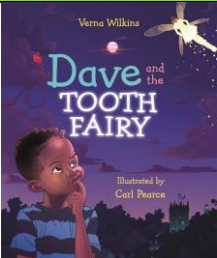
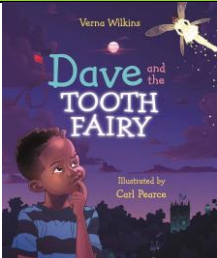
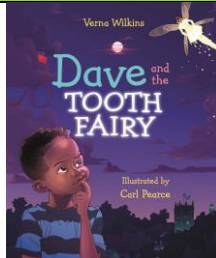
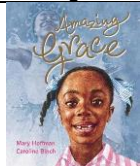
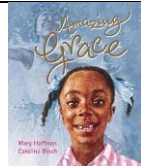

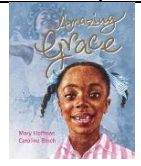
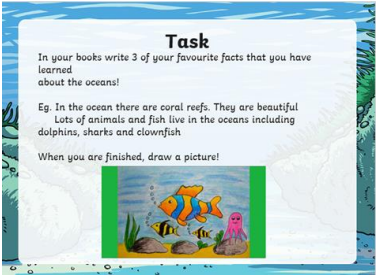
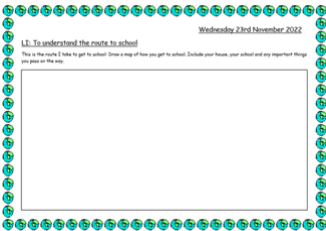



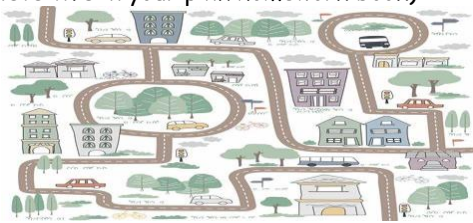


Year 1	Monday	Thursday	Friday
Reading text	 <p>Dave and the Tooth Fairy</p>	 <p>Dave and the Tooth Fairy</p>	 <p>Dave and the Tooth Fairy</p>
Reading LI	LI: Strategy 4 - To identify and record key information	LI: Strategy 4 - To identify the purpose of a text	LI: Strategy 4- To summarise a text
Reading Introduction and task	<p>Today we are learning how to pick out key information in a text. We will learn how to highlight important information that may help us when answering questions.</p> <p>The task today is to answer questions about the text including:</p> <p>Who are the characters? What is the setting? What happened to Dave's tooth? What did Dave do with Grandpa's teeth? What job did the tooth fairy get at the end of the book?</p>	<p>.Today we are going to identify the purpose of the text. We will think about who this book was written for and why.</p> <p>The task today is to discuss the importance of this text and why it is good to learn in school.</p>	<p>Today we will recap what a summary is. We will then reread the book <i>Dave and the Tooth Fairy</i> and go over the major plot points.</p> <p>The task today is to summarise the text on a piece of paper for display.</p>

English	LI: To visualise myself as a character in <i>Amazing Grace</i>	LI: To learn about writing in the first person	LI: To sequence the story of <i>Amazing Grace</i> with a new character	LI: To retell the story of <i>Amazing Grace</i> in the first person
English Text				
Key vocabulary and key questions	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? How can I make myself a character? How can I draw myself in the story of <i>Amazing Grace</i>?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence first person I</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? Why do we act out the story? What is the first person? How do I write in the first person? What is the difference between first and third person?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? Why do we act out the story? How can I make myself a character? How can I draw myself in the story of <i>Amazing Grace</i>?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? How do we sequence a story?</p>
Introduction	Today we will think about what visualising is and how it can help us retain information about the book. We will recap the story by acting it out before discussing the stories' characters and plotlines. Today we will talk about how we can pretend to be Nana in the story of <i>Amazing Grace</i> .	Today we are going to be learning about writing in the first person and how we write from the characters' point of view. We will be learning about writing with 'I' and how we need to make sure that the 'I' is capitalised each time it is used.	Today we are going to read and act out the story of <i>Amazing Grace</i> before recapping the plot in our own words. We are then going to discuss how we put the story in the correct order. Today we will be putting ourselves in the story and making sure that it is in the correct order.	Today we are going to retell the story of <i>Amazing Grace</i> from the point of view of Nana. We will recap what it means to write in the first person and how to write with 'I.'
Activities	The task today is to visualise the story of <i>Amazing Grace</i> by thinking of ourselves as Nana the story. We will draw and label a picture from the story with ourselves as Nana in it.	The task today is to write a character description from the point of view of Nana. They are to write a character description of Nana in the first person.	Today we are going to sequence the story of <i>Amazing Grace</i> with ourselves in the story. If there is time we are to label the images.	The task today is to begin to retell the story of <i>Amazing Grace</i> in the point of view of Nana.

