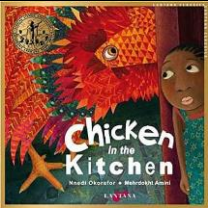
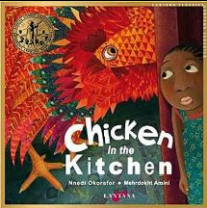
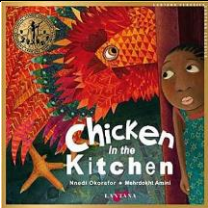
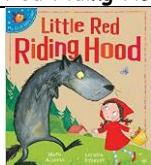
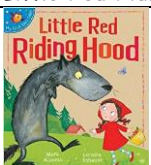
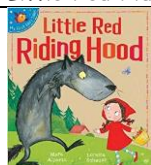
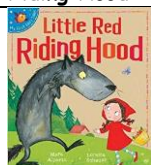



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Year 1 - Reading lessons	Wednesday	Thursday	Friday
Reading text	 <p>Chicken in the kitchen</p>	 <p>Chicken in the kitchen</p>	 <p>Chicken in the kitchen</p>
Reading LI	LI: To discuss how to visualise a story	LI: To visualise a setting	LI: To visualise a character
Reading Introduction and task	<p>Today we will be learning about visualising a text. We will learn about how visualising a text can help us in our reading and memory of a story.</p> <p>Task: We will practise visualising the story by drawing images based on description</p>	<p>Today we will recap our learning on visualisation, what it means and how we do it. We will then practise visualising a description of a place.</p> <p>Task: The task today is to visualise and draw an image of a kitchen based on a description.</p>	<p>Today we will recap our learning on visualisation, what it means and how we do it. We will then practise visualising a description of a character.</p> <p>Task: The task today is to visualise and draw a character of a story</p>

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English	LI: To visualise the story of Little Red Riding Hood.	LI: To act out the story of Little Red Riding Hood	LI: To sequence the story of Little Red Riding Hood	LI: To retell the story of Little Red Riding Hood	L.I To edit their work.
English Text					
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Visualise Story Book Front Cover Back Cover Author image picture description</p> <p><u>Key Questions:</u> How do I visualise a story? How do I visualise a story in my head? What is a description? What is a front cover? What is a picture?</p>	<p><u>Key Vocabulary:</u> Story Acting Book Story Front Cover Plot Characters</p> <p><u>Key Questions:</u> 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?</p>	<p><u>Key Vocabulary:</u> Story Acting Book Story Front Cover Plot Characters Sequence</p> <p><u>Key Questions:</u> 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?</p>	<p><u>Key Vocabulary:</u> Story Acting Book Story Front Cover Plot Characters Sequence full stop capital letter finger space</p> <p><u>Key Questions:</u> 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 retell a story? How do I use finger spaces, capital letters and full stops correctly?</p>	<p><u>Key Vocabulary:</u> Story Acting Book Story Front Cover Plot Characters Sequence full stop capital letter finger space</p> <p><u>Key Questions:</u> 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 retell a story? How do I use finger spaces, capital letters and full stops correctly?</p>
Introduction	Today we will be introduced to the text that we will be looking at over the next couple of weeks: <i>Little Red Riding Hood</i> . We will discuss the front cover and what	Today we will be acting out the story of <i>Little Red</i> . We will discuss acting and what it means to create actions to go along with a story. We	Today we will be going more in depth in discussing the plot of <i>Little Red</i> . We will recap the story by acting it out before talking about what it	Today we will be retelling the story of <i>Little Red</i> . We will recap the story by acting it out and looking at the sequencing we did yesterday. We will talk about the	Today, we are going to edit what you have written so far.. Check for any spelling mistakes and that you have remembered your full stops and capital letters!

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	we can see. We will then make predictions on what will happen as a class. We will talk about visualising the story and what it means to see an image in our heads. We will then practise visualising descriptions.	will discuss the plot of the story and will think about who the characters are.	means to put a sequence of events in order. This will help us in retelling the story in order tomorrow.	plot of the story in groups with our friends as this will aid us in our independent writing. We will talk about what can help us when writing independent sentences; that we need to sound out the word, use finger spaces, capital letters and full stops.	We call this editing. We will talk about what can help us when writing independent sentences; that we need to sound out the word, use finger spaces, capital letters and full stops.
Activities	Today the children are going to visualise a description from the story <i>Little Red Riding Hood</i> .	The task today will be to create actions for <i>Little Red</i> as a class. We will then perform our actions to our friends in groups.	The task today is to sequence the plot of <i>Little Red</i> . The children visualise the plot by drawing images ensuring that they are in the correct order.	The task today is to retell the story of <i>Little Red</i> . We will focus on telling the story in the correct order as well as using our phonic knowledge to spell words, finger spaces, capital letters and full stops.	The task today is to edit what they did yesterday, making sure they have used capital letters, full stops and finger spaces.

