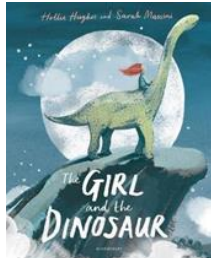
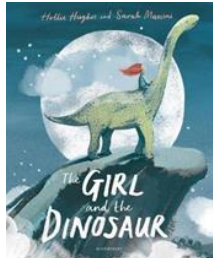



Year Group: 1

Week beginning: 22nd April 2024

Weekly overview of learning

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Year 1	Tuesday	Thursday	Friday
Reading text			
Reading LI	LI: Reading Strategy 4 - to identify important words and phrases	LI: Reading Strategy 4 - To summarise a text	LI: Reading Strategy 4 - To retrieve and record key information
Reading Introduction and task	<p>Today we are going to be introduced to our new reading text <i>The Girl and the Dinosaur</i>. We will read the text as a class before discussing what happens and who the main character is. We will then talk about inference and how we can find a missing word by looking at the surrounding text.</p> <p>The task today will be to add in the missing words into the sentence</p>	<p>Today we are going to reread our new text for this half term: <i>The Girl and the Dinosaur</i>. We will talk about the plot of the book and how to pick out the more important plot points. We will then discuss what a summary is and why it helps us remember a text.</p> <p>The task today is to verbally summarise the text and tell it to a friend.</p>	<p>Today we are going to reread the text and think about the verbal summary we did yesterday. We will then discuss how we can retrieve information from a book and how it can be used when answering questions.</p> <p>The task today is to answer questions based on the book.</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
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <p>Poetry</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</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><u>Key Vocabulary:</u></p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p> <p>Sound</p> <p>Dinosaur</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 Vocabulary:</u></p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</p> <p>Sound</p> <p>Dinosaur</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 Vocabulary:</u></p> <p>Poetry</p> <p>Plan</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</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</p>	<p><u>Key Vocabulary:</u></p> <p>Poetry</p> <p>Plan</p> <p>Rhyming</p> <p>Rhythm</p> <p>Rhyming couplets</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</p>

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				think of poetry? How should I plan my poem? What rhyming words can I use?	we think of poetry? How should I plan my poem? What rhyming words can I use? How do I use my plan to help me write my poem?
Introduction	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.	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.	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.	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.	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.
Activities	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.	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.	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.	Today children are to plan their dinosaur poems. They will be able to use worksheets to guide them in how to organise their poem.	Today we will be writing our poems in our books. We will use our plans from yesterday to help us.

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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To count in 10s (practical)	LI: To count in 10s	LI: To make equal groups	LI: To make equal groups
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> 10s Count Forwards Backwards Hundred squares</p> <p><u>Key Questions:</u> How many objects are there in total? How can counting in 2s/5s/10s help us? How can we use hundred square to help us? What is the same about the numbers when we are counting in 10s?</p>	<p><u>Key Vocabulary:</u> 10s Count Forwards Backwards Hundred squares Pattern</p> <p><u>Key Questions:</u> What pattern do you notice when counting in 10s? Can you count forwards in 10s? Can you count backwards in 10s? Can you find the missing numbers?</p>	<p><u>Key Vocabulary:</u> Groups Equal Same as Groups of Equal sign (=)</p> <p><u>Key Questions:</u> How do you know the groups are equal mean? What does equal mean? Are the groups equal or not equal? How can you check? How many groups of ----- are there?</p>	<p><u>Key Questions:</u> Groups Equal Same as Groups of Amount How many</p> <p><u>Key Questions:</u> Are the groups equal or not? Can you explain how you know? What could 4 equal groups look like? How many equal groups are they? How many altogether?</p>
Introduction	<p>Today children will learn how to count in 10s. We will look at different pictures that show groups of 10s and practise counting. We will look at the numbers on a hundred square.</p>	<p>Today children will continue to count in 10s. They will recap on their learning from yesterday before looking at some word problems and reasoning questions. They will count groups of 10 and work out how many altogether.</p>	<p>Today children will explore making equal groups. We will practice saying statements such as 'there are _____ equal groups of _____'.</p> <p>We will discuss what equal means and what it looks like.</p>	<p>Today children will continue to learn how to make equal groups. They will practise recognising and explaining how they know the groups are equal or not.</p>

