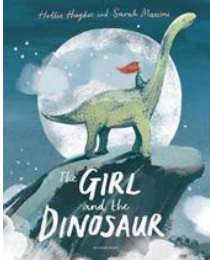
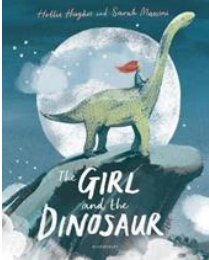
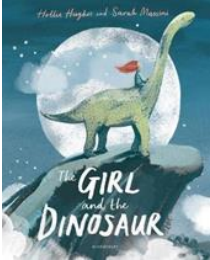


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Year 1 Weekly overview	Day 1	Day 2	Day 3
Reading text			
Reading LI	<p>LI: Reading Strategy 5 – To recognise when a text does not make sense.</p>	<p>LI: Reading Strategy 5 – To identify unfamiliar words.</p>	<p>LI: Reading Strategy 5 -To use our phonics to decode a text</p>
Reading Introduction and task	<p>Today we are going to be given a piece of writing about the story <i>The Girl and the Dinosaur</i>, we will think about what we do if we do not understand a word. We will think about how we can look at the rest of the sentence to give clues on what the word could mean.</p>	<p>Today we are going to look at the piece of writing from yesterday. As a class we will look at another part of the story and we will be looking at words that the dinosaur might be doing like gliding, swooping and flying. We will then act it out using these words.</p>	<p>Today we are going to use our phonics to read a passage of <i>The Girl and the Dinosaur</i> with our friends. We will talk about what we have read and what it means within the story. We will discuss what we do when there is breakdown and what can you do. In their whiteboards, children are going to visualize what it has been read to them and draw it. Can they write a sentence?</p>



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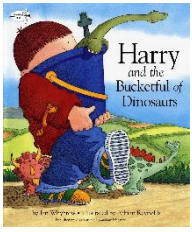
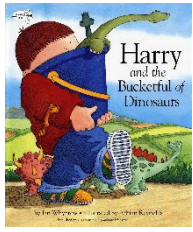
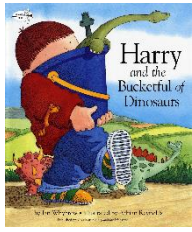
Aspire, Perform, Succeed

Year Group: 1

Week beginning: Monday 29th April 2024

Weekly overview of learning

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English LI	LI: To predict the story of <i>Harry and the Bucketful of Dinosaurs</i>	LI: To read and act out the story of <i>Harry and the Bucketful of Dinosaurs</i>	LI: To sequence the story of <i>Harry and the Bucketful of Dinosaurs</i>	LI: To do the retelling of the story: <i>Harry and the Bucketful of Dinosaurs</i>
English Text				
Key vocabulary and key questions	<p>Key Vocabulary: Story Prediction Reading Characters Plot Acting Capital Letters</p> <p>Key Questions: 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?</p>	<p>Key Vocabulary: Story Prediction Reading Characters Plot Acting Capital Letters</p> <p>Key Questions: 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? How do I add suffixes to the ends of words?</p>	<p>Key Vocabulary: Story Prediction Reading Characters Plot Acting Capital Letters</p> <p>Key Questions: 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? How do I add suffixes to the ends of words? How do I make sure that I do not have sentences that are too long and that I am using full stops correctly?</p>	<p>Key Vocabulary: Story Prediction Reading Characters Plot Acting Capital Letters</p> <p>Key Questions: 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? How do I read my story? How do I read my story to the class? How do I announce what I am saying so that others can hear me clearly?</p>



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Aspire, Perform, Succeed

Year Group: 1

Week beginning: Monday 29th April 2024

Weekly overview of learning

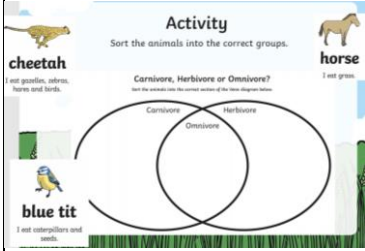
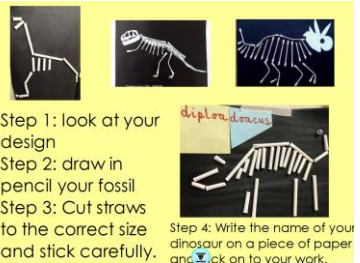
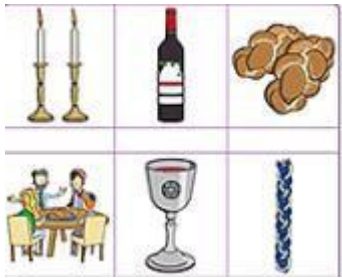
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<p>Introduction</p>	<p>Today we are going to be introduced to our new book Harry and the Bucketful of Dinosaurs. We will discuss what we see in the front cover and what it can tell us about the story. We will discuss what a prediction is and how we can predict what will happen in the story. We will understand that a prediction is a good guess based on evidence.</p>	<p>Today the children will be introduced to the story Harry and the Bucketful of Dinosaurs. As a class we will read the story, discuss the plot and characters.</p>	<p>The children will recap the story of Harry and the Bucketful of Dinosaurs by watching the you tube link and listening to the story. We will learn about suffixes and how they can be used to describe more than one dinosaur.</p>	<p>Today we are going to write the story of Harry and the Bucketful of Dinosaurs. We are going to look at the sequencing from yesterday and start writing the story. We need to make sure that we have correct sentences by using capital letters and full stops. Also, we need to remember to add conjunctions and adjectives to your sentences.</p>
<p>Activities</p>	<p>In our books we will form predictions about what will happen in the story. We will write strong well-structured sentences on what we believe may happen.</p>	<p>In groups, the children will act out the story of Harry and the Bucketful of Dinosaurs. Their groups will then perform their story to the class.</p>	<p>The children are to write what they remember of the story of Harry and a Bucketful of Dinosaurs. Children will put the story in order and sequence the events. They will remember to use their phonic knowledge when spelling words as well as capital letters and full stops.</p>	<p>Today's task is to write the story of Harry and the Bucketful of Dinosaurs. They will remember to use their phonic knowledge when spelling words as well as capital letters and full stops.</p>




