

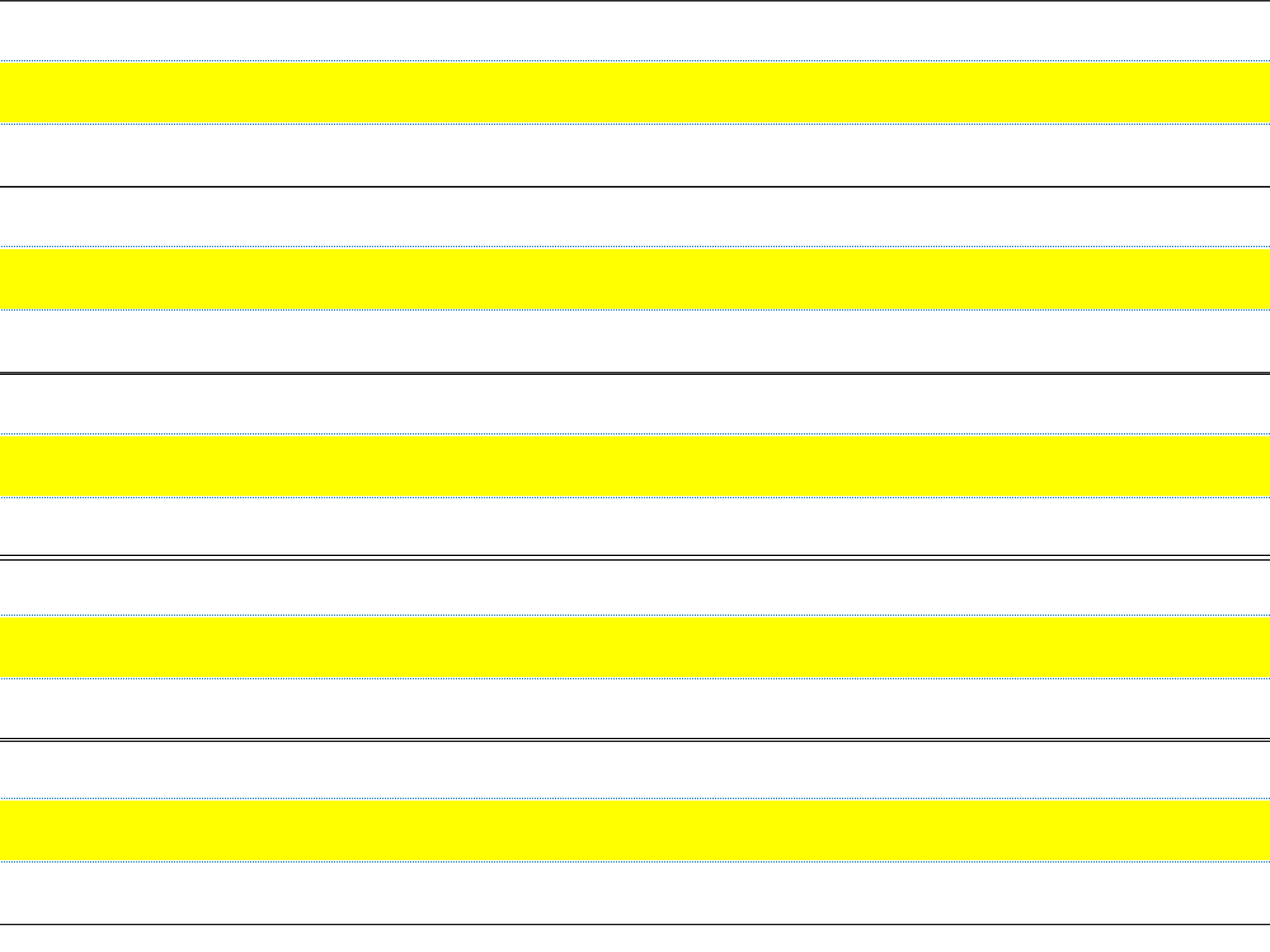


Monday
2nd December 2024
GOOD MORNING YEAR 1!



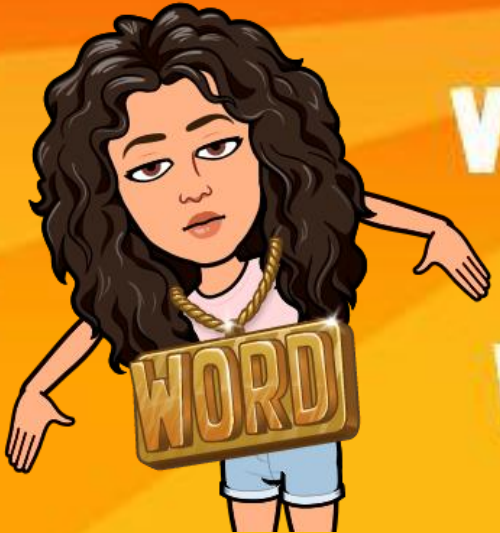
Handwriting 8.30-8.40







Word of the Day and Register 8.40-8.50



VOCABULARY NINJA

WORD OF THE DAY



Grasshopper Word of the Day

Word of the Day:

hollow
(*hol-low*)

Word Class
(adjective)

Pronunciation / Syllables

Definition:

Something that is hollow has a space inside it, as opposed to being solid all the way through.



Mr Wandsworth showed a **hollow** pumpkin to the class.

Synonym:

cavern

hole

Antonym:

rise

solid

Prefix / Suffix:

-s

-ed

Rhyme:

follow

swallow

Link Word:

deep

completely



Liturgical Assembly

8.50-9.20

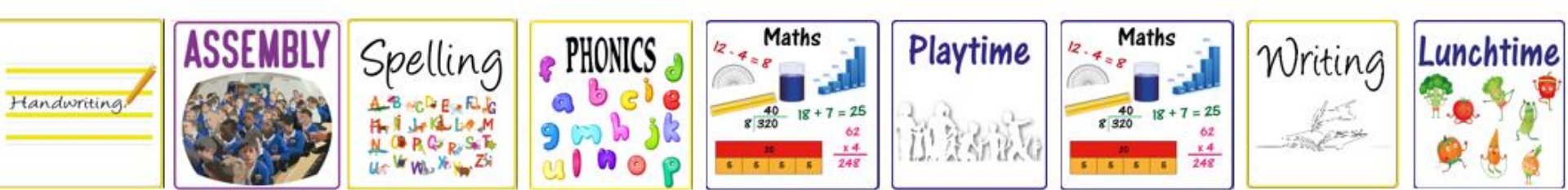




Nativity Practise

9.20-10.30

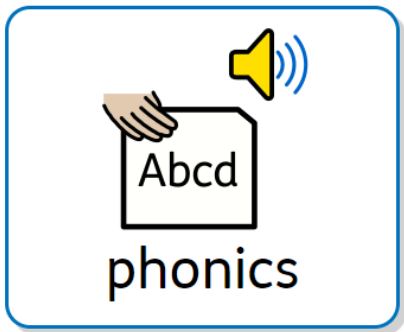




Breaktime
10.30-10.45



Phonics 10.45-11.15



ar ch ck ee ll ng
 ss ar
 air ear zz nk ay igh ure



English Writing 11.15-12.00

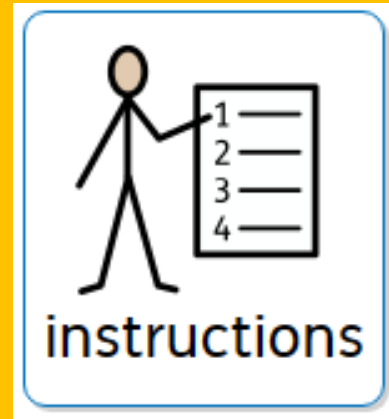
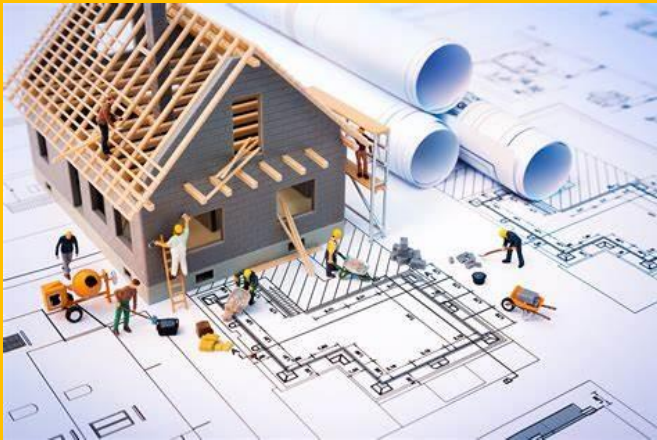


The Three Little Wolves

Instructions

Autumn 2

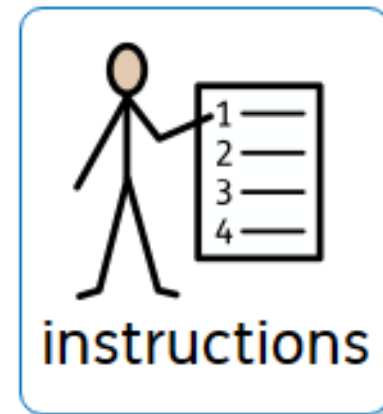
Lesson 6: WABOLL



Success Criteria:

- I can edit a WABOLL to make the writing better.
- I can spot errors in spelling and punctuation.
- I can edit sentences where needed to improve the instructions.

- capital letter.
- full stops
- list of equipment or materials
- steps in order
- specific adverbials.
- plural suffixes - s
- verbs



Carpet challenge

On your whiteboards write as many key words from our story as you can remember.

Can you remember our 4 focus words?



Key Vocabulary



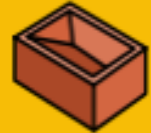
build



concrete



equipment



bricks



instructions



house



trowel



bucket



pour



mix



spread

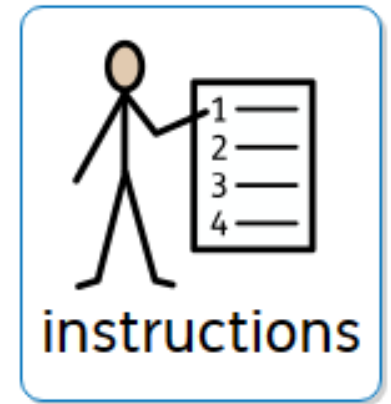


place

Teach

Instructions

- Saying instructions means we tell someone how to do something.
- We can have instructions for different things eg building a house or making a cake.
- Instructions have to make sense and be in the right order. They have to be informative.



Teach

Instructions must include these key features

- 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

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?

WAGOLL: Model Text

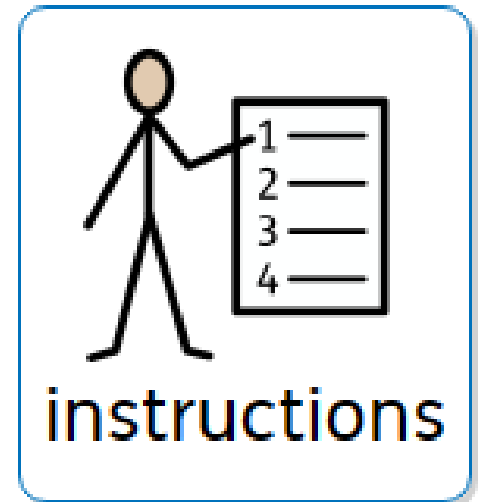
Let's read some instructions and discuss what features you spot

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.



Do you like your new house?

Teach

Let's see if we can edit a short WABOLL together.

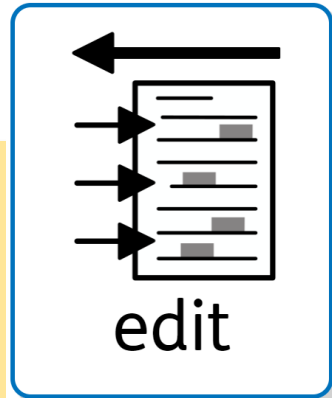
Building a table

_____ mix the jelly.

next pour a line of bricks

Then dance the concrete on the
bricks.

_____ let the concrete wet.



Teach: WABOLL

This is the WABOLL you will be editing today.

Building a table

_____ mix the jelly.

next pour a line of bricks

Then dance the concrete on the
bricks.

Now keep adding puppies

_____ let the concrete wet.

Success Criteria:

- I can edit a WABOLL to make the writing better.
- I can spot errors in spelling and punctuation.
- I can edit sentences where needed to improve the instructions.

Task: Editing a WABOLL

- Using your knowledge from the previous lessons and the SPAG we learnt last week, edit the WABOLL in green pen.
- Make sure you have used the correct punctuation throughout the text.
- Use our key features to check it has been written correctly.
- Then rewrite the WABOLL underneath the copy in your book.



WABOLL to print

Edit this WABOLL using the key features we have learnt in this writing unit.

Building a table

_____ mix the jelly.

next pour a line of bricks

Then dance the concrete on the bricks.

Now keep adding puppies

_____ let the concrete wet.

Edit this WABOLL using the key features we have learnt in this writing unit.

Building a table

_____ mix the jelly.

next pour a line of bricks

Then dance the concrete on the bricks.

