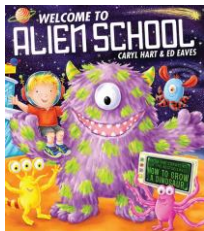
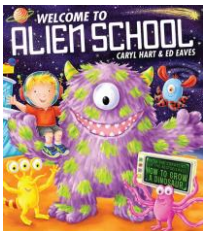
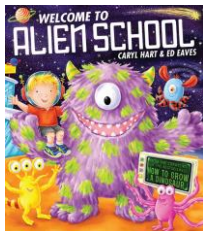
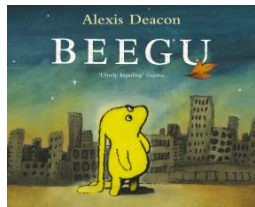
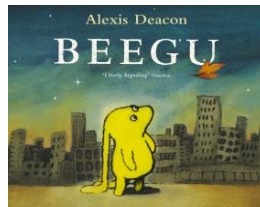
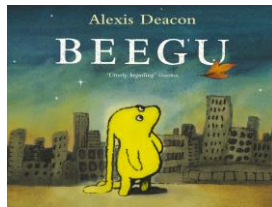
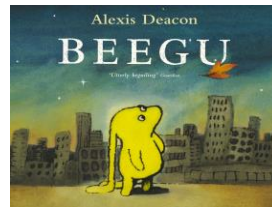
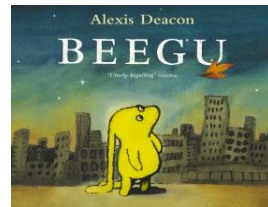


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Year 1 Weekly overview	Tuesday	Thursday	Friday
Reading text	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>
Reading LI RS3	LI: To retell a story using images	LI: To visualise a character	LI: To discuss words and phrases that capture the imagination
Reading Introduction and task	<p>Today we are going to reread the story and children will be given some pictures from the story to create a story map.</p>	<p>Today we are going to read the story again. We will focus on discussing the main character of <i>Albie</i>. We will think about what he looks like, what his personality is and what he does in the book.</p> <p>The task today is to draw the main character of <i>Albie</i> from the description in the story.</p>	<p>Children will discuss how some words and descriptions can create more detailed images than others</p>

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English	LI: To learn about the features of a diary	LI: To describe the feelings of Beegu	LI: To plan a diary by boxing it up	LI: To write a diary entry from the point of view of Beegu	LI: To publish a diary entry
English Text					
Key vocabulary and key questions	<p>Key Vocabulary: diary description character label features salutation past tense opinion sign off</p> <p>Key Questions: What is a diary? Who writes a diary? What is the past tense? How do we lay out the past tense? What is an opinion?</p>	<p>Key Vocabulary: diary description character label features salutation past tense opinion sign off</p> <p>Key Questions: What is a diary? Who writes a diary? What is the past tense? How do we lay out the past tense? What is an opinion?</p>	<p>Key Vocabulary: diary description character label features salutation past tense opinion sign off</p> <p>Key Questions: What is a diary? Who writes a diary? What is the past tense? How do we lay out the past tense? What is an opinion?</p>	<p>Key Vocabulary: diary description character label features salutation past tense opinion sign off</p> <p>Key Questions: What is a diary? Who writes a diary? What is the past tense? How do we lay out the past tense? What is an opinion?</p>	<p>Key Vocabulary: diary description character label features salutation past tense opinion sign off</p> <p>Key Questions: What is the story of <i>Beegu</i> about? Who is <i>Beegu</i>? What is the beginning, middle and end of the story? What is the new setting of <i>Beegu</i>?</p>

