

Weekly Overview

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.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|--|---|
| English | LI: To understand the difference between fiction and non-fiction | LI: To understand the features of a fact file | LI: To write facts about wolves | LI: To box up a fact file on wolves | LI: To write a fact file about wolves |
| Key vocabulary and key questions | <p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file?</p> | <p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file</p> | <p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file</p> | <p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file</p> | <p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture handwriting capital letter full stop</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title? What is a fact file? How do I present my work? How do I make sure that I use full stops and capital letters?</p> |

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| introduction | This week we will be looking at non-fiction text and fact files. Today we will understand the definitions of fiction and non-fiction and will be discussing the differences between nonfiction texts and stories. We will look at what is a fact and what is not. | Today we will recap fact or fiction before looking at the layout and features of fact files. We will again discuss what they are used for highlighting that they only include facts. We will be discussing what titles and subheadings are and why they are important for fact files. | Today we are going to think about the layout of fact files and recap the difference between fiction and non-fiction texts. We are then going to mind map different facts that we know about wolves before thinking of other ways in which we can retrieve information. | Today we are going to box up (plan) a fact file on wolves. We will remember our facts about wolves from yesterday. We will discuss the features of a fact file and how we can layout our fact file about wolves using the information we found out yesterday. | Today we will write the final version of the wolf fact file using the 'boxed up' version from yesterday. We will be given the opportunity to show our work to our friends to verbally peer-edit before we begin. We will discuss how we can present our final version by making sure our handwriting is neat, there is correct punctuation and that the work is decorated nicely. |
| Activities | Today the children will play a quiz game on what is fact and what is fiction. They will be playing in teams and will have to decipher whether a statement is fact or fiction. | The task today will be to label a fact file with: The title subheadings Interesting fact fact picture | The task today is to write a sentence answering these questions: What do wolves eat? What do wolves look like? Where do wolves live? What is an interesting fact about a fact? | The task today is to 'box up' a fact file about wolves. The children will be given a fact file of another animal to use as a basis for how they should write their fact file. They will then write a draft of their fact file on wolves. | Today the task is to write the final version of the fact file on wolves. The children will take the edited versions of their 'boxed up' version to help them in their final version. The children will then decorate their work. |

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| Maths | | | | | |
|---|---|---|---|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths | LI: To understand the part whole model (practical) | LI: To complete a part whole model (practical) | LI: To use the part whole model (pictorial) | LI: To use the part whole model (numerical) | LI: To use the part whole models |
| Key vocabulary and key questions | <p>Key Vocabulary: Part Parts Whole Part whole model Split</p> <p>Key Questions: What is a whole? What is a part? Can you split this whole into 2 parts? Is there more than one way you can split a whole number?</p> | <p>Key Vocabulary: Part Parts Whole Part whole model Complete Alternative</p> <p>Key Questions: Can you split this whole into 2 parts? Are there different ways you can split the whole number? Can you find the whole using 2 parts? Can you complete the missing parts?</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> | <p>Key Vocabulary: Part Whole Part whole model Label Number Represent</p> <p>Key Questions: What is wrong with this part-whole model? Can you split this whole into 2 parts?</p> |
| Introduction | <p>This week we are going to be learning about the part-whole model.</p> <p>Today we will look at what a whole and a part mean, before we try to split different whole numbers into 2 parts.</p> | <p>Today we will continue to use part whole models practically. We will recap on yesterday's learning. Today's focus is on completing the part-whole model. We will go through lots of examples together.</p> | <p>Today children will move to drawing their 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.</p> | <p>Today we will move from drawing to labelling part whole models with numbers. We will count each part and whole carefully and add the numbers into the part whole model.</p> | <p>Today we will recap what we have learnt about part – whole models. We will explore how numbers can be broken down and combined to form a total. We will use different resources i.e counters cubes, whiteboards and number cards.</p> |
| Activities | <p>In pairs, children will be given a part whole model and cubes or counters. They will have time to practise creating part whole models practically.</p> | <p>Children will be given incomplete part whole models. With cubes and counters they will complete the missing parts and wholes. Remember to check your answers!</p> | <p>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.</p> | <p>Children will attempt to count and label part whole models with numbers and then find missing parts and wholes by drawing and writing numbers.</p> | <p>Children will work in pairs to create part whole models on white boards and use numbers cards. Teacher will call out a number and the children will use the counters and with their partner explore how they can split these numbers into 2 parts. Teacher will also provide higher numbers (up to 20) and introduce simple addition sentence based on their part – whole model (e.g., 3+2=5).</p> |

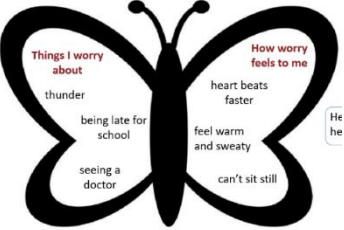

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| Reading | | |
|--|---|--|
| This week's reading focus is Strategy 5; Notice a breakdown | | |
| <p>In reading this week, we will think about what we do if we do not understand a word or a piece of text. As a class we will discuss what we can do if we are ever stuck on a reading. We will also be introduced to dictionaries.</p> <p>The task today is to mindmap in our books different ways we can help ourselves if we can get stuck on a reading.</p> | <p>Today we will go further into dictionaries and their features. We will discuss what they are used for and how the words are in alphabetical order.</p> <p>With partners the children will be given a paragraph from the story The Smile shop and as a class we will discuss the words they don't understand.</p> | <p>Today the children will be given a piece of text written about <i>the Smile Shop</i>. Their task is to underline any words that they do not know the meaning of.</p> <p>As a class we will then discuss the meanings of these words using a dictionary.</p> |
| Reading and Phonics | | |
| <p><u>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>Phonics</u> <u>APS Phonics- Phase 4 – Taught daily</u> 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: some and do.</p> <p>The high frequency words this week are: it's, went, just and help.</p> | | |



