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Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	Evaluation
English S & L	To share ideas and opinions	Augustus and his smile	<ul style="list-style-type: none"> Look at the pictures of tigers Talk about facts you remember 	Session 4- Share facts we remember about tigers. Revisit what we have learned.	
English Reading/ Writing	To write a riddle To write sentences	Tigers Augustus and his smile	<ul style="list-style-type: none"> Think of a fact Write a clue starting with I Repeat Finish with what am I? Listen Draw your favourite part of the story Write sentences about your picture Use your sounds Begin with a capital letter Finish with a full stop 	2xSessions- Unaided writing-Model and write a riddle about a tiger Think of clues and write a riddle using facts about tigers e.g. I am fierce Session 7- read the whole story and discuss your favourite part using questions: What did you like/dislike and why? Was there anything that puzzled you? Teacher model sentences about favourite parts of the story. Children draw their favourite part and write sentences to explain their picture	
Handwriting	To form letters correctly	Zig zag family v, w, x, z	<ul style="list-style-type: none"> Sit properly Hold your pencil correctly Start the letter in the correct place Finish the letter in the correct place 	Whole class on large sheets of paper. Use blank paper and felt pens.	
SPAG	To recognise and read the sounds the letter makes	ee, ea	<ul style="list-style-type: none"> Look at sound Say sound Do the action 	Daily phonics of single and double sounds learnt so far then introduce new sounds (one sound per day) Practise writing new sounds in the air, on each other's backs, on the floor etc. Make a list of words which contain the sounds – write the sound buttons underneath. Watch Alphablocks or use phonics play.	
	To read and spell words	he, me, be, she, we	<ul style="list-style-type: none"> Look at the word Look at the shape Take a 'photo' Say the word 	White boards and pens Flash cards Put the words on the word wall	



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	To use capital letters and full stops	Ongoing – linked to CLPE			




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<p>Maths</p> <p>WRM Autumn Term BLOCK 1 Place Value</p>	<p>To order objects</p>	<p>Greatest to smallest</p>	<ul style="list-style-type: none"> • Read the number • Count cubes to match • Order the cards greatest to smallest • Write in notebook 	<p>Order Objects</p> <p>Notes and Guidance</p> <p>Children should order three groups of objects. They should be exposed to different methods for comparing such as comparing two groups initially, and lining groups up. Children should be introduced to the vocabulary 'greatest' and 'smallest' and begin to use it correctly.</p> <p>Varied Fluency</p> <p>Grab a small handful of counters and put them in three piles. Order the piles from greatest to smallest.</p> <p>Order the groups of cars from greatest to smallest.</p> <p>Group 1 </p> <p>Group 2 </p> <p>Group 3 </p> <p>Put a number in each box to complete the statements.</p> <p> _____ ice creams  _____ ice creams  _____ ice creams</p> <p>The smallest amount of ice creams is _____ The greatest amount of ice creams is _____</p> <p>39</p> <p>Work through the slides as a whole class. Independent learning: Choose number cards, count cubes to match (use Cuisenaire where appropriate), order numbers and record in notebooks</p> <p>Green – three numbers to 10 Blue – three numbers to 20 Black – four numbers to 20 Purple – three/four numbers 100 (and beyond)</p> <p>Finish with reasoning and problem solving slides</p> <p>https://whitrosemaths.com/homelearning/year-1/</p> <p>Complete the worksheet which will be sent via Seesaw</p>	

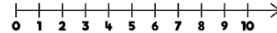
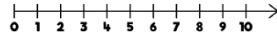

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	<p>To use symbols < > to compare numbers</p>	<p>Smallest to greatest</p>	<ul style="list-style-type: none"> • Read the number • Count cubes to match • Order the cards greatest to smallest • Write in notebook • Use < > 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Order Numbers</p> <p>Notes and Guidance</p> <p>Children order numbers from smallest to greatest or greatest to smallest. Children should use concrete and pictorial representations to prove or check their answers. Children use the vocabulary 'smallest' and 'greatest' and may also use the < or > symbols to show the order of their numbers.</p> <p>Mathematical Talk</p> <p>Explain how you ordered the dominoes. Can you use the inequality symbols to compare/order numbers? How many answers are there? Can you prove it with cubes? Which is/has the greatest? How do you know? Which is/has the smallest? How do you know? How are you going to order the amounts? How have these objects/numbers been ordered? How do you know?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>Order the dominoes from smallest to greatest.</p>  <p>Complete the sentences:</p> <ul style="list-style-type: none"> • The greatest number is _____ • _____ is the smallest number. <p>Order the number cards from smallest to greatest.</p>  <ul style="list-style-type: none"> • _____ is the greatest number. • _____ is the smallest number. • _____ is greater than _____ • _____ is smaller than _____ <p>Use < or > to make the statement correct.</p> <p>9 ○ 8 ○ 7</p> </div> </div> <p>Slide 1 – dominoes on the table and have a go with LP (use 'Mathematical Talk')</p> <p>Slide 2 – on carpet, whole class discussion</p> <p>Slide 3 – Introduce < > in greater detail following 'MTalk' on the previous slides. Use the image of a crocodile's jaws to help with understanding.</p> <p>Independent learning:</p> <p>Choose number cards, count cubes to match (use Cuisenaire where appropriate), order numbers and record in notebooks using < ></p> <p>Green – two numbers to 10</p> <p>Blue – two numbers to 20</p> <p>Black – three numbers to 10/20</p> <p>Purple – numbers to 100 (and beyond)</p> <p>Finish with reasoning and problem solving slides</p> <p>https://whitosemaths.com/homelearning/year-1/</p> <p>Complete the worksheet which will be sent via Seesaw</p>	

