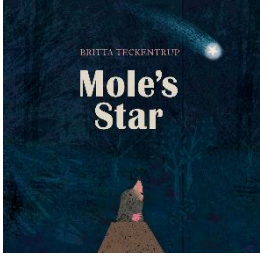
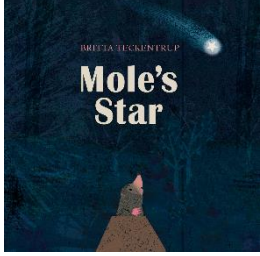
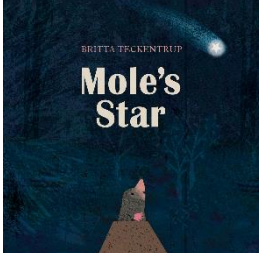


Year Group: 1

Week beginning: 19th February 2024

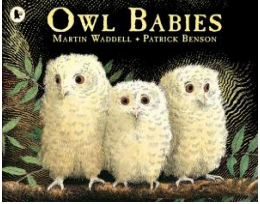
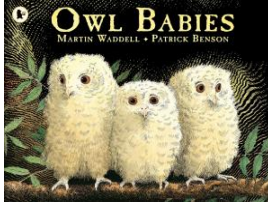
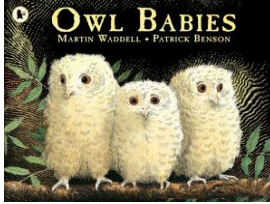
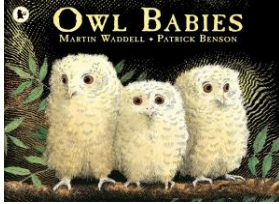
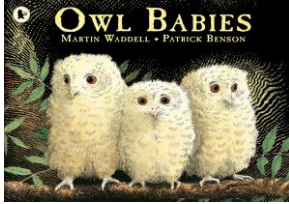
Weekly overview of learning

| Year 1 | Tuesday | Thursday | Friday |
|-------------------------------|---|---|--|
| Reading text |  |  |  |
| Reading LI | LI: Reading Strategy 5 to identify unfamiliar words | LI: Reading Strategy 5 -To decode and check accuracy of words | LI: Reading Strategy 5 - To recognise when a text doesn't make sense. |
| Reading Introduction and task | <p>This week we are starting our new reading text <i>Mole's Star</i>. We will pinpoint any unfamiliar words the class has any questions with. Together we will use different strategies covered so far to try to decode the how to read the words and the meaning of the words.</p> | <p>Today we will have a discussion lesson and practise more of what we did yesterday. We will think about what we can do when we are unsure of what a word in a text means. How can I decode it? How can I check if I am accurate with its meaning?</p> | <p>We are going start with reading the story again. How can they relate it to themselves? The task today is to encourage children to notice when there is a word they do not understand, what things they need to do. The task will be to describe a word they did not understand, e.g. molehill. They can draw a picture or think of other words to help explain the meaning.</p> |

Year Group: 1

Week beginning: 19th February 2024

Weekly overview of learning

| English | LI: To read and act out an acrostic poem | LI: To label the features of an acrostic poem | LI: To learn about adjectives | LI: To write an acrostic poem | LI: To publish an acrostic poem |
|----------------------------------|--|--|---|--|---|
| English Text |  |  |  |  |  |
| Key vocabulary and key questions | <p><u>Key Vocabulary:</u></p> <p>Poetry Poem Acrostic Rhyme Rhythm</p> <p><u>Key Questions:</u></p> <p>What is poetry? What are acrostic poems? How are acrostic poems different to the poems we have read previously? How are acrostic poems formatted?</p> | <p><u>Key Vocabulary:</u></p> <p>Poetry Poem Acrostic Rhyme Rhythm features label format features</p> <p><u>Key Questions:</u></p> <p>What is poetry? What are acrostic poems? How are acrostic poems different to the poems we have read previously? What are the features of a poem? How are acrostic poems formatted?</p> | <p><u>Key Vocabulary:</u></p> <p>Poetry Poem Acrostic Rhyme Rhythm features label adjectives</p> <p><u>Key Questions:</u></p> <p>What is poetry? What are acrostic poems? How are acrostic poems different to the poems we have read previously? What are adjectives? How can adjectives make my poem better? What are some good springtime adjectives?</p> | <p><u>Key Vocabulary:</u></p> <p>Poetry Poem Acrostic Rhyme Rhythm features writing poet</p> <p><u>Key Questions:</u></p> <p>What is poetry? What are acrostic poems? How are acrostic poems different to the poems we have read previously? How can I use feedback to benefit my writing? How can I write my own spring poem? How can I write my own acrostic poem?</p> | <p><u>Key Vocabulary:</u></p> <p>Poetry Poem Acrostic Rhyme Rhythm features publish neatly handwriting decorate display</p> <p><u>Key Questions:</u></p> <p>What is poetry? What are acrostic poems? How are acrostic poems different to the poems we have read previously?</p> |

