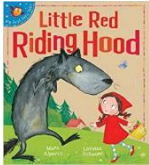

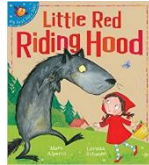
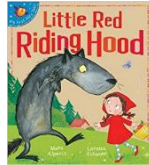
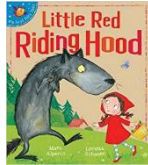


## Weekly Overview

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>LI: To create a new setting for Little Red Riding Hood</p> 	<p>LI: To write a new setting description for Little Red Riding Hood</p> 	<p>LI: To sequence a story for Little Red Riding Hood with a new setting</p> 	<p>LI: To write a new version of Little Red Riding Hood</p> 	<p>LI: To write a new version of Little Red Riding Hood</p> 
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> Story Book Front Cover Back Cover Author image picture description self-portrait adjectives character Setting</p> <p><b>Key Questions:</b> What is a setting? Tell me about the setting in Little Red Riding Hood? What adjectives would you use to describe the setting? Have you read other books set in a similar setting?</p>	<p><b>Key Vocabulary:</b> Story Book Front Cover Back Cover description baddie/villain adjective character Setting</p> <p><b>Key Questions:</b> What is a setting? Tell me about the setting in Little Red Riding Hood? What adjectives would you use to describe the setting? Have you read other books set in a similar setting?</p>	<p><b>Key Vocabulary:</b> Story Book Story Front Cover Plot Characters description sequence</p> <p><b>Key Questions:</b> 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 the story? How do I sequence the story using my new character and setting?</p>	<p><b>Key Vocabulary:</b> Story Acting Book Story Front Cover Plot Characters Sequence</p> <p><b>Key Questions:</b> 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 the story? How do I sequence the story using my new character and setting?</p>	<p><b>Key Vocabulary:</b> Story Acting Book Story Front Cover Plot Characters Sequence full stop capital letter finger space</p> <p><b>Key Questions:</b> What is the plot of the story? Who are the characters in the story? What is the setting 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>

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<b>Introduction</b>	This week will be continuing to change our story of Little Red Riding Hood. Last week we focused on the baddie and this week we will also be changing the setting! Today we will discuss what a setting is and mind map different settings we could change our story to.	Today we are going to write a setting description. We are to recap what a setting is and how the new setting will be different. Children are to discuss their new settings. We will also recap adjectives and how they can better our descriptions.	Today we are going to sequence the story of Little Red Riding Hood including the new 'bad' character and new setting. We will recap the story by reading and acting it out. The children will again discuss their new settings and their baddies and how it has changed the story of Little Red Riding Hood	Today we are going to write the first half of our version of Little Red Riding Hood with the new bad character and setting'. We will act out the story before discussing what happens in the beginning and middle.	Today we will write the remainder of our new versions of Little Red Riding Hood with the new setting and baddie. We will go over what we did yesterday. Children will be able to re-read what they have already written, some reading what they had completed in front of the class. They will be able to think about
<b>Activities</b>	The task today is to draw Little Red Riding Hood in her new setting! If the children have time, they are to label it with different features of the setting.	Today the task will be to write descriptive sentences based on the new setting. The drawing done yesterday can be used as a guide.	The task today is to sequence their new version of the story of Little Red Riding Hood using the new 'bad character' and new setting.	The task today is to write the beginning and middle of the story with our own characters and setting using the sequencing sheets from yesterday to guide us.	The task today is to complete their own version of Little Red Riding Hood using their own character and setting. When they are finished, they are to draw an accompanying picture.

