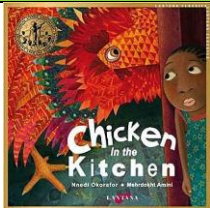
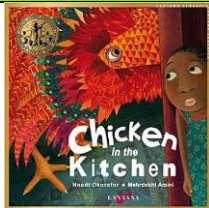
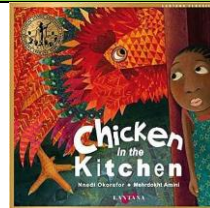

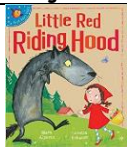





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Year 1	Monday	Tuesday	Wednesday
Reading text	 <p>Chicken in the kitchen</p>	 <p>Chicken in the kitchen</p>	 <p>Chicken in the kitchen</p>
Reading LI	LI: To notice a breakdown	LI: To notice a breakdown	LI: To notice a breakdown
Reading Introduction and task	<p>In reading this week we will think about what we do if we do not understand a word or a piece of text. As a class we will discuss what we can do if we are ever stuck on a reading. We will also be introduced to dictionaries.</p> <p>The task today is to mindmap in our books different ways we can help ourselves if we can get stuck with understanding what we are reading.</p>	<p>Today we will go further into dictionaries and their features. We will discuss what they are used for and how the words are in alphabetical order.</p> <p>With partners, the children will be tasked with finding 3 words used in <i>Chicken in the Kitchen</i> in the dictionary.</p>	<p>Today the children will be given a piece of text written about <i>Chicken in the Kitchen</i>. Their task is to underline any words that they do not know the meaning of.</p> <p>As a class we will then discuss the meanings of these words using a dictionary.</p>

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English	LI: To create a new setting for Little Red Riding Hood	LI: To write a new setting description for Little Red Riding Hood	LI: To sequence a story for Little Red Riding Hood with a new setting	LI: To write a new version of Little Red Riding Hood	LI: To write a new version of Little Red Riding Hood
English Text					
Key vocabulary and key questions	<p><b>Key Vocabulary:</b></p> <p>Story Book Front Cover Back Cover Author image picture description self-portrait adjectives character Setting</p> <p><b>Key Questions:</b></p> <p>What is a description? How do I create a new character? What is the bad character in a book? What is a setting? What is the setting in Little Red Riding Hood?</p>	<p><b>Key Vocabulary:</b></p> <p>Story Book Front Cover Back Cover description baddie/villain adjective character Setting</p> <p><b>Key Questions:</b></p> <p>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? How can we describe a setting?</p>	<p><b>Key Vocabulary:</b></p> <p>Story Book Story Front Cover Plot Characters description sequence</p> <p><b>Key Questions:</b></p> <p>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 and setting?</p>	<p><b>Key Vocabulary:</b></p> <p>Story Acting Book Story Front Cover Plot Characters Sequence</p> <p><b>Key Questions:</b></p> <p>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 and setting?</p>	<p><b>Key Vocabulary:</b></p> <p>Story Acting Book Story Front Cover Plot Characters Sequence full stop capital letter finger space</p> <p><b>Key Questions:</b></p> <p>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? What is the setting 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 will be continuing to change our story of Little Red Riding Hood. Last week we focused on the baddie and this week we will also be changing the setting! Today we will discuss what a setting is and mindmap different settings we could change our story to.	Today we are going to write a setting description. We are to recap what a setting is and how the new setting will be different. Children are to discuss their new settings. We will also recap adjectives and how they can better their descriptions.	Today we are going to sequence the story of Little Red Riding Hood including the new 'bad' character and new setting. We will recap the story by reading and acting it out. The children will again discuss their new settings and their baddies and how it has changed the story of Little Red Riding Hood	Today we are going to write the first half of our version of Little Red Riding Hood with the new bad character and setting. We will act out the story before discussing what happens in the beginning and middle.	Today we will write the remainder of our new versions of Little Red Riding Hood with the new setting and baddie. 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 completed in front of the class. They will be able to think about

