







	Words of the Week	Creative
Reading / Phonics         • Two reads (one TA and one Teacher)         • Use www.oxfordowl.co.uk         • Use www.oxfordowl.co.uk         • Or read. (free to use). We will complete the phonics assessment when your child is back in school.	see Please look at the 'ee' word family. How many different words can you come up with including the 'ee' phoneme? E.g. tree, three, meet	<ul> <li>Music: To investigate loud and quiet sounds. (Dynamics)</li> <li>Linked to science investigate the quality of sounds by using untuned percussion instruments.</li> <li>Listen to different types of music. How does it make you feel?</li> <li>E.g., Happy by Pharrell Williams, Sound track from Jaws, Indiana Jones, Shindler's List</li> <li>To learn Christmas Songs</li> <li>Make your own band using pots and pans. Can you make quiet and loud sounds? (Dynamics)</li> </ul>
Emotional and Physical Wellbeing: Theme: To understand who can help us. WWO Games: Monster Drawing - in threes draw a monster (1 child to be the actor/voice/illustrator) What does the monster look like? How accurate is it??? What are you good at? Activity: - Make a paper chain with 'I can', 'We can' statements on.		Art: To use a range of materials creatively to make a product Each child to create their calendar in preparation for PTA Christmas fundraising.
Music/ mindfulness: Sing 'If you're happy and you know it.' Includ Physical Activity: PE in school To use different sized balls, to roll them into a space and at a target. Super Yoga/stretch safari <u>https://www.youtube.com/watch?v=ybPwuaGo</u>		



Weekly Overview for School and Home Learning (間)







	, I can! Animal song for children - posi				
<u>ntt</u>	<u>os://www.youtube.com/watch?v=_IrON</u>	<u>ACOQIIO</u>			
			as your child becomes		
mor	e accurate close the gap between the	markers.			
	D&T			Scie	ence:
То	use a range of materials creatively t	to design and make products.	To develop an understanding	g of sound. (Dynai	mics)
		2	Go on a sound walk - recor	rd on prepared tab	ole the sounds that they heard.
Chil	dren to design and make their own san	idwich.	• Linked to music - investig	• •	•
	5		3		ar away can you be and still hear the bells
			5 5		
	-		See activity with home b	band linked to Scie	ance
		Litonoc	cy - Lighthouse Keepers Lunch		
1.00	rning Objectives:	Literac	<u>y - Lighthouse Reepers Lunch</u>	<u>.</u>	
	develop descriptive language.				
	understand what an adjective is.				
	•				
	abel a diagram.				
	write for a range of purposes, e.g., list				
101	use capital letters, finger spaces, full s	stops and adjectives.			
					L
	Introduction		Activities		Key Questions/Extension Activities/How to adapt at
				al -1 -1	home
1	Read and discuss the story of the		ent ingredients by using their se		To taste different ingredients for
	Lighthouse Keepers Lunch.	2	nd make a collection of descripti	ive vocabulary to	· · · · · · · · · · · · · · · · · · ·
		match the ingredients.			sandwiches and create a collection of
	Talk about all of the different	MA - To use two adjectives wi	th 'and' - beginning of lists verb	oally	descriptive words.
	ingredients that he has during the				
	week in his sandwiches.				



## Weekly Overview for School and Home Learning (間)





2	Model designing an open sandwich & label using descriptive vocabulary.	All children to design their own sandwich and label with descriptive vocabulary.	To design their own sandwich and label it using descriptive language.
	vocubulary.	<ul><li>MA. To use at least 2 descriptive words.</li><li>A. To use 1 or more descriptive words.</li><li>LA. To label the ingredients.</li></ul>	using descriptive language.
3	Talk about the format of a list and model writing a shopping list of ingredients needed for sandwich making, including bullet points.	<ul> <li>Children will write a shopping list of ingredients they will need for their sandwich as seen on their design.</li> <li>MA - Include adjectives in their list</li> <li>A - Independently write own shopping list using design.</li> <li>LA - Support children with spelling.</li> </ul>	To write their own shopping list of ingredients to make their sandwich.
4	(After they have made and eaten their sandwiches) Discuss what they liked about their sandwich and what they might change if they made it again. Why?	Children to write an evaluation about their sandwich. MA - Write what they liked and what they would like to change next time, using adjectives. (Independently) A - To write what they liked and what they would change next time with adult support. LA - To write what they liked about their sandwich.	To evaluate their sandwich, discuss and then write what they liked and what they would change next time.
5	Talk with talk partner and discuss how I made my sandwich. How could they make your sandwich? Start talking about instructions. Read/ look at a selection of instructions. What do they have in common?	As a class and with talk partners discuss the features of instructions. Generate success criteria for instruction writing E.g. List what you need Use bossy words Use numbers Write instructions in order MA - Give reasons and examples of instructions that they know of.	Talk about and look at different instructions for different things. What do they have in common? What are the main features of instructions?