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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To represent numbers to 10	LI: To count one more	LI: To count forwards	LI: To count backwards
Key vocabulary and key questions	<u>Key Vocabulary:</u> Represent Number Object Same Different Count <u>Key Questions:</u> What number does this represent? What is the same about these objects? What is different? Can you count from 1 to 10?	<u>Key Vocabulary:</u> Count Number One more Objects Number line <u>Key Questions:</u> What is one more than X? What number is next? One more than X is 3. What is the number?	<u>Key Vocabulary:</u> Count Forwards 1-10 Number line Represent <u>Key Questions:</u> What happens when you count forwards? What number is next? What number is missing? Can you count forwards from 1-10?	<u>Key Vocabulary:</u> Count Backwards 10-1 Number line Represent <u>Key Questions:</u> What happens when you count backwards? What number comes before X? What number is missing? Can you count backwards from 10 -1?
Introduction	Today we are continuing to represent numbers with objects. We will practise counting objects and writing the correct number.	Today we are going to practise counting one more. We will count lots together using different pictures, objects and a number line.	Today we will be practising counting forwards. We will look at examples of pictures representing numbers and at number lines.	Today we will practise counting backwards from 10-1. We will look at examples of objects as well as practising using number lines.
Activities	The children will be given pictures and they will count how many objects there are and represent that object with circles or counters in a line.	The children will count 'one more' by looking at pictures. Then they will count 'one more' by looking at numbers on a number line.	The children will be counting forwards and finding the missing numbers using pictures of objects and then using a number line.	The children will be counting backwards and finding the missing numbers using objects and number lines.

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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></p> <p><u>APS Phonics- Phase 4 – Taught daily</u></p> <p>This week we will be recapping on the phonemes previously taught in Reception. We will continue to use phase 2 and phase phonemes/graphemes to segment and blend words. The focus throughout the week is to read phase 4 words and to be able to apply this to their writing.</p> <p>The tricky words for this week are: have and said.</p> <p>The high frequency words this week are: it's, went, just and help.</p>	<p><u>LI: To learn about the organs of the human body</u></p> <p>Introduction: This week we will learn about the inside organs of the human body. We will learn about different body parts and their functions.</p> <p>Task: In groups you will draw around your friend on a large paper and label all the body parts.</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: Brain Lungs Heart Muscles</p>	<p><u>LI: To identify changes between the past and present</u></p> <p>Introduction: This week we will be learning more about the history of ourselves.</p> <p>Task: <small>LI: To identify changes between the past and the present</small></p> <table><tr><td><small>Past</small></td><td><small>Present</small></td></tr><tr><td><small>Baby</small></td><td><small>Now</small></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>Challenge: How have you changed from past to present?</p> <p>Key words: Past, present, future,</p>	<small>Past</small>	<small>Present</small>	<small>Baby</small>	<small>Now</small>									<p><u>LI: to read and discuss the Christian Creation Story</u></p> <p>Introduction: This week children will read and discuss the Christian Creation Story. They will listen to this story as a class and discuss some big questions.</p> <p>Task: Children will sequence the Creation Story in groups on sugar paper.</p> <p>Key Questions: Why did God create these things? How did he feel afterwards? How do you feel about these parts of our world?</p> <p>Key Words: creation, create, Christian, Bible, God, world, nature.</p>
<small>Past</small>	<small>Present</small>														
<small>Baby</small>	<small>Now</small>														

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Art

LI: To create a self-portrait in the style of artists. (Frida Kahlo)

Today we will continue to learn about the artist Frida Kahlo. This week we will recap 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.



This week we will continue our self-portrait based on Frida Kahlo's style. The starter activity will be practising marking making skills using paint. We will learn about how we use paint and how we use a paintbrush effectively. We will then paint our self-portraits.

PSHE

LI: To recognise how it feels to be proud of an achievement

This week we will be sharing our ideas with Jigsaw Jack on how it feels to be proud of our achievements.

Introduction: We will start this lesson with a game of 'pass the smile' followed by some calming exercises with Movelee Monkey.

Task: To create a proud cloud and draw a picture of you when you felt proud of one of your achievements.



Key questions: What does proud mean?
When have you felt proud?
Why might they feel proud?
Have you worked hard to achieve something before?

Key Vocabulary: achievements, work hard, myself, feelings, happy, sad, disappointed, proud

Homework:

This week we would like you to complete the following tasks:

Reading:

Remember to read every day! ☺

Become familiar with your 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.

English:

Complete the worksheet. Read the rhyming words and find and write 3 words that rhyme with each word.

Challenge: Think of a word and write as many words you can that rhyme with your chosen word.

Rhyming Words			
For each of the words below, find 3 rhyming words.			
cat	1. _____	2. _____	3. _____
dog	1. _____	2. _____	3. _____
pen	1. _____	2. _____	3. _____
man	1. _____	2. _____	3. _____
bed	1. _____	2. _____	3. _____
lion	1. _____	2. _____	3. _____
ball	1. _____	2. _____	3. _____
hair	1. _____	2. _____	3. _____
ring	1. _____	2. _____	3. _____

Maths:

Complete the worksheet. Read the number and colour in the correct amount of objects in each row.

Challenge: Think of three numbers and draw the correct number of objects.

Count and Colour			
Read the number and colour in the correct amount of objects.			
3		7	
2		9	
5		10	
1		8	
4		6	