Year Group: 1

Week beginning: 19th February 2024

Weekly overview of learning




| | | | | | |
|---------------------|--|---|---|--|---|
| Introduction | <p>Today the children will be introduced to acrostic poems. We will look at the features of acrostic poems and how they differ to poems we have read previously. We will discuss in detail how the main word is used as the beginning letter for each line of the poem.</p> <p>We are focusing on Springtime acrostic poems.</p> | <p>Today we will read over the poem that we looked at yesterday. We will think more in depth about the features of acrostic poems, especially the formatting.</p> | <p>Today we will revise what adjectives are and how they are used in our writing. We will discuss how adjectives will help improve our poetry. Together we will think about adjectives for different images before coming up with springtime adjectives independently.</p> | <p>Today we will revise what an acrostic poem is as well as its features. We will focus on how the main word is used as the beginning letter of each line. We will then discuss what adjectives are and how we can use our work from yesterday to help our writing.</p> | <p>Today we are going to publish our poems that we wrote yesterday. We will focus on how we present our work neatly and how we can use the corrections made yesterday to inform our work for today.</p> |
| Activities | <p>In pairs, the children will read over and choose their favourite springtime poems. They will label their features before writing why they like that one the best</p> | <p>The task today is to label the features of an acrostic poem. The second task is to write how acrostic poems are different to the poems we have looked at so far.</p> | <p>Today the children will think of adjectives that are linked to Spring. They will be able to use these adjectives for their acrostic poems that they will write over the coming days.</p> <p>Their second task is to write a few sentences describing Spring. They are to circle the adjectives that they use</p> | <p>Today the children are to write their own Spring acrostic poems! They will be given a sheet with the first letter of each line to help them, or they can write straight away in their books! Each line should be linked to spring and there should be evidence of adjectives.</p> | <p>Today the children will rewrite their poems from yesterday. They will write in their neatest handwriting before decorating.</p> |







Year Group: 1

Week beginning: 19th February 2024

Weekly overview of learning

| Year 1 | Monday | Tuesday | Wednesday | Friday |
|---|---|---|---|---|
| Maths | LI: To count up to 50 (practical) | LI: To represent numbers to 50 | LI: To find one more/one less | LI: To find one more/one less |
| Key vocabulary and key questions | <p><u>Key Vocabulary:</u> count number tens ones 0-50 forwards patterns</p> <p><u>Key Questions:</u> Can you count from 1 to 50? What comes after 20? Can you count in 10s? What number comes next?</p> | <p><u>Key Vocabulary:</u> represent tens ones picture dienes numbers in words</p> <p><u>Key Questions:</u> How can you represent ___ in tens and ones? What does this picture show? How many tens in ___? How many ones in ___?</p> | <p><u>Key Vocabulary:</u> tens ones more less forwards backwards</p> <p><u>Key Questions:</u> Can you find one more than ___? Can you find one less than ___? Does the number get bigger or smaller when you count one more? What number comes next/before?</p> | <p><u>Key Vocabulary:</u> tens ones one more one less forwards backwards number grid</p> <p><u>Key Questions:</u> How can you find one more than a number? Can you find the missing number? Can you count forwards/backwards?</p> |
| Introduction | This week we are going to start counting to 50! Today we will look at all the numbers between 1 and 50. We will practise counting up to 50 as a class. We will also look at counting in 10s by grouping ten ones together. | Today children will continue to count to 50. They will focus on grouping the numbers into tens and ones. We will look at lots of different ways to represent numbers between 1 and 50 using pictures. We will also look at how we write numbers in words. | Today children will look at one more and one less than a given number to 50. We will practise this by looking at pictures representing numbers and adding one more or subtracting one less. The children will have to practise counting forwards and backwards to 50. | Today the children will continue trying to find one more or one less than numbers up to 50. They will practise counting forwards and backwards and be able to tell each other if the number gets smaller or larger. |
| Activities | Children will count to 50 using a number grid. In pairs, they will be given a set of number cards. They will practise counting on from one number card to the next. | The children will practise making numbers between 1 and 50 with dienes. They can try to draw numbers using lines and dots. They will practise writing numbers in words. | Children will practise finding one more and one less. They will decide what happens when a number is one more or one less and how they can find this number. They will do this practically and in pairs. | Children will answer questions in their books today. They will find one more and one less than a range of numbers between 1 and 50. They will be challenged with some reasoning/word problem questions. |

