

Any highlighted text are ideas for home learning.

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 act in role	AUGUSTUS AND HIS SMILE	<ul style="list-style-type: none"> Think about the story Choose a character Move as your character Act out the story in the correct order 	Share an example of a handmade booklet about another animal who has lost its smile and who visits different settings. Act out the story together.	
English Writing	To plan a story	AUGUSTUS AND HIS SMILE	<ul style="list-style-type: none"> Think of a character Choose your settings Decide how the story ends Draw pictures to represent your story 	Adult model how to plan a story as a story map (4-6 pictures) using a different animal and settings to Augustus. Children plan their own.	
	To write a story	AUGUSTUS AND HIS SMILE	<ul style="list-style-type: none"> Look at your story map Cut and stick picture in Write about the picture Repeat 	Adult model how to use a story map to help write a book. Children use their story maps to write their own books. Need 2 copies of their story maps – 1 for looking at and 1 to cut and stick into books.	
Handwriting	To form letters correctly	Numbers 1 -10	<ul style="list-style-type: none"> Sit properly Hold your pencil correctly Start the number in the correct place Finish the number in the correct place 	Whole class on large sheets of paper. Use blank paper and felt pens.	
SPAG	To recognise and read sounds	Recap	<ul style="list-style-type: none"> Look at sound Say sound Do the action Write the sound 	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	went, look, with, of	<ul style="list-style-type: none"> Look at the word Look at the shape Say the word Take a 'photo' Say the word 	White boards and pens Flash cards	




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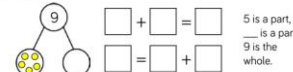
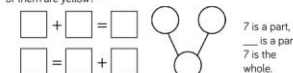
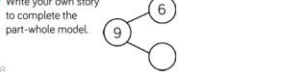
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<p>Maths</p> <p>WRM Autumn Term BLOCK 1 Place Value</p>	<p>To represent addition in a variety of ways</p>	<p>Addition</p>	<ul style="list-style-type: none"> Look at the objects/pictures Represent using a tens frame Represent using a part whole model Represent in sentences Make your own story 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Add Together</p> <p>Notes and Guidance</p> <p>Children will use a part-whole model to understand the concept of addition. They should be accurately using the '+' and '=' symbols. Children should also become familiar with language related to addition such as 'total' and 'altogether'.</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>If 2 is a part and 5 is a part, what is the whole?</p> <p>There are 5 red cars and 4 blue cars. How many cars are there altogether?</p> <p>Complete the table to represent the toads.</p> </div> </div> <p>Mathematical Talk</p> <p>What does each circle represent on a part-whole model? Which of the numbers are parts? Which of the numbers is the whole? What else can we use to represent the cars? Can we only use counters and ten frames? How many did you have to start with? Then what happened? How many do you have now? How does the ten frame help us when finding the total? Did we need two ten frames for 5 and 4? Why? What number sentence would represent this?</p> <p>Slide 1 – Complete together then children recap/practise using the part whole model using WRM interactive (whole class) Slide 2 – Complete together. Repeat with other examples under the visualiser (whole Class) Slide 3 – Complete together.</p> <p>Part whole addition Tens Frame – represent as number sentences Complete worksheets like slide 3 (WRM resource pack) Reasoning and 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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	<p>To solve addition problems by counting on from a number</p>	<p>Addition</p>	<ul style="list-style-type: none"> Listen to the problem Write the number sentence Use cubes/drawings to solve Put the first number in your head Count on the second number Write the total 	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Add More</p> <p>Notes and Guidance</p> <p>Children will move from counting all to counting on. It is important that they are exposed to calculations given to them in a different order, for example the smallest number first. This will lead to children understanding that addition can be done in any order.</p> </div> <div style="width: 30%;"> <p>Varied Fluency</p> <p>How many tractors are there in total?  $6 + _ = _$ There are $_$ tractors.</p> <p>There are 3 aeroplanes at the airport. 5 more aeroplanes land. How many aeroplanes are there now?  Now there are $_$ aeroplanes. How could we represent this as a number sentence?</p> <p>There are four pennies in a bag and I add two more. How many pennies do I have now?  $\square = \square + \square$ There are $_$ pennies.</p> </div> <div style="width: 30%;"> <p>Mathematical Talk</p> <p>How many did you have to begin with? How many more have been added? How many do you have now? What number sentence will represent this? When using resources/images to find the answer, do I need to make/draw both numbers? Do I have to start with the largest number? Why is it more efficient to start with the larger number?</p> </div> </div> <p>Slide 1 – 3 – complete as a class After slide 3, children go to the tables with WBs and counters/cubes. Teacher read aloud a problem. Children solve the problem using drawings/objects and write the number sentence on their WBs. Show children’s workings and talk through problems as a class. Finish with reasoning and problem solving slides. HS children complete R&P solving challenges.</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 use part-whole model to solve addition problems</p>	<p>Addition</p>	<ul style="list-style-type: none"> Listen to the problem Write the whole number in the 'whole' circle Write the part in the 'part' circle Use cubes to find the missing part Write the missing part 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Find a Part</p> <p>Notes and Guidance</p> <p>Children should apply their understanding of number bonds to solve missing number problems. Building from counting on, children should start from the given part and count on to the whole, to find the missing part. Children should also be exposed to problems with one part and the whole being the same so they understand the role of zero.</p> <p>Mathematical Talk</p> <p>Do you know the value of both parts? Do you know the value of the whole? How can we count on to find the missing part? What number sentence would represent what we currently have/know? Where will the numbers from the word problem go in the part-whole model? Where are we counting on from? How do you know? Where are we counting to? How do you know?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>Complete the part-whole model and use it to fill in the number sentences.</p>  <p>There are seven cars in total. Seven of them are green. How many of them are yellow?</p>  <p>Write your own story to complete the part-whole model.</p>  </div> </div> <p>Slide 1 – Discuss and complete together then continue with WRM interactive (teacher create similar problems) Children who are not ready to move on yet work with TA recapping previous lessons Slide 2 – Discuss and complete together then continue with WRM interactive (teacher create similar problems) Slide 3 – Write a story with LPs to match the part-whole model 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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DT	To make a product	Animal mask	<ul style="list-style-type: none"> Look at your design Collect materials Cut and stick to create mask 	Use the mask designs to create own animal masks. Use a variety of materials.	
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 	<p>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.</p> <p>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.</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 6</p> <p>Class percussion instruments</p> <p>Listen to a favourite piece of music and clap its rhythm.</p>	
Geography	To draw a map	Orienteering	<ul style="list-style-type: none"> Look at the island photo Name the features you see Draw the outline Draw the features 	<p>Use island photos from last week. Identify geographical features. Model how to create a map from the photograph.</p> <p>Children create their own maps using their group photos.</p>	
Real Gym	Jungle Trip PERSONAL COG	Please see separate planning			
Real PE	Pirate Pranks PERSONAL COG	Please see separate planning Go for a walk or run (if you can)			