

# Weekly Curriculum Overview

Year Group: 1      Week beginning: 14.9.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

| Reading | This week's reading focus is:              | Making connection                                                    |                                                 |
|---------|--------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------|
|         | SESSION 1                                  | SESSION 2                                                            | SESSION 3                                       |
|         | Rule: Book to self                         | Rule: Book to book                                                   | Rule: Book to world                             |
|         | Activities: Draw a time you went shopping. | Activities: Discuss and write collaboratively what markets are like. | Activities: Draw yourself doing something kind. |

| SPELLING | SESSION 1                                                                                 | SESSION 2                                                                                 | SESSION 3                                                                                 |
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|          | Letter Pattern/ Rule: Words ending in 'ff', 'll', 'ss', 'zz', and 'ck'.                   | Letter Pattern/ Rule: 'ff', 'll', 'ss', 'zz', and 'ck'.                                   | Letter Pattern/ Rule: 'ff', 'll', 'ss', 'zz', and 'ck'.                                   |
|          | Target Spelling Word Bank: puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back. | Target Spelling Word Bank: puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back. | Target Spelling Word Bank: puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back. |
|          | Activities: Sort the words into the correct sound.                                        | Activities: Sound out words and write it.                                                 | Activities: write the word that matches the picture.                                      |

# English Writing

LINKED TEXT: The snail and the whale

By the end of the week, I want the children to have: Used adjectives correctly to describe the snail and a setting, and to ask and answer questions in the perspective of the snail.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): adjective, first person, capital letters, finger spaces, full stops.

| LEARNING OBJECTIVE           | SUCCESS CRITERIA<br><i>(What will you be assessing through the lesson?)</i>                               | LEARNING SEQUENCE<br><i>(INCLUDE ADULT SUPPORT)</i>                                                                                                             |                                                                                                                                                                                                                                                                                                                              |
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| Day 1: To describe the snail | To identify adjectives.<br>To use adjectives to describe the snail.<br>To write sentences with adjectives | Think Back Task- (Recap) - You do                                                                                                                               | <i>What did we predict ‘The snail and the whale’ will be about, discuss with your partner.<br/>What happens in the story, reread.</i>                                                                                                                                                                                        |
|                              |                                                                                                           | Introduction - I do                                                                                                                                             | <i>Today we will be<br/>Focusing on adjectives - adjectives are words that describe something.<br/>For example ‘The chair is green and comfortable’. Green and comfortable are adjectives, because they are describing the chair.<br/>Today, we are going to describe the snail.<br/>Model ‘The snail is tiny and brave’</i> |
|                              |                                                                                                           | Modelling and Explanation - I do/We do                                                                                                                          | <i>Pupils to discuss adjectives to describe the snail with their partner and practice their sentence ‘The snail is...’<br/>Gets feedback and use their ideas to write some together.<br/>Remind children to use capital letters and full stops.</i>                                                                          |
|                              |                                                                                                           | Guided Practice - We do- You do                                                                                                                                 | <i>Pupils to orally practice their sentence and write it on a whiteboard in pairs.</i>                                                                                                                                                                                                                                       |
|                              |                                                                                                           | Adaptations to Independent Writing- You do- We do                                                                                                               |                                                                                                                                                                                                                                                                                                                              |
|                              |                                                                                                           | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br><i>What is the expected outcome/ what resources will be needed?</i><br><i>(INCLUDE NAMED CHILDREN)</i> |                                                                                                                                                                                                                                                                                                                              |
|                              |                                                                                                           | SUPPORT                                                                                                                                                         | GDS CHALLENGE                                                                                                                                                                                                                                                                                                                |
|                              |                                                                                                           | <i>Outcome: Pupils to write 2 adjectives that suit the snail.<br/>Adjective word mat and sentence stem ‘The snail is .... and .....’</i>                        | <i>Outcome: Pupils to write the whole sentence and include a simile.<br/>Examples of similies and adjective word mat.<br/>Pupils to work with an adut.</i>                                                                                                                                                                   |
|                              |                                                                                                           | Core Task                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                              |
|                              |                                                                                                           | <i>Pupils to write a sentence describing the snail.<br/>The snail is... and .....</i>                                                                           |                                                                                                                                                                                                                                                                                                                              |
|                              |                                                                                                           | <i>Adjective mat<br/>Work with adult to support with sentence writing.</i>                                                                                      |                                                                                                                                                                                                                                                                                                                              |