Year 1 Maths	Monday	Tuesday	Wednesday	Friday
Maths	LI: To use the $< > =$ sign	LI: To compare addition number sentences using $< > =$	LI: To compare subtraction number sentences using $< > =$	LI: To compare addition and subtraction number sentences using $< > =$
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Greater than More than Less than Fewer than Equal to The same as</p> <p><u>Key Questions:</u> What does greater than mean? What does less than mean? What does equal to mean? Which signs do we use?</p>	<p><u>Key Vocabulary:</u> Greater than Less than Equal to Addition Number sentence Compare</p> <p><u>Key Questions:</u> What steps do I need to take to solve this? Which addition number sentence is greater/smaller? Are they the same? Which sign should I use?</p>	<p><u>Key Vocabulary:</u> Greater than Less than Equal to Subtraction Number sentence Compare</p> <p><u>Key Questions:</u> What steps do I need to take to solve this? Which subtraction number sentence is greater/smaller? Are they the same? Which sign do I use?</p>	<p><u>Key Vocabulary:</u> Greater than Less than Equal to Addition Subtraction Number sentence Compare</p> <p><u>Key Questions:</u> What steps do I need to take to solve this? Which number sentence is greater/smaller or are they the same? Which sign do I use?</p>
Introduction	Today we are recapping our learning about greater than, less than and equal to. We will practise saying number sentences with the signs and check our understanding.	Today we will extend our learning and introduce comparing addition sentences using $< > =$ sign. For example: $3 + 1 > 1 + 1$	Today we will continue our learning from yesterday and begin to compare subtraction number sentences using $< > =$. For example: $4 - 2 < 5 - 1$	Today we will use all of this week's learning about greater than and less than and compare addition and subtraction number sentences using $< > =$. For example: $5 - 2 = 2 + 1$
Activities	In pairs, children will be given a set of number cards, picture cards, cubes, counters and $< > =$ signs. They will try to make as many different number sentences as they can.	Children will be given 3 different tasks and the steps they need to follow to solve addition number sentences and compare them using $< > =$.	Children are going to compare different subtraction number sentences using $< > =$. There will be pictorial questions and questions where they need to draw out the question.	In their books, children will use their learning from this week to compare addition and subtraction number sentences using $< > =$. Their challenge will be to write their own number sentences.

Reading	Science	Geography	RE
<p>Daily for 20 minutes</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 APS Phonics- Phase 5 - Taught daily</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, ew (as in new) /yoo/ oe (as in toe) au (as in haul) ey (as in turkey) 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: called and asked. The high frequency words this week are: made, came, make and here.</p> <p>Sounds to practise this week: ew (ue) oe (oa) au (or,aw) ey (ee,ea)</p>	<p>LI: To learn about habitats</p> <p>Introduction: This week we will be learning about animals and their habitats. We will be looking at famous Oceans and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the ocean. Children will make a poster with 3 facts they have learnt about woodlands and animals that live there.</p>  <p>Key questions: habitat ocean facts</p> <p>Key Questions: What is a habitat? Why do different animals have different habitats?</p>	<p>LI: To observe my local area</p> <p>Introduction: This week we will be learning about our route to school and what we can see on the way.</p> <p>Task: Children will be drawing their route to school and the places they see on the way.</p>  <p>Key words: Local area Hounslow Alexandra Primary School</p> <p>Key questions: What is the name of our local area? What can we see in our local area?</p>	<p>LI: To learn about the meaning of gifts in the Christmas Story</p> <p>Introduction: This week we will continue looking at the Christmas Story. We will read the story in the Bible again and recap the importance of the gifts that the Three Wise Men gave to Jesus. We will then think about gifts we could buy Jesus and why.</p> <p>Task: We will be drawing and writing about the gifts we would buy Baby Jesus and why we have chosen them.</p> <p>Key Questions: What gifts did Three Wise Men buy Jesus? Why were the gifts important? What would you buy Jesus? Why?</p> <p>Key Words: gifts, importance, Jesus, Three Wise Men, Gold, Frankincense, Myrrh</p>

DT	PSHE	Homework
<p><u>LI: To build a 3d structure</u></p> <p>This week we will discuss our dressing up box designs with our friends before building them as 3d structures made from different materials. We will make sure that they are sturdy and can withstand a level of pressure. Next week we will begin to decorate.</p> 	<p><u>LI: To identify the people I can talk to if I am feeling unhappy or being bullied</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about the people we can talk to when we are feeling unhappy or being bullied.</p> <p><u>Introduction:</u> This week we will start with 'There's a place' song followed by a game of 'Huggy Bears'.</p>  <p><u>Task:</u> This week's task is to create a pair of shoes that has two things on it you can do if you are being bullied. You can either draw or write them.</p>  <p><u>Key questions:</u> What has happened to Jack? Why might Jack be feeling? What could Jack do to get help? How could you help Jack? What can you do if you are worried or feeling sad? Who could you talk to?</p> <p><u>Key Vocabulary:</u> Included, bullied, bully, teachers, adults, behave, accident, feelings, feel, on purpose, upset, sad.</p>	<p><u>This week we would like you to complete the following tasks:</u></p> <p><u>In Geography,</u> we have been learning all about our local area. For homework this week we would like you to write or draw all the things you see on your journey from home to school.</p> <p><u>For example:</u></p> <p>The library Lampton Park Hounslow train Station shops bus station schools (Please complete this in your pink homework book)</p>  <p><u>In Maths,</u> In maths we have been learning about fact families and finding the difference. Please complete the worksheet provided.</p> <p><u>Extra practise:</u> Play the game <i>Hit the Button</i>. https://www.topmarks.co.uk/maths-games/hit-the-button</p>