




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 questions	The Emperor's Egg	<ul style="list-style-type: none"> Listen Ask questions 	Session 3 Show children the cover of the book and share the title. Discuss the children's initial response to the cover. <ul style="list-style-type: none"> - What do you think the book is going to be about? - What type of book do you think it is? - Where do you think the book is set? What clues are there? - Who is 'The Emperor'? - What does the title mean? - What do you already know about penguins Share story-The Emperor's Egg from p6 and discuss. Ask questions about the story-likes, dislikes, surprises.	
English Writing	To record facts To sequence events and write captions	The Emperor's Egg	<ul style="list-style-type: none"> Listen to the story Think of a fact Write a fact Say/ draw what happens first Say/ draw what happens next Say/ draw what happens then Say/ draw what happens last Add captions 	Session 3- As a class find and sort facts into categories-habitat, life-style, diet, physical features. In groups children to write their own questions/facts and record on post-its for working wall. Children then record own facts on a penguin cut out. Session 4- Go back to page 3 of the book and read it aloud to the class. Discuss what the page of text is explaining (i.e. the lifecycle of the Emperor Penguin). Highlight and discuss definitions of key technical vocabulary and record for the working wall/class (e.g. breeds, lays, egg, hatches, chick, coat, adult, feathers). Children to work in pairs to create their own Emperor Penguin life-cycle and add their own annotations. Research penguins. Find out facts about habitat, diet, physical features and life cycle. Draw a picture of a penguin, label and write facts.	
Handwriting	To form letters correctly	Curly curl family d g q f	<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 	Teacher 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	



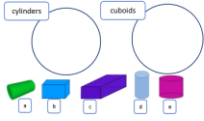
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			<ul style="list-style-type: none"> Sit the letters on the line 	children writing their letters and model again when needed.	
SPAG	To recognise and read the sounds the letter makes	er, ur, ir	<ul style="list-style-type: none"> Look at sound Say sound Do the action 	Session 1 - go through all sounds, watch Alpha blocks. Introduce new words. Introduce and write er, ur, ir sounds on sugar paper/whiteboards. Session 2 –recap sounds. Make word lists with ur, er, ir. Write on whiteboards. Session 3- recap sounds, look at pictures of er, ir, ur words. Children choose 3 pictures and write words on whiteboards. Look together as a class at examples and discuss spelling. Session 4 – recap sounds. Read word collections. Handwriting as above. TA to take small group for differentiated learning as needed. Use phonics play (march20, home), Phonics Bloom, watch alphablocks (Google search) and letters and sounds (send via Seesaw on Thursday/Friday)	
	To read and spell words	all, said, was	<ul style="list-style-type: none"> Look at the word Look at the shape Say the word Take a 'photo' Say the word 	Recap on all common exception words learnt so far White boards and pens Flash cards	
	To use capital letters and full stops	Ongoing – linked to English			











