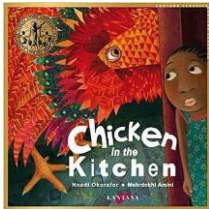
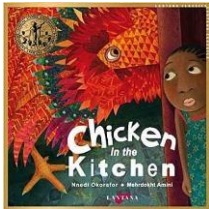
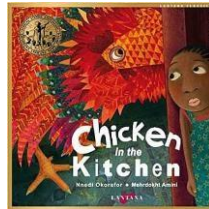









Year 1	Wednesday	Thursday	Friday
Reading text	 <p>Chicken in the kitchen</p>	 <p>Chicken in the kitchen</p>	 <p>Chicken in the kitchen</p>
Reading LI	LI: To verbally make a prediction	LI: To draw a prediction	LI: To write a prediction
Reading Introduction and task	<p>Today we will be making a prediction on the book <i>Chicken in the Kitchen</i>. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading.</p> <p>The task today is to discuss what we think may happen in the story with our friends.</p>	<p>Today we will be making a prediction on the book <i>Chicken in the Kitchen</i>. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading.</p> <p>The task today is to draw a picture on what we think may happen in the story.</p>	<p>Today we will be making a prediction on the book <i>Chicken in the Kitchen</i>. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading.</p> <p>The task today is to write a few sentences saying what we think may happen in a story.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To learn how to present my work	LI: To learn about nursery rhymes	LI: To act out a nursery rhyme	LI: To learn about rhyming words	LI: to find the rhyming words in a nursery rhyme
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Presentation Handwriting Alphabet Lined paper Capital letters Full stops</p> <p><u>Key Questions:</u> How do I write neatly? How do I write on the lines? How do I present my work?</p>	<p><u>Key Vocabulary:</u> Nursery Rhyme Song Music Rhythm Rhyme Presentation Handwriting Alphabet Lined paper Capital letters Full stops</p> <p><u>Key Questions:</u> What is a nursery rhyme? What is a song? What is a poem? How do I write on the lines? How do I present my work?</p>	<p><u>Key Vocabulary:</u> Nursery Rhyme Song Music Rhythm Rhyme Acting Actions</p> <p><u>Key Questions:</u> What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? How do I create actions for a nursery rhyme?</p>	<p><u>Key Vocabulary:</u> Nursery Rhyme Song Music Rhythm Rhyme Acting Actions</p> <p><u>Key Questions:</u> What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? What are rhyming words?</p>	<p><u>Key Vocabulary:</u> Nursery Rhyme Song Music Rhythm Rhyme Acting Actions</p> <p><u>Key Questions:</u> What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? What are rhyming words?</p>
Introduction	Today we will discuss how we present our work. We will talk about what it means to write neatly on lined paper and how to write with the correct size. We will discuss how we glue paper into our work neatly. We will recap the alphabet and capital letters.	Today we will be introduced to nursery rhymes! We will talk about why they are important and why they are still taught today. As a class we will discuss what our favourite nursery rhymes before looking at a few different examples.	Today we will be acting out a nursery rhyme! We will discuss what acting is and what it means to create actions to go along with a poem. We will look over some of the nursery rhymes that we looked at yesterday.	Today we will use our actions to act out humpty dumpty. We will then learn about rhyming words! We will learn that the ending of the words are the same so that they make the same sound! As a class we will have a go at rhyming different words.	Today we will use our actions to act out humpty dumpty before recapping what rhyming words are. As a class we will have another go at rhyming different words.

Activities	Today we will independently write the date and LI into our books. We will then glue in the presentation rules for this year!	In our books we will independently write the date and LI before saying what our favourite nursery rhyme is. We will then draw an accompanying picture.	The task today will be to create actions for Humpty Dumpty as a class. We will then perform our actions to our friends in groups.	The first task today is to match up the correct rhyming words. The second task is to rhyme different words by writing the words in the correct box.	The task today is to find the rhyming words in the nursery rhyme of Humpty Dumpty.
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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To learn how to present my work	LI: To sort objects	LI: To count objects	LI: To represent objects
Key vocabulary and key questions	<p>Key Vocabulary: present maths book squares numbers neat page</p> <p>Key Questions: What is special about a maths book? Where do you start writing each day? How do you write numbers in your maths book? How do you write words in your maths book?</p>	<p>Key Vocabulary: sort objects colour shape size same different</p> <p>Key Questions: What does sort mean? What colour is the object? What shape is the object? What size is the object? How can we sort these objects?</p>	<p>Key Vocabulary: count objects check correct number</p> <p>Key Questions: How many are there? How can we make it easier to count? How can you check your answer is correct?</p>	<p>Key Vocabulary: Represent Number Object Count cube circle</p> <p>Key Questions: What number does this represent? Can you count from 1 to 10? Can you represent these objects by drawing circles? How many circles shall we draw to represent 3 dinosaurs? Is this correct? How can you tell?</p>
Introduction	Today we are going to look at our new maths books. We will look at what makes a maths book special and then we will go through some expectations we will follow.	Today we are going to sort objects in our classroom. We will discuss what 'sort' means and then we will practise sorting by colour, shape and size. We will discuss what is the same and what is different about the objects.	Today we will count objects in our classrooms. We will look at some examples and work out how we can make it easier to count (by putting the objects in lines).	Today we are going to represent numbers with objects. We will practise counting objects and drawing circles to represent them. We will check if we have drawn the right amount.
Activities	Children will take part in a quiz to see if they can remember the expectations. They will copy a Learning Intention (LI) and date into their books and practise writing some numbers and words.	Children will practise sorting objects in pairs. They will use their whiteboards and sort into colours, shapes and sizes. They will explain to each other how they have sorted the objects.	Children will practise counting objects on their tables with a partner. They will put the objects in a line and then they will either write the number or use a number card to show how the amount.	Children will be given a set of pictures and they will represent the pictures by either using cubes or counters or by drawing circles. For example: a picture of 5 squirrels needs to have 5 counters/cubes/circles.

