



Wednesday
4th December 2024
GOOD MORNING YEAR 1!



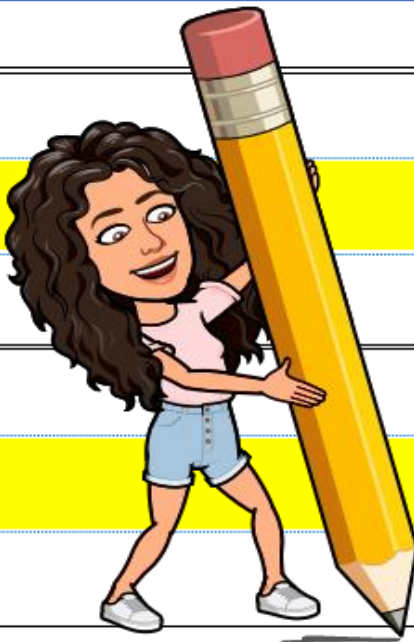


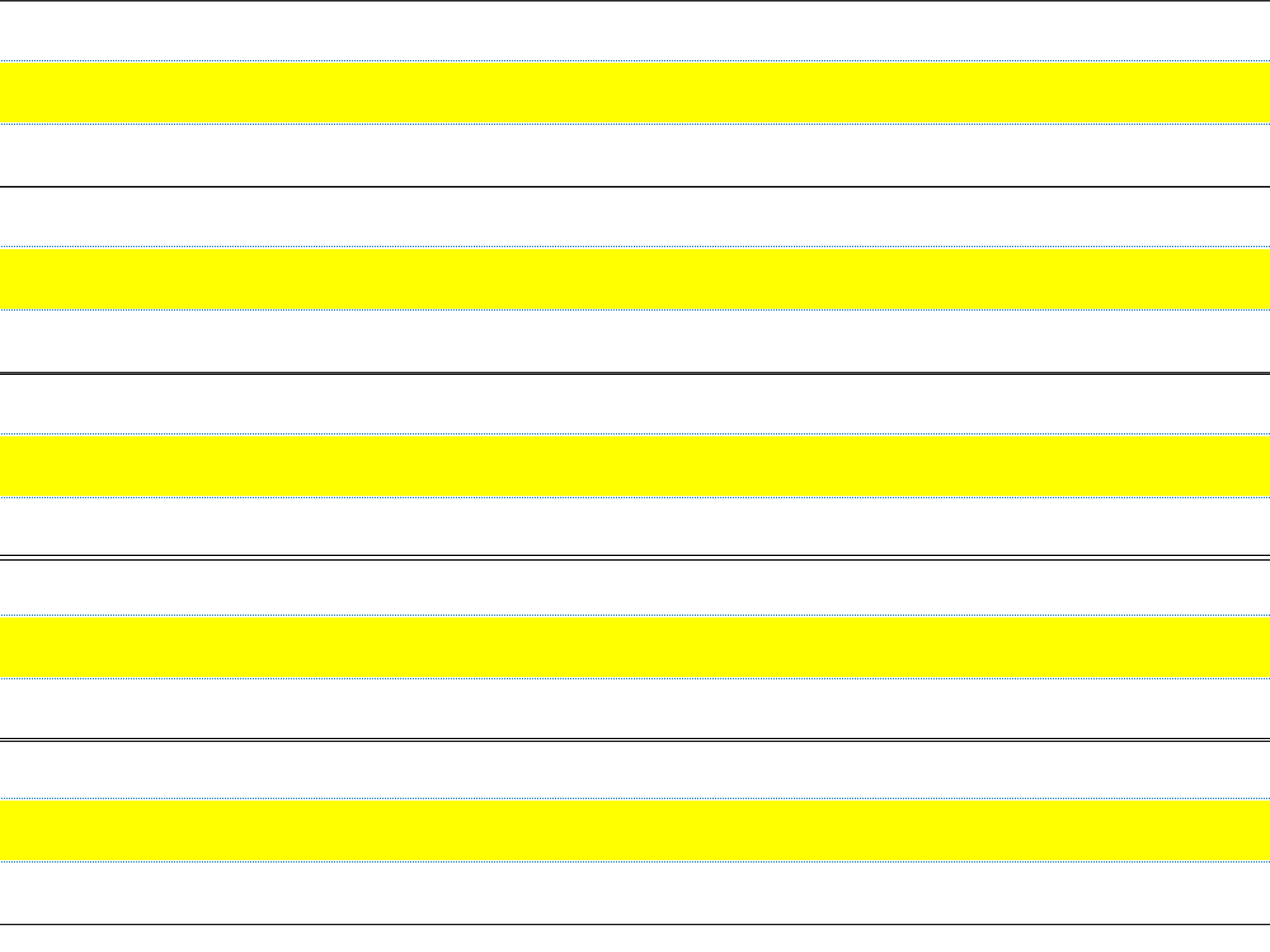
Handwriting

8.30-8.50



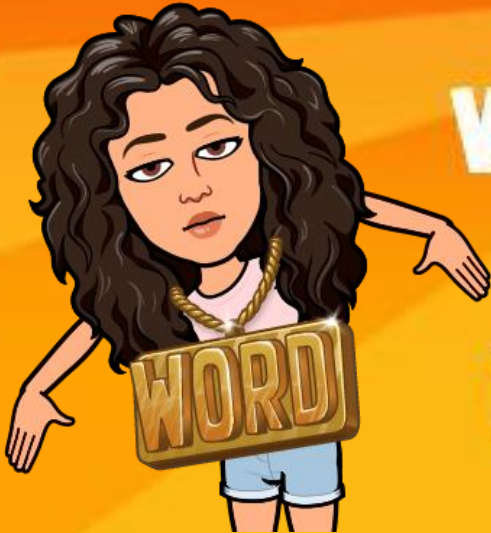
handwriting







Word of the Day and Register 8.35-8.40



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



Collective Worship

8.40-8.50



PRAYER JOURNEY

+ WEEK 1

+ WEEK 2

— WEEK 3

Video

Cathol

Catholic Life

Prayer Journey

Red Wednesd



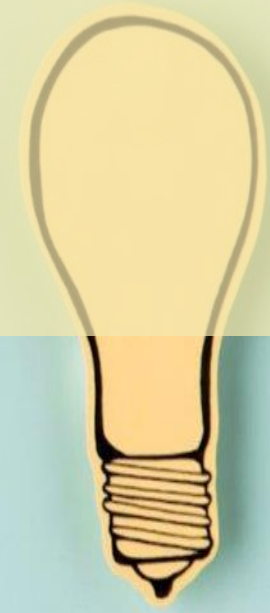
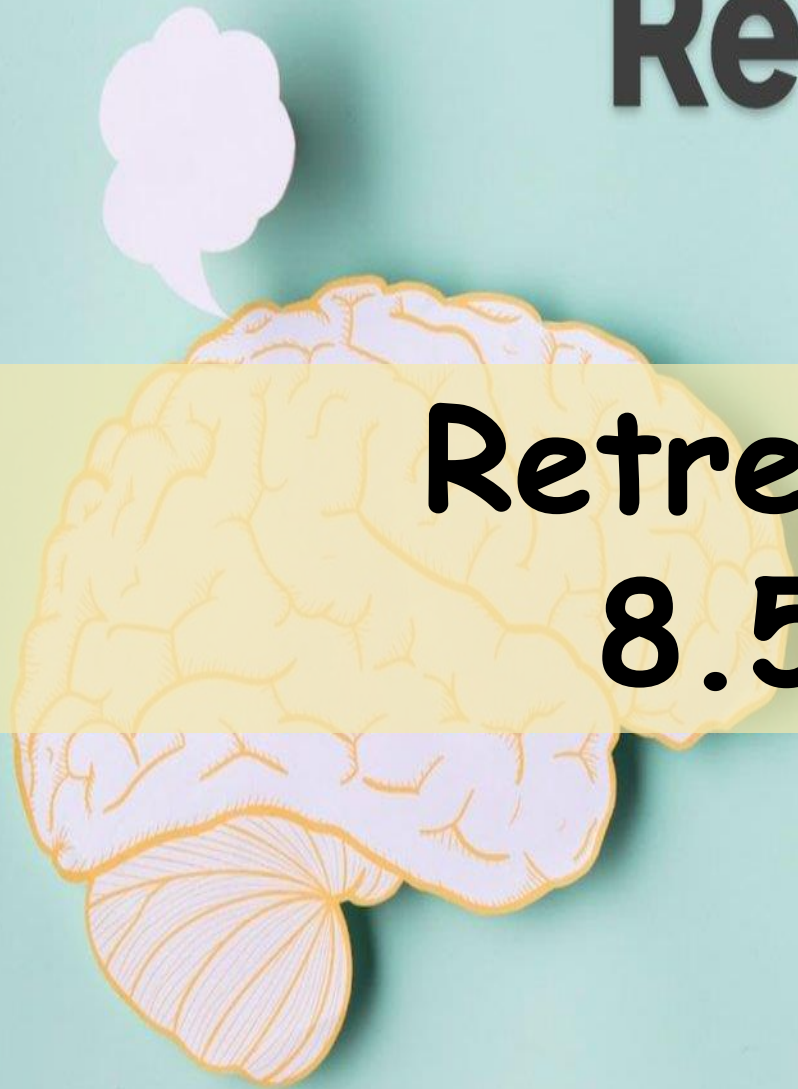
What difficulties do we or other young people encounter in their lives?







Retrieve!

Retreival Quiz
8.50-9.0




1. What is your name? 


Enter your answer

2. A map 


- tells us what to eat
- gives us information about places

3. The followers and friends of Jesus are called 

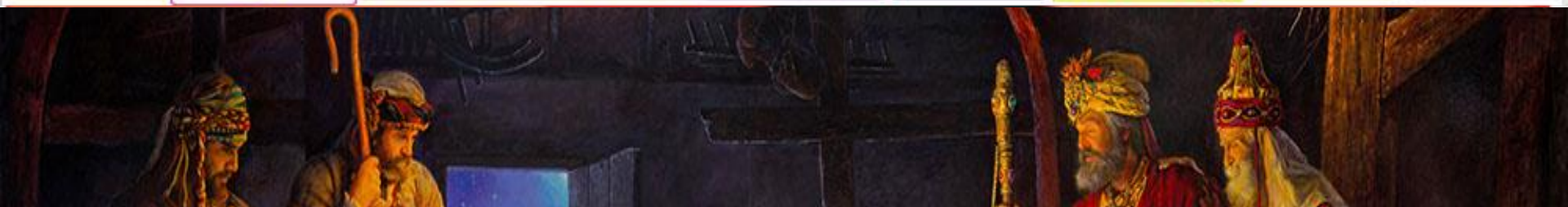
- disciples
- messengers

4. Amphibians live 

- on the land and in water
- in the air

5. History is 

- about the future



Nativity Practise

9.00-10.30



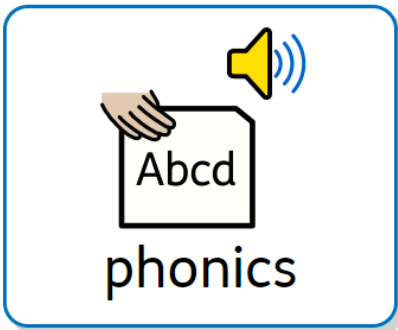


Breaktime
10.30-10.45



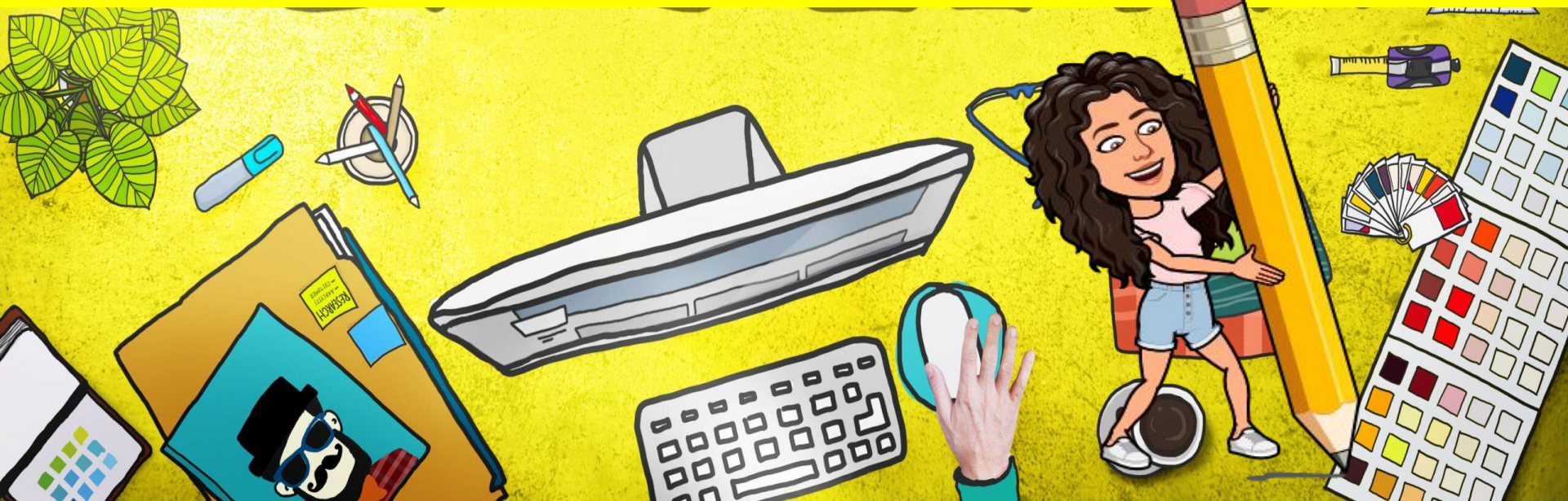
Phonics 10.45-11.15

ar ch ck ee ll ng
 c r ss ar
 au ear zz nk ay igh ure





English 11.15-12.00

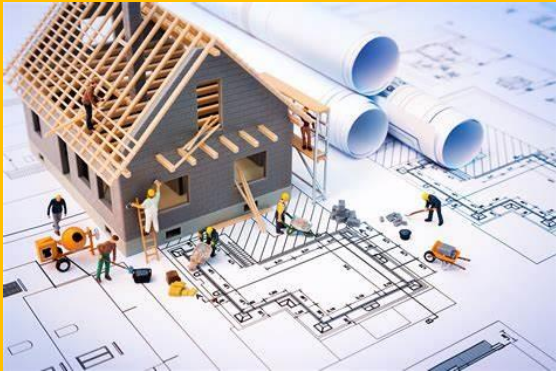


The Three Little Wolves

Instructions

Autumn 2

Lesson 8: SPAG

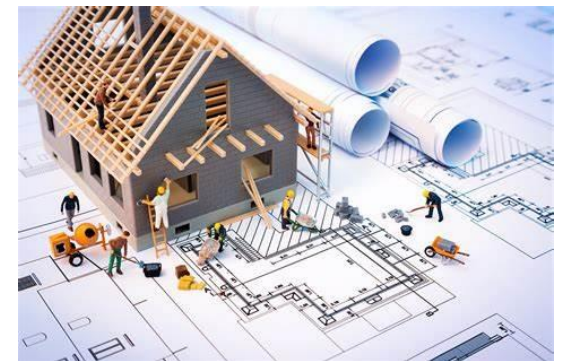
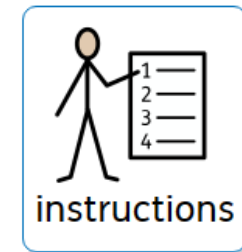


SPAG L.O Understanding Verbs Wednesday 3rd December 2024

Success Criteria:

- I know that a verb is an action word.
- I can identify verbs in sentences.
- I can write simple sentences correctly with a verb.

