

Tuesday
26th November 2024
GOOD MORNING YEAR 1!





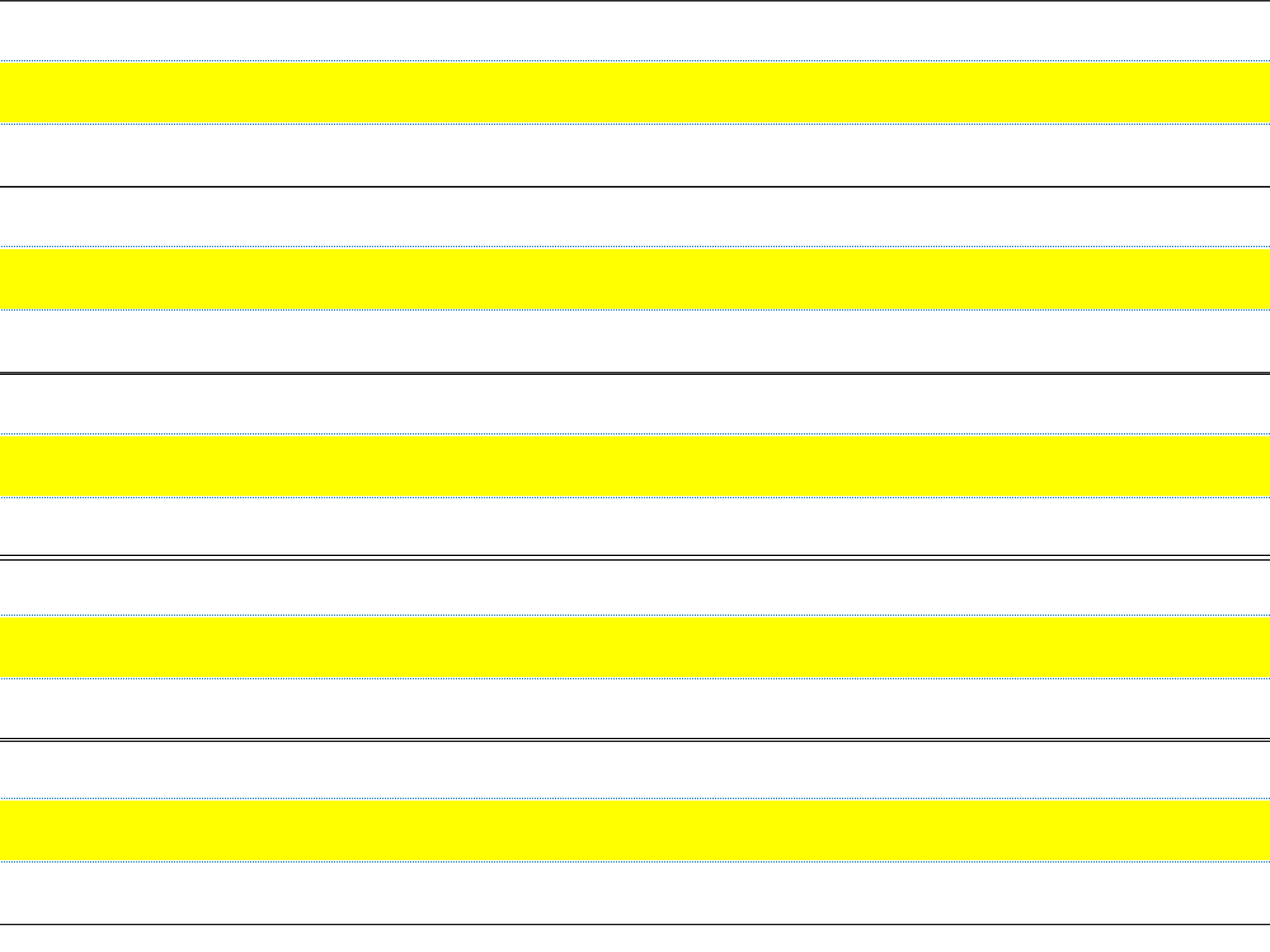
Handwriting

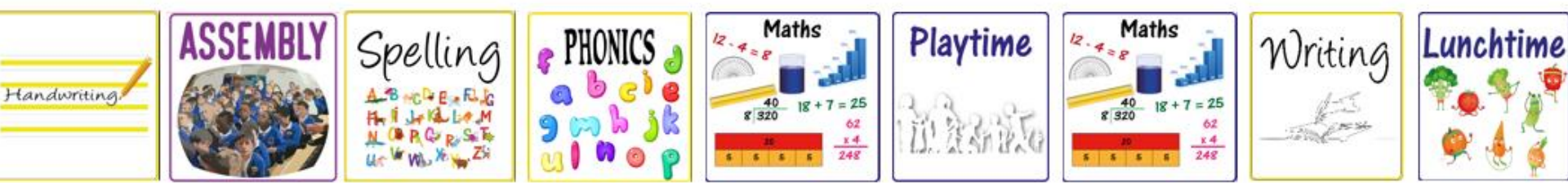
8.30-8.40



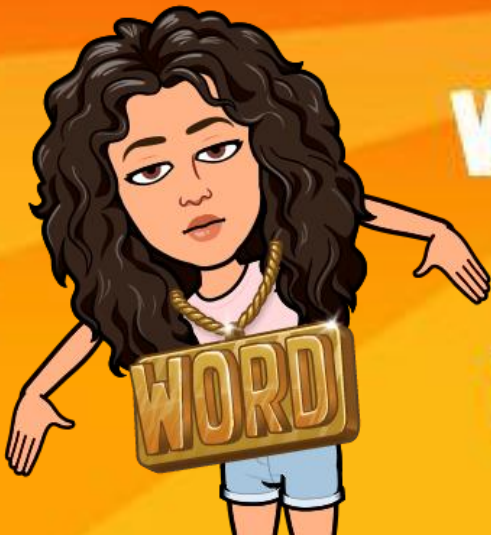
handwriting







Word of the Day and Register 8.40-8.50



VOCABULARY NINJA

WORD OF THE DAY



Shinobi Word of the Day

Word of the Day:

Pronunciation / Syllables

gasp
(gasp)

Word Class
(noun / verb)

Definition:

A gasp is a short quick breath of air that you take in through your mouth, especially when you are surprised, shocked, or in pain.



The class **gasped** at the ending of the story.

Phrases:

gasped in disbelief

gasp loudly

Synonym:

Antonym:

Prefix / Suffix:

Rhyme:

Link Word:

pant

-ed

clasp

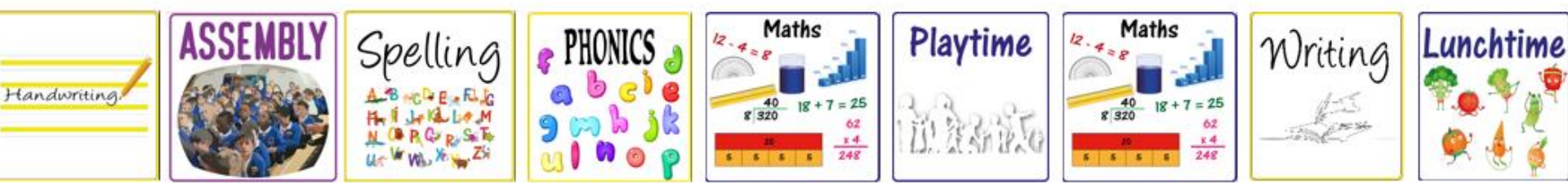
loudly

puff

-ing

rasp

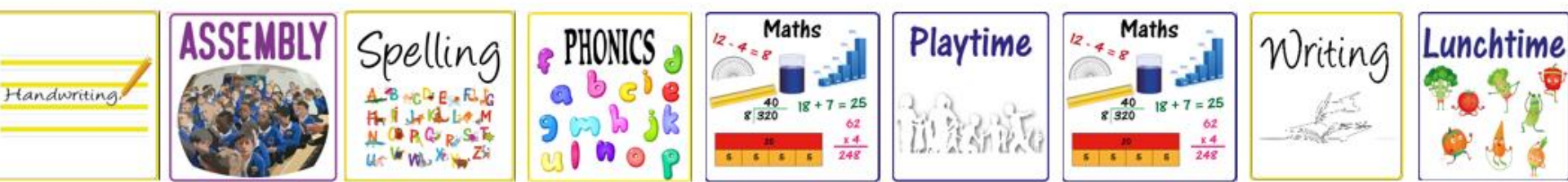
breath



Liturgical Assembly

8.50-9.20





Spelling (Teach)

9.10-9.30

YOU'RE*



The (Stressed) Sound /er/ Spelt 'ir' and 'ur'

twinkl

Stressed /er/ Spelt 'ir'

We have already seen that the stressed and unstressed /er/ sound can be spelt with 'er'.

In these words the stressed /er/ sound is spelt with the vowel digraph 'ir' instead.



girl



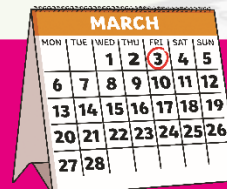
bird



shirt



first



third

Stressed /er/ Spelt 'ur'

In these words the stressed /er/ sound is spelt with the vowel digraph 'ur' instead.



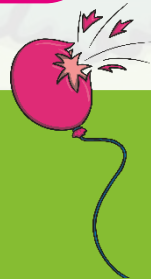
turn



hurt



church



burst

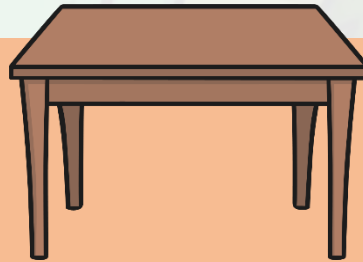


burn

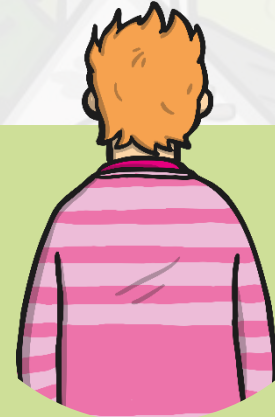
Stressed /er/ Spelt 'ur'



Can you air write an 'ir' with your finger?



Can you write a 'er' on your table or on the carpet?



Can you write either an 'ir' or an 'er' on a partner's back?

Can they tell what letters you have written?



Here are this week's spellings to practise.

girl

bird

shirt

first

third

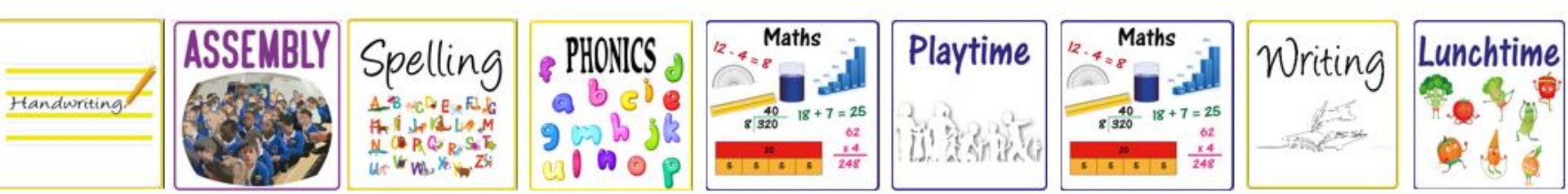
turn

hurt

church

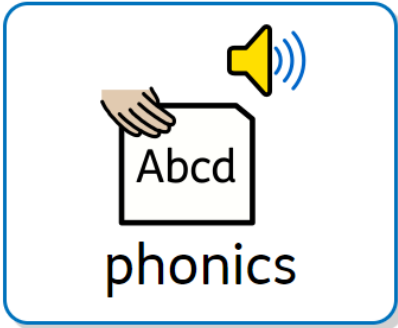
burst

burn

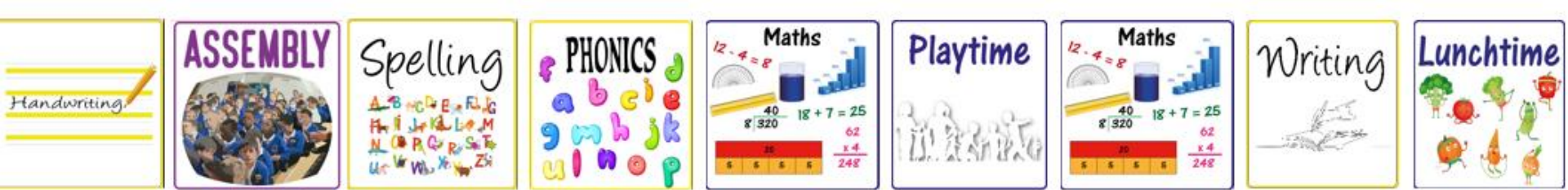


Phonics 9.30-10.00

ar ch ck ee

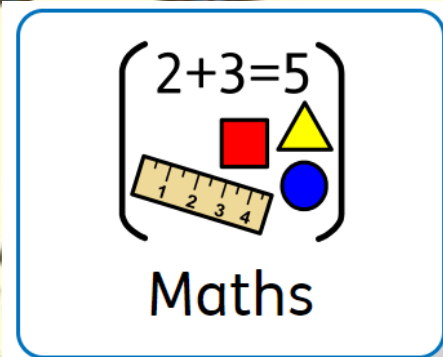


air ear zz nk ay igh ure



Maths-Lesson 12

10.00-10.30



L.O. Ordering numbers to 20

Knowledge Goals

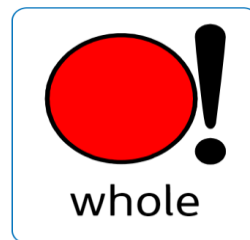
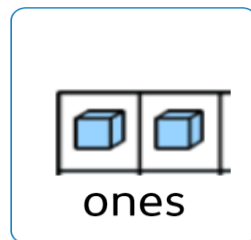
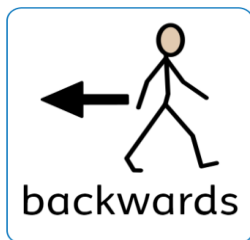
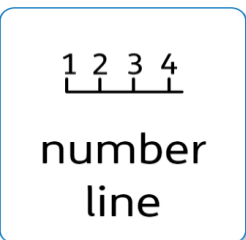
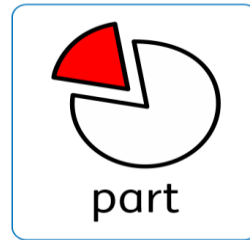
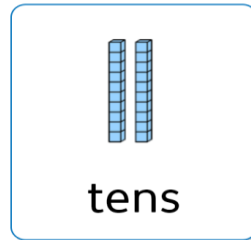
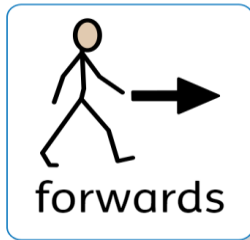
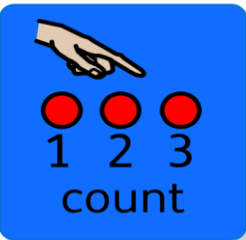
To know what numbers come in order from 1-20

To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Vocabulary



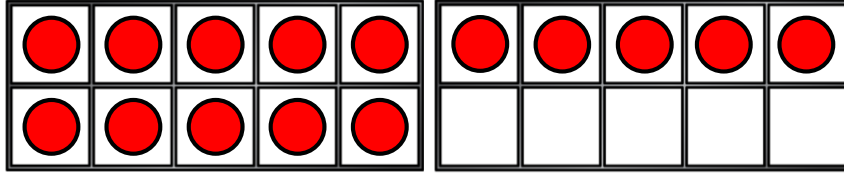
Today's Star Word is...

★ **order**

Step for Depth

Complete our step for depth and chilli challenge

1) What number is shown?



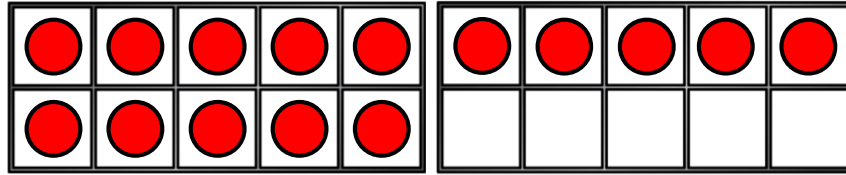
2) Write $<$, $>$ or $=$ in the circles.

$$14 \bigcirc 16$$

$$9 \bigcirc 17$$

$$11 \bigcirc 10$$

1) What number is shown?



15
fifteen

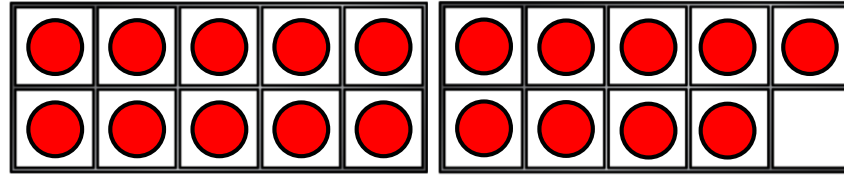
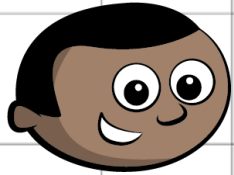
2) Write $<$, $>$ or $=$ in the circles.

$$14 \quad \textcircled{<} \quad 16$$

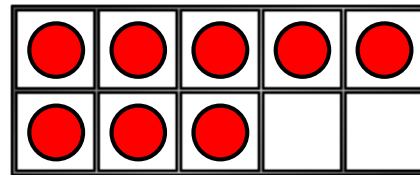
$$9 \quad \textcircled{<} \quad 17$$

$$11 \quad \textcircled{>} \quad 10$$

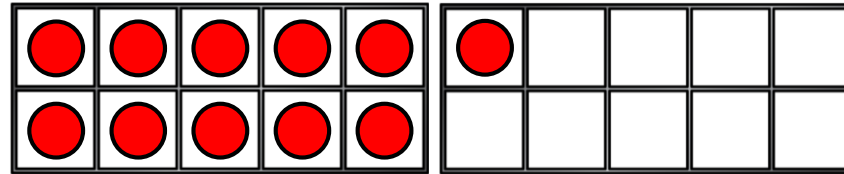
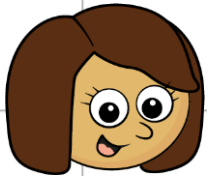
Mo, Max and Kim have used counters to make numbers.



19



8



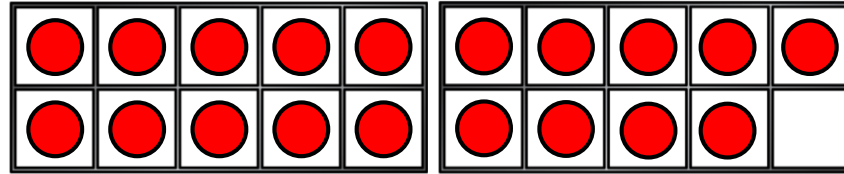
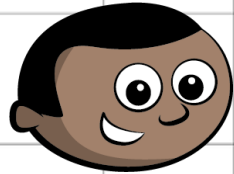
11

Who has made the greatest number?

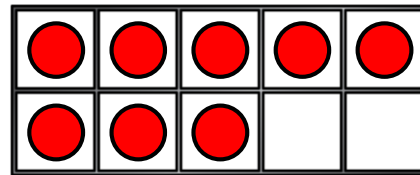
Mo

Mo, Max and Kim have used counters to make numbers.

