

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

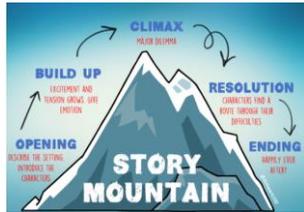
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

	<p>Key Questions: What do you already know about stories? How many parts of a story can you remember? What part of the story do they belong to? How can we start our story? What is the name of our alien? Where are they from? What happens next to them? Where do they go?</p>	<p>Key Questions: What is happening in these pictures? Which part of the story are they from? Which is the opening and which is the build-up? Can you place them in the correct order? Which is the problem, resolution and ending?</p>	<p>Key Questions: How would you open the story? What will happen in the build-up? What is the name of our alien? Where are they from? What happens next to them? Where do they go?</p>	<p>Key Questions: What problem does your alien face? How will they get out of this problem? Who will save them? Will they be saved?</p>	<p>Key Questions: How would you end your story? Will it be a happy ending? Is your alien going to be saved? Will they get back home? Who will take them home?</p>			
<p>Activities</p>	<p>Children to revisit the features of a story.</p> <p><small>Think, pair, share What do you already know about stories? Remember your work on fairy tales and traditional tales last month. How many parts of a story can you remember learning about?</small></p>  <p>They will then be introduced to some new features of a story they will be using to write their own alien story, similar to the story of Beegu.</p>	<p>Children will continue to re-read the story of Beegu.</p> <table border="1" data-bbox="548 917 981 1077"> <tr> <td>Problem</td> <td>Resolution</td> <td>Ending</td> </tr> </table> <p><small>Talk to your partners What is happening in these pictures? Can you place them in the correct order? Which is the problem, resolution and ending?</small></p>  <p>They will look at the images above and sort them into the problem, resolution and ending from Beegu.</p> <p>After this, children will be brainstorming and planning their own ideas of what</p>	Problem	Resolution	Ending	<p>Children will be starting to write the opening and build-up to their own alien story.</p>  <p>My Writing Checklist</p> <ul style="list-style-type: none"> Did I use a capital letter at the beginning of my sentence? Did I use Finger spaces between my words? Did I use full stops correctly? Did I use the conjunction and? Did I use adjectives to describe? 	<p>Children will be starting to write the problem and resolution to their own alien story.</p> <p>Problem Read the example of the problem. What can you see in the paragraph? Lets use the checklist to see what has been included.</p> <p>My Writing Checklist</p> <ul style="list-style-type: none"> Did I use a capital letter at the beginning of my sentence? Did I use Finger spaces between my words? Did I use full stops correctly? Did I use the conjunction and? Did I use adjectives to describe? 	<p>Children will be writing the ending to their own alien story.</p> <p>Ending Read the example of the ending. What can you see in the paragraph? Lets use the checklist to see what has been included.</p> <p>My Writing Checklist</p> <ul style="list-style-type: none"> Did I use a capital letter at the beginning of my sentence? Did I use Finger spaces between my words? Did I use full stops correctly? Did I use the conjunction and? Did I use adjectives to describe? <p>Children will look at an example of the ending and will be looking the features of them to think about when they are going to write their own alien story.</p>
Problem	Resolution	Ending						

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.



Children to read the beginning of Beegu again and sort the pictures in the correct part, if they belong to the opening and build-up to the story.

Think, pair, share:
Take a look at these images from our Beegu story. What part of the story do they belong to?

Opening

Build up

Let's put them in the correct order.

Children will then brainstorm their own ideas of how they will want to open their own alien story and the build-up.

Opening

Build up

My turn (CT to model)

Our turn

Let's think of our own alien story. How can we start our story? What is the name of our alien? Where are they from? What happens next to them? Where do they go?

can be the problem, resolution and ending to their own alien story.

Problem	My turn (CT to model)
Resolution	Our turn
Ending	Your turn (Chn to say their ideas)

Let's have a go at planning what is going to happen in each part.

Children will look at an example of the opening and build-up and will be looking the features of them to think about when they are going to write their own alien story.