- **verbs**
- **action words**
- **mix**
- **make**
- **build**
- **verbs**



Prior Learning WAGOLL: Model Text

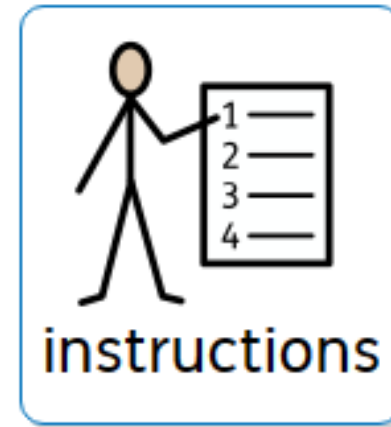
Let's read some instructions and discuss what features you spot

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?

Key Vocabulary



build



concrete



equipment



bricks



instructions



house



trowel



bucket



pour



mix



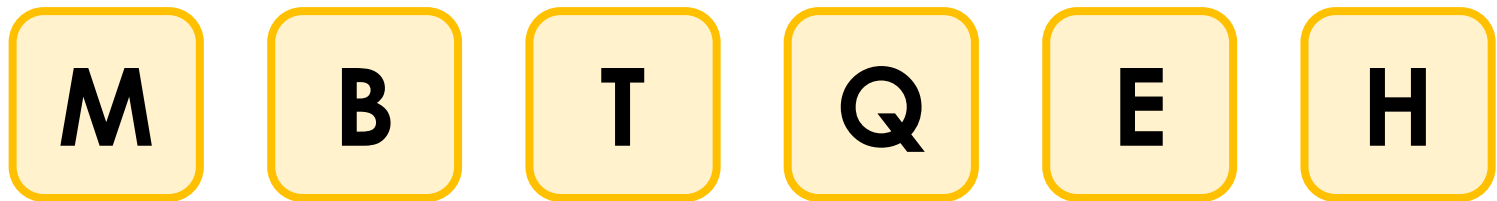
spread



place

LET'S DO THIS!

Which is the odd one out?



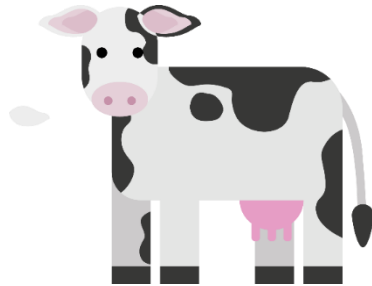
Prior Learning

A _____ is the name of a person, place or thing.

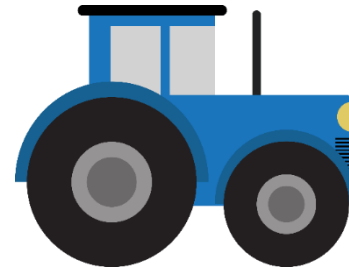
_____ are used to name 'things' or objects.



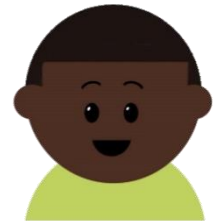
doll



COW



tractor

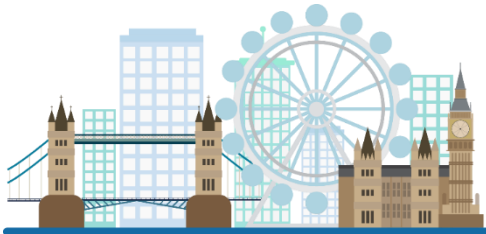


boy

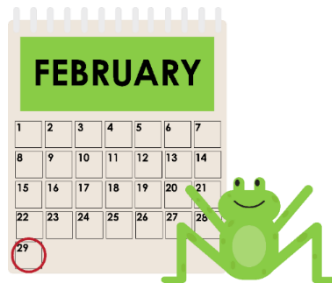
Prior Learning

_____ are used to give the name of a person or place.

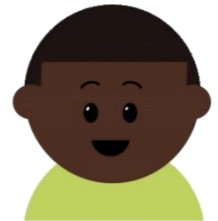
We also use them for days of the week and months of the year.



London



February



Caleb



Friday

Common nouns do not start with a capital letter unless they are at the start of a _____.

We saw a friendly **cat**.

Cats are cute and fluffy.



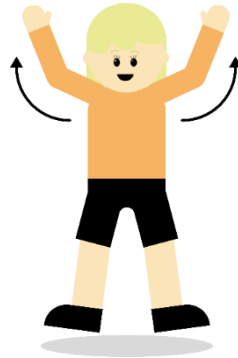
Teach

A **verb** is a word that shows action.

swim



jump



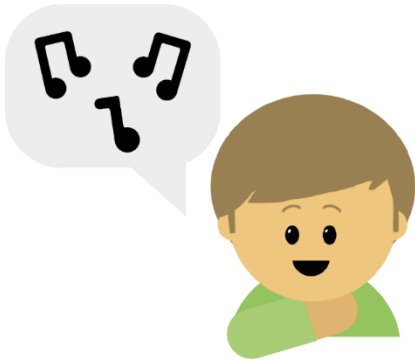
sit



Verbs are sometimes called **doing words**.

Teach

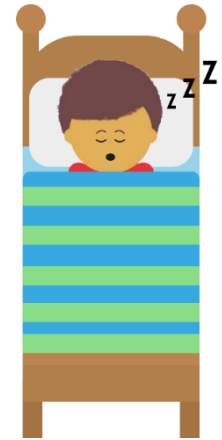
Match the verbs to the pictures.



run



sleep



sing

Which of these words is the verb?

Jerry

plate

wash

water



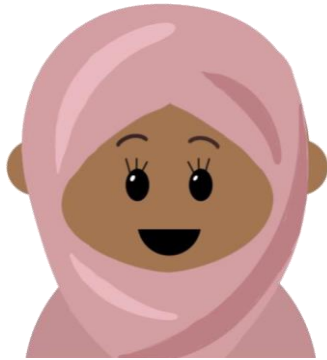
Teach

Use one of the verbs to complete Asha's sentence.

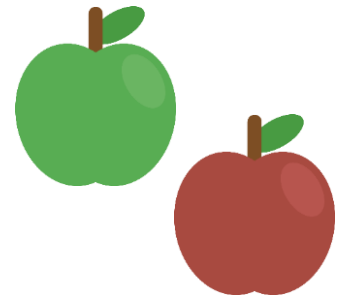
walk

eat

dance



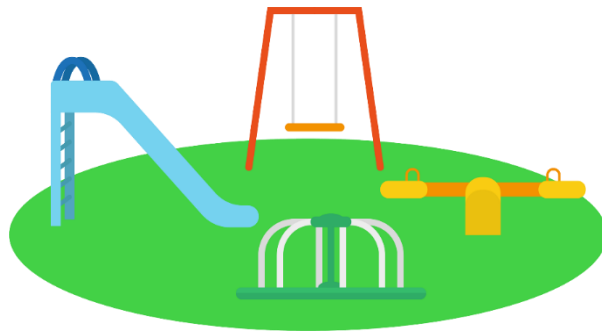
They _____ apples.



Teach

Spot the verbs in these sentences.

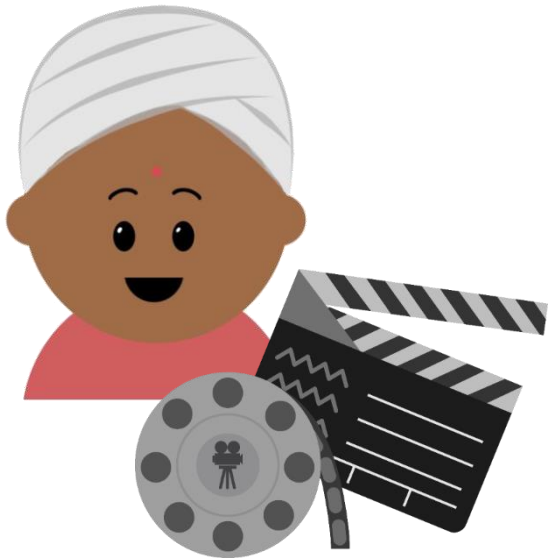
We read lots of books.



The children play in the park.

Talk

Ranjit thinks that his sentence does not have a verb.



I watch films with my mum and dad.

Is he correct? Explain your reasoning.

Verb Words Tasks

Independent Task

Let's showcase our learning

DU YR1 PROGRESSION IN MASTERY LESSON PACK - INTRODUCING VERBS

FLUENCY 1
Circle the verbs.

dog skip talk girl

FLUENCY 2
Match the verbs to the pictures.

brush splash build

FLUENCY 3
Underline the verbs in the sentences.

1. Marlon and Jane walk to school.
2. They run around the playground.
3. I listen to my teachers.
4. We read books in the classroom.

FLUENCY 4
Use one of the verbs to complete Caleb's sentence.

hop jog ride

I _____ my bike to the park.

FLUENCY TASKS

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DU YR1 PROGRESSION IN MASTERY LESSON PACK - INTRODUCING VERBS

REASONING 1
Is Ranjit correct?

The word 'cook' is a verb.

Prove it!

REASONING 2
Odd One Out!

push mouse swim
clap make

Convince me.

REASONING 3
Jane thinks she has underlined the verb in her sentence.

Rabbits eat hay and grass.

Is she correct? Explain how you know.

REASONING 4
True or False?

Anita's sentence needs a verb.

The children in the garden.

REASONING TASKS

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Verb Words Tasks



YR1 PROGRESSION IN MASTERY LESSON PACK - INTRODUCING VERBS

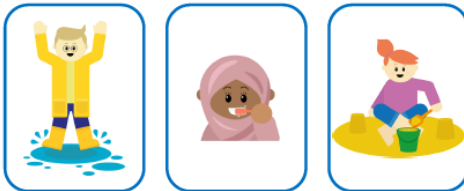
FLUENCY 1

Circle the verbs.

dog skip talk girl

FLUENCY 2

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brush splash build

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FLUENCY 4

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hop jog ride



I _____ my bike to the park.

FLUENCY TASKS



Verb Words Tasks



YR1 PROGRESSION IN MASTERY LESSON PACK - INTRODUCING VERBS

REASONING 1

Is Ranjit correct?



The word 'cook' is a verb.

Prove it!

REASONING 3

Jane thinks she has underlined the verb in her sentence.



Rabbits eat hay and grass.

Is she correct? Explain how you know.

REASONING 2

Odd One Out!

- push
- mouse
- swim
- clap
- make

Convince me.

REASONING 4

True or False?

Anita's sentence needs a verb.



The children in the garden.

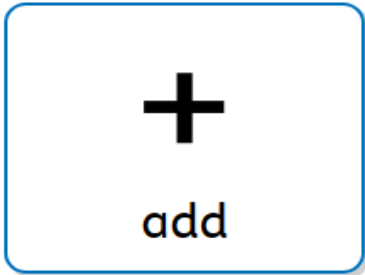
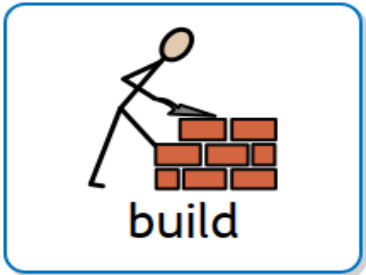
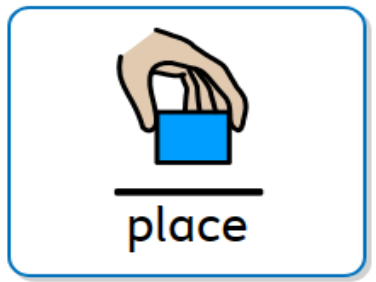
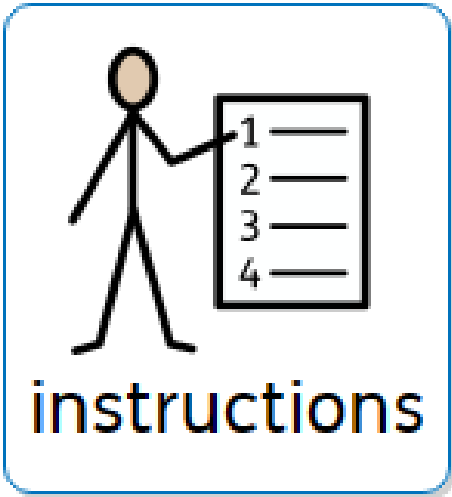
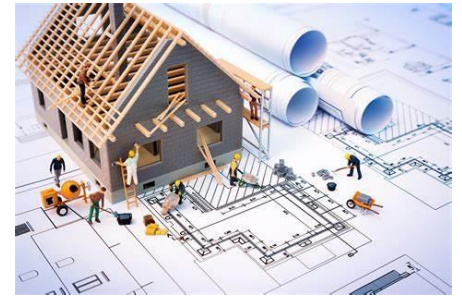
REASONING TASKS



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Verb Words Tasks

Write some verb sentences from our instructions. Use widget pictures and word banks to support.



