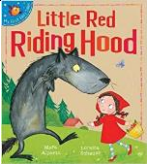
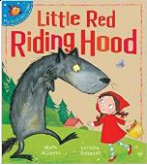
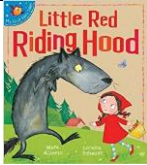
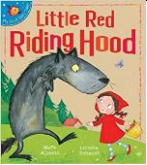
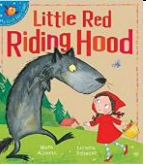


Weekly Overview

Week beginning: 23.09.24

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Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To create a new character	LI: To write a description of a character	LI: To sequence a story	LI: To create our own version of Little Red Riding Hood	LI: To create our own version of Little Red Riding Hood
Key vocabulary and key questions					
	<p>Key Vocabulary: Story Book Front Cover Back Cover Author image picture description self-portrait adjectives character</p> <p>Key Questions: What is a description? How do I create a new character? What is the bad character in a book? What is the bad character in a book? Who is the bad character in Little Red Riding Hood?</p>	<p>Key Vocabulary: Story Book Front Cover Back Cover description baddie/villain adjective character</p> <p>Key Questions: What is a description? How do I create a new character? What is the bad character in a book? Who is the bad character in Little Red Riding Hood? What is an adjective?</p>	<p>Key Vocabulary: Story Book Story Front Cover Plot Characters description sequence</p> <p>Key Questions: 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 sequence a story using my new character?</p>	<p>Key Vocabulary: Story Acting Book Story Front Cover Plot Characters Sequence</p> <p>Key Questions: 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 sequence a story using my new character?</p>	<p>Key Vocabulary: Story Acting Book Story Front Cover Plot Characters Sequence full stop capital letter finger space</p> <p>Key Questions: 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>

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Introduction	<p>This week we are continuing the story of Little Red Riding Hood. Last week we focused on retelling the story. This week we will change a part of the story to make it our own. We will be changing the bad character (the wolf) into a new character of our choice. Today we will talk about adjectives and how we can describe the new character.</p>	<p>Today we are going to continue going more in depth into character description and adjectives. We will mind map different adjectives to describe a character before thinking of sentence structure to write descriptive sentences.</p>	<p>Today we are going to sequence the story of Little Red Riding Hood including the new 'bad' character. We will recap the story by reading and acting it out. We will then discuss what boxing it up means and how this strategy can help us in our writing. This week we will be doing a precursor to boxing it up where the children will be given a completed sequencing sheet to look at while changing their own.</p>	<p>Today we are going to write the first half of our version story of Little Red Riding Hood with the new 'baddie'. We will act out the story before discussing what happens in the beginning and middle.</p>	<p>Today we will write the second half of Little Red Riding Hood. We will go over what we did yesterday. Children will be able to re-read what they have already written, some reading what they had completed in front of the class. They will be able to think about what they will need to work on going into the second lesson.</p>
Activities	<p>The task today is to draw a self-portrait of a new bad character for Little Red Riding Hood. We are then to label it with adjectives.</p>	<p>Today the children are to write a description based on the 'bad' character they created yesterday.</p>	<p>The task today is to sequence their new version of the story of Little Red Riding Hood using the new 'bad character'</p>	<p>The task today is to write the beginning and middle of the story with our own characters using the sequencing sheets from yesterday to guide us.</p>	<p>The task today is to complete their own version of Little Red Riding Hood using their own character. When they are finished, they are to draw an accompanying picture.</p>

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Maths					
Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To count one less	LI: To compare groups one-to-group	LI: To compare using < > =	LI: To compare numbers using < > =	LI: Count on or back in 1s from any number (1-20)
Key vocabulary and key questions	<p>Key Vocabulary: Count One less Smaller Fewer Number line</p> <p>Key Questions: What is one less than x? How can we find one less? What does one less look like if we drew it? Can you find one less?</p>	<p>Key Vocabulary: Count Compare Enough Too many Not enough</p> <p>Key Questions: How many X are there? Is there enough for each object? Are there too many? How can we compare two groups?</p>	<p>Key Vocabulary: Count Compare Greater than Less than More than Fewer than Equal to</p> <p>Key Questions: What does greater than mean? What does less than mean? What does equal to mean? What does this look like in two groups of numbers?</p>	<p>Key Vocabulary: Count Compare Greater than Less than More than Fewer than Equal to</p> <p>Key Questions: What does greater than mean? What does less than mean? What does equal to mean? What symbols can we use to show these words in a maths question?</p>	<p>Key Vocabulary: Count Next Before</p> <p>Key Questions: What's the next number? What's the number before? Which numbers are covered? Do you need to count on or count back?</p>
Introduction	<p>Today we are counting one less with numbers up to 10. As a class, we will be practising finding one less using objects and pictures, number lines and word problems.</p>	<p>Today we will be comparing groups of objects. We will look at lots of examples where there are the same amount and then we will look at examples where there are too little or too many.</p>	<p>Today we will begin comparing numbers using new vocabulary; greater than, less than and equal to. We will practise comparing numbers by using objects. We will also use number lines and dice to help us.</p>	<p>Today we will continue comparing numbers using 'greater than' 'less than' or 'equal to'. We will then learn about the maths symbols that represent these words and practise using them in a range of questions.</p>	<p>Look at PPT where Maths monsters have covered up numbers. Can we help to tell them what the numbers should be? Discuss how we know whether its count on or count back. Should the numbers be larger or smaller each time?</p>