### Reading

This week's reading focus is **Strategy 4: Identify important words and phrases**

<p>Today we are learning how to pick out key information in a text. We will learn how to highlight important information that may help us when answering questions.</p> <p>The task today is to answer questions about the text including:</p> <p>Who are the characters? What is the setting? What happened to the boy? What did the man in the shop do? What happened at the end of the book?</p>	<p>Today we are going to identify the purpose of the text. We will think about who this book was written for and why.</p> <p>The task today is to discuss the importance of this text and why it is good to learn in school.</p>	<p>Today we will recap what a summary is. We will then reread the book <i>The Smile Shop</i> and go over the major plot points.</p> <p>The task today is to summarise the text on a piece of paper for display.</p>
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Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI:</b> To order groups	<b>LI:</b> To count forwards on a number line (practical)	<b>LI:</b> To count forwards on a number line	<b>LI:</b> To count backwards on a number line	<b>LI:</b> To practice counting forwards and backwards between 0-10
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Greatest Smallest Order Groups</p> <p><b>Key Questions:</b> What does greatest mean? What does smallest mean? Can you order the numbers greatest to smallest? Can you order the numbers smallest to greatest?</p>	<p><b>Key Vocabulary:</b> Count Forwards 1-10 Number line Represent</p> <p><b>Key Questions:</b> What happens when you count forwards? What number is next? What number is missing? Can you count forwards from 1-10?</p>	<p><b>Key Vocabulary:</b> Count Forwards 1-10 Number line Represent</p> <p><b>Key Questions:</b> What happens when you count forwards? What number is missing? Can you count forwards from 1-10? How many jumps are there between 4 and 8?</p>	<p><b>Key Vocabulary:</b> Count Backwards 10-1 Number line Represent</p> <p><b>Key Questions:</b> What happens when you count backwards? Can you count backwards from 10 -1? How many jumps are there between 8 and 3? If I count back 5 jumps from 9, what number do I land on?</p>	<p><b>Key Vocabulary:</b> Count Forwards 1-10 Number line Represent Backwards</p> <p><b>Key Questions:</b> What number is next? What number is missing? Can you count forwards from 1-10?</p>
<b>Introduction</b>	Today children will learn about ordering groups of numbers to 10. They will discuss what the words greatest and smallest mean before ordering numbers.	Today we will be practising counting forwards. We will look at examples of number lines and how they look. We will create a human number line in the class.	Today we will continue to use number lines. We will practise counting forwards on a number line. We will look at how we can jump forwards and practise finding out which number we land on.	Today we will practise counting backwards from 10-1. We will look at examples of counting backwards on a number line. We will practise jumping in different amounts to see what number we land on.	Today we will be practicing and recapping counting forwards and backwards from 0-10.
<b>Activities</b>	In groups the children will look at groups of objects, They will practise ordering numbers greatest to smallest and smallest to greatest.	Children will practise using a number line and finding numbers on the number line. They will use cubes to cover different numbers and guess which number is hidden.	Children will answer questions in their books. They will fill in missing numbers. Then they will count how many jumps between 2 numbers.	Children will be counting backwards on number lines in their books. They will jump backwards from a certain number and see what number they land on.	Children will work in small groups, doing a 'Number line hop' activity. Teacher will call out a number and the children hop onto that number, then the teacher will say 'Move forward 2' the children will hop forward 2 spaces and then tell the teacher what number they landed on. Using a number line children will work in pairs with counters giving each other instructions using the key vocabulary as the teacher did.


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Science	PSHE	History
<p><b><u>LI: To investigate using our senses (touch)</u></b></p> <p><b>Introduction:</b> This week we will be investigating one of the 5 senses (touch).</p> <p><b>Task:</b> Make a poster about touch (Draw around your hands and glue and label a different texture on each finger).</p>  <p><b>Key words:</b> Senses touch</p>	<p><b><u>LI: I can talk about the teams I belong to.</u></b></p> <p><b>Introduction</b> – What does it mean to be part of a team? What is a team? This week we will be talking about being part of a team. A team is a group of people that work together. One of the first group we belong to is our family.</p> <p><b>Task</b> – Draw your special people and write a sentence of how they make you feel.</p> 	<p><b><u>LI: To compare toys from the past to the present.</u></b></p> <p><b>Introduction:</b> This week we will be comparing toys from the past with the present.</p> <p><b>Task:</b> working in groups to sort toys from the past and present.</p>  <p><b>Challenge:</b> Are there any toys we use from the past now?</p> <p><b>Key words:</b> Past, present, future,</p>