Read the example of the build-up. What can you see in the paragraph? Let's use the checklist to see what has been included.

Build-up

One day Pippa was flying her spaceship in the galaxy when all of a sudden she crashed onto a strange planet. Lost and alone she walked around trying to find someone to help her. Alone on this strange planet Pippa started walking down the bumpy road and through the cold dark forest.

Children will write the opening and build-up to the story as a class first by looking at the checklist to give them a guide and will then go off using their plan from the previous day to start writing.

My Writing Checklist

ABC Did I use a capital letter at the beginning of my sentence? Yes No

☞ Did I use finger spaces between my words? Yes No

● Did I use full stops correctly? Yes No

and Did I use the conjunction and? Yes No

Adjectives Did I use adjectives to describe? Yes No

Children will look at an example of the problem and resolution and will be looking the features of them to think about when they are going to write their own alien story.

Resolution Read the example of the resolution. What can you see in the paragraph? Let's use the checklist to see what has been included.

My Writing Checklist

Pippa was once again all alone and was feeling scared because she had no one to help fix her spaceship and to go back home. Strolling through the cold and dark forest just as Pippa was losing hope a bright light was glowing around her and started to lift her off the ground. Once Pippa was transported up she could not believe her eyes it was her mummy and daddy!

☞ Did I use a capital letter at the beginning of my sentence? Yes No

☞ Did I use finger spaces between my words? Yes No

● Did I use full stops correctly? Yes No

and Did I use the conjunction and? Yes No

Adjectives Did I use adjectives to describe? Yes No

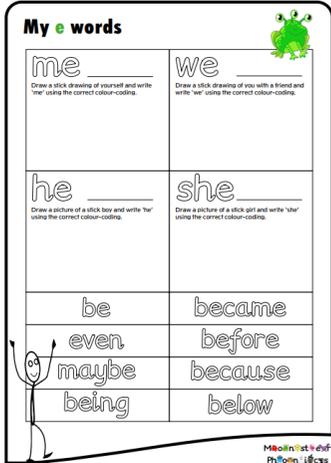
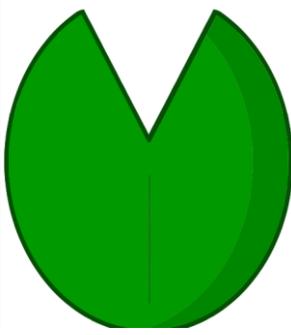
Children will write the problem and resolution to the story as a class first by looking at the checklist to give them a guide and will then go off using their plan from the beginning of the week to start writing.

Children will write the ending to the story as a class first by looking at the checklist to give them a guide and will then go off using their plan from the beginning of the week to start writing.