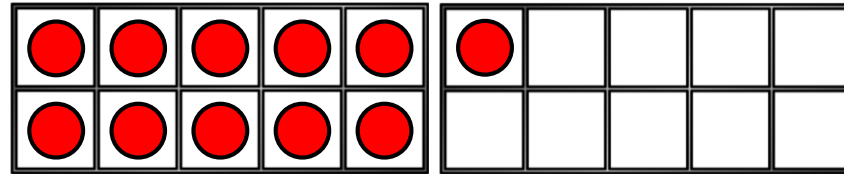
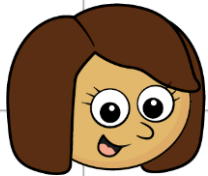
Have a think



19



8



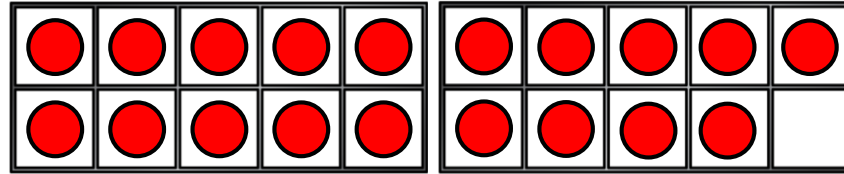
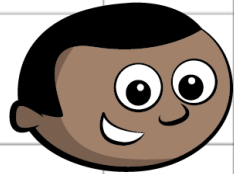
11

Who has made the smallest number?

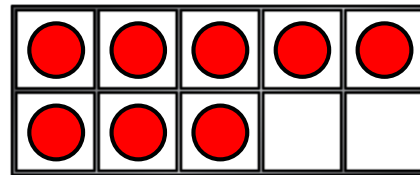
Max

Mo, Max and Kim have used counters to make numbers.

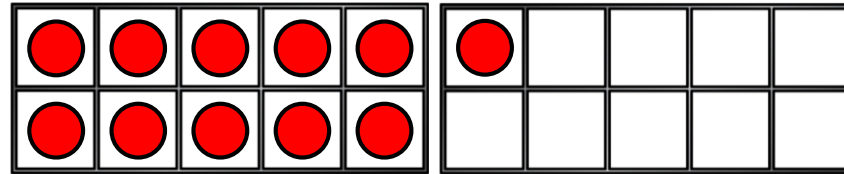
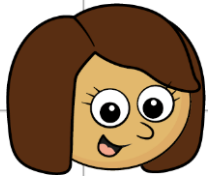
Have a think




19



8

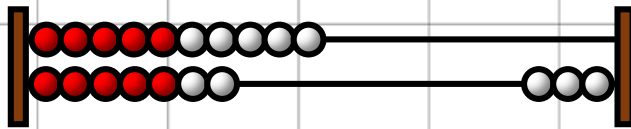


11

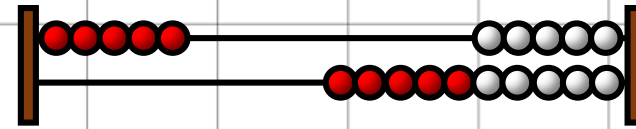
Write the numbers in 
Start with the smallest number.

Mrs Smith has made three numbers.
What numbers has she made?

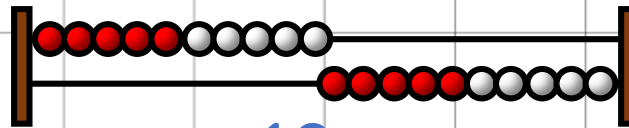
Have a think




17



5



10

Write the numbers in 
Start with the greatest number.

L.O. Ordering numbers to 20

Knowledge Goals

To know what numbers come in order from 1-20

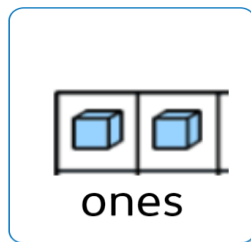
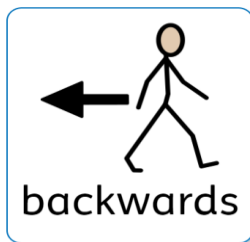
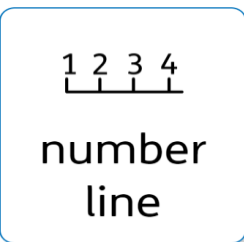
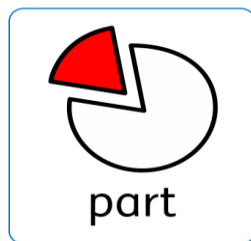
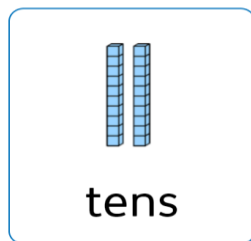
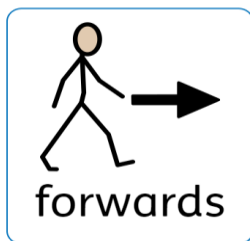
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete question 1 and 2

Vocabulary



Today's Star Word is...

★ **order**

Step for Depth

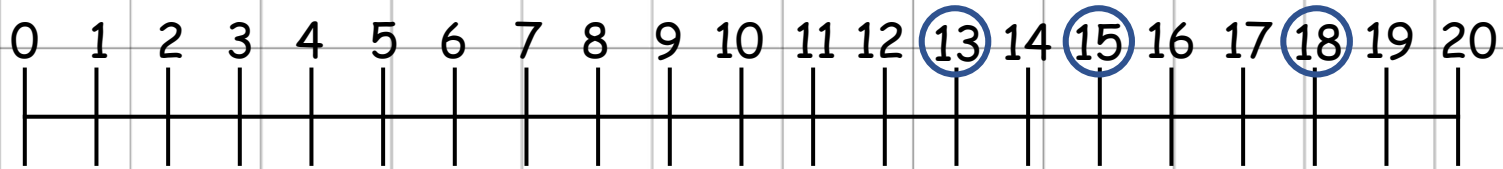
Complete our step for depth and chilli challenge

Here are three numbers.
Complete the sentences.

13


18

15



18 is the greatest number.

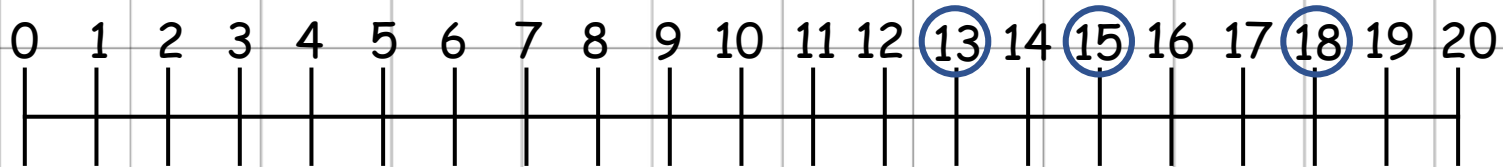
13 is the smallest number.

Write the numbers in  from greatest to smallest.

13

18

15




18

15

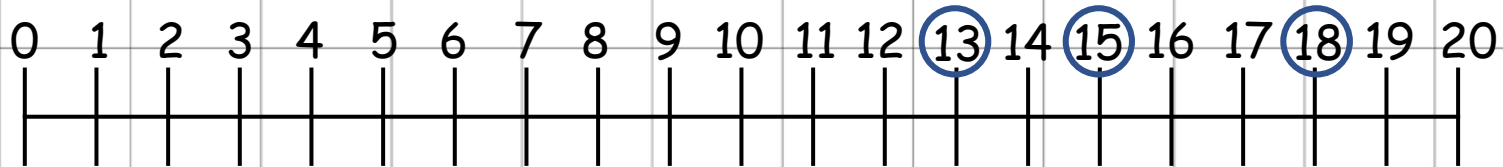
13

Have a think



Write the numbers in  from greatest to smallest.

What do you notice?



18 15 13

Write the numbers in order from smallest to greatest.

13 15 18

Have a think



Here are three numbers.
Complete the sentences.

nineteen

zero

fifteen

nineteen is the greatest number.

zero is the smallest number.

Write the numbers in ★ from smallest to greatest.

nineteen

zero

fifteen

zero

fifteen

nineteen

Have a think



L.O. Ordering numbers to 20

Knowledge Goals

To know what numbers come in order from 1-20

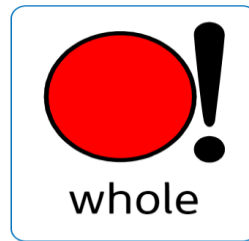
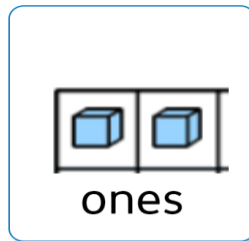
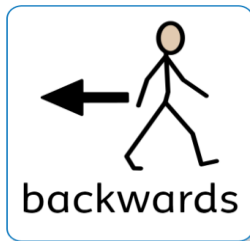
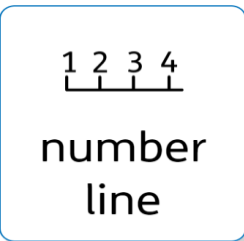
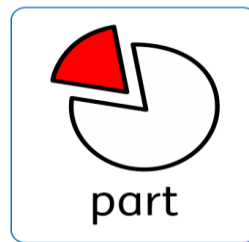
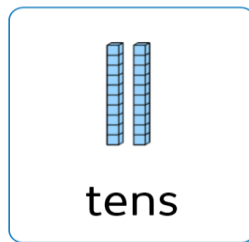
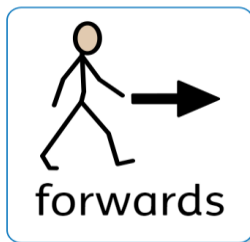
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete question 3 and 4

Vocabulary




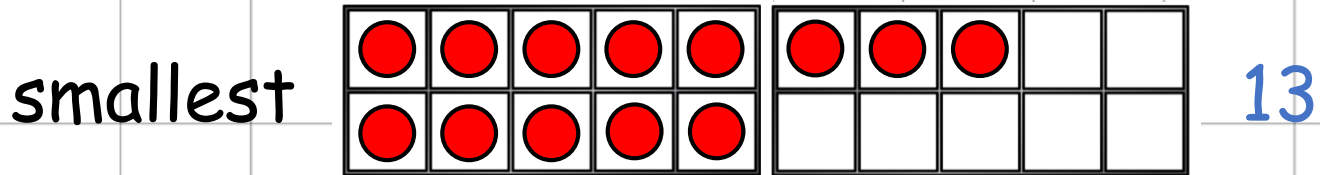
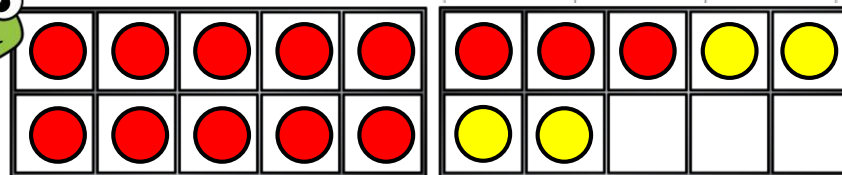
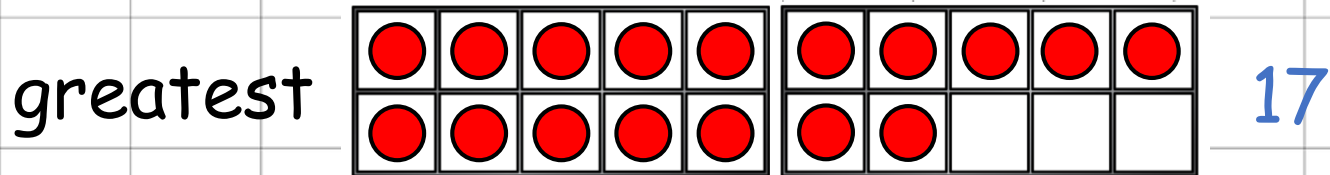
Today's Star Word is...

★ **order**

Step for Depth

Complete our step for depth and chilli challenge

Tiny is making numbers in  from greatest to smallest.



What could Tiny's missing number be?

14

15

16

Have a think



L.O. Ordering numbers to 20

Knowledge Goals

To know what numbers come in order from 1-20

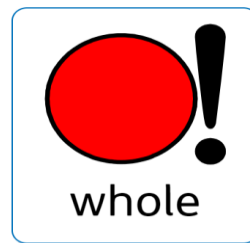
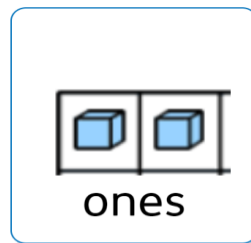
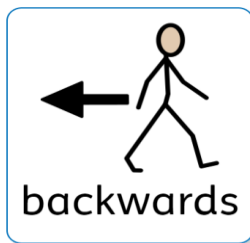
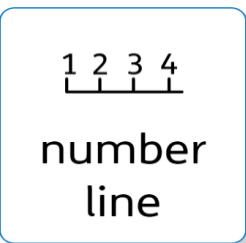
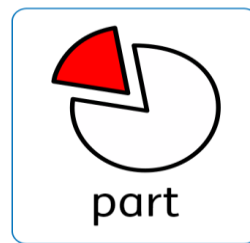
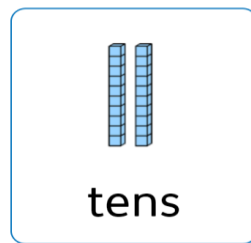
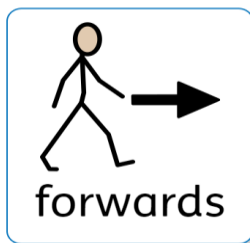
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete the rest of the worksheet

Vocabulary



Today's Star Word is...

★ **order**


Step for Depth

Complete our step for depth and chilli challenge


Adapted Task

Complete questions 1-3 in book. Then complete Maths boxes focusing on Place Value.


How Many Tens and Ones?





Adaptive Task
Slide


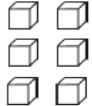




Notes


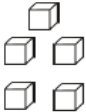




Starred
Children



	
tens	ones

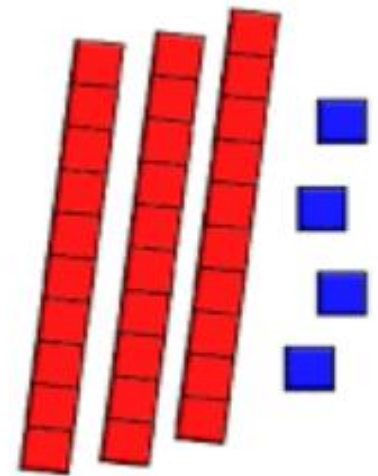
	
tens	ones

	
tens	ones

	
tens	ones

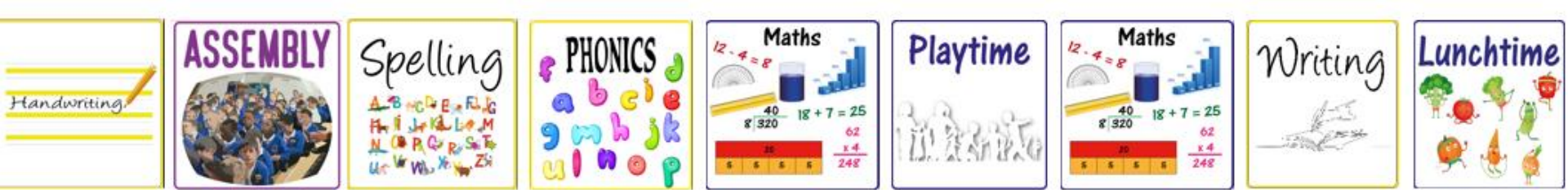
	
tens	ones

	
tens	ones



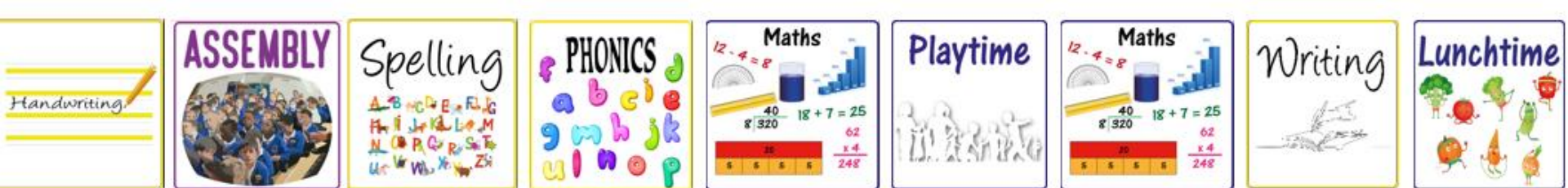
Y1 – Spring – Block 1 – Step 12 – Order numbers to 20 Answers

Question	Answer
1	a) 7 b) 15 c) 15 12 7
2	a) 9 17 14 b) 17 14 9
3	a) 8 12 15 b) 16 17 18 c) 9 13 20 d) 11 18 19
4	a) 16 13 7 b) 17 12 9 c) 20 19 9 d) 17 14 12
5	picture of between 9 and 17 counters possible answers: 9, 10, 11, 12, 13, 14, 15, 16, 17



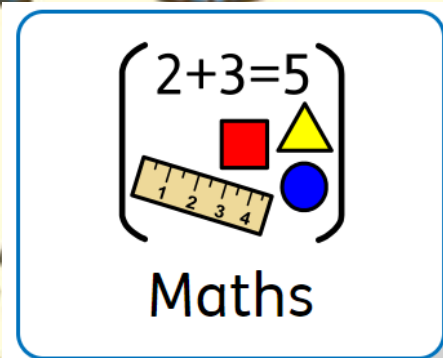
Breaktime
10.30-10.45





Finish Maths-Lesson 12

10.45-11.10



L.O. Ordering numbers to 20

Knowledge Goals

To know what numbers come in order from 1-20

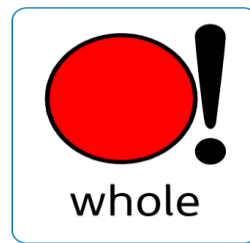
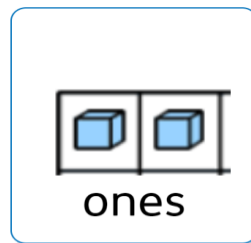
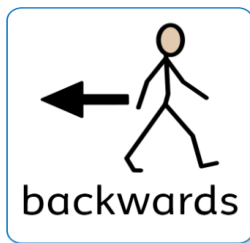
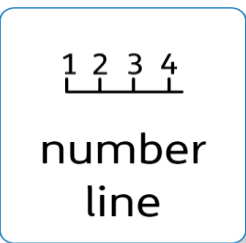
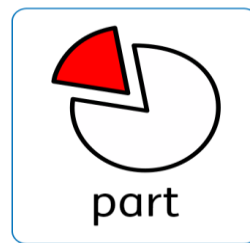
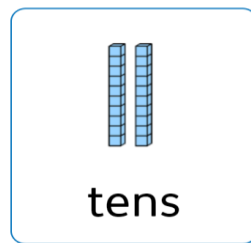
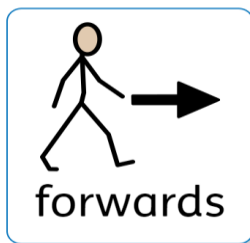
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete question 3 and 4

Vocabulary




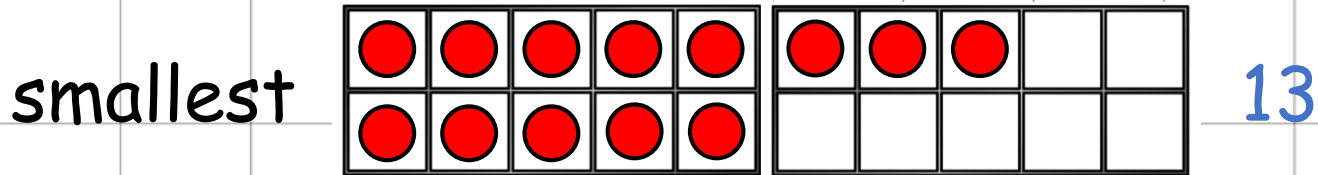
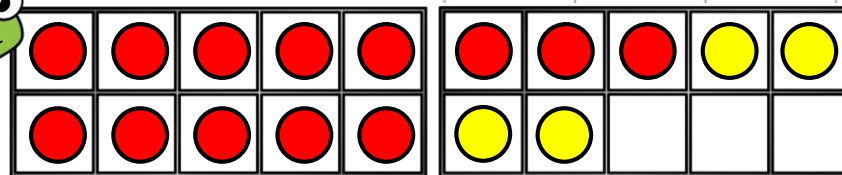
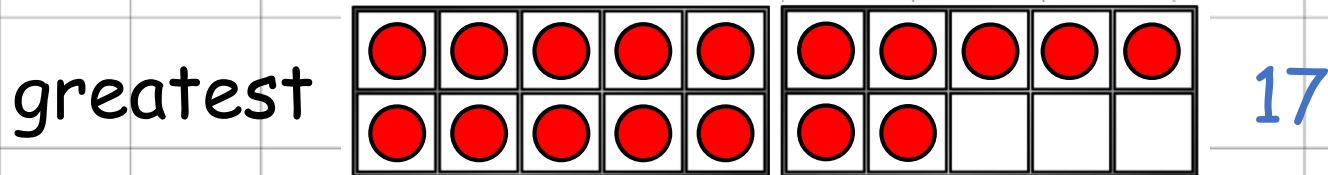
Today's Star Word is...

