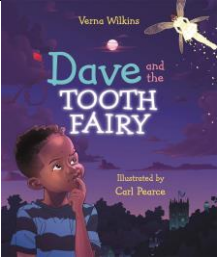
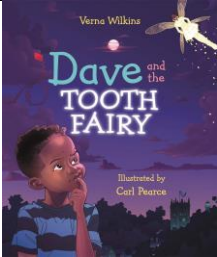
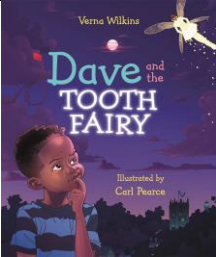


Year Group: 1

Week beginning: 27th November 2023

Weekly overview of learning

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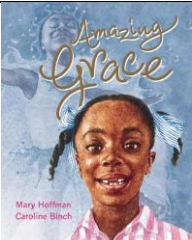


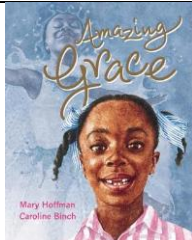

Year 1	Monday	Thursday	Friday
Reading text	 <p>Dave and the Tooth Fairy</p>	 <p>Dave and the Tooth Fairy</p>	 <p>Dave and the Tooth Fairy</p>
Reading LI	LI: (5) To recognise when a text does not make sense	LI: (5) To identify unfamiliar words	LI: (5) To use our phonics to decode a text
Reading Introduction and task	<p>This week we are focusing on a piece of written text from <i>Dave and the Tooth Fairy</i>. We are going to discuss what we do when there is a word that we do not know. We will talk about how we can look to the rest of the sentence for clues and will have a quick introduction to dictionaries.</p> <p>The task today is to underline words that do not make sense to us and to verbally make a guess on what we believe they may mean.</p>	<p>Today we are going to have a further introduction to dictionaries and how they are useful when we do not understand a text. We will discuss their features and how to use them effectively.</p> <p>As a class we are going to use a dictionary to find the definitions of words we did not understand from yesterday.</p>	<p>Today we are going to use our phonics to read a text based on <i>Dave and the Tooth Fairy</i>. We will read it individually before reading it to a friend.</p> <p>As a class we will discuss what the text says and what we learnt from reading it independently.</p>

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English	LI: To change the setting of <i>Amazing Grace</i>	LI: To write a setting description	LI: To use my senses to describe a new setting	LI: To write a new version of <i>Amazing Grace</i> with a new setting	LI: To write a new version of <i>Amazing Grace</i> with a new setting
English Text					
Key vocabulary and key questions	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? What is a setting? How do I visualise a setting?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? How do we use our senses to describe a setting?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? How do we use our senses to describe a setting? What are our senses? What are adjectives?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story?</p>

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		What are our senses? What are adjectives?		Why do we act out the story? What does visualise mean? Why do we visualise a story? How do we sequence a story?	How do I retell a story in writing?
Introduction	This week we will be writing <i>Amazing Grace</i> with a new setting. Today we will discuss what a setting is. We will then mindmap different settings for us to choose from.	Today we are going to write a setting description. We will think about what we see, hear, smell and feel at our new settings. We will then think about what adjectives are and how they can help describe a setting.	Today we are going to think about our different senses. We will discuss what words relate to different senses.	Today we are going to retell the story of <i>Amazing Grace</i> with a new setting! We will discuss the settings we have worked on this week with our friends, talking about what we see, hear and smell. We will read through the setting descriptions that we wrote yesterday and discuss how we can incorporate them into our stories.	Today we are going to complete our retelling of <i>Amazing Grace</i> with a new setting. We will reread what we have written so far and check for spellings, full stops and capital letters. We will continue to discuss how we can incorporate our new setting into our story.
Activities	The task today is to visualise and draw a new setting for <i>Amazing Grace</i> . The setting will then be labelled with different features.	The task today is to write a setting description thinking about what we see, smell, hear and feel.	The task today is to label different images associated with senses. We will write adjectives that relate to the new setting.	The task today is to start writing our new versions of <i>Amazing Grace</i> with a new setting. We will use the setting descriptions we wrote yesterday in our new stories.	The task today is to complete the writing of our new version of <i>Amazing Grace</i> with the new setting. If we finish early there will be opportunity to publish our work.