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

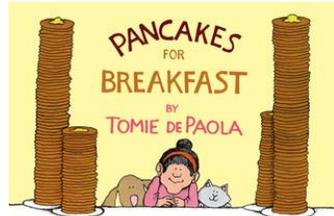
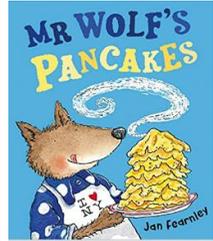
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5																				
<p>Phonics</p> 	<p>Recap the ph sound.</p> <p>New sound: wh</p> <p>Children will practice the sound and read words with the sounds.</p> <p>Activity-</p> <p>Key <input type="checkbox"/> Real Words <input type="checkbox"/> Nonsense Words</p> <table border="1" data-bbox="241 774 573 1173"> <tr> <td>whip</td> <td>whisper</td> <td>whack</td> <td>wheeb</td> </tr> <tr> <td>whisper</td> <td>wheel</td> <td>which</td> <td>whelb</td> </tr> <tr> <td>whem</td> <td>whonf</td> <td>when</td> <td>where</td> </tr> <tr> <td>whink</td> <td>why</td> <td>whiskers</td> <td>whib</td> </tr> <tr> <td>whistle</td> <td>wheef</td> <td>whilm</td> <td>whine</td> </tr> </table>	whip	whisper	whack	wheeb	whisper	wheel	which	whelb	whem	whonf	when	where	whink	why	whiskers	whib	whistle	wheef	whilm	whine	<p>Recap the 'wh' sound.</p> <p>New sound: e</p> <p>This sound makes the 'ee' sound. Children will practice the sound and read words with the sounds.</p> <p>Activity-</p> 	<p>We are learning our High Frequency words.</p> <p>The children will first be recapping the sound they learned yesterday (e).</p> <p>Then as a class we will be going through and practicing reading High Frequency Words. We will also revisit the last high frequency words we learnt.</p> 	<p>Recap the High Frequency words learnt.</p> <p>New word: o</p> <p>Children will practice the sound and read words with the sounds.</p> <p>Activity- Writing a letter to Miss Oh No.</p> 	<p>LI: We are reviewing the graphemes wh, e and o</p> <p>We will be playing a Lilly pad game with flashcards of all the sounds and words we have learnt this week.</p> 
whip	whisper	whack	wheeb																						
whisper	wheel	which	whelb																						
whem	whonf	when	where																						
whink	why	whiskers	whib																						
whistle	wheef	whilm	whine																						
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the children will be reading stories and poems about pancakes.</p>																								

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning how to find the difference when subtracting.</u>	<u>LI: We are working out the difference to solve subtraction problems.</u>	<u>LI: We are learning what a related fact is.</u>	<u>LI: We are using our related facts knowledge to identify patterns.</u>	<u>LI: We are using our related facts knowledge to write out fact families.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Same Different Less than Between</p> <p><u>Key Questions:</u> Who has more? How do you know? How many more does ___ have? What does "difference" mean? What strategy can you use to find the difference? What pictures/objects can you use to show this?</p>	<p><u>Key Vocabulary:</u> Same Different Less than Between Difference</p> <p><u>Key Questions:</u> Who has more? How do you know? How many more does ___ have? What does "difference" mean? What strategy can you use to find the difference? What pictures/objects can you use to show this?</p>	<p><u>Key Vocabulary:</u> Same Different Addition Subtraction Patterns</p> <p><u>Key Questions:</u> What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that $12 + 1 = 13$, what else do you know? Can you see any patterns?</p>	<p><u>Key Vocabulary:</u> Same Different Addition Subtraction Patterns</p> <p>Part Part Whole model Bar model</p> <p><u>Key Questions:</u> What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that $12 + 1 = 13$, what else do you know? Can you see</p>	<p><u>Key Vocabulary:</u> Same Different Addition Subtraction Patterns</p> <p>Part Part Whole model Bar model</p> <p><u>Key Questions:</u> What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that $12 + 1 =$</p>