★ **order**

Step for Depth

Complete our step for depth and chilli challenge

Tiny is making numbers in  from greatest to smallest.



What could Tiny's missing number be?

14

15

16

Have a think



L.O. Ordering numbers to 20

Knowledge Goals

To know what numbers come in order from 1-20

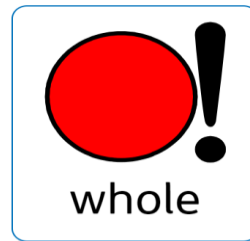
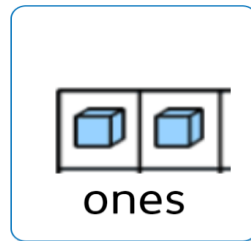
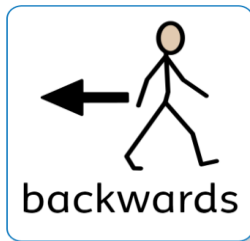
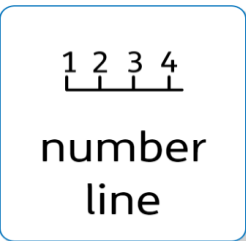
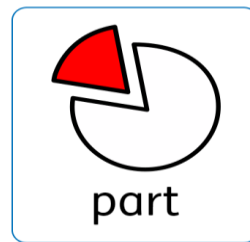
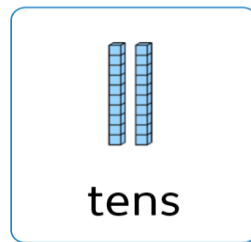
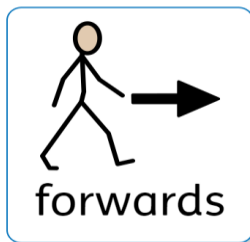
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete the rest of the worksheet

Vocabulary



Today's Star Word is...

★ **order**


Step for Depth

Complete our step for depth and chilli challenge


Adapted Task

Complete questions 1-3 in book. Then complete Maths boxes focusing on Place Value.


How Many Tens and Ones?





Adaptive Task
Slide


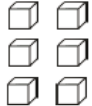




Notes


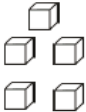




Starred
Children



	
tens	ones

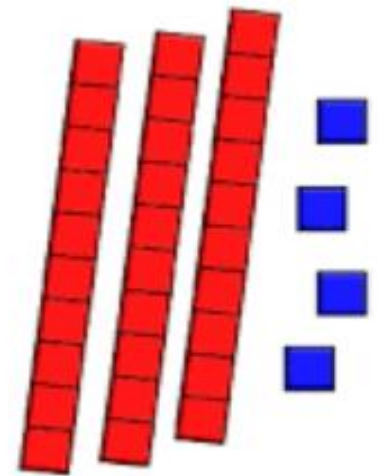
	
tens	ones

	
tens	ones

	
tens	ones

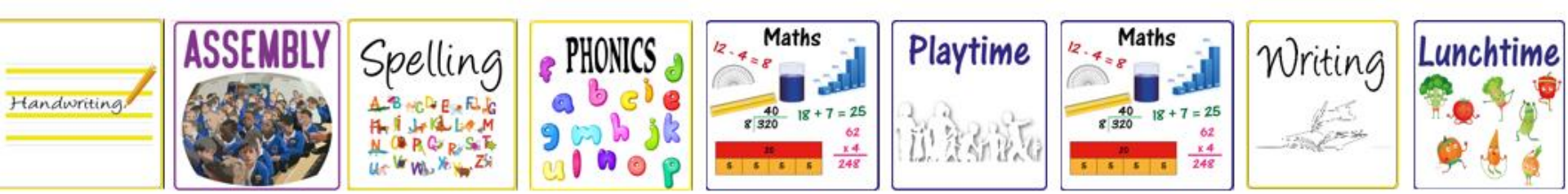
	
tens	ones

	
tens	ones

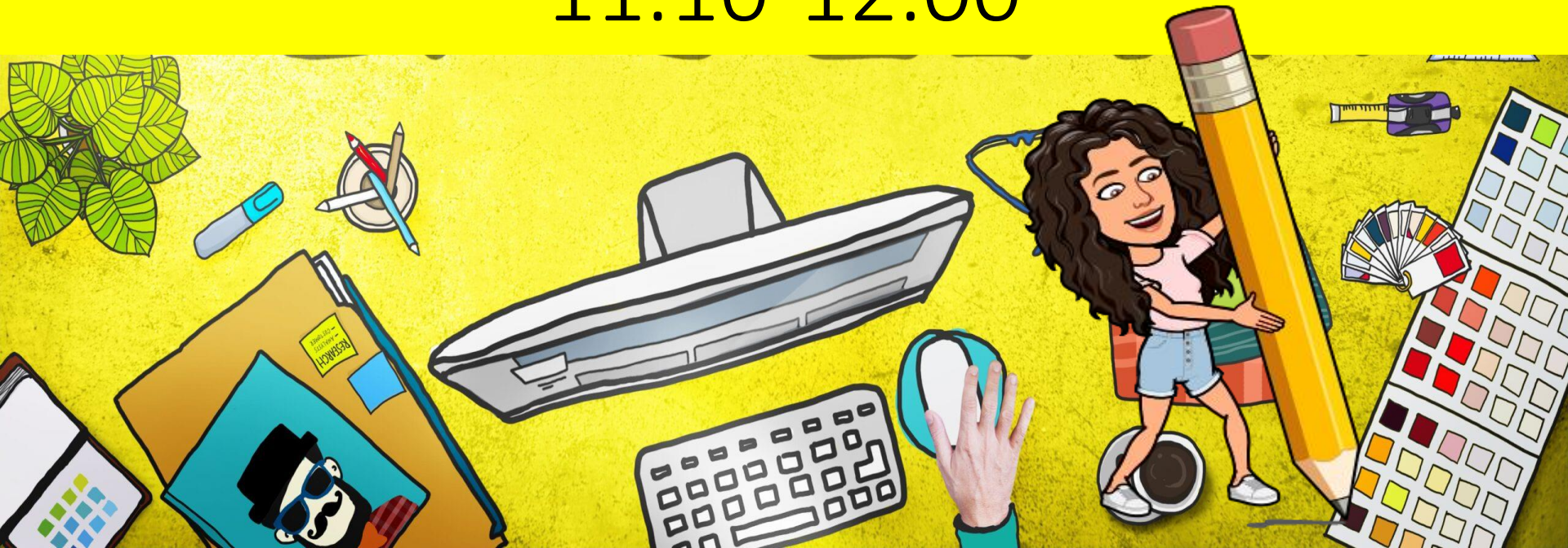


Y1 – Spring – Block 1 – Step 12 – Order numbers to 20 Answers

Question	Answer
1	a) 7 b) 15 c) 15 12 7
2	a) 9 17 14 b) 17 14 9
3	a) 8 12 15 b) 16 17 18 c) 9 13 20 d) 11 18 19
4	a) 16 13 7 b) 17 12 9 c) 20 19 9 d) 17 14 12
5	picture of between 9 and 17 counters possible answers: 9, 10, 11, 12, 13, 14, 15, 16, 17



English Writing 11.10-12.00

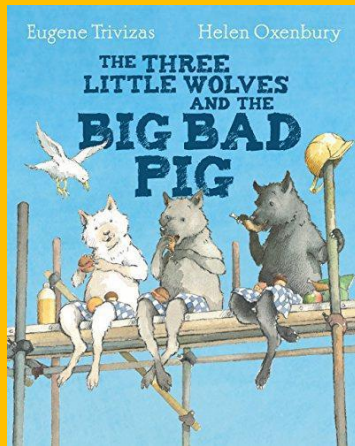


The 3 Little Wolves

Instructions

Autumn 2 Week 4

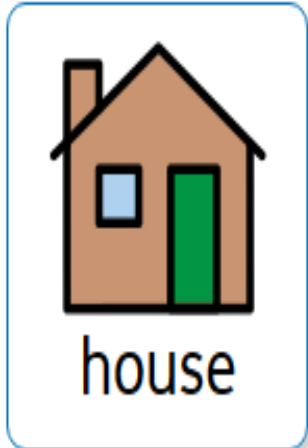
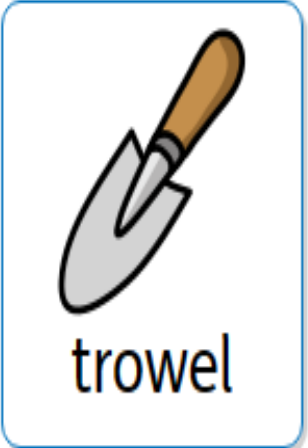
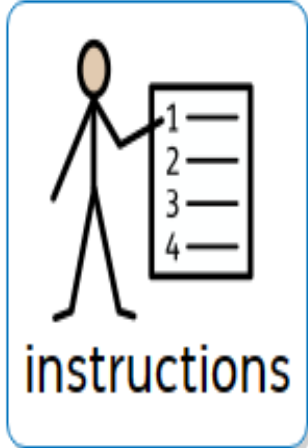
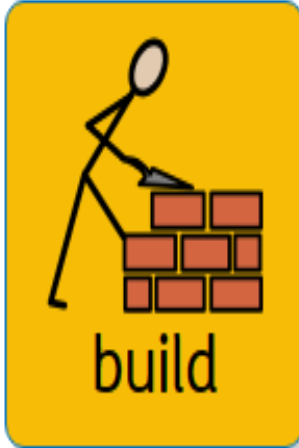
Lesson 2: Speaking and Listening



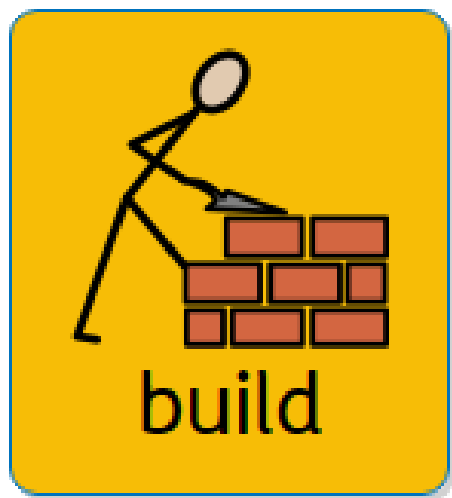
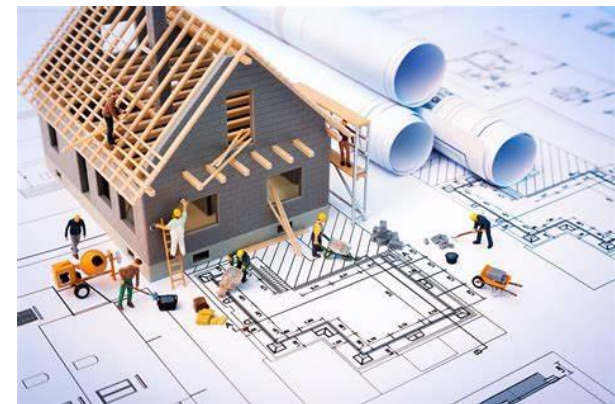
Success Criteria:

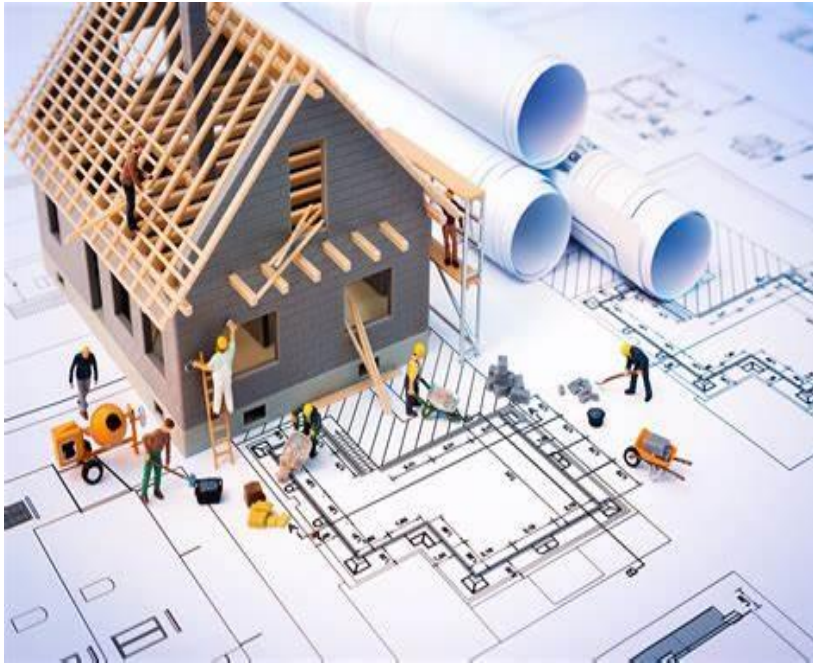
- I can identify the purpose of our instructions.
- I can begin to orally say my instructions using pictures and actions to support.
- I can say and/ or act out my instructions with my partner.

- **Instructions**
- **Building**
- **house**
- **concrete**
- **walls**
- **features**
- **partner**
- **sentences**



What were our focus words in our instructions?





Here is what
we are
making.

- In our instructions we say different things or tell people what to do.



WAGOLL: Model Text

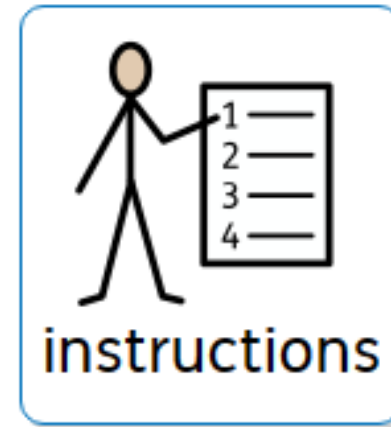
Let's read some instructions and discuss what features you spot

How to build a house

Equipment

Bricks, concrete, trowel, bucket

1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



- Title, equipment and question
- Steps in order
- specific adverbials
- Plural suffixes-'s'
- verbs
- begin a sentence with a capital letter
- use full stops to demarcate sentence
- Key vocabulary

Do you like your new house?

How to build a house

Equipment

Bricks, concrete, trowel, bucket

1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

Do you like your new house?

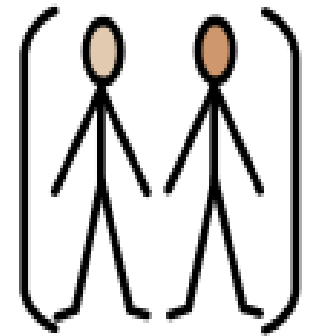
- Can you think of different actions to help us say our instructions?

Our action words or verbs can help us!

