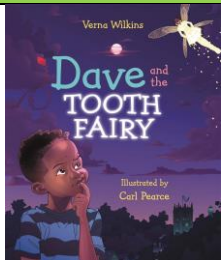
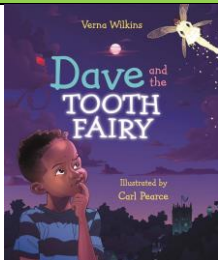
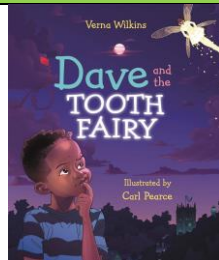

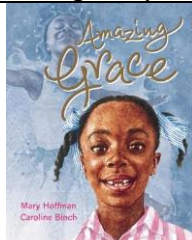
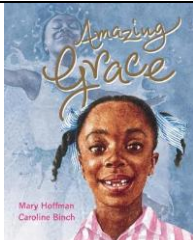




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Year 1	Monday	Thursday	Friday
Reading text	 <p>Dave and the Tooth Fairy</p>	 <p>Dave and the Tooth Fairy</p>	 <p>Dave and the Tooth Fairy</p>
Reading LI	LI: To form predictions	LI: To ask questions about a text	LI: To form predictions
Reading Introduction and task	<p>Today we are looking at the front cover of our new reading text <i>Dave and the Tooth Fairy</i>. We will discuss the title and what it means to us.</p> <p>We will discuss what a prediction is and how we can use the information on a front cover to make a prediction.</p> <p>The task today will be to write a prediction about what will happen in the story.</p>	<p>Today we will read the beginning of the story. We will think about our predictions from yesterday and how they are similar or differ to the story. We will then ask questions about the text such as 'who are the characters?' or 'what is the setting?' to gain key information about the text.</p> <p>On their whiteboards the children are to write answers to the questions: Who is the main character? What is the setting of the story? What happens in the beginning of the story?</p>	<p>Using the key information from the text that we found yesterday, today we are going to predict what will happen at the end of the story. We will reread the beginning of the story and as a class will go through what we know.</p> <p>The task will be to discuss what they think may happen at the end of the story with their friends.</p>

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English	LI: To plan a poem by boxing it up	LI: To plan a poem by boxing it up	LI: To write a poem	LI: To publish a poem	LI: To perform a poem.
English Text					
Key vocabulary and key questions	<p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems?</p>	<p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems?</p>	<p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza Visualise Line</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems?</p>	<p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems?</p>	<p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems? How do I perform a poem? How can I be confident in performing a poem?</p>

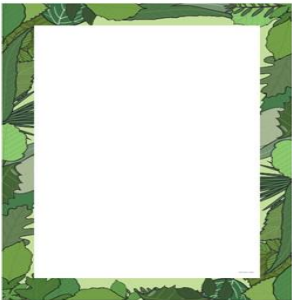
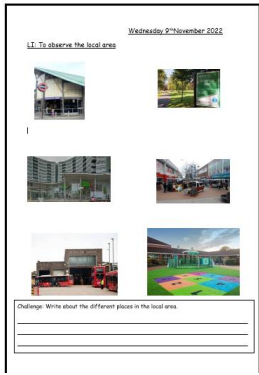

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Introduction	This week we are continuing with poetry. We will be writing our own poems using Grace Nichol's poem <i>Granny Granny, Please Comb My Hair</i> as reference. Today will recap the main features of a poem before beginning to plan our own poem.	Today we will think about the features of poetry and will discuss how story writing and poetry are laid out differently. We will talk about our plans from yesterday with our friends before going on to finish our planning.	Today we are going to write the poem in our books using the planning we have made. We will again go over the features and layout of a poem to make sure we know the difference between the layout of poetry and storytelling.	Today we are going to publish our poems that we wrote yesterday. We will discuss how we can make our work eye-catching and how we write neatly.	Today we are going to perform our poems that we have written this week. We will talk about how important performance is in poetry. We will discuss how we can perform a poem to our friends with confidence.
Activities	This week we will be writing our own poems. Today we will be planning what we would like to write a poem about and will begin to think more critically on how poetry is laid out.	Today we are going to finish the planning of our poems. Making sure that we know how to write the poem tomorrow. We think about how we can extend our work by adding rhyming words or writing more.	Today we are going to write our poems in our books. We will be using our planning from yesterday to help us.	Today we are going to publish our poems for display. We will make sure our handwriting is neat and our corrections and feedback are included in our final drafts	Today we are going to individually perform our poems to the class.





