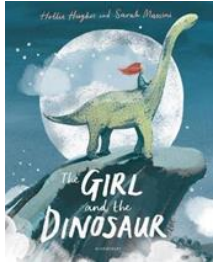
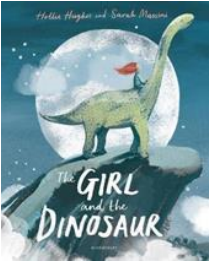
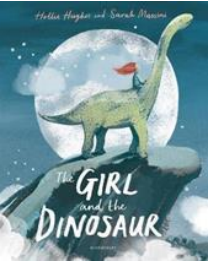


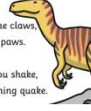

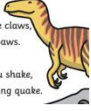


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Year 1	Tuesday	Thursday	Friday
Reading text			
Reading LI	<p>LI: Reading Strategy 3- To create a storymap</p>	<p>LI: Reading Strategy 3 -To describe a character</p>	<p>LI: Reading Strategy 3 - To describe a dinosaur</p>
Reading Introduction and task	<p>Today we are going to create a storymap for the story <i>The Girl and the Dinosaur</i>. This helps us visualise the story in sequence. We will remember what it means to put the story in order and how it helps us remember the story as a whole.</p> <p>Today we are to individually create a storymap of the story.</p>	<p>Today we are going to think closely about the characters in the story. We will discuss what their personality is like and what they look like.</p> <p>The task today is to describe the character of Marianne.</p>	<p>Today we are going to continue to think closely about the characters in the story. We will discuss what their personality is like and what they look like.</p> <p>The task today is to describe the character of the dinosaur.</p>

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English	LI: To look at features of a dinosaur poem	LI: To learn about rhyming words	LI: To think of rhyming words for a dinosaur poem	LI: To plan a dinosaur poem	LI: To write a dinosaur poem
English Text	<p>Dinosaur, Dinosaur</p>  <p>Dinosaur, dinosaur, Turn around, Dinosaur, dinosaur, Stomp the ground. Dinosaur, dinosaur, Show your claws.</p> <p>Dinosaur, dinosaur, Snap your jaws. Dinosaur, dinosaur, Turn around. Dinosaur, dinosaur, Sit back down!</p> 			<p>Roar!</p>  <p>Stomp! Stomp! Went the feet, Of the dinosaurs to the jungle's beat.</p> <p>Crunch! Crunch! Went the jaws, Of the many hungry dinosaurs.</p> <p>Screech! Screech! Came the sound, Of pterosaurs above the ground.</p> <p>Bang! Bang! A dinosaur fight: Breaking rocks with all their might.</p> <p>Crash! Boom! You could hear, Volcanoes bursting far and near.</p>  <p>Scratch! Scratch! Went the claws, Of tiny baby dinosaur paws.</p>  <p>Roar! Roar! They make you shake, Just like a loud and frightening quake.</p>	<p>Roar!</p>  <p>Stomp! Stomp! Went the feet, Of the dinosaurs to the jungle's beat.</p> <p>Crunch! Crunch! Went the jaws, Of the many hungry dinosaurs.</p> <p>Screech! Screech! Came the sound, Of pterosaurs above the ground.</p> <p>Bang! Bang! A dinosaur fight: Breaking rocks with all their might.</p> <p>Crash! Boom! You could hear, Volcanoes bursting far and near.</p>  <p>Scratch! Scratch! Went the claws, Of tiny baby dinosaur paws.</p>  <p>Roar! Roar! They make you shake, Just like a loud and frightening quake.</p>
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Poetry</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p> <p>Sound</p>	<p>Key Vocabulary:</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p> <p>Sound</p> <p>Dinosaur</p>	<p>Key Vocabulary:</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p> <p>Sound</p> <p>Dinosaur</p>	<p>Key Vocabulary:</p> <p>Poetry</p> <p>Plan</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p>	<p>Key Vocabulary:</p> <p>Poetry</p> <p>Plan</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p>