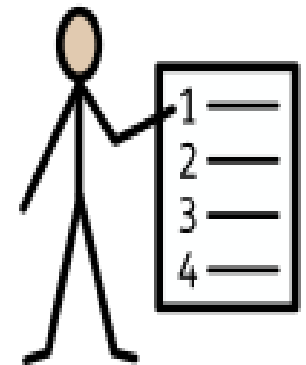


Speaking Task

- We are going to roleplay and orally say our instructions with a partner.
- One will say the instructions and one will act it out.
- We will model it to you first.



pairs

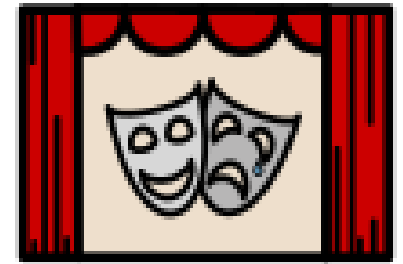


instructions

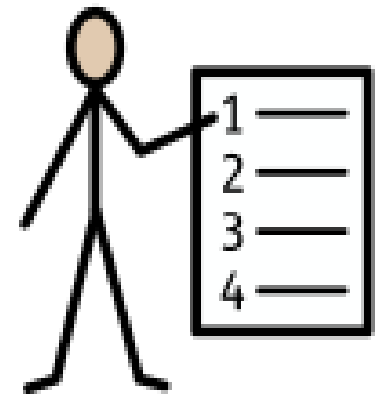


Speaking Task

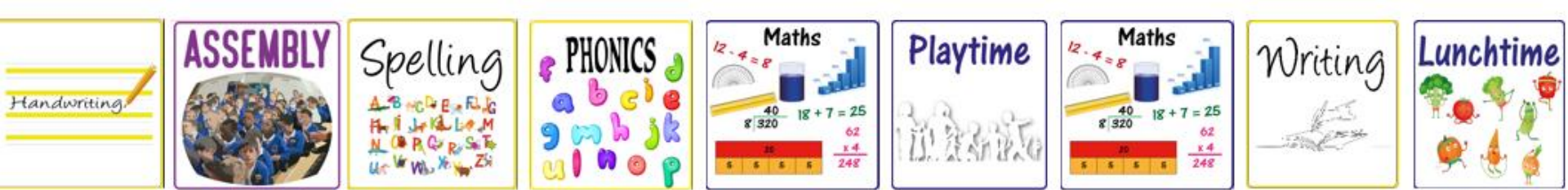
- Roleplay our instructions for building a house in pairs.
- One will be the instruction giver and one will act them out.
- Then swap over. We will show them to the class!



role play



instructions



Lunchtime

12.00-12.40



BIG Maths

RE

Active 15

RE

GEOGRAPHY

Home Reader

Home Time

Big Maths
12.40-1.00

Big
Maths





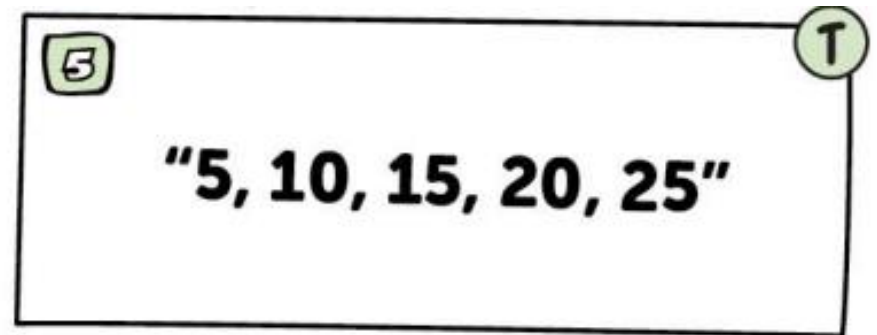
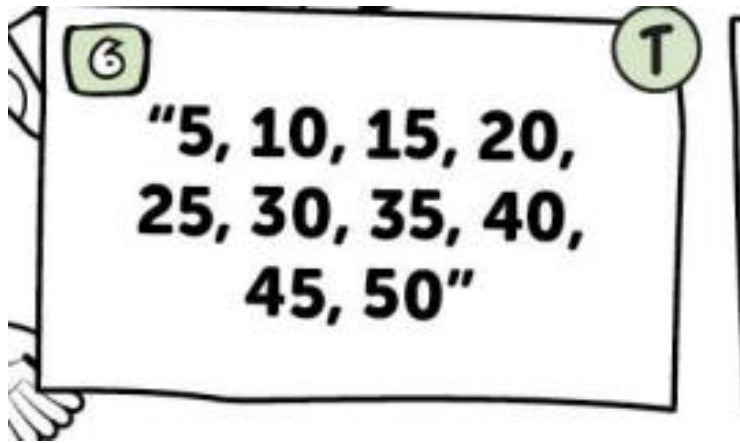
C = Counting

L = Learn Its

I = It's Nothing New (INN)

C = Calculation

C = Counting





Paint the Squares

Press **Esc** to exit full screen



Select a chart

1 to 10

1 to 50

1 to 20

1 to 100

1 to 30

1 to 120

Decimals

-100 to 1

These charts can be configured further on the game screen

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

L = Learn Its

Step 1

$1 + 1 =$

$2 + 2 =$



Step 2

$4 + 4 =$

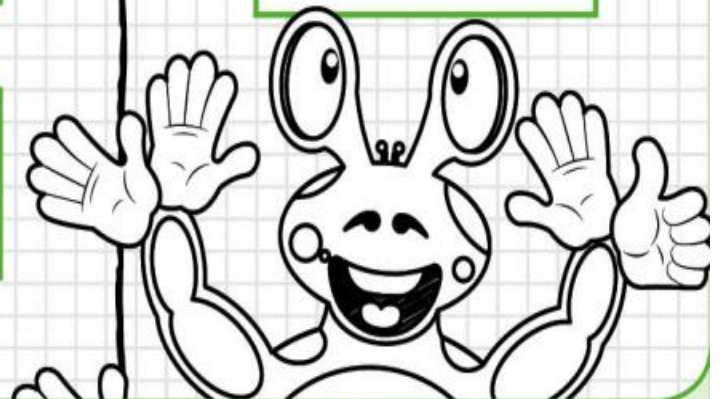
$3 + 3 =$

$5 + 5 =$

Step 3

$2 + 3 =$

$2 + 1 =$



I = It's Nothing New (INN)

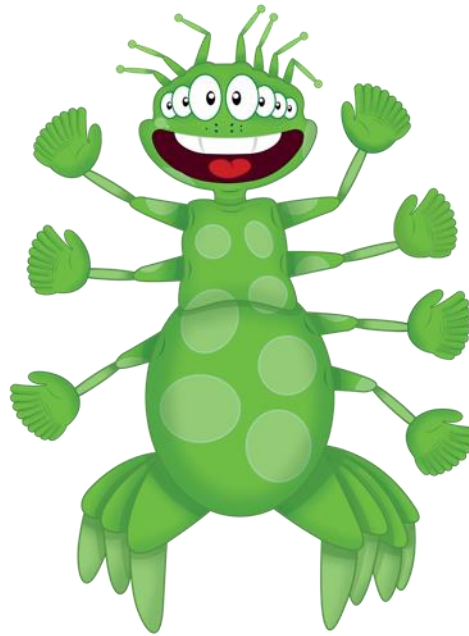
**Step
1**

**Doubling With Pim
(Without Crossing 10)**

I can double 1d numbers

This is PIM

*PIM can
help us
understand
doubling!*



**He is an
alien from
the planet
CLIC**



1 cat and
1 cat is ...

2 cats

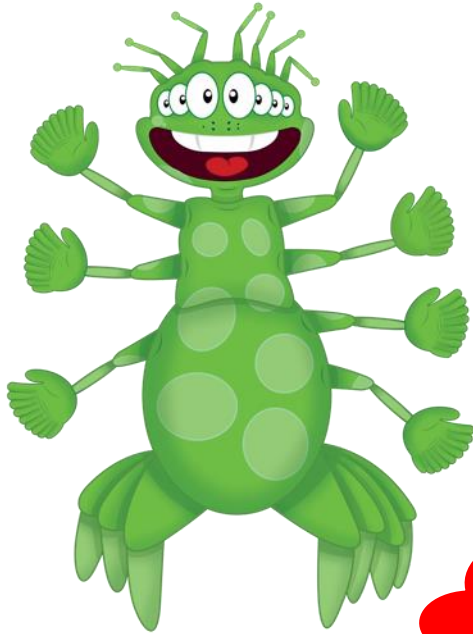
*How do
you know?*



1
cat



1
cat



**Double 1
cat is ..
2 cats**

*How do
you know?*



**1
cat**



**1
cat**



1 duck and
1 duck is ...

2 ducks

How do
you know?



1
duck



1
duck



**Double 1
duck is ...
2 ducks**

*How do
you know?*



1

duck

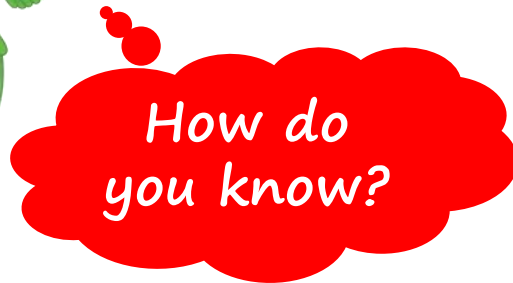


1

duck



1 ball and
1 ball is ...
2 balls





**Double 1
ball is ...
2 balls**

*How do
you know?*



**1
ball**

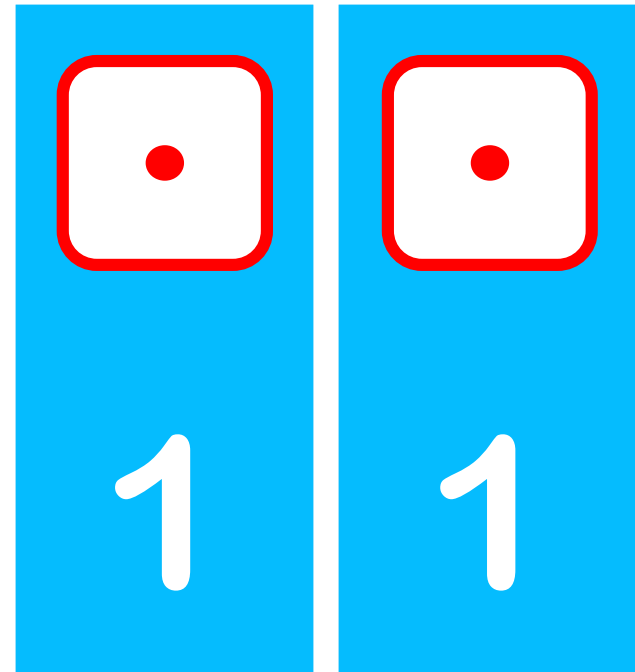


**1
ball**



1 and 1
is 2

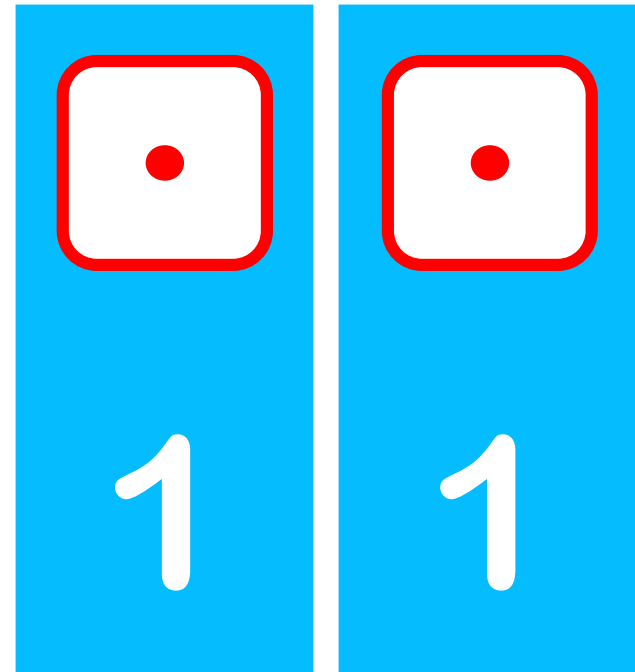
How do
you know?





$$1 + 1 = 2$$

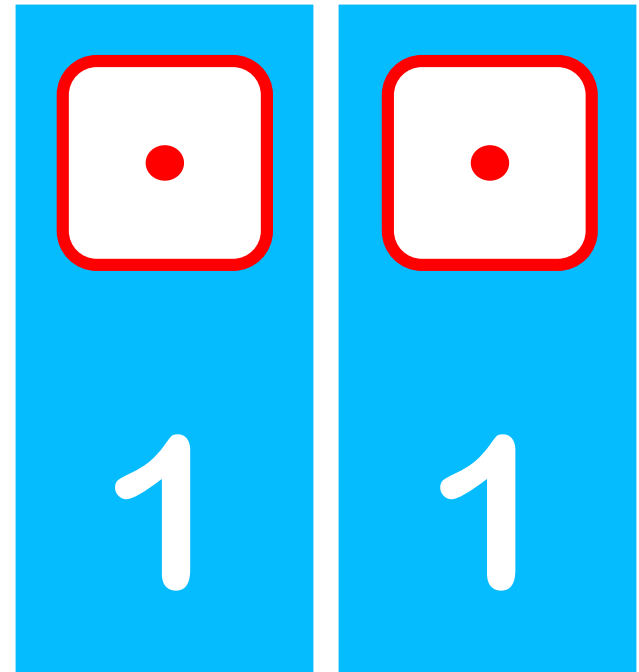
How do you know?

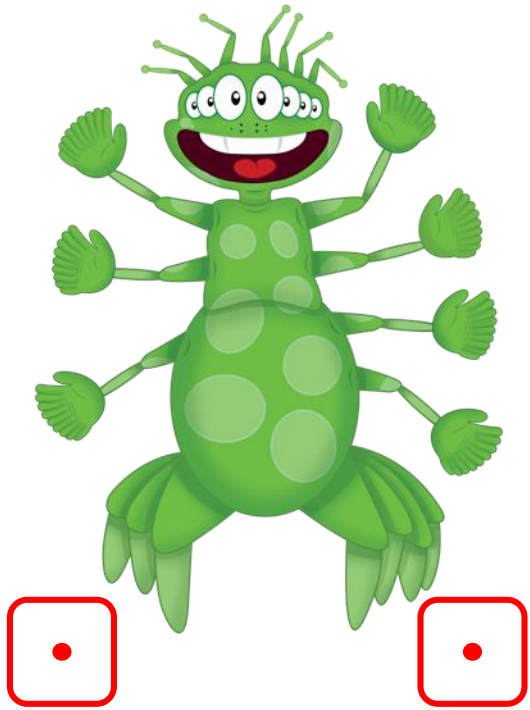




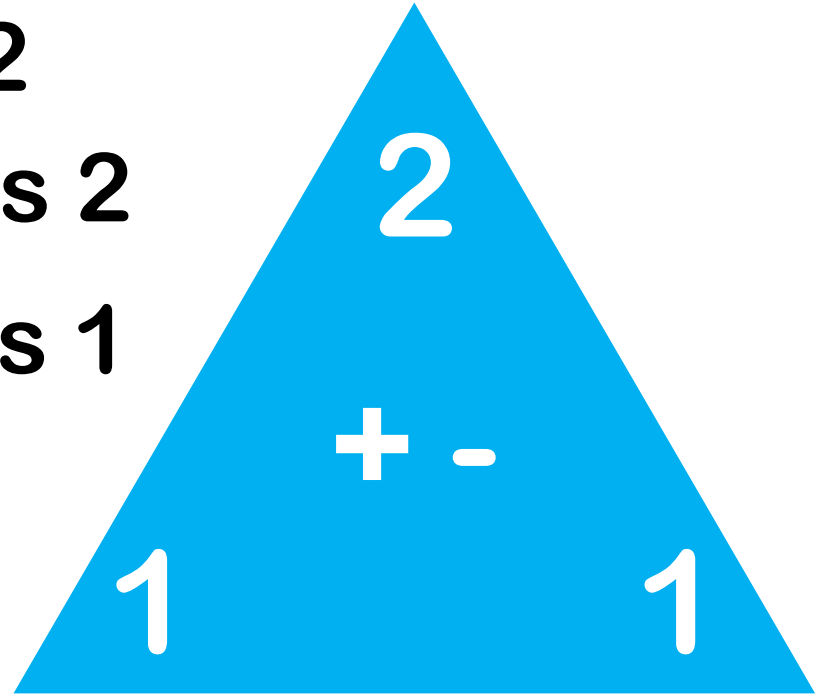
**Double
1 is 2**

*How do
you know?*





$1 + 1 = 2$
Double 1 is 2
Half of 2 is 1





2 cats and
2 cats is ...

4 cats

How do
you know?



2
cats

2
cats



Double
2 cats is ...

4 cats

How do
you know?

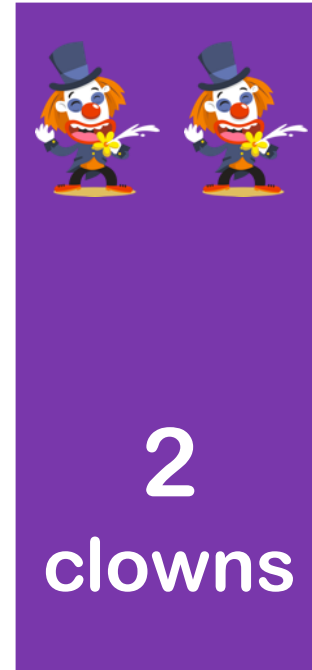
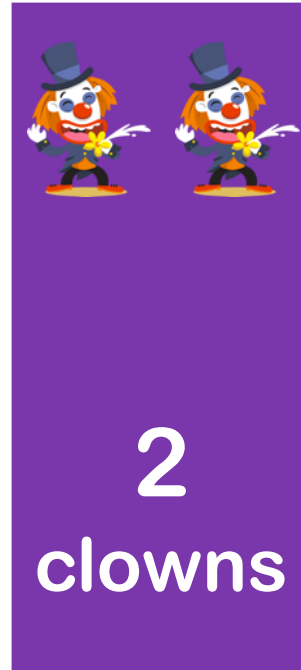




2 clowns and
2 clowns is ...

4 clowns

How do
you know?

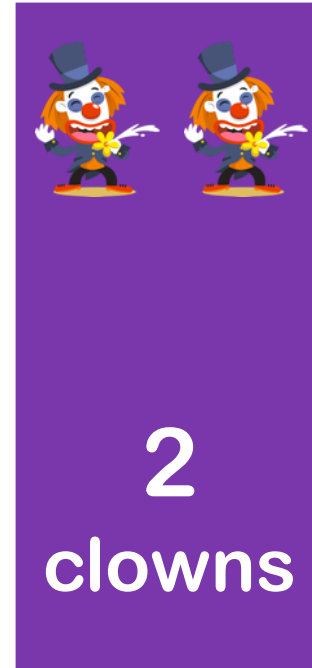




**Double
2 clowns is ...**

4 clowns

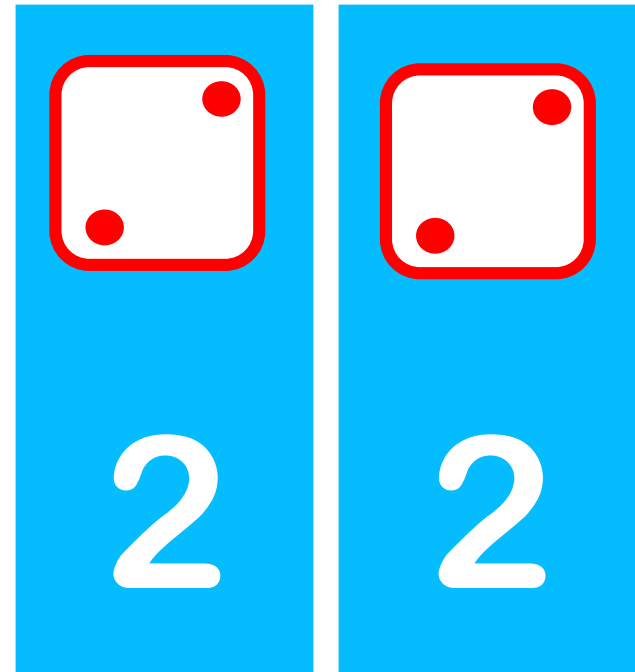
*How do
you know?*





2 and 2
is 4

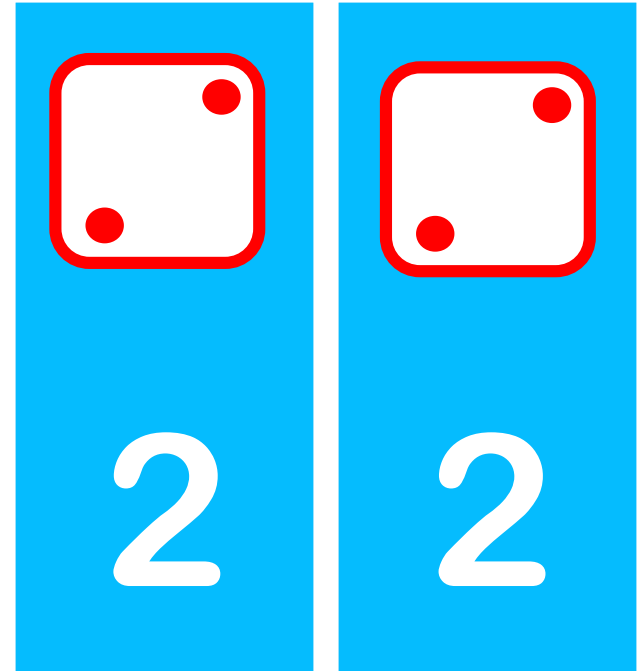
How do
you know?