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<p>Maths</p> <p>WRM Autumn Term BLOCK 2 Number: Addition and Subtraction</p>	<p>To recognise and name shapes</p>	<p>3D shapes</p>	<ul style="list-style-type: none"> Choose shapes Build a model Say which shapes you have used Write labels 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Notes and Guidance</p> <p>In this step, children are introduced to simple 3D shapes: cuboids, cubes, pyramids, spheres, cylinders and cones.</p> <p>Children recognise 3D shapes from a group and name them.</p> <p>They match the shape names to the shape and see how 3D shapes with the same name can look different.</p> <p>Mathematical Talk</p> <p>Can we see any 3D shapes in the classroom?</p> <p>Do cubes all look the same?</p> <p>Is a pyramid only a pyramid when the point is at the top?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>1 Match the shape to its name.</p>  <p>2 Circle the cubes. Tick the pyramids.</p>  <p>3 Lucy has built a model. Complete the sentences to describe Lucy's model.</p>  <p>There are ____ cuboids. There are ____ cylinders. There are ____ pyramids. There are ____ cubes.</p> </div> </div> <p>Slide 1 - discuss as a class and complete together. Play 'find my shape' game. Pictures of shapes around the classroom, teacher describe a shape, children move to the correct picture. Slide 2 – Complete together and discuss Slide 3 – Complete together as a class.</p> <p>Complete a model using 3D shapes Label shapes within model using post-its In pairs – one build a model behind a screen (book?) then give instructions to their partner to recreate the model. Have a look to see if it's the same. 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 sort shapes</p>	<p>3D shapes</p>	<ul style="list-style-type: none"> • Look at the shapes • Talk about their properties • Sort according to one property • Explain 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Sort 3D Shapes</p> <p>Notes and Guidance</p> <p>They start to see that shapes may have the same name but can be different sizes, orientations and colours.</p> <p>Given a selection of 3D shapes, children sort their shapes into the correct group given by their name.</p> <p>Mathematical Talk</p> <p>Do all cuboids look the same as each other? How are they different?</p> <p>Take two different cylinders. What's the same about them? What's different?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>1 Circle the odd one out in each group.</p>  <p>2. </p> <p>2 Place the shapes in the correct groups.</p>  </div> </div> <p>Recap previous days learning. Children hunt for everyday 3D shapes within the classroom. Collect on tables (different shape on each tables) discuss as a class. Slide 1 – discuss as a class and complete together. Slide 2 – Complete together R&PS 1 – Complete and discuss as a class.</p> <p>Independent/group learning - play games such as Feely bag Shape Shop Kims game with 3D shapes Model building in partners (from session 1) How many ways can you sort the shapes into groups?</p> <p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Complete the worksheet which will be sent via Seesaw</p>	

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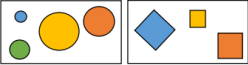
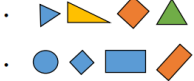
Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)	Evaluation
	<p>To identify and sort shapes</p>	<p>2D shapes</p>	<ul style="list-style-type: none"> Look at the shapes Sort the shapes into groups Label the shapes 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Notes and Guidance</p> <p>Children see 2-D shapes on the surfaces of 3-D shapes.</p> <p>Children can use the 3-D shapes as stencils or prints to make 2-D shapes. It is important that children see 2-D shapes are flat.</p> <p>Looking at 2-D shapes, children name triangles, squares, rectangles and circles.</p> <p>Mathematical Talk</p> <p>What is the name of this 3-D shape?</p> <p>What can you tell me about the surfaces?</p> <p>What are the names of the shapes on the surfaces?</p> <p>How many ____ are on the surface of this shape?</p> <p>Is there more than one type of shape on the surfaces?</p> <p>Where else can we see 2-D shapes around the classroom?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>Choose a 3-D object. Use one of the faces as a stencil to draw around. Name the shape that you have drawn. How many different 2-D shapes can you draw using 3-D shapes as a stencil?</p> <p>Match the 2-D shapes to their names.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Rectangle</p> </div> <div style="text-align: center;">  <p>Circle</p> </div> <div style="text-align: center;">  <p>Square</p> </div> <div style="text-align: center;">  <p>Triangle</p> </div> </div> <p>Circle the triangles, tick the rectangles and draw a circle and a square.</p> <div style="display: flex; justify-content: center; align-items: center;">    </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;">    </div> </div> </div>	

Work through the slides as a class.
 After slide 1 children go to tables to draw 2D shapes in their books using 3D shapes as stencils.
 After slide 2 and 3, sort shapes in to groups and label with a post it note.
 Finish with R&PS.