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	<p>Dinosaur</p> <p><u>Key Questions:</u></p> <p>What is poetry?</p> <p>What is rhythm?</p> <p>What is rhyme?</p> <p>Why do we think of sound when we think of poetry?</p>	<p><u>Key Questions:</u></p> <p>What are rhyming couplets?</p> <p>What are rhyming words?</p> <p>How do you know words rhyme?</p> <p>How do I hear a word?</p>	<p><u>Key Questions:</u></p> <p>What are rhyming couplets?</p> <p>What are rhyming words?</p> <p>How do you know words rhyme?</p> <p>How do I hear a word?</p>	<p>Sound</p> <p>Dinosaur</p> <p><u>Key Questions:</u></p> <p>What is poetry?</p> <p>What is rhythm?</p> <p>What is rhyme?</p> <p>Why do we think of sound when we think of poetry?</p> <p>How should I plan my poem?</p> <p>What rhyming words can I use?</p>	<p>Sound</p> <p>Dinosaur</p> <p><u>Key Questions:</u></p> <p>What is poetry?</p> <p>What is rhythm?</p> <p>What is rhyme?</p> <p>Why do we think of sound when we think of poetry?</p> <p>How should I plan my poem?</p> <p>What rhyming words can I use?</p> <p>How do I use my plan to help me write my poem?</p>
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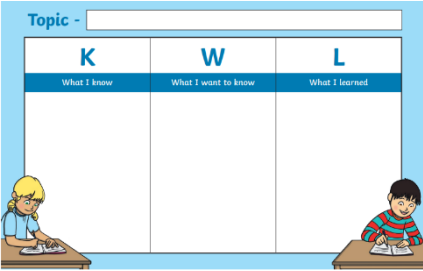
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<p>Introduction</p>	<p>Over the next two weeks we will be looking at dinosaur poems! We will focus on dinosaur poems that are written with rhyming couplets. Today we will be looking at different dinosaur poems, discussing their rhythm and will perform them as a class.</p>	<p>Today we will focus on rhyming words. We will discuss the features of a rhyming couplet poem that we looked at yesterday. We will then think about what makes a word rhyme.</p>	<p>Today we will recap our knowledge on rhyming words. Together we will brainstorm rhyming words that link to dinosaurs before the children do their own brainstorming.</p>	<p>Today we are planning our own dinosaur poems. We will remind ourselves of the poetry we looked at this week and their features. We will look at the rhyming words that we brainstormed last week and how they will be able to help us when writing our own poems.</p>	<p>Today we will write our dinosaur poems. We will recap what we did yesterday and the rhyming words we brainstormed earlier. We will discuss the features of poetry and how we can check that our poems have those features. We will discuss how the layout of poems is different from stories.</p>
<p>Activities</p>	<p>Today the children will be given the opportunity to look at different dinosaur poems with their friends. They will talk about the poem's features and will then try reading the poem aloud so that they can hear the poem's rhythm and rhyme.</p>	<p>The first task today will be to match the rhyming words. The second task will be to brainstorm words that rhyme with a given set of words.</p>	<p>With their knowledge of dinosaur poems and rhyming words from yesterday, the children will brainstorm rhyming words that they could use in their own dinosaur poems.</p>	<p>Today children are to plan their dinosaur poems. They will be able to use worksheets to guide them in how to organise their poem.</p>	<p>Today we will be writing our poems in our books. We will use our plans from yesterday to help us.</p>



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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To introduce capacity and volume	LI: To measure capacity	LI: To compare capacity	LI: To measure and compare capacity
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Capacity Volume Containers Compare Measure Full Nearly full Empty Nearly empty</p> <p><u>Key Questions:</u> Is it full? It is empty? Which has more liquid? Which has less liquid? How can we show a container is full/nearly full/empty/nearly empty?</p>	<p><u>Key Vocabulary:</u> Measure Volume Capacity Container Non-standard unit Full empty</p> <p><u>Key Questions:</u> How can we measure how much water is in this container? What can I use to fill a container? How many cups of water does it take to fill the container? What is the capacity of the container?</p>	<p><u>Key Vocabulary:</u> Compare Volume Capacity More Less Least Greatest Same/equal to</p> <p><u>Key Questions:</u> Which container has the least capacity? Which container has the greatest capacity? Can you order the containers from least to greatest? Which has more/less?</p>	<p><u>Key Vocabulary:</u> Measure Compare Volume Capacity More/less Least/greatest Full/empty</p> <p><u>Key Questions:</u> Which container will hold more water? How do you know? Can you order these containers? What would you use to measure the capacity?</p>
Introduction	This week we are learning all about capacity and volume. Today children will be introduced to some key vocabulary such as full, nearly full, empty, nearly empty and will look at different containers.	Today children will learn how to measure the capacity of different containers. They will use non-standard units of measure such as cups, spoons etc.	Today children will compare different containers of water. They will use vocabulary such as more, less, equal to, least and greatest.	Today children will consolidate their learning about capacity and volume by looking at word problems and reasoning questions.
Activities	Children will practise filling a variety of containers with water and labelling them with vocabulary (full, nearly full.)	The children will fill different containers and measure how many cups/spoons of water different containers need to be full.	Children will compare different containers using more/less and the < > symbols. They will order containers and explain how they know.	Children will go through a variety of questions and carefully answer. They will explain why they think this.