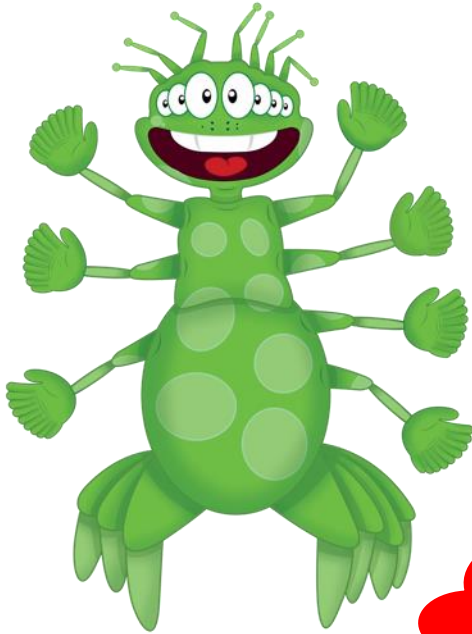




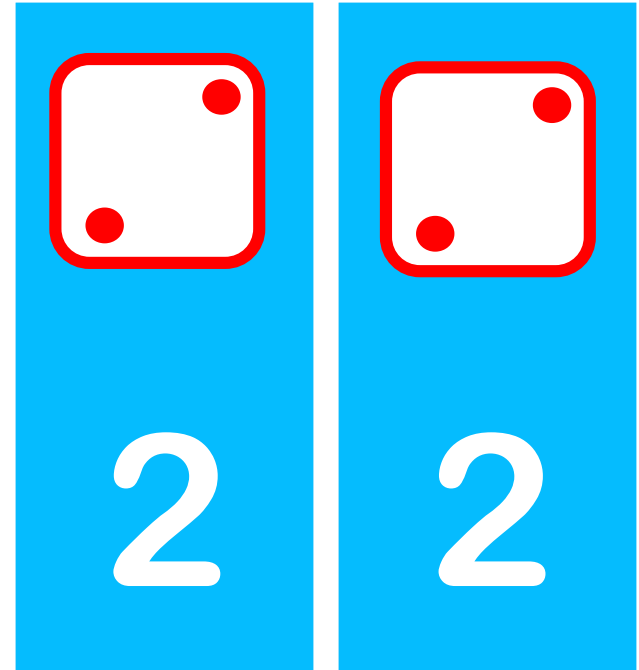
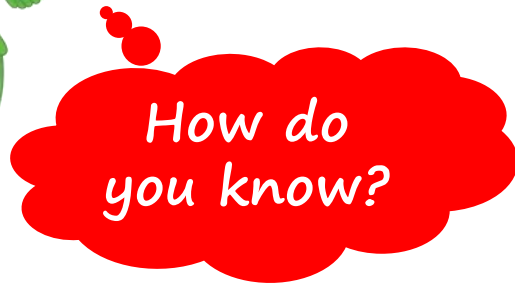
$$2 + 2 = 4$$

How do you know?



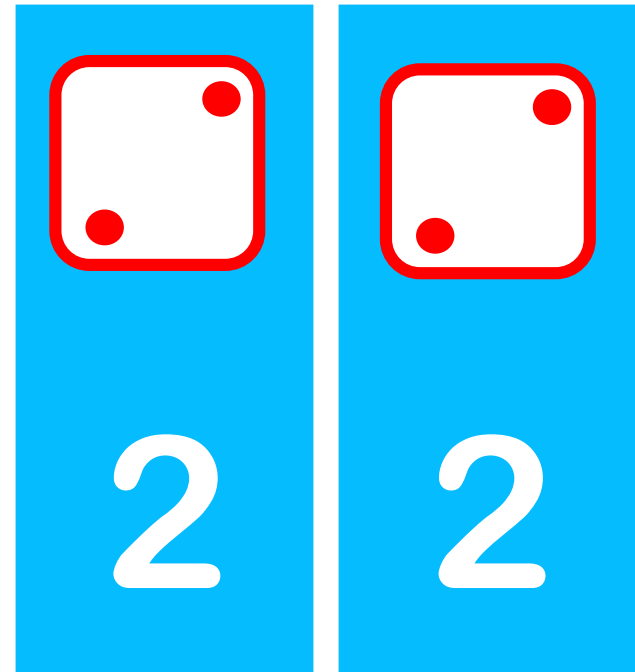
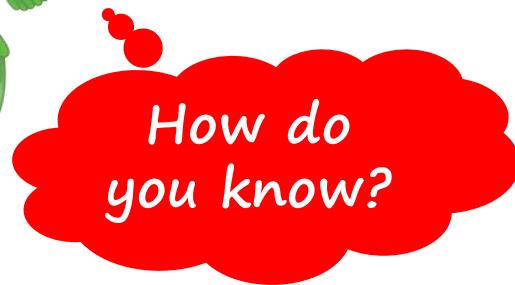


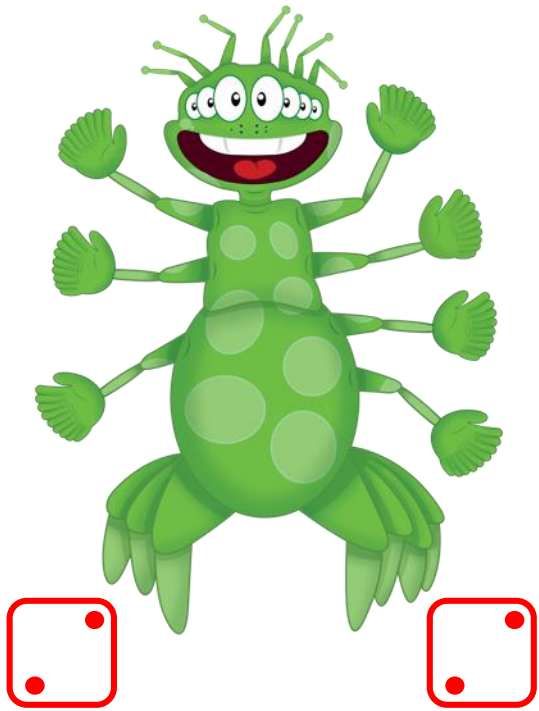
**Double
2 is 4**





Half of
4 is 2

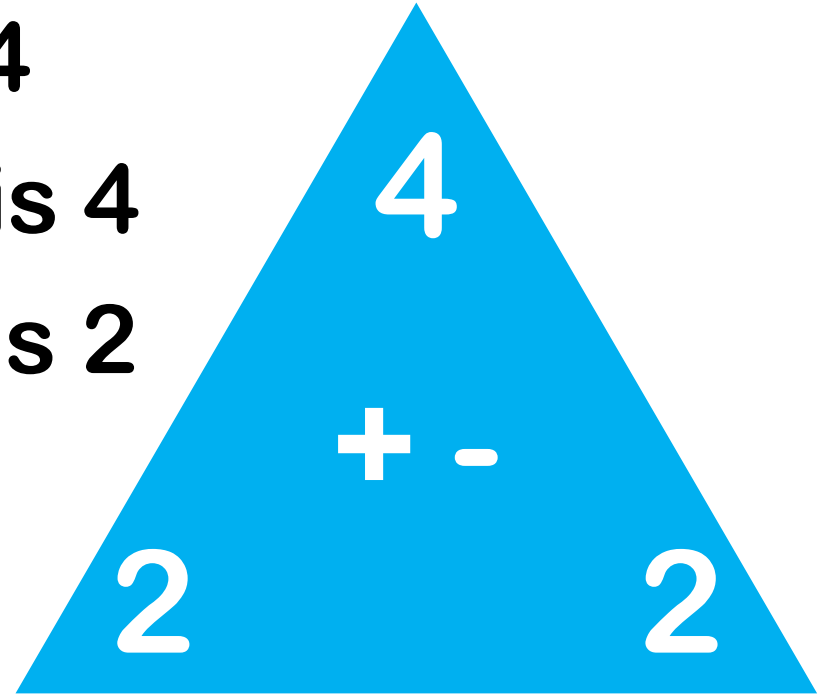




$$2 + 2 = 4$$

Double 2 is 4

Half of 4 is 2



C = Calculation

Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully

Step
5

Addition

I can add numbers of objects to
10

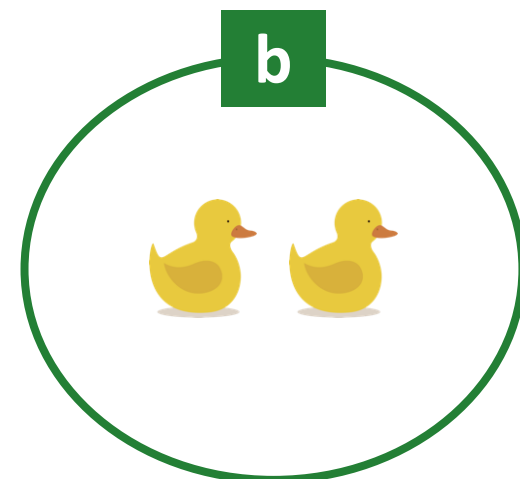
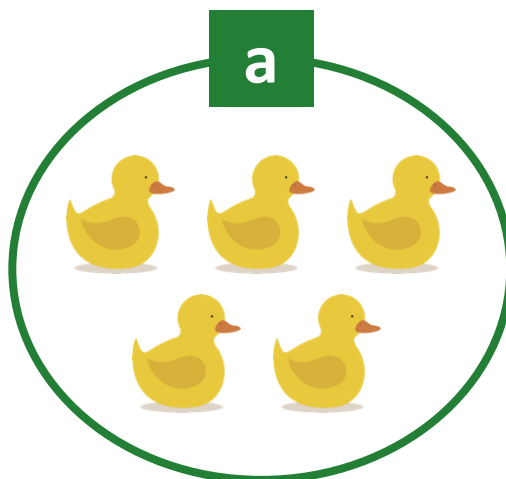




**Get your
whiteboards
ready!**

Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



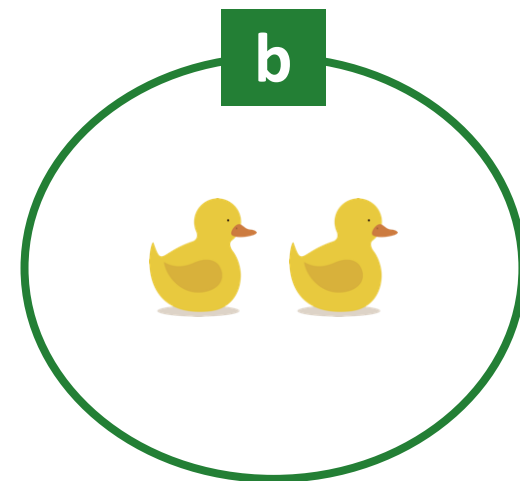
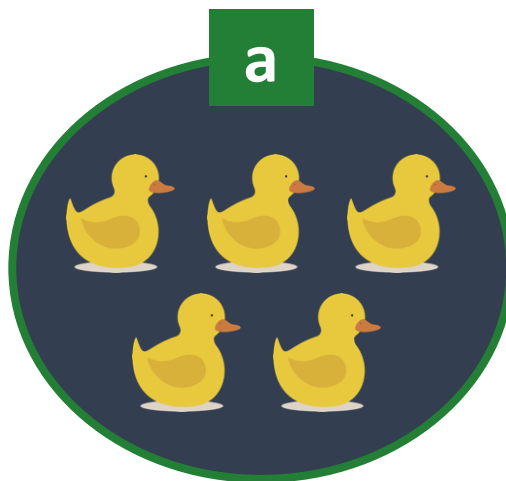
Count them all!

How many altogether?



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

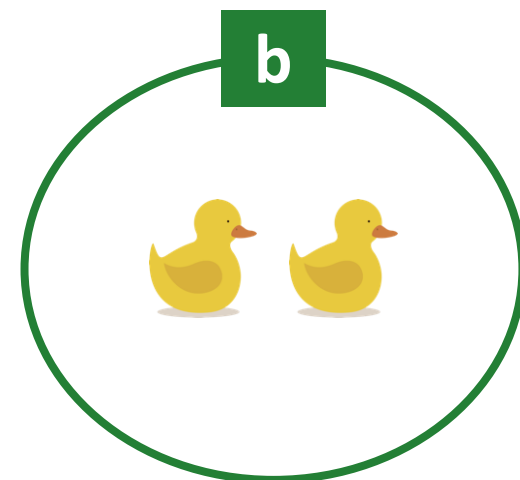
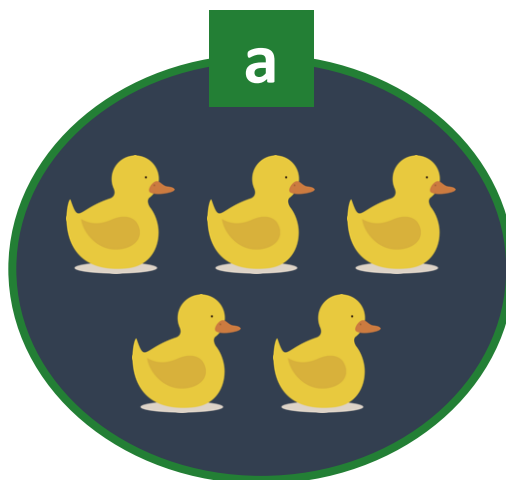


How many altogether?



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

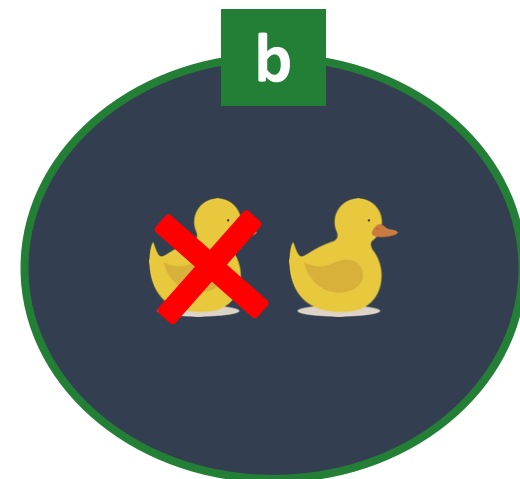
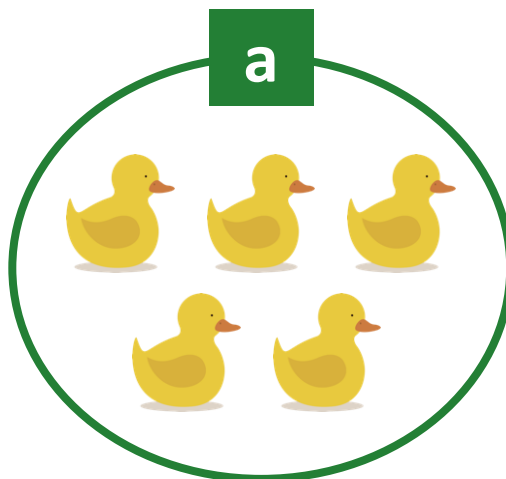
1 2 3 4 5 6 7 8 9 10

How many altogether?



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

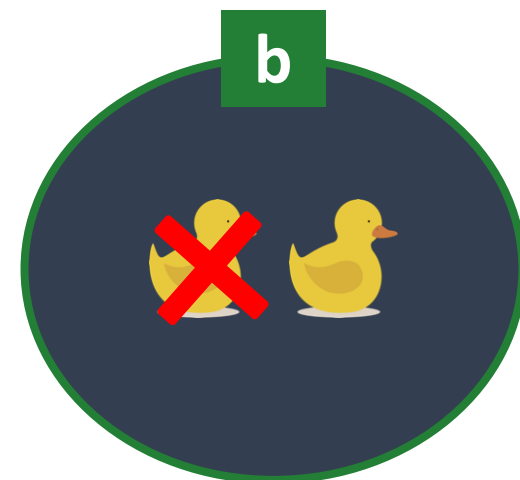
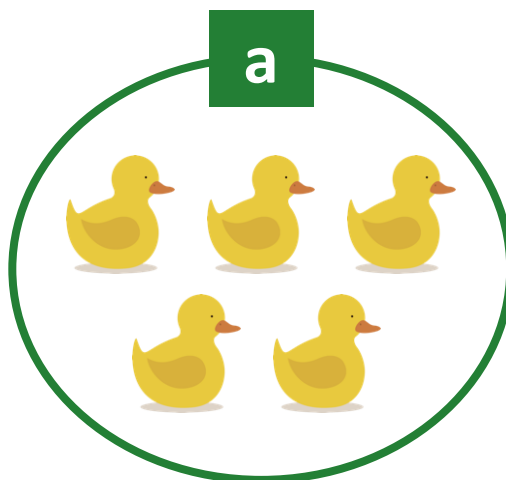
1 2 3 4 5 6 7 8 9 10

How many altogether?



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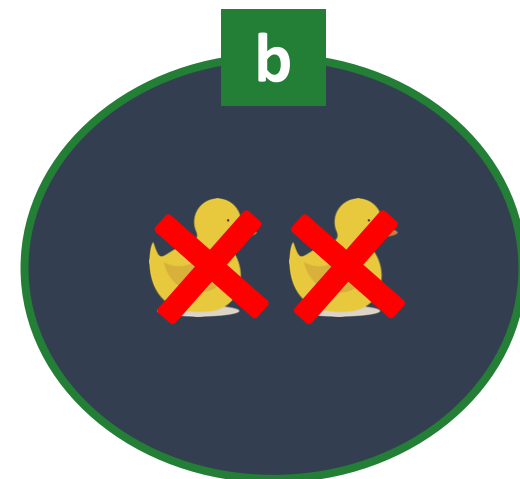
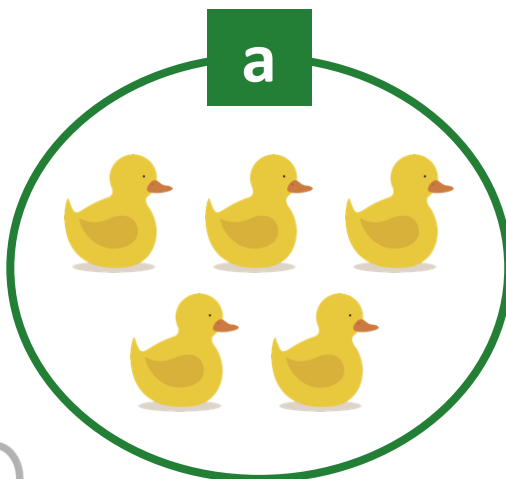
How many altogether?



Remember To:

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- count on each one carefully

7



Count them all!

1 2 3 4 5 6 7 8 9 10

How many altogether?



BIG Maths

RE



Active 15

RE



GEOGRAPHY



Home Reader



Home Time



RE-Lesson 2

Sharing Jesus' Life

1.00-1.45

Year 1
Unit L
Lesson 2

Sharing Jesus' Life

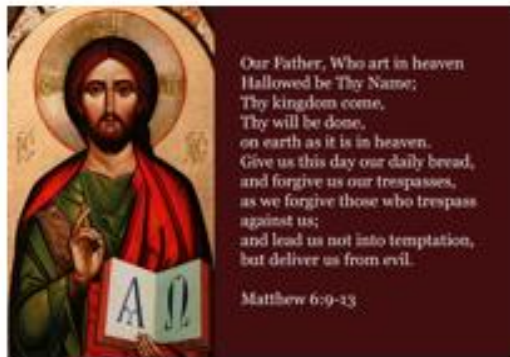


LO: To identify the Good News of Jesus.

