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|  | **English-Autumn day and Weather**  **Maths-Compare and order.**  **START PHONIC ASESSMENT THIS WEEK – EYFS number check to 10.** | | | |
| Day | Focus/ Objective/ Success Criteria | Activity |  | Evaluation of Learning / What next for Teaching & Learning? |
| Monday | English-WALT describe  Autumn Day | Today we are going to be scientists and we are going to be learning about seasons. Autumn walk-take pictures  What can they see on their walk? How do we know it is autumn? Take half of year ones and split the FS in afternoon.  What does autumn look like to you? Can you draw or paint it-provision  Explorify website-autumnal influence.  Children to look at the pictures of our autumn walk. What does it tell us about autumn?  Model how to create a picture of an autumnal scene.  Group 1 (AL)- one group to create their own autumnal pictures. Using pastels. Can they describe what is going on in it?  Group 2 (I) Children to use natural resources to make an autumnal scene.  Group 3-Use leaves to write what they saw on their walk.  Afternoon session  Using sentences stems-model from using their quality picture. I can see…. I can see….  Group 1 (AL)- children can write I can see… | In afternoon-EYFS: Autumn Day as year 1  Looking at weather and describing it. | **Monday: WALT: count**  Use timer from google to count up. Pause randomly Q. What number will come next?  Progress to counting form two digit numbers.  Write a sequence on board, e.g. 12, 13, 14, 16, 17  Q. What is the mistake? Explain why using because.  Repeat with a counting back sequence: 13, 12, 11, 9, 8  **Tuesday WALT count one less**  Count backwards from 20. Repeat if necessary.  Write a selection of calculations on the board for children to copy and answer on whiteboards e.g. 5 – 1=, 8-1=, 10-1=  **Wednesday: WALT; count one more**  Sing 10 Green Bottles  Use number cards 0-10, pick one from a bag, children write the number that is one more on a whiteboard.  Model writing as a number sentence: 3 + 1=4. Encourage children to do the same. Repeat  **Thursday: WALT: order**  Mixed addition and subtraction questions written on a whiteboard. E.g. 7-2, 5+1, 2-1, 7 + 3. Can children draw pictures to answer calculations.  **Friday WALT :Order**  Write a set of numerals and number words on the IWB( e.g. 1, ten, 7, five)  Q. Which is the smallest number? How do you know? Who can prove it using a resource?  Q. Which is the largest? Explain how you know.  Q. Who can use the language less than to describe a pair of the numbers?  Repeat.  **Maths greater depth activity – see sheet for the week.** |
| Tuesday | WALT research | Look at different types of weather – which do we get most of in our country? On Twinkl powerpoint  Q: Which symbols match which weather types?  AL-weather diary for the week-go through and explain it.  I-weather outfit sorting activity.  I-matching the symbols to the right weather-children to write a sentence about their findings.  In afternoon-  Children to make own rain gauges (one per group/class)-write instructions of how they made them. (English writing opportunity)  Children to create a chart to monitor the weather over the week – use rain gauge to measure amount of rain. (Maths measure/statistics opportunity) |
| Wednesday | WALT present | Explain that the children will now be creating a weather report based on everything we have learnt - Watch a video of a weather report/forecast as a WAGOLL. Watch a video of a weather report/forecast – this is what they are going to be creating about the weather here. <https://www.youtube.com/watch?v=dB4gGvqGptE>  Give children some time in groups to come up with a script for their weather report then film on ipads with the weather reporting background.  Provide children with sentence stems and support with explaining their ideas. |
|  | WALT; Compare | Powerpoint Comparing.  Write pairs of numbers on the board. Q. Who can write inequality symbol between these numbers?  Group 1 (AL) Give each child a set of inequality cards. Ask them to show inequality statements using resources (e.g. numicon, cubes, loose parts) they put sign between the groups of objects **Challenge children to write statements for each made using language greater than equal to, less than – photo for Tapestry,**  Group 2 (I) Activity Sheet 2 sort numbers greater /less than 20 Cut and Stick  Group 3: Activity Sheet 3 – Children use symbols and build towers to compare each symbol. |
|  | WALT: Compare and order. | Powerpoint; Comparing activity.  Model activity 3, using number word cards.  Group 1 (AL) : Activity Sheet 1 Inequality reasoning activity  Group 2 : Play on <https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>.  Group 3: No recording. Children select three number word cards and order, adult checks. Resource Sheet 2 |