

	Monday 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
Short activity	Weekend sentence writing	Writing out the days of the week	Practise common exception words - choose from below	Writing number names to twenty	Number formation Writing numbers in 2s, 5s, 10s
Phonics	See videos/ activities on Google Classroom	See videos/ activities on Google Classroom	See videos/ activities on Google Classroom	See videos/ activities on Google Classroom	See videos/ activities on Google Classroom
Reading	Clues for our whole class text- Miss Dickson's video	Bug Club- read some more of your allocated books	The Owl Who Was Afraid of the Dark- Miss Dickson's video	Bug Club- read some more of your allocated books	The Owl Who Was Afraid of the Dark- Miss Dickson's video

**This term's Common Exception Words: Y1:** do, to, of, said, was, I, where, some, full, house.

Session 1	English	English	English	English	English
	T4W The Elephant and the Bad Baby <b>Key language:</b> Vocabulary, imitate, author, illustrator.  <b>Lesson:</b> Read the story 'The Elephant and the Bad Baby or watch the video of Mrs Packford reading the story and explain that we are going to be learning to imitate the story this week. Look at vocabulary in the story together, focusing on new words and words that they don't understand.  <b>Follow up activities:</b> Children to complete vocab matching sheet, drawing a line between the matching word and definition, and then research any other words that they don't know, or are interested in using the internet/dictionaries to help them to find the definition and add them in to the empty boxes on	T4W The Elephant and the Bad Baby <b>Key language:</b> Character, puppet, actor  <b>Lesson:</b> Re-read the story 'The Elephant and the Bad Baby or watch the video of Mrs Packford reading the story again. Explain that today we are going to make our own finger puppets of characters in the story and then become actors and act the story out.  <b>Follow up activities:</b> Children to make finger puppets of the different characters in the story, using any materials/objects that they have around the house. Once they have done this they could then attempt to act out the story using their puppets.	T4W The Elephant and the Bad Baby <b>Key language:</b> story map, illustrations, retell  <b>Lesson:</b> Re-read the story 'The Elephant and the Bad Baby or watch the video of Mrs Packford reading the story again. Work together to create a story map for the story. Draw simple illustrations and include a few sentence openers, character names, tricky words etc.  <b>Follow up activities:</b> Children to create their own story maps to support them in re-telling the story (examples on Google Classroom).	T4W The Elephant and the Bad Baby <b>Key language:</b> character, description, describe  <b>Lesson:</b> Re-read the story 'The Elephant and the Bad Baby or watch the video of Mrs Packford reading the story again. Explain that we are going to create a character description for one of the characters in the story. Model drawing the character and then labelling their different features. Then model writing the first 1-2 sentences describing the character e.g. The Bad Baby  <b>Follow up activities:</b> Children to draw a character of their choice and then label it and write a character description using different describing words and the skills they have been learning to	T4W The Elephant and the Bad Baby <b>Key language:</b> character, vocabulary, language  <b>Lesson:</b> Re-read the story 'The Elephant and the Bad Baby or watch the video of Mrs Packford reading the story again.  <b>Follow up activities:</b> Allow the children to choose an activity to revisit e.g. acting out the story with puppets, researching different words, writing a description for a different character.