Our Knowledge Organiser

Year 1 Knowledge Organiser- RE (Prayer)

Key Vocabulary	Definitions
prayer	A way of speaking to God
praise	
Mass	A religious service where people worship God
Church	God's house or a building used for Christian worship
bread and wine	The food used in Church which becomes Jesus' body and blood
Baptism	A celebration where a person enters the Catholic church to become part of God's family
Sunday	A special holy day where we go to Mass or Church to worship God
Altar	The holy table in Church where the bread and wine are placed
congregation	A group of people assembled for religious worship



COLLECTIVE WORSHIP

- Use some prayers from the celebration of the Mass during Collective Worship.
- Pray for people in the parish who attend the celebration of Mass.
- Write prayers for special celebrations that occur such as birthdays and other important days in school.
- Learn some songs and hymns about celebrating with Jesus.



Key Facts:

- The parish and families all have special celebrations which take place in houses or churches..
- God 's family gatherer to worship Jesus and God at Sunday Mass.
- People use prayers to talk to Jesus such as the Our Father, the Hail Mary and the Rosary.
- Sunday is a special day of celebration for the church.
- The church has many different objects and symbols which mean different things.

Our Knowledge Organiser

Year 1 Knowledge Organiser- RE (Prayer)



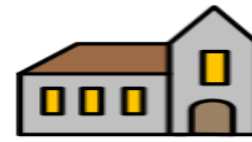
prayer



praise



Mass



Church



baptism



Sunday



Eucharist



congregation



Our Father, Who art in heaven
Hallowed be Thy Name;
Thy kingdom come,
Thy will be done,
on earth as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass
against us;
and lead us not into temptation,
but deliver us from evil.

Matthew 6:9-13

COLLECTIVE WORSHIP

- Use some prayers from the celebration of the Mass during Collective Worship.
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Date: 13.11.2024

L.O: To identify The Good News of Jesus.



1. I know that Jesus told us The Good News.
2. I know that God always forgives.
3. I know that God always loves us.

Here are today's key words:



Good News



Jesus



Bible



God



forgive



love

Time to reflect...



How are you feeling
today?

Let us pray...



Dear Lord,

We thank you for prayer and the way that we are able to talk with you. Please listen to our prayers and give us the support we need to follow your word.

Amen



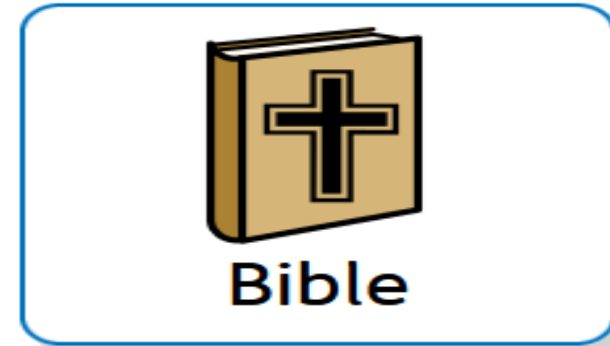
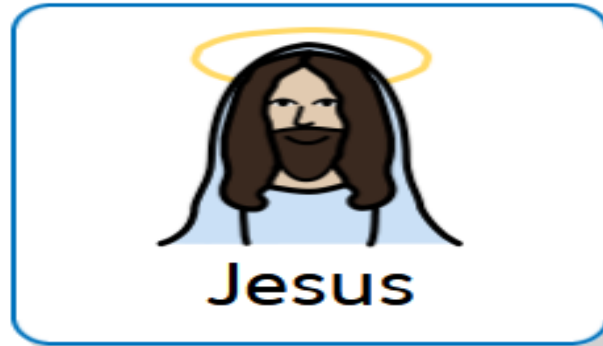


Good News



The message Jesus brought to us about God

Vocabulary check point



What can you remember about Simon?



question



Teach

In the story Simon was catching fish and Jesus came and helped him. Jesus then told Simon to leave the fish behind and come and follow him instead.



trust



Jesus

Teach

The disciple Simon was a fisherman but chose to follow Jesus. He chose to trust him and God.




trust



Jesus

Teach

This meant that Simon then followed Jesus around as a  He helped to spread the word of God.

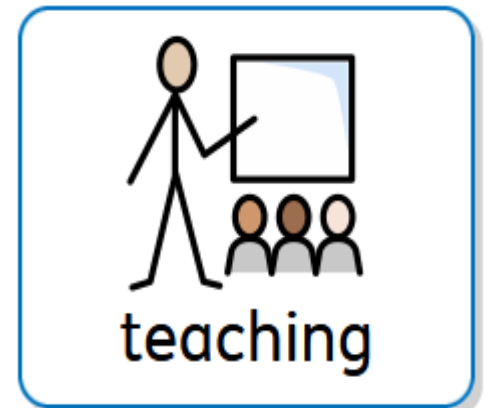
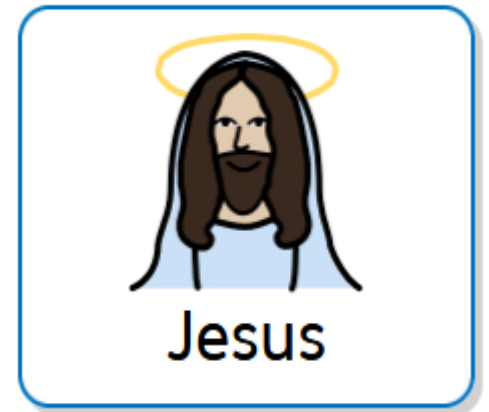


Bible



God

When Jesus was travelling with his disciples he shared God's 



Teach

When Jesus was teaching about God he told us that God will always forgive us, even if we do wrong to him.



forgive

IT'S OKAY



Jesus



teaching

Teach

He also taught us that God loves us and that his love can help us to change our lives for the better to do good things.



love



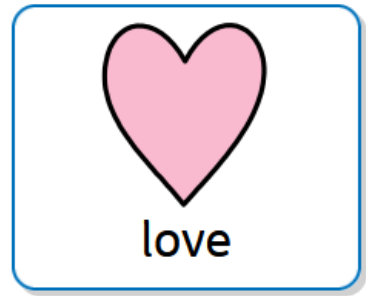
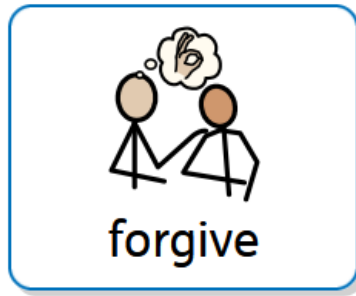
Jesus



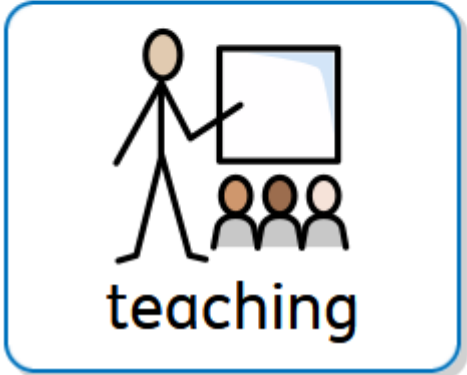
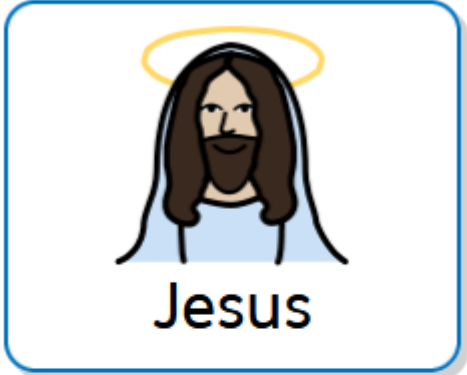
teaching

Teach

We can use this  in our own lives by showing forgiveness and love to people, as God and Jesus do for us.



How do you show The  in your own lives ?



Catholic Social Teaching and British Values

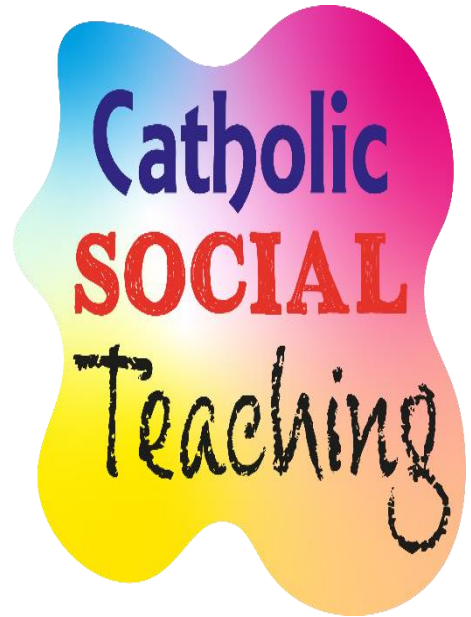


think

God wants us to all find peace by allowing him to fill our lives.



We should all aim to follow in the footsteps of Jesus and his disciples, loving and forgiving others.



CATHOLIC SOCIAL TEACHING CATHOLIC SOCIAL TEACHING

Finding Peace



CATHOLIC SOCIAL TEACHING CATHOLIC SOCIAL TEACHING

Date: 13.11.2024

L.O: To identify The Good News of Jesus.

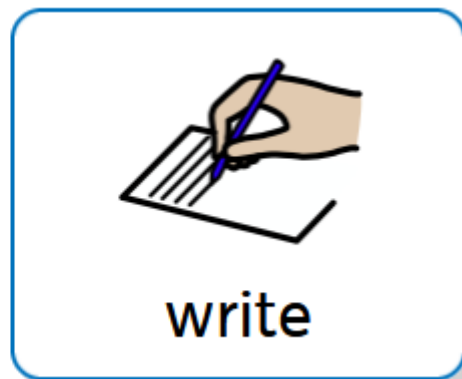
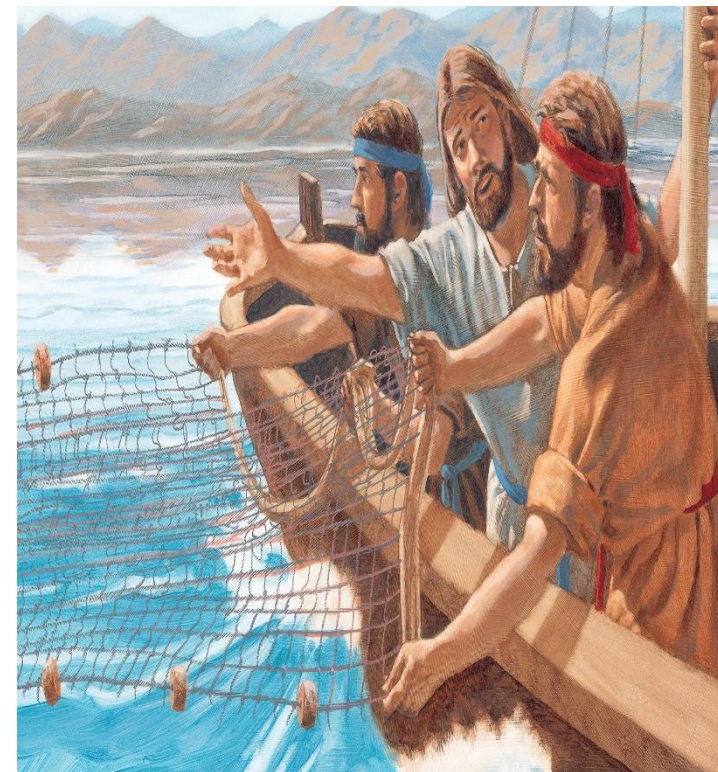
Success Criteria:



1. I know that Jesus told us The Good News.
2. I know that God always forgives.
3. I know that God always loves us.

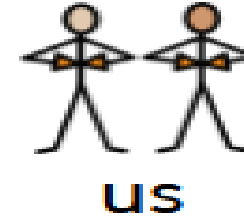
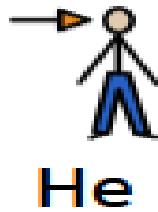
Task: ...

Writing sentences about The Good News of Jesus using word banks and sentence starters.

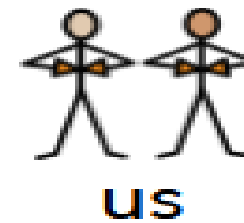
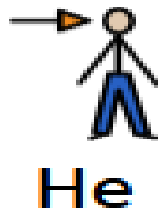


Adapted task

SEN children to write sentences with adult support.
Have three simple sentence starters with pictures.
Write sentence and finish it off.



to |



to

Word Bank



Good News



Jesus



Bible



God



forgive

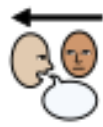


love

Sentence Starters



Jesus



told

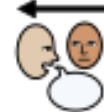


us

The



He



told



us

The



Good News

is



in



It

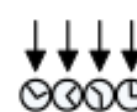
said



God



will



always



Jesus



taught



us



God




will













+





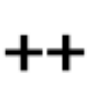
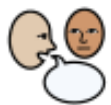







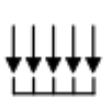

Sentence Starters

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        .

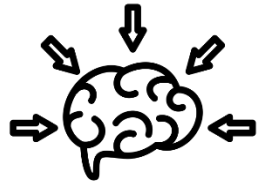
          .

      .

            .

.

Let's review



Knowledge
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.



- KG1. I know that Jesus told us The Good News.



- KG2 : I know that God always forgives.



- KG3 : I know that God always loves us.

I wonder...

How can we share The Good News this week?
How can we change for good?



Jesus



teaching



Let us pray...

Father God,
Help me to be a good disciple and to allow
me to let you into my heart, words and
actions. I want to live out my life how you
want me to and to help and love others.
Amen



BIG Maths

RE



Active 15

RE



GEOGRAPHY



Home Reader



Home Time



Daily Active

1.45-2.00



BIG Maths

RE



Active 15

RE



GEOGRAPHY



Home Reader



Home Time



RE

Finish Lesson 2
Sharing Jesus' Life
2.00-2.15

Date: 13.11.2024

L.O: To identify The Good News of Jesus.

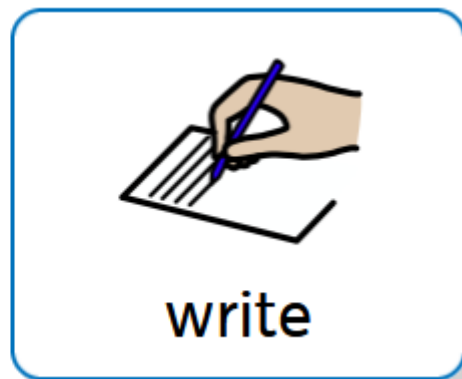
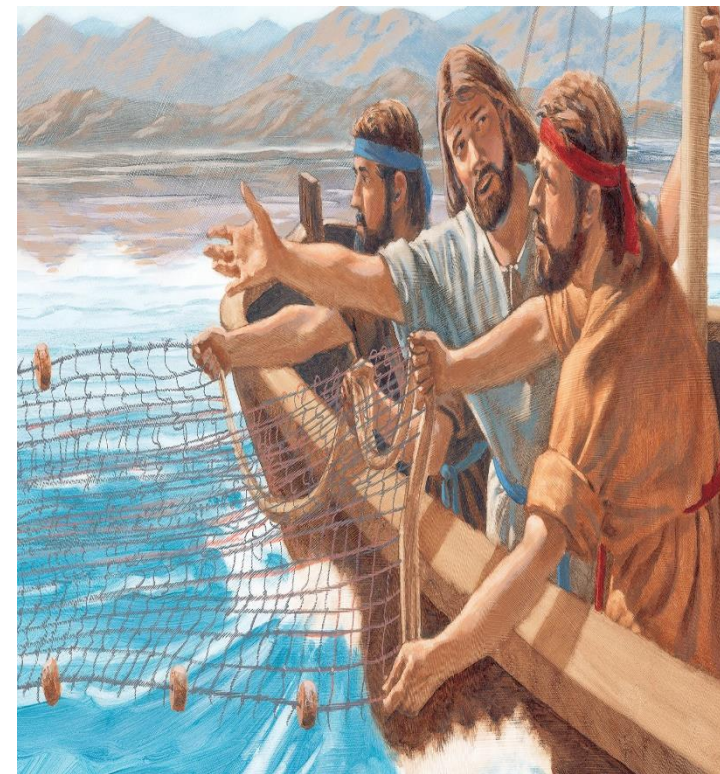
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Task: ...

Writing sentences about The Good News of Jesus using word banks and sentence starters.



Adapted task

SEN children to write sentences with adult support.
Have three simple sentence starters with pictures.
Write sentence and finish it off.



Good News



I



know



Jesus



said



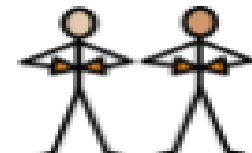
listen



He



told



us

to |




write



He



told



us

to

Word Bank



Good News



Jesus



Bible



God

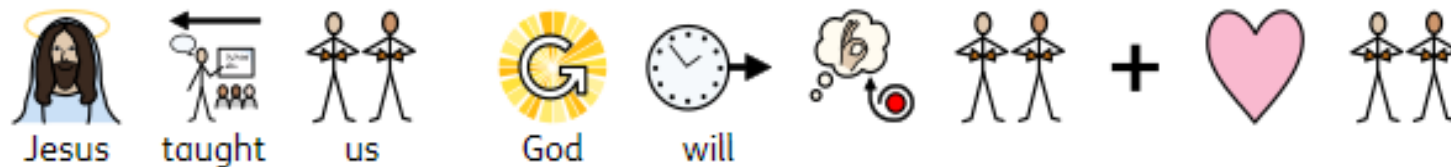
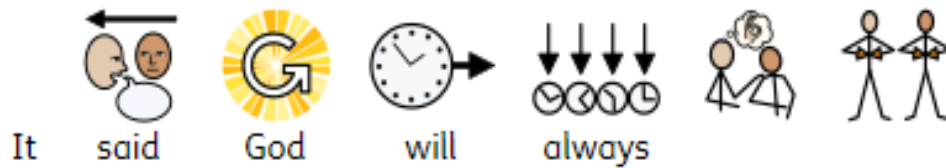
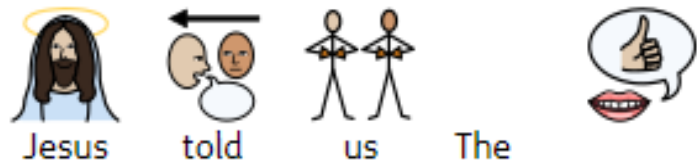


forgive





love



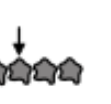





Sentence Starters





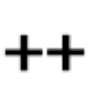


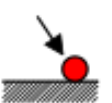





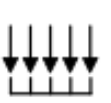

Sentence Starters

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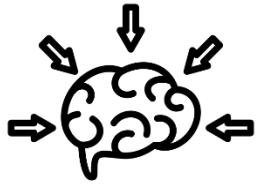
          

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I wonder...