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

				any patterns?	13, what else do you know? Can you see any patterns?
<p>Activities</p>	<p>This week, children will start off by learning what 'difference' means. They will have an outdoor learning task where they will collect and use objects to show the difference.</p> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>Take the class into the playground. Ask the boys and the girls to stand in separate lines next to each other. Make sure they are lined up in pairs. Ask what the difference is between the number of boys and the number of girls? Repeat the activity with different criteria, for example children collecting either sticks or pebbles.</p> </div>	<p>Today, children will be shown different word problems asking them to work out the difference between two numbers. They will be supported with pictorial representations. They will be encouraged to use the key language when sharing their answers.</p> <ul style="list-style-type: none"> Kim has 7 sweets and Mo has 3 sweets. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Kim </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> Mo </div> </div> <p>How many more sweets does Kim have than Mo? How many fewer sweets does Mo have than Kim?</p>	<p>In this lesson, children will begin to learn what a related fact is. They will apply their knowledge of addition and subtraction to solve questions. They will be encouraged to point out what is the same and what is different about the numbers.</p> <p>Key learning</p> <ul style="list-style-type: none"> Complete the addition and subtraction sentences for each picture. <div style="display: flex; flex-direction: column; gap: 10px;"> <div> $12 + 1 = \underline{\quad}$ </div> <div> $13 - 1 = \underline{\quad}$ </div> <div> $11 + \underline{\quad} = 13$ </div> <div> $13 - \underline{\quad} = \underline{\quad}$ </div> <div> $\underline{\quad} + \underline{\quad} = \underline{\quad}$ </div> <div> $\underline{\quad} - \underline{\quad} = \underline{\quad}$ </div> </div>	<p>Children will apply their knowledge of related facts to fill out fact families with numbers up to 20. They will write down the number sentences on their whiteboards. The fact families will consist of additions and subtractions.</p> <ul style="list-style-type: none"> Complete the fact family for the part-whole model. <div style="text-align: center; margin: 10px 0;"> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $\underline{\quad} + \underline{\quad} = 18$ $\underline{\quad} + \underline{\quad} = 18$ $18 - \underline{\quad} = \underline{\quad}$ $18 - \underline{\quad} = \underline{\quad}$ </div> <div style="text-align: center;"> $\underline{\quad} = \underline{\quad} + \underline{\quad}$ $\underline{\quad} = \underline{\quad} + \underline{\quad}$ $\underline{\quad} = \underline{\quad} - \underline{\quad}$ $\underline{\quad} = \underline{\quad} - \underline{\quad}$ </div> </div>	<p>Today, children will be shown examples of bar models. They will need to fill in the missing numbers and write out the fact family for each bar model. Children will have their answers using the key words.</p> <ul style="list-style-type: none"> Complete the bar models. <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 60px; height: 30px; background-color: #ADD8E6; display: flex; justify-content: space-between;"> 17 </div> <div style="border: 1px solid black; padding: 5px; width: 60px; height: 30px; background-color: #9370DB; display: flex; justify-content: space-between;"> 12 </div> </div> <p>Write the fact family for each bar model. Use the numbers 8, 7 and 15 to draw your own bar model. Write the fact family for your bar model.</p>

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE															
<p>Football Session 2 LI: We are learning to play a simple ostinato using untuned percussion (tambourines, claves, drums, woodblocks).</p> <p>Introduction: We will play a game called “Don’t Clap This One Back” See video for further information how to play: https://www.youtube.com/watch?v=EjMCH2STLSQ</p>  <p>We will then play a copycat game where the teacher claps and says “football football” and the children reply “football, football”. The teacher will then clap and say “come and get your kit ball” and the children will say this too. The teacher will then stop saying the words but just continue the game by just clapping the rhythms of the words with the children replying by copying her.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Foot-</td> <td style="width: 25%;">ball</td> <td style="width: 25%;">foot-</td> <td style="width: 25%;">ball,</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Run and</td> <td>get your</td> <td>kit</td> <td>ball.</td> </tr> <tr> <td> </td> <td> </td> <td></td> <td></td> </tr> </table> <p>Main activities: We will learn the chant “Football” and then develop a percussion accompaniment when the children are confident. To do this, we will take a line</p>	Foot-	ball	foot-	ball,					Run and	get your	kit	ball.					<p>LI: We are learning about the importance of Abraham.</p> <p style="background-color: #fff9c4; padding: 5px;"><u>Why is Abraham important?</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #ff0000; padding: 5px; width: 30%;"> Judaism was founded by Abraham over 4,000 years ago. </div> <div style="text-align: center;">  </div> <div style="border: 1px solid #ff0000; padding: 5px; width: 30%;"> Jews believe in one God, like Christians and Muslims do. </div> </div> <div style="border: 1px solid #ff0000; padding: 5px; width: 30%; margin: 10px auto;"> Judaism teaches that all life is special and belongs to God. Jews believe that God is the Creator of all life. </div> <p>Activity-</p> <p>Writing about someone important to me and why is Abraham important.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <div style="border: 1px solid #ccc; padding: 2px; font-size: small;">Someone important to me</div> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 5px auto;"></div> <hr style="width: 100%;"/> <hr style="width: 100%;"/> </div> <div style="text-align: center;"> <div style="border: 1px solid #ccc; padding: 2px; font-size: small;">Abraham</div> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 5px auto;"></div> <hr style="width: 100%;"/> <hr style="width: 100%;"/> </div> </div>
Foot-	ball	foot-	ball,														
Run and	get your	kit	ball.														

