



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 visualise the story of Little Red Riding Hood.	LI: To act out the story of Little Red Riding Hood	LI: To sequence the story of Little Red Riding Hood	LI: To retell the story of Little Red Riding Hood using	L.I To write their retell of the story Little Red Hen
Key vocabulary and key questions	<p>Key Vocabulary: Visualise Story Book Front Cover Back Cover Author image picture description</p> <p>Key Questions: How do I visualise a story? How do I visualise a story in my head? What is a description? What is a front cover? What is a picture?</p>	<p>Key Vocabulary: Story Acting Book Story Front Cover Plot Characters</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?</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?</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>	<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>
Introduction	Today we will be introduced to the text that we will be looking at over the next couple of weeks: <i>Little Red Riding Hood</i> . We will discuss the front cover and what we can see. We will then make predictions on what will happen as a class. We will talk about visualising the story	Today we will be acting out the story of <i>Little Red</i> . We will discuss acting and what it means to create actions to go along with a story. We will discuss the plot of the story and will think about who the characters are.	Today we will be going more in depth in discussing the plot of <i>Little Red</i> . We will recap the story by acting it out before talking about what it means to put a sequence of events in order. This will help us in retelling the story in order tomorrow.	Today we will be retelling the story of <i>Little Red</i> . We will recap the story by acting it out and looking at the sequencing we did yesterday. We will talk about the plot of the story in groups with our friends as this will aid us in our independent writing. We will talk about the Talk for write and create one for our story	Today, we are going to recap the Talk for writing template to retell the story of Little Red Riding Hood and we will retell the story. Children can have a go at retelling the story with their partners. We will then recap on what sequencing the story is and we will write on the sequencing as a class.




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	and what it means to see an image in our heads. We will then practise visualising descriptions.				
Activities	Today the children are going to visualise a description from the story <i>Little Red Riding Hood</i> . They will then colour the image and stick it in their book after their written date and LI.	The task today will be to create actions for <i>Little Red</i> as a class. We will then perform our actions to our friends in groups.	The task today is to sequence the plot of <i>Little Red</i> . The children visualise the plot by drawing images ensuring that they are in the correct order.	The task today is to retell the story of <i>Little Red</i> using the <i>Talk for Write</i> story that we created as a class.	The task today is to write the story of Little Red Riding Hood on their sequencing sheet.

Maths				
	Monday	Tuesday	Wednesday	Thursday
Maths	LI: To represent numbers to 10	LI: To count one more	LI: To count forwards	LI: To count backwards
Key vocabulary and key questions	<p>Key Vocabulary: Represent Number Object Same Different Count</p> <p>Key Questions: What number does this represent? What is the same about these objects? What is different? Can you count from 1 to 10?</p>	<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 Forwards 1-10 Number line Represent</p> <p>Key Questions: What happens when you count forwards? What number is next? What number is missing? Can you count forwards from 1-10?</p>	<p>Key Vocabulary: Count Backwards 10-1 Number line Represent</p> <p>Key Questions: What happens when you count backwards? What number comes before X? What number is missing? Can you count backwards from 10 -1?</p>
Introduction	Today we are continuing to represent numbers with objects. We will practise counting objects and writing the correct number.	Today we are going to practise counting one more. We will count lots together using different pictures, objects and a number line.	Today we will be practising counting forwards. We will look at examples of pictures representing numbers and at number lines.	Today we will practise counting backwards from 10-1. We will look at examples of objects as well as practising using number lines.
Activities	The children will cut a group of objects out and stick in their book. Count the objects and write the number next to them.	The children will count 'one more' by looking at pictures. Then they will count 'one more' by looking at numbers on a number line.	The children will be counting forwards and finding the missing numbers using pictures of objects and then using a number line.	The children will be counting backwards and finding the missing numbers using objects and number lines.