Verb Words Tasks- Miss Cashmore's Group

Complete Seesaw Task- sorting verbs and matching.

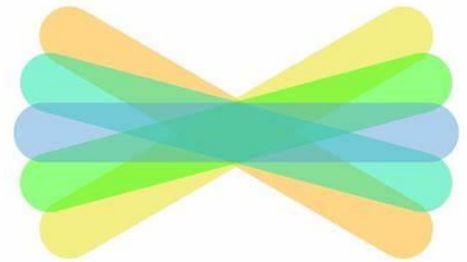


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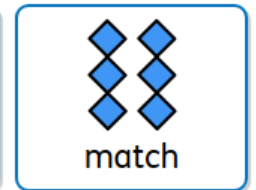
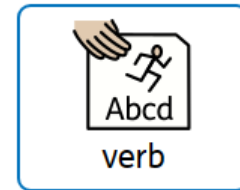
build



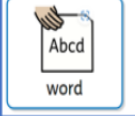
carry

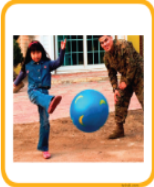
catch



SEESAW

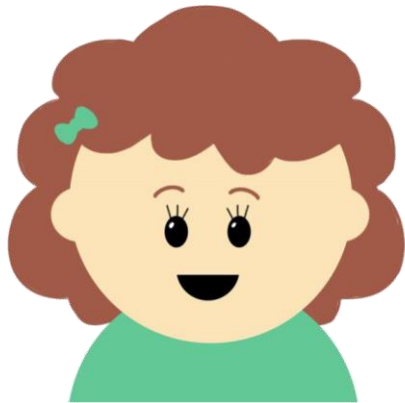


Picture	Word	Say it!
 <div data-bbox="291 307 392 406">hug</div>	 <div data-bbox="720 307 842 406">clap</div>	 <div data-bbox="1184 307 1315 406">kick</div>
<div data-bbox="233 622 347 714">dance</div>		<div data-bbox="1389 682 1522 773">eat</div>
<div data-bbox="291 1115 392 1215">run</div>		<div data-bbox="1221 1103 1348 1203">jump</div>



And finally...

Choose a verb and draw a picture to match.



shout

hop

kick

fly

drive

dig

Can your partner work out which verb you have drawn?



Toileting and Lunchtime 11.50-12.40



BIG Maths



Science



Active 15



Science



basic skills English

Library



Home Time



Big Maths 12.40-1.00

Big
Maths





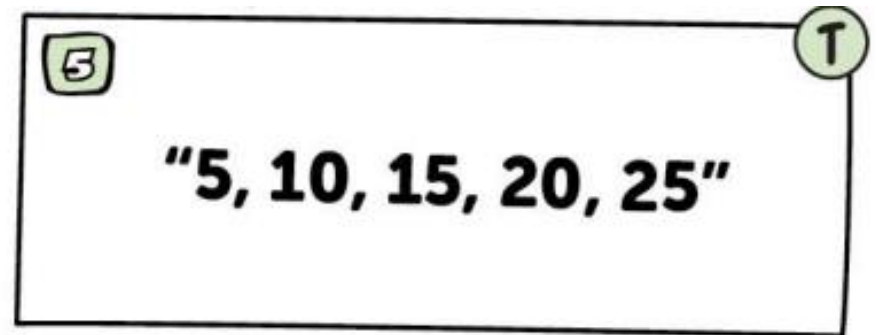
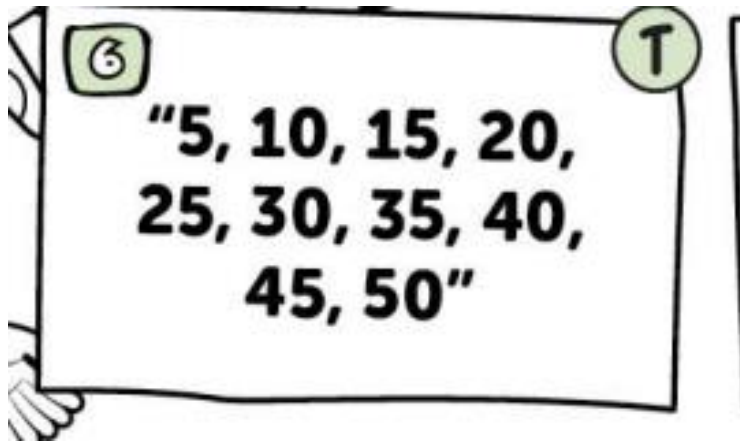
C = Counting

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

$4 + 4 =$

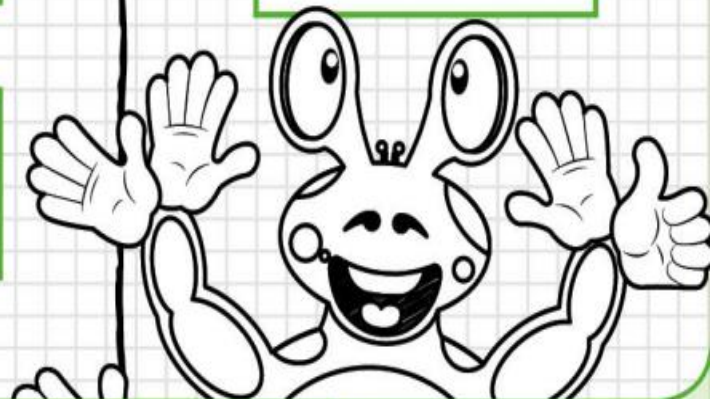
$3 + 3 =$

$5 + 5 =$

Step 3

$2 + 3 =$

$2 + 1 =$



I = It's Nothing New (INN)

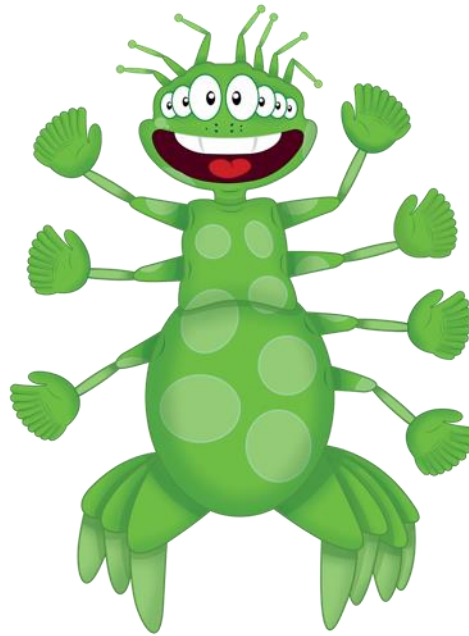
**Step
1**

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

I can double 1d numbers

This is PIM

*PIM can
help us
understand
doubling!*

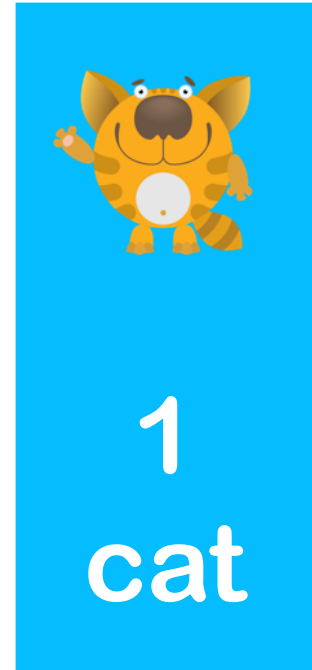
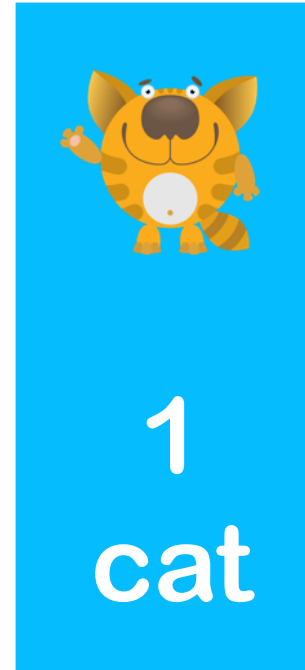
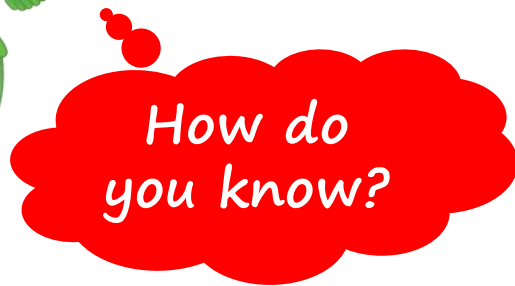


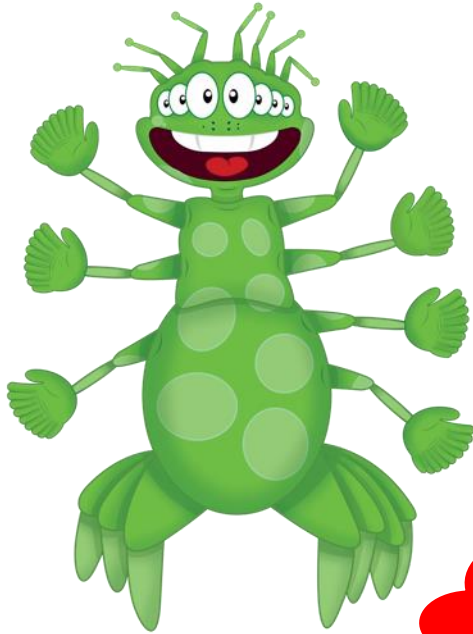
**He is an
alien from
the planet
CLIC**



1 cat and
1 cat is ...

2 cats





**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?*



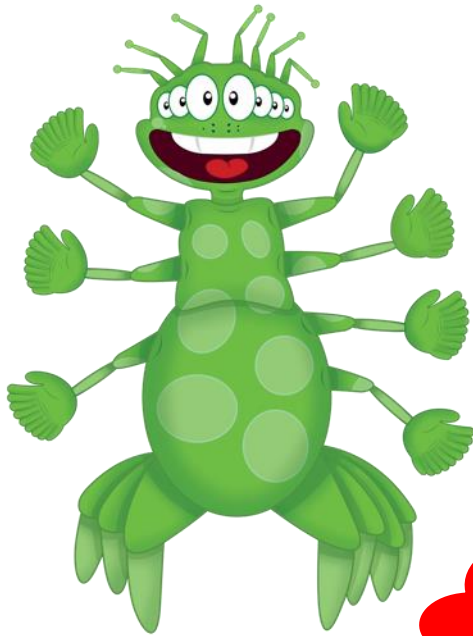
1

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**

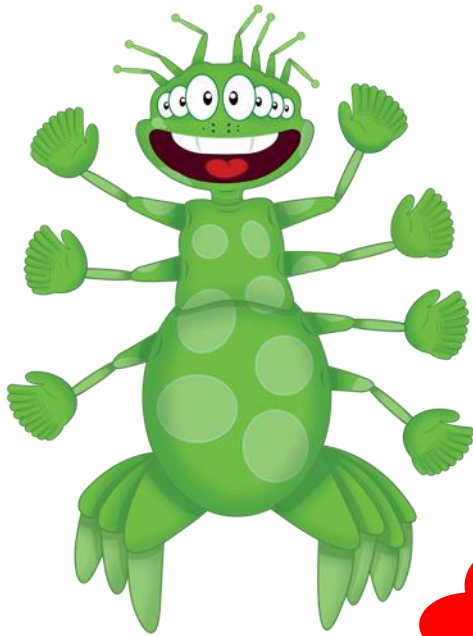
*How do
you know?*



**1
ball**

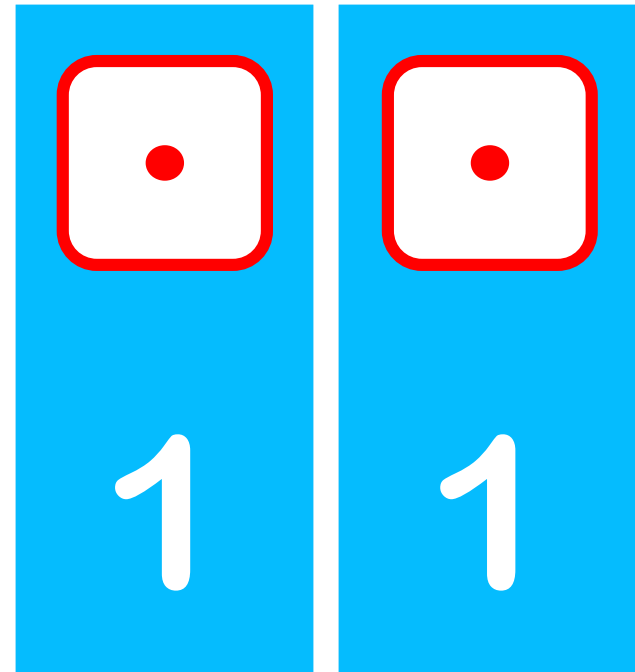


**1
ball**



1 and 1
is 2

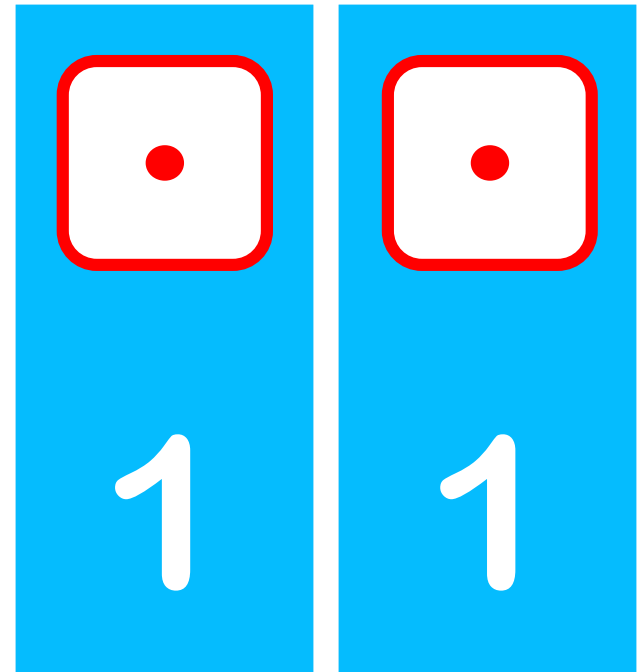
How do
you know?