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Year 1 Maths	Monday	Tuesday	Wednesday	Friday
Maths	LI: To subtract by crossing out	LI: To use the subtraction symbol	LI: To subtract by finding a part	LI: To subtract by counting back
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Subtract Subtraction Crossing out Subtraction story</p> <p><u>Key Questions:</u> What happens to a number when we subtract? How many are left? Can you write a subtraction story for the picture?</p>	<p><u>Key Vocabulary:</u> Subtract Subtraction Minus Less Subtraction symbol</p> <p><u>Key Questions:</u> What words can you use for the subtraction symbol? How can you write the subtraction story into a number sentence?</p>	<p><u>Key Vocabulary:</u> Subtract Subtraction Part Whole Part whole model</p> <p><u>Key Questions:</u> How can you use a part whole model to help you solve a subtraction number sentence? Can you find the missing part?</p>	<p><u>Key Vocabulary:</u> Subtract Subtraction Count back Number line</p> <p><u>Key Questions:</u> How many jumps do you need to draw to solve the number sentence? What number sentence does the number line show?</p>
Introduction	This week we are focussing on subtraction. Today we are going to cross out pictures to help us find the answer. We will go through some subtraction stories together and solve them.	Today we are going to start using the subtraction symbol. We will think about the vocabulary associated with the symbol before we try to write subtraction number sentences.	Today we are going to use part whole models to solve subtraction number sentences and word problems. We will look at how the whole and 2 parts are all linked together.	Today we are going to use number lines to solve subtraction number sentences. We will count back using the number lines and find the answer.
Activities	Children are going to solve the subtraction stories by crossing out. They will complete the missing numbers in subtraction stories.	Your task is to solve the subtraction stories and then write them into number sentences. Then complete number sentences by crossing out.	Children are going to complete some part whole models and then write subtraction number sentences based on the part whole models.	In their books, children will use the number lines to solve subtraction number sentences. They will then draw the jumps on the number lines themselves.

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Reading	Science	Geography	RE
<p><u>Daily for 20 minutes</u></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><u>Phonics</u> <u>APS Phonics- Phase 5 - Taught daily</u></p> <p>This week, the children will be starting phase 5 phonics. The focus is for children to recognise and use alternative phase 5 sounds such as, oy, ir, ue and ue (as in due, venue, rescue) /yoo/. 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 words for this week are: water and where.</p> <p>The high frequency words this week are: very and don't.</p> <p>Sounds to practise this week: oy (oi) ir (ur) ue (oo) ue (as in due) /yoo/</p>	<p><u>LI: To learn about habitats</u></p> <p>Introduction: This week we will start our new topic about animals and habitats. Today we will be learning about rainforests and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the rainforests. Children will make a poster with 3 facts they have learnt about rainforests.</p> <p>Key words and questions: habitat rainforests facts</p> 	<p><u>LI: To observe my local area</u></p> <p>Introduction: This week we will be learning our local area and what we can see around our area.</p> <p>Task: Children will be labelling the different places they can see in the local area.</p> <p>Key words: Local area Hounslow</p> 	<p><u>LI: to learn about the importance of Remembrance Day</u></p> <p>Introduction: This week the children will learn about Remembrance Day. They will find out why this day is so important and think about ways we can show respect.</p> <p>Task: Children will create Remembrance Day art work inspired by the images and words they are shown.</p> <p>Key Questions: Why is this day so important? How can we show respect?</p> <p>Key Words: Remembrance Day, respect</p> 

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DT	PSHE	Homework								
<p><u>LI: To design a 3D structure</u></p> <p>This week we will be designing our own 3D structures that we will be building over the course of this half term. We will be building a dress up box based on our English text <i>Amazing Grace</i>. Today we will be drawing designs in our sketch books on what we would like our dress up box to look like! We will think about different materials that we can use to construct the box and what we will need to put it together.</p> 	<p><u>LI: To identify the differences between people in my class.</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about the differences we have to others in our class.</p> <p><u>Introduction:</u> This week we will start with the 'I am special' song followed by a game of 'Guess who'.</p>  <p><u>Task:</u> This week's task is to create a pair of trousers that have three differences on to your partner.</p>  <p><u>Key questions:</u> What does difference mean? What is the difference? How can we find the differences we may have? Why are people different?</p> <p><u>Key Vocabulary:</u></p> <table><tr><td>different</td><td>Likes</td></tr><tr><td>differences</td><td>same</td></tr><tr><td>unique</td><td>hobbies</td></tr><tr><td>interests</td><td>individual</td></tr></table>	different	Likes	differences	same	unique	hobbies	interests	individual	<p><u>This week we would like you to complete the following tasks:</u></p> <p><u>In PSHE,</u> we have been learning about similarities and differences between us and our friends. For homework, choose someone in your family and think of at least 3 similarities or differences. You can write or draw these straight into your pink books. (Ideas: hobbies, interests, favourite food, favourite sport).</p>  <p><u>In Maths,</u> we have been learning about number bonds. Can you write your number bonds to 10 in your books? Try to be systematic. Here are the first 2 to start you off:</p> <p style="text-align: center;">0+10=10 1+9=10</p> <p>Challenge! Can you write number bonds to 9? How many are there?</p>
different	Likes									
differences	same									
unique	hobbies									
interests	individual									