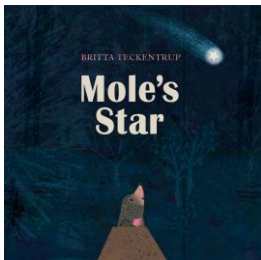
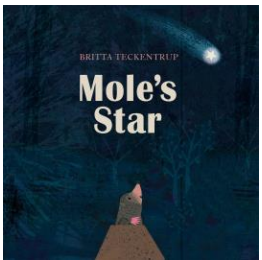


Year Group: 1

Week beginning: 11th March 2024

Weekly overview of learning

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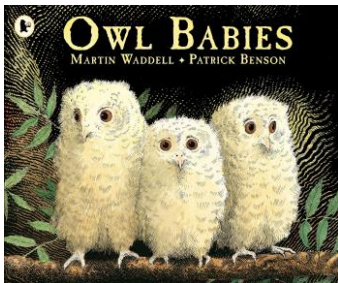
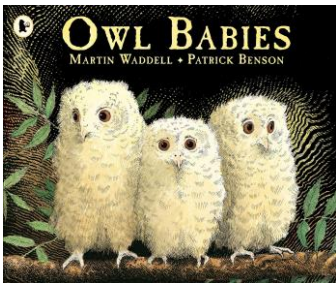
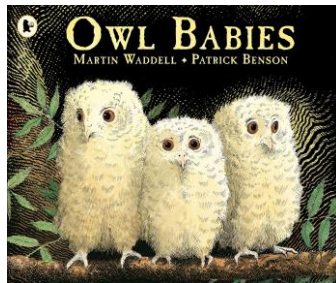
Year 1 Weekly overview	Tuesday	Thursday
Reading text		
Reading LI	LI: Reading Strategy 8 - To sequence the story (long lesson)	LI: Reading strategy 8 - To summarise a story (short lesson)
Reading Introduction and task	<p>Today we are going to reread the story of <i>Mole's Star</i> and remember the main plot points. We will then discuss the sequence of the story and why it is important to put the story in order.</p> <p>The task today will be to create a story map of the story <i>Mole's Star</i></p>	<p>Today we are going to recap the story of <i>Mole's Star</i>. We will then think about what it means to summarise a text. We will look at the story maps we created yesterday as guidance.</p> <p>Today we will begin writing a summary of the story.</p>

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English	Trip to Bocketts Farm	LI: To write a character description	LI: To plan a story by boxing it up	LI: To retell the story of <i>Owl Babies</i> with a new character
English Text				
Key vocabulary and key questions		<p><u>Key Vocabulary:</u></p> <p>Reading</p> <p>Character</p> <p>Character description</p> <p>Woodlands/forest</p> <p>adjectives</p>	<p><u>Key Vocabulary:</u> Reading</p> <p>Character Character</p> <p>description Woodlands/forest adjectives</p> <p>Box it up Story</p> <p>Beginning Middle</p> <p>End</p> <p><u>Key Questions:</u></p> <p>What are the characters in <i>Owl Babies</i> like?</p>	<p><u>Key Vocabulary:</u></p> <p>Reading Character</p> <p>Character description Woodlands/forest</p> <p>adjectives Box it up Story</p> <p>Beginning Middle End Full stops</p> <p><u>Key Questions:</u></p> <p>What are the characters in <i>Owl Babies</i> like?</p>

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		<p><u>Key Questions:</u></p> <p>What are the characters in <i>Owl Babies</i> like?</p> <p>How can I change my characters?</p> <p>How do I write a character description?</p>	<p>How can I change my characters?</p> <p>What is the beginning, middle and end of <i>Owl Babies</i> and how can I change it for my new story?</p>	<p>How can I change the characters?</p> <p>What is the beginning, middle and end of <i>Owl Babies</i> and how can I change it for my new story?</p> <p>How can I rewrite the story of <i>Owl Babies</i>?</p>
Introduction		<p>Today we will reread the story of <i>Owl Babies</i> before changing the characters of the story. We will think about the characters in <i>Owl Babies</i>; Sarah, Percy and Bill and their characteristics. We will discuss what woodland animals we could change them into.</p>	<p>Today we will be planning the rewritten version of <i>Owl Babies</i> with new characters. We will talk about how we can box up the story to keep the same plot line with different characters.</p>	<p>Today we will be rewriting the story of <i>Owl Babies</i> using our new characters. We will discuss our new characters in partners before looking at our work from this week and thinking about how it can help us when writing our stories.</p>
Activities		<p>Today the children will change the owls into different woodland animals. They are to draw their new animals before writing a character description.</p>	<p>Today the children will plan their new version of <i>Owl Babies</i> with their new characters by boxing it up.</p>	<p>In their books, the children will rewrite the story of <i>Owl Babies</i> with their new characters. They will focus on their capital letters and full stops as well as character description and plotline.</p>

