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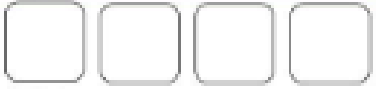

Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To learn how to present my work	LI: To learn about nursery rhymes	LI: To act out a nursery rhyme	LI: To learn about rhyming words	LI: To find the rhyming words in a nursery rhyme
Key vocabulary and key questions	<p>Key Vocabulary: Presentation Handwriting Alphabet Lined paper Capital letter Full stop</p> <p>Key Questions: How do I write neatly? How do I write on the lines? How do I present my work?</p>	<p>Key Vocabulary: Nursery Rhyme Song Music Rhythm Rhyme Presentation Handwriting Alphabet Lined paper Capital letter Full stop</p> <p>Key Questions: What is a nursery rhyme? What is a song? What is a poem? How do I write neatly? How do I write on the lines? How do I present my work?</p>	<p>Key Vocabulary: Nursery Rhyme Song Music Rhythm Rhyme Acting Actions</p> <p>Key Questions: What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? How do I create actions for a nursery rhyme?</p>	<p>Key Vocabulary: Nursery Rhyme Song Music Rhythm Rhyme Acting Actions</p> <p>Key Questions: What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? What are rhyming words?</p>	<p>Key Vocabulary: Nursery Rhyme Song Music Rhythm Rhyme Acting Actions</p> <p>Key Questions: What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? What are rhyming words?</p>
Introduction	Today we will discuss how we present our work. We will talk about what it means to write neatly on lined paper and how to write with the correct size. We will discuss how we glue paper into our work neatly. We will recap the alphabet and capital letters.	Today we will be introduced to nursery rhymes! We will talk about why they are important and why they are still taught today. As a class we will discuss what our favourite nursery rhymes before looking at a few different examples.	Today we will be acting out a nursery rhyme! We will discuss what acting is and what it means to create actions to go along with a poem. We will look over some of the nursery rhymes that we looked at yesterday.	Today we will use our actions to act out humpty dumpty. We will then learn about rhyming words! We will learn that the ending of the words are the same so that they make the same sound! As a class we will have a go at rhyming different words.	Today we will use our actions to act out humpty dumpty before recapping what rhyming words are. As a class we will have another go at rhyming different words.
Activities	Today we will independently write the date and LI into our books. We will then glue in the presentation rules for this year!	In our books we will independently write the date and LI before saying what our favourite nursery rhyme is. We will then draw an accompanying picture.	The task today will be to create actions for Humpty Dumpty as a class. We will then perform our actions to our friends in groups.	The first task today is to match up the correct rhyming words. The second task is to rhyme different words by writing the words in the correct box.	The task today is to find the rhyming words in the nursery rhyme of Humpty Dumpty.



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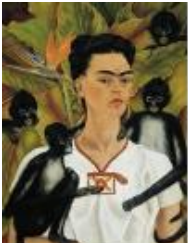
Year 1 Weekly overview				
	Monday	Tuesday	Wednesday	Thursday
Maths	LI: To learn how to present my work	LI: To sort objects	LI: To count objects	LI: To represent objects
Key vocabulary and key questions	<p>Key Vocabulary: presentation book squares numbers neat page</p> <p>Key Questions: What is special about a maths book? Where do you start writing each day? How do you write numbers in your maths book? How do you write words in your maths book?</p>	<p>Key Vocabulary: sort objects colour shape size same different</p> <p>Key Questions: What does sort mean? What colour is the object? What shape is the object? What size is the object? How can we sort these objects?</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: Represent Number Object Count cube circle</p> <p>Key Questions: What number does this represent? Can you count from 1 to 10? Can you represent these objects by drawing circles? How many circles shall we draw to represent 3 dinosaurs? Is this correct? How can you tell?</p>
Introduction	Today we are going to look at our new maths books. We will look at what makes a maths book special and then we will go through some rules we will follow.	Today we are going to sort objects in our classroom. We will discuss what 'sort' means and then we will practise sorting by colour, shape and size. We will discuss what is the same and what is different about the objects.	Today we will count objects in our classrooms. We will look at some examples and work out how we can make it easier to count (by putting the objects in lines).	Today we are going to represent numbers with objects. We will practise counting objects and drawing circles to represent them. We will check if we have drawn the right amount.
Activities	Children will take part in a quiz to see if they can remember the rules. They will copy a Learning Intention (LI) and date into their books and practise writing some numbers and words.	Children will practise sorting objects in pairs. They will use their whiteboards and sort into colours, shapes and sizes. They will explain to each other how they have sorted the objects.	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 a set of pictures and they will represent the pictures by either using cubes or counters or by drawing circles. For example: a picture of 5 squirrels needs to have 5 counters/cubes/circles.

