

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week.

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To learn about common nouns	LI: To learn about proper nouns.	LI: To learn about verbs or doing words	LI: To write a sentence using the right punctuation	LI: To write a spooky story using a visual
Key vocabulary and key questions	<p>Key Vocabulary: common nouns sentence nouns place person thing objects</p> <p>Key Questions: What is a common noun? What is a sentence? What is the missing common noun? Can you think of a name of a place? Can you find 5 things in the picture? What can you see? Can you see some nouns?</p>	<p>Key Vocabulary: Proper nouns Nouns Sentence Person People Place Thing Full stop Capital letter</p> <p>Key Questions: What is a proper noun? What is a sentence? Can you think of a proper noun? What can you see in the picture? Can you find things that are proper nouns?</p>	<p>Key Vocabulary: Verbs Doing words Sentence Action verbs Action Present action Past action</p> <p>Key Questions: What is a verb? What is the dog doing? When are these actions being done? What is the past? What is the present? Can you find any doing words or verbs?</p>	<p>Key Vocabulary: Sentence Capital letter Full stops Verb Doing word Noun</p> <p>Key Questions: What is a sentence? What do we write at the beginning of the sentence? What do we write at the end of the sentence?</p>	<p>Key Vocabulary: Spooky Scary Characters Setting Fiction Beginning Middle End</p> <p>Key Questions: What is a story? What characters are there in the story? What setting are you doing? What happens at the beginning of the story? What happens at the end of the story? Is this a fiction story?</p>
Introduction	Today we are going to learn about common nouns. Common nouns are things, objects, people and places. Looking at a picture, we are going to find common nouns on the pictures and children will write those words on their whiteboards.	Today we are going to learn about proper nouns. Proper nouns are people, places and things. Children are going to be shown a picture and they need to find 3 common nouns. WE will look at other proper nouns and see if children can find those.	Today we are going to learn about verbs and doing words. We are going to spot some doing words in pictures.	Today we are going to look at how to write a great sentence. We are going to look at few sentences and see which one is correct.	Today the children will look at a photograph of a haunted house and they need to think who lives in this house. In pairs, think of characters that might live in this house.



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<p>Activities</p>	<p>The task today will be a bout designing a lunchbox. What would they like to see inside when they open it? We are going to ask them to think of 5 things (that are common nouns) that they would like to find in their lunchbox. Examples could include – Ham sandwich, crisps, chocolate bar, blueberries, sweets, fizzy drink etc. There should be no proper nouns. When the children have finished their lists, they could share their ideas</p>	<p>The task today will be to have the children in a big circle with the two large PE hoops in the centre. Add labels to each hoop – common noun, proper noun. Remind the children that common nouns are general names for things and there are lots of them, proper nouns are the one and only! Give each child one of the common or proper nouns and take it in turns to sort their item into one of the hoops. The children need to work in pairs to find the specific name (proper noun) for each of the common nouns and record it on their whiteboard.</p>	<p>The task today is to match the pictures and the doing word and then write a sentence about it.</p>	<p>The task today is to look at a picture and write down what is happening in the picture. What is the boy doing? What is the girl doing? We are encouraging the children to say a sentence, count the words, then write it down.</p>	<p>The task today will be to write a story about the picture they see on the whiteboard. They will write the characters and the setting of the story and what happens in the story. Use their senses to create some descriptive sentences, using all of the skills across the week.</p>
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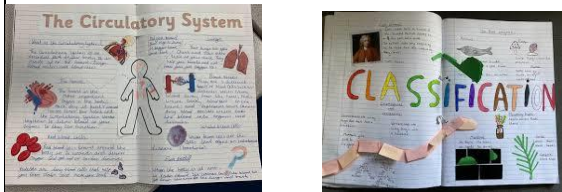

Year 1 Maths				
	Monday	Tuesday	Wednesday	Thursday
Maths	LI: To consolidate our learning - count 1 more and 1 less	LI: To consolidate our learning - Counting	LI: To consolidate our learning- use part whole models	LI: To consolidate our learning - use the part whole model (numerical)
Key vocabulary and key questions	<p>Key Vocabulary: Count Number One more Objects Number line</p> <p>Key Questions: What is one more than X? What number is next? One more than X is 3. What is the number?</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: Part Whole Part whole model Complete Incomplete Check</p> <p>Key Questions: What is the whole? How many squares in each part? Have you checked the answer makes sense? Can you draw the missing squares?</p>	<p>Key Vocabulary: Part Whole Part whole model Label Number Represent</p> <p>Key Questions: Can you label this part-whole model? What is wrong with this part-whole model? What is missing from this part-whole model?</p>
Introduction	Today we are going to practise counting one more and one less. We will count lots together using different pictures, objects and a number line.	Today we will count objects. We will look at some examples and work out how we can make it easier to count (by putting the objects in lines).	Today children will recap on how to draw a whole and parts in the part whole model. There will be examples to complete as a class. We will check each part-whole model makes sense once we have completed it.	Today children will recap on how to use draw, label the part whole models with numbers. We will count each part and whole carefully and add the numbers into the part whole model.
Activities	The children will count 'one more' and 'one less' by looking at pictures. Then they will count 'one more' by looking at numbers on a number line.	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 part whole models to complete by drawing missing squares in the parts or whole. Make sure you are neat with your drawing so you can check your answers.	Children will count and label part whole models with numbers and then find missing parts and wholes by drawing and writing numbers.