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<b>Activities</b>	The task today is to draw Little Red Riding Hood in her new setting! If the children have time they are to label it with different features of the setting.	Today the task will be to write descriptive sentences based on the new setting. The drawing done yesterday can be used as a guide.	The task today is to sequence their new version of the story of Little Red Riding Hood using the new 'bad character' and new setting.	The task today is to write the beginning and middle of the story with our own characters and setting 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 and setting. When they are finished they are to draw an accompanying picture.
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Year 1	Monday	Tuesday	Wednesday	Friday
<b>Maths</b>	<b>LI:</b> To order groups	<b>LI:</b> To count forwards on a numberline (practical)	<b>LI:</b> To count forwards on a numberline	<b>LI:</b> To count backwards on a numberline
<b>Key vocabulary and key questions</b>	<b><u>Key Vocabulary:</u></b> Greatest Smallest Order Groups <b><u>Key Questions:</u></b> What does greatest mean? What does smallest mean? Can you order the numbers greatest to smallest? Can you order the numbers smallest to greatest?	<b><u>Key Vocabulary:</u></b> Count Forwards 1-10 Number line Represent  <b><u>Key Questions:</u></b> What happens when you count forwards? What number is next? What number is missing? Can you count forwards from 1-10?	<b><u>Key Vocabulary:</u></b> Count Forwards 1-10 Number line Represent  <b><u>Key Questions:</u></b> What happens when you count forwards? What number is missing? Can you count forwards from 1-10? How many jumps are there between 4 and 8?	<b><u>Key Vocabulary:</u></b> Count Backwards 10-1 Number line Represent  <b><u>Key Questions:</u></b> What happens when you count backwards? Can you count backwards from 10 -1? How many jumps are there between 8 and 3? If I count back 5 jumps from 9, what number do I land on?
<b>Introduction</b>	Today children will learn about ordering groups of numbers to 10. They will discuss what the words greatest and smallest mean before ordering numbers.	Today we will be practising counting forwards. We will look at examples of numberlines and how they look. We will create a human numberline in the class.	Today we will continue to use number lines. We will practise counting forwards on a number line. We will look at how we can jump forwards and practise finding out which number we land on.	Today we will practise counting backwards from 10-1. We will look at examples of counting backwards on a number line. We will practise jumping in different amounts to see what number we land on.
<b>Activities</b>	In groups the children will look at groups of objects. They will practise ordering numbers greatest to smallest and smallest to greatest.	Children will practise using a numberline and finding numbers on the numberline. They will use cubes to cover different numbers and guess which number is hidden.	Children will answer questions in their books. They will fill in missing numbers. Then they will count how many jumps between 2 numbers.	Children will be counting backwards on numberlines in their books. They will jump backwards from a certain number and see what number they land on.

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Reading	Science	History	RE
<p><b><u>Daily for 20 minutes</u></b></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><b><u>Phonics</u></b> <b><u>APS Phonics- Phase 4 - Taught daily</u></b></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: <b>some</b> and <b>do</b>.</p> <p>The high frequency words this week are: <b>it's, went, just</b> and <b>help</b>.</p>	<p><b><u>LI: To investigate using our senses (touch)</u></b></p> <p><b>Introduction:</b> This week we will be investigating one of the 5 senses (touch).</p> <p><b>Task:</b> Make a poster about touch (draw around your hands and glue and label a different texture on each finger).</p>  <p><b>Key words:</b> Senses touch</p>	<p><b><u>LI: To compare toys from the past to the present.</u></b></p> <p><b>Introduction:</b> This week we will be comparing toys from the past with the present.</p> <p><b>Task:</b> working in groups to sort toys from the past and present.</p>  <p><b>Challenge:</b> Are there any toys we use from the past now?</p> <p><b>Key words:</b> Past, present, future,</p>	<p><b><u>LI: To create a collage to illustrate the Creation Story</u></b></p> <p><b>Introduction:</b> 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><b>Task:</b> 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><b>Key Questions:</b> What did God create on each day? Why did God choose to create these things?</p> <p><b>Key Words:</b> God, create, creation story, Bible, Christianity.</p>

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Art	PSHE	Homework
<p><b><u>LI: To create a self-portrait in the style of artists. (Yayoi Kusama)</u></b></p> <p>Today we will be recapping the work of 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, particularly circles, her history and what has made her a successful artist.</p>  <p>Today we are going to be painting our final versions of the spotty self-portrait. We will first experiment with what tools we can use to paint spots onto our artwork. We will then show our work in our class.</p>	<p><b><u>LI: To recognise the choices I make and understand the consequences</u></b></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><b><u>Introduction:</u></b> We will start this lesson with a game of 'pass the hand shake' followed by some calming exercises with Movelee Monkey.</p> <p><b><u>Task:</u></b> To create a consequence and reward poster.</p>  <p><b><u>Key questions:</u></b> 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><b><u>Key Vocabulary:</u></b> choices make consequences rewards fair rules learn</p>	<p>This week we would like you to complete the following tasks:</p> <p><b><u>Reading:</u></b></p> <p><b>Remember to read every day! 😊</b></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 the book.</p> <p><b><u>English:</u></b></p> <p>This week we are continuing with the story of Little Red Riding Hood. Can you retell the story? Can you remember what the setting is and what the characters are like? We would like you to write down what happened in the story. You can start with, <b>Once upon a time, there was a little girl called Little Red Riding Hood who lived with her mum.</b></p> <p><b><u>Maths:</u></b></p> <p>This week we have been learning about numberlines. We would like you to create your own number line. Start at 0 and stop at 10. You can decorate it with your favourite things. Try to space the numbers out evenly.</p> 