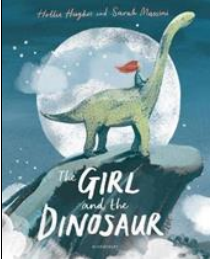
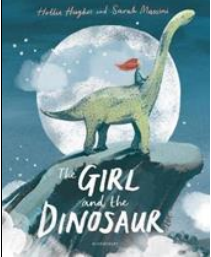
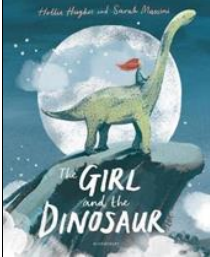
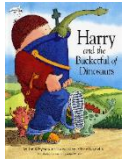
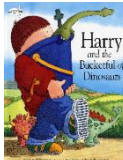
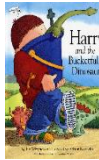



Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the 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 Weekly overview	Day 1	Day 2	Day 3
Reading text			
Reading LI	<b>LI: (6) To use knowledge organisers to organise any information read (to create)</b>	<b>LI: (6) To use knowledge organisers charts to organise any information read (to complete)</b>	<b>LI: (6) To use knowledge organisers to organise any information read (to show)</b>
Reading Introduction and task	<p>Today we are going to think of all the main information that we know from <i>The Girl and the Dinosaur</i> and we will create a knowledge organiser in our books. This will help us when trying to remember information in the future.</p> <p>The task today is to start creating the knowledge organiser using the template.</p>	<p>Today we will continue to go over information on the book <i>The Girl and the Dinosaur</i> that we did not cover yesterday. We will remember why knowledge organisers can be helpful and how they can help us remember information about a book.</p> <p>The task today is to continue and complete our organisers from yesterday.</p>	<p>Today we are going to think about how we read our organisers and how they will help us to find information on a text. Today we will reread what we have read.</p> <p>The task today is to show and explain our organisers to our friends.</p>





<p><b>English LI</b></p>	<p>LI: To write a character description</p>	<p>LI: To plan a rewrite of a story by boxing it up</p>	<p>LI: To rewrite Harry and the Bucketful of Dinosaurs in the point of view of a dinosaur (beginning)</p>	<p>LI: To rewrite Harry and the Bucketful of Dinosaurs in the point of view of a dinosaur (Middle/end)</p>
<p><b>English Text</b></p>				
<p><b>Key vocabulary and key questions</b></p>	<p><b>Key Vocabulary:</b>            Story            Reading            Characters            Plot            Acting            Capital Letters            Full Stops            Point of view  <b>Key Questions:</b>            What is the plot of Harry and the Bucketful of Dinosaurs            Who are the characters in the story?            What is the beginning of the story?            What is the middle of the story?            What is the end of the story?            What would be the point of view of the dinosaurs?            What does it mean to write in the first person?</p>	<p><b>Key Vocabulary:</b>            Story            Reading            Characters            Plot            Acting            Capital Letters            Full Stops            Point of view  <b>Key Questions:</b>            What is the plot of Harry and the Bucketful of Dinosaurs            Who are the characters in the story?            What is the beginning of the story?            What is the middle of the story?            What is the end of the story?            What is the end of the story?            What would be the point of view of the dinosaurs?</p>	<p><b>Key Vocabulary:</b>            Story            Prediction            Reading            Characters            Plot            Acting            Capital Letters            Point of View  <b>Key Questions:</b>            What is the plot of Harry and the Bucketful of Dinosaurs            Who are the characters in the story?            What is the beginning of the story?            What is the middle of the story?            What is the end of the story?            Have I used capital letters?            Have I put my full stops in the correct places?            How can I make my version of the story more exciting?</p>	<p><b>Key Vocabulary:</b>            Story            Prediction            Reading            Characters            Plot            Acting            Capital Letters            Point of View  <b>Key Questions:</b>            What is the plot of Harry and the Bucketful of Dinosaurs            Who are the characters in the story?            What is the beginning of the story?            What is the middle of the story?            What is the end of the story?            Have I used capital letters?            Have I put my full stops in the correct places?            How can I make my version of the story more exciting?</p>




