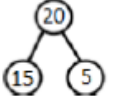

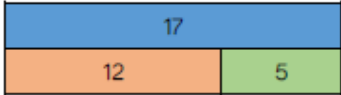



Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	Evaluation
Speakers and Listeners	To explain ideas using imaginative and adventurous vocabulary	The Gruffalo	<ul style="list-style-type: none"> • Use your imagination • Look carefully • Explain your ideas 	Photos of destruction of classrooms. Discuss who when how Decide to go on a hunt looking for evidence. Chalk letters, outside: Hide Gruffalo, go on a Gruffalo Hunt: find parts of Gruffalo (snout, purple prickles, fur, teeth) In class teachers show outdoor night cam footage	
Writers 2 sessions	To use adjectives to describe the appearance of a character	The Gruffalo	<ul style="list-style-type: none"> • Look at the picture • Draw the picture • Choose a part • Describe each part Label each part using adjectives 	Shared reading: Read 'The Gruffalo', use sounds from IWB 'gruffalo settings PP1-4' children identify words used to describe the Gruffalo. Shared writing: collect descriptive words –Focus on each part of the body - teeth, eyes, back, wart, toes, knees, whiskers, tongue. Children generate own describing words to add to list. (have Gruffalo pictures) Individual task: Children draw own Gruffalo in the middle of the page in their Writer's Journals. children label Gruffalo picture using ideas from shared writing. Use SPAG wall pencils Home Learning-See Seesaw for an example of the describing words and a labelled Gruffalo.	
Spellers	To read, write and spell words with the ue & aw sounds	Spelling	<ul style="list-style-type: none"> • Read the word • Say the word • Write the word • Check it looks right 	Monday – ew/ue No nonsense spelling P17 Lesson 6 Ideas of words -ue cue due Tuesday ew few knew new stew (Home Learning: spot the _ew words on the postcard) Tuesday – u_e cube cute duke huge tube (Home Learning: practice writing these words) Wednesday – ue ew u_e mix up practice (Home Learning: wordsearch on Seesaw) Thursday – or aw Home learning: select the or/aw words option on the website http://ictgames.com/mobilePage/phonicFinder/index.html Watch Alphablocks https://www.youtube.com/watch?v=GHPyJ5svbgM Friday – Phonics screening practice (Home Learning:	

Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	Evaluation
				sheet on Seesaw)	
Handwriters	To write the boing family of letters	Handwriters	<ul style="list-style-type: none"> Sit up straight Feet on the floor Hold the pencil correctly Hold your page Start in the correct place Sit the letter correctly on the line 	Boing family – r, b, h, k, m, n, p Upper case and lower case formation (Home Learning: See Seesaw video for lower case formation model)	

Subject	Magic 10	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Mathematicians 1	10 more/10 less than any given number	To recall and use addition facts to 20 fluently and derive and use related facts up to 100 <i>To use and know addition facts</i>	Addition	<ul style="list-style-type: none"> Look at the largest/whole number Look at the part number given Work out the missing number by counting on to the whole number 	<p>Talk about the relationship between the flowers. What if we took away the red flowers? What are the parts? What is the whole? Does the answer change if we add the blue and the red flowers in a different order? What does each circle represent on the part whole model?</p> <p>1. Part whole model – write associated facts One relationship shown by this part whole model is $15 + 5 = 20$. Can you write all associated fact facts in the sentences below?</p>  <p>2. Bar model – Write associated facts Look at the bar model below. Can you write all of the sentences in the fact family?</p>  <p>Bar model bonds to 10 Incomplete bar model to 20 Bar model challenge and Laura says (WR p.40)</p>

Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	Evaluation
				Equivalent representations (WR p.40) Home learning - Fact families - addition and subtraction bonds to 20 See Seesaw for sheet	
Mathematics 2	10 more/10 less than any given number	To recognise and use inverse	Addition and subtraction	<ul style="list-style-type: none"> • Read the number sentence • Use the same numbers • Change the order • Choose a sign • Check 	<p>1. Prove it! Use concrete objects to check and prove whether the calculations are correct.</p> <p style="text-align: center;">$12 - 4 = 8$</p> <p style="text-align: center;">$7 + 8 = 15$</p> <p>What resources could you use to check your calculation? Can you check it in more than one way? Why do we need to check our calculation?</p> <p>2. Use the inverse operation Can you use the inverse operation to check $5 + 12 = 17$?</p> <div style="text-align: center;">  </div> <p>How many possible inverse calculations are there?</p> <p>3. Checking Erin writes this calculation: $18 - 5 = 13$</p> <p>Which of the following could she use to check her work?</p> <p style="text-align: center;"> $13 + 5$ $13 - 5$ $18 - 13$ $5 + 13$ </p> <p>Practical number bonds to 10</p>