Now keep adding puppies

_____ let the concrete wet.

SEN Task- Miss Cashmore's group WABOLL

1. Edit this WABOLL in green pen first to show the punctuation or spelling mistakes. Is it written in the first person? Edit where this doesn't happen.
2. Then, rewrite the first and last sentence using the correct punctuation and words.

first mix the concrete
now keep adding cats
Let the concrete wet

first mix the concrete
now keep adding cats
Let the concrete wet



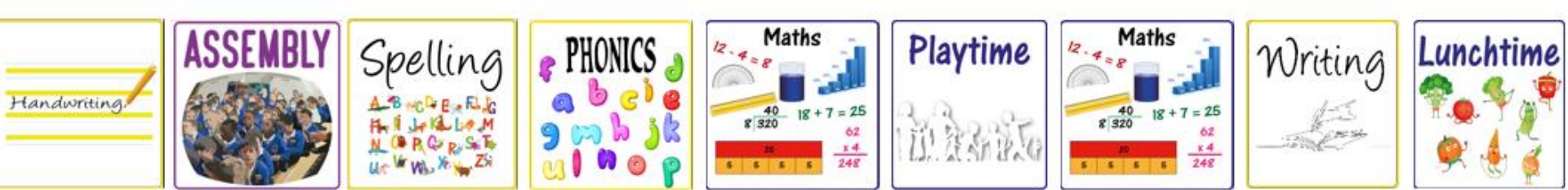
Adaptive Task
Slide



Notes



Starred
Children



Lunchtime

12.00-12.40





Big Maths

12.40-1.00





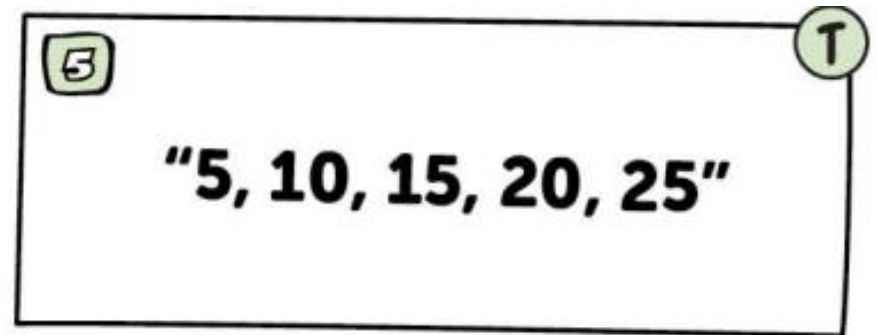
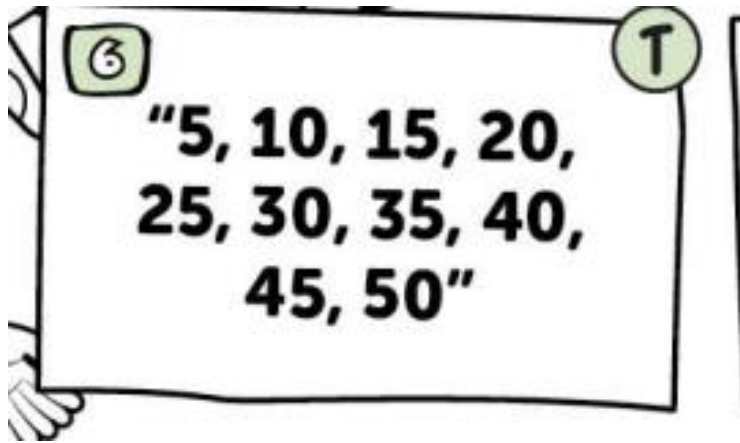
C = Counting

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

$4 + 4 =$

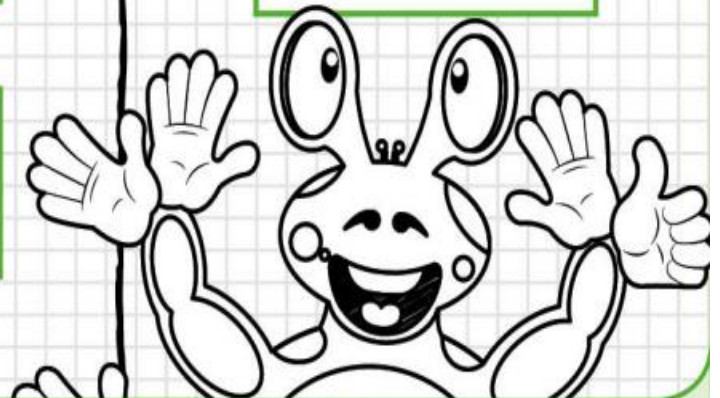
$3 + 3 =$

$5 + 5 =$

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!*



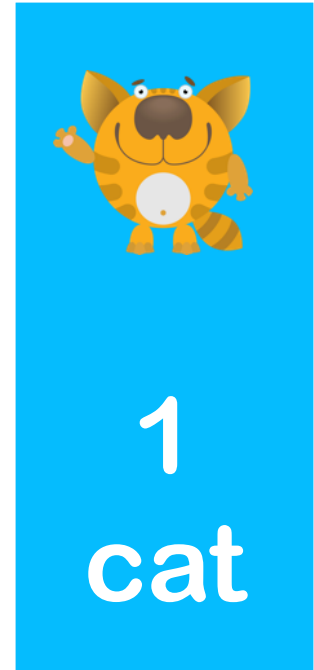
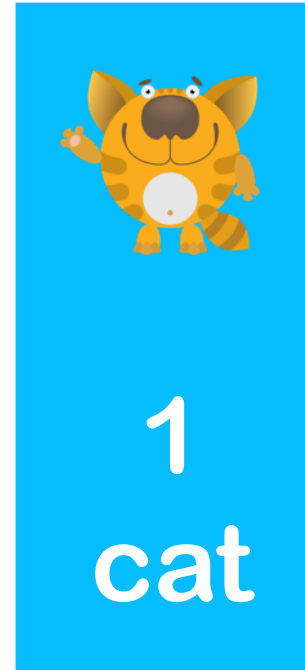
**He is an
alien from
the planet
CLIC**

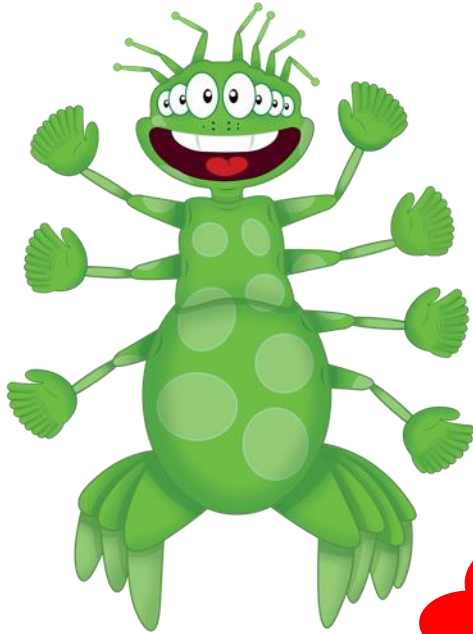


1 cat and
1 cat is ...

2 cats

*How do
you know?*





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

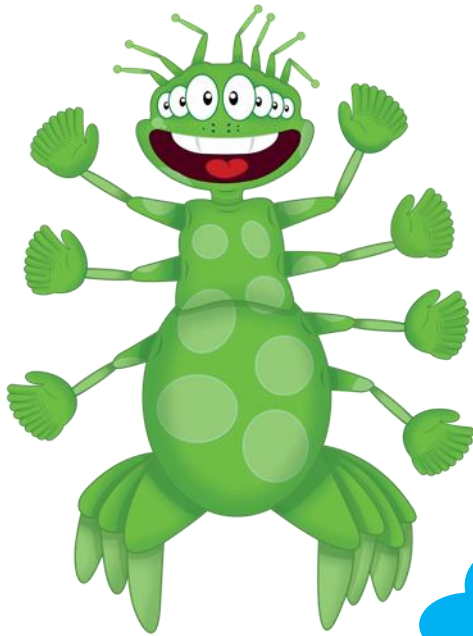
*How do
you know?*



**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

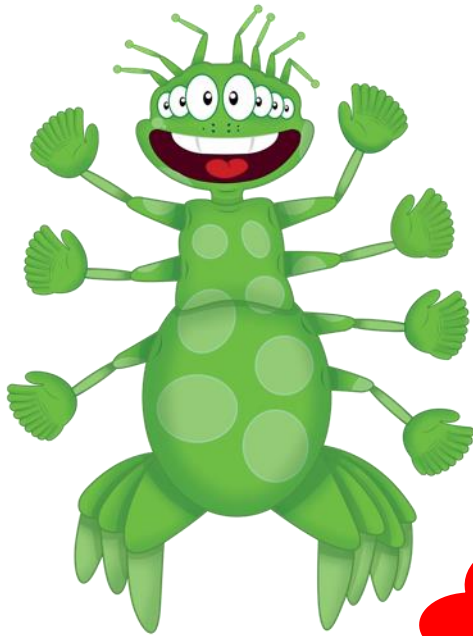
*How do
you know?*



1
ball



1
ball



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

*How do
you know?*



**1
ball**

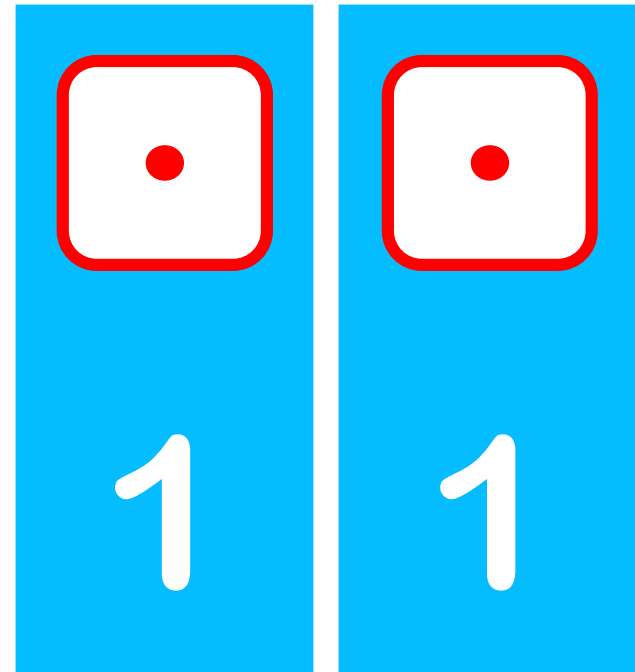


**1
ball**



1 and 1
is 2

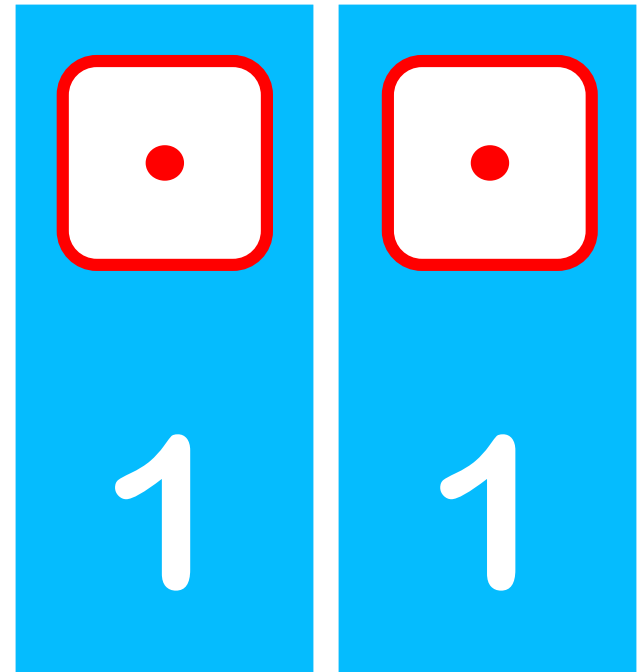
How do
you know?

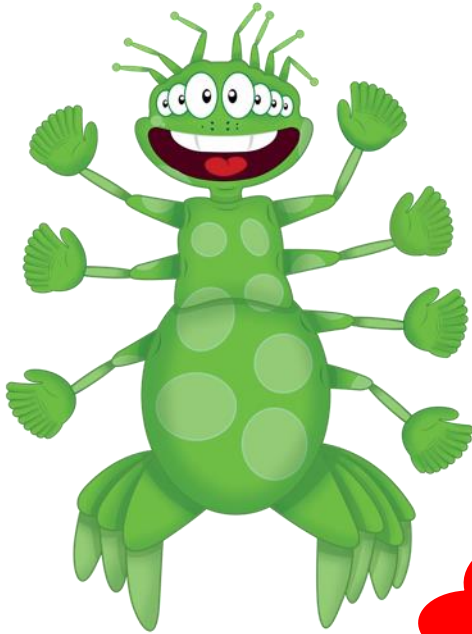




$$1 + 1 = 2$$

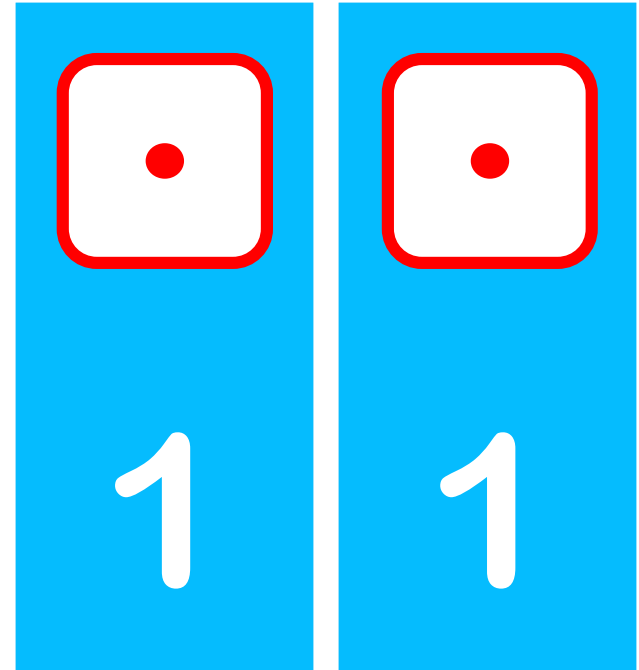
How do you know?

