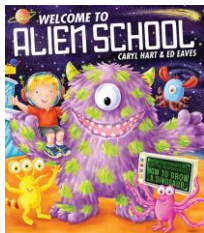
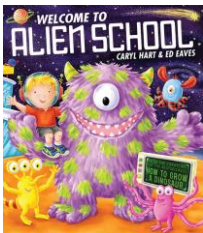
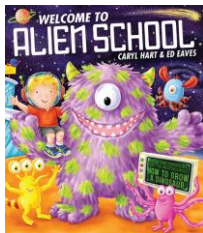
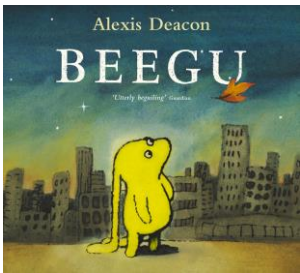
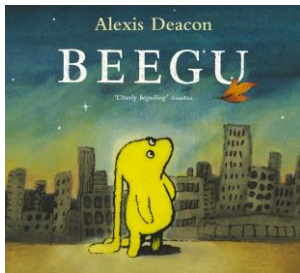
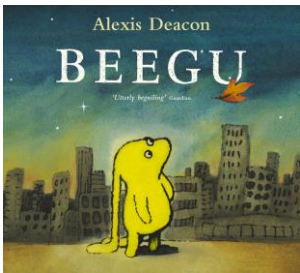
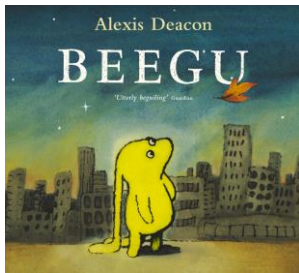
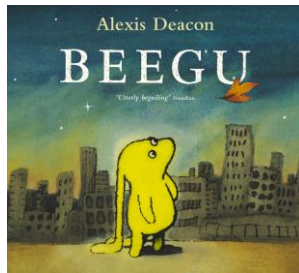


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Year 1	Tuesday	Thursday	Friday
Reading text	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>
Reading LI	LI:(strategy 2) To make predictions about a text	LI: To ask questions about a text	LI: To discuss predictions about a text
Reading Introduction and task	<p>This week we are going to talk all about predictions! We will talk about why and how we make predictions about a text. We will discuss why making predictions is useful in our learning.</p> <p>The task today is to write a prediction based on the front cover of the story.</p>	<p>Today we are going to read the story <i>Welcome to Alien School</i>. We will talk about the plot and what happens before discussing the characters and different settings.</p> <p>The task today is to recap what happens in discussion with our friends and to answer questions about the text.</p>	<p>Today we will reread the story <i>Welcome to Alien School</i>. We will recap the different settings and characters and will discuss what happens in the plot. We will talk about what we had said in our predictions.</p> <p>The task today is to discuss the predictions we wrote the other day and discuss how they are similar or different to the real story with our friends.</p>

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English	LI: to Visualise a new setting	LI: to describe a setting	Li: To use my senses to describe a new setting.	LI: To sequence the story of Beegu	LI: To retell the story of Beegu
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 Beegu about? Who is Beegu? 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?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Senses Smell Hear See</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?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Beegu</i> about? Who is Beegu? How do we use our senses to describe a setting?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Storymap Sequence</p> <p>Key Questions: What is the story of <i>Beegu</i> about? Who is Beegu? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence</p> <p>Key Questions: What is the story of <i>Beegu</i> about? Who is Beegu? What is the beginning, middle and end of the story? How do I retell a story in writing? How can I use my story map to help me</p>