$$1 + 1 = 2$$

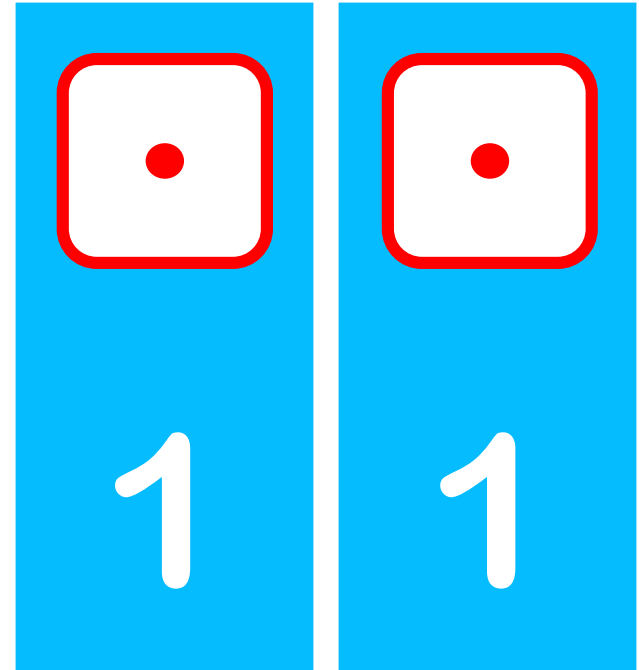
How do you know?

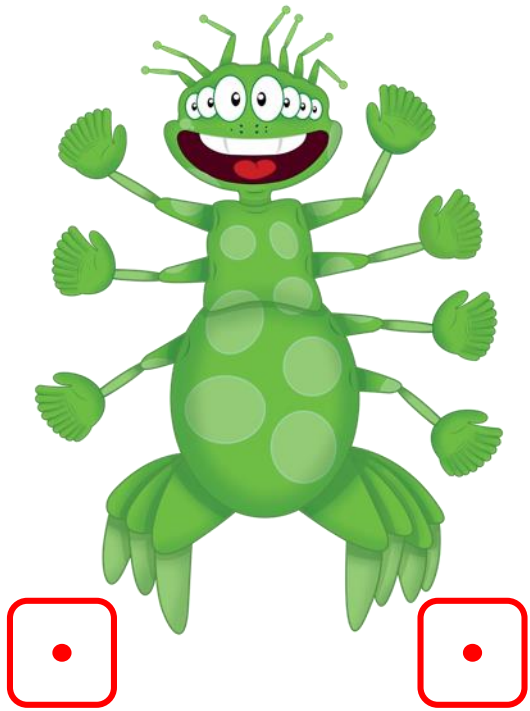




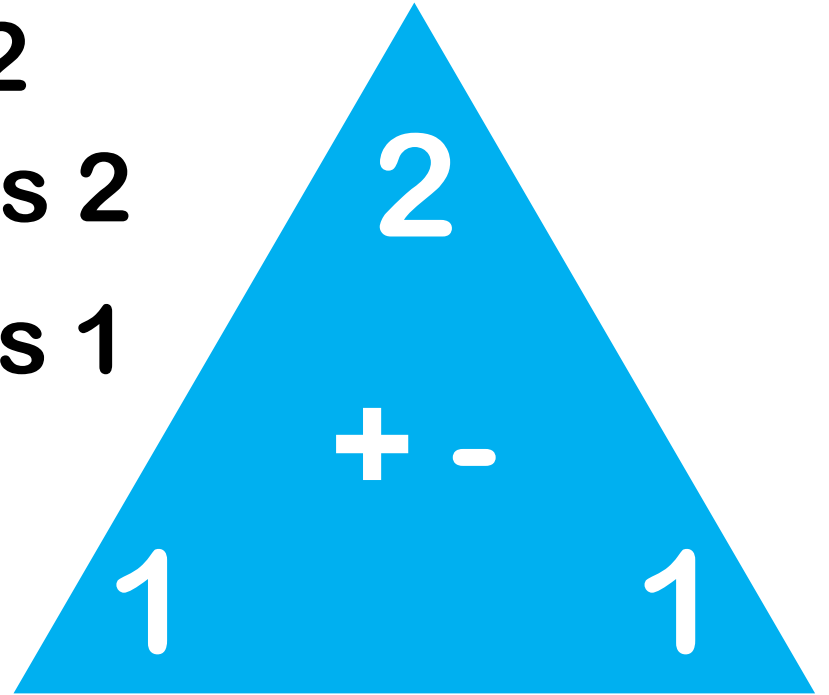
**Double
1 is 2**

*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

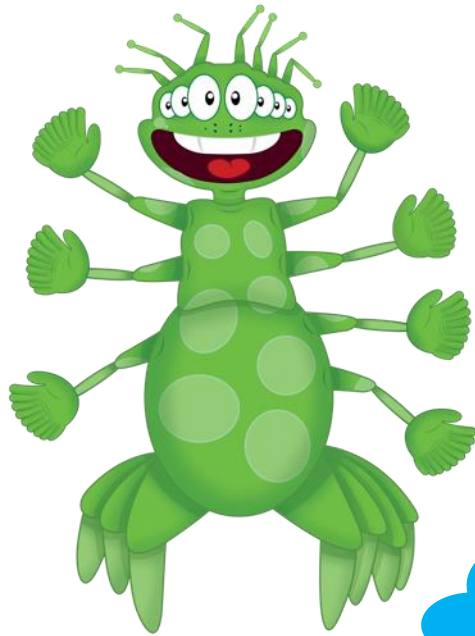


Double
2 cats is ...

4 cats

How do
you know?

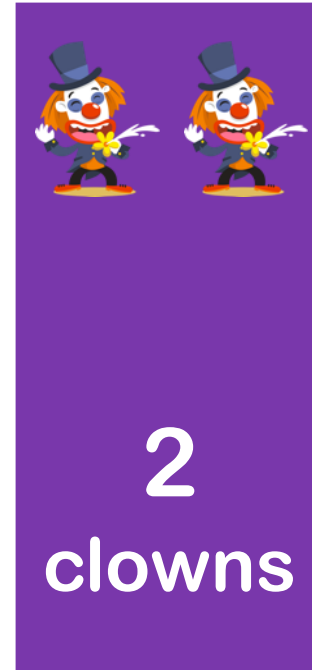
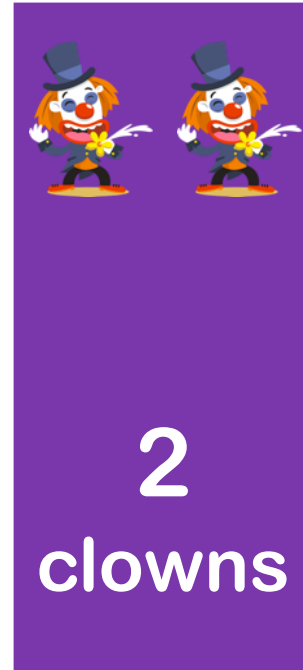


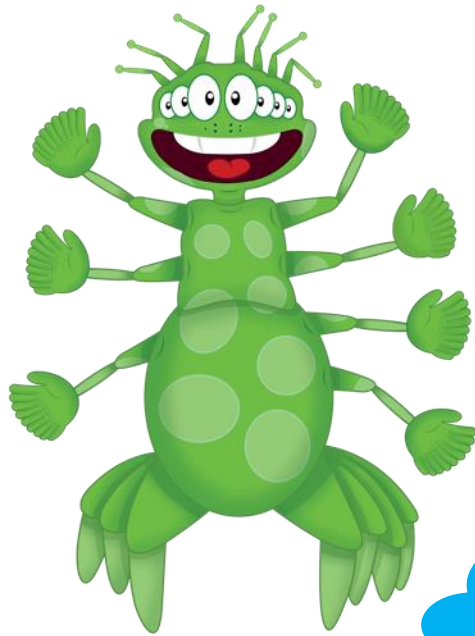


2 clowns and
2 clowns is ...

4 clowns

*How do
you know?*

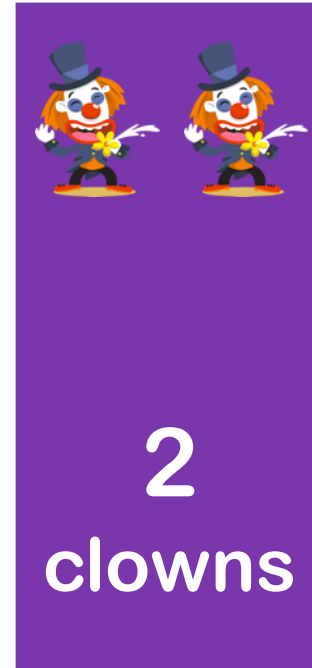
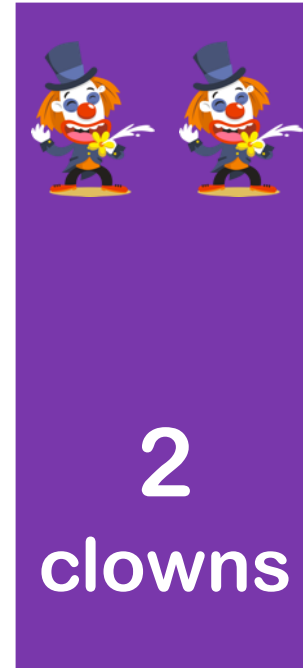


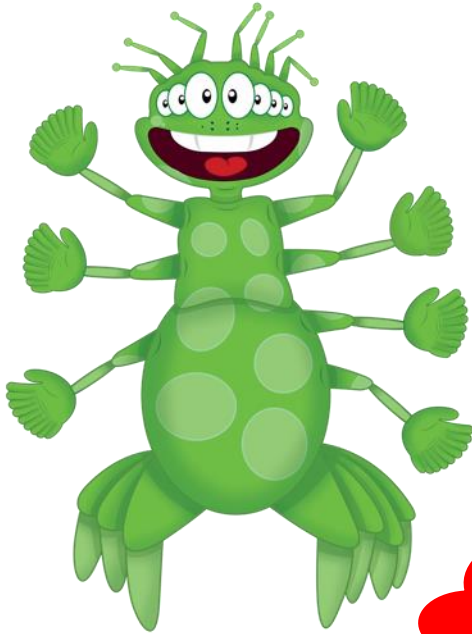


Double
2 clowns is ...

4 clowns

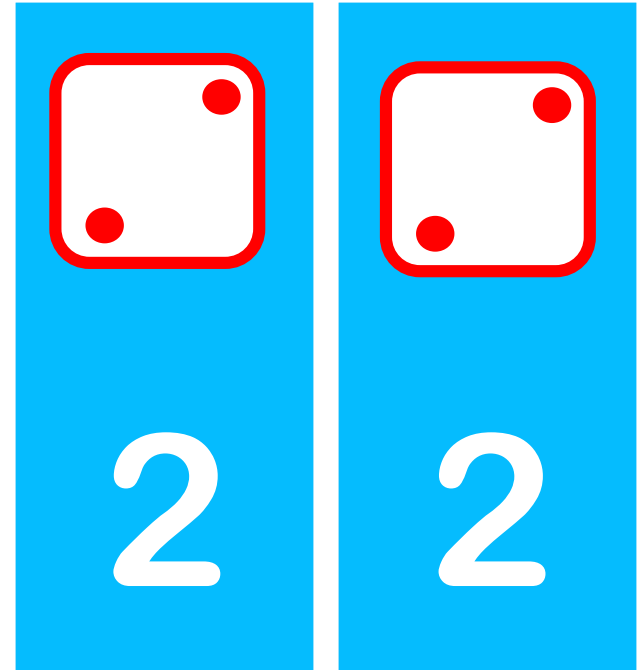
How do
you know?

