

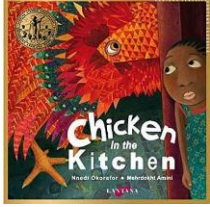
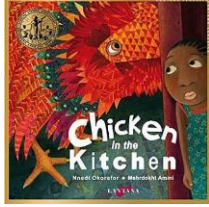
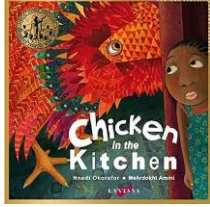


Year Group: 1

Week beginning: 25th September 2023

Weekly overview of learning

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week.

Year 1	Monday	Tuesday	Wednesday
Reading text	 Chicken in the kitchen	 Chicken in the kitchen	 Chicken in the kitchen
Reading LI	LI: To think like a detective - use inference	LI: To think like a detective - use inference	LI: To think like a detective - use inference
Reading Introduction and task	<p>Today we will read the story <i>Chicken in the Kitchen</i>. We will discuss the story and how it differs or similar from our predictions and visualisations.</p> <p>The task today is to write three things that the children remember from the story on their whiteboards.</p>	<p>Today we will remember the three things that we wrote yesterday on our whiteboards before re-reading the story.</p> <p>In their books children will complete the text: "The yam festival marked the beginning of the harvest season. It was time for...."</p>	<p>Today we will re-read the story before discussing what it means to summarise a text.</p> <p>The task today is to write a short summary of the story in their books.</p>

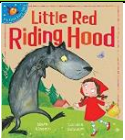
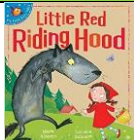
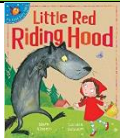

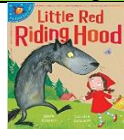


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English	LI: To create a new character	LI: To write a description of a character	LI: To sequence a story	LI: To create our own version of Little Red Riding Hood	LI: To create our own version of Little Red Riding Hood
English Text					
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Story Book Front Cover Back Cover Author image picture description self-portrait adjectives character</p> <p><u>Key Questions:</u> What is a description? How do I create a new character? What is the bad character in a book? Who is the bad character in Little Red Riding Hood?</p>	<p><u>Key Vocabulary:</u> Story Book Front Cover Back Cover description baddie/villain adjective character</p> <p><u>Key Questions:</u> What is a description? How do I create a new character? What is the bad character in a book? Who is the bad character in Little Red Riding Hood? What is an adjective?</p>	<p><u>Key Vocabulary:</u> Story Book Story Front Cover Plot Characters description sequence</p> <p><u>Key Questions:</u> What is the plot of the story? What does it mean to act out a story? How can we create actions to this story? How can we create actions to this story? Who are the characters in the story? How do I sequence a story? Who are the characters in the story? How do I sequence a story using my new character?</p>	<p><u>Key Vocabulary:</u> Story Acting Book Story Front Cover Plot Characters Sequence</p> <p><u>Key Questions:</u> What is the plot of the story? What does it mean to act out a story? How can we create actions to this story? Who are the characters in the story? How do I sequence a story? How do I sequence a story using my new character?</p>	<p><u>Key Vocabulary:</u> Story Acting Book Story Front Cover Plot Characters Sequence full stop capital letter finger space</p> <p><u>Key Questions:</u> What is the plot of the story? What does it mean to act out a story? How can we create actions to this story? Who are the characters in the story? How do I sequence a story? How do I retell a story? How do I use finger spaces, capital letters and full stops correctly?</p>
Introduction	This week we are continuing the story of Little Red Riding Hood. Last week we focused on retelling the story. This week we will change a part of the	Today we are going to continue going more in depth into character description and adjectives. We will mind map different adjectives to	Today we are going to sequence the story of Little Red Riding Hood including the new 'bad' character. We will recap the story by reading and acting it out.	Today we are going to write the first half of our version story of Little Red Riding Hood with the new 'baddie'. We will act out the story before discussing what happens in the beginning and	Today we will write the second half of Little Red Riding Hood. We will go over what we did yesterday. Children will be able to re-read what they have already written, some reading what they had



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	story to make it our own. We will be changing the bad character (the wolf) into a new character of our choice. Today we will talk about adjectives and how we can describe the new character.	describe a character before thinking of sentence structure to write descriptive sentences.	We will then discuss what boxing it up means and how this strategy can help us in our writing. This week we will be doing a precursor to boxing it up where the children will be given a completed sequencing sheet to look at while changing their own.	middle.	completed in front of the class. They will be able to think about what they will need to work on going into the second lesson.
Activities	The task today is to draw a self-portrait of a new bad character for Little Red Riding Hood. We are then to label it with adjectives.	Today the children are to write a description based on the 'bad' character they created yesterday.	The task today is to sequence their new version of the story of Little Red Riding Hood using the new 'bad character'	The task today is to write the beginning and middle of the story with our own characters using the sequencing sheets from yesterday to guide us.	The task today is to complete their own version of Little Red Riding Hood using their own character. When they are finished they are to draw an accompanying picture.