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| Science | PSHE | History |
|--|---|---|
| <p><u>LI: To identify the sense of smell</u></p> <p>Introduction: This week we will be investigating one of the 5 senses (smell).</p> <p>Task: To investigate different smells. Children will be working in groups and they will be smelling different things. They will describe each smell and record their ideas in a chart.</p> <p>Key words: Senses smell investigate</p> | <p><u>LI: To learn to recognise when I am worried and how worries might make me feel</u></p> <p>This week we will be talking about our well-being. Children will recognise the different feelings and we are going to focus on a feeling like worry, which can be difficult to recognise.</p> <p>What makes you feel worried? What does worry look like? How can I deal with worry?</p> <div style="text-align: center;">  </div> <p>We are going to meet Worrissaurus, a little dinosaur.</p> <p>The task this week is to draw your own worry butterfly. Inside one wing, children will write down all of the things that they worry about. Inside the other wing, they will write down how the worry makes them feel.</p> | <p><u>LI: To understand and learn about a significant person.</u></p> <p>Introduction: This week we will be learning about Black History and looking at Rosa Parks.</p> <div style="text-align: center;">  </div> <p>Task: To label an image of Rosa Parks. Why was she important? What did she look like? what did she do?</p> <p>Key words: Black History, Past, Rosa Parks, important person.</p> |

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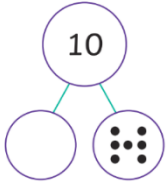



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| RE | Art | PE: Outdoor |
|--|--|--|
| <p>LI: To express ideas about what a creator might be like.</p> <p>Introduction -Children to use the Hindu creation pictures to retell the story to their partner.</p> <p>Look at the image of an artist - what kind of person do you think she is? What are her talents? What makes you think this? Remind them that no one knows how the world was created and that everyone has different beliefs. Both Hindu, and Christian and Jewish creation stories include a god who created the world.</p> <p>Task -Children to give ideas to finish 'To create the whole world, they must be...' Children use the word bank to describe what they think God is like in the Creation stories. Children to compare their ideas with their partner.</p> | <p>LI: To create a self-portrait in the style of artists.</p> <p>This week we will be creating our own self-portraits using the skills that we have learned about Yayoi Kusama and Frida Kahlo. 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> <div style="display: flex; justify-content: space-around;">   </div> | <p>LI; To explore combination jumping and skipping in individual ropes.</p> <p>Children will be counting and jumping up to 10. They will also be jumping forwards and backwards over a marker. They will also be shown the steps to skip a rope.</p> <p style="text-align: center;">Reminder: Earrings are not to be worn during PE lessons.</p> |
| | | <p>PE: Indoor</p> |
| | | <p>LI: To use simple movements to create a dance</p> <p>Children will be able to perform dances from another world using simple movement patterns. This week we are practising samba from Brazil.</p> |

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| Music | Computing |
|---|---|
| <p>LI: To understand the differences between pulse and rhythm.</p> <p>Introduction: Play 'My name is...' Then 'We are Year 1. We have a lot of fun.' - rhythm. Using untuned instruments, children play the pulse of 'Duo'. Then half the class plays the pulse and half play the rhythm. Children play the pulse of 'You've Got a Friend in Me.' Then for 'I'll Be There For You'.</p> <p>Task: Using different nursery rhymes - children to play the pulse and then the rhythm for each.</p> | <p>LI: To use a keyboard to edit text.</p> <p>Introduction: Recap that so far, we have used a mouse and a keyboard. Read statements and children to decide if it about a mouse or a keyboard.</p> <p>Task: Children to turn on, log on, open internet and type paintz.app. Show children how to open their work from last lesson. Today they are to edit the text from their name to a full sentence. Discuss why it is important to name their work sensibly.</p> |

| Homework | |
|---|--|
| <p>This week we would like you to complete the following tasks:</p> <p>Reading:</p> <p style="text-align: center;">Remember to read every day! 😊</p> <p>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.</p> <p>English</p> <p>We have been learning about the story of Little Red Riding Hood. Can you write a sentence about the character for example, Little Red Riding has a red cloak.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  </div> <div> <p>Maths</p> <p>For Maths, we would like children to complete the part-whole method sheet. Part-whole method is the idea that numbers can be split into parts,</p> </div> </div> | <p style="text-align: center;"><small>English Homework</small></p> <p style="text-align: center;"><small>We have been learning about the story of Little Red Riding Hood. Can you write a sentence about the character for example, Little Red Riding has a red cloak.</small></p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <p>_____</p> <p>_____</p> </div> <div style="margin-bottom: 10px;">  </div> <div style="margin-bottom: 10px;"> <p>_____</p> <p>_____</p> </div> <div style="margin-bottom: 10px;">  </div> <div style="margin-bottom: 10px;"> <p>_____</p> <p>_____</p> </div> <div style="margin-bottom: 10px;">  </div> </div> |