Weekly Overview of Learning

Year Group: 1 **Week beginning: 27.02.23**

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

from the lyrics and ask groups of children to play that line over and over again using their musical instruments.



Art – Kapow

Sculpture and 3D Creation Lesson 2

LI: We are learning to shape paper to make a 3D drawing

This week the children will be exploring how to bend strips of paper to create 3D paper drawings. We will begin by working in groups, each group will have to either fold, cut or roll strips of paper. The groups will then report back to the rest of the class what skill they were in charge of and how they manipulated their strips of paper.

For the main task, children will then watch a video to learn how to create a complete 3D drawing. We will look at examples of completed 3D drawings and discuss our success criteria (three things that the children think make

an excellent 3D drawing). Children will then use strips of paper to create their own 3D drawings.



PSHE - Jigsaw

Healthy Me Session 1

LI: We are learning to compare healthy choices and unhealthy choices.

It is the start of a new topic so the children will begin by showing the teacher what they already know. They will be brainstorming all their ideas about healthy choices in a thinking frame called a brainstorming/defining frame. The children will then go outside to the playground to play a game called healthy or unhealthy? There will be a sign on one side of the playground with the word 'healthy' and a sign on the other side of the playground with the word 'unhealthy'. The teacher will call out different actions and the children will have to decide if that action is healthy or unhealthy for their bodies, then run to the correct side of the playground. Examples include eating lots of chocolate, applying sun cream, eating fruit, sitting down all day. We will then learn a new song to the tune of "If you're happy and you know it." The new song will be called "If you're healthy and you know it".

Today we will sing the song, 'If you're healthy and you know it' (to the tune of 'If you're happy and you know it').

Use these phrases/mimes/sounds to add to the song:

- Eat some fruit (mime munching on an apple and say, "Crunch, crunch")
- Get some sleep (mime sleeping and snore loudly)
- Walk to school (walk on the spot and make puffing noises)
- Wash your hands (mime washing your hands and say, "Scrub, scrub")
- Drink some water (mime drinking and say, "Glug, glug")
- Do all five (mime all of the above and make the noises at the appropriate times)



Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing																																																																											
<p><u>LI: We are learning to describe the properties of everyday materials.</u></p> <p>This week we will be describing the different properties of everyday materials. We will look carefully at different objects and complete a categorising frame with words to describe each material.</p> <div style="text-align: center; border: 1px solid blue; padding: 5px; margin: 10px 0;"> Properties of Materials </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #00a0e3; color: white; padding: 5px;">hard</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">squashy</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">smooth</td> </tr> <tr> <td style="font-size: 8px;">not easily broken or pierced A hard diamond.</td> <td style="font-size: 8px;">easily crushed or squeezed The play dough is squashy.</td> <td style="font-size: 8px;">an even and regular surface Some smooth pebbles.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white; padding: 5px;">absorbent</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">bumpy</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">opaque</td> </tr> <tr> <td style="font-size: 8px;">able to soak up liquid The sponge is absorbent.</td> <td style="font-size: 8px;">uneven, raised patches This shell is bumpy.</td> <td style="font-size: 8px;">cannot be seen through She is hidden by the opaque screen.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white; padding: 5px;">dull</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">brittle</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">translucent</td> </tr> <tr> <td style="font-size: 8px;">lacking shine or brightness The moth's wings are dull.</td> <td style="font-size: 8px;">hard, but may break easily The glass is brittle.</td> <td style="font-size: 8px;">allowing some light to pass through The screen is translucent.</td> </tr> </table> <p>Activity-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center; padding: 5px;">Everyday Materials</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"> Metal and Glass</td> <td style="text-align: center; padding: 5px;"> Fabric</td> <td style="text-align: center; padding: 5px;"> Wood</td> <td style="text-align: center; padding: 5px;"> Plastic</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	hard	squashy	smooth	not easily broken or pierced A hard diamond.	easily crushed or squeezed The play dough is squashy.	an even and regular surface Some smooth pebbles.	absorbent	bumpy	opaque	able to soak up liquid The sponge is absorbent.	uneven, raised patches This shell is bumpy.	cannot be seen through She is hidden by the opaque screen.	dull	brittle	translucent	lacking shine or brightness The moth's wings are dull.	hard, but may break easily The glass is brittle.	allowing some light to pass through The screen is translucent.	Everyday Materials				 Metal and Glass	 Fabric	 Wood	 Plastic																													<p>Significant people – Neil Armstrong Lesson 1</p> <p><u>LI: We are learning to explain what makes a person significant</u></p> <p>This is the beginning of our new history topic. The children will begin by showing the teacher what they already know about this topic. They will complete a thinking frame to show what they have already learned about Neil Armstrong and other significant people in the past.</p> <p>We will then have a class discussion about the word significant. We will identify significant people in the past by matching images of famous people with a description of why they were significant.</p> <p>Finally, we will celebrate all our class projects that we completed over the half term holiday, giving children a chance to present their PowerPoint presentations and show their posters.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> Florence Nightingale </div> <div style="text-align: center;"> Barack Obama </div> <div style="text-align: center;"> Sir Mo Farah </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> Nelson Mandela </div> <div style="text-align: center;"> Albert Einstein </div> <div style="text-align: center;"> Queen Elizabeth II </div> </div>	<p><u>Lesson 5</u></p> <ul style="list-style-type: none"> LI: I can explain what my program should do. LI: I can choose the order of commands in a sequence. LI: I can debug my program. <p>This week we will be giving directions and an order of commands to the beebots.</p> <div style="text-align: center; margin-top: 20px;"> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30px;"></td> <td style="text-align: center; width: 30px;"></td> <td style="text-align: center; width: 30px;"></td> </tr> <tr> <td></td> <td style="text-align: center; font-size: 8px;">Forwards</td> <td style="text-align: center; font-size: 8px;">Left turn</td> </tr> <tr> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; font-size: 8px;">Forwards</td> </tr> <tr> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; font-size: 8px;">Forwards</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </table> </div>					Forwards	Left turn						Forwards						Forwards			
hard	squashy	smooth																																																																											
not easily broken or pierced A hard diamond.	easily crushed or squeezed The play dough is squashy.	an even and regular surface Some smooth pebbles.																																																																											
absorbent	bumpy	opaque																																																																											
able to soak up liquid The sponge is absorbent.	uneven, raised patches This shell is bumpy.	cannot be seen through She is hidden by the opaque screen.																																																																											
dull	brittle	translucent																																																																											
lacking shine or brightness The moth's wings are dull.	hard, but may break easily The glass is brittle.	allowing some light to pass through The screen is translucent.																																																																											
Everyday Materials																																																																													
 Metal and Glass	 Fabric	 Wood	 Plastic																																																																										
	Forwards	Left turn																																																																											
		Forwards																																																																											
		Forwards																																																																											

Weekly Overview of Learning

Year Group: 1 Week beginning: 27.02.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

Homework

Homework is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book.

Reading and spelling.

Maths

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

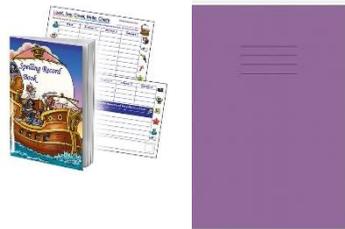
Your teacher will check, mark and sign your work once a week.

Try and login to **Bug Club** and **Reading Eggs**.



Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** zone yet?

Reminders

Please bring in any empty cereal boxes you might have in your recycling bin for our art work this week!

Important dates:

Parents evening 7th and 9th March

World Book Day – Friday 3rd March (dress up as your favourite book character)