## Weekly Overview for School and Home Learning (間)



Year Group: 1



Week Beginning: 23<sup>rd</sup> November 2020

6	Recap on success criteria for writing instructions from previous day. Teacher to model how to write instructions for making a sandwich.	<ul> <li>Children to write a set of instructions so that someone else can make their sandwich.</li> <li>Teacher and TA to support children with this.</li> <li>MA: To include success criteria from previous sessions.</li> </ul>	To write a set of instructions about how to make a sandwich.
	Use real sandwich or photos as prompts.		
7	Recap on success criteria for instruction writing.	Independent write - Explore and Learn Book. Children to write a set of instructions about anything they wish. Encourage MA children to write instructions using adjectives and bossy words, in correct order.	To independently write a set of instructions on a chosen activity.
	Explore and Learn Activities	<ul> <li>Handwriting cards</li> <li>Shopping lists</li> <li>Design sheets for sandwiches</li> <li>Cookery books, non-fiction food books. Post it notes.</li> <li>Make cardboard/paper sandwiches.</li> <li>Sequence pictures from the story.</li> <li>Speech bubbles for the seagulls</li> <li>Empty numbered sheets for children to write their own instructions</li> <li>Story board for story writing</li> <li>The disgusting sandwich to inspire writing.</li> </ul>	
	Handwriting	v, w, u, y Number formation	







## Mathematics – Addition and Subtraction

Year Group: 1

Flashback 4 (Autumn Block 4 - place value within 20) - morning activity twice a week.

Complete the daily White Rose Maths lesson and complete corresponding activity sheets (these will be emailed to you) <u>www.whiterosemaths.com/homelearning</u> (Week 11)

Learning Focus & Learning Objective	Whole Class Input	Activities for Children Working Towards	Activities for Children Expected and Greater Depth	Key Questions / Mathematical Talk / Key vocabulary
Monday To count forwards and backwards and write numbers to 20	Share the White Rose teaching slide - Count forwards and backwards and write numbers to 20.	To count forwards and backwards and recognise 11 - 20. Count out objects to match number cards. What would be the number before/next number?	To count forwards and backwards and recognise 11 - 20. To understand the importance of number reversal e.g., 17 -71. To find the missing numbers on a number track. To match the numerals 11 - 20 to words. Practise writing the number words in E&L time.	How many? What comes before/after? What is more/less/fewer?
Tuesday To recognise, order, count and write numbers 11-20.	Share the White Rose teaching slide - Numbers from 11-20	To reorganise number cards 0 – 10, and then progress to 11 –20. Which numbers do they recognise, can they say? Make a number line. Remove 1,2 or 3 number tiles. Ask the children to name the missing numbers.	To recognise numbers 11 – 20. To count on from 10 and to use as many ways as possible to make a number 11 – 20. Count forwards and backwards, use addition and subtraction. To understand that 15 is 10 and 5 more.	What number is missing? Can you count on backwards from 10/20? Count on from 10.
Wednesday To understand that ten ones is the same as one 10.	Share the White Rose teaching slide – Tens and ones 1 <sup>st.</sup>	To count objects and put them into groups of 10. Add 1, 2, 3 more objects. How many do you have?	To have a selection of objects. Put them into groups of 10 and ones. Match the objects to the	How many tens in 17? How many ones in 18?



## Weekly Overview for School and Home Learning (📳)



Year Group: 1



Thursday To understand that ten ones is the same as one 10.	Share the White Rose teaching slide - Tens and ones 2 <sup>nd</sup>		correct number tile/word flashcard. 1 ten and 6 is equal to 16.	
Friday To compare one more/one less. To describe number using terms one more/one less. To solve simple problems and know what one more/one less would be.	Share the White Rose teaching slide - Count one more, one less	To count objects and say what would be one more/one less - fewer. What would be one more than 15? What would be one less - fewer than 12?	To describe numbers using the terms. One more than 17 is 18. I know that 1 less-fewer than 19 is 18. To explain that one ten and 3 ones is one more than 12. To know one more/one less - fewer without using a number track. To complete worksheet 'Counting one more/one less.	How many? How do you know? Can you explain? Is that true?