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|  |  | <i>Pupils to work with an adult to support.</i> |                                         |  |
|  |  | <b>Hinge Point Question</b>                     | <i>What is an adjective?</i>            |  |
|  |  | <b>Plenary / Next Steps</b>                     | <i>Share sentences with each other.</i> |  |

| LEARNING OBJECTIVE                                                      | SUCCESS CRITERIA<br>(What will you be assessing through the lesson?)                                                   | LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT)                                                                                                                                                 |                                                                                                                                                                                           |                                                                                                                                                                                                                       |
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| Day 2: To explore the Snail's thoughts and feelings through hot seating | To ask thoughtful questions.<br>To respond in role as the snail.<br>To express the snail's emotions and ideas clearly. | Think Back Task- (Recap) - You do                                                                                                                                                            | What happens in the story?<br>How can you describe the snail?                                                                                                                             |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        | Introduction - I do                                                                                                                                                                          | Today we will be exploring the snail's thoughts and feelings.<br>Teacher to model hot seating by sitting in the hair as snail with assistant teacher to model good questions and answers. |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        | Modelling and Explanation - I do/We do                                                                                                                                                       | Pupils to ask simple questions about the feelings and thoughts of the snail.                                                                                                              |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        | Guided Practice - We do- You do                                                                                                                                                              | Pupils to discuss and come up with questions in talk partners.                                                                                                                            |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        | Adaptations to Independent Writing- You do- We do                                                                                                                                            |                                                                                                                                                                                           |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)                                            |                                                                                                                                                                                           | Core Task                                                                                                                                                                                                             |
|                                                                         |                                                                                                                        | SUPPORT                                                                                                                                                                                      | GDS CHALLENGE                                                                                                                                                                             | Pupils to work in groups to complete hot seating.<br>All pupils to have a turn answering and asking questions.<br>Adult to circulate while children are completing their hot seating, encouraging thoughtful answers. |
|                                                                         |                                                                                                                        | Pupils to take it in turns to ask questions and answer questions as snail.<br><br>List of sample hot seating questions to support - working with an adult to help with asking and answering. | When answering questions to think about deeper motive and feelings of the character.                                                                                                      |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                                                       |
|                                                                         |                                                                                                                        | Hinge Point Question                                                                                                                                                                         | What is the snail thinking?<br>What is the snail feeling?                                                                                                                                 |                                                                                                                                                                                                                       |
| Plenary / Next Steps                                                    | All come together to discuss more thoughts and feelings of the snail.                                                  |                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                                                       |

| LEARNING OBJECTIVE                                          | SUCCESS CRITERIA<br><i>(What will you be assessing through the lesson?)</i>                                             | LEARNING SEQUENCE<br><i>(INCLUDE ADULT SUPPORT)</i>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                    |
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| Day 3: To write a diary entry from the snail's perspective. | To write in the first person.<br>To describe events and emotions clearly.<br>To use time connectives in my diary entry. | Think Back Task- (Recap) - You do                                                                                                                                                                                                                                           | Discuss with your talk partner about what happened in the book? What are the main events?                                                                                                                                                                                                                                                                                          |
|                                                             |                                                                                                                         | Introduction - I do                                                                                                                                                                                                                                                         | Explain that we will be writing a diary entry from the snail's perspective, explaining what we are going to pretend to be the snail.<br>Read an example diary entry below, focusing on first person and time connectives.<br>Teacher to model writing a diary entry.<br>Get pupils to discuss what the snail might write in its diary about meeting the whale and their adventure. |
|                                                             |                                                                                                                         | Modelling and Explanation - I do/We do                                                                                                                                                                                                                                      | Get an idea and write with some support of the pupils.                                                                                                                                                                                                                                                                                                                             |
|                                                             |                                                                                                                         | Guided Practice - We do- You do                                                                                                                                                                                                                                             | Get pupils to discuss the next part and write on a whiteboard with their partner.                                                                                                                                                                                                                                                                                                  |
|                                                             |                                                                                                                         | Adaptations to Independent Writing- You do- We do                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                             |                                                                                                                         | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br><i>What is the expected outcome/ what resources will be needed?</i><br><i>(INCLUDE NAMED CHILDREN)</i>                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                             |                                                                                                                         | SUPPORT                                                                                                                                                                                                                                                                     | GDS CHALLENGE                                                                                                                                                                                                                                                                                                                                                                      |
|                                                             |                                                                                                                         | Pupils to be given a scaffold to support independent writing.<br><br><i>I had so much fun today!<br/>First, we saw ...<br/>Then we went to see...</i><br><br>Adult to work with pupils.<br><br>Word mat with parts of the story and feelings<br>Time connectives word mat   | Pupils to write diary entry independently, including complex emotions and elaborate further on the snails' thoughts.<br><br>Word mat with parts of the story and feelings<br>Time connectives word mat                                                                                                                                                                             |
|                                                             |                                                                                                                         | Core Task                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                             |                                                                                                                         | Pupils to write a diary entry in the perspective of the snail about the adventure it has had with the snail.<br><br>Word mat with parts of the story and feelings<br>Time connectives word mat<br><br>Adult to work with children to support independent ideas and writing. |                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                             |                                                                                                                         | Hinge Point Question                                                                                                                                                                                                                                                        | What happens first?<br>What happens next?<br>What is a time connective example?<br>Why do we write a diary?                                                                                                                                                                                                                                                                        |
|                                                             |                                                                                                                         | Plenary / Next Steps                                                                                                                                                                                                                                                        | Pupils to share their diary entry,                                                                                                                                                                                                                                                                                                                                                 |