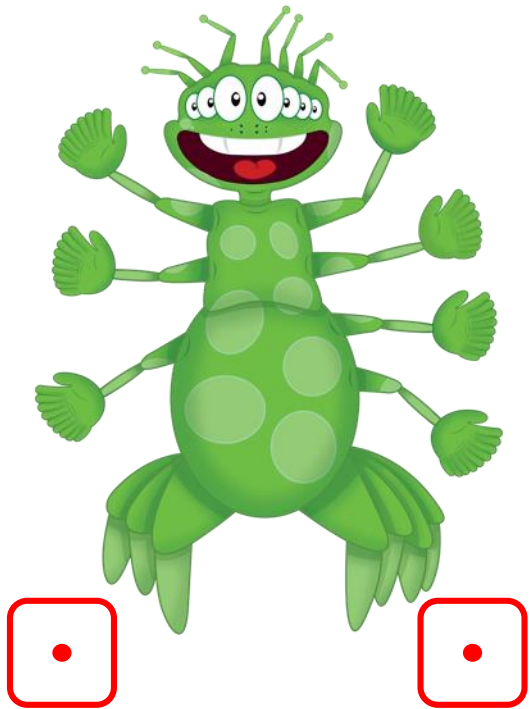




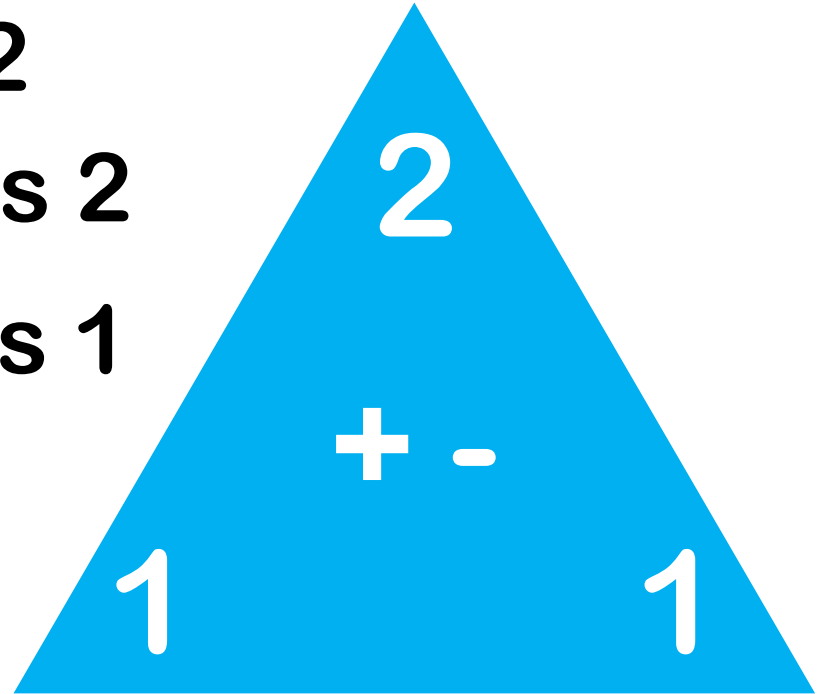
**Double
1 is 2**

*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

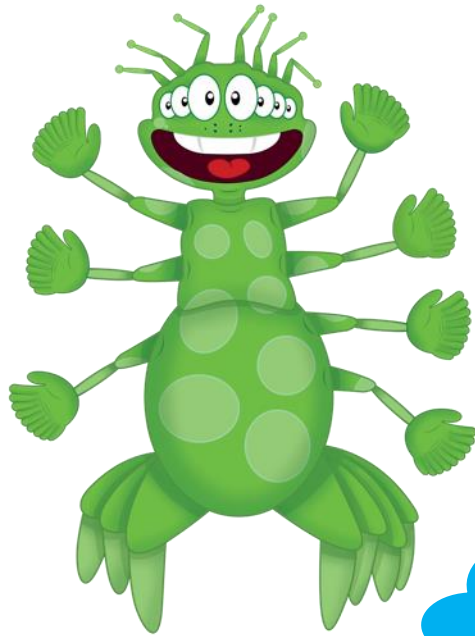


Double
2 cats is ...

4 cats

How do
you know?

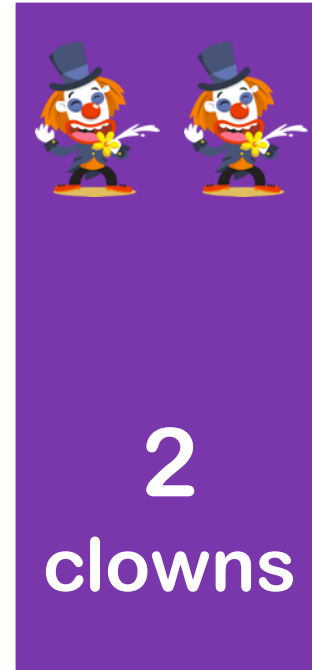
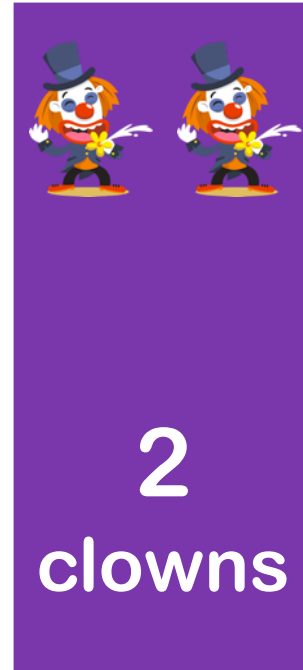


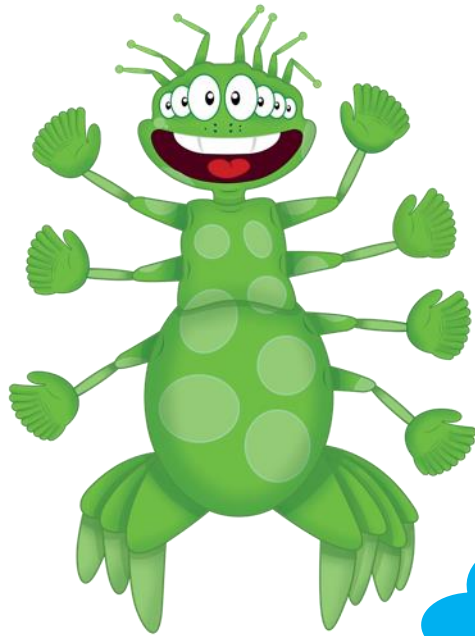


2 clowns and
2 clowns is ...

4 clowns

How do
you know?

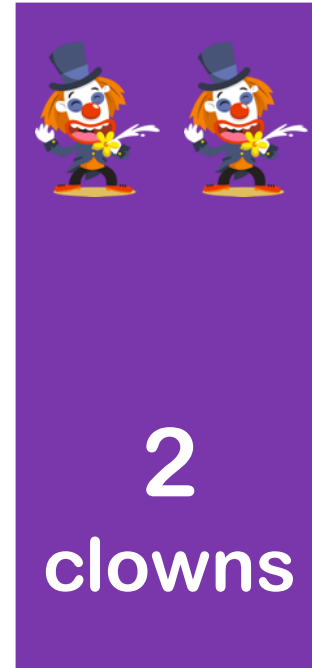
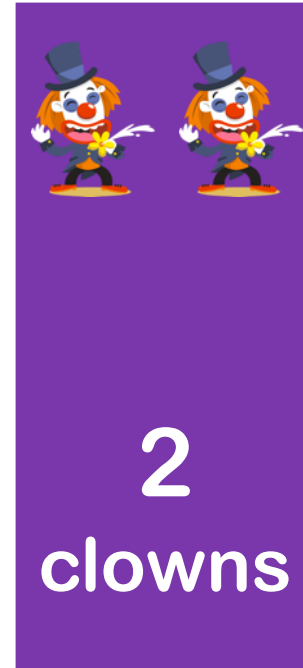


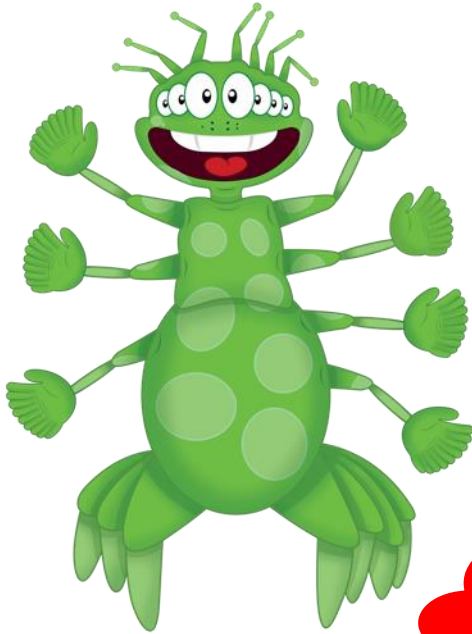


Double
2 clowns is ...

4 clowns

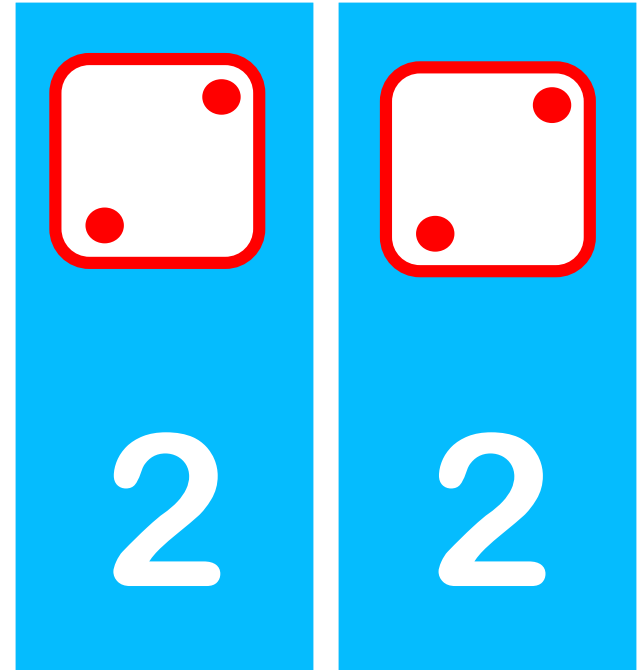
*How do
you know?*

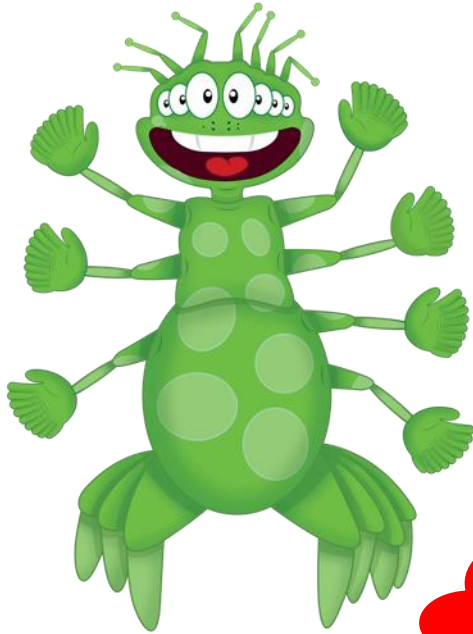




2 and 2
is 4

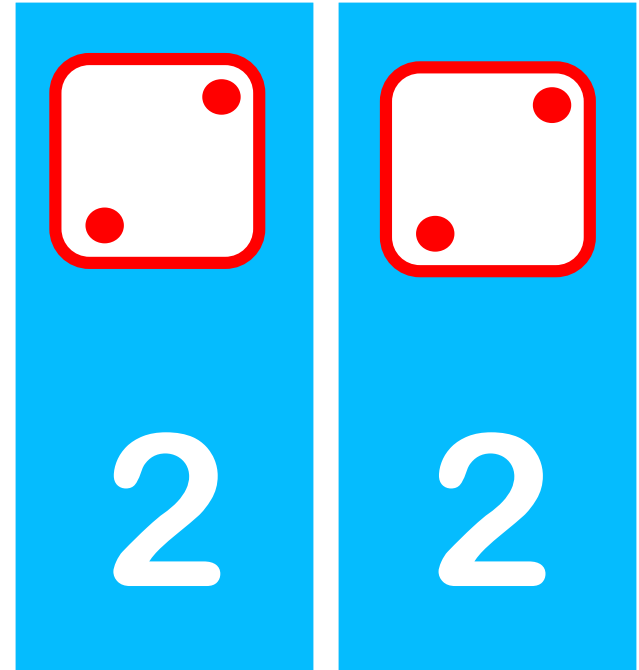
How do
you know?

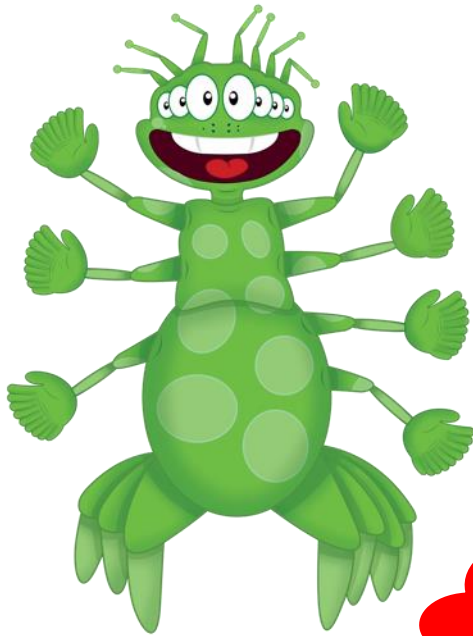




$$2 + 2 = 4$$

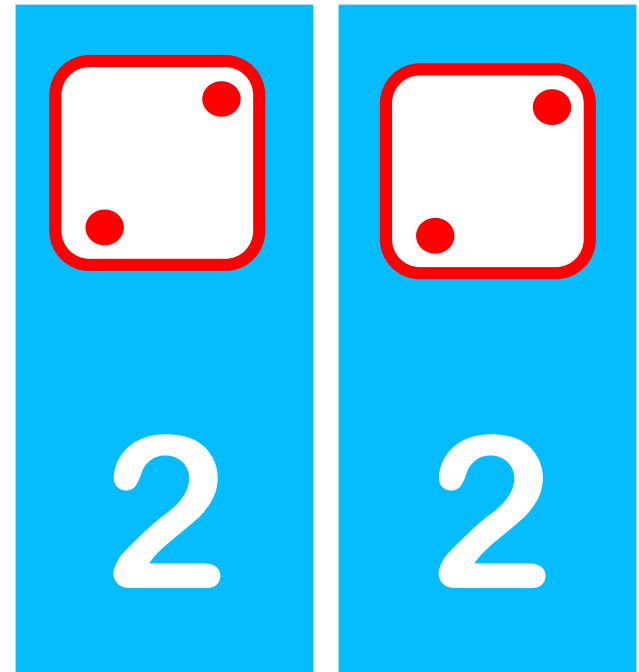
How do you know?