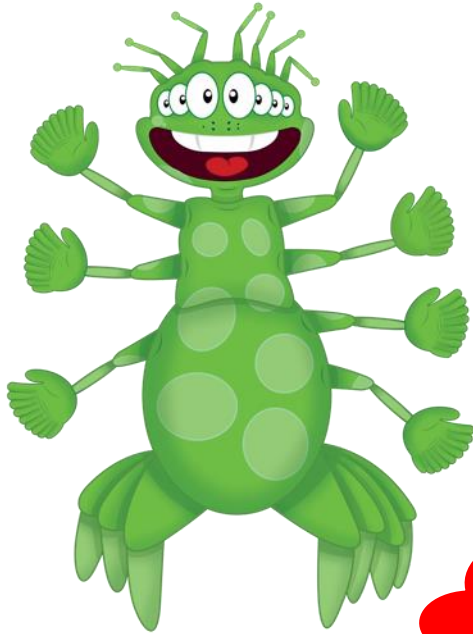




2 and 2
is 4

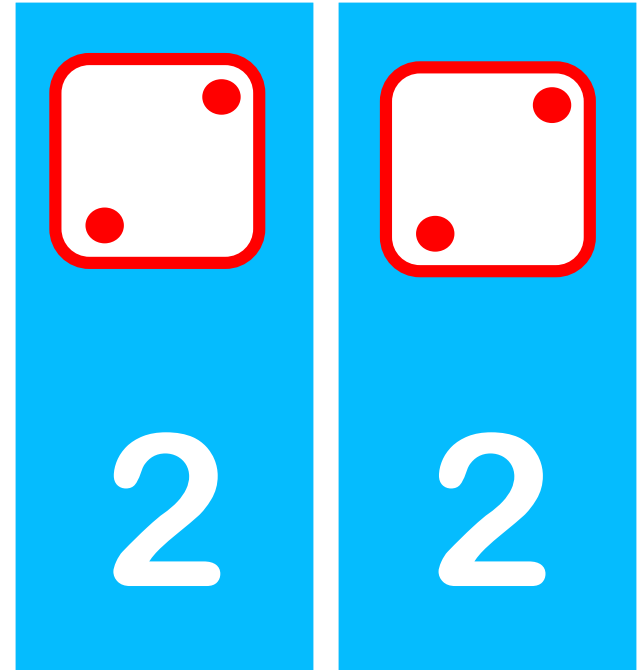
How do
you know?





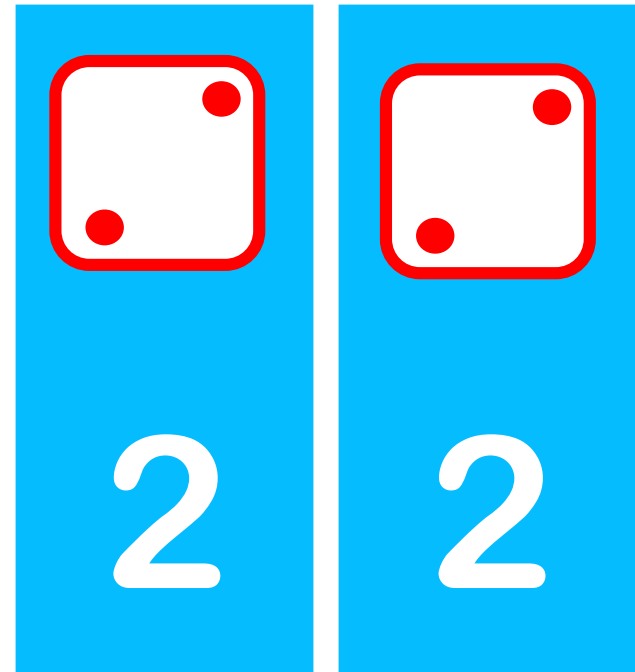
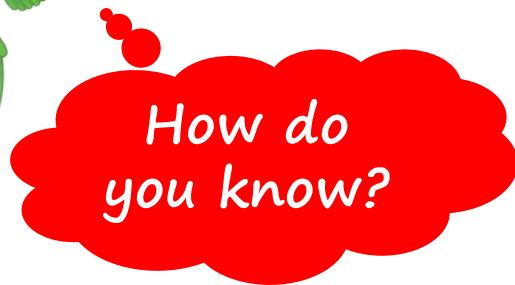
$$2 + 2 = 4$$

How do you know?



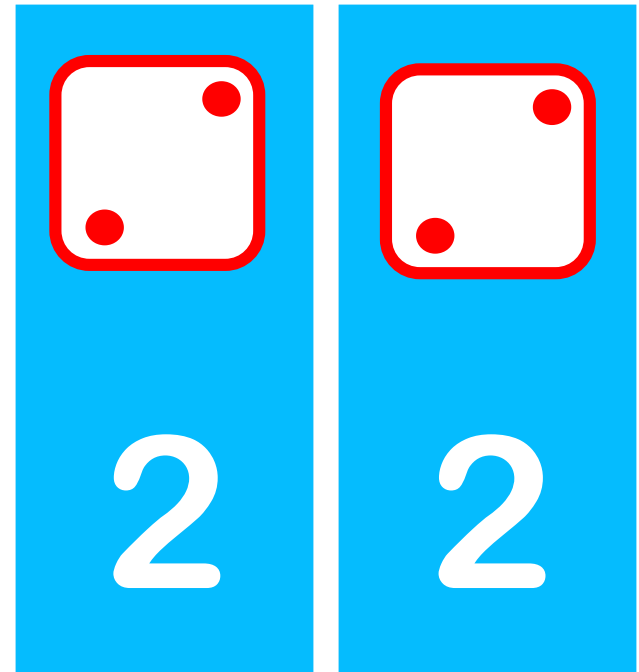
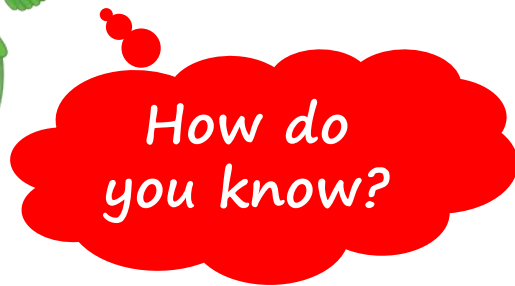


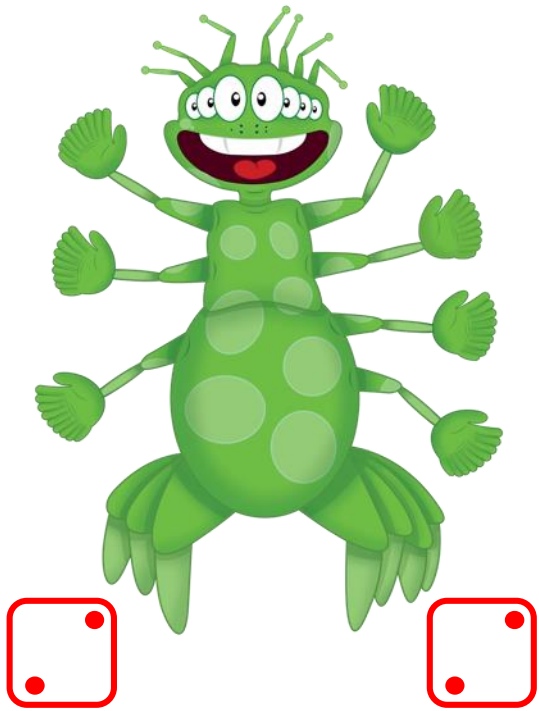
**Double
2 is 4**





Half of
4 is 2

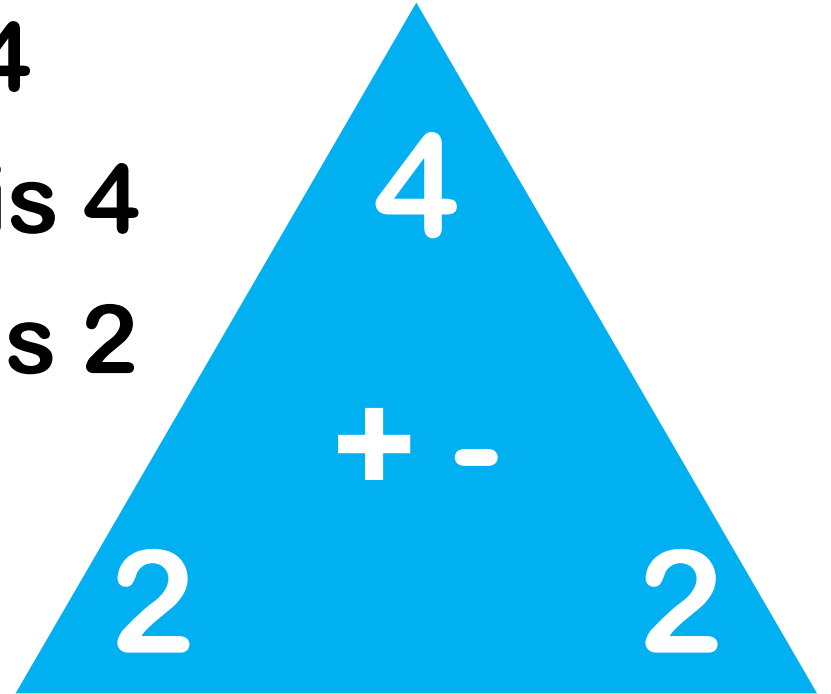




$$2 + 2 = 4$$

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

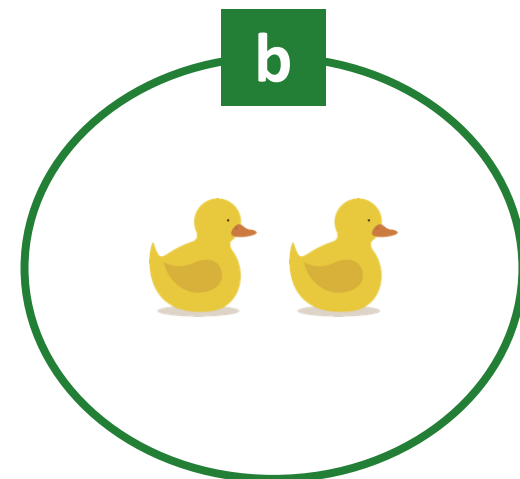
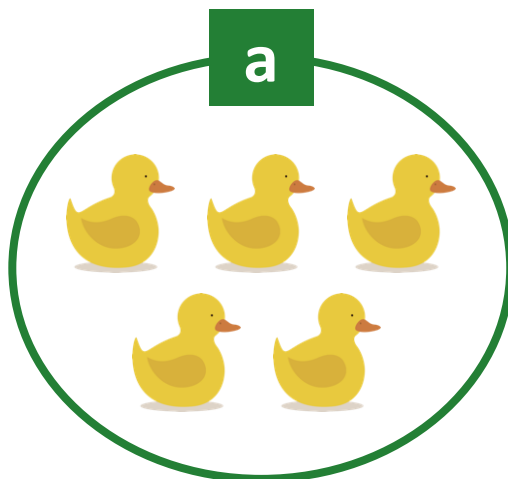




**Get your
whiteboards
ready!**

Remember To:

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



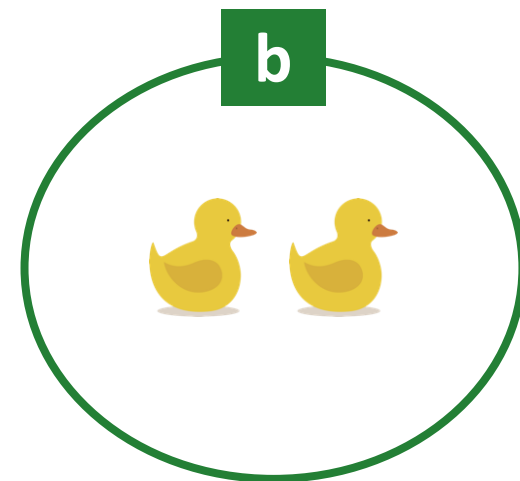
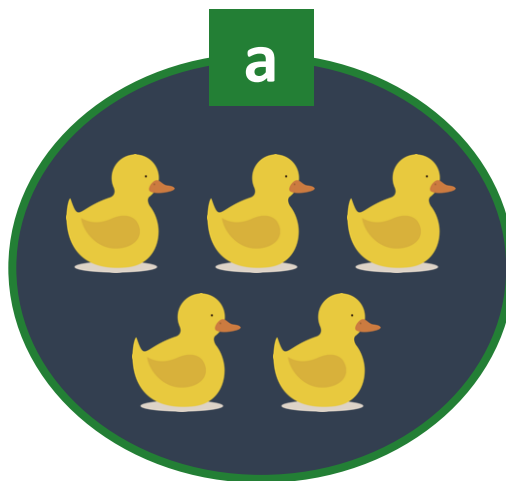
Count them all!

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!

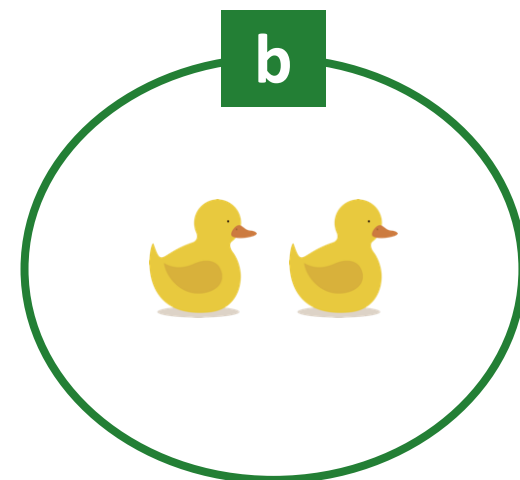
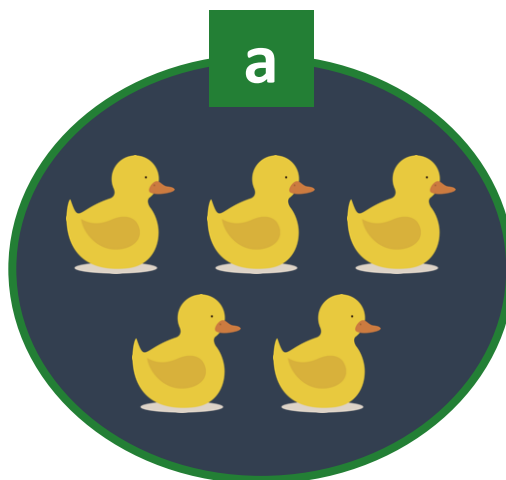


How many altogether?



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!

