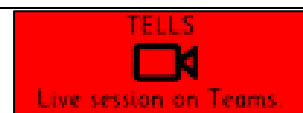


“Express Yourself” Wellbeing Week

This week’s core text: **Dinosaurs & All That Rubbish by Michael Foreman**

Please follow the links on the KS1 website page for daily lesson inputs and learning resources.



KS1 Teachers Live Learning Sessions (TELLS): 9:00am & 11:30am Monday to Thursday

Teachers will lead learning time in the Microsoft KS1 Team during these sessions.

If you have any problems with technology or internet access please phone the school office on 01622-754666, and we will do our best to help you resolve these.

Monday		Tuesday		Wednesday		Thursday		Friday	
PSHE LI: to discuss your feelings and how you express these.		PSHE LI: to explore how you are amazing because God made you.		PSHE LI: to explore your dreams and aspirations.		PSHE LI: to explore what makes you who you are.		PSHE LI: to fill your own and other's buckets with kindness.	
English LI: To identify singular possession using apostrophes Knowledge & Skills I can identify and label nouns I can use apostrophes I can talk about the difference between apostrophes and plurals		English LI: To retell the main events in the story using sequencing words Knowledge & Skills I can identify the main events I can sequence events		English LI: LI: To give a series of commands Knowledge & Skills I can talk about my sentence before I write it down. I can use –est suffixes. I can create noun phrases using adjectives.		English LI: To wrote commands to give instructions Knowledge & Skills I can identify verbs I can identify suffixes I can write a command sentence		English LI: To use the present progressive tense to write statements. Knowledge & Skills I can use the suffix –ing. I can write statements. I can use adjectives	
Intro: Apostrophes for possession Input: Read to penultimate page Discuss why did the man think the world belonged to him? Who does it belong to? What does this story teach us/what can we learn from it? Task: Make a poster that explains who the earth belongs to and how we can look after it.		Intro: Time Conjunctions Input: Sequence images from the story and identify which are the most important to help retell the story. Task: Children to use the images and the sequencing words to retell the events in the story in order.		Intro: Revisit Rules for adding suffixes -ing, -er, est, -ed, -y Input: Explain that now we have helped remind the man to look after the world, we are going to need to create a pamphlet with instructions for him to read Task: Children to create two command sentences about how to look after the world, orally first then written down on sentence strips.		Intro: Suffixes -ing -ed Input: Shared writing Choose one of the commands from Wednesday's sentences as a subheading for a pamphlet. Model creating a paragraph for a pamphlet about how to look after our world using the given subheading. Task: Write a short paragraph explaining how we can look after the world, using the present progressive tense (-ing).		Intro: Revisit learning on present progressive tense Input: Choose another of the commands from those we wrote in Wednesday's lesson and Task: Write a second short paragraph explaining how we can look after the world, using the present progressive tense (-ing). Collate two paragraphs in pamphlet with title and labelled diagrams to remind man how to look after our world.	
DfE Letters and Sounds Phonics: Phase 5 Lesson 21- DfE		DfE Letters and Sounds Phonics: Phase 5 Lesson 22 - DfE		DfE Letters and Sounds Phonics: Phase 5 Lesson 23 - DfE		DfE Letters and Sounds Phonics: Phase 5 Lesson 24 - DfE		DfE Letters and Sounds Phonics: Phase 5 Lesson 25 - DfE	
Year 1 Maths LI: To count numbers up to 50 Knowledge & skills Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. Children build on previous learning of numbers to 20 They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.		Year 1 Maths LI: To count forwards and backwards within 50 Knowledge & Skills Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the tens boundaries and with teen numbers. Children build on previous learning of numbers to 20 They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.		Year 1 Maths LI: To represent numbers within 50 using tens and ones Knowledge & Skills 31 could be represented by three groups of ten straws and one straw on its own. Your child could then create drawings to represent what they have made physically, such as 31 = □ □ □ \		Year 1 Maths LI: To represent numbers to 50 Knowledge & Skills 31 could be represented by three groups of ten straws and one straw on its own. Your child could then create drawings to represent what they have made physically, such as 31 = □ □ □ \		Year 1 Maths LI: Counting one more and one less up to 50 Knowledge & Skills When given a number between 1 and 100, count one up or one down from that number. 1 more than 56 is 57. 1 less than 56 is 55.	
Intro: 10 times table Input: How can we count a larger number of objects? Could counting in tens help us? Task: To count a range of objects using tens frames to organise our counting. Resources to support remote learning:		Intro: Big number song (counting) Input: What happens when we get to 10, 20, 30? Task: To complete number tracks. What number comes before and after a given number? Resources to support remote learning:		Intro: Super movers counting Input: Children use practical equipment to represent numbers to 50 practice grouping equipment into tens Task: Using tens frames and dienes to represent numbers. How many tens and how many ones?		Intro: 10 times table Input: Children should continue to see the groups of tens and ones in each number to support their understanding of place value. Task: To use different methods to represent numbers to 50		Intro: Big number song (counting) Input: How many do we have? What number does this represent? What would be the number after/before...? Task: To use a number square to identify numbers one more and one less than a given number.	