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Reading	Science	History	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 continuing phase 5 alternative spellings. First, they will be shown the original graphemes and phonemes before moving onto the alternative spelling. The alternative spellings for this week are: or, ur, oo.</p> <p>Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative spellings. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>Friday's lesson will focus on tricky words and high frequency words.</p> <p>This week's tricky words are: before, place.</p> <p>This week's high frequency words are: lived, liked.</p> <p>Alternative spellings this week are:</p> <p>/or/ spelt our (as in four) /ur/ spelt ear (as in earth) /ur/ spelt or (as in word) /short oo/ spelt oul (as in could)</p>	<p>LI: To assess what we already know about animals and their diets</p> <p>Introduction: This half term the topic will be 'animals and their diets'</p> <p>Task: This week the children will be completing a KWL assessment chart to show what they already know about animals and their diets. This is also an opportunity for the children to write or draw what they would like to find out about animals and their diets.</p> <p>Questions</p> <p>What does diet mean?</p> <p>Do animals all eat the same food?</p> <p>What do you already know? What do you want to find out?</p> <p>Key words</p> <p>animals, assess, diet, food, types, names.</p>	<p>LI: To explore our new topic "Road to Extinction"</p> <p>Today the children will be introduced to our new topic for this half term. We will be learning all about dinosaurs! Today we will discuss what we know already about dinosaurs and will brainstorm questions that we want to learn about.</p> <p>Task: The task today is to say what we know about dinosaurs already and to write at least 3 questions on what we would like to find out.</p> <div style="text-align: center;">  </div>	<p>LI: To discuss which days are special</p> <p>Introduction:</p> <p>This term we are learning about Judaism. Today we will discuss which days of the week are special to us and why. We will discuss what we do on different days.</p> <p>Task: Children will draw a picture of the day of the week that is special to them and write a sentence about why it is special.</p> <p>Questions:</p> <p>Which day is most special and why? Is there one day that is a family day? Do you have a rest day?</p> <p>Key words: Judaism Days of the week Special</p>

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Art	PSHE	Homework
<p><u>LI: To learn about landscape painting. (Turner)</u></p> <p>This week we will be introduced to our new painting topic. We will be learning about different landscape artists and their prevalence. This week we will be focusing on the artist Joseph Turner. We will look at the themes in his work as well as his personal history.</p> <p>This week we learn about his life (biography) and write interesting facts about him.</p>	<p><u>LI: To understand what a family is</u></p> <p>This week we will be starting a new topic called 'Relationships'. This week will be discussing what a family is and understanding there are different types of families.</p> <p><u>Introduction:</u> This week we will start with a game of 'Family'. The children will be given an animal card and they will have to find the rest of their making a noise or an family by action.</p> <p><u>Task:</u> To draw and picture of your family.</p> <p>Next, children will answer some questions about a 'family'.</p> <p><u>Key questions:</u> What makes a family? Who are the members of your family? How does it feel to be part of a family? Why do we have families? Are all families the same?</p> <p><u>Key Vocabulary:</u> Family, Mum, Dad, brother, uncle, aunt, sister, cousin, extended family, belong, different, same, unique.</p>  	<p><u>Please complete the tasks in Google Classroom</u></p> <p>Remember to read <u>every day</u>.</p> <p>This week we would like you to complete the following task:</p> <p><u>This week we have been learning about volume and capacity.</u></p> <p>Spend some time this weekend finding containers at home that you could use to measure capacity and volume. What did you find?</p> <p>Fill some cups with water and order them from full, nearly full, nearly empty, to empty.</p> <p>Can you use words such as least and greatest to describe them?</p> <p>What did you use to fill them? What was the best or the quickest?</p> <p><u>Write and draw about what you found in a piece of paper and upload it onto GC.</u></p> <p>In English we have written dinosaur poems using rhyming couplets. Can you write a short rhyming couplet poem? A rhyming couplet poem is when each two lines rhyme.</p>