**Double
2 is 4**

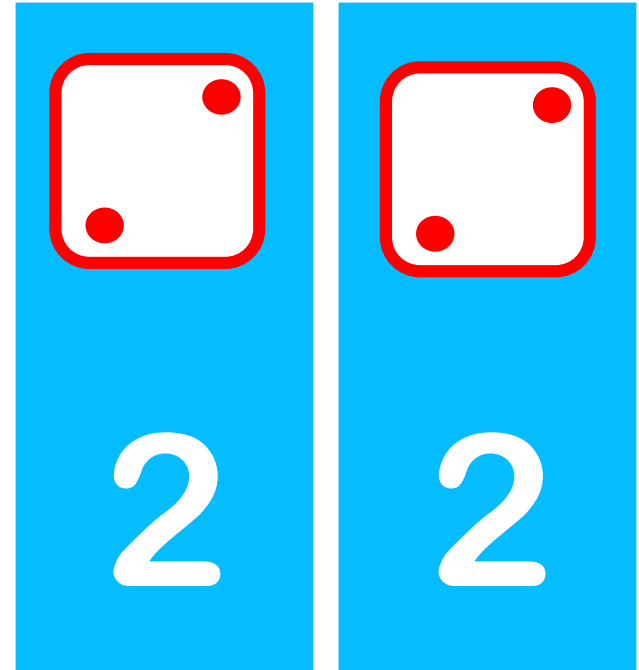
*How do
you know?*

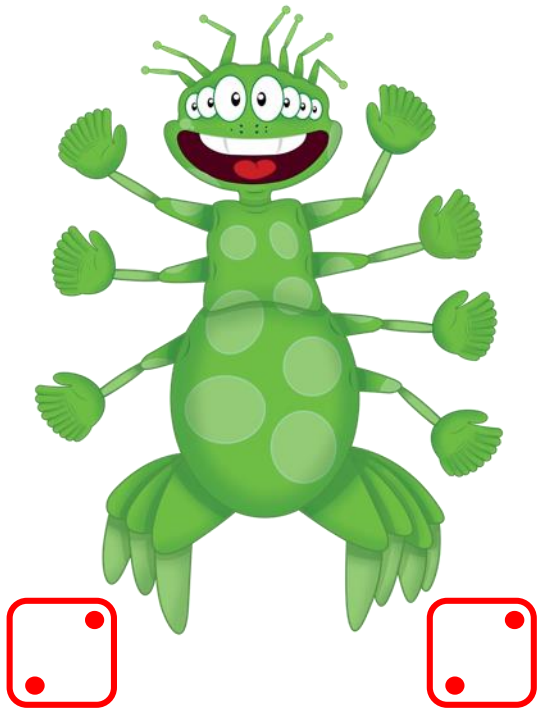




Half of
4 is 2

How do
you know?

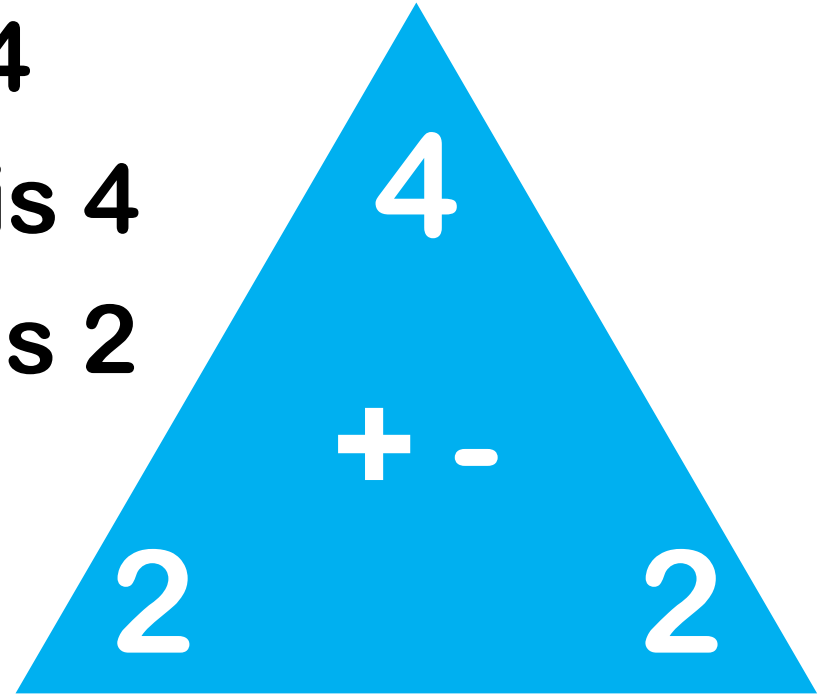




$$2 + 2 = 4$$

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

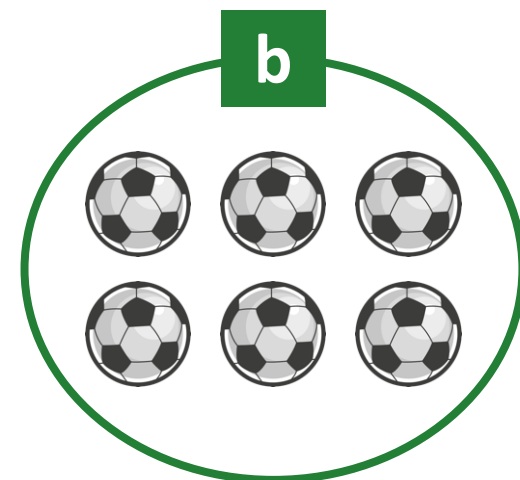
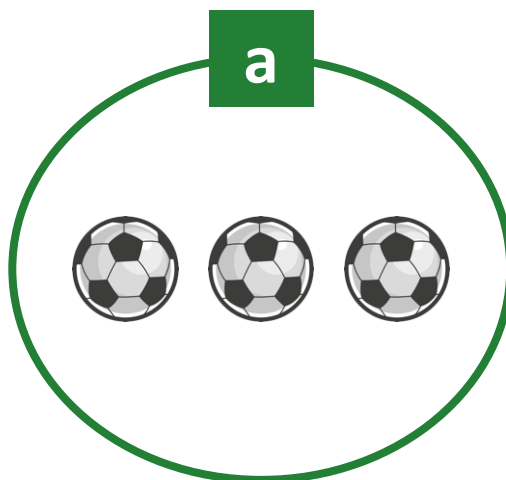




**Get your
whiteboards
ready!**

Remember To:

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



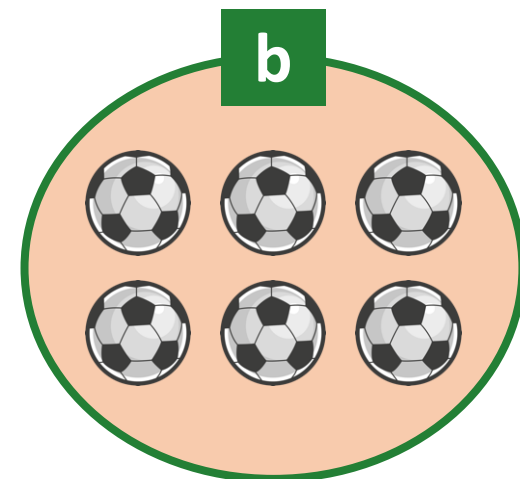
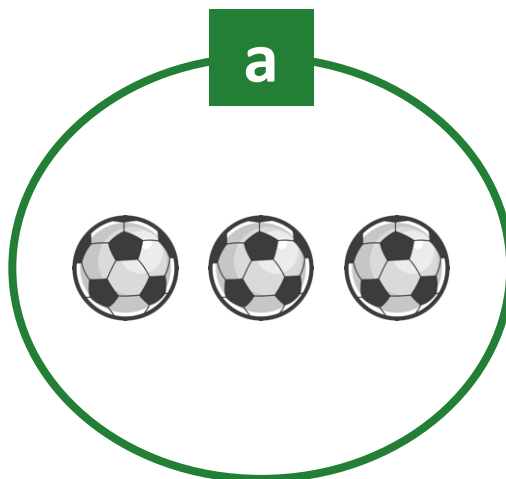
Count them all!

How many altogether?

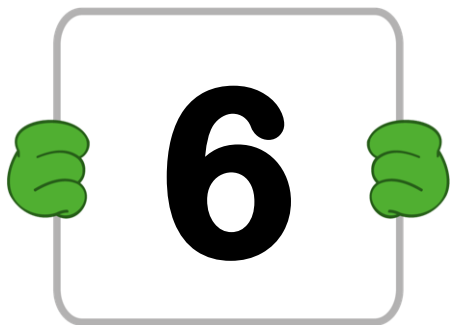


Remember To:

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



Count them all!

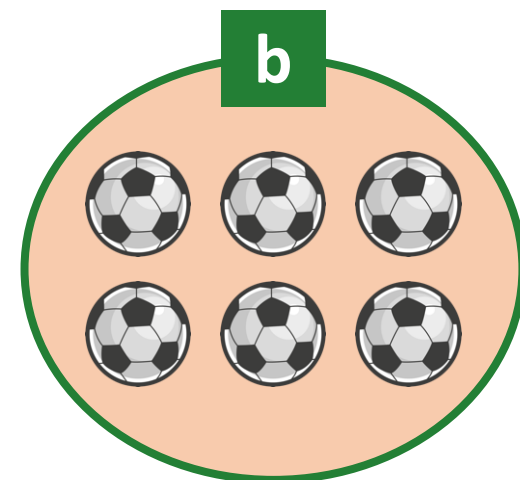
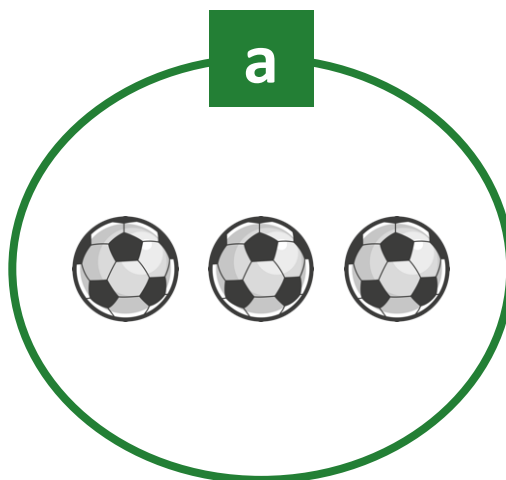


How many altogether?



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!

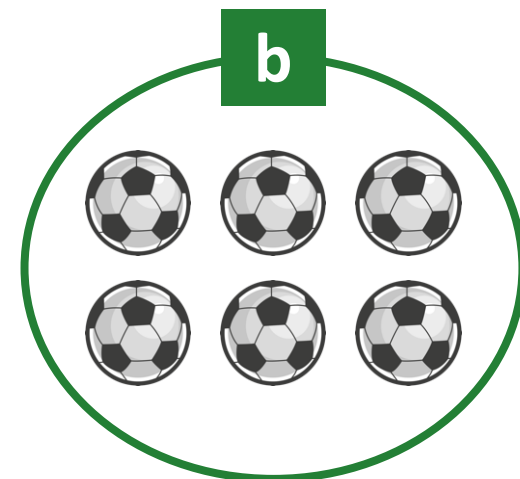
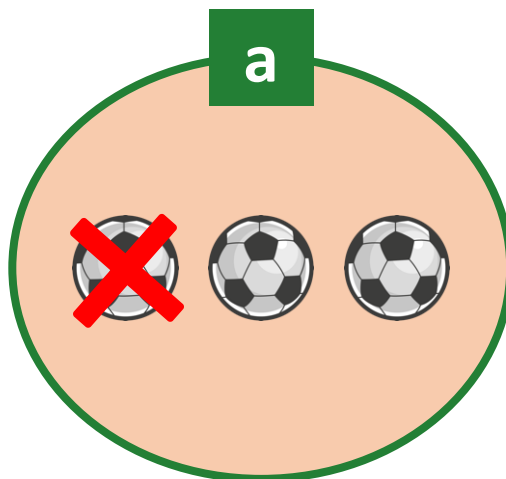
1 2 3 4 5 6 7 8 9 10

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!

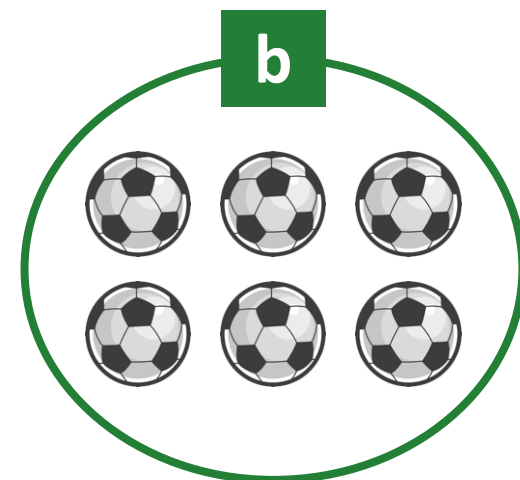
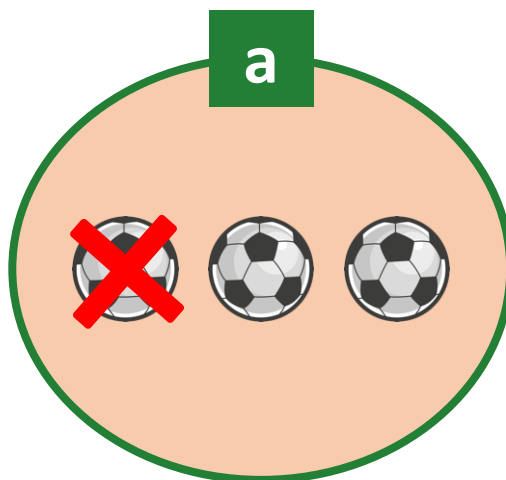
1 2 3 4 5 6 7 8 9 10

How many altogether?



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!