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Year 1	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To make arrays	LI: To make arrays	LI: To add equal groups	LI: To add equal groups
Key vocabulary and key questions	<p>Key Vocabulary: array equal groups columns rows</p> <p>Key Questions: How many equal groups do I have? How many in each group? What is the difference between columns and rows?</p>	<p>Key Vocabulary: array equal groups columns rows</p> <p>Key Questions: What is the difference between columns and rows? How many counters in each row? How many counters in each column?</p>	<p>Key Vocabulary: equal groups total 2s 5s 10s</p> <p>Key Questions: How many ____ are there in each group? How many altogether? Are all the groups equal?</p>	<p>Key Vocabulary: equal groups total 2s 5s 10s</p> <p>Key Questions: How many ____ are there in each group? How many altogether? Are all the groups equal?</p>
Introduction	Today children will be introduced to arrays. They will begin to make arrays by making equal groups of rows and columns. They will learn about the difference between a row and a column.	Today children will continue their learning about arrays. We will recap the difference between rows and columns. We will look at different arrays and count how many counters in each row and each column.	Today you will be adding equal groups for your home learning. Go through the examples in the PowerPoint and complete the number sentences aloud or on paper. You could also make the groups using objects you have at home.	Today we will revisit your home learning and recap on some of the questions. We will try to answer the questions using full sentences, such as 'there are _____ groups of _'. There are ____ altogether.'
Activities	Children will practise making arrays with resources in the classroom such as counters. They will label each column and row with how many there are.	The children will practise drawing arrays. They will focus on checking they are equal and show the right amount for each column and row.	Children will practise answering questions about adding equal groups. They will find out how many objects altogether. Use the sheet sent home.	Children will look at questions in groups and practise saying their answers aloud.

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Reading	Scienc e	History	RE
<p>Daily for 5-10 minutes 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>Phonics APS Phonics- Phase 5 – Taught daily</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. The alternative spellings for this week are: ee, i, air.</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.</p> <p>Friday's lesson will focus on tricky words and high frequency words.</p> <p>This week's tricky words are: after, though</p> <p>This week's high frequency words are: other, different.</p> <p>Alternative spellings this week are:</p> <p>/ee/ spelt e-e (as in these) /ee/ spelt ie (as in chief) /i/ spelt y (as in gym) /air/ spelt are (as in care)</p>	<p>LI: To identify and sort animals that are carnivores, herbivores and omnivores.</p> <p>Introduction: This week we are continuing to understand what is meant by the words: carnivores, omnivores and herbivores. We discuss what their diet consists of and relate this to our dinosaur topic.</p> <p>Task:</p>  <p>Questions:</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 words: animals, group, diet, food, herbivore, omnivore, herbivore, meat eater, vegetarian.</p>	<p>LI: To create a fossil.</p> <p>Introduction: This week we will continue to look at fossils of dinosaurs. We will look back at our drawings of fossils from last week.</p> <p>Task: Using the design, you will be creating your own fossil using black paper and white paper straws.</p>  <p>Challenge: Can you add the name of your dinosaur to your work?</p> <p>Key words: Dinosaur, fossil, skeleton, bones, extinct, rock</p>	<p>LI: To learn about Shabbat</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 draw our landscapes (Turner)</u> 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 learn about how artists paint and draw 'en plein air' meaning that they paint/draw outside looking at the environment.</p> <p>This week we will draw outside (weather permitting) a landscape which we will then paint with watercolour.</p> 	<p><u>LI: To recognise which forms of physical contact are acceptable</u> This week we are thinking about which forms of physical contact are acceptable.</p>  <p><u>Introduction:</u> We will start with a game of Jigsaw Jack called 'Pass it on'. In this game, children will pass the clap around the circle followed by passing an emotion around the circle.</p> <p><u>Task:</u> To draw the different ways you can greet people. Next, the children will explain the different people that they hold hands with and how that makes them feel. Lastly, they will write a summary of what they learnt during the lesson.</p> <p><u>Questions</u> When do we hold hands? How does it feel? What textures do you like the feel of? What textures do you not like the feel of? Are there some textures that everyone likes? Can you say what you like and don't like? Can you say 'no' to a touch you don't like? Can you say 'please don't touch me like that, I don't like it'?</p> <p><u>Key words</u> Greeting, touch, feel, texture, like, dislike</p>	<p><u>Please complete the tasks on GC</u></p> <p><u>Remember to read and practice your phonics every day.</u></p> <p>This week we would like you to complete the following task: <u>In History-</u> Become a real-life Paleontologist and have a go at drawing your own fossil! https://youtu.be/cmjQPWCWaTw</p>  <p>Can you name the dinosaur? Can you remember how a fossil is made? Can you remember the different types of fossils?</p> <p><u>In Maths</u> In Maths. We are learning about making arrays and adding equal groups. See the attached sheet to be completed</p>



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