

# Weekly Overview of Learning