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Year 1 Maths	Monday	Tuesday	Wednesday	Friday
Maths	LI: To count in 5s (practical)	LI: To count in 5s (pictorial)	LI: To count in 5s (written)	LI: To count in 5s (written and reasoning)
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> counting on 5s fives groups of</p> <p><u>Key Questions:</u> How can we count in groups of 5? Can you count in 5s up to 20? Can you count in 5s up to 50?</p>	<p><u>Key Vocabulary:</u> counting on counting back 5s fives patterns groups of</p> <p><u>Key Questions:</u> Can you describe the pattern when we count in 5s? What do you notice?</p>	<p><u>Key Vocabulary:</u> counting on counting back 5s fives patterns groups of</p> <p><u>Key Questions:</u> What patterns do you notice? Can you count on in 5s? Can you count back in 5s?</p>	<p><u>Key Vocabulary:</u> counting on counting back 5s fives patterns word problem reasoning - explain why.</p> <p><u>Key Questions:</u> What is the question asking you? Can you show your working out?</p>
Introduction	<p>This week we are learning how to count in 5s. Today we will practise counting in 5s on a number grid and using our hands to count. We will think of some of the objects in our world that can be grouped into 5s.</p>	<p>Today children will start to use pictures to represent counting in 5s. They will count on ten frames and count groups of objects in 5s. They will look for patterns on a 50 grid.</p>	<p>Today children will continue to count on and back in 5s from any given number. They will look at missing numbers and numbers on a number line.</p>	<p>Today children will compare counting in 2 to counting in 5. What is similar? They will count objects and answer word problems. They will answer true or false questions and odd one out questions.</p>

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Activities	Children will use a range of objects in the classroom to practise counting in 5s. They will order numbers in 5s and match groups of 5s to numbers.	The children will practise counting and drawing objects in 5s. They will label each drawing with the number they represent and look for patterns.	Children will count in 5s on number lines and find answers to how many objects there are. They will find missing numbers. They will record their answers in their books.	Children will attempt to answer word problems and reasoning questions about counting in 5s. They will record answers in their books.
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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>Phonics <u>APS Phonics- Phase 5 - Taught daily</u></p> <p>This week, the children will be continuing phase 5 alternative spellings. First, we will recap the original grapheme and phoneme before identifying the alternative spelling.</p> <p>The alternative spellings for this week are: s, z, u, ee.</p> <p>Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative spellings.</p> <p>Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>Friday's lesson will focus on tricky words and high frequency words. First the children will learn the new tricky/high frequency words below before recapping previously taught words.</p> <p>This week's tricky words are: once, please.</p> <p>This week's high frequency words are: our, more.</p> <p>Alternative pronunciations this week:</p> <p>/s/ spelt se (as in listen)</p> <p>/z/ spelt se (as in please)</p> <p>/u/ spelt o (as in son)</p> <p>/ee/ spelt y (as in happy)</p>	<p><u>To understand day and night</u></p> <p>Introduction: Recap on the learning so far.</p> <p>Task: The children will work together to discuss what they already know about day and night. They will then learn about what happens to the Earth and sun to create night and day. The children will also explore what happens on Earth during night time and daytime.</p> <p>The children will discuss and answer the following questions:</p> <p>How is night time created? What happens to the Earth and the Sun at night time? Why is there daylight? How is the day time created?</p> <p>Key words Earth, rotate, orbit, day, night, dark, light, shorter, longer, axis, spin.</p>	<p><u>LI: To Learn about Wales and its landmarks.</u></p> <p>Introduction:</p> <p>Today we are going to be focusing on Wales. We will learn about the capital city and different landmarks from around the country. We will then focus on Caernarfon Castle; learn about what it is, where it is and its historic significance.</p> <p>Task: The children will write sentences on what they learned today and what they found fascinating. They will then draw a picture to accompany what they wrote.</p> <p>Key words Country Landmark City Countryside Town</p>	<p><u>LI: To discuss how Christians would welcome Jesus</u></p> <p>Introduction:</p> <p>This week we will discuss how Christians would welcome Jesus into their town today. We will think about why he would be welcomed in this way and talk about why he is special to Christians.</p> <p>Task: Children will draw and label Jesus arriving and how Christians would welcome him.</p> <p>Key words: Christians welcome special Easter</p> <p>Key questions:</p> <p>How was Jesus welcomed? What might you say to welcome Jesus? What might they do to welcome him?</p>

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Art	PSHE	Homework
<p><u>LI: To create environmental art piece</u></p> <p>Today we are going to create our sculptures in the environment. In the morning we will collect what we will need for our individual sculptures using our designs from last week as influence. We will be able to construct our sculptures outside if the weather permits. We will then photograph our sculptures.</p> 	<p><u>LI: To know some ways I can help myself when I am poorly and understand medicine must be used safely.</u></p> <p>This week as part of our 'Healthy Me' topic the children will be discussing ways they can help themselves when they are feeling unwell. They will also discuss the importance of using medicine safely.</p>  <p><u>Introduction:</u> We will start the lesson with a warm up game of 'Switch'. Next, we will follow our 'Calm Script' and practise some breathing techniques/meditation.</p> <p><u>Task:</u> In groups the children will look at a range of picture to discuss and agree which are:</p> <ol style="list-style-type: none"> 1. Always healthy/safe, 2. Never healthy 3. Sometimes ok. <p><u>Key questions:</u></p> <p>What does your face and body look like when you are poorly? How do you feel? How can you help yourself feel better?? What is medicine and why do we use it? Who should give you medicine?</p> <p><u>Key Vocabulary:</u> Healthy, unwell, sick, unhealthy, trust, safe, medicine, germs.</p>	<p><i>Homework is set on a Tuesday and is expected to be completed by the following Monday.</i></p> <p>Remember to read <u>every day</u>.</p> <p>This week we would like you to complete the following task:</p> <p><u>Write and draw</u> about one of the characters in Owl Babies. You could choose Mummy owl, Sarah, Percy, or Bill.</p> <p>Describe what they look like using adjectives (think about colour, size, texture). Describe what they are like in the story (brave? sad? scared?). Try to write in full sentences with capital letters and full stops.</p> <p>Counting in 2s</p> <p>Count in 2s to help Beatrice the bee find her way through the hameyard and out to the flower. Colour the correct numbers to make a path.</p> <p>Maths: This week we have been counting in 2s. Practice counting in 2s using the worksheet provided.</p> 