How can we share The Good News this week?
How can we change for good?



Jesus



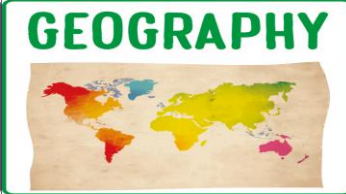
teaching



Let us pray...

Father God,
Help me to be a good disciple and to allow
me to let you into my heart, words and
actions. I want to live out my life how you
want me to and to help and love others.
Amen





Geography-Lesson 4

Spatial Sense

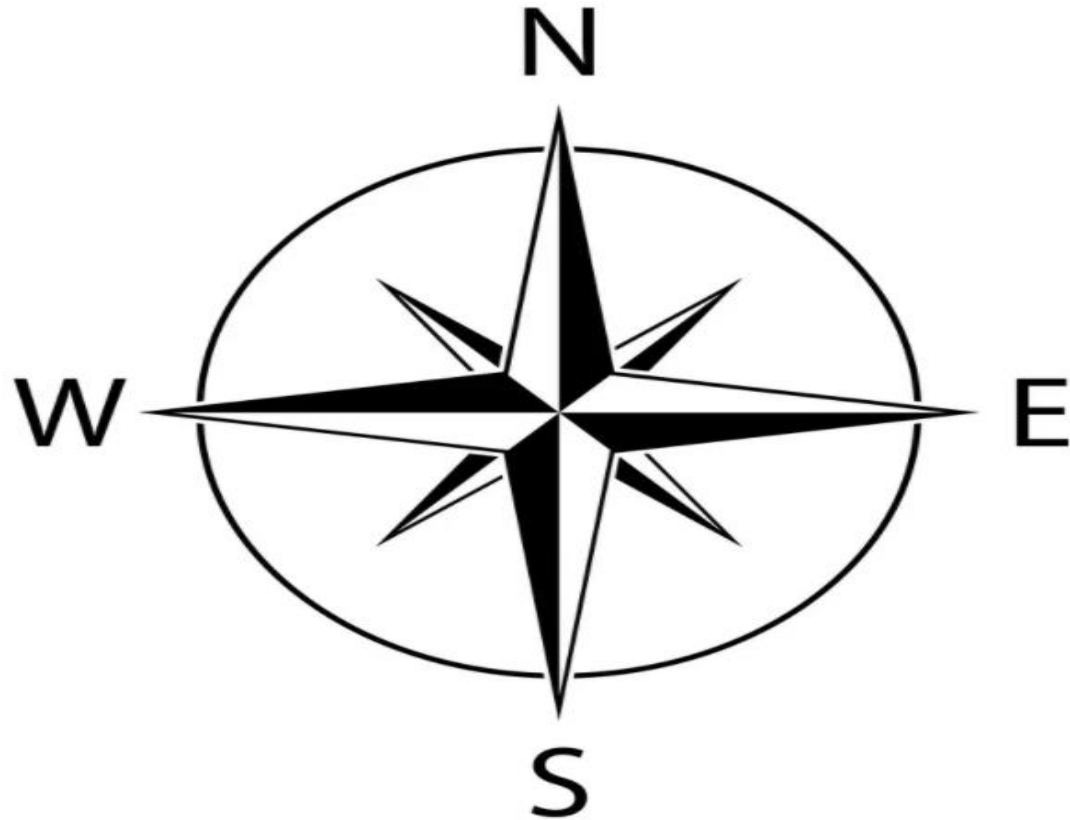
1.00-1.45

Direction

Year 1

Spatial
Sense

Lesson 4





Lesson Series

1. Aerial Views
2. Maps
3. Location
4. Compass Points
5. What makes a good map?
6. Drawing maps

National Curriculum Coverage

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and route on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

What you need to know

- Aerial views are a view from above.
- Maps are a representation of an area of land or sea that can be used for navigation. Maps can show physical and or human features including cities, roads, buildings etc.
- The art of map making is called cartography. People who make maps are called cartographers. The word cartography comes from the Latin word 'carta' meaning map.
- The earliest known maps are actually of the stars and were found in cave paintings in Lascaux, France. The maps of the stars there are thought to be around 17,000 years old.
- Ancient Egyptian maps have been found that show land boundaries; it is likely these boundaries were re-established after the annual flooding of the Nile.
- The Age of Exploration is a time from the 15th to the 17th century where many Europeans began to travel the world in search of new trading routes and wealth. During this time mapping improved greatly as people travelled to new places. The Spanish and Portuguese also began mapping the seas to show ocean currents, this helped navigators to plan their routes.
- Now, many of us have maps at our fingertips on smartphones. Digital mapping has enabled us to locate maps showing almost any area of the world in seconds.
- Location means the place or position where something is. We can locate places on a map.
- A compass is an instrument used for navigation that locates where the geographical cardinal points are (north, south, east and west). Compasses have been used for over 2,000 years and were first designed in China using a magnetic stone called a lodestone.
- Simple maps include a title, a key, symbols and labels.

Spatial Sense



aerial view

what something **looks like from above**

map

a picture showing **where things are located** in an area

location

the place **where something is**

compass

a tool used to **find out directions**

key

a tool used to show **what symbols on a map represent**

symbol

a **picture on a map** that represents something

navigate

to **find the way**



a person who draws maps is called a cartographer



park map



a good map has:

a title








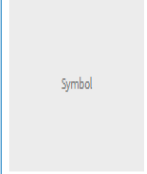
a key

symbols

compass points

Spatial Sense

KEY VOCABULARY

 aerial view	 map	 location	 compass
 key	 symbol	 navigate	 Symbol First type text



- a good map has:
- a title
 - a key
 - symbols
 - compass points

Lesson 4: Understanding direction



Geography

PKC

Spatial Sense: Year 1– Around My School

Lesson 4: Understanding Direction

PKC
Primary Knowledge
Curriculum

Teacher Knowledge

This lesson offers children an opportunity to learn about direction and apply their knowledge to a practical situation. At this stage, children may need to secure their understanding of left and right before moving onto compass points. This understanding is something that will need to be reinforced over time and may require frequent revisiting to ensure children can confidently identify directions including left and right. A compass is a magnetised instrument that contains a pointer showing the direction of the magnetic north. The magnetic north changes slightly as the earth's magnetic poles are not fixed whereas the geographical poles remain the same. From the direction of north, we can deduce the direction of east, south and west. Compasses remain an essential tool for navigation for people all over the world. From a hiker making his way along a trail, to the captain of the largest cruise ship, compasses ensure people know which direction they are travelling in.

Knowledge Objective

Compass points can be used to show direction.

Knowledge Goals

We can give directions such as forwards, backwards, left or right.

Compasses can be used to find direction and navigate.

A compass has four points; north, south, east and west.

Lesson Detail

Prior Learning: Recap using words to describe location. Ask children to describe the location of some things around the school site.

Vocabulary: Introduce the compass points; North, South, East and West. Orally rehearse the words. Explain that a compass shows direction, this means the way to go. We can use compass points to describe which direction a location is. E.g. to the west of our classroom is... Teach the word 'navigate' and explain it means to find or plan a route or a way to go.

Teach: Recap left and right. Explain our left and right are from our own perspective. Point to your left, then move a little and point to your left again. Show how your left can mean different places depending on where you stand. Show children a picture of a compass (have a real one if possible) and explain that people use these to navigate. Explain again that 'navigate' means finding out or planning the way to go. Explain that compass directions do not change. Whichever way we face, North is still in the same place. Compasses use the Earth's magnetic field to show North. Using compass points- explore the school building walking to the north, south, east and west using first hand observation to identify compass direction. Model using compass points to describe direction and locations, for example, if we start in the playground and travel north, we will reach the school gate.

Talk task: *Why are compass points useful?*

Task: If you have access to compasses, give children time to explore them. Then set a compass challenge- to draw objects onto a page following instructions. For example- give children a page with a house in the middle. Ask them to draw the compass signs with north pointing to the top of the page. Ask them to draw a tree to the north of the house, a lake to the south etc. Alternatively, they could draw their own objects and then write sentences describing the location. (The tree is south of the house.)

Optional tasks: If available, children can use programmable floor robots to explore direction. Children can design maps or pathways for their roamers, exploring left and right turns. Children can give each other directions to get from one place to another, blindfolded if they can do this safely. Children can also design treasure maps with instructions for how to locate the treasure.

Partner teach/Plenary: *What are the compass directions?*

Step for Depth: *Who might use a compass?*

Vocabulary

Compass
Navigate
Direction,
left,
right,
forwards,
backwards,
north,
south,
east,
west

Suggested Resources

This [online compass game](#) from BBC education will help children to remember the four compass points.

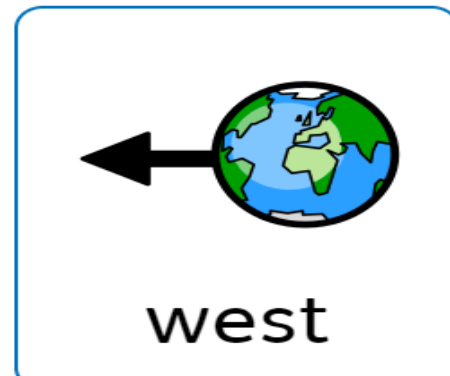
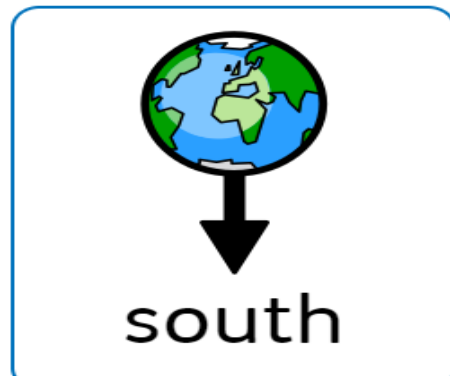
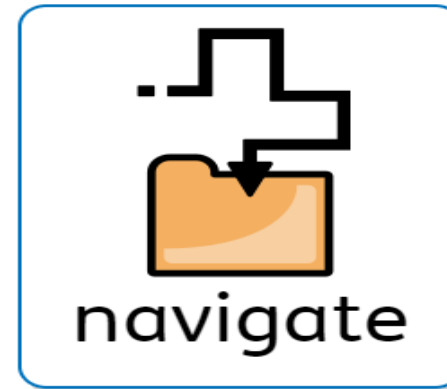
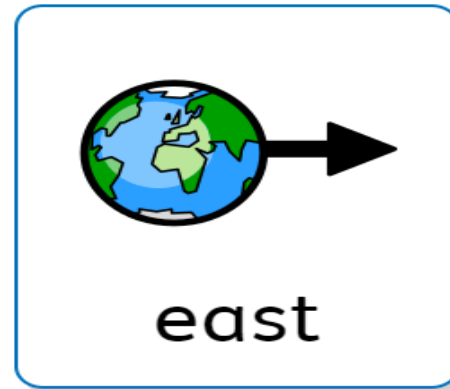
Date: 21.9.2024

L.O. To know that compass points can be used to show direction.



1. I can draw a compass.
2. I know compasses can be used to find direction and navigate.
3. I know a compass has four points; north, south, east and west.

Here are today's key words:

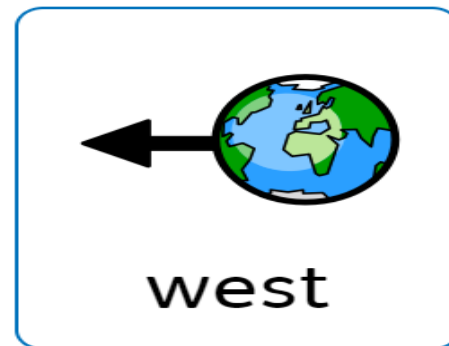
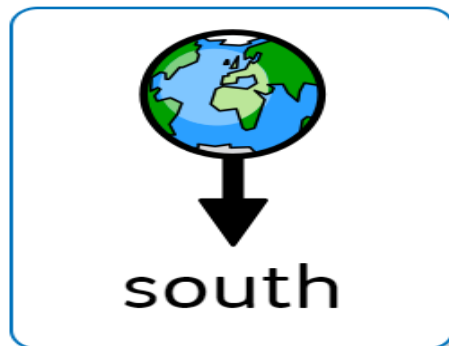
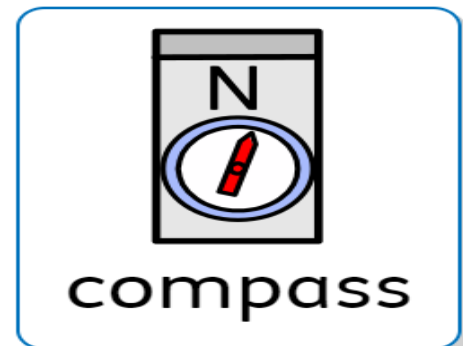
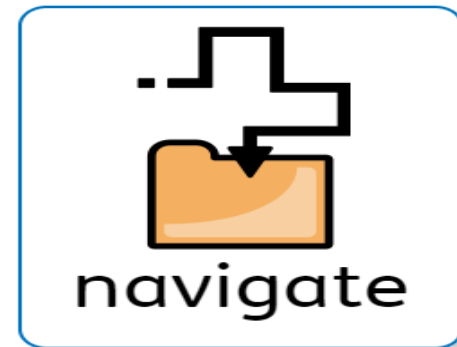
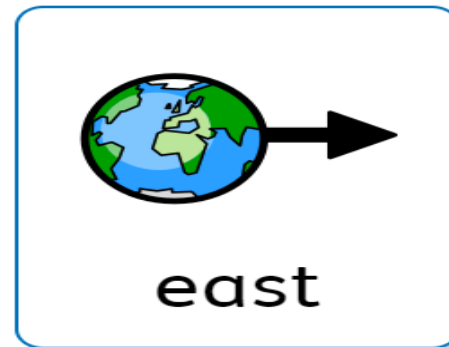




direction
the way to go



Vocabulary check point





Can you describe the location of...?

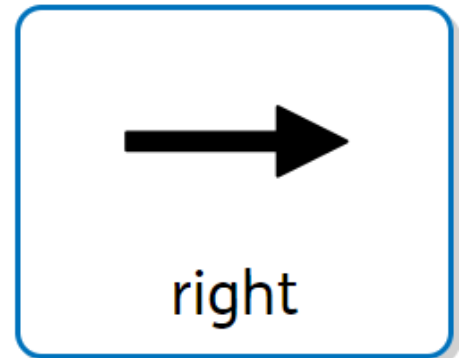
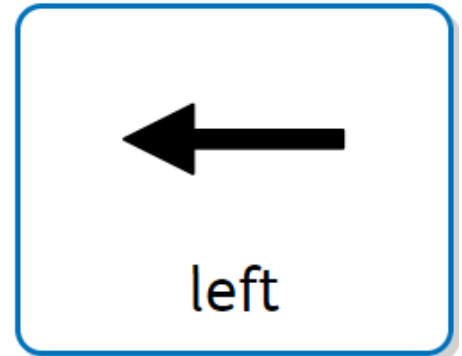
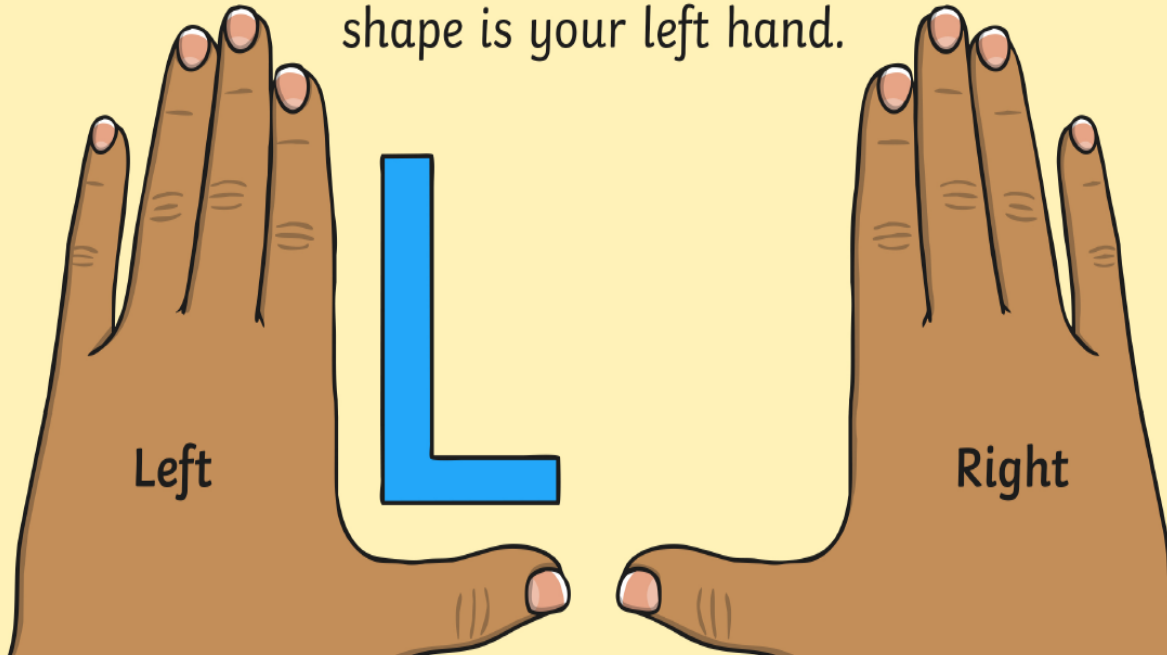


Teach

We have left and right which depends on our own position and perspective.

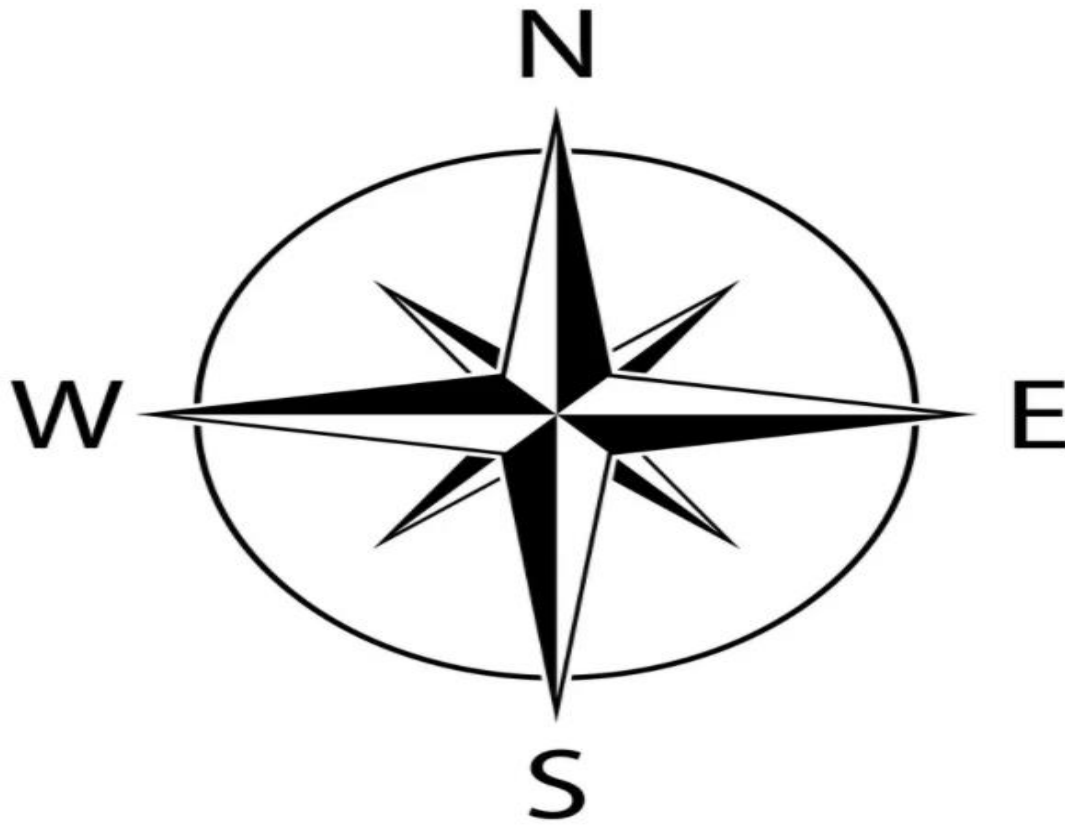
Left and Right

The hand that makes an 'L' shape is your left hand.