| LEARNING OBJECTIVE           | SUCCESS CRITERIA<br>(What will you be assessing through the lesson?)                                                          | LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT)                                                                                                           |                                                                                                                                                                                                                                       |
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| Day 4: To describe a setting | To use senses to describe a setting.<br>To use adjectives and descriptive phrases.<br>To write descriptive sentences clearly. | Think Back Task- (Recap) - You do                                                                                                                      | Discuss with your partner what we done last lesson.                                                                                                                                                                                   |
|                              |                                                                                                                               | Introduction - I do                                                                                                                                    | Show the children a scene from the story.<br>Get pupils to discuss what they could, see, hear or imagine sensing from the image,<br>Teacher to explicitly model describing the setting 'I see waves crashing. I can smell salty air'. |
|                              |                                                                                                                               | Modelling and Explanation - I do/We do                                                                                                                 | Pupils verbally discuss with partners.<br>Get feedback from pupils, take some ideas and come up with a sentence together and write with more help from the pupils.                                                                    |
|                              |                                                                                                                               | Guided Practice - We do- You do                                                                                                                        | Give pupils another image/scene from the book. Get them to discuss what they can see/hear and orally practice with their partner. Then get children to write their sentence on a whiteboard.                                          |
|                              |                                                                                                                               | Adaptations to Independent Writing- You do- We do                                                                                                      |                                                                                                                                                                                                                                       |
|                              |                                                                                                                               | SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)      |                                                                                                                                                                                                                                       |
|                              |                                                                                                                               | SUPPORT                                                                                                                                                | GDS CHALLENGE                                                                                                                                                                                                                         |
|                              |                                                                                                                               | Pupils to be given a sensory word bank to support with their ideas and sentence starters to help independent writing.<br>Pupils to work with an adult. | Pupils to write in more depth, combining sensory details into more complex sentences.<br>Adjective mat and sensory mat to support.                                                                                                    |
|                              |                                                                                                                               | Hinge Point Question                                                                                                                                   | What is a setting?                                                                                                                                                                                                                    |
|                              |                                                                                                                               | Plenary / Next Steps                                                                                                                                   | Check understanding of descriptions.                                                                                                                                                                                                  |

# Maths

**UNIT FOCUS: Numbers within 10.**

By the end of the week, I want the children to have learnt these key mathematical skills: how to identify a number on a number line and identify one more and one less, identify double and half of numbers up to 10.

