






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 ask and answer questions	Polar Regions	<ul style="list-style-type: none"> Think of a question Ask your question Listen to find out more 	<p>Look at pictures of polar regions without saying where it is. Look at books, IWB etc.</p> <p>Ask the children where these pictures are taken. Ask children what they would like to find out about the polar regions.</p>	
English Writing	To write captions	Polar Regions	<ul style="list-style-type: none"> Look at landscape pictures Say what you see [use nouns] Describe the scene [use adjective] Add captions 	<p>Whole class looking at polar regions pictures. Children to describe the landscapes. Teacher to make a word bank of nouns and adjectives and explain what these terms mean. Children to add nouns and adjectives to their polar regions landscapes.</p>	
Handwriting	To form letters correctly	Long ladder family l i j t	<ul style="list-style-type: none"> Sit properly Hold pencil correctly Start the letter in the correct place Finish the letter in the correct place Sit the letters on the line 	<p>Adult model how to write the letters on the board while the children write the letters in the air and on each others backs. Children then practise in their <u>handwriting books</u>. Teacher and TA observe the children writing their letters and model again when needed.</p>	
SPAG	To recognise and read the sounds the letter makes	ai, ay, a_e	<ul style="list-style-type: none"> Look at sound Say sound Do the action Write the sound 	<p>Whole Class – daily phonics of single and double sounds learnt so far then introduce new sounds. Practise writing new sounds in the air, on each other's backs, on the floor etc. Think of words which contain the sounds.</p>	
	To read and spell words	you, like, are	<ul style="list-style-type: none"> Look at the word Look at the shape Say the word Take a 'photo' Say the word 	<p>White boards and pens Flash cards</p> <p>Write sentences with key words.</p>	





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<p>Maths</p> <p>WRM Autumn Term BLOCK 2 Addition & Subtraction</p>	<p>To take one amount away from another</p>	<p>Subtraction</p>	<ul style="list-style-type: none"> Look at the pictures Write a story Represent using a tens frame 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>How Many Left? (1)</p> <p>Notes and Guidance</p> <p>Children are introduced to the language of subtraction rather than the subtraction symbol being explored straight away. 'Taking away' is used in a range of real life contexts such as flying away and eating. The use of zero is important so children know that when nothing is taken away the whole remains the same.</p> <p>Mathematical Talk</p> <p>How many objects were there to start with? Do we need to count all or can we count on? What could the story be? How many did we start with? What number can we use to show that nothing has gone away/been taken away?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>There were 7 birds in a tree and 3 flew away. Complete the sentences.</p>  <p>At first there were ___ birds. Then ___ flew away. Now there are ___ birds in the tree.</p> <p>Complete the sentences to create a story and draw a part-whole model.</p>  <p>At first there were ___ apples. Then ___ were eaten. Now there are ___ apples.</p> <p>Write a story to go with the pictures and draw a part-whole model.</p>  <p>First: _____ Now: _____</p> </div> </div> <p>Slide 1 – Discuss and complete together Slide 2 – Discuss and complete together. Use a tens frame to represent the subtraction story. Repeat with other examples given by the teacher. Slide 3 – Complete in learning partners at the table. Show some under the visualiser and discuss. Repeat (teacher draw on WB) Finish with 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 take one amount away from another</p>	<p>Subtraction</p>	<ul style="list-style-type: none"> Listen to the problem Use cubes/drawings to solve Write the number sentence Represent as part-whole 	<p>How Many Left? (2)</p> <p>Notes and Guidance Once children understand the concept of taking away, the subtraction symbol can be introduced. It is still important for children to create stories about the calculation so they can deepen their understanding of subtraction.</p> <p>Varied Fluency Complete the number sentence.  $7 - 2 = \underline{\quad}$</p> <p>Create a story to represent the calculation.</p> <p>Tom has 9 toy cars. He gives 5 of them away. How many does he have left? $\square - \square = \square$</p> <p>At first there were 10 bananas. 