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Activities	Children will practise counting in 10s using pictures and number cards. They will practise ordering the numbers. They will look at a hundred square and count in 10s using this.	The children will answer questions in their books today. They will look for patterns when counting in 10s and find missing numbers.	Children will practice making and drawing equal groups. They will use the statement 'There are _____ equal groups of __'. They will use objects, dice, and their hands to make equal groups.	Children will answer questions in their books about making equal groups. They will practise explaining how they know the groups are equal or not.
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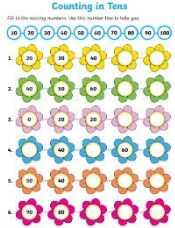

Reading	Science	History	RE
<p><u>Daily for 20 minutes</u></p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u> <u>APS Phonics- Phase 5 – Taught daily</u> This week, 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. 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. 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: /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><u>L1: To learn about carnivores, omnivores and herbivores</u></p> <p>Introduction: This will be an introduction lesson to understanding what is meant by the words: carnivores, omnivores and herbivores.</p> <p>Task: The children will learn about the different groups of animals. They will have some facts and pictures of animals and discuss which groups they belong to.</p>  <p><u>Key Questions:</u></p> <p>What does diet mean?</p> <p>Do animals all eat the same food?</p> <p>What is a carnivore/omnivore/herbivore?</p> <p>How do you know which group the (animal) belongs?</p> <p>Key vocabulary: animals, group, diet, food, herbivore, omnivore, herbivore, meat eater, vegetarian.</p>	<p><u>L1: To learn about fossils</u></p> <p>Today we will learn about fossils and what they are. We will discuss why they are important in learning about the history of dinosaurs. We will talk about what archeologists are and what they do.</p> <p>Today we are going to do a dinosaur fossil quiz! Children are to answer questions about what they learned about fossils. They are then to draw a picture of what they have learned.</p> <p>Key vocabulary: Palaeontologists Fossils Excavate</p>	<p><u>L1: To learn about Shabbat</u></p> <p>Introduction: This term we are learning about Judaism. Today we will learn about Shabbat. We will learn about what happens during this time and how Jewish people celebrate.</p> <p>Task: Children will write about what they have learnt about Shabbat. They will discuss the importance of this to Jewish people.</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 will draw the outline of a seascape in our books.</p>	<p><u>LI: To understand what being a good friend means</u></p> <p>This week we will be continuing our new Jigsaw topic on 'Relationships'. This week children will be discussing what being a good friend means.</p>  <p><u>Introduction:</u> This week we will start with a game of 'something I like about you'. The children will turn to their partner and tell them three things they like about them.</p>  <p><u>Task:</u> To write and draw the qualities you want in a friend. Next, you will explain why it is important to be kind to others.</p> <p><u>Key questions:</u> What is a friend? What makes people friends? Do friends get on well? What makes a good friend? What helps people to make friends? What do you look for in a friend?</p> <p><u>Key Vocabulary:</u> Friends, friendship, qualities, caring, sharing, kind.</p>	<p><u>Please complete the tasks on GC</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 are going to learn about counting in 10s and making equal groups</u></p>  <p>Please complete the sheet provided.</p> <p><u>In English:</u> We have been learning about acrostic poems. This week we would like you to create your own acrostic poem about your favourite dinosaur. Remember the first letter starts the line! For example;</p>  <p>Dangerous deadly beasts If you see one, run! Not here anymore, extinct! Omnivores, carnivores and herbivores Stomping around A huge number of different types Under the ground there were fossils Roaring loudly</p>