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	the sheets.			use in English so far (capital letters, full stops, finger spaces, the conjunction 'and', and the suffixes -ing and -ed).	
Story or assembly	<b>Story</b>	<b>Story</b>	<b>Singing Assembly</b>	<b>Story</b>	<b>Celebration assembly</b>
Session 2	<p><b>Maths</b></p> <p><b>We are learning:</b> To subtract not crossing ten</p> <p><b>Key language:</b> subtract, take away, minus, less</p> <p><b>Basic Skills Practise:</b> Number bonds to 10 – Darts</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item464805/grade1/module736870/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item464805/grade1/module736870/index.html</a></p> <p><b>Main Lesson:</b></p> <p>Children to use objects and pictures to practically explore taking away.</p> <p><i>How many objects were there at first? Then what happened to the objects? How many objects are there now?</i></p> <p>Use ten frames and counters to work out subtraction sums and complete worksheet.</p>	<p><b>Maths</b></p> <p><b>We are learning:</b> To subtract not crossing ten (counting back on a number line)</p> <p><b>Key language:</b> subtract, count back, number line</p> <p><b>Basic Skills Practise:</b> Count in 2s, 5s and 10s</p> <p><b>Main Lesson:</b></p> <p>Recap yesterday's learning – <a href="https://www.topmarks.co.uk/subtraction/subtraction-to-10">https://www.topmarks.co.uk/subtraction/subtraction-to-10</a></p> <p>Explore using a number line to subtract by counting back.</p> <p>Then play Number Line Subtraction Game</p> <p><a href="https://www.sheppardsoftware.com/math/subtraction/fruit-splat-numberlines/">https://www.sheppardsoftware.com/math/subtraction/fruit-splat-numberlines/</a></p> <p>(see video for explanation)</p>	<p><b>Maths</b></p> <p><b>We are learning:</b> To subtract crossing ten (counting back)</p> <p><b>Key language:</b> cross ten, partition</p> <p><b>Basic Skills Practise:</b> Practise writing number words from zero to ten.</p> <p><b>Main Lesson:</b></p> <p>Children to use objects and ten frames to start crossing ten when subtracting.</p> <p>Then use ten frames on coolmath4kids to work out subtraction sums on worksheet.</p> <p><a href="https://www.coolmath4kids.com/manipulatives/ten-frame">https://www.coolmath4kids.com/manipulatives/ten-frame</a></p> <p>(see video for explanation)</p> <p><b>Problem Solving:</b></p> <p>Which method is most helpful?</p>	<p><b>Maths</b></p> <p><b>We are learning:</b> To subtract crossing ten.</p> <p><b>Key language:</b> taking away, partition, difference</p> <p><b>Basic Skills Practise:</b> Level 1 subtraction</p> <p><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></p> <p><b>Main Lesson:</b></p> <p>Work through the worksheet looking at different ways to solve the subtraction problems. Use the language of taking away, partitioning and difference.</p> <p>(see video for explanation)</p> <p><b>Problem Solving:</b></p> <p>What question could he have asked?</p> <p><b>Resources:</b> Videos and problem</p>	<p><b>Maths</b></p> <p><b>We are learning:</b> To recognise and use related facts.</p> <p><b>key language:</b> related facts, addition, subtraction</p> <p><b>Basic Skills Practise:</b> Addition and subtraction facts up to 10</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item742224/grade1/module736870/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item742224/grade1/module736870/index.html</a></p> <p><b>Main Lesson:</b></p> <p>Use ten frames to show addition and subtraction facts to ten and to twenty. Children to work practically and pictorially to explore fact families.</p> <p><a href="https://www.topmarks.co.uk/number-facts/number-fact-families">https://www.topmarks.co.uk/number-facts/number-fact-families</a></p>