7 of them were eaten. How many bananas are left? Use counters/cubes to help you solve and complete: $\square - \square = \square$</p>  <p>72</p> <p>Slide 1 – Discuss as a class and write a story together Slide 2 – Read together – What can we use to represent the cars? Solve together and write the missing numbers. Repeat with other problems given by the teacher – children complete at the tables. Slide 3 – Complete together as a class then repeat with other problems given by the teacher. Finish with 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 take one amount away from another</p>	<p>Subtraction</p>	<ul style="list-style-type: none"> Listen to the problem Put cubes to represent the whole number in the 'whole' circle Move the second number away into the 'part' circle How many are left? Write a number sentence 	<p>Subtraction – Break Apart</p> <p>Notes and Guidance Children continue using the subtraction symbol. Building on their understanding of finding a part, they are introduced to subtraction by partitioning. Children break apart a number into two parts using concrete and pictorial representations to support.</p> <p>Varied Fluency</p> <p>How many ice creams do not have flakes?  $6 - 2 = \underline{\quad}$  There are $\underline{\quad}$ ice creams that do not have flakes.</p> <p>There are 9 party hats altogether. 4 of them are red. The rest are blue. How many are blue? $\underline{\quad} = 9 - 4$  There are $\underline{\quad}$ blue party hats.</p> <p>In total there are 8 counters. How many counters are there in the bag?  Show this in a part-whole model and as a calculation.</p> <p>Slide 1 – Discuss as a class, solve using part-whole model Slide 2 – Read together, solve using part-whole model and write the missing numbers. Repeat with other problems given by the teacher – children complete at the tables. Slide 3 – Children explore at the tables with their learning partners, write a number sentence. Repeat using 8 as the total but taking away other numbers i.e. $8 - 3 = ?$ (teacher say problems aloud) 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 part-whole model to find addition and subtraction facts</p>	<p>Addition and Subtraction</p>	<ul style="list-style-type: none"> Look at the part-whole model Use the numbers to write four addition facts Use the numbers to write 4 subtraction facts Check using cubes 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Fact Families – 8 Facts</p> <p>Notes and Guidance</p> <p>Children will link addition and subtraction facts for the first time. It is important that children are able to show and understand this relationship. They should continue to be exposed to the use of zero.</p> <p>Children can struggle with getting four calculations for subtraction e.g. $7 = 9 - 2$ and $2 = 9 - 7$ and should use concrete and pictorial representations to aid their understanding of this.</p> <p>Mathematical Talk</p> <p>How many counters were there at first? How many were taken away? How many are left? Can you draw an image to show this?</p> <p>How many will you start with? Why? How many will you take away? Why? What is the same and what is different about the calculations?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>Using the image, how many calculations can you create?</p>  <p> $__ + __ = __$ $__ = __ + __$ $__ + __ = __$ $__ = __ + __$ $__ - __ = __$ $__ = __ - __$ $__ - __ = __$ $__ = __ - __$ </p> <p>There are 6 hats on a shelf. 5 of them are yellow and 1 is red. Write 8 number sentences to show this.</p> <p>Write 8 number sentences to match the part-whole model.</p>  </div> </div> <p>Recap learning on subtraction using tens frames/part-whole.</p> <p>Subtraction using tens frames Subtraction using part-whole Complete slide 1 Complete slide 2</p> <p>Finish as a whole class by completing slide 3 and 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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ART	To draw from imagination	Polar landscape	<ul style="list-style-type: none"> Look at polar landscapes Describe what they see Choose colours Create your landscape 	Whole class look at pictures of Polar Regions on IWB and discuss. Model different ways of creating a landscape using chalk pastels. Children create their own polar landscapes.	
DT	To use tools and techniques	Sewing	<ul style="list-style-type: none"> choose a colour thread thread your needle sew 	Individual-children to begin sewing their Christmas snowman tree decoration with parent helpers	
Science	To understand the difference between the seasons	Seasons		Use BBC Bitesize to find out about the seasons. Make 2021 Calendar Season tree	
Music	To learn and sing a song	Charanga	<ul style="list-style-type: none"> Listen to the music Move to the beat Sing along 	Rhythm in the way we walk Banana Rap (Step 1)	
Geography	To identify places on a map	North and South Poles and oceans	<ul style="list-style-type: none"> Look at a map Find the Arctic Find the Antarctic Find the oceans 	Locate the North and South Pole on a globe and a map. Then find and name the oceans. Discuss what they might find there. Use powerpoint/internet/books ('Arctic 2' and 'Antarctic Pics' – Extreme Explorers 2016 – staff drive) to investigate.	
PSHE	To understand why we need rules	Bonfire Night	<ul style="list-style-type: none"> Listen Discuss Create 	Whole class discussion about Bonfire Night safety. Create a Bonfire Night Picture.	
Real Gym	Park Life SOCIAL COG	Please see separate planning			
Real PE	Journey to the Blue Planet SOCIAL COG	Please see separate planning home.jasmineactive.com parent email: parent@bansteadin-1.com Password: bansteadin			