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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To count one less	LI: To compare groups one-to-group	LI: To compare using $< > =$ (practical)	LI: To compare numbers using $< > =$
Key vocabulary and key questions	<u>Key Vocabulary:</u> Count One less Smaller Fewer Number line <u>Key Questions:</u> What is one less than x? How can we find one less? What does one less look like if we drew it? Can you find one less?	<u>Key Vocabulary:</u> Count Compare Enough Too many Not enough <u>Key Questions:</u> How many X are there? Is there enough for each object? Are there too many? How can we compare two groups?	<u>Key Vocabulary:</u> Count Compare Greater than Less than More than Fewer than Equal to <u>Key Questions:</u> What does greater than mean? What does less than mean? What does equal to mean? What does this look like in two groups of numbers?	<u>Key Vocabulary:</u> Count Compare Greater than Less than More than Fewer than Equal to <u>Key Questions:</u> What does greater than mean? What does less than mean? What does equal to mean? What symbols can we use to show these words in a maths question?
Introduction	Today we are counting one less with numbers up to 10. As a class, we will be practising finding one less using objects and pictures, numberlines and word problems.	Today we will be comparing groups of objects. We will look at lots of examples where there are the same amount and then we will look at examples where there are too little or too many.	Today we will begin comparing numbers using new vocabulary; greater than, less than and equal to. We will practise comparing numbers by using objects. We will also use numberlines and dice to help us.	Today we will continue comparing numbers using 'greater than' 'less than' or 'equal to'. We will then learn about the maths symbols that represent these words and practise using them in a range of questions.
Activities	Children will try to find one less in a group of objects. Then they will try to find one less on a numberline and finally one less in a word problem.	The tasks today will be to look at groups of objects and work out if there are the same, not enough or too many.	Children will be working in pairs today. They will each roll a dice and then compare the numbers and use 'greater than' 'less than' or 'equal to'.	The children will practise using the new maths symbols $< > =$ in different questions, using objects, numberlines and word problems.


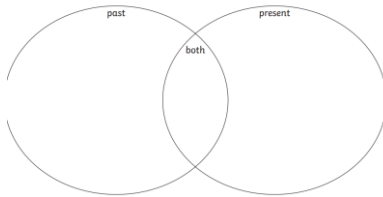


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Reading	Science	History	RE												
<p><u>Daily for 20 minutes</u></p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u></p> <p><u>APS Phonics- Phase 4 - Taught daily</u></p> <p>This week the focus throughout the week is to read a selection of phase 4 words and for children to be able to apply these words to their reading of sentences and to their writing.</p> <p>The tricky words for this week are: like and so.</p> <p>The high frequency words this week are: it's, went, just, help, have and said.</p>	<p><u>LI: To investigate how tall we are.</u></p> <p>Introduction: This week we will be investigating the question 'How tall am I?'</p> <p>Task: To predict how many hands tall you and your friends are.</p> <p>Today we are going to</p> <div></div> <table><thead><tr><th>Name</th><th>I predict</th><th>How many hands tall</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table> <p>Key words: prediction investigation</p>	Name	I predict	How many hands tall										<p><u>LI: To compare schools from the past with the present</u></p> <p>Introduction: This week we will be comparing schools from the past with the present.</p> <p>Task: <u>School Comparison: Past and Present</u> <small>Think about all the things you have learnt about schools in the past and what they are like now in the present. Complete the following Venn diagram.</small></p> <div></div> <p>Challenge: How have schools changed from past to present?</p> <p>Key words: Past, present, future,</p>	<p><u>LI: To create a collage to illustrate the Creation Story</u></p> <p>Introduction: This week children will continue learning about the Creation Story. They will listen to the story again and recap what God created on each day.</p> <p>Task: The class will be split into 7 groups. Each group will create a piece of art to illustrate each day of the creation story.</p> <p>Key Questions: What did God create on each day? Why did God choose to create these things?</p> <p>Key Words: God, create, creation story, Bible, Christianity.</p>
Name	I predict	How many hands tall													



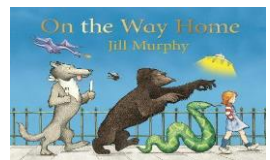


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Art	PSHE	Homework
<p><u>LI: To create a self-portrait in the style of artists. (Yayoi Kusama)</u></p> <p>Today we will be looking at the artist Yayoi Kusama. Yayoi Kusama is currently gaining recognition in the UK for her sold out shows at the Tate Modern. We will learn about her love for shape (particular) circles, her history and what has made her a successful artist.</p> <p>We will then be creating a self-portrait based on her work. This week we will be doing the outline of the portrait before painting next week.</p> 	<p><u>LI: To recognise the choices I make and understand the consequences</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Paws Cat on the choices we make and the consequences they have. We will also be thinking about rewards and why they are given.</p> <p><u>Introduction:</u> We will start this lesson with a game of 'pass the hand shake' followed by some calming exercises with Movelee Monkey.</p> <p><u>Task:</u> To create a consequence and reward poster.</p>  <p><u>Key questions:</u> What does consequence mean? Do you think it is fair to have a consequence? What are rewards? When should we receive rewards? Do our choices have a consequence</p> <p><u>Key Vocabulary:</u> choices, make, consequences, reward, fair, rules learn.</p>	<p>This week we would like you to complete the following tasks:</p> <p><u>Reading:</u></p> <p>Remember to read every day! ☺</p> <p>Make sure you find the correct page in your planner and ask an adult to help you write the name of the book and how well you read.</p> <p><u>English:</u></p> <p>Look at the front cover of this book, can you predict what the book will be about. I predict the book is about...</p>  <p><u>Maths:</u></p> <p>Complete the worksheet. Fill in the missing symbol (< > =) for each number sentence.</p> 