| Reading | Science | Geography | 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 5 - Taught daily</p> <p>This week, the children will be drawing to a close their learning of phase 5 alternative pronunciations; before moving onto alternative spellings next week. The alternative pronunciations for this week are: ch, c, g, ey, zh.</p> <p>Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative pronunciations. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>There will be NO new tricky/high frequency words taught this week. Children will continue to review and revise previously taught words.</p> <p>Alternative pronunciations this week: ch (as in machine) /sh/ c (as in cent) /s/ g (as in giant) /j/ ey (as in they) /ai/ zh (as in vision)</p> | <p>LI: To discuss seasons and weather.</p> <p>Introduction: This term we are learning about seasonal changes and how they can be linked to space.</p> <p>Task: The task this week is for the children to share what they know about the seasons Spring, Summer, Autumn and Winter.</p> <p>Key words: Season Spring Summer Autumn Winter Weather</p>  <p>Key questions: What is a season? What are the names of the seasons? What does weather mean? What types of weather are there?</p> | <p>LI: To be introduced to the topic: Our Country.</p> <p>Introduction: This term we are learning all about our country. We will be learning about major cities, landmarks and cultures. We will also be learning about maps and atlases. Today we discuss what we already know and what we would like to find out.</p> <p>Task 1: Today the children will create a cover page for our topic book where children will show their prior knowledge on the UK.</p> <p>Task 2:</p>  <p>Key words Country Landmark City Countryside Town Village</p> <p>Key questions: Where do we live? What is it like? What would you like to learn about our country?</p> | <p>LI: To discuss how special people are welcomed</p> <p>Introduction: This half term we will be learning about how special people are welcomed. Today we will discuss what kinds of people are special and how we would welcome them if they arrived at home or school.</p> <p>Task: Children will choose someone they think is special. They will decide how they would welcome them if they arrived at school. They will also think about the word 'special' and what it means to them.</p>  |

| Art | PSHE | Homework |
|--|--|--|
| <p><u>LI: To learn about the art of printmaking</u></p> <p>This week we are going to be introduced to our new art topic: Art and Nature. Over the half term we will be looking at different artists who use nature as a main theme for their work.</p> <p>This week we are looking at the contemporary artist Bryan Nash Gill. Nash Gill uses natural materials to make prints. As a class we will discuss his process before talking about printmaking and how it is traditionally done.</p> <div data-bbox="96 836 430 1067">  </div> <p>The task today is to make prints and rubbings using natural materials found in the outside areas.</p> | <p><u>LI: To understand the difference between healthy and unhealthy</u></p> <p>This half term we are starting our new topic called 'Healthy Me'. This week children will be learning the difference between healthy and unhealthy. We will look at why we should make healthy choices.</p> <p><u>Introduction:</u> We will start with a game of "Healthy Foods" followed by the song "If you're healthy and you know it".</p> <div data-bbox="840 671 1041 820">  </div> <p><u>Task:</u> The task is for children to complete a poster to show other children what they can do to stay healthy.</p> <p><u>Key questions:</u></p> <p>If you're healthy, how do you feel? How could you keep yourself healthy? What sort of things could you do? Should everyone do exercise, or just some people? How might someone who was really healthy look? What types of food are an unhealthy choice?</p> <p><u>Key Vocabulary:</u> healthy, unhealthy, balanced, sleep, exercise, water, choices, clean.</p> | <p><u>Please complete the tasks on Google Classroom</u></p> <p>Remember to read <u>every day</u>.</p> <p>This week we would like you to complete the following task: In English this week, we have been learning about Acrostic Poems which is a poem where the first letter of each line spells out a word. Create your own acrostic poem using your name or something special to you.</p> <div data-bbox="1361 671 1709 892">  </div> <p>This week in Geography we were introduced to our new topic <i>Our Country</i>. For your homework, we would like you to pick a London landmark to draw and write 5 facts about the landmark you have chosen.</p> <div data-bbox="1332 1098 1527 1241">  </div> <div data-bbox="1552 1086 1823 1307">  </div> <div data-bbox="1841 1056 2016 1311">  </div> |