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	What is a setting? How do I visualise a setting?	How do we use our senses to describe a setting? What are our senses? What are adjectives?	What are our senses? What are adjectives?	Why do we visualise a story? How can I sequence a story?	in retelling the story?
Introduction	This week we will be writing <i>Beegu</i> with a new setting. Today we will discuss what a setting is. We will then mindmap different settings for us to choose from.	Today we are going to write a setting description. We will think about what we see, hear, smell and feel at our new settings. We will then think about what adjectives are and how they can help describe a setting.	Today we are going to think about our different senses. We will discuss what words relate to different senses.	Today we are going to reread and act out the story of <i>Beegu</i> . We are then going to talk about why the sequence of the story is important in helping us remember the plot. We will talk about what happens in the beginning, middle and end of the story as well as who the characters are.	. Today we are going to retell the story of <i>Beegu</i> . We will read and act out the story to help us remember what happens in the beginning, middle and end. We will then look at the story maps that we created yesterday and talk about how they can help us when writing our stories
Activities	The task today is to visualise and draw a new setting for <i>Amazing Grace</i> . The setting will then be labelled with different features.	The task today is to write a setting description thinking about what we see, smell, hear and feel.	The task today is to label different images associated with senses. We will write adjectives that relate to the new setting.	The task today is to sequence the story by drawing a story map. The children will write about what happens at different points in the story making sure they include the different characters.	The task today is to retell the story of <i>Beegu</i> in our own words. We will focus on correct sentence structure and punctuation as well as the plot of the story.

Year Group: 1

Week beginning: 22nd January 2024

Weekly overview of learning

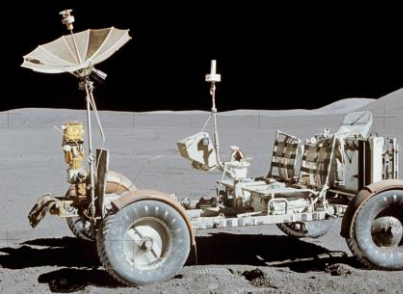


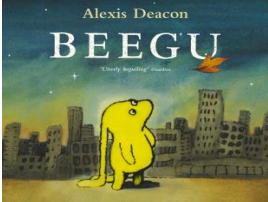
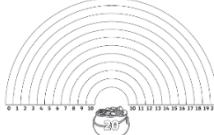
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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To subtract ones by crossing out (practical)	LI: To subtract ones by crossing out (pictorial)	LI: To subtract tens and ones by crossing out	LI: To subtract tens and ones by crossing out
Key vocabulary and key questions	<u>Key Vocabulary:</u> Subtraction Counting Number Crossing out <u>Key Questions:</u> What does subtraction mean? Does the number get bigger or smaller? What symbol do we use for subtraction? How can we show our working out and find the answer?	<u>Key Vocabulary:</u> Subtraction Counting Crossing out <u>Key Questions:</u> What does subtraction mean? Does the number get bigger or smaller? What symbol do we use for subtraction? What happens to the number when you subtract 0? What happens to the number when you subtract the same number?	<u>Key Vocabulary:</u> Subtraction Counting tens ones crossing out <u>Key Questions:</u> Does the number get bigger or smaller? How can we show our working out and find the answer?	<u>Key Vocabulary:</u> Subtraction Counting tens ones crossing out <u>Key Questions:</u> Which part is the ten? Which part are the ones?
Introduction	This week we are subtracting up to 20. Today we are focussing on subtracting up to 10. We will learn to represent numbers using dots. We will then practise crossing out to subtract.	Today we will continue to practise drawing ones and subtracting. We will practise on whiteboards and check we have the right answers.	Today we are moving on to using tens and ones. We will learn that a line represents a ten. We will practise drawing tens on whiteboards. We will practise crossing tens when subtracting.	Today children will be practising drawing tens and ones and then subtracting them by crossing out. We will practise as a class on whiteboards.
Activities	Children will practise drawing dots to represent numbers between 0 and 10. We will move on to subtracting numbers between 0 and 10 and crossing out the dots.	Today the children will practise drawing ones in their books and subtracting by crossing out. They will focus on the presentation.	Today children will practise drawing tens on whiteboards and then practise subtracting tens.	In their books, children will draw tens and ones for each subtraction number sentence and practise crossing out neatly.