Subject	Learning Objective	Context	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	Evaluation
					Inverse of number bonds within 10 Inverse of number bonds within 20 Theo/Teddy's checking (WR p.42) Home Learning - Check calculations See Seesaw for sheet	
Mathematics 3	10 more/10 less than any given number	To recall and use addition facts to 20 fluently and derive and use related facts up to 100	Addition and Subtraction	<ul style="list-style-type: none"> • Read the number sentence • Use the same numbers • Change the order • Choose a sign • Check 	1. I have 3 blue pens and 4 black pens. Together I have 7 pens. Tom has 30 blue pens and 40 black pens. How many does he have in total? Use concrete apparatus to show your thinking. What is the same? What is different? 2. Complete the part whole models below:  3. Find the missing numbers in the related facts. $5 + 4 = 9$ $8 = 3 + 5$ $4 = 10 - 6$ $50 + 40 = \square$ $80 = 30 + \square$ $40 = \square - 60$	

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				<p>Continue the pattern.</p> <p style="text-align: center;">$90 = 100 - 10$ $80 = 100 - 20$</p> <p>What are the similarities and differences between this pattern and the following one?</p> <p style="text-align: center;">$9 = 10 - 1$ $8 = 10 - 2$</p> <p>Continue with number bonds to 10/partitioning practically Write the number sentence and continue the pattern – what do you notice? As above with number sentence reversed and subtraction Kim says (Home Learning -Compare number sentences See Seesaw for the sheet)</p>	
Mathematics 4			<ul style="list-style-type: none"> <li data-bbox="913 943 936 959">• 	<p>Class to play number bonds memory matching game (0-10 cards x15 sets) Teacher to take black challenge children to model reasoning and stem sentence answers</p> <p>(Home Learning - Know your bonds - See Seesaw for the sheet)</p>	

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Scientists	To describe how animals obtain their food from plants and other animals using the idea of a simple food chain	Living Things (Woodlands)	<ul style="list-style-type: none"> Look at the pictures choose a producer think what would eat it think what would eat the small animal 	Watch https://www.bbc.co.uk/bitesize/clips/z96r82p https://www.bbc.co.uk/bitesize/clips/z8hxp4 And discuss Play food chain game https://toybox.tools.bbc.co.uk/activities/id/g6klkqfxx1/exitGameUrl/https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Ftopics%2Fzbnb9q%2Farticles%2Fzsphrwx/palette/colour-palette-7/language/en-GB/project/blocks-bitesize Activity – complete Food chain sheet Home Learning: as above and sheet on Seesaw)	
Orienteers'/ Geographers	To make a map with a key	Gruffalo	<ul style="list-style-type: none"> Make frame Choose a landmark from the key Choose a suitable material to put on the map Add a picture of it to the key Follow directions carefully 	Children to create 'Deep Dark Wood' map using natural materials/classroom materials. To include: A frame, Snake's log pile house, Owl's tree, Fox's underground home, rocks, stream, lake. Complete key for their map. Spilt grp in half, 1 half hides the mouse. and 'Gruffalo' (other half) must find mouse by following spoken directions. Swap over. Model the directions eg. forwards to the ... turn east/right, go north to the.... (Home Learning: see instructions on Seesaw)	
Artists	To use line and shape in a sketch	Gruffalo	<ul style="list-style-type: none"> Look carefully Sketch Add detail Get feedback Improve it 	Children to carefully sketch the Gruffalo outline (to paint next week) Austin's Butterfly – to understand that you can improve by listening to feedback and making several attempts https://www.youtube.com/watch?v=hqh1MRWZjms (Home Learning: watch above video and discuss then sketch out your Gruffalo, making adjustments to improve it like Austin)	
Team players	To move with control in different ways	Real PE	<ul style="list-style-type: none"> See Real PE plan 	Real PE – Cog 1, lesson 3 (Home Learning: make your own circuit eg. Hop on 1 leg, do 10 skips, star jumps, dribble a ball, bounce and catch a ball etc..)	
Gymnasts/ Dancers	To move in response to a stimuli	Dance	<ul style="list-style-type: none"> Stretch Travel Character like movements 	BBC – Time to Move A Mouse Took A Stroll (Home Learning – see link and follow instructions) https://www.bbc.co.uk/programmes/p03q09z0	

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Musicians	To listen and appraise To play untuned instruments	Smoke on the Water I wanna play in a band	<ul style="list-style-type: none"> • Listen • Sing • Appraise • Play • Evaluate performance 	Listen to and appraise 'Smoke on the Water' (Home Learning: listen out for different instruments, can you hear the verse and chorus? Which lines (Hooks) do you remember?) Add untuned percussion to 'I Wanna Play in the Band' Recap rhythm and pulse.	
Theologians	To understand the importance of festivals	Harvest		Harvest festival – Discuss why we celebrate harvest.	