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Activities	Children will try to find one less in a group of objects. Then they will try to find one less on a number line and finally one less in a word problem.	The tasks today will be to look at groups of objects and work out if there are the same, not enough or too many.	Children will be working in pairs today. They will each roll a dice and then compare the numbers and use 'greater than' 'less than' or 'equal to'.	The children will practise using the new maths symbols < > = in different questions, using objects, number lines and word problems.	Count on or back from any number. Find the missing numbers and move on to the worded problems. See who is correct / incorrect and begin to explain why.
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Reading		
This week's reading focus is Visualisation		
LI: To discuss visualising a story	LI: To visualise a setting	LI: To visualise a character
<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 the city 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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Science	PSHE	History												
<p><u>LI: To investigate how tall we are.</u></p> <p>Introduction: This week we will be investigating the question 'how tall am I?'. Today we are going to _____</p> <p>Task: To predict how many hands tall you and your friends are.</p> <p>Key words: prediction investigation</p>  <table border="1" style="background-color: #333; color: white; width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Name</th> <th style="width: 33%;">I predict</th> <th style="width: 33%;">How many hands tall</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Name	I predict	How many hands tall										<p><u>LI: To recognise the choices I make and understand the consequences</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Paws Cat on the choices we make and the consequences they have. We will also be thinking about rewards and why they are given.</p> <p>Introduction: We will start this lesson with a game of 'pass the hand shake' followed by some calming exercises with Movelee Monkey.</p> <p>Task: To create a consequence and reward poster.</p>  <p>Key questions: What does consequence mean? Do you think it is fair to have a consequence? What are rewards? When should we receive rewards? Do our choices have a consequence?</p>	<p><u>LI: To compare schools from the past with the present</u></p> <p>Introduction: This week we will be comparing schools from the past with the present.</p> <p>Task: Venn diagram to compare and contrast schools from the past with the present. Can you find examples where schools haven't changed?</p> <p>Challenge: How have schools changed from past to present?</p> <p>Key words: Past, present, future.</p>
Name	I predict	How many hands tall												
		<p>PE: Dance</p>												
		<p><u>L.I To create my own dance using, actions, pathways and counts.</u> Children will learn a dance and they will be able to discuss and share ideas with a partner to create their actions.</p> <p>Children will still be using counts of 8 to help them stay in time with the music and each other.</p>												

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RE	Art	PE - Games
<p>LI: To know that some people believe God created the world as described in Genesis.</p> <p>Introduction: Children discuss which picture is the odd one out, thinking about natural and man-made. Explain what scripture is. Christians believe the Bible to be God's words, Jewish people believe the Tenak is God's words. Both these sets of beliefs are called religions.</p> <p>Task -Watch the Jewish/Christian creation story. Discuss. Children decorate the number outlines to show what happened on each day. Children then use this to retell the creation story to their partner.</p> <p>Explain that there are other beliefs as to how the world was created.</p>	<p>LI: To create a self-portrait in the style of artists. (Yayoi Kusama)</p> <p>Today we will be looking at the artist Yayoi Kusama. Yayoi Kusama is currently gaining recognition in the UK for her sold out shows at the Tate Modern. We will learn about her love for shape (particular) circles, her history and what has made her a successful artist. We will then be creating a self-portrait based on her work. This week we will be doing the outline of the portrait before painting next week.LI: Introduction -</p> 	<p>LI: To explore changing direction and dodging</p> <p>This week children will decide which direction they are going to move into and they will move their feet to change direction.</p> <p>By playing different games, children will learn to move around whilst keeping themselves and others safe. They also learn to listen to the instructions and understand what to do.</p> <p>Reminder: Earrings are not to be worn during PE lessons.</p>
Music	Computing	Reading
<p>LI: To play simple rhythms on an instrument.</p> <p>Introduction: Play 'My name is...' Listen to 'Can't Stop the Feeling' - children to dance along. Discuss how the song makes them feel. What can they hear?</p> <p>Task: Each child with an untuned instrument plays along to the pulse of the song.</p> <p>Play 'My name is...' - rhythm.</p> <p>Play 'This is.... We are friends.' - pulse.</p>	<p>LI: To use a mouse in different ways.</p> <p>Introduction: Can children name the different parts of a desktop and laptop. Explain that today they will be drawing a picture using the mouse or trackpad. In order to do this, we need to be able to double tap, practise double clapping.</p> <p>Task: Children turn on, log in, open the internet and type in paintz.app. Go through the tools that they will be using - paintbrush, colour and thickness. Show the children how to drag the mouse to paint.</p> <p>Go through pictures and discuss differences (tools changed).</p>	<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 4 – Taught daily</p> <p>This week the focus throughout the week is to read a selection of phase 4 words and for children to be able to apply these words to their reading of sentences and to their writing.</p> <p>The tricky words for this week are: like and so.</p> <p>The high frequency words this week are: it's, went, just, help, have and said.</p>

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Homework

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

Reading:

Remember to read every day! 😊

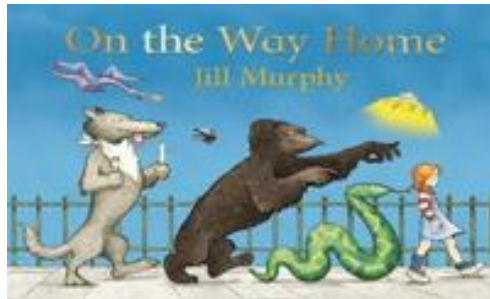
Make sure you find the correct page in your planner and ask an adult to help you write the name of the book and how well you read.

English:

Look at the front cover of this book, can you predict what the book will be about?

I predict the book is about...

Think about the title, characters, the plot, setting – all the features we talk about in class.



Maths:

Complete the worksheet. Fill in the missing symbol (< > =) for each number sentence.

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