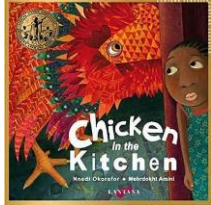
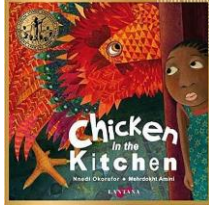
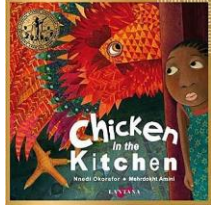


Year Group: 1

Week beginning: 9th October 2023

Weekly overview of learning

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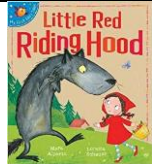
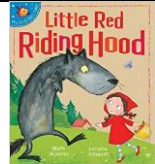
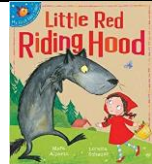

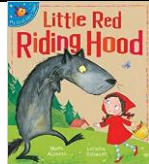
Year 1	Monday	Tuesday	Wednesday
Reading text	 Chicken in the kitchen	 Chicken in the kitchen	 Chicken in the kitchen
Reading LI	LI: To draw on knowledge of vocabulary to understand texts (strategy 6)	LI: To draw on knowledge of vocabulary to understand texts (strategy 6)	LI: To draw on knowledge of vocabulary to understand texts (strategy 6)
Reading Introduction and task	<p>Today we will use facts that we already know to predict. We will discuss the plot of the story before rereading. We will then discuss what we believe would happen after the story ends.</p> <p>The task today is to write a prediction on what they believe happens after the story ends.</p>	<p>Today we are to read a passage on <i>Chicken in the Kitchen</i>. They are to read individually, to partners and then we are to read as a class. The children are to use their phonic knowledge to decipher what they have read.</p>	<p>Today we are to reread the text that we read yesterday that is based on <i>Chicken in the Kitchen</i>. We are going to find out what words mean based on the words around them. The children are to write their predicted definitions along with the text.</p>

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English	LI: To understand the difference between fiction and non-fiction	LI: To understand the features of a fact file	LI: To write facts about wolves	LI: To box up a fact file on wolves	LI: To write a fact file about wolves
English Text					
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file?</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture handwriting capital letter full stop</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>

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					<p>What is a fact file?</p> <p>How do I present my work?</p> <p>How do I make sure that I use full stops and capital letters?</p> <p>How do I decorate my work nicely?</p>
Introduction	<p>This week we will be looking at non-fiction text and fact files. Today we will understand the definitions of fiction and non-fiction and will be discussing the differences between nonfiction texts and stories. We will look at what is a fact and what is not.</p>	<p>Today we will recap fact or fiction before looking at the layout and features of fact files. We will again discuss what they are used for highlighting that they only include facts. We will be discussing what titles and subheadings are and why they are important for fact files.</p>	<p>Today we are going to think about the layout of fact files and recap the difference between fiction and non-fiction texts. We are then going to mind map different facts that we know about wolves before thinking of other ways in which we can retrieve information.</p>	<p>Today we are going to box up (plan) a fact file on wolves. We will remember our facts about wolves from yesterday. We will discuss the features of a fact file and how we can layout our fact file about wolves using the information we found out yesterday.</p>	<p>Today we will write the final version of the wolf fact file using the 'boxed up' version from yesterday. We will be given the opportunity to show our work to our friends to verbally peer-edit before we begin. We will discuss how we can present our final version by making sure our handwriting is neat, there is correct punctuation and that the work is decorated nicely.</p>
Activities	<p>Today the children will play a quiz game on what is fact and what is fiction. They will be playing in teams and will have to decipher whether a statement is fact or fiction.</p>	<p>The task today will be to label a fact file with:</p> <p>The title</p> <p>subheadings</p> <p>Interesting fact</p> <p>fact</p> <p>picture</p>	<p>The task today is to write a sentence answering these questions:</p> <p>What do wolves eat?</p> <p>What do wolves look like?</p> <p>Where do wolves live?</p> <p>What is an interesting fact about a fact?</p>	<p>The task today is to 'box up' a fact file about wolves. The children will be given a fact file of another animal to use as a basis for how they should write their fact file. They will then write a draft of their fact file on wolves.</p>	<p>Today the task is to write the final version of the fact file on wolves. The children will take the edited versions of their 'boxed up' version to help them in their final version. The children will then decorate their work.</p>