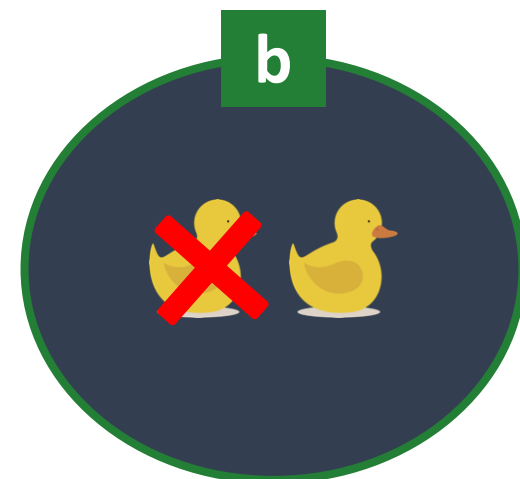
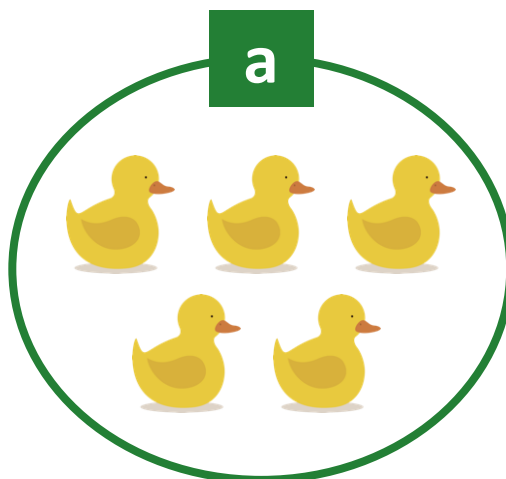
1 2 3 4 5 6 7 8 9 10

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!

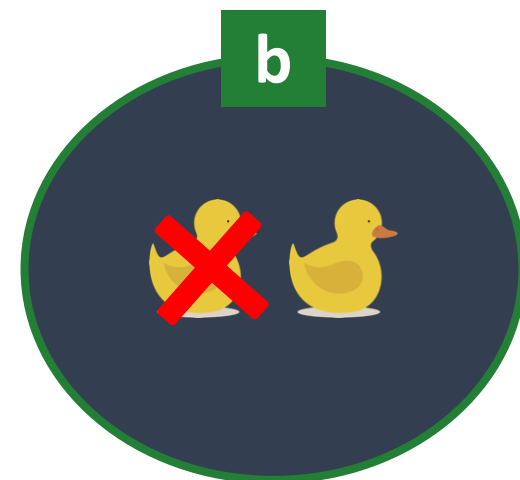
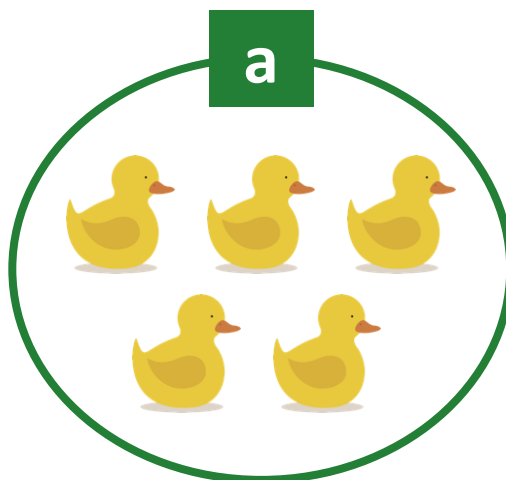
1 2 3 4 5 6 7 8 9 10

How many altogether?



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

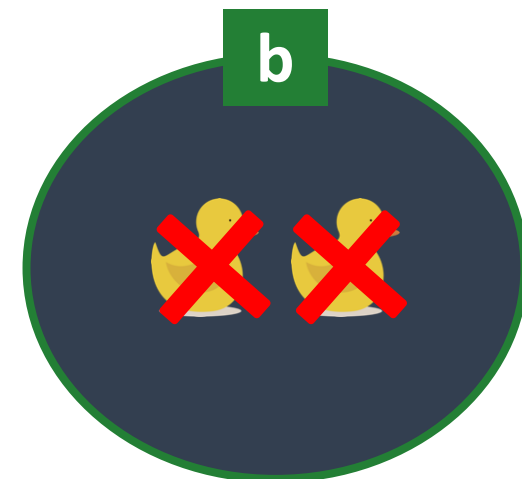
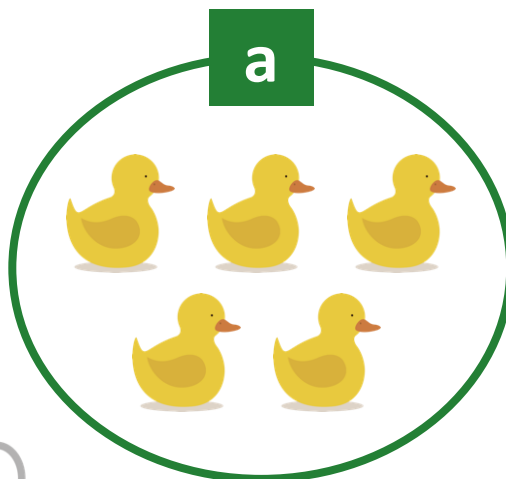
How many altogether?



Remember To:

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

7



Count them all!

1 2 3 4 5 6 7 8 9 10

How many altogether?



Science - Lesson 3
Animals
1.00 - 1.45

Year 1
Autumn 2
Lesson 3

Hungry Animals





Lesson Series

1. Amazing Animals (Introduction to Animals)
2. Grouping animals: Fish, amphibians, reptiles, birds and mammals
3. Grouping animals: carnivores, herbivores and omnivores
4. Animals as pets
5. Describing animals
6. Assessment

National Curriculum Coverage

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC Yr1)

What you need to know

- *An animal is a living organism that moves around and breathes.*
- *Unlike plants, animals do not make their own food. They must eat other plants and/or animals in order to survive.*
- *Animals that eat other animals are called carnivores (e.g fox, lion, and hawk)*
- *Animals that eat only plants are called herbivores (e.g. sheep, cow and horse)*
- *Animals that eat both other animals and plants are called omnivores, (e.g. humans, monkeys, badgers, wild dogs)*
- *Animals live in habitats that meet their needs in terms of shelter, water and food. Many animals adapt to live successfully in their environment.*
- *Animals can be group according to their features e.g. **birds**: have feathers, born from hard-shelled eggs, **fish**: live in water, have gills, scales, fins, **amphibians**: born in water with gills, grow up to develop lungs, **reptiles**: cold blooded, scaly skin, born on land, **mammals**: warm blooded, give birth to live young, produce milk. All mammals have fur, even whales and dolphins have hair follicles on parts of their bodies, even though we don't think of them as furry.*

Year 1 Science

Animals and their needs

KEY VOCABULARY

Animal

A **living thing** that moves and breathes

Mammal

A warm-blooded animal, with a **backbone**, that has hair or fur. Most mammals live on land

Amphibian

A cold-blooded animal that **can live in water and on land**

Reptile

A cold-blooded animal that **breathes air and has dry, scaly skin**

Bird

A warm-blooded animal that has **feathers, a beak, wings and can usually fly**

Fish

An animal with a backbone, but no arms and legs that **lives completely underwater**, has scales and gills

Pet

An animal **kept and cared for in a person's home**

Omnivore

An animal that **eats both other animals and plants**

Carnivore

An animal that **eats other animals**

Herbivore

An animal that **eats plants**

Diagram of a Fish



Diagram of a Bird



Diagram of a Reptile



Note: Some reptiles have no legs

A PET NEEDS:



Food



Water



Shelter



Space



Medicine



Love





animal



mammal



bird



fish



amphibian



reptile



pet



carnivore



omnivore



herbivore

Diagram of a Fish

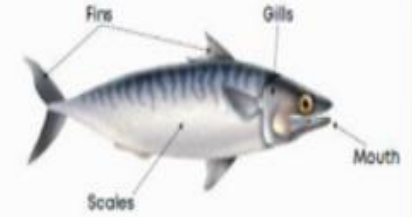


Diagram of a Bird



Diagram of a Reptile



Note: Some reptiles have no legs

A PET NEEDS:



Food



Water



Shelter



Space



Medicine



Love



Year 1 Science

Animals and their needs

Lesson 3: Hungry Animals



Science

PKC

Animals and their needs Lesson 3: Hungry Animals

PKC
Primary Knowledge
Curriculum

Teacher Knowledge

Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. Carnivores eat other animals, herbivores eat plant material including fruit, leaves and vegetables, whereas omnivores eat a mixture of meat and plant material. 'Carnivore' comes from the Latin words for flesh and devour; carno and vorare). Carnivores include; cats, lions, tigers, polar bears, sea lions, seals, birds of prey, herons, snakes, spiders. Herbivores include; rabbits, sheep, cows, deer, elephants, rhinos, squirrels, and camels. Omnivores include; pigs, badgers, bears, hedgehogs, and humans. Animals have teeth that enable them to eat certain types of food. For example, tigers have long canine teeth that are helpful when killing prey and biting through flesh. Elephants have flat molars that are useful for grinding down plant matter, they lose them approximately six times, each time the lost teeth are replaced by bigger ones.

Knowledge Objective

To understand that we can group animals according to what they eat.

Knowledge Goals

Animals that eat other animals are called carnivores.

Animals that eat plants are called herbivores.

Animals that eat both plants and other animals are called omnivores.

Lesson Detail

Prior Learning: Check knowledge organisers, review key words covered so far.

Vocabulary: Teach children the words: carnivore, herbivore and omnivore. (carnivore comes from the Latin words for flesh and devour; carno and vorare) 'Omni' means many.

Teach: Watch video clip and discuss what animals eat. Show children pictures of animal teeth and explain that the shape of animal's teeth can sometimes depend on what they eat. Animals that eat meat need sharp teeth to cut through the meat. Animals that chew plants need flatter teeth to grind down the leaves. Show children a few animals from each group.

Talk task: *Animals all eat the same thing. True or False?*

Task: Ask children to sort animals into a Venn diagram. Which animals are carnivores, which are herbivores and which are omnivores? Children to write names onto venn diagram. Provide a list of what animals eat for children to find information from.

Partner teach/Plenary: *If animals eat plants, they never eat meat. True or False?*

Step for Depth: :Picture of animal teeth. Do these teeth belong to an omnivore/carnivore/herbivore. How can you tell?

Vocabulary

teeth (incisors, canine, molars), sharp, carnivore, herbivore, omnivore, diet

Suggested Resources

BBC Clip- What do animals eat? ; Images of animals and information in a table about what they eat.

L.O. Knowing that we can group animals according to what they eat.

Knowledge Goals



- I can group animals that are carnivores.
- I can group animals that are herbivores.
- I can group animals that are omnivores.

Here are today's key words:



plants



teeth



incisors



canines



molars



meat



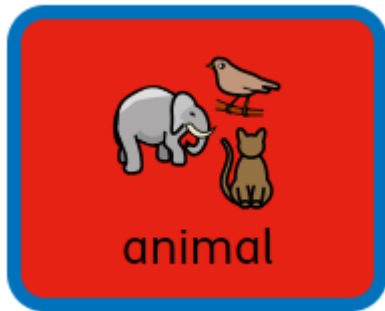
sharp



diet



food



carnivore



omnivore



herbivore

Prior learning:

AMPHIBIANS

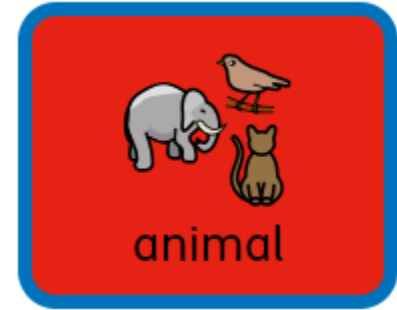


MAMMALS



What is a
mammal and
an amphibian?





animal

A living organism that breaths and eats

Vocabulary check point



plants



teeth



incisors



canines



molars



meat



sharp



diet



food



carnivore



omnivore



herbivore

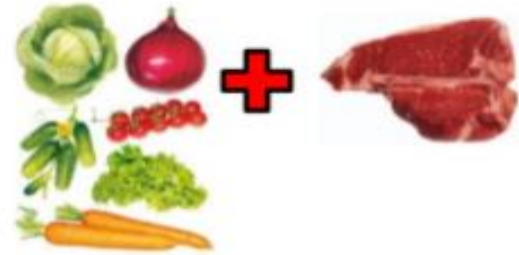
HERBIVORES



CARNIVORES



OMNIVORES



Watch: Grouping animals by what they eat



Watch how we group animals depending on what they eat.