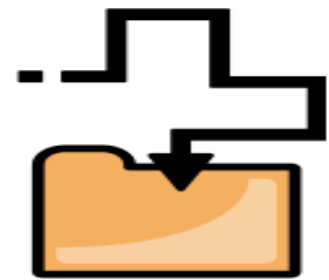


Teach

This is a compass. It shows ★ of North, South, East and West.



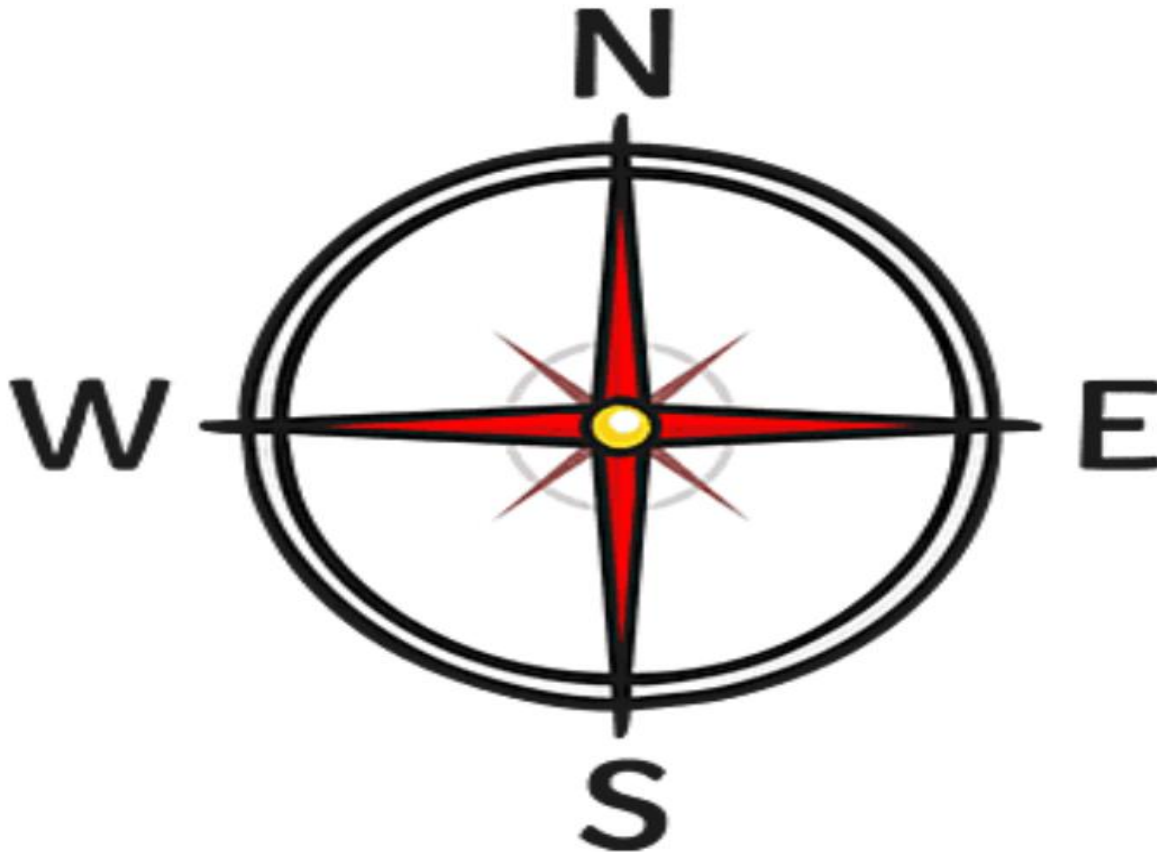
compass



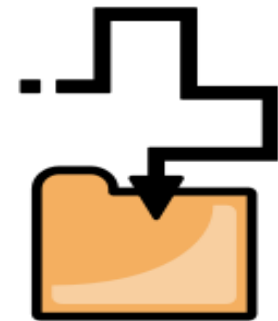
navigate

Teach

The compass points show us which way to go.
They help us to navigate a route.



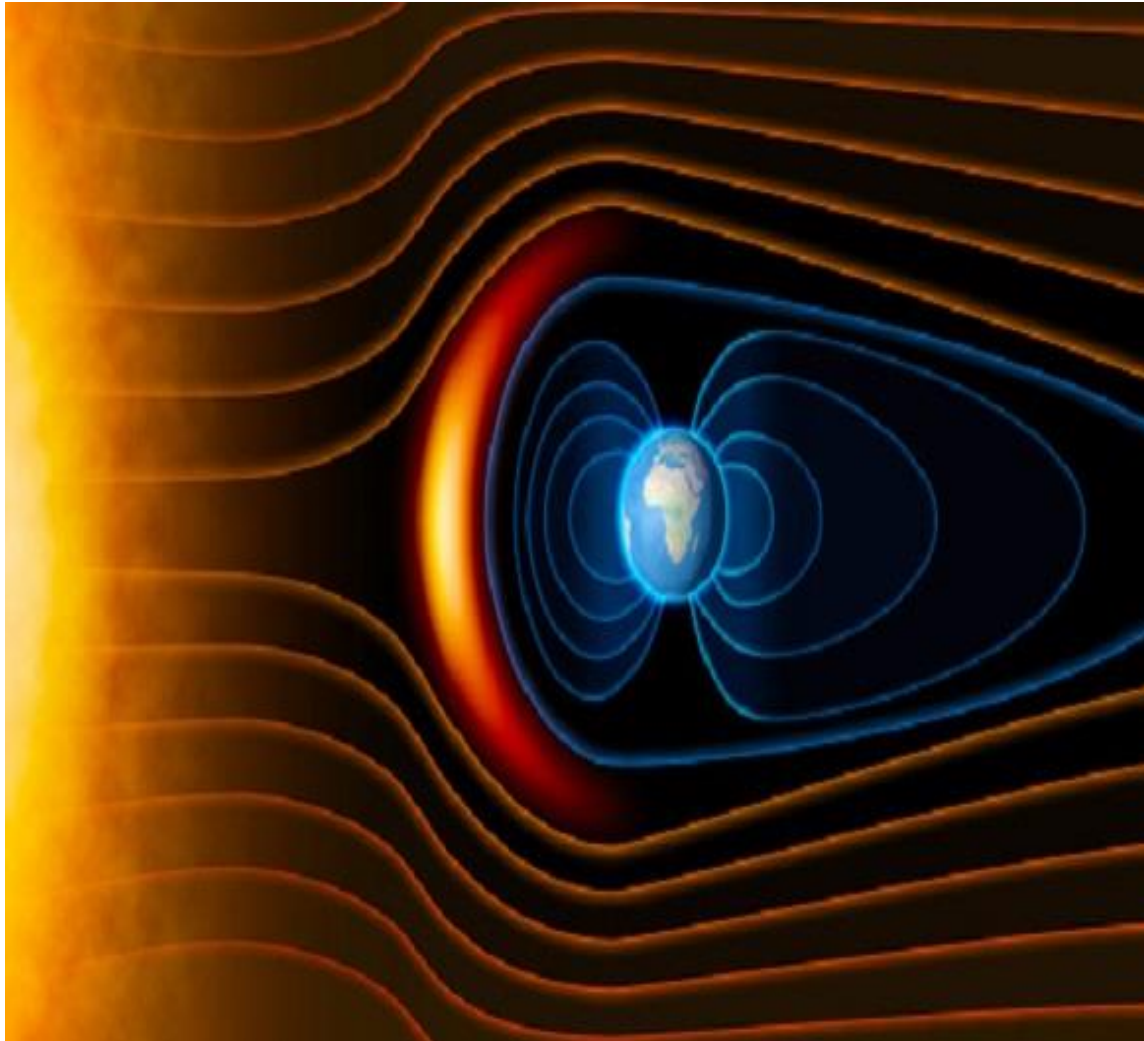
compass



navigate

Teach

Compasses use the Earth's magnetic field which has a special pull that shows North.



compass



Earth



talk

Why are compass points useful?



compass



direction



Date: 21.9.2024

L.O. To know that compass points can be used to show direction.

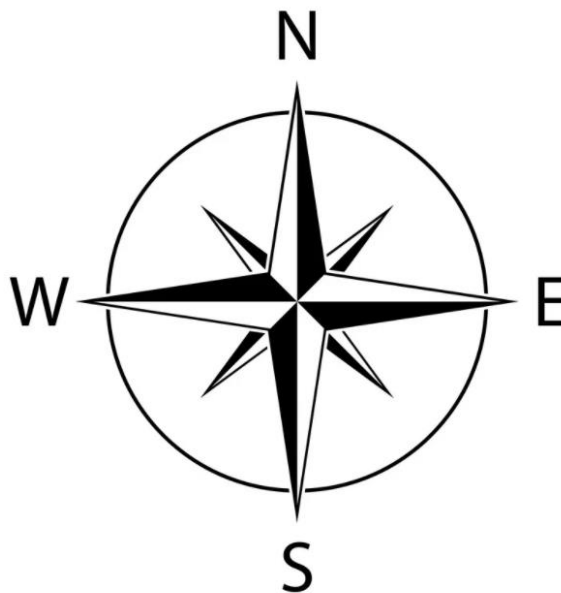


Knowledge goals

1. I can draw a compass.
2. I know compasses can be used to find direction and navigate.
3. I know a compass has four points; north, south, east and west.

Task: ...

Draw different objects in correct compass points as I say them. Then write sentences describing location.



compass



draw

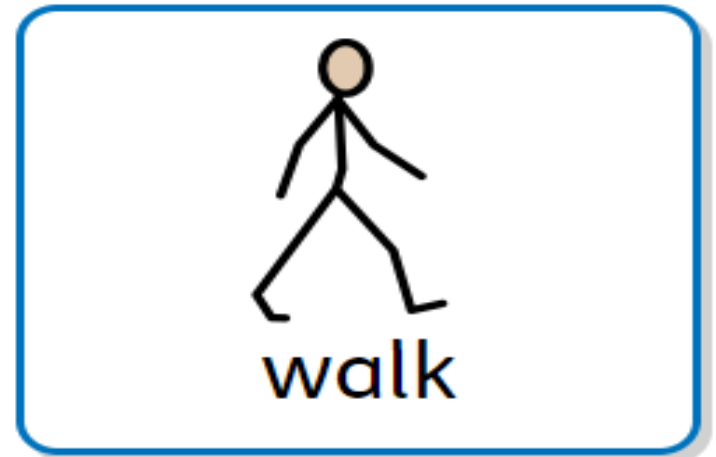
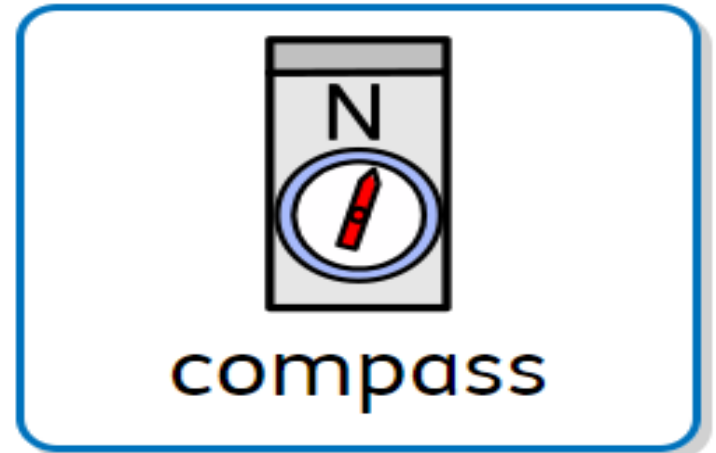
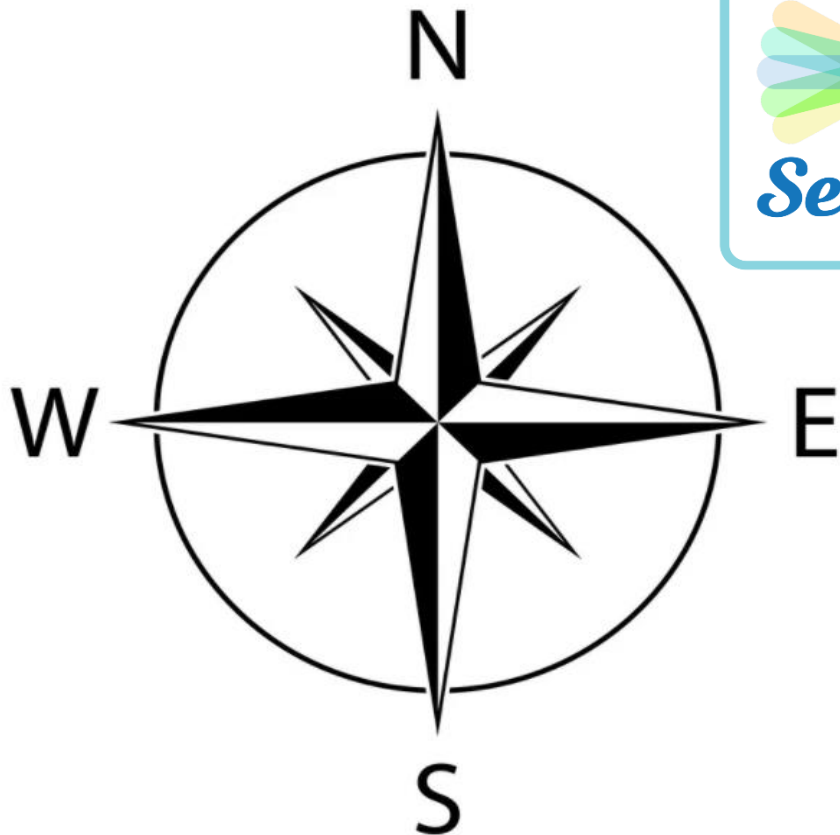
Step for Depth



Who might use a compass?

Adapted task

Children to go outside and have object in playground. Stand to north, east, south and east of object or walk in that direction. Finish by drawing compass.



Sentence starters

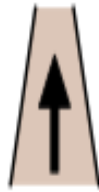


A compass

is



used to



It

has

4

four



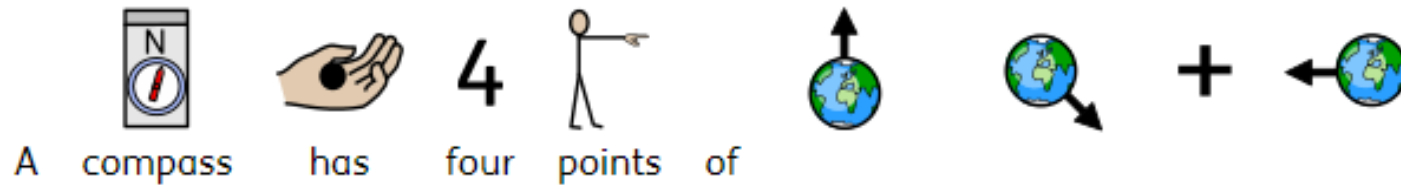
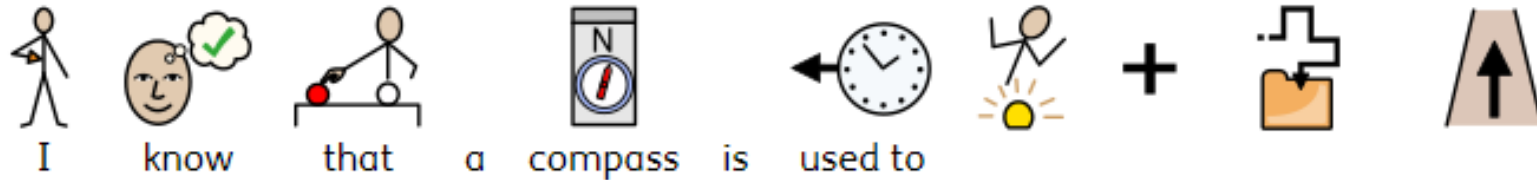
points



+



Sentence starters



Word Bank



direction



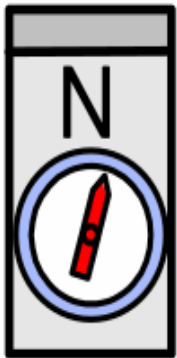
north



east



navigate



compass



south

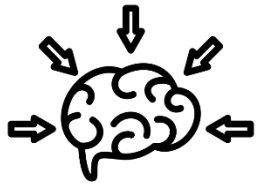


west



left and
right

Let's review



Knowledge
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.



- KG1. I can draw a compass.

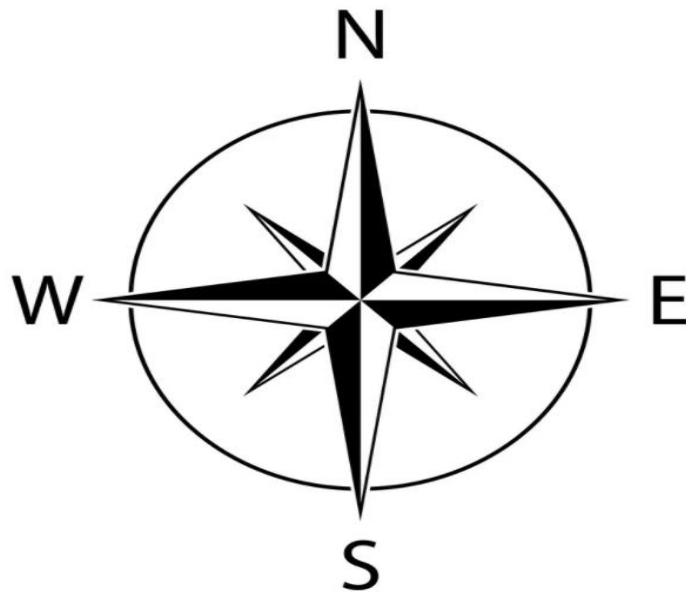


- KG2. I know compasses can be used to find direction and navigate.



- KG3. I know a compass has four points; north, south, east and west.

What are the
compass directions
we have learnt?



BIG Maths

RE



Active 15



RE



GEOGRAPHY



Home Reader



Home Time



Class Reader

3.05-3.20





Prayer and Home time 3.20-3.30