See the number lines and tens frames in the Maths subject tab		See the number lines and tens frames in the Maths subject tab		Resources to support remote learning: See the number lines and tens frames in the Maths subject tab		Resources to support remote learning: See the number lines and tens frames in the Maths subject tab		Resources to support remote learning: See the number lines and tens frames in the Maths subject tab	
Year 2 Maths <u>LI: Introduce tally charts as a systematic way method to record data</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To make tally charts</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To draw pictograms</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To draw and use pictograms</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.		Year 2 Maths <u>LI: To interpret pictograms</u> Knowledge & Skills Children will learn to draw simple charts and graphs. They will be able to sort categories by their quantities and will be able to compare sets of data.	
Intro: 5 times table Input: Children to count in 5s and understand the vocabulary of total, altogether, more, less and difference. Task: Varied fluency completing tally charts Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/_xXJSDxRZP4 Input: What do you notice about the groups? How would we count these? How would you show 6, 11, 18 as a tally? Task: Varied fluency and problem-solving using tally charts. Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/RQsHOeoz57s Input: Use tally charts to produce pictograms. They build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures. Task: To complete missing column or rows. They should use the same picture to represent all the data in the pictogram and line this up carefully. Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/RQsHOeoz57s Input: Use tally charts to produce pictograms. They build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures. Task: To complete missing column or rows. They should use the same picture to represent all the data in the pictogram and line this up carefully. Resources to support remote learning: on Maths subject tab		Intro: https://youtu.be/dW2frkpoh7l Input: Use knowledge of one-to-one correspondence to help interpret and answer questions about the data presented in pictograms. Task: to compare data within the pictograms. Resources to support remote learning: on Maths subject tab	
History <u>LI: to identify key features of a significant historical event beyond living memory.</u> Knowledge & Skills Know which animals are endangered. Develop ideas about how the dinosaurs became extinct. Link what you have read or heard to your own experiences and understanding of a topic or events.		Science <u>LI: to research the impact of climate change.</u> Knowledge & Skills Research using books and the internet. Understand how climate is an area's conditions over a long time. Know some of the effects of climate change.		Physical Education <u>LI: to focus our bodies and minds to control movement.</u> Knowledge & Skills Sequence movement patterns Develop balance and co-ordination		Art <u>LI: to sketch and paint in the style of a famous artist</u> Knowledge & Skills Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.		Religious Education <u>LI: What might Christians pray?</u> Knowledge & Skills Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	
Task: Learn about the main theories of how the dinosaurs became extinct. Draw a picture of what you think happened to the dinosaurs and write a sentence to explain why.	Resources to support remote learning: What happened to the dinosaurs?	Task: Research the effect of climate change and draw a picture of some effects of climate change and write a sentence to describe each one.	Resources to support remote learning: What are climates? Climate change	Task: Follow the Cosmic Yoga mindfulness video. Follow the T-Rex yoga adventure	Resources to support remote learning:	Task: To sketch and paint a prehistoric dinosaur scene inspired by the paleo artist Andrey Atuchin	Resources to support remote learning: https://youtu.be/-uuQx3eeGk4	Task: Hannah asked people at her Church what prayer means to them. Read what they said and think about: Why do they pray and how do they feel about prayer.	Resources to support remote learning:
Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult		Reading with an adult	