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RE – Religion and Worldviews	Art	PE			
<p><b>LI: To recognise that there are different creation stories to explain how the world began.</b></p> <p><b>Introduction:</b> Look at images and discuss links - scripture, creation. What creation story did we hear last week? Explain that people who follow the Hindu worldview generally believe in one God - Brahman, who can take many forms. These beliefs are called a religion.</p> <p><b>Task:</b> Watch Hindu creation story, discuss any similarities and their thoughts. Children to use pictures to sequence the story and recap events in pairs. As a class, sort mixed pictures of both creation stories into correct worldview. What might Hindus think about God based on this story?</p>	<p><b>LI: To create a self-portrait in the style of artists.</b> <b>(Yayoi Kusama)</b></p> <p>Today we will be looking at the artist Yayoi Kusama. Yayoi Kusama is currently gaining recognition in the UK for her sold out shows at the Tate Modern. We will learn about her love for shape (particular) circles, her history and what has made her a successful artist.</p>  <p>Today we are going to be painting our final versions of the spotty self-portrait. We will firstly experiment with what tools we can use to paint spots onto our artwork. We will then show our work.</p>	<p><b>LI: To explore co-ordination and combining jumps</b> Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and they will begin to apply these in a range of activities.</p> <p><b>Reminder: Earrings are not to be worn during PE lessons.</b></p> <tr> <td colspan="3" data-bbox="1458 874 2210 916" style="text-align: center;"><b>PE Dance</b></td> </tr> <p><b>LI: To use simple movements to create a dance</b> Children will be able to perform dances from another world using simple movement patterns.</p>	<b>PE Dance</b>		
<b>PE Dance</b>					

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Music	Computing	Reading
<p><b>LI: To listen and repeat short rhythmic patterns.</b></p> <p><b>Introduction:</b> Play 'My name is...' Listen and clap the pulse of 'Happy'.</p> <p><b>Task:</b> Children using an untuned instrument copy rhythm played by the teacher. Children to then create own rhythmic pattern for their partner/class to repeat. then use body percussion for class to repeat. Children to play along to the pulse of 'I'll Be There For You.'</p>	<p><b>LI: To use a keyboard to type on a computer.</b></p> <p><b>Introduction:</b> Recap we use a mouse to draw pictures but what do we use a keyboard for? Children to turn on, log in, open the internet and type in paintz.app. Show children how to find the text tool and how to make a text box.</p> <p><b>Task:</b> Children to draw a picture of themselves and then add a text box with their name in. How can we keep this work for another day? Show how to use the 'save as' tool. Discuss why we name and save it sensibly so that we can find it easily.</p>	<p><b>Daily for 20 minutes</b></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><b>Phonics</b> <b>APS Phonics- Phase 4 – Taught daily</b> This week the focus throughout the week is to read a selection of phase 4 words and for children to be able to apply these words to their reading of sentences and to their writing. The tricky words for this week are: <b>some and do.</b> The high frequency words this week are: <b>it's, went, just and help.</b></p>
Homework		
<p>This week we would like you to complete the following tasks:</p> <p><b>Reading:</b> <u>Remember to read every day!</u> 📖</p> <p>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.</p> <p><b>English:</b> This week we are continuing with the story of Little Red Riding Hood. Can you retell the story? Can you remember what the setting is and what the characters are like We would like you to write down what happened in the story. You can start with, 'Once upon a time, there was a little girl called Little Red Riding Hood who lived with her mum.'</p> <p><b>Maths:</b> This week we have been learning about number lines. We would like you to create your own number line. Start at 0 and stop at 10. You can decorate it with your favourite things. Try to space the numbers out evenly.</p>		