Teach



have different teeth depending on what they eat. Some have sharp teeth for meat or flatter teeth for plants.



teeth



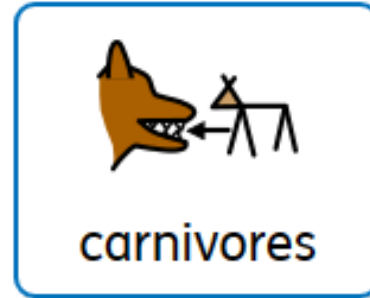
meat



plants

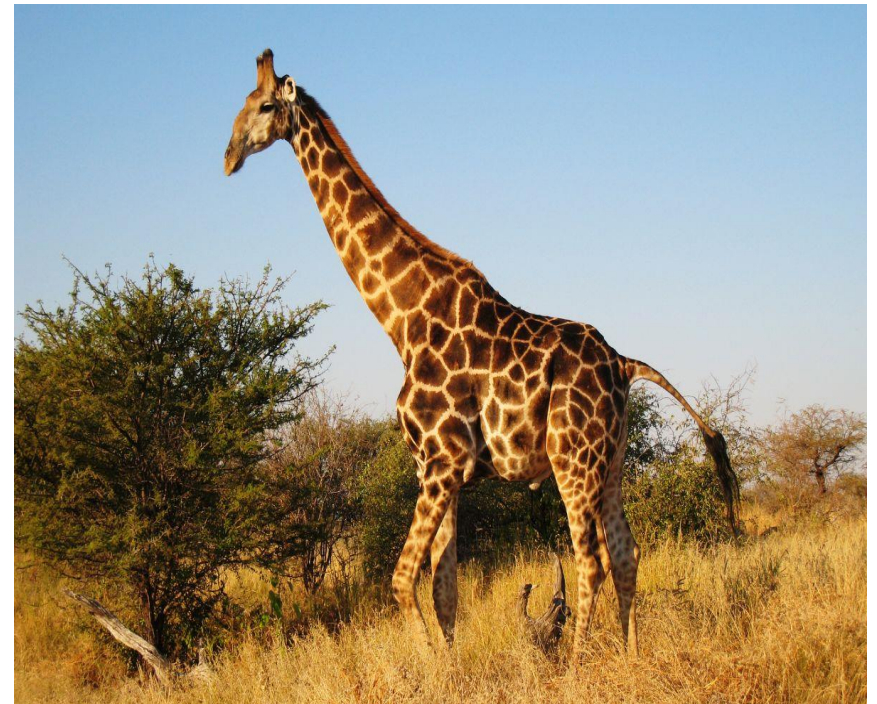
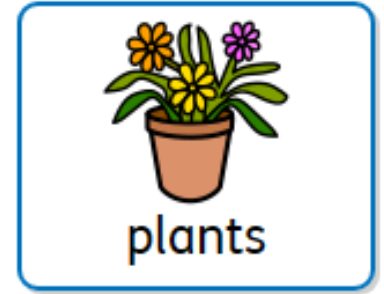
Teach

Carnivores- eat meat



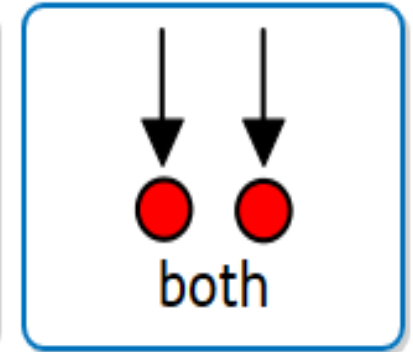
Teach

Herbivores- eat plants

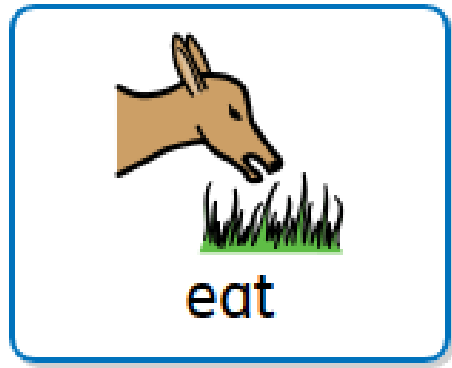
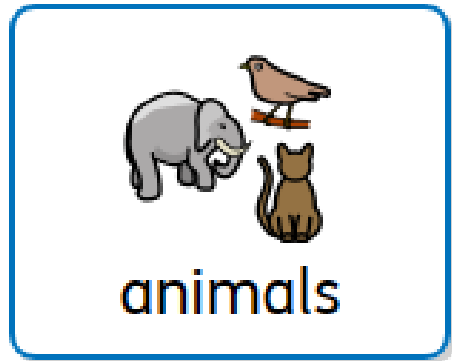
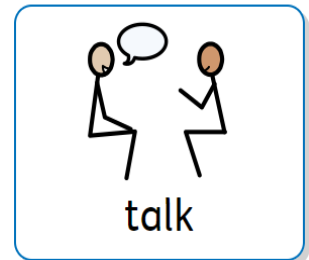


Teach

Omniivores- eat both



All animals eat the same thing.
True or false?



L.O. Understanding that we can group animals according to what they eat.

Knowledge Goals



- I can group animals that are carnivores.
- I can group animals that are herbivores.
- I can group animals that are omnivores.

Task: Identifying and Classifying task



carnivore



herbivore



omnivore

Sort animals into a Venn diagram based on what they eat.

Then write what key definitions are.

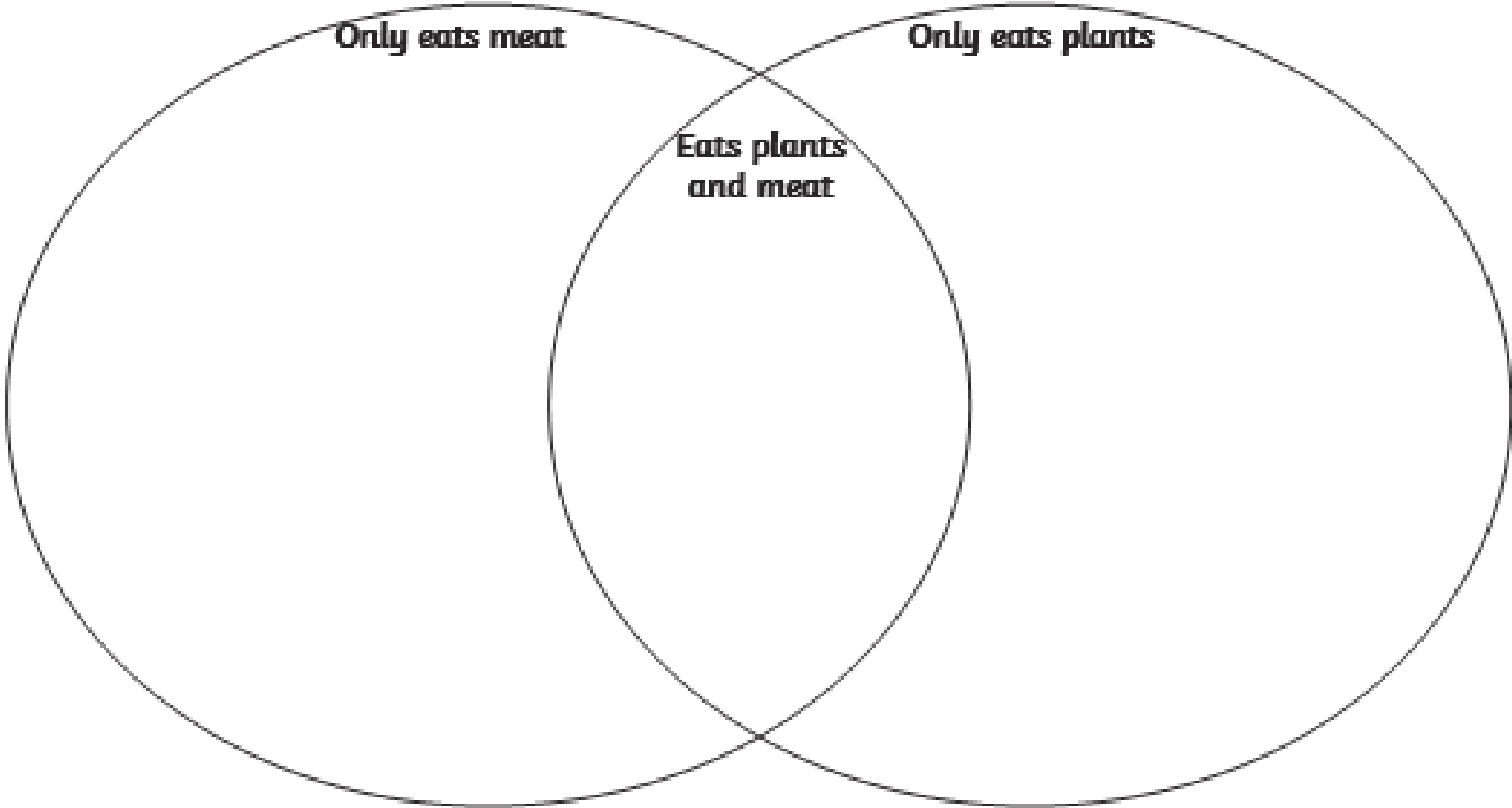
Step for Depth



Which teeth do these animals belong to? How can you tell?

Carnivore, Herbivore or Omnivore?

Sort the animals into the correct section of the Venn diagram below.



Sentence starters for whole class



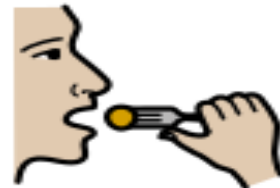
A carnivore



eats



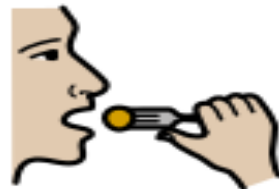
A herbivore



eats



An omnivore

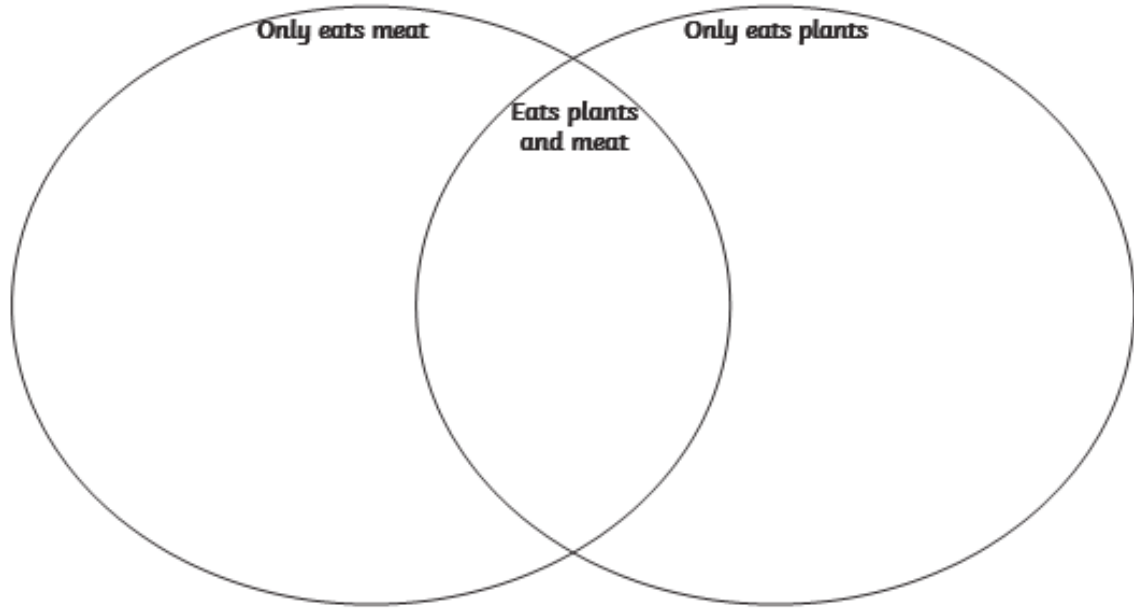


eats

Adapted task

Carnivore, Herbivore or Omnivore?

Sort the animals into the correct section of the Venn diagram below.



carnivore



herbivore



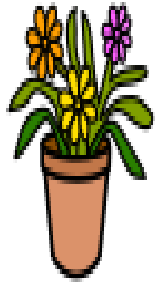
omnivore



+



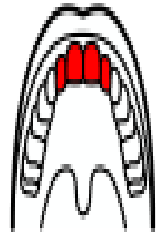
Word Bank



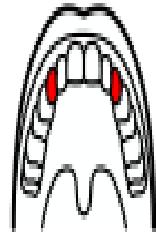
plants



teeth



incisors



canines



molars



meat



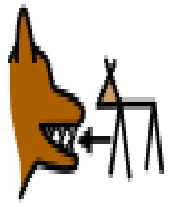
sharp



diet



food



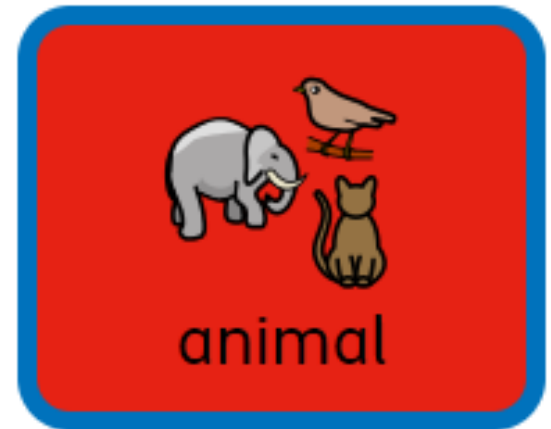
carnivore



omnivore

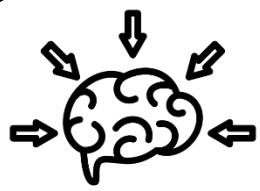


herbivore



animal

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 group animals that are carnivores.

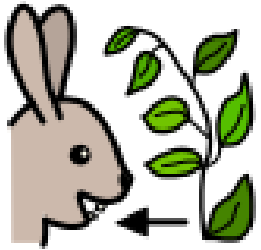


- KG2. I can group animals that are herbivores.

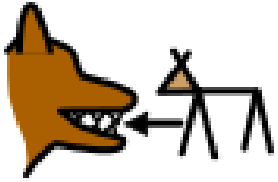


- KG3. I can group animals that are omnivores.

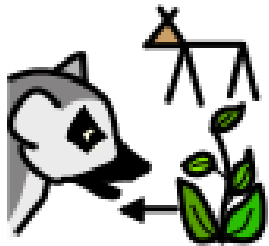
And finally...



herbivores



carnivores



omnivores

If animals eat
plants, they
never eat meat.
True or false?



animal



BIG Maths



Science



Active 15



Science



basic skills English

Library



Home Time



Daily Active

1.45-2.00



Science-Finish Lesson 3

Animals

2.00-2.15



L.O. Understanding that we can group animals according to what they eat.

Knowledge Goals



- I can group animals that are carnivores.
- I can group animals that are herbivores.
- I can group animals that are omnivores.