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Reading		
This week's reading focus is strategy 7		
<p><u>LI: To identify relevant information about a text</u> We will recap the story of the Smile Shop for the final time. We will talk about different celebrations and what we do during celebrations.</p> <p>Today we will write about a time that we have been to a festival or celebration such as Diwali, Christmas or birthdays etc. We will then say how it is similar or different to in the story.</p>	<p><u>LI: To identify relevant information about a text</u> Today we will again discuss what festivals are and how they relate to our story. We will talk about how festivals are celebrated in different cultures and discuss our own experience with our friends. We will talk more in depth about the festivities and how they make us feel.</p>	<p><u>LI: To identify context clues about a text</u> This will be last week using reading strategies to look at the text Chicken in the Kitchen. Today we will be looking at how images in our storybooks can help us think of the context of the story.</p> <p>The task today is to look at an image from the story. The children are to describe what they see and what information they can gather</p>
Science	PSHE	History
<p><u>LI: To evaluate my learning.</u></p> <p>Introduction – Today we are going to discuss what we have learned this term in science. We will discuss what we have enjoyed and what we found more challenging. We will talk about the human body and the five senses.</p> <p><u>Questions:</u></p> <p>What does evaluate mean? What does reflect mean? What are the different topics we covered this term? What was most enjoyable in science this term?</p> <p><u>Key words:</u> reflect evaluate topic learning science Human body</p>	<p><u>LI: To understand my rights and how to respect them</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about our school rights and how we can respect them.</p> <div style="text-align: center;">  </div> <p><u>Introduction:</u> This week we will start with the 'I am special' song followed by the 'together as one' song.</p> <p><u>Task:</u> This week's task is to create a poster of a happy and safe classroom.</p> <p><u>Key questions:</u> What are our rights? What is a charter? How can we respect these rights? Why do you think rights are important?</p> <p><u>Key Vocabulary:</u> charter, important, rights, respect</p>	<p><u>LI: To evaluate my learning.</u></p> <p>Introduction – Today we are going to discuss what we have learned this term in History. We will discuss what we have enjoyed and what we found more challenging. We will talk about the past and present and the significant person.</p> <p><u>Questions:</u></p> <p>What does evaluate mean? What does reflect mean? What are the different topics we covered this term? What was most enjoyable in history this term?</p> <p><u>Key words:</u> reflect evaluate topic learning history past</p>



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<p>5 Senses</p> <p>Task - Children to create a double page spread in their books to consolidate their learning.</p> 		<p>present Rosa Parks</p> <p>Task - Children to create a colourful double page spread in their books to consolidate their learning.</p> 
RE	Art	PE
<p><u>LI: To explore and express ideas about creation.</u></p> <p>Introduction -Children to think of 5 things they've learnt or can remember from this unit to tell their partner. Look at natural creations and ask 'who or what do you think created the world? How do you think the world was created? Which was your favourite picture, why?' Task -Children to create a piece of artwork to show how they think the world was created. Remind them that there are no wrong answers. Whilst they work play 'Natural Wonders'. Children go around the classroom, looking at the artwork. Complete 'End of unit quiz.'</p>	<p><u>LI: To create a self-portrait in the style of artists.</u></p> <p>This week we will be creating our own self-portraits using the skills that we have learnt over the half term. We will go more in depth into colour theory before recapping how to use paint and clean our paintbrush. We will then draw then paint our final self-portrait.</p>	<p><u>LI: To explore how the body moves differently when running at different speeds.</u></p> <p>Children will be moving differently in the hall making sure they are doing it correctly. They will show an awareness of others when moving around and they will be able to identify the difference between walking, jogging, and sprinting.</p> <p><u>LI: To use simple movements to create a Story</u></p> <p>Children will be able to perform a dance from a different country using simple movement patterns. Children will be able to perform their story to different groups.</p> <p><i>Reminder: Earrings are not to be worn during PE lessons.</i></p>



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Music	Computing	Phonics
<p><u>LI: To recap and show pulse and rhythm.</u></p> <p>Introduction: Recap what pulse and rhythm are. Play 'y name is...' and 'This is... We are friends.'</p> <p>Play a variety of well-known nursery rhymes, children play the pulse and then they rhythm.</p> <p>Task: Children take turns to create a pulse for their partner to repeat. Then create a rhythm for their partner to repeat.</p>	<p><u>LI: To create rules for using technology responsibly.</u></p> <p>Introduction: Discuss rules we have in class/school. Why do we have these rules? Explain the four main reasons for having rules. Children to place other rules into the grid.</p> <p>Task: What rules should we have for using technology safely? Discuss. Children to use these rules to create a poster.</p> <p>Recap desktop and laptop and the different parts and what they do.</p>	<p><u>APS Phonics- Phase 4 – Taught daily</u></p> <p>This week the focus is for children to read a selection of phase 3 CVC and phase 4 CVVC words, for example: swim, green, train, clown, spoon, float and many of the similar word types. Next, children will apply these words to be able to read and write word associated sentences.</p>
Homework		
<p><u>Reading: 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>Christmas Card competition:</u> This week we are asking children to design a Christmas Card for the Christmas card competition. Please collect a competition sheet from your teacher. The closing date for entries is Thursday 24th October if you would like to take part.</p> <p><u>Over the half term,</u> we would like you to make a poster about an animal of your choice and their habitat (a habitat is where an animal lives). Make sure you have pictures and information all about your chosen animal. Please return your poster by Tuesday 31st October.</p>		