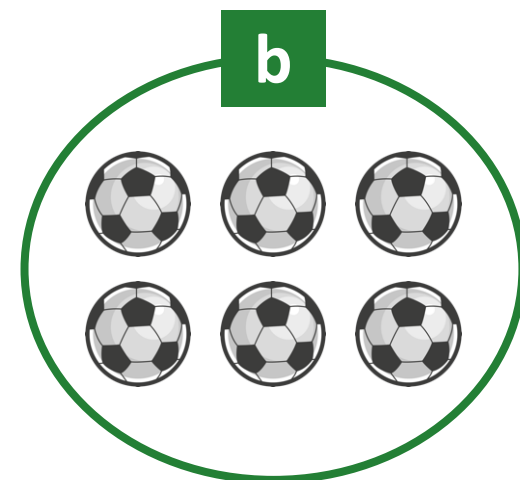
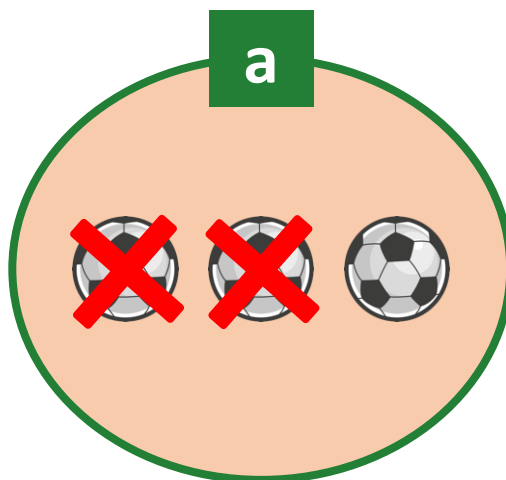
1 2 3 4 5 6 7 8 9 10

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!

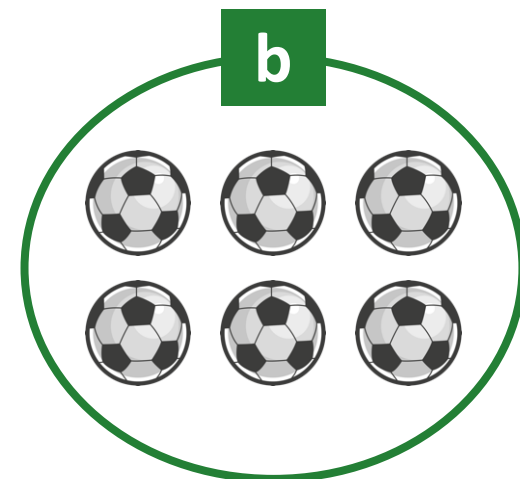
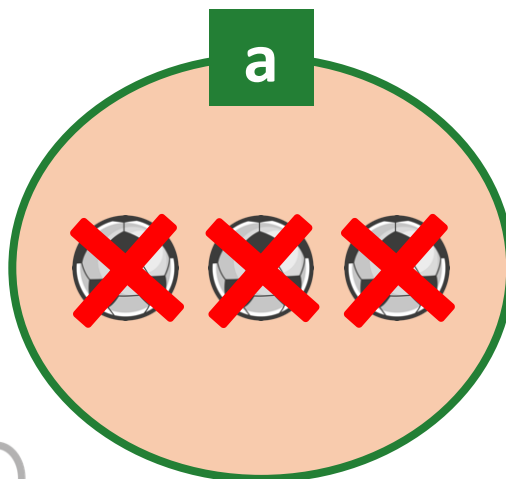
1 2 3 4 5 6 7 8 9 10

How many altogether?



Remember To:

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

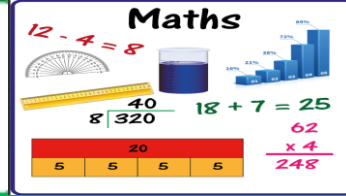


Count them all!



How many altogether?





Geography-Lesson 5

Spatial Sense

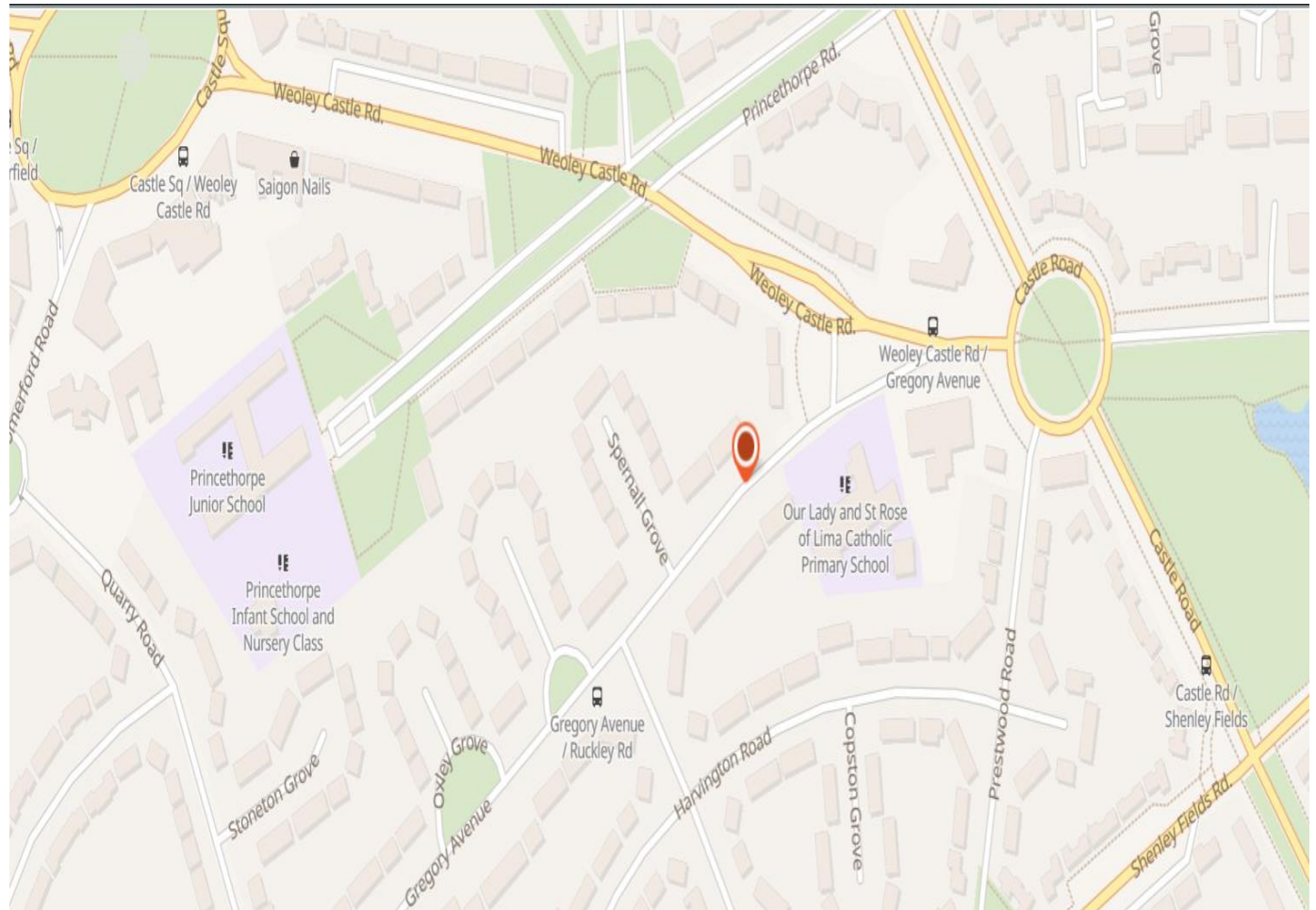
1.00-1.45

Maps

Year 1

Spatial
Sense

Lesson 5





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



KEY
VOCABULARY

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



a good
map has:

a title








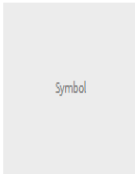
a key

symbols

compass
points

Spatial Sense

KEY VOCABULARY

 aerial view	 map	 location	 compass
 key	 symbol	 navigate	 First type text



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

Lesson 5: What makes a good map?



Geography

PKC

Spatial Sense: Year 1– Around My School

Lesson 5: What makes a good map?

PKC
Primary Knowledge
Curriculum

Teacher Knowledge

In this lesson children will generate a checklist of things that good maps require. They will then, in the following lesson, go on to create their own maps against the checklist of requirements. A map will often, but not always, have a title, labels, symbols, outlines of the shape of the land and a key. Features such as rivers, roads, railways and coastlines may also appear on maps. Any symbols used on maps are explained in a small table or box called a 'key' or 'legend'. This box contains the symbols used on a map, followed by an explanation of what the symbols represent. Children should have the opportunity to investigate many different maps so that they can gain an understanding of the common features.

Knowledge Objective

To understand what makes a good map.

Knowledge Goals

Maps often have a title, labels and symbols.

Maps often have a key which explains any symbols.

Maps often have a compass showing north, south, east and west.

Lesson Detail

Prior Learning: What is a map? Why do we need them? What do we call people who draw maps? These questions could be presented in a multiple-choice quiz.

Vocabulary: Recap the word symbol. Explain it means a picture that represents something. Show some examples of symbols used in maps. Explain that often, maps have a key, which is a table that has the symbols and some labels so we know what they all represent. If we are not sure what a symbol is on a map, we can check on the key. Recap 'cartographer' a person who makes maps. (Disciplinary knowledge)

Teach: Show children some poor examples of maps that do not show adequate information (these can be sketched and prepared yourself) and discuss why they are not good maps. Model how to draw a key (in preparation for the next lesson). Explain that a map doesn't have beautiful drawings of things, it uses symbols which are clear, uncomplicated pictures. Maps need to be easy to read, so symbols are clear. Identify some key things that make a map clear and useful; title, symbols, key, compass points. When cartographers create maps they think about the useful information that is needed on the map.

Talk task: Give children the opportunity to look at a map with a key. Give children some bad examples of maps you have drawn. They can discuss why they are not helpful maps. *Why is it important for maps to have clear information?*

Task: Part 1: Create a checklist; what makes a good map? Include title, labels, symbols, a key and compass points. Part 2: Draw a key that includes simple symbols.

Partner teach/Plenary: *What makes a good map? When we are creating our own maps, what do we need to include?*

Step for Depth: *What would a cartographer need to think about when they began to draw a map? Write a list of things they need to think about.*

Vocabulary

Title,
label,
symbol,
key,
compass,
Information
Cartographer

Suggested Resources

A range of maps with keys, ideally from a children's atlas, some badly drawn maps as examples of how not to draw a map (sketched by the teacher)

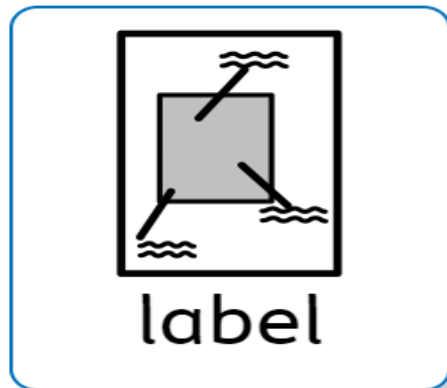
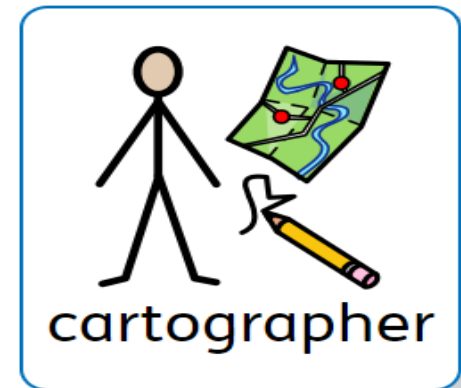
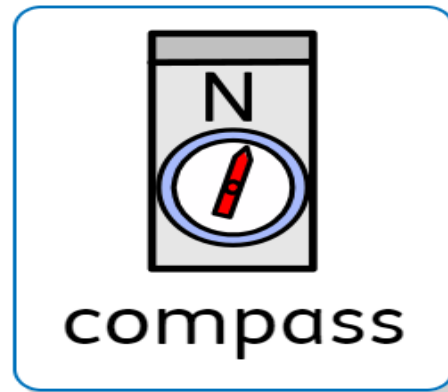
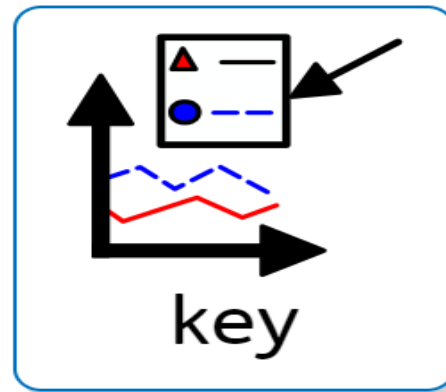
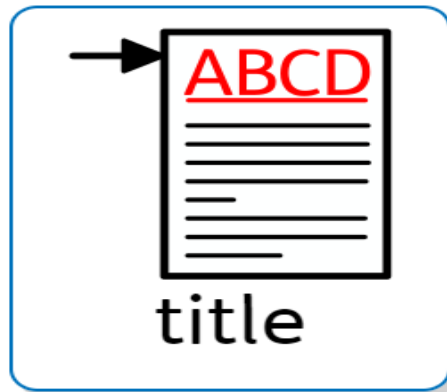
Date: 22.9.2024

L.O. To understand what makes a good map.



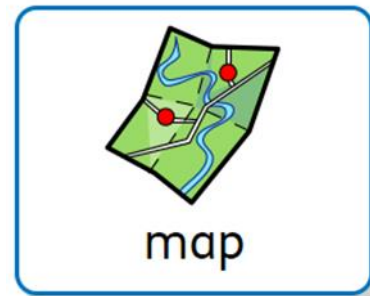
1. I know maps often have a title, labels and symbols.
2. I know maps often have a key which explains any symbols.
3. I know maps often have a compass showing north, south, east and west.

