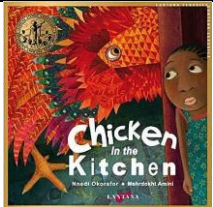
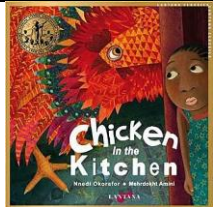
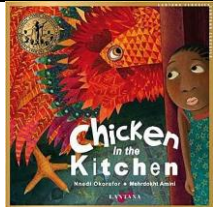


Year Group: 1

Week beginning: 16th October 2023

Weekly overview of learning

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Year 1	Monday	Tuesday	Wednesday
Reading text	 Chicken in the kitchen	 Chicken in the kitchen	 Chicken in the kitchen
Reading LI	LI: To identify relevant information about a text (strategy 7)	LI: To identify relevant information about a text (strategy 7)	LI: To identify context clues about a text (strategy 7)
Reading Introduction and task	<p>Today we will recap the story of <i>Chicken in the Kitchen</i> for the final time. We will talk about different celebrations and what we do during celebrations.</p> <p>Today we will write about a time that we have been to a festival or celebration such as Diwali, Christmas or birthdays etc. We will then say how it is similar or different to in the story.</p>	<p>Today we will again discuss what festivals are and how they relate to our story. We will talk about how festivals are celebrated in different cultures and discuss our own experience with our friends. We will talk more in depth about the festivities and how they make us feel.</p>	<p>This will be last week using reading strategies to look at the text <i>Chicken in the Kitchen</i>. Today we will be looking at how images in our storybooks can help us think of the context of the story.</p> <p>The task today is to look at an image from the story. The children are to describe what they see and what information they can gather.</p>

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English	LI: To write facts about an animal	LI: To box up a fact file on an animal	LI: To write a fact file on an animal	LI: To present a fact file on an animal	LI: To write a spooky story from a picture
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p>Key Questions:</p> <p>What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>	<p>Key Vocabulary:</p> <p>Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p>Key Questions:</p> <p>What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>	<p>Key Vocabulary:</p> <p>Story Book Fact Fiction Fact file information real untrue features title subheading picture neatly handwriting</p> <p>Key Questions:</p> <p>What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>	<p>Key Vocabulary:</p> <p>Story Book Fact Fiction Fact file information real untrue features title subheading picture presenting confidence</p> <p>Key Questions:</p> <p>What is fiction? What is non-fiction? What is a fact? What is information? What is a fact file? What is a title? How do I present my work? How do I speak about my work with confidence?</p>	<p>Key Vocabulary:</p> <p>Spooky Scary Characters Setting Fiction Beginning Middle End</p> <p>Key Questions:</p> <p>What is a story? What characters are there in the story? What setting are you doing? What happens at the beginning of the story? What happens at the end of the story? Is this a fiction story?</p>
Introduction	Today we will recap what fact files are and their features. We will also recap the difference between fact and fiction. We will then independently choose an animal and write facts about it.	Today we are going to box up (plan) a fact file on an animal. We will remember our facts about our animal from yesterday. We will discuss the features of a fact file and how we can layout our fact file about our animal using the information we found out yesterday.	Today we will write the final version of the animal of our choosing fact file using the 'boxed up' version from yesterday. We will be given the opportunity to verbally peer-edit before we begin. We will discuss how we can present our final version by making sure our handwriting is neat and there is correct punctuation	Today we will complete our fact files on our chosen animals. Today the children will have the opportunity to present their work to their peers. We will discuss what it means to present our work and how to talk confidently about what we have done.	Today the children will look at a photograph of a haunted house and they need to think who lives in this house. In pairs, think of characters that might live in this house.
Activities	This week the children will write a fact file on an animal of their choosing. Today they will choose the animal and write facts about it.	The task today is to 'box up' a fact file about an animal of their choice. The children will be given a fact file of another animal to use as a basis for how they should write their fact file. They will then write a draft of their fact file on their animal.	Today the task is to write the final version of the fact file on the chosen animal. The children will take the edited versions of their 'boxed up' version to help them in their final version.	Today the children will present their work to their peers. They will be able to read out what they have done and answer any question asked about their chosen animals.	The task today will be to write a story about the picture they see on the whiteboard. They will write the characters, the setting of the story and what happens in the story.