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Reading		
This week's reading focus is: - 1 - Making Connections		
<p><u>LI: To make links to events in a text and events in real life</u> Today we are looking at the front cover of our new reading text, 'The Smile Shop.' We will discuss the title and what it means to us.</p> <p>Our task today is to recount a story of when we went to the shops or the market. Did we have fun? What did we buy? What happened afterwards? Were we tired?</p>	<p><u>LI: To compare a text to another</u> Today we are going to make connections to texts that we may know. We will talk about stories of characters that go shopping or to the market. We will talk about how it is represented in those stories.</p>	<p><u>LI: To identify a theme of a text</u> As a precursor to making a prediction next week we will look at the front cover of the book. By looking at the front cover we will discuss if we can think of the theme of the book. We will decipher the main character's facial expression to determine if the book's theme could be about friendship, family, growing up etc.</p>
Science	PSHE	History
<p><u>LI: To learn about the human body</u> Introduction: This week we will learn about the human body. We will learn about different body parts and their functions. Task: The task today will be to match and label different body parts to the correct name. Key questions: Why is it important to learn about the body? What are the different body parts? What do different body parts do? Key words: Head Nose Mouth Shoulder Foot Arm Hand</p>	<p><u>LI: To discuss my feelings of being calm and safe.</u> This week we are introducing ourselves to Jigsaw Jack and thinking about our feelings of being calm and safe. We will discuss ways in which we can make Jigsaw Jack feel safe and special.</p> <p style="text-align: center;"> Moon Meditation - YouTube</p> <p><u>Introduction:</u> This week we will begin our lesson with a Movelee Monkey meditation to help us start our lesson feeling calm. <u>Task:</u> We will draw a picture of something that makes us feel safe and special. We will then write a sentence to go with this. For example, I feel safe and special when... <u>Key questions:</u> What does calm mean? Does it feel good to be calm and quiet? Does your mind feel ready to learn?</p>	<p><u>LI: to understand the past</u> Introduction: This week we will begin to look at the history of ourselves. Task: Look at and sequence a range of events that have already happened in chronological order.</p> <p style="text-align: center;">  <small>I make up.</small>  </p> <p>Challenge: What has already happened today and put them in order? Key words Past, history, events, happened, past tense, chronological.</p>



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	<p>What does safe mean? When do you feel safe? What makes us feel special? <u>Key Vocabulary:</u> Feelings Feel Calm Safe Special</p>	
RE	Art	PE
<p><u>LI: To show respect when talking about big ideas.</u> <u>Introduction:</u> Discuss 'truth, proof, believe, respect and belief'. Read statements and discuss which we believe, disbelieve or not sure about. Discuss what good listening is and what is good about thinking differently. Explain that in future lessons we will learn about things people believe and how they show their beliefs. Explain 'Religion and Worldview'. Introduce the 'Wonder Box' and how it is to be used.</p>	<p><u>LI: To create a self-portrait in the style of artists. (Frida Kahlo)</u> Today we will learn about the artist Frida Kahlo. This week we will learn about who she was and what she did. We will learn about the impact that she had on the art world. We will then recap what self-portraits are.</p> <div style="display: flex; align-items: center;">  <p>This week we will begin to create our self-portrait in the style of Frida Kahlo. We will think about how we draw ourselves and how we can create a background.</p> </div>	<p><u>L.I. To explore balance, stability and landing safely</u> Throughout this term, the children will develop skills required in Fundamentals. This week we will be exploring jumping and landing with two feet through different games. Pupils discuss the following questions: What can you do to jump further? How can you keep balanced when you land? Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</p>



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Music	Computing	Reading
<p><u>LI: To use my voice and hands to make music.</u> Play 'My name is....', clapping the sounds in their name (rhythm). Play 'Favourites game' – I like Yum, yum, yum (pulse). This is We are friends. (pulse) Sing 'Twinkle, twinkle – clap the pulse. Discuss what pulse is and what rhythm is. Write definition for display.</p>	<p><u>LI: To identify technology.</u> Introduction: Ask what does the word 'technology' mean. Discuss. Show pictures of technology. What would we use these things for? Repeat what does the word 'technology' mean? Give definition. Show another set of pictures and discuss which are technology and which are not. Task: Children to find examples of technology in the classroom. Children to explain how the examples they found help us. Discuss what some of them have in common.</p>	<p><u>Daily for 10 minutes</u> Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games or an online book from bug club. Continue to log into the online reading programmes and complete any tasks set for you on Bug Club, Reading Plus, Doodle English. <u>Phonics</u> APS Phonics- Phase 2 and 3 recap. This week we will be recapping on the phonemes previously taught in Reception with a focus on j,v,w, x,y,z, zz,qu. We will continue to use phase 2 and phase 3 phonemes/graphemes to segment and blend words. The tricky words for this week are: have and so.</p>
Homework		
<p><u>Remember to read and practice your phonics every day.</u> <u>Phonics:</u> Have a look at the Reading section above. Look out for these graphemes/ phonemes when you are reading and writing. You can use this link to recap on reinforce the previous learning. https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw Have a look at Phase 2 sounds and read the captions below: I can see the tent on top of the hill. I felt the wind on my skin. I went on a hunt to find the nest. I got lost in the damp woods. "I just need a bit of help with the tent", she said. He said he will help me. Have a go at writing these sentences. Have a look at Phase 2 tricky words.</p>	<p><u>Reading:</u> <u>Remember to read every day!</u> Become familiar with your new pupil planner. Have a look through all the fantastic resources it has. Take time to read and enjoy your reading books and other books you have at home. 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. <u>English:</u> What do you think will happen in this story? 'When Dragons are Dreaming' by James Mayhew. Make a prediction based on the title and front cover.</p>	

