulary:</u> compare more than less than equal to numbers < > =</p> <p><u>Key Questions:</u> Which number is more? Which number is less? What can we use to represent the numbers? How do you know if you have more or less?</p>	<p><u>Key Vocabulary:</u> largest smallest more than less than equal to least most</p> <p><u>Key Questions:</u> Which group has the most? Which group has the least? How can we use this information to help us order groups of numbers? What number would complete the missing box?</p>	<p><u>Key Vocabulary:</u> largest smallest more than less than equal to least most</p> <p><u>Key Questions:</u> How can finding the least or most help us to order groups of numbers? What is the smallest or largest number we could use to complete the missing box?</p>
Introduction	This week we are continuing using numbers up to 50. Today we will be comparing objects within 50. We will refresh our memories and practise using the comparing vocabulary and symbols we have previously learnt.	Today children will compare numbers to 50. They will practise representing numbers to 50 with objects and drawings. They will use the more than, less than and equal to vocabulary and symbols to compare.	Today children will practise using vocabulary such as largest, smallest, least and most to help them order numbers up to 50. They will continue to use the symbols to order numbers in descending and ascending order.	Today the children will continue to order numbers to 50. They will look at reasoning and problem solving questions and work out how to order numbers from smallest to largest and vice versa.
Activities	Children will compare groups of objects in pairs or small groups. They will practise using the vocabulary (more than, less than, equal to) as well as the symbols < > =.	The children will practise comparing 2 numbers within 50. They will use a range of equipment and practise using the vocabulary and symbols.	Children will use their knowledge of place value to order numbers from smallest to largest and vice versa. They will use the < > = symbols.	Children will practise answering a range of questions ordering numbers within 50 using vocabulary and symbols. They will be challenged by answering word problems.

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Reading	Science	Geography	RE
<p><u>Daily for 20 minutes</u> Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u> <u>APS Phonics- Phase 5 - Taught daily</u></p> <p>This week, the children are starting to look at phase 5 alternative spellings. First, they will be shown the original graphemes and phonemes before moving onto the alternative spelling.</p> <p>The alternative spellings for this week are: ch, j, m. Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative spellings. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>Friday's lesson will focus on tricky words and high frequency words.</p> <p>This week's tricky words are: different, any</p> <p>This week's high frequency words are: take, never</p> <p>Alternative pronunciations this week: /ch/ spelt ture (as in adventure) /ch/ spelt tch (as in match) /j/ spelt dge (as in badge) /m/ spelt mb (as in thumb)</p>	<p><u>LI: To identify the season.</u></p> <p>Introduction: This week we will be looking at different seasons in the year.</p> <p>Task: The task this week, children will do a sorting activity with the different seasons and create an acrostic poem (SEASONS).</p> <div data-bbox="826 758 1131 1010" data-label="Image"> </div> <p>Key words:</p> <p>Season Spring Summer Autumn Winter Weather</p> <p>Key questions: Can you name the different seasons? How many seasons are there in a year? What happens during each season?</p>	<p><u>LI: To learn about maps and atlases.</u></p> <p>Introduction: This week in geography we will be looking at how to use atlases. We will be understanding the difference between an atlas, map and globe. Understanding the difference between land and sea on a map and be able to locate the UK on a world map</p> <p>Task 1: Today the children will with their partner answer Quiz questions using an atlases.</p> <div data-bbox="1256 820 1559 968" data-label="Image"> </div> <p>Key words</p> <p>Country sea maps atlas oceans city</p> <p>Key questions: What is a map? Who uses a map? What are the countries and what are the seas and oceans?</p>	<p><u>LI: To reflect on how we would welcome Jesus if we were Christians and Jesus came to school.</u></p> <p>Introduction: This half term we will be learning about how special people are welcomed. Today we will read the Easter Story up to Palm Sunday.</p> <p>Task: Children will create palm leaves and write words on them reflecting on how we would welcome Jesus if we were Christians and Jesus came to school.</p> <div data-bbox="1935 920 2069 1024" data-label="Image"> </div> <p>Key words: Easter Palm leaves welcomed Special Jerusalem</p> <p>Key questions: How would you welcome special people into your home? How was Jesus welcomed?</p>

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Art	PSHE	Homework
<p><u>LI: To learn about Andy Goldsworthy</u></p> <p>Today we are going to learn about the environmental artist Andy Goldsworthy. We will learn about his history and what inspires him to make his art. We will discuss his process and what we will do in the coming weeks.</p> <p>The task today is to write a short biography of Andy Goldsworthy discussing who he is and what he does. We will then draw a portrait of him.</p> 	<p><u>LI: To know how to make healthy lifestyle choices</u></p> <p>This week we will continue our new topic of 'Healthy Me'. This week children will be learning how to make healthy lifestyle choices.</p> <p><u>Introduction:</u> We will start by helping Jigsaw Jack remember all the ways we can be healthy from last week's lesson. We will then sing the song 'Make a Good Decision'.</p>  <p><u>Task:</u> The task is for children to draw or write all their own personal healthy choices. Once finished they will decorate their person they completed this on.</p>   <p><u>Key questions:</u></p> <p>What healthy choices do you make?</p> <p>How do you feel if you make a healthy choice?</p> <p>How could children your age make healthy lifestyle choices?</p> <p>How does a healthy child feel?</p> <p><u>Key Vocabulary:</u> healthy, unhealthy, balanced, sleep, exercise, water, choices, clean.</p>	<p><u>Remember to read every day.</u></p> <p>This week we would like you to complete the following task:</p> <p>For English , we have been reading the story of Owl babies. We would like you to pick a character and describe it using adjectives. Remember to add capital letters and full stops.</p> <p>This week for Maths we would like you to complete the worksheet on one more or one less.</p> <div data-bbox="1496 762 1863 1248"> <p>One More, One Less Number Writing Sheet <small>Write the numbers that come before and after.</small></p>  </div>