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	<p>(see video for explanation)</p> <p><b>Problem Solving: How many ways can you complete the number sentence?</b></p> <p><b>Resources: Videos and problem worksheet on Google Classroom, Objects, Ten Frames (if able to print), Espresso website</b></p>	<p><b>Resources: Videos and problem worksheet on Google Classroom, number lines, Espresso and TopMarks websites.</b></p>	<p><b>Resources: Videos and problem worksheet on Google Classroom, ten frames, objects, coolmath4kids website</b></p>	<p>worksheet on Google Classroom, worksheet and problem sheet.</p>	<p>(see video for explanation)</p> <p><b>Problem Solving: Circle addition and subtraction number sentences that match the ten frames.</b></p> <p><b>Resources: Videos and problem worksheet on Google Classroom, objects, ten frames, espresso and topmarks websites</b></p>
Handwriting	<p><b>Handwriting</b>  <a href="https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html">https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html</a></p>	<p><b>Handwriting</b>  <a href="https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html">https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html</a></p>	<p><b>Handwriting</b>  <a href="https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html">https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html</a></p>	<p><b>Handwriting</b>  <a href="https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html">https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html</a></p>	<p><b>Handwriting</b>  <a href="https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html">https://teachhandwriting.co.uk/rou-te-d-letter-choice-1-ks1.html</a></p>
Session 3	<p><b>GEOGRAPHER</b></p> <p>We are learning to: look at the geography of our local area.  <b>Words: local, map, hill</b></p> <p>Starter:          Watch the video about Bristol and make a list of all the things that you recognise.  <a href="https://www.youtube.com/watch?v=khM7tjui86Q&amp;safe=active">https://www.youtube.com/watch?v=khM7tjui86Q&amp;safe=active</a></p> <p>Main:          Go out on a walk in the local area near your house. Make a list of all the things that you see on your walk. Places like Eastwood farm and Nightingale valley are</p>	<p><b>GEOGRAPHER</b></p> <p>We are learning to: make a map of my local area.  <b>Words:</b></p> <p>Starter:          Watch the video about the lake district and make a list of all of the things that you see. You can pause as you go through or write the list afterwards.  <a href="https://www.youtube.com/watch?v=RtWYM07J9mU">https://www.youtube.com/watch?v=RtWYM07J9mU</a></p> <p>Discuss: How is it similar to the place where you live? How is it different?</p> <p>Main:</p>	<p><b>ARTIST</b></p> <p>We are learning to: use objects to create prints.  <b>Words: print, materials,</b></p> <p>Starter: How to draw leaves  <a href="https://www.youtube.com/watch?v=vo2cj6Ko1AI&amp;safe=active">https://www.youtube.com/watch?v=vo2cj6Ko1AI&amp;safe=active</a></p> <p>Have a go at drawing the leaves. They call Autumn the fall in America which makes sense! Which leaves are evergreen? Which leaves are deciduous?</p> <p>Main:          Make some mud paint (see video for guidance) and then use the resources that you found on your walk to print and</p>	<p><b>PE - ATHLETE</b></p> <p><b>Movement concepts 3</b></p> <p>We are learning to: move cross laterally to music showing good control.  <b>Words:</b></p> <p>Starter:          Trolls dance with lots of cross lateral movements.  <a href="https://youtu.be/KhfkYzUwYFk">https://youtu.be/KhfkYzUwYFk</a>          Join Andy for a work out.  <a href="https://youtu.be/mCFDa1PcyZU?list=PLoOc9M0VgduMnQij56Gw5TX7wsGIF7kmy">https://youtu.be/mCFDa1PcyZU?list=PLoOc9M0VgduMnQij56Gw5TX7wsGIF7kmy</a></p> <p>Main:          Watch the video with Mr Hawkins and practise different</p>	<p><b>MUSICIAN</b></p> <p>We are learning to: explore different musical styles  <b>Words: Bhangra, style, pulse</b></p> <p>Starter: Go to songs 5 - 7 and try to learn the song - Cubes and cuboids, cylinders and spheres.</p> <p>Main: In the Grove - step 4. Follow the steps and explore the Bhangra style.</p> <p>Google drive resources:          Step by step guide on google classroom</p>

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	<p>ideal. Remember, you could move things around and go in the morning. (you can draw pictures). Collect some materials that we can use for printing later in the week - leaves, sticks, stones.</p> <p>Google drive resources: KS1 vocabulary list, Mr Hawkins video 1.</p>	<p>Using the list of things that you saw on your walk yesterday, make a map of the local area. You can label some of the geographical features. Watch My Hawkins video to get some ideas and inspiration.</p> <p>Google drive resources: Mr Hawkins Geography video 2.</p>	<p>create a piece of art about your local area. You can use paint if you have some and that is easier for you.</p> <p>Google drive resources: Mr Hawkins Art video</p>	<p>cross lateral movements. Cross lateral movement is <i>any movement that requires coordinating movement on both sides of the body.</i></p> <p>PHILOSOPHER We are learning to: talk about how it feels to be stretched with a new challenge. <b>Words: learning, challenge, feelings</b> Starter: Watch the video and follow the stretching actions with Mr Hawkins. Main: Make a stretchy flower and talk about challenge and stretching ourselves to learn.</p> <p>Google drive resources: Mr Hawkins PE video. Mr Hawkins PSHE video.</p>	
Story	<p><b>Story</b> A member of staff will upload during the day.</p>	<p><b>Story</b> A member of staff will upload during the day.</p>	<p><b>Story</b> A member of staff will upload during the day.</p>	<p><b>Story</b> A member of staff will upload during the day.</p>	<p><b>Story</b> A member of staff will upload during the day.</p>