Here are today's key words:



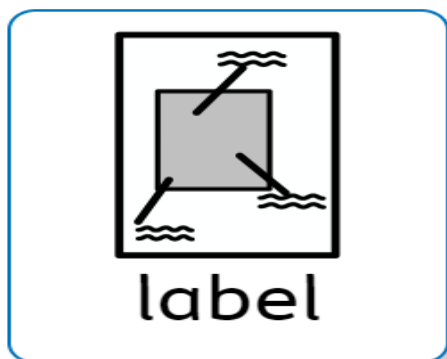
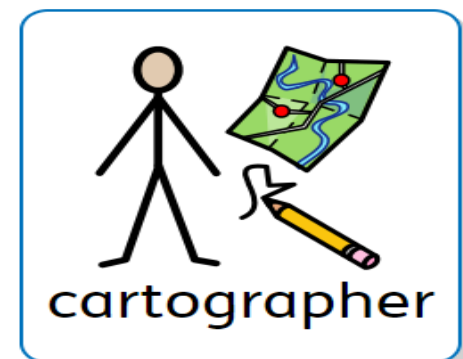
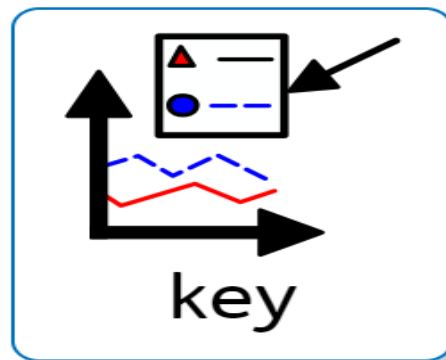
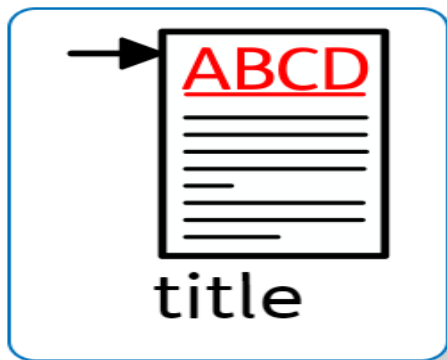


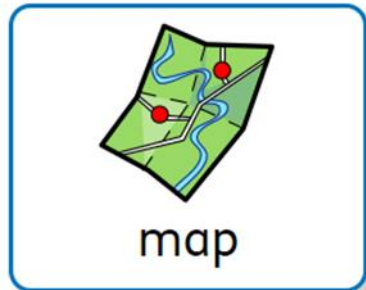
map



An object which tells us the location of places

Vocabulary check point




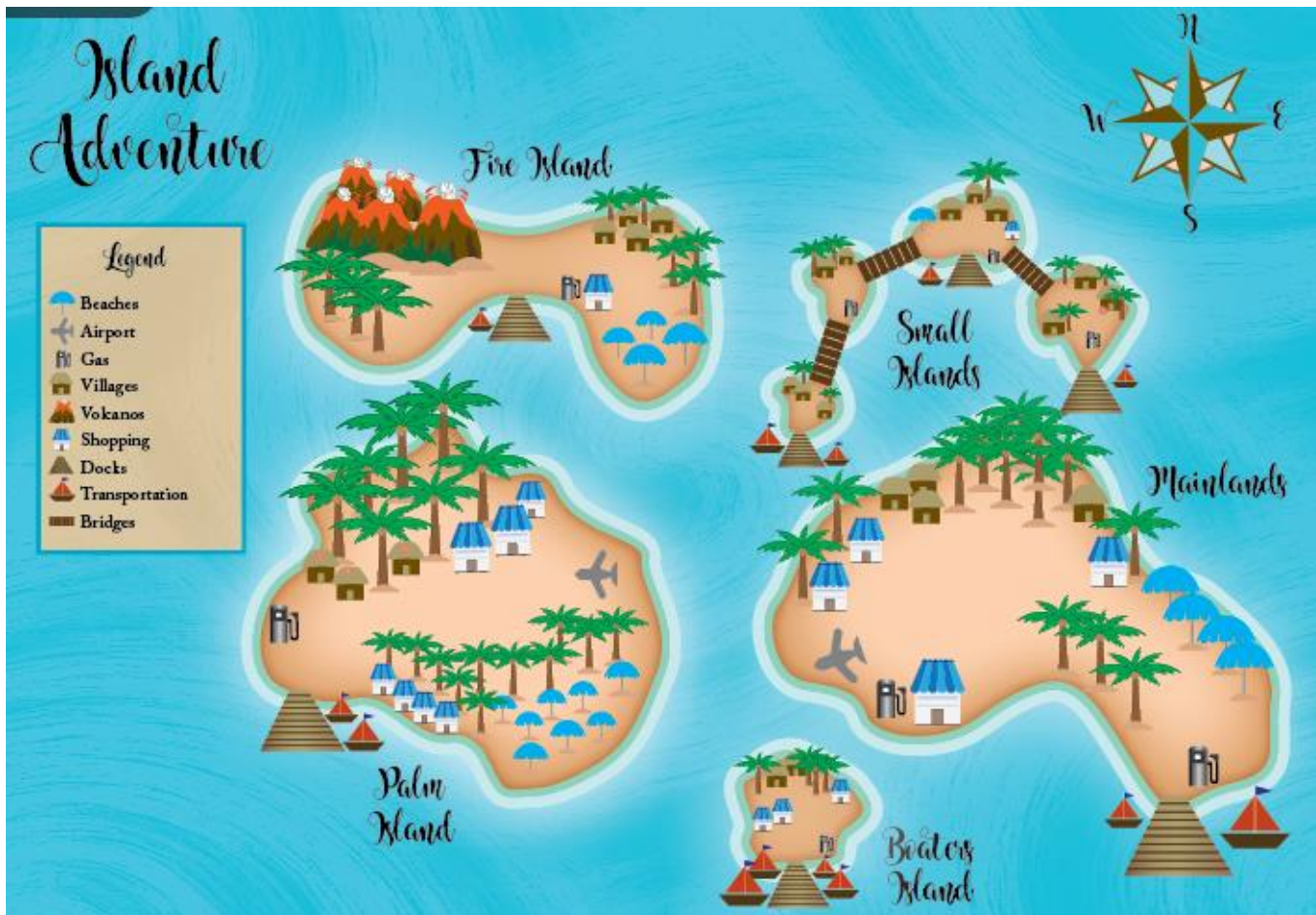


What is a map?
Why do we need them?



Teach

Symbols are little pictures that represent things on a 



symbols

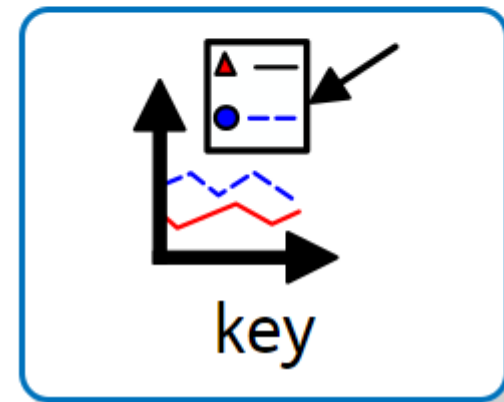
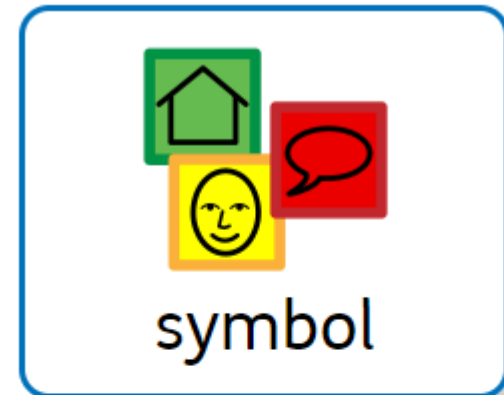
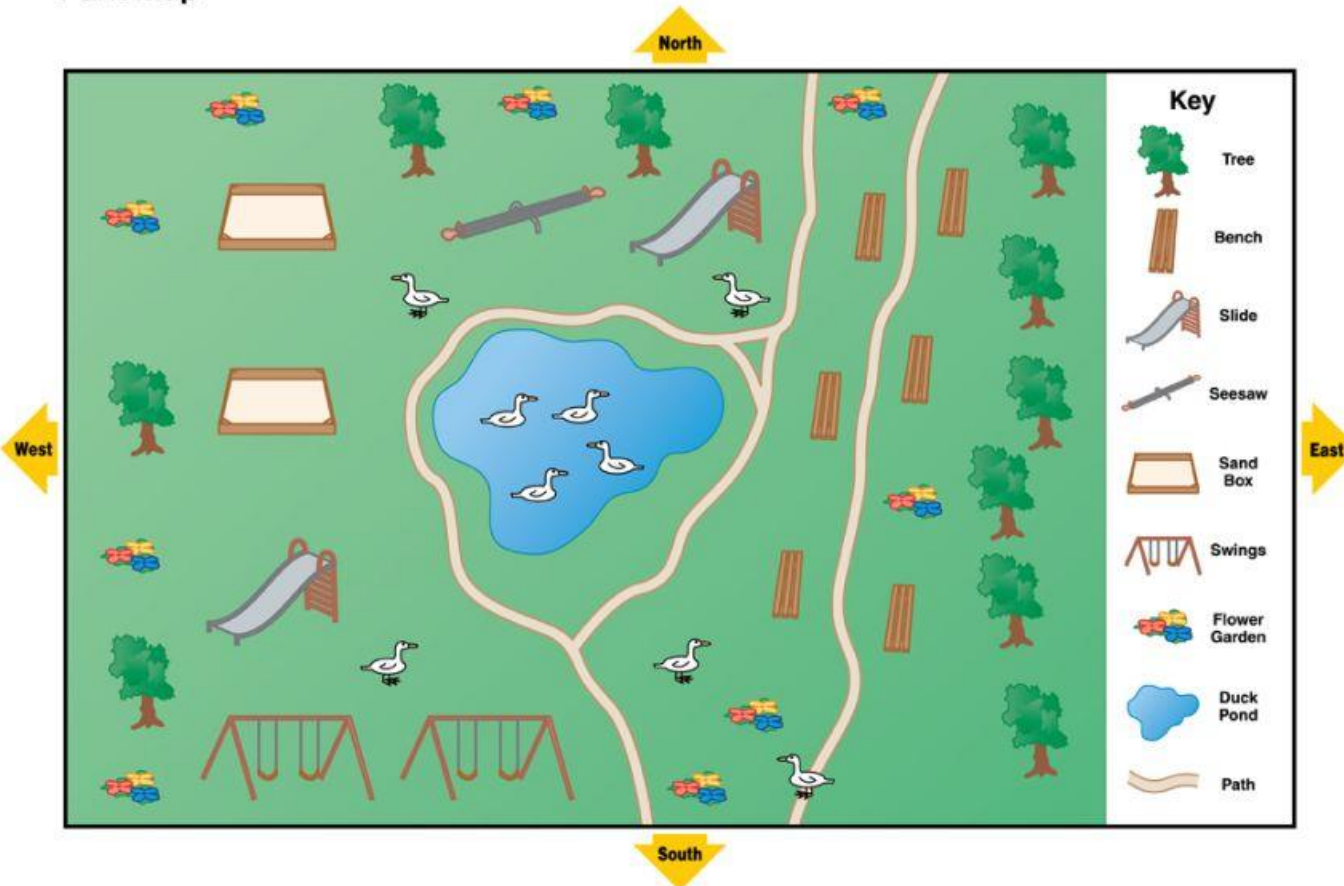


pictures

Teach

★ often have a key which is a table which shows us what all the symbols represent.

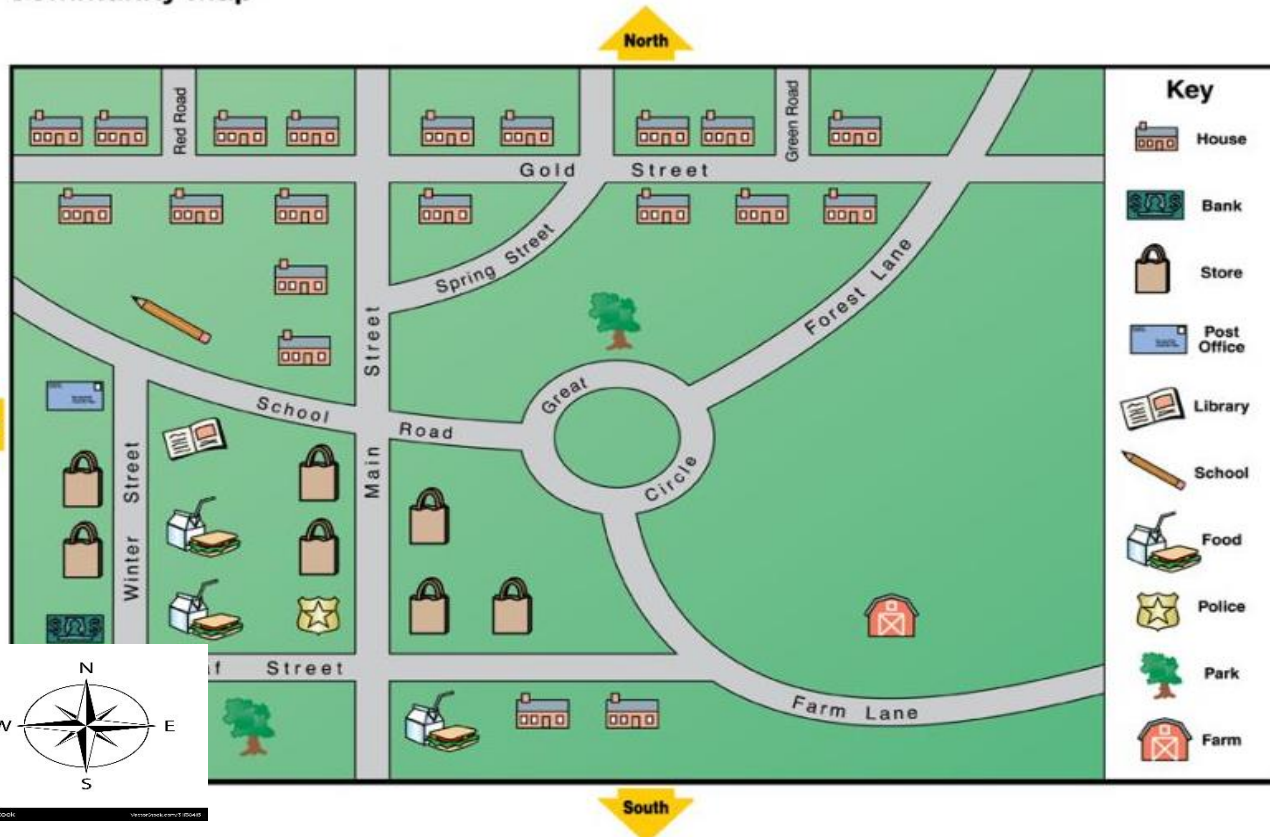
Park Map



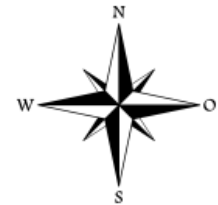
Teach

A ★ needs to include clear symbols and be easy to read. It needs symbols a key, a compass and title.