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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To understand the part whole model (practical)	LI: To complete a part whole model (practical)	LI: To use the part whole model (pictorial)	LI: To use the part whole model (numerical)
Key vocabulary and key questions	<u>Key Vocabulary:</u> Part Parts Whole Part whole model Split <u>Key Questions:</u> What is a whole? What is a part? Can you split this whole into 2 parts? Is there more than one way you can split a whole number?	<u>Key Vocabulary:</u> Part Parts Whole Part whole model Complete Alternative <u>Key Questions:</u> Can you split this whole into 2 parts? Are there different ways you can split the whole number? Can you find the whole using 2 parts? Can you complete the missing parts?	<u>Key Vocabulary:</u> Part Whole Part whole model Complete Incomplete Check <u>Key Questions:</u> What is the whole? How many squares in each part? Have you checked the answer makes sense? Can you draw the missing squares?	<u>Key Vocabulary:</u> Part Whole Part whole model Label Number Represent <u>Key Questions:</u> Can you label this part-whole model? What is wrong with this part-whole model? What is missing from this part-whole model?
Introduction	This week we are going to be learning about the part-whole model. Today we will look at what a whole and a part mean, before we try to split different whole numbers into 2 parts.	Today we will continue to use part whole models practically. We will recap on yesterday's learning. Today's focus is on completing the part-whole model. We will go through lots of examples together.	Today children will move to drawing their whole and parts in the part whole model. There will be examples to complete as a class. We will check each part-whole model makes sense once we have completed it.	Today we will move from drawing to labelling part whole models with numbers. We will count each part and whole carefully and add the numbers into the part whole model.
Activities	In pairs, children will be given a part whole model and cubes or counters. They will have time to practise creating part whole models practically.	Children will be given incomplete part whole models. With cubes and counters they will complete the missing parts and wholes. Remember to check your answers!	Children will be given part whole models to complete by drawing missing squares in the parts or whole. Make sure you are neat with your drawing so you can check your answers.	Children will attempt to count and label part whole models with numbers and then find missing parts and wholes by drawing and writing numbers.

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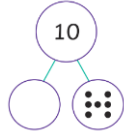
Reading	Science	History	RE
<p><u>Daily for 20 minutes</u></p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u> <u>APS Phonics- Phase 4 - Taught daily</u></p> <p>This week the focus is for children to read a selection of phase 4 CVVC words, for example: swim, grass, frog, flag and many of the similar word types. Next, children will apply these words to be able to read and write word associated sentences.</p> <p>The tricky words for this week are: come and were.</p> <p>The high frequency words this week are: it's, went, just and help.</p>	<p><u>LI: To identify the sense of smell</u></p> <p>Introduction: This week we will be investigating one of the 5 senses (smell).</p> <p>Task: To investigate different smells. Children will be working in groups and they will be smelling different things. They will describe each smell.</p> <p>Key words: Senses smell investigate</p>	<p><u>LI: To understand and learn about a significant person.</u></p> <p>Introduction: This week we will be learning about Black History and looking at Rosa Parks.</p> <div data-bbox="1272 566 1720 885"> <p>Wednesday 10th October 2023 LI: To understand and learn about a significant person</p>  </div> <p>Task: To label an image of Rosa Parks. Why was she important, what does she look like, what did she do etc.</p> <p>Key words: Black History, Past, Rosa Parks, important person</p>	<p><u>LI: To discuss how Christians think God would like us to look after our school community</u></p> <p>Introduction: This week children will be discussing how Christians think God would like them to look after our school community.</p> <p>Task: Children will think about how Christians think God would/would not like to see our school community being treated.</p> <p>Key Questions: Does God want Christians to look after our schools? How do Christians think God would feel if we were not respectful of our school and each other?</p> <p>Key Words: God, Creation, Christianity, look after, school, respect, kindness.</p>

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Art	PSHE	Homework
<p><u>LI: To create a self-portrait in the style of artists.</u></p> <p>This week we will be creating our own self-portraits using the skills that we have learned about Yayoi Kusama and Frida Kahlo. We will go more in depth into colour theory before recapping how to use paint and clean our paintbrush. We will then draw then paint our final self-portrait.</p>  	<p><u>LI: To understand my rights and how to respect them</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about our school rights and how we can respect them.</p> <p><u>Introduction:</u> This week we will start with the 'I am special' song followed by the 'together as one' song.</p> <p><u>Task:</u> This week's task is to create a poster of a happy and safe classroom.</p> <div data-bbox="1084 758 1366 917">  </div> <p><u>Key questions:</u> What are our rights? What is a charter? How can we respect these rights? Why do you think rights are important?</p> <p><u>Key Vocabulary:</u></p> <p>charter important rights happy safe respect</p>	<p>For homework we are celebrating Black History Month by researching a famous person.</p> <p>This week we would like you to do this writing task:</p> <p>1. Choose one of the following women to research.</p> <p>Dame Elizabeth Anionwu</p> <ul style="list-style-type: none"> • Lilian Bader • Mary Seacole • Mary Prince • Tendai Moyo & Ugo Agbai • Malory Blackman • Dr Shirley Thompson • Ozohu Adoh • Sharon White • Anne-Marie Imafido <p>2. Use your research to write about their life and achievements. This could be a biography or a fact-file. Write about where they lived and what they did.</p> <p>For Maths, we would like children to complete the part-whole method sheet. Part-whole method is the idea that numbers can be split into parts,</p> <div data-bbox="1915 1197 2038 1332">  </div>