**Key Vocabulary:** amount, half, number line, represent, double, one more, one less, part-whole model.

**Key Models and Resources needed:** part-whole models, bead strings, cubes, counters, number lines.

|                                                                                        |           |                                                                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                                                                                                    |                                                                                                                 |
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|                                                                                        |           | Day 1                                                                                                                                                                                                   | Day 2                                                                                                                                                               | Day 3                                                                                                                                                                                                              | Day 4                                                                                                           |
| Learning Objective                                                                     |           | To recognise number bonds to 9 and 10.                                                                                                                                                                  | To find double an amount up to 5.                                                                                                                                   | To find half an amount within 10.                                                                                                                                                                                  | To find one more and one less                                                                                   |
| Lesson Overview                                                                        |           | Pupils explore the composition of the numbers nine and ten in different contexts. They identify the part whole relationships of nine and ten, including the idea that there can be more than two parts. | Pupils are introduced to the concept of doubling amounts. They practise using concrete and pictorial representations.                                               | Pupils are introduced to the concept of halving amounts (halving even numbers and exploring which numbers can be halved).                                                                                          | Pupils explore representations of one more and one less including concrete representations and the number line. |
| Key Vocabulary                                                                         |           | Number bond<br>Part-whole                                                                                                                                                                               | Double<br>Amount<br>Part-whole                                                                                                                                      | Half<br>Equal<br>Part-whole                                                                                                                                                                                        | One more<br>One less<br>Number line                                                                             |
| Hinge Point Question                                                                   |           |                                                                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                                                                                                    |                                                                                                                 |
| Adaptations to Independent Activity- You do- We do                                     |           |                                                                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                                                                                                    |                                                                                                                 |
|                                                                                        | Core Task | Pupils to explore different ways of making 10 and draw them in part-whole models.                                                                                                                       | Pupils to choose a number card between 1-5 and colour that many sports on each side of a ladybird’s wing to represent doubling. Pupils to create part whole models. | Pupils to choose a number card between 1 and 10 and put that many cubes in the whole of the part whole model. Pupils to then take 2 at a time and see if the number a be halved equally. Create part whole models. | Pupils to pick number from 1-9 and circle it on a number line and draw arrows to show one more and one less.    |
| SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ | SUPPORT   | Pupils to be given the part whole models with one part given to them. Pupils to use manipulates (cubes or counters) to find the other part.                                                             | Pupils to complete the ladybird activity and have support from adult to create the part whole models.                                                               | Pupils to complete the first part of the core task. Pupils to tick or cross the number if it can be halved equally or not.                                                                                         | Pupils to pick number from 1-9 and circle it on a number line and draw arrows to show one more and one less.    |

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| <b>what resources will be needed?</b><br><b>(INCLUDE NAMED CHILDREN)</b> | <b>GDS CHALLENGE</b> | <i>Pupils to investigate part whole models with more than 2 parts. For example: 10: 3, 3, 2, 2 instead of 6 and 4. Pupils to draw them. Adult to model this with children to complete independently.</i> | <i>Give children a odd one out activity as an extension - pupils to explain which one is the odd one out for doubling.</i> | <i>Pupils to complete first part of core task. Pupils to then write a sentence about each number stating if it can be shared equally or not.</i> | <i>Pupils to complete the core task. Then pupils to write sentences to explain. Example: 3 is one less than 4. 5 is one more than 4.</i> |
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| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>LI:</b> Learn about your eyes and sight</p> <p><b>LI:</b> Identifying patterns, making links, taking measurements, performing simple tests, gathering and recording data.</p> <p><b>Assessment focus:</b> Can pupils explain what the function of eyes are.<br/> Understand that eyes allow us to see<br/> Know the basic parts of eye<br/> Know the basic parts of the eye and their function.</p> <p><b>Recap:</b><br/> Ask the pupils if they can remember our topic in Science and discuss what we done last week. Explain to the children our topic is 'Animals, including humans - All about me' and last week we looked at different parts of the human body. Get ideas and feedback from the children, showing them the working wall.<br/> Ask the children: Where is your heart? What does your heart do? Where is your brain? What is a skeleton?</p> <p><b>Introduction:</b> Explain to the children that without our eyes, the world as we know it would seem like a very different place. Our eyes have different parts which allow us to see.</p> | <p><b>LI:</b> I can open an activity and save the work to the 'My work' area.</p> <p><b>Assessment focus:</b> Open paint and save work in 'my work' area.</p> <p><b>Recap:</b> what did we do in computing last week? Can you remember how to use the keyboard and mouse?</p> <p><b>Introduction:</b> Show the children how to navigate purple mash as this will be the first time exploring the programme.</p> <p><b>Activity:</b> Pupils to create an image on 'Paint Project' and focus on saving their work in the correct place.</p> | <p><b>LI:</b> To understand the rights and responsibilities as a member of my class.</p> <p><b>Assessment focus:</b></p> <p><b>Key Vocabulary:</b> belonging, special, rights, responsibilities</p> <p><b>Introduction:</b> Recap last week's lesson - What did we learn? Start with the charter and calm me session before moving onto the main part of the lesson. Then ask the children what it means to belong. Ask the children how they can help each other learn.</p> <p><b>Activity:</b> Pupils to draw a picture of them learning well with their friends</p> |