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Complete the worksheet which will be sent via Seesaw

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	<p>To sort and describe shapes</p>	<p>2D Shapes</p>	<ul style="list-style-type: none"> Look for a shape Name the shape Draw it in the correct group 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Notes and Guidance</p> <p>Children sort and group 2-D shapes according to simple properties, including type, size, colour. Children should recognise that the orientation of a shape does not affect its properties.</p> <p>Children consider what is the same and what is different about the shapes. Teachers highlight the similarities between squares and rectangles, however, it is not vital that children understand that a square is a type of rectangle at this stage.</p> <p>Mathematical Talk</p> <p>What is the name of this shape? Can you describe the shape? Compare your shape to a different shape – what is the same and what is different? Compare your shape to other shapes with the same name – what is the same and what is different? How have the shapes been sorted? Could the shapes have been sorted in a different way?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <ul style="list-style-type: none"> Go on a shape hunt around the school. Take photos of 2-D shapes then sort them by their name. Can you sort them any other way? How are the shapes grouped? Label each group. Circle the odd one out in each group.   </div> </div> <p>Slide 1 – shape hunt around the school grounds. Draw shapes they find on a grid making sure they're in the correct group. Share slide 2 and 3 as a class.</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 create a pattern</p>	<p>2d + 3D shapes</p>	<ul style="list-style-type: none"> Choose shapes Create a pattern Describe your pattern 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Notes and Guidance</p> <p>Children use 2-D and 3-D shapes to complete and make simple patterns focusing on different shapes, sizes and colours. Encourage children to say the patterns aloud, consolidating shape names. Use shapes in different orientations to reinforce children's recognition of 2-D and 3-D shapes. Children recognise the core of each pattern (which part is being repeated) and use this to continue patterns in any direction as well as around a circle.</p> <p>Mathematical Talk</p> <p>What is the order of the shapes in the pattern? How can we describe the pattern? What is the same and what is different about the patterns? What will the next shape be? What is the core of the pattern? How many shapes (elements) are in each repeat?</p> </div> <div style="width: 45%;"> <p>Varied Fluency</p> <p>Annie is making a pattern.  Can you say the pattern aloud? Rectangle, triangle, circle, rectangle, triangle, circle ... Which shape comes after the circle? Which shape comes before the rectangle?</p> <p>Name the missing shapes in each pattern.  </p> <p>Jack is making a pattern by printing using 3-D shapes.  Which 3-D shapes could Jack use to continue the pattern? Can you make your own printed pattern using 3-D shapes?</p> </div> </div> <p>Discuss slide 1 then children go to tables to make own patterns using 2D shapes. Discribe pattern to LP then ask them to continue it. Discuss slide 2 and 3 as a class. Children go to tables to make own patterns using 3D shapes. Discribe pattern to LP then ask them to continue it. Finish with R+PS</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 explore colour. Line and texture	Seasons		2020 Calendar Season tree	
DT	To use tools and techniques To choose tools for a purpose To use cutting skills accurately to create a pattern	Sewing Clay candle holders Snowflakes	<ul style="list-style-type: none"> choose a colour thread thread your needle sew roll clay into a ball press thumb into the centre to make a hole flatten the bottom use tools to create patterns listen to instructions fold the paper cut carefully 	Individual-children to begin sewing their Christmas snowman tree decoration with parent helpers Christmas pudding clay candleholders. NB- AM, RM to make a Penguin. Use white paper, fold into half, then quarters. Draw pattern and cut out shapes. Teacher model children create their own. Hang up in class.	
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 3) Choose a song and have fun learning the words. Can you make up some actions to go with it? https://www.outoftheark.co.uk/ootam-at-home/	
REAL Gym	Park Life SOCIAL COG	Please see separate planning			
REAL PE	Journey to the Blue Planet SOCIAL COG	Please see separate planning Go for a walk, run or join in with Joe Wicks, The Body Coach via YouTube.			
RE	To understand what is a special place for Christians	Church	<ul style="list-style-type: none"> Listen Share ideas Discuss 	Introduce topic of Special Places. Tell the children why is church a special place for Christians.	
PSHE	To understand the importance of special places	Church	<ul style="list-style-type: none"> Listen Discuss 	Whole class discuss special places and why they are important to us.	