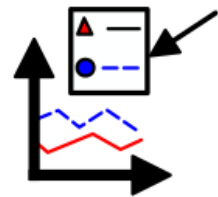
Community Map



title



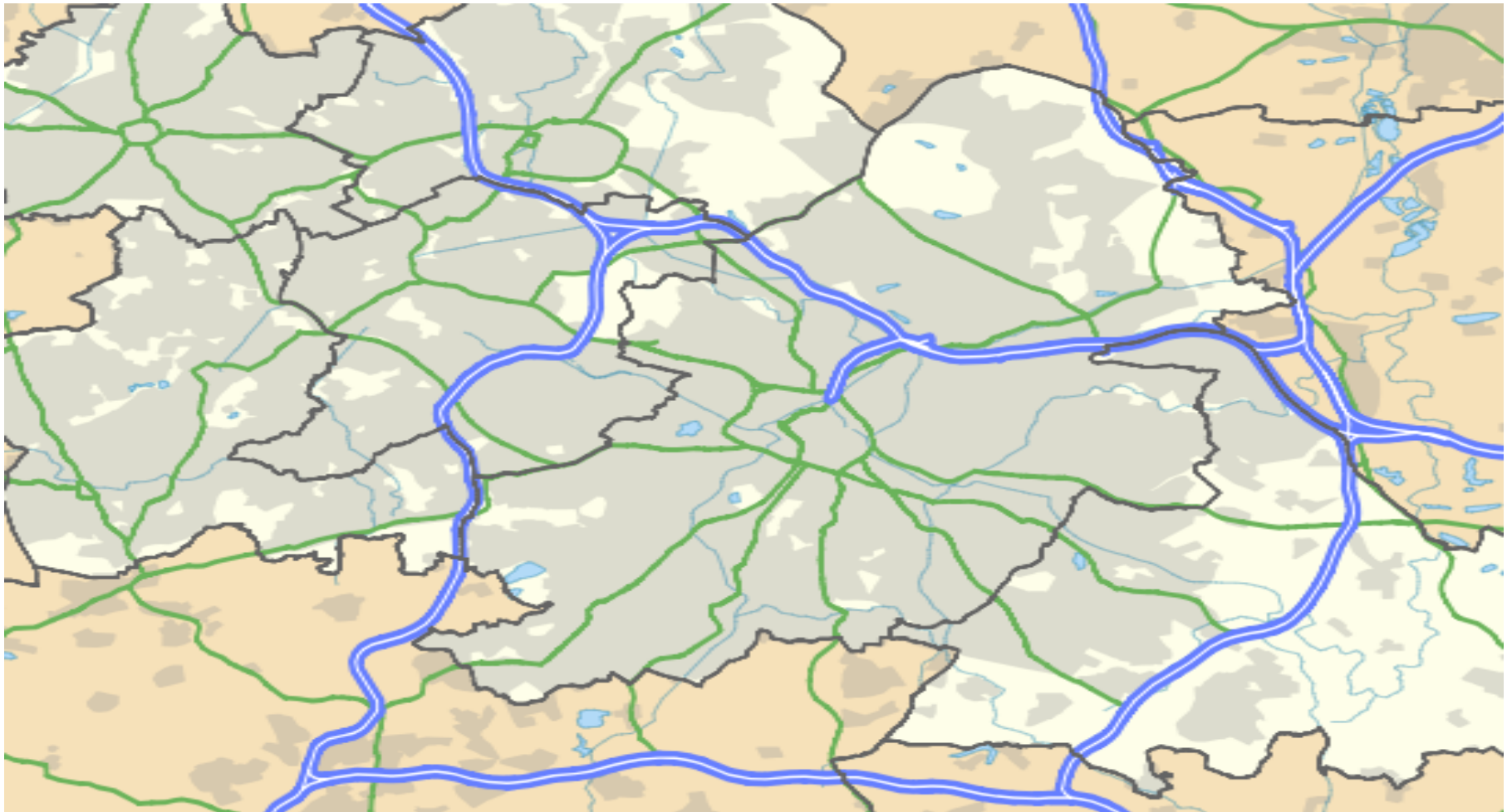
compass



key

Talk

Here is a bad map. Why do you think that is?



Date: 22.9.2024

L.O. To understand what makes a good map.



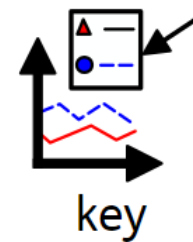
1. I know maps often have a title, labels and symbols.
2. I know maps often have a key which explains any symbols.
3. I know maps often have a compass showing north, south, east and west.

Task: ...

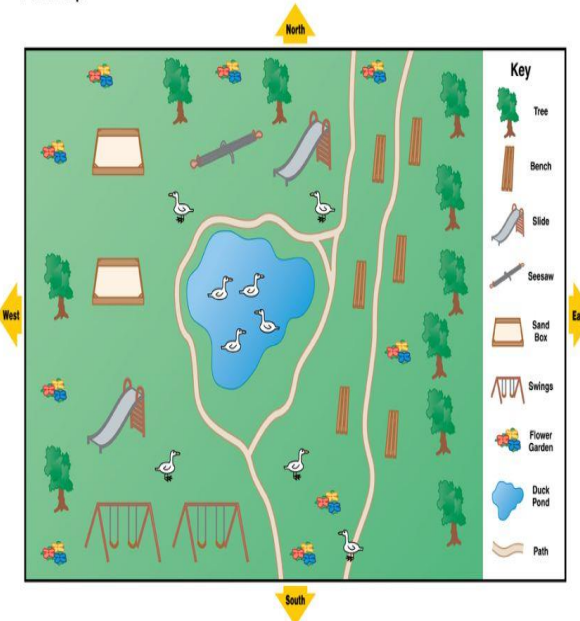
Create checklist for what makes a good map. Then draw an example of a key with labels.



checklist



Park Map

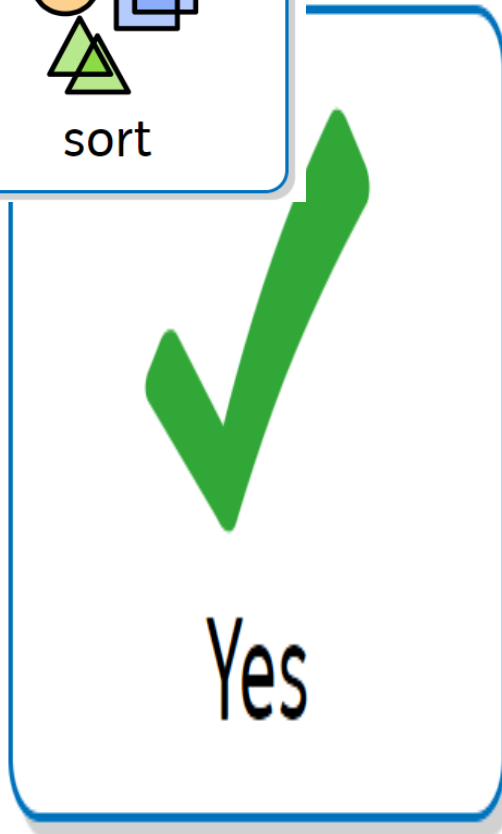
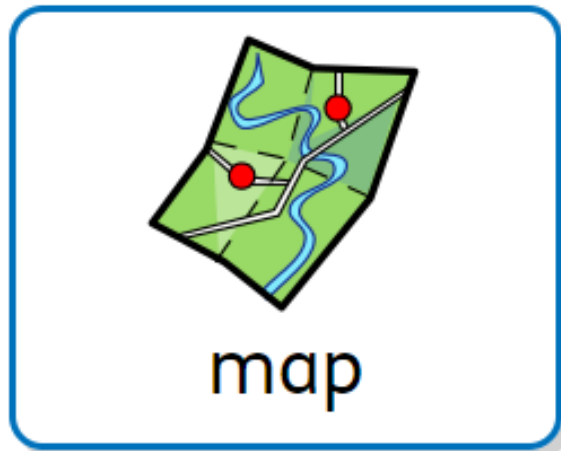
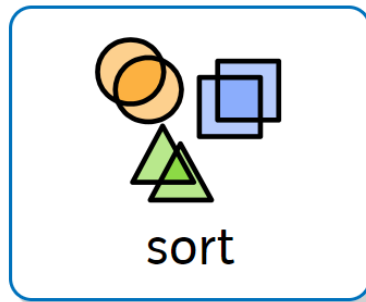


Step for Depth

What would a cartographer need to think about when they begin to draw a map?

Adapted task

Children to have different widget symbols or pictures. Have to sort and decide which are to go on map.



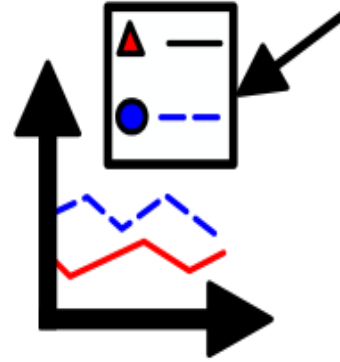
Word Bank



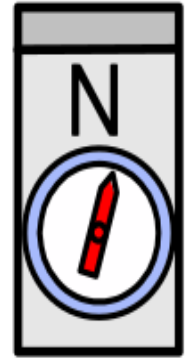
map



title



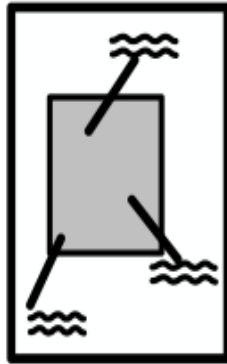
key



compass



cartographer



label

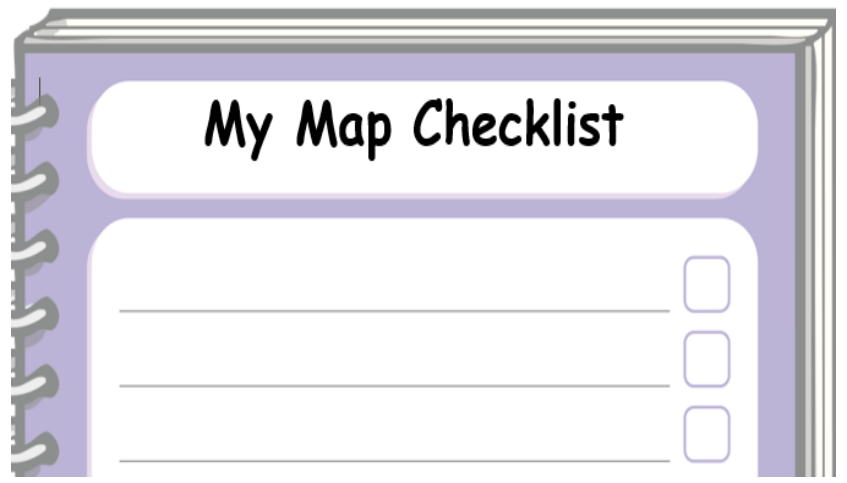
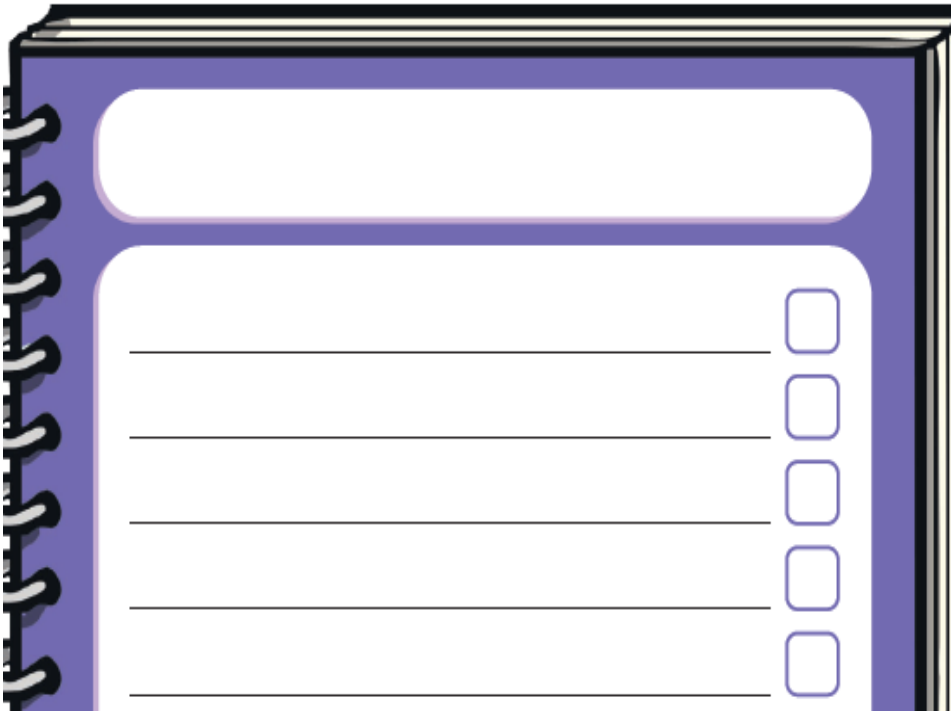


checklist

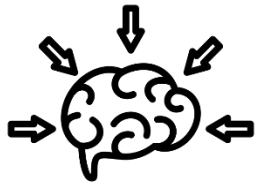


information

Checklist template



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 maps often have a title labels and symbols.