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	<p>To understand ordinal number</p>	<p>Order objects</p>	<ul style="list-style-type: none"> Look at the objects Say which is 1st, 2nd, 3rd, etc 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Ordinal Numbers</p> <p>Notes and Guidance</p> <p>This is a non-statutory statement in the Year 1 curriculum. It has been included to see numbers as positional. It also links to previous lessons such as ordering numbers. Stem sentences support children with using new mathematical language correctly.</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>Create a tower using different coloured cubes. Describe the order of the colours using 'first', 'second', 'third' and 'last' etc. Can you give your partner accurate instructions so that they can create the same tower?</p>  <p>Colour the 7th flower blue.</p>  <p>Colour in another flower and complete the sentence.</p> <p>The ____ flower is ____.</p> <p>Three children have a race.</p>  <p>Alex finishes first. Amir finishes third. What position does Whitney finish in?</p> </div> </div> <p>Slide 1 – multilink cubes on the table and have a go with LP (use 'Mathematical Talk')</p> <p>Slide 2 – on carpet, whole class discussion. Repeat activity using a line of children at the front of the class; "Put this hat on the 5th child", "Put this book in the hands of the 2nd girl", etc.</p> <p>Slide 3 – whole class discussion</p> <p>Slide 4 - 'Reasoning and Problem Solving' 1 - At tables with shapes, ask the children to follow the four instructions and discuss.</p> <p>Slide 5 - 'Reasoning and Problem Solving' 2 - Whole Class discussion</p> <p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Complete the worksheet which will be sent via Seesaw</p>	

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	<p>To position numbers on a number line</p>	<p>Order numbers</p>	<ul style="list-style-type: none"> • Look at the numbers • Order numbers • Position on a blank number line • Check with a complete number line 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The Number Line</p> <p>Notes and Guidance</p> <p>Children will use a number line to practise and consolidate skills learnt so far. They should use the number line to:</p> <ul style="list-style-type: none"> • Count to 10 • See one more/one less • See greater than/less than statements • Order numbers <p>Using a number line gives children the opportunity to count from zero.</p> <p>Mathematical Talk</p> <p>Can you label the number line? How do you know where to put the numbers? How are numbers presented on a number line? What does each mark on the number line represent? Where does the number line start? How did you choose where to put them? Where does the number line end? Do we have to start counting from 0 every time? Which way will we 'jump' when we find one more/less?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>On the number line,</p> <ul style="list-style-type: none"> • Circle the number 7 • Underline a number greater than 7 • Draw an arrow to the number that is one less than 5 • Put a box around the smallest number.  <p>How many jumps from zero is eight?</p>  <p>Is this more or less than the number of jumps to nine?</p> <p>Write 5, 9 and 2 in the correct order on the number line.</p>  </div> </div> <p>Slide 1 – discuss and complete together then children go to tables to have a go themselves using number lines as the teacher calls out instructions</p> <p>Slide 2 – discuss and complete as a class</p> <p>Slide 3 – complete as a class then, in groups with the teacher, children have a go independently using blank number lines to record the position of numbers</p> <p>Finish the session with 'Reasoning an Problem Solving' slides.</p> <p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Complete the worksheet which will be sent via Seesaw</p>	

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Computing	To understand that different tools have different uses	2Paint	<ul style="list-style-type: none"> • Open program • Choose background colour/s • Choose tool • Create foreground • Print 	Teacher model in 2Paint Design and print a rainforest picture. Design a rainforest picture on a device and print.	
Science	To identify and name a variety of trees	Woodland walk	<ul style="list-style-type: none"> • Look at the leaf • Describe the shape and colour • Identify 	Class visit to the woodland walk. Look at trees and collect leaves. Identify trees they come from back in the classroom using identification key and magnifying glasses. Go for a walk in a wood or look at trees in your road/garden and try to identify name them. Collect leaves look closely at their shape and colour.	
Art	To explore how line and colour can be used to create a background	'Surprised' by Rousseau	<ul style="list-style-type: none"> • Look at the background • Say what colours/shapes you see • Mix colours • Choose a tool to create lines • Create background • 	Whole class look at the painting 'Surprised' Discuss background colours and lines. Ask the children how they could make that same effect to create a background for their own jungle picture. Share. Show different tools available and colours to mix to create appropriate coloured background. Children create background. https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseaus-surprised/zrhyd6f Start your own jungle picture using, pencils, paint and/ collage materials.	

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Geography	To use the language of direction and position	Orienteering	<ul style="list-style-type: none"> Plan your island Choose equipment Create your island 	<p>Groups use a variety of P.E. equipment outside to make a jungle island. Discuss features to include. Each group to explain their island using positional language, e.g. next to, beside, in front etc. Take photographs and keep for map making next week.</p> <p>Use any construction toy to make an imaginary island and explain it to an adult.</p>	
Music	To play instrumental parts a song	Charanga	<ul style="list-style-type: none"> Listen to the music Play instruments Keep to the beat 	<p>Hey You-Step 4 Class percussion instruments</p> <p>Listen to a favourite piece of music and clap it's rhythm.</p>	
Real Gym	At Home Jungle Trip PERSONAL COG	Please see separate planning			
Real PE	The Birthday Bike Surprise Pirate Pranks PERSONAL COG	Please see separate planning			
		Go for a walk or run (if you can)			
RE	To understand that different faiths have special books	Judaism	<ul style="list-style-type: none"> Listen Discuss 	Teacher share the big book my Jewish faith and talk about the Torah. Use Torah scroll artefact.	
PSHE	To understand what respect means	Different faiths	<ul style="list-style-type: none"> Listen Discuss 	Whole class discussion link to R.E.	
	To manage and express emotion	Emotion Coaching	<ul style="list-style-type: none"> Listen Discuss 	Whole class discussion about feelings and how to deal with them.	