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Introduction	This week we are learning about diaries! We will focus on a diary entry and will learn about how they are laid out. We will talk about the past tense and how it is constructed.	Today we are thinking in depth of Beegu as a character. We will be discussing what she is like and how she feels during certain situations. This will aid into getting in her mindset for writing her diary entry. We will talk about adjectives and how they can be used to create sentences.	Today we are going to plan a diary entry by boxing it up. We will recap the different features of a diary and will think about different sentence openers such as: first, then and after.	Today we are going to write an entry from the point of view of Beegu. We will talk about the features of the diary. We will talk about the past tense and how it is constructed in sentence writing. We will think about the planning that we did yesterday and how we can use it to write our diary entries.	Today we are going to complete the diary from the point of view of Beegu. We will continue to write before publishing. Today we will talk about how we publish our work and how we use our corrections to benefit our work. We will talk about how to write neatly and how we can double check our work for errors.
Activities	The task today is to label the features of a diary. We will then change words from the past to present tense.	The task today is to write a character description of Beegu. We will focus on adding adjectives to show how she is feeling during different events.	Today we are going to plan a diary by boxing it up. We will focus on sentence openers, fronted adverbials and the chronological order of the story.	Today we are writing a diary entry from the point of view of Beegu. We will focus on using features of diary writing including writing in the past tense and in the first person.	The task today is to complete the writing of <i>Beegu's</i> Diary with a new setting before publishing our work.

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	Monday	Tuesday	Wednesday	Friday
Maths	LI: To subtract from 10 by regrouping (practical)	LI: To subtract from 10 by regrouping (pictorial)	LI: To subtract from 10 by regrouping (practical)	LI: To subtract up to 20 by regrouping (pictorial)
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> One Ten Subtract Crossing out Regroup Exchange</p> <p><u>Key Questions:</u> How can we represent a number? Can you make 10 with cubes? Can you subtract ones? Do you need to regroup? What happens if we don't have any ones to subtract?</p>	<p><u>Key Vocabulary:</u> Ones Ten Subtract Crossing out Counting Regroup Exchanging</p> <p><u>Key Questions:</u> Can you draw lines to make 10? Can you regroup the 10 into ones? How many do you need to cross out?</p>	<p><u>Key Vocabulary:</u> Ones Tens Subtract Crossing out Regrouping exchanging</p> <p><u>Key Questions:</u> Can you make ten with cubes? Can you make ones with cubes? Can you make a number between 11 and 20 using cubes? Can you regroup or exchange the ten for ones?</p>	<p><u>Key Vocabulary:</u> Ones Tens Subtract Crossing out Regrouping Counting Exchanging</p> <p><u>Key Questions:</u> How can you represent a number with tens and ones? How do you subtract a number using lines and dots? What happens if you don't have enough ones?</p>
Introduction	This week we are subtracting from 10 by regrouping. We have to do this when we don't have enough ones to cross out. We will exchange a stick of 10 cubes (a ten) into ten ones. We will practise subtracting from 10 with cubes.	Today children will use the skills they learnt yesterday to draw a ten (a line) and practise regrouping or exchanging it into ten ones. They will then subtract a number up to ten from it.	Today we are moving on to subtracting with numbers up to 20. The children will practise subtracting by regrouping practically with cubes.	Today children will practise drawing numbers up to 20 using lines and dots. They will then practise regrouping or exchanging a ten (a line) for ten ones (dots) in order to subtract.





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Activities	Children will practise regrouping or exchanging their stick of ten cubes into ones and subtracting numbers up to 10.	Today the children will practise drawing the tens and regrouping. They will focus on checking their answers.	Today children will practise making numbers up to 20 and regrouping the ten when they are subtracting.	Children will concentrate on drawing the number with lines and dots and then regrouping to subtract.
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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</p> <p>APS Phonics- Phase 5 – Taught daily</p> <p>This week, the children will continue learning phase 5 phonics. The focus will be on alternative pronunciations such as: ea and ou.</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>During Friday's Phonics lesson, the Children will focus on this week's tricky and high frequency words. They will then revise previously taught words.</p> <p>The tricky words for this week are: through, work.</p> <p>The high frequency words this week are: did, man.</p> <p>Alternative pronunciations to practise this week:</p> <p>ea (as in head) /e/</p> <p>ou (as in could) /oo short/</p> <p>ou (as in you) /oo long/</p> <p>ou (as in mould) /oa/</p>	<p>Ll: To test materials to see if they are flexible.</p> <p>Introduction: This week children will be exploring different materials used to make a spacesuit and what materials are used for a spacesuit to be flexible.</p> <p>Task: We will be discussing and exploring the different materials Tim Peake’s space suit is made of. We are going to be scientists and carry out an experiment to see which material is flexible and can be used to make a spacesuit.</p> <p>Key questions:</p> <ul style="list-style-type: none"> space suits materials flexible fabric plastic school jumper hair tie newspaper <p>Key Questions:</p> <p>What does the word flexible mean?</p> <p>Which materials is Tom Peake’s space suit made from?</p>	<p>Ll: To learn about a significant person.</p> <p>Introduction: This week we will be learning about a significant person that made history (Yuri Gagarin)</p> <p>Task: Children will discuss what they know about the significant person, what they did, where they went. Then children will draw and write some facts they have learnt about the significant person.</p> <div style="text-align: center;"> </div> <p>Key words:</p> <ul style="list-style-type: none"> Space Yuri Gagarin facts <p>Key questions:</p> <ul style="list-style-type: none"> Where was Yuri Gagarin born? What did he become the first human to do? How long did it take to orbit the earth? How fast did the spacecraft go? 	<p>Ll: To discuss how Jesus showed friendship in Bible Stories.</p> <p>Introduction:</p> <p>Today we will be looking at the story of <i>Jesus at the Home of Mary and Martha</i>. We will talk about how the siblings in the story squabble and what they did to rectify their differences.</p> <p>Task: The task today is to visualise the story of Jesus <i>at the home of Mary and Martha</i> drawing and labelling. They will then have to summarise the story in words.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What makes a good friend? When is it easy to show friendship? When is it difficult to show friendship? <p>Key Words: friend, friendship</p>