- KG2. I know maps often have a key which explains any symbols.

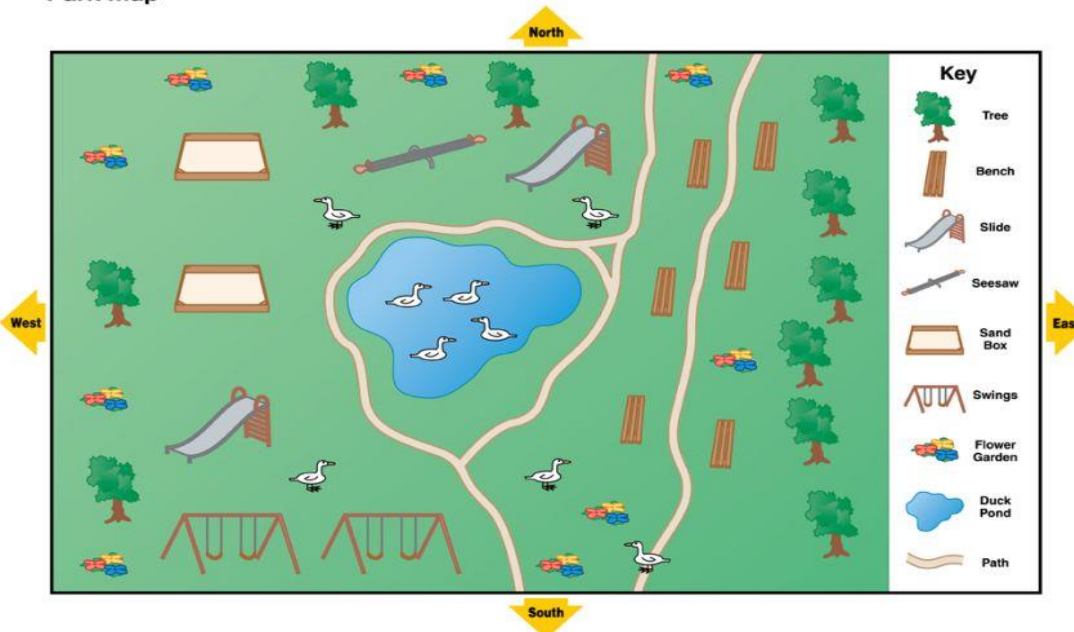


- KG3. I know maps often have a compass showing north, south, east and west.

And finally

What makes a good map?

Park Map





Daily Active

1.45-2.00





Geography
Finish Lesson 5
Spatial Sense
2.00-2.15

Date: 22.9.2024

L.O. To understand what makes a good map.



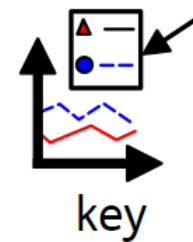
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Task: ...

Create checklist for what makes a good map. Then draw an example of a key with labels.

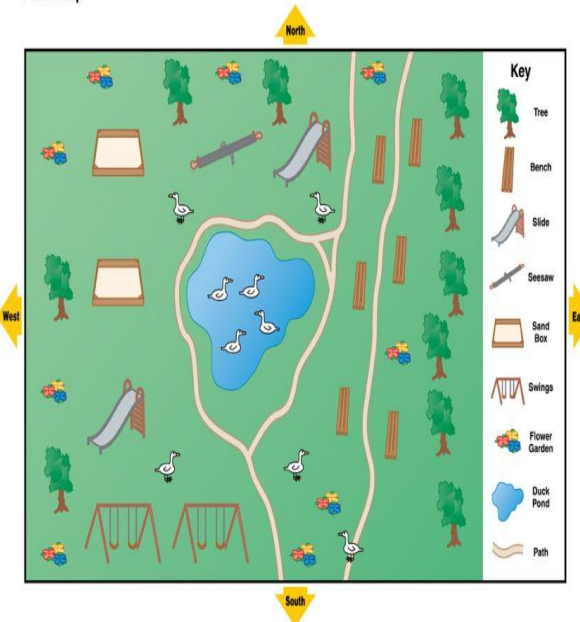


checklist



key

Park Map

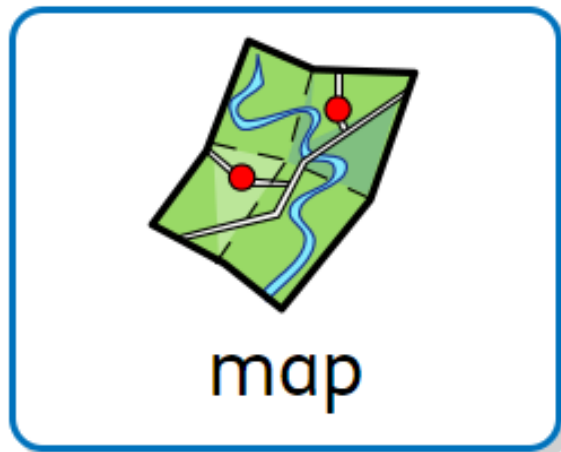
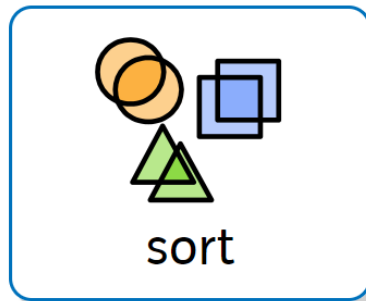


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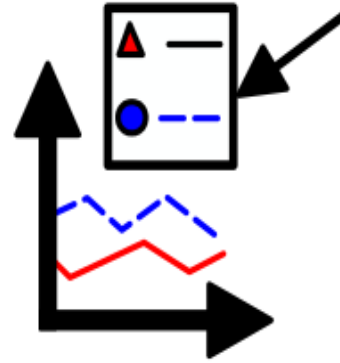
Word Bank



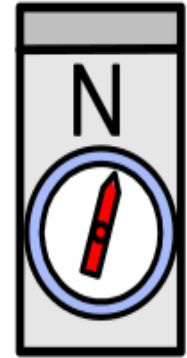
map



title



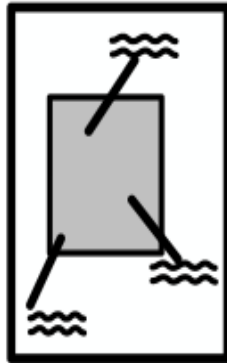
key



compass



cartographer



label

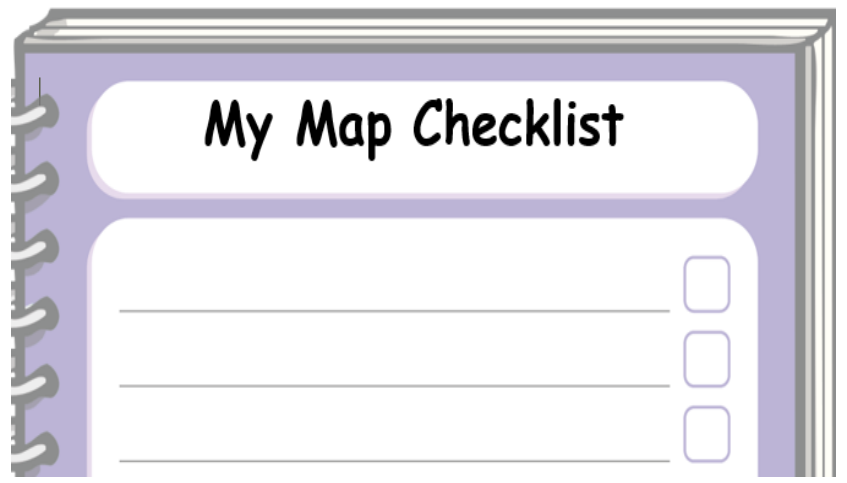
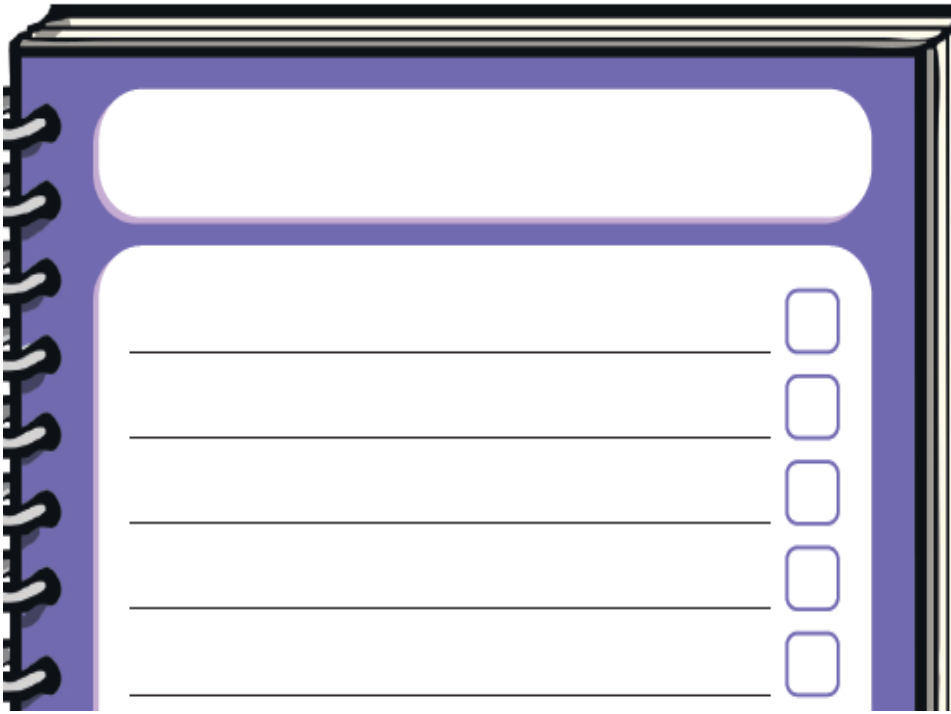


checklist

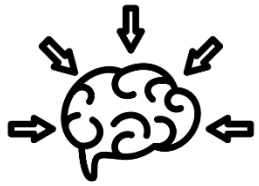


information

Checklist template



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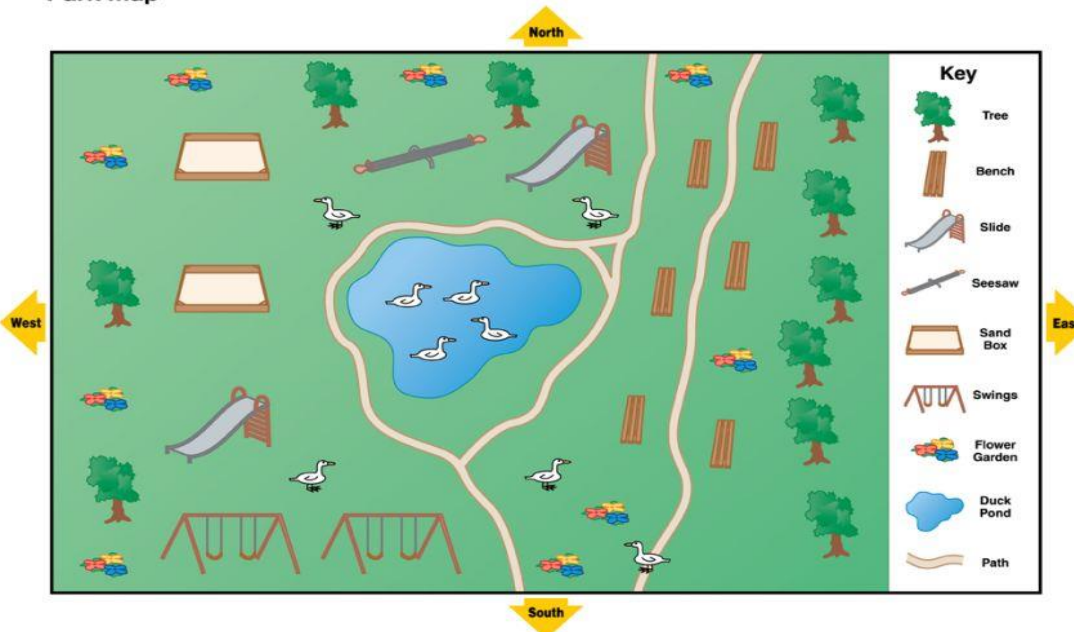


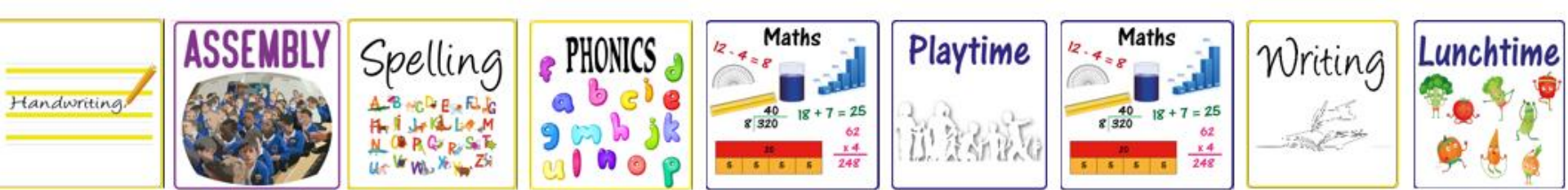
- KG3. I know maps often have a compass showing north, south, east and west.

And finally

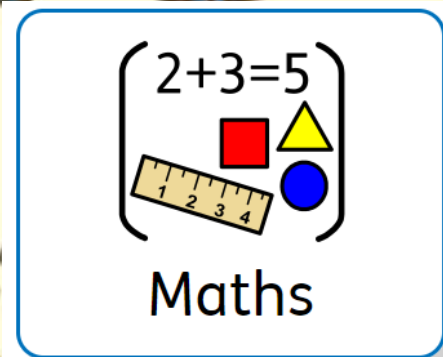
What makes a good map?

Park Map





Maths- Revision 2.15-2.45





Nativity Song Practise

2.45-3.05





Class Reader

3.05-3.20





Prayer and Home time 3.20-3.30