| Activity: Pupils to create a drawing of nature/object/person and use their eyes to focus specifically on shape and colour.                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| History / Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Art / DT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Religious Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>LI: To learn more about my history.</p> <p><b>Assessment focus:</b> Pupils can talk about different memories they have, they can place a memory on a timeline and explain why memories are special.</p> <p><b>Recap:</b> What is a timeline? What is the past? What is the present?</p> <p><b>Introduction:</b> Ask pupils 'How can I find out about myself?'</p> <p>Focus on memory boxes and ask questions about 'Teddy's memory box'</p> <p><b>Activity:</b> Pupil's to draw/write 3 memories from their lives.</p> | <p>LI: To practice drawing different lines using music as a stimulus.</p> <p><b>Assessment focus:</b> Can identify different lines in a drawing, draw lines reflecting what they hear, changing pressure and control, select different materials to make lines.</p> <p><b>Recap:</b> 3, 2 1 activity (3 different types of lines you learnt last lesson, 2 different ways to use a drawing material, one thing you can draw using lines)</p> <p><b>Introduction:</b> Introduce another artist 'Paul Klee'. Tell the children about Paul Klee and ask them what they can see in his artwork.</p> <p><b>Activity:</b> Pupil's will listen to different pieces of music and draw different lines with different pressure and control. Pupils can use a range of materials; crayon, pencil, charcoal.</p> | <p>LI: To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.</p> <p><b>Assessment focus:</b> retell creation story in their own words and discuss what Christian and Jewish people believe about creation.</p> <p><b>Recap:</b> 'Odd one out' activity - Show children to images and get them to discuss with their talk partner which one is the odd one out. Encourage pupils to consider their learning from last lesson.</p> <p><b>Introduction:</b> introduce the children to the word 'scripture' and explain that is it writing considered to be holy or special. Explain the holy books for Christians and Jewish people and how these beliefs and called religions. Show the children the resources 'Jewish and Christian creation story'. Discuss as a class some pre-made questions to see their understanding.</p> <p><b>Activity:</b> Pupils to draw an image for each of the creations in the stories and label.<br/> <b>Support:</b> Given the words<br/> <b>Challenge:</b> write a longer caption for their story. 'On day 1 he made light'.</p> |
| PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Reminder:</b> Earrings and other jewellery are not to be worn in school</p> <p>LI: To roll a ball towards a target. (sending and receiving)</p> <p><b>Skills being focused on:</b> Rolling.</p> <p><b>Warm Up:</b> Travelling around a space safely in different ways (jogging, skipping, jumping)</p> <p><b>Skill Development:</b> Rolling a ball towards a cone (target)</p>                                                                                                                                      | <p><b>Reminder:</b> Earrings and other jewellery are not to be worn in school</p> <p>LI: to explore ow the body moves differently when running at different speeds</p> <p><b>Skills being focused on:</b> running, speed, control.</p> <p><b>Warm Up:</b> Follow instructions of travelling at different speeds.</p> <p><b>Skill Development:</b> travel in different ways and different speeds. Eg: no arms, stiff arms.</p>                                                                                                                                                                                                                                                                                                                                                                         | <p>LI: To keep a pulse and show a sound pattern using bodies and voices.</p> <p><b>Assessment focus:</b> Keep a pulse with their body, sing a sound pattern while keeping a steady beat, keep the pulse without using my voice.</p> <p><b>Warm Up:</b> Pupils to warm up their voices singing along to a song while swaying and tapping on their knees in time to the pulse.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  |  | <b>Skill Development:</b> keeping a pulse, singing in beat. |
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