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> This week we will be recapping on the phonemes previously taught in Reception with a focus on j,v,w, x,y,z, zz,qu. We will continue to use phase 2 and phase 3 phonemes/graphemes to segment and blend words.</p> <p>The tricky words for this week are:</p> <p style="text-align: center;">have and so.</p>	<p><u>LI: To learn about the human body</u></p> <p>Introduction: This week we will learn about the human body. We will learn about different body parts and their functions.</p> <p>Task: The task today will be to match and label different body parts to the correct name.</p> <p>Key questions: Why is it important to learn about the body? What are the different body parts? What do different body parts do?</p> <p>Key words: Head Nose Mouth Shoulder Foot Arm Hand</p>	<p><u>LI: to understand the past</u></p> <p>Introduction: This week we will begin to look at the history of ourselves. Task: Look at and sequence a range of events that have already happened in chronological order.</p> <div style="text-align: center;">  <p>I woke up.</p>  </div> <p>Challenge: What has already happened today and put them in order? Key words Past, history, events, happened, past tense, chronological.</p>	<p><u>LI: to introduce Abbey Owl and discuss 'wisdom'</u></p> <p>Introduction: This week children will be introduced to Abbey Owl. She will be asking us BIG questions in RE this year.</p> <p>Task: Children will create a piece of artwork using a range of resources on their table. They will show this piece of work to the class. We will discuss how it felt to create it and how we want our work to be treated.</p> <div style="text-align: center;">  </div>

Art	PSHE	Homework
<p><u>LI: To create a self-portrait in the style of artists. (Frida Kahlo)</u></p> <p>Today we will learn about the artist Frida Kahlo. This week we will learn about who she was and what she did. We will learn about the impact that she had on the art world. We will then recap what self-portraits are.</p> <p>This week we will begin to create our self-portrait in the style of Frida Kahlo. We will think about how we draw ourselves and how we can create a background.</p> 	<p><u>LI: To discuss my feelings of being calm and safe.</u></p> <p>This week we are introducing ourselves to Jigsaw Jack and thinking about our feelings of being calm and safe. We will discuss ways in which we can make Jigsaw Jack feel safe and special.</p>  <p>Moon Meditation - YouTube</p> <p><u>Introduction:</u></p> <p>This week we will begin our lesson with a Movelee Monkey meditation to help us start our lesson feeling calm.</p> <p><u>Task:</u></p> <p>We will draw a picture of something that makes us feel safe and special. We will then write a sentence to go with this. For example, I feel safe and special when... <u>Key questions:</u></p> <p>What does calm mean? Does it feel good to be calm and quiet? Does your mind feel ready to learn? What does safe mean? When do you feel safe? What makes us feel special?</p> <p><u>Key Vocabulary:</u></p> <p>Feelings Feel Calm Safe Special</p>	<p>This week we would like you to complete the following tasks:</p> <p><u>Phonics:</u> Have a look at the Reading section above. Look out for these graphemes/ phonemes when you are reading and writing.</p> <p>You can use this link to recap on reinforce the previous learning. https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw</p> <p>Have a look at Phase 2 sounds and read the captions below: I can see the tent on top of the hill. I felt the wind on my skin. I went on a hunt to find the nest. I got lost in the damp woods. "I just need a bit of help with the tent", she said. He said he will help me. Have a go at writing these sentences.</p> <p>Have a look at Phase 2 tricky words.</p> <p><u>Reading:</u></p> <p><u>Remember to read every day!</u> </p>  <p>Become familiar with your new pupil planner. Have a look through all the fantastic resources it has. Take time to read and enjoy your reading books and other books you have at home. 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.</p> <p><u>English: Prediction:</u> What do you think will happen in this story?</p>