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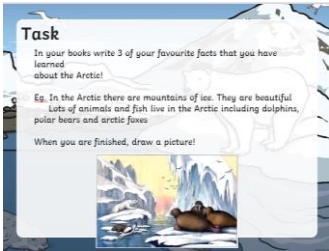


Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To count forwards and backwards to 20 (PRACTICAL)	LI: To count from 11 to 20	LI: To use tens and ones (PRACTICAL)	LI: To use tens and ones
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Count on Count back -teen Twenty Similar different</p> <p><u>Key Questions:</u> Can you count from 0 to 20? Can you count backwards? Can you count forwards? What similarities can you spot? What differences can you spot? Can you match the numeral to the word? Can you find the missing number?</p>	<p><u>Key Vocabulary:</u> Count on Count back Represent Numeral Number word Missing number</p> <p><u>Key Questions:</u> What numbers do the pictures show? Can you draw a picture to represent the number? Can you match the numeral to the word? What numbers are missing? How do you say this number? How do you write this number?</p>	<p><u>Key Vocabulary:</u> Ten One Total Count Represent</p> <p><u>Key Questions:</u> How many tens do I have? How many ones? How many do I have in total? How many ones in 1 ten? How many tens in 10 ones? Can you use resources to make a number between 11- 20 using tens and ones? Can you work out what number the resources are showing?</p>	<p><u>Key Vocabulary:</u> Ten Ones Ten frame Dienes Represent Count 11-20</p> <p><u>Key Questions:</u> What number do the dienes represent? What number does the ten frame represent? Can you make a number between 11-20 using dienes and ten frames? Can you split a number into tens and ones?</p>
Introduction	Today we are looking at numbers from 0 to 20. We will practise counting the numbers forwards and backwards. Then we will match the numeral to the number word. Finally we will spot the mistakes and find missing numbers.	Today we will continue to look at numbers 0-20. We will practise counting on from 11 to 20 and matching numerals to words. We will also look at pictures that represent numbers and work out which number they show.	Today we are going to start using tens and ones for numbers between 11 and 20. We will look at how ten can be represented using dienes blocks and ten frames. We will look at ones and how they are represented. We will work out what number the dienes and tens frames are representing.	Today we will continue using tens and ones and how we can represent tens and ones with dienes and ten frames. We will practise working out what number is being represented and also making numbers between 11 and 20. We will also solve some number questions and word problems.
Activities	In pairs and groups, children will order numbers 0-20 and then attempt to match the numeral to the number word. They will try to fill in missing numbers on numberlines.	Children will look at pictures and work out which number they represent. They will try to write each number in numerals and words. They will find missing numbers from 11 to 20.	Children are to use different resources (dienes, ten frames, cubes and counters) to create tens and ones. They will work in pairs to create numbers and then guess which number their partner has made.	In their books, children will start to draw tens and ones using lines and dots. They will work out what some dienes, part whole models and ten frames are representing.

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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 continuing phase 5 phonics. The focus is for children to recognise and use alternative spellings with split digraphs such as, a_e /ai, ay/ (as in <i>snake</i>), e_e /ea, ee, ey/ (as in <i>these</i>), i_e /igh, ie/ (as in <i>like</i>), and o_e /oa, oe/ (as in <i>bone</i>). Next, children will practise segmenting and blending in order to read words and sentences containing these sounds. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>The tricky word for this week is: could The high frequency words this week are: saw, very and put.</p> <p>Sounds to practise this week: a_e (ai, ay) e_e (ea, ee, ey) i_e (igh, ie) o_e (oa, oe)</p>	<p>LI: To learn about habitats</p> <p>Introduction: This week we will continue learning about animals and their habitats. We will be looking at the Arctic and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the Arctic. Children will make a poster with 3 facts they have learnt about the Arctic and animals that live there.</p>  <p>Key questions: habitat Arctic Facts Animals</p> <p>Key Questions: What is a habitat? Why do different animals have different habitats?</p>	<p>LI: To understand human and physical features in my local area.</p> <p>Introduction: This week we will continue to learn about our local area and what human and physical features we can see.</p> <p>Task: Children will be drawing and labelling what human and physical features they can see around their local area.</p>  <p>Key words: Local area Hounslow Human features Physical features</p> <p>Key questions: What is the name of our local area? What can we see in our local area? What are some human features? What are some physical features?</p>	<p>LI: To retell the Nativity Story</p> <p>Introduction: This week children will be retelling the Nativity Story. We will read the story again and look at the key words we need to use.</p> <p>Task: Children will be given pictures from the Nativity Story to sequence before writing simple sentences about the main parts of the story.</p> <p>Key Questions: Who came to visit Mary? Where did Mary and Joseph go? How did they get there? Where did they stay? Who came to see them once Jesus was born?</p>  <p>Key Words: Angel Gabriel, Bethlehem, Mary, Joseph, Jesus, stable, Wise Men</p>