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Reading	Science	History	RE
<p>Daily for 20 minutes 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 continue learning phase 5 phonics. The focus will be on alternative pronunciations such as: u, e, ow, ie. Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative pronunciations. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>On Friday, the Children will focus on tricky and high frequency words.</p> <p>The tricky words for this week are: again, thought.</p> <p>The high frequency words this week are: good, how.</p> <p>Alternative pronunciations to practise this week: u (as in unit) /yoo/ e (as in he) /ee/ ow (as in low) /oa/ ie (as in chief) /ee/</p>	<p>LI: To learn about spacesuits and materials</p> <p>Introduction: This week we will be learning about why astronauts need space suits; what materials are space suits made from and why. Task: We will be discussing and exploring the different materials a space suit is made from.</p> <p>Key questions: space suits materials wood plastic glass metal water rock</p> <p>Key Questions: What do people need to survive? What is space like? When do they use space suits?</p>	<p>LI: To explore what an astronaut is.</p> <p>Introduction: This week we will be discussing what an astronaut is.</p> <p>Task: Children will discuss what they know about astronauts and label the different parts of the astronaut suit. Then children will write some facts they know about astronauts.</p> <p>Key words: Space astronauts</p> <p>Key questions: What do you think an astronaut does? What are the different parts of an astronaut's suit?</p>	<p>LI: To discuss how Jesus showed friendship in Bible Stories.</p> <p>Introduction: Today we will be looking at the story <i>Jesus Calms the Storm</i>. We will talk about how Jesus is a good friend shows good friendship to his disciples during a dangerous time.</p> <p>Task: The task today is to visualise the story <i>Jesus Calms the Storm</i> by drawing and labelling. Once completed they will answer questions on how Jesus showed friendship in the story.</p> <p>Key Questions: What makes a good friend? When is it easy to show friendship? When is it difficult to show friendship?</p> <p>Key Words: friend, friendship</p>

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DT	PSHE	Homework
<p>LI: To design a space buggy.</p> <p>This week we will design a space buggy that we will build in 3d. We will think about what materials we will need to construct it. We will think about what it will look like and how it will work when put together.</p> <p>We are going to start making the wheels and axles first.</p> 	<p>LI: To understand how to work well with a partner</p> <p>This week we will continue our topic on 'Dreams & Goals' and we will be sharing our ideas with Jigsaw Jack on how we can work well with our partners.</p> <p>Introduction: This week we will start with a game of "Fruit Salad" followed by our calming meditation.</p>  <p>Task: In pairs- you will create a welly boot together with your shared goal. You will have to agree on the design of your boot and how you go about the task.</p>  <p>Key questions:</p> <ul style="list-style-type: none"> Why is it important we work well together? In what ways can we work well together? How easy is it to work with your partner? Is anything difficult about this? What does it tell us about working well with a partner? How can you make this work with your partner? <p>Key Vocabulary: working together, sharing, agreeing, deciding, shared goal, achieve, team work, achievement, and celebrate.</p>	<p>This week we would like you to complete the following tasks:</p> <p>This half term we are learning about Beegu. The story takes place on Earth, in a city. We would like the children to think of a new setting for the story. If Beegu was going to crash to Earth, where would she be? Can you think of a new setting and write about it? It could be a beach, a funfair, etc..</p>  <p>In Maths: This week in Maths we have been learning about number bonds to 20. In your books please complete the 2 tasks below.</p> <div data-bbox="1249 951 1666 1145"> <p>Maths This week we are learning about number bonds to 20.</p> <p>Write into your books.</p> <p>a) $7+13=20$ So, $13+ \dots =20$</p> <p>b) $11+9=20$ So, $9+ \dots =20$</p> <p>c) $20-0=20$ So, $\dots +20=20$</p> <p>Draw these number bonds to 20 in your books. Can you draw circles to help you?</p> <p>a) $10+10=$</p> <p>b) $12+8=$</p> <p>c) $5+15=$</p> </div> <div data-bbox="1895 1007 2107 1305"> <p>Rainbow to 20</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <p>We also would like the children to show their number bonds to 20 systematically. Follow the pattern:</p> <p>$0+20=20$</p> <p>$1+19=20$</p> <p>$2+18=20$</p>