Task: Identifying and Classifying task



carnivore



herbivore



omnivore

Sort animals into a Venn diagram based on what they eat.

Then write what key definitions are.

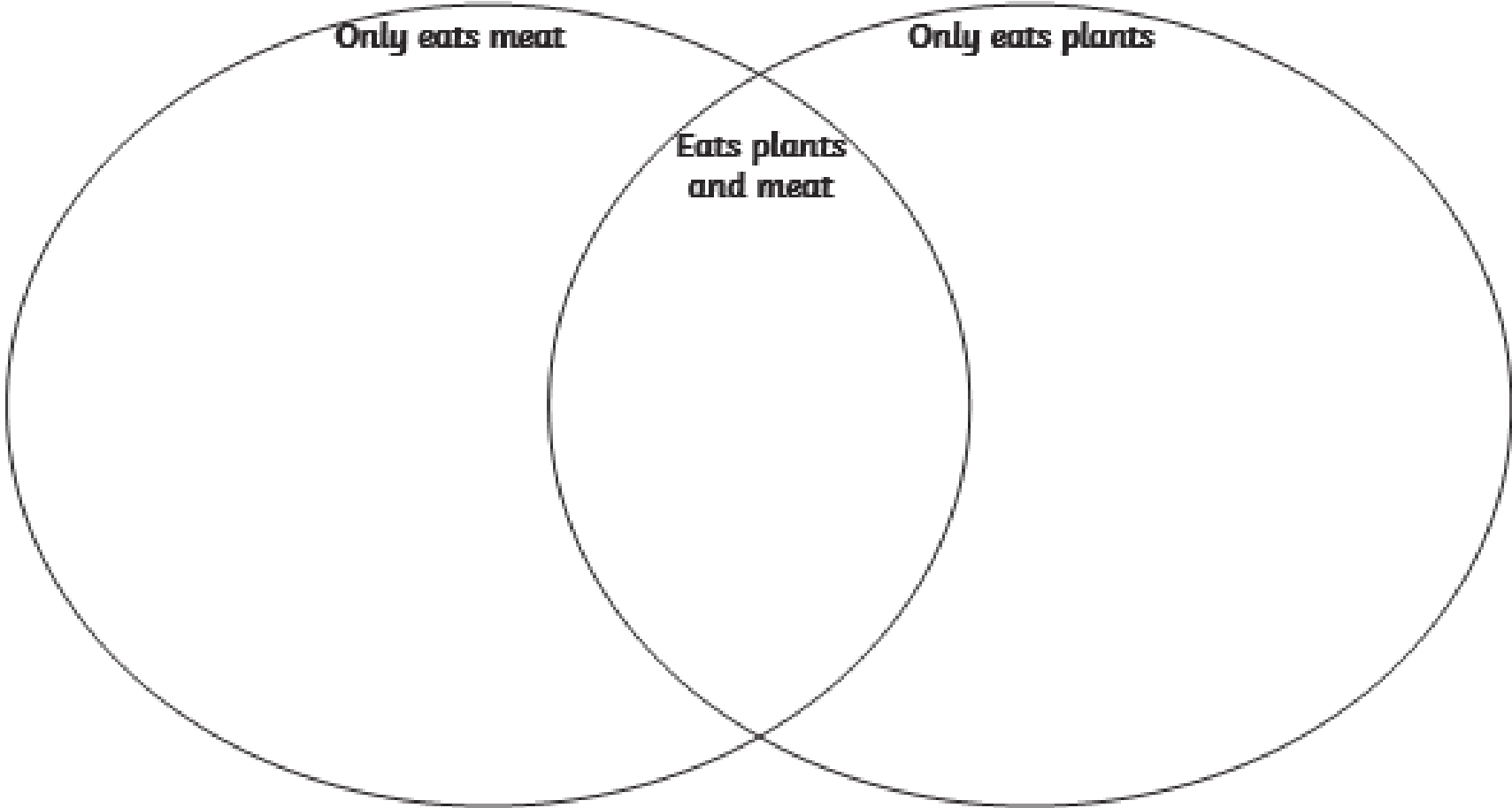
Step for Depth



Which teeth do these animals belong to? How can you tell?

Carnivore, Herbivore or Omnivore?

Sort the animals into the correct section of the Venn diagram below.



Sentence starters for whole class



A carnivore



eats



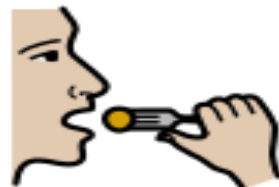
A herbivore



eats



An omnivore

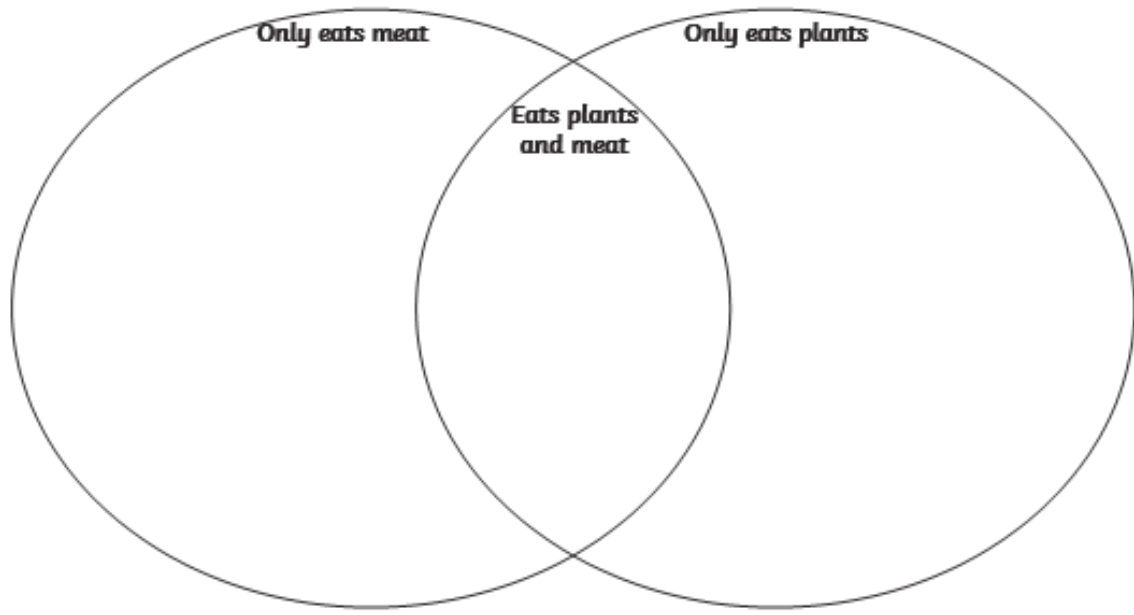


eats

Adapted task

Carnivore, Herbivore or Omnivore?

Sort the animals into the correct section of the Venn diagram below.



carnivore



herbivore



+



omnivore

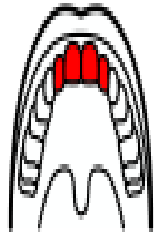
Word Bank



plants



teeth



incisors



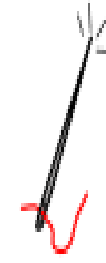
canines



molars



meat



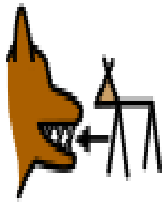
sharp



diet



food



carnivore



omnivore

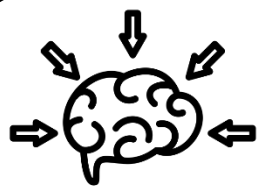


herbivore



animal

Let's review



Knowledge
goals

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- 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 group animals that are carnivores.

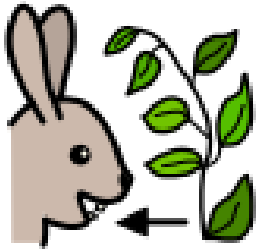


- KG2. I can group animals that are herbivores.

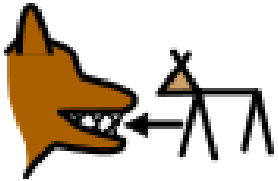


- KG3. I can group animals that are omnivores.

And finally...



herbivores



carnivores



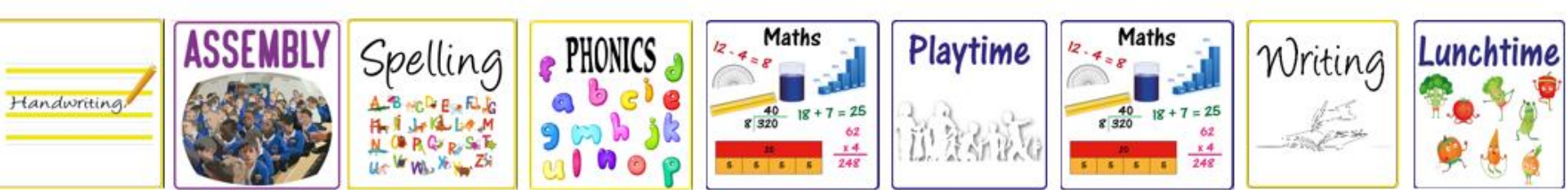
omnivores

If animals eat
plants, they
never eat meat.
True or false?

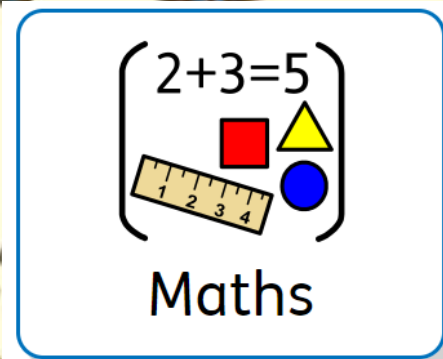


animal





Maths- Basic Skills Revision 2.15-2.35



BIG Maths



Science



Active 15



Science



basic skills English

Library



Home Time



Handwriting

2.35-2.50



BIG Maths



Science



Active 15



Science



basic skills English

Library

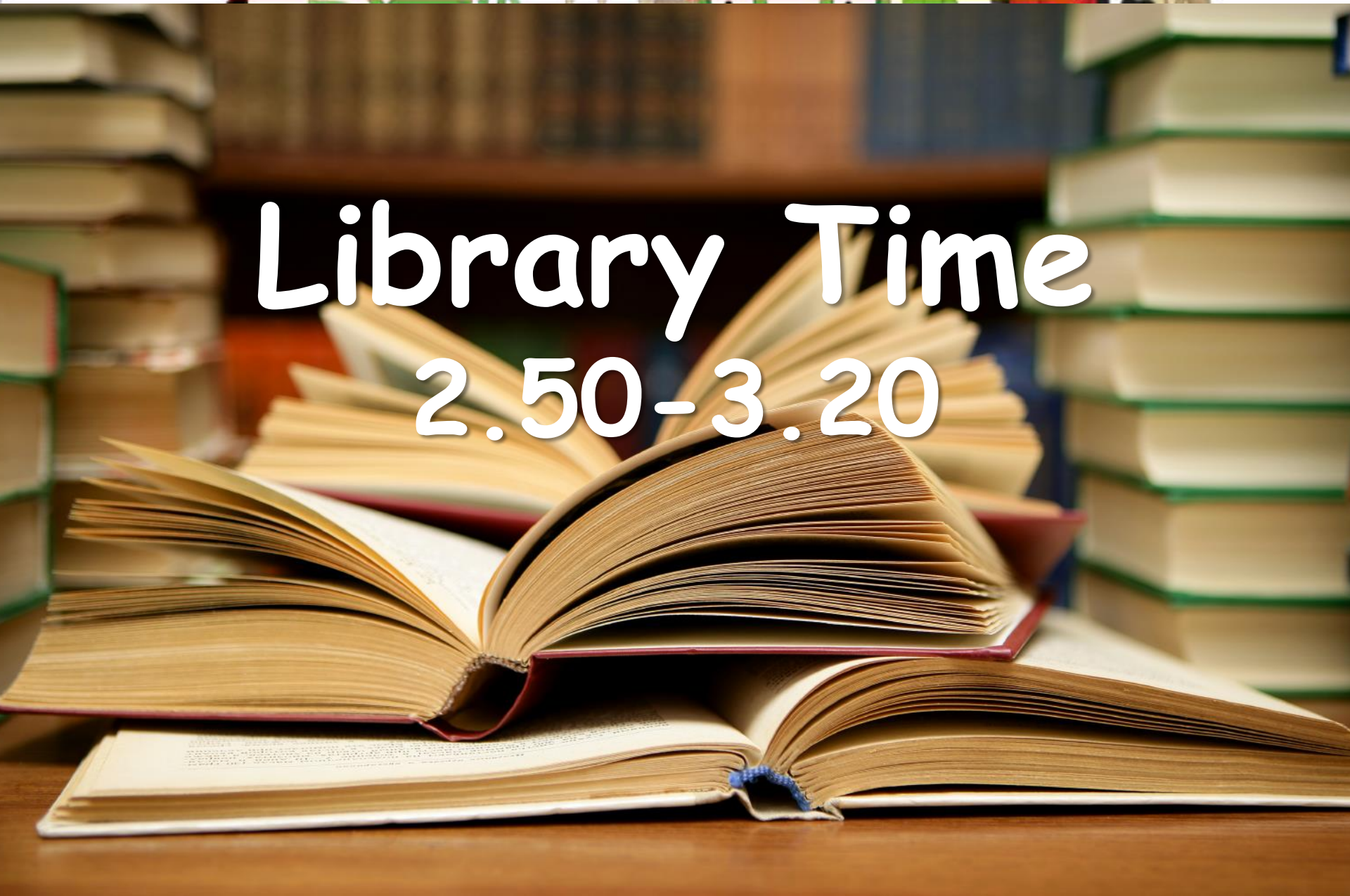


Home Time



Library Time

2.50-3.20





Prayer and Home time 3.20-3.30