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Reading														
This week's reading focus is Reading Strategy 2: Prediction														
<p>LI: To verbally make a prediction Today we will be making a prediction on the book <i>The smile shop</i>. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading.</p> <p>The task today is to discuss what we think may happen in the story with our friends.</p>	<p>LI: To draw a prediction Today we will be making a prediction on the book <i>the Smile shop</i>. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading.</p> <p>The task today is to draw a picture on what we think may happen in the story.</p>	<p>LI: To write a prediction Today we will be making a prediction on the book <i>The smile shop</i>. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading.</p> <p>The task today is to write a few sentences saying what we think may happen in a story.</p>												
Science	PSHE	History												
<p>LI: To learn about the organs of the human body</p> <p>Introduction: This week we will learn about the inside organs of the human body. We will learn about different body parts and their functions.</p> <p>Task: In groups you will draw around your friend on a large paper and label all the body parts.</p> <p>Key questions: Why is it important to learn about the body? What are the different body parts? What do different body parts do?</p> <p>Key words: Brain Lungs Heart Muscles</p>	<p>LI: To recognise how it feels to be proud of an achievement</p> <p>This week we will be sharing our ideas with Jigsaw Jack on how it feels to be proud of our achievements.</p> <p>Introduction: We will start this lesson with a game of 'pass the smile' followed by some calming exercises with Movelee Monkey.</p> <div style="text-align: center;">  </div> <p>Task: To create a proud cloud and draw a picture of you when you felt proud of one of your achievements.</p> <p>Key questions: What does proud mean? When have you felt proud? Why might they feel proud? Have you worked hard to achieve something before?</p> <p>Key Vocabulary: achievements, work hard, myself, feelings, happy, sad, disappointed, proud</p>	<p>LI: To identify changes between the past and present</p> <p>Introduction: This week we will be learning more about the history of ourselves.</p> <p>Task: <u>LI: To identify changes between the past and the present</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Past</th> <th style="width: 50%; text-align: center;">Present</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Baby</td> <td style="text-align: center;">Now</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Challenge: How have you changed from past to present? Key words: Past, present, future</p>	Past	Present	Baby	Now								
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RE	Art	PE
<p>LI: To understand what creation means in relation to the natural world.</p> <p>Introduction -In pairs discuss last week’s statements. Recap word meanings. Discuss what natural and man-made means. Children to sort pictures. Children to complete knowledge catcher. Explain what ‘to create’ means. Task -Look at example pictures and discuss who is creating and what they are creating. Discuss if they have ever created anything, how it felt and how they wanted it treated. Look at natural pictures and explain these were created too, but people have many different views on how this happened. Children to explain what creation is.</p> <p>Key words: Brain Lungs Heart Muscles</p>	<p>LI: To create a self-portrait in the style of artists. (Frida Kahlo)</p> <p>Today we will continue to learn about the artist Frida Kahlo. This week we will recap 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>  <p>This week we will continue our self-portrait based on Frida Kahlo’s style. The starter activity will be practising marking making skills using paint. We will learn about how we use paint and how we use a paintbrush effectively. We will then paint our self-portraits.</p>	<p>LI: To explore how the body moves differently when running at different speeds.</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>Reminder: Earrings are not to be worn during PE lessons.</p> <hr/> <p>Dance: LI: To use counts of 8 to move in time and make my dance look interesting.</p> <p>This half term we are going to be looking at dancing and dancing to a different song every week. We will count evenly to the beat; we will use clear actions and we will use levels to make your dance look interesting. Were children able to keep in time with the music? What helped them to do that? How did they decide how to keep 8 counts? Whose performance did they like and why? What do they think they could have done to make their dance even better?</p> <p>Reminder: Earrings are not to be worn during PE lessons.</p>



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Music	Computing	Phonics
<p>LI: To clap and play in time to the music. Introduction. Play 'My name is...' Recap what is meant by pulse. Listen to 'You've Got a Friend in Me' - children to clap along to the pulse. Play 'This is... We are friends.' Task: Give each child an untuned instrument to play the pulse to 'This is... We are friends.' Children to copy a pulse played to them.</p>	<p>LI: To identify a computer and its main parts. Introduction: Recap what the word 'technology' means. Explain that most of the computers we use at school are desktops, laptops or iPads. Show pictures of the different parts of computers and discuss names and what they are used for. Task: Children to turn on, log in, open internet and type in ncce.io/drag. Children use the mouse or trackpad to complete the pictures. Discuss differences between a desktop and a laptop. Can they remember the names of the different parts of a computer?</p>	<p style="text-align: right;">Remember to read every day! 😊</p> <p>Phonics APS Phonics- Phase 4 – Taught daily This week we will be recapping on the phonemes previously taught in Reception. We will continue to use phase 2 and phase phonemes/graphemes to segment and blend words. The focus throughout the week is to read phase 4 words and to be able to apply this to their writing.</p>

Homework

Rhyming Words

For each of the words below, find 3 rhyming words.

cat	1 _____	2 _____	3 _____
dog	1 _____	2 _____	3 _____
pen	1 _____	2 _____	3 _____
man	1 _____	2 _____	3 _____
bed	1 _____	2 _____	3 _____
bun	1 _____	2 _____	3 _____
bell	1 _____	2 _____	3 _____
hair	1 _____	2 _____	3 _____
ring	1 _____	2 _____	3 _____

English:

Become familiar with your 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. **Daily for 20 minutes**











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.

Complete the worksheet. Read the rhyming words and find and write 3 words that rhyme with each word.

Challenge: Think of a word and write as many words you can that rhyme with your chosen word.

Count and Colour

Read the number and colour the correct amount of objects in each row.

3		7	
2		9	
5		10	
1		8	
4		6	

Maths:

Complete the worksheet. Read the number and colour in the correct amount of objects in each row.