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DT	PSHE	Homework																
<p><u>LI: To create a space buggy</u></p> <p>Today we are building the body of our space buggies! We will be using found materials and will talk about how we can build it and what we can use to put it together. We will then add the wheels and axles we built last week and see if we can make them move!</p> <p><u>Vocabulary:</u></p> <p>building 3d assemble wheels axles</p> 	<p><u>LI: To tackle a new challenge and understand this might stretch my learning</u></p> <p>This week we will continue our topic on ‘Dreams & Goals’ and we will be sharing our ideas with Jigsaw Jack on how we approach new challenges and we will discuss how this will stretch our learning.</p> <p><u>Introduction:</u> This week we will start with a game of “Pass the Smile” followed by some stretching (to visualise stretching our learning.).</p> <p><u>Task:</u> This week, you are going to create your own ‘Stretchy Hand’ flower/bunch of flowers.</p> <p><u>Key questions:</u></p> <p>What does it mean to tackle a new challenge? What does it mean to stretch our learning? How can we stretch our learning? How does it feel when we start to learn something? How does it make you feel?</p> <p><u>Key Vocabulary:</u> Learning, stretchy, challenge, feelings, tackle, overcome, persist, keep trying, understand, stretch.</p>  	<p><u>This week we would like you to complete the following tasks:</u></p>  <p><u>In English:</u> This week in English we have been looking at the story of ‘Beegu’ and we created a new setting for her. Now we would like you to write a description of one person Beegu may meet in her new setting. Once finished, please draw a picture of Beegu in her setting with the character she met.</p> <p>Example: One cold winter afternoon Beegu landed with a bump in the deep dark woods. As she was trying to find her way out she met a scary, slow, slithering worm. Its eyes were green and its skin had orange spots... (Remember to use adjectives to describe your character.)</p> <p><u>In Maths:</u> This week in Maths we have been learning about subtraction by using the crossing out method. Please complete the worksheet and remember to use the crossing out method when you are answering the questions.</p> <div><p>Write it Draw it Cross out Count it Answer it</p><table><tr><td>9 - 2 =</td><td>9 - 0 =</td></tr><tr><td>7 - 1 =</td><td>6 - 3 =</td></tr><tr><td>8 - 4 =</td><td>4 - 4 =</td></tr><tr><td>9 - 9 =</td><td>8 - 0 =</td></tr><tr><td>9 - 4 =</td><td>5 - 4 =</td></tr></table><p><i>Challenge:</i> Please complete these subtractions. Draw out your tens and ones to show your working out.</p><table><tr><td>12 - 2 =</td><td>17 - 3 =</td></tr><tr><td>14 - 1 =</td><td>11 - 1 =</td></tr><tr><td>16 - 3 =</td><td>15 - 5 =</td></tr></table><p>Example: 12 :</p></div>	9 - 2 =	9 - 0 =	7 - 1 =	6 - 3 =	8 - 4 =	4 - 4 =	9 - 9 =	8 - 0 =	9 - 4 =	5 - 4 =	12 - 2 =	17 - 3 =	14 - 1 =	11 - 1 =	16 - 3 =	15 - 5 =
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