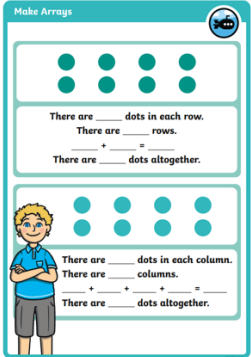


<b>Introduction</b>	Today we are going to learn about means to write in the first person. Today we will be thinking about a dinosaur character that we can create to tell the story of <i>Harry and the Bucketful of Dinosaurs</i> .	Today the children will be planning their rendition of <i>Harry and the Bucketful of Dinosaurs</i> by boxing it up. This week they will be writing from the point of view of the dinosaurs	Today we will continue to revisit the story of <i>Harry and the Bucketful of Dinosaurs</i> . Again, we will discuss the point of view of the Dinosaurs and what it means to write in the first person	Today we will continue to revisit the story of <i>Harry and the Bucketful of Dinosaurs</i> . Again, we will discuss the point of view of the Dinosaurs and what it means to write in the first person. We will discuss including adjectives and descriptions in our stories.
<b>Activities</b>	Today the children will write a character description in the first person for their dinosaur. They will then draw their dinosaur.	The task today is to plan their version of <i>Harry and the Bucketful of Dinosaurs</i> using the boxing it up template given.	Today the children will be writing the beginning of their version of <i>Harry and the Bucketful of Dinosaurs</i> .	Today the children will continue to write their version of <i>Harry and the Bucketful of Dinosaurs</i> from the point of view of the dinosaurs. Today they will write the middle and end of the story.



Year 1	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI:</b> To make equal groups by regrouping (practical)	<b>LI:</b> To make equal groups by regrouping	<b>LI:</b> To make equal groups by sharing (practical)	<b>LI:</b> To make equal groups by sharing
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> total groups grouping equal amount</p> <p><b>Key Questions:</b> How can you tell if the groups are equal? How can you represent the equal groups? How do you sort the cubes into equal groups?</p>	<p><b>Key Vocabulary:</b> total groups equal not equal amount divide</p> <p><b>Key Questions:</b> Do all numbers divide into equal groups of 2? What would happen if there were an odd number of cubes? Have I got equal groups? How do you know? Does each group need to be arranged in the same way for it to be equal?</p>	<p><b>Key Vocabulary:</b> sharing share division divide equal groups</p> <p><b>Key Questions:</b> How can I share the objects equally? How many objects in each group? How many in this group? Are they equal? How many equal groups am I sharing the objects into?</p>	<p><b>Key Vocabulary:</b> sharing share division equally not equal groups</p> <p><b>Key Questions:</b> If I had 9 objects what would happen? How can I share the objects equally? Are the groups equal? Are there any left over?</p>
<b>Introduction</b>	Today children will learn about making equal groups by grouping. We will use objects from around the classroom to practise grouping. We will start with a total amount and practise grouping them.	Today children will continue to practise making equal groups by grouping. We will look at more examples of equal groups and look at what happens when we cannot make equal groups.	Today children will learn about making equal groups by sharing. We will discuss the word sharing and also the words divide and division. We will look at examples of objects being shared equally.	Today children will continue to practise making equal groups by sharing. They will also look at what happens when you have an odd number of objects and if you can share equally.
<b>Activities</b>	Today children will learn about making equal groups by grouping. We will use objects from around the classroom to practise grouping. We will start with a total amount and practise grouping them.	The children will practise answering questions on making equal groups and also practise drawing a total amount into equal groups.	Children will practise sharing the objects equally in the classroom. They will explain how many equal groups they are sharing the objects into.	Children will practise answering questions on sharing. They will be given some reasoning questions and will have to explain their answers.