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<div>LI: To build a 3d structure</div> <div><p>This week we will continue to decorate our <i>Amazing Grace</i> dressing up box that we built last week. We will then begin to create dressing up outfits for <i>Grace</i> out of paper that we may put into the completed dressing up box.</p></div> <div></div>	<div>LI: To know how to make new friends and how it feels</div> <div><p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about how we can make new friends and how it makes us feel.</p><p>Introduction: This week we will start with 'There's a place' song followed by a game of 'Pass the Ball'.</p><div></div><p>Task: This week's task is to create a friendship token and draw or write 1-3 things you could offer a new friend.</p><div></div><p>Key questions: How do we treat our friends? What words can you use to describe a good friend? What makes a good friend? How can we be a good friend? What can you offer to a new friend? How does having friends make us feel?</p><p>Key Vocabulary: Friendship, friends, new, treated, sharing, playing, laugh, feelings, kind, happy, good, offer.</p></div>	<div>This week we would like you to complete the following tasks:</div> <div><p>In Science, we have been learning all about different habitats (rainforests, woodlands and oceans). Choose your favourite habitat and find 5 facts about it and make a colourful poster with your facts.</p><p>In Maths, In maths we have been using the sign $<$ $>$ and $=$ to compare number sentences. Complete the worksheet sent on Google classroom. Make sure you find the answer to each number sentence before you decide which sign to use.</p></div> <div><div>Compare Number Bonds within 10 Using Greater than and Less than</div><div>Put the correct sign ($<$, $>$ or $=$) in the box to compare the addition calculations.</div><div><div><div><div></div></div><div><div></div></div></div><div><table><tr><td>1 + 5</td><td><input type="text"/></td><td>7 + 2</td><td>6 + 3</td><td><input type="text"/></td><td>8 + 1</td></tr><tr><td>8 + 2</td><td><input type="text"/></td><td>6 + 4</td><td>1 + 4</td><td><input type="text"/></td><td>4 + 4</td></tr><tr><td>3 + 2</td><td><input type="text"/></td><td>4 + 2</td><td>5 + 5</td><td><input type="text"/></td><td>3 + 2</td></tr><tr><td>7 + 1</td><td><input type="text"/></td><td>9 + 1</td><td>6 + 1</td><td><input type="text"/></td><td>7 + 1</td></tr><tr><td>1 + 3</td><td><input type="text"/></td><td>2 + 1</td><td>5 + 0</td><td><input type="text"/></td><td>2 + 2</td></tr><tr><td>5 + 2</td><td><input type="text"/></td><td>3 + 3</td><td>9 + 1</td><td><input type="text"/></td><td>1 + 9</td></tr><tr><td>1 + 4</td><td><input type="text"/></td><td>3 + 2</td><td>3 + 1</td><td><input type="text"/></td><td>2 + 2</td></tr><tr><td>10 + 0</td><td><input type="text"/></td><td>9 + 0</td><td>5 + 1</td><td><input type="text"/></td><td>3 + 4</td></tr></table></div></div></div>	1 + 5	<input type="text"/>	7 + 2	6 + 3	<input type="text"/>	8 + 1	8 + 2	<input type="text"/>	6 + 4	1 + 4	<input type="text"/>	4 + 4	3 + 2	<input type="text"/>	4 + 2	5 + 5	<input type="text"/>	3 + 2	7 + 1	<input type="text"/>	9 + 1	6 + 1	<input type="text"/>	7 + 1	1 + 3	<input type="text"/>	2 + 1	5 + 0	<input type="text"/>	2 + 2	5 + 2	<input type="text"/>	3 + 3	9 + 1	<input type="text"/>	1 + 9	1 + 4	<input type="text"/>	3 + 2	3 + 1	<input type="text"/>	2 + 2	10 + 0	<input type="text"/>	9 + 0	5 + 1	<input type="text"/>	3 + 4
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