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Year 1 Maths	Monday	Tuesday	Wednesday	Friday
Maths	LI: To use the part whole model	LI: To use the part whole model	LI: To add using the part whole model	LI: To solve addition equations
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Part Whole Part whole model Number Represent</p> <p><u>Key Questions:</u> Can you label the part whole model? Can you split the whole into 2 parts? Can you find the whole? How can you check your answer is correct?</p>	<p><u>Key Vocabulary:</u> Part Whole Part whole model Label Check Colour coded</p> <p><u>Key Questions:</u> How many squares do you need to draw in each part? Can you count both parts to find the whole? Which colour is each part? Can you check your answer?</p>	<p><u>Key Vocabulary:</u> Part Whole Part whole model Add Addition Symbol Plus Equals</p> <p><u>Key Questions:</u> What does this symbol mean? How can we use this symbol in a number sentence? Can you use the part whole model to write a number sentence?</p>	<p><u>Key Vocabulary:</u> Add Addition Plus Equals Number sentence</p> <p><u>Key Questions:</u> Can you write the number sentence? Can you draw the squares to represent the number sentence? Can you count the parts to find the answer? How can you check your answer is correct?</p>
Introduction	This week we are going to be continuing using the part whole model. Today we will focus on labelling the part whole models with the correct numbers. We will count carefully and label each part and whole.	Today we start using 3 colours to label our part whole models. This will help us when we move on to adding the parts together tomorrow. We will practise drawing the correct amount of squares for each part before finding the whole number.	Today we will continue to use the colours in our part whole models and then start to transfer the numbers into a number sentence. We will practise adding both parts together and finding the whole number. We will learn about the addition and equals symbols.	Today we will move away from using part whole models and start writing our numbers into addition equations. We will keep using the same colours to help us remember where each part goes. We will keep reminding ourselves how to answer an addition equation; write it, draw it, count it, answer!
Activities	The tasks today will involve counting the parts and drawing then labelling the whole. Then the children will have to draw all the parts and wholes using the numbers.	The children will practise drawing each part and the whole number. Then they will draw each part and count them to find the whole number. Finally, they will count each part and write the numbers.	The children will practise writing the number sentence for some completed part whole models. Then they will have to complete the part whole models before writing the numbers into number sentences.	The children will practise drawing the parts and then finding the answer. Then they will practise counting the parts and writing the numbers. Their challenge will be to write their own number sentences using 2 dice.

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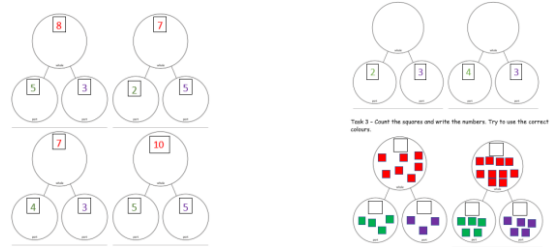
Reading	Science	History	RE																				
<p>Daily for 20 minutes</p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p>Phonics APS Phonics- Phase 4 - Taught daily</p> <p>This week the focus is for children to read a selection of phase 3 CVC and phase 4 CVVC words, for example: swim, green, train, clown, spoon, float and many of the similar word types. Next, children will apply these words to be able to read and write word associated sentences.</p> <p>The tricky words for this week are: there and little.</p> <p>The high frequency words this week are: it's, went, just, help and children</p>	<p>LI: To learn about senses (hearing)</p> <p>Introduction: This week we will be learning about one of the 5 senses (hearing).</p> <p>Task: To predict different sounds. Children will be working as a class to predict what sounds they can hear.</p> <p>Key words: Senses hearing predict</p> <table border="1"> <thead> <tr> <th>Sound Number</th><th>Prediction</th><th>What it was</th><th>How did it make me feel</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Sound Number	Prediction	What it was	How did it make me feel																	<p>LI: To describe a significant individual.</p> <p>Introduction: This week we will be learning about Black History and looking at Rosa Parks.</p>  <p>Task: To describe Rosa Parks using adjectives.</p> <p>Key words: Black History, Past, Rosa Parks, important person, achievements</p>	<p>LI: To discuss how Christians think God would like us to look after our school community</p> <p>Introduction: This week children will be discussing how Christians think God would like them to look after our school community.</p> <p>Task: Children will think about how Christians think God would/would not like to see our school community being treated.</p> <p>Key Questions: Does God want Christians to look after our schools? How do Christians think God would feel if we were not respectful of our school and each other?</p> <p>Key Words: God, Creation, Christianity, look after, school, respect, kindness.</p>
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Art	PSHE	Homework
<p>LI: To evaluate my learning</p> <p>This week we will be evaluating our learning in art this term. We will think about what we did well and what we could do better with our paintings next time. We will show our friends the work we have done over the last few weeks.</p>  	<p>LI: To understand my rights and how to respect them</p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about our school rights and how we can respect them.</p> <p>Introduction: We will start with the 'I am special' song followed by the 'together as one' song.</p> <p>Task: We will discuss as a class what our rights are. Children will write our rights in a speech bubble to display in the Year group Area. Children can write "I have the right to....."</p>  <p>Key questions: What are our rights? What is a charter? How can we respect these rights? Why do you think rights are important?</p> <p>Key Vocabulary: charter important rights happy safe respect</p>	<p>This week we would like you to complete the following tasks:</p> <p>For English we would like you to create a fact file about something important or special to you. (use your pink homework book to do this). For example: your favourite hobby, a country you have been to or your favourite animal.</p> <p><u>Please remember to include:</u> Title Facts Subheading Did you know fact Picture</p>  <p>For Maths, we would like you to complete the part-whole model worksheet.</p>  <p>Have a go at entering the Christmas card competition! You might win tea at the Houses of Parliament! See information on the next page. Make sure you draw it on the page given to you to enter the competition.</p>

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Christmas Card Competition



Design a Christmas card for a chance to win
tea at the Houses of Parliament!

Please support your child with their independent
design. 😊



Please submit by Friday 20th October 2023

Name:

Age:

School name:

School contact:

Please return to: Ruth Cadbury MP, House of Commons, London, SW1A 0AA