Reading	Science	History	RE
<p><b>Daily for 5-10 minutes</b></p> <p>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.</p> <p><b>Phonics</b>  <b>APS Phonics- Phase 5 – Taught daily</b></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.</p> <p>The alternative spellings for this week are: <b>or, igh, oa</b></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. Friday's lesson will focus on tricky words and high frequency words.</p> <p>This week's tricky words are: <b>want, who</b></p> <p>This week's high frequency words are: <b>many, another.</b></p> <p>Alternative spellings this week are:</p> <p><b>/or/</b> spelt <b>our</b> (as in four)</p> <p><b>/igh/</b> spelt <b>ie</b> (as in pie)</p> <p><b>/igh/</b> spelt <b>y</b> (as in by)</p> <p><b>/oa/</b> spelt <b>ow</b> (as in low)</p>	<p><b>LI: To learn about the different types of animal teeth and their uses</b></p> <p><b>Introduction:</b> This week we are continuing to learn about animals and their diets. We will recap our learning on what a carnivore, herbivore and omnivore mean and then move on to looking at different animals' teeth and their uses.</p> <p><b>Questions:</b>          What does carnivore/herbivore/omnivore mean?          What food do different animals eat?          Can you tell what sort of diet an animal has by looking at their teeth?</p> <p><b>Key words:</b> animals, diet, food, herbivore, omnivore, herbivore, teeth.</p> <p><b>Task:</b>          Children are going to design a recipe for an animal of their choice. They will think about what sort of food they would eat based on their diet.</p> <div style="text-align: center;">  </div>	<p><b>LI: To learn about a significant figure in history (Mary Anning)</b></p> <p>For history this week, we are learning about Mary Anning who pioneered palaeontology. We will learn about her upbringing and the similarities and differences to now and what she did that was so important!</p> <p>The task today is to draw a portrait of Mary Anning and to write facts about her life!</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>	<p><b>LI: To discuss the importance of Shabbat</b></p> <p><b>Introduction:</b></p> <p>This term we are learning about Judaism. Today we will continue to learn about Shabbat. We will focus on why Shabbat is important to Jewish people and look at the Shabbat table.</p> <p><b>Task:</b> Children will draw a Shabbat table with all the important objects. They will think about why this is important for a Jewish child and draw speech bubbles to show this.</p> <div style="text-align: center;">  </div>

Art	PSHE	Homework			
<p><b><u>LI: To paint our landscapes (Turner)</u></b></p> <p>This week we will continue to be focusing on the artist Joseph Turner. We will look at the themes in his work as well as his personal history. This week we will sketch a landscape of our choice that we will use next week for our paintings.</p> 	<p><b><u>LI: To know who can help me in my community</u></b></p> <p>This week we are thinking about all the people in our community who can help us.</p>  <p><b><u>Introduction:</u></b> We will start with a game of 'Squeeze' followed by some meditation to get our minds calm and ready to learn!</p> <p><b><u>Task:</u></b> To draw the people in your community who could help you if you needed it. Next, write about what you have learnt today.</p>  <p><b><u>Questions</u></b></p> <p>Who are the people who have special jobs in our community that can help us?          Can you think of anyone else that helps us?          Does everyone help us in the same way?          Who would you ask for help if...?          How could you ask for help?</p> <p><b><u>Key words</u></b>          help, helpful, community, feelings,</p>	<p style="background-color: yellow; text-align: center;"><b>Please complete the tasks on GC</b></p> <p style="text-align: center;"><b><u>Remember to read and practice your phonics every day.</u></b></p> <hr/> <p>This week we have been learning about <b>Mary Anning</b>. Become a real-life Palaeontologist and have a go at drawing your own fossil!</p> <p><a href="https://youtu.be/cmjQPWCWaTw">https://youtu.be/cmjQPWCWaTw</a>          Can you name the dinosaur?          Can you remember how a fossil is made?          Can you remember the different types of fossils?</p> <p><b>Please remember to practice phonics daily!</b></p> <p><b>In Maths</b>, we have been learning about making arrays and using rows and columns. Please follow the instructions on the worksheet.</p>  <p>Task 2:</p> <p>Task 2          Make these arrays in a piece of paper and upload it on Google Classroom</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2 rows 5 columns</td> <td style="width: 33%;">3 rows 4 columns</td> <td style="width: 33%;">3 rows 5 columns</td> </tr> </table>	2 rows 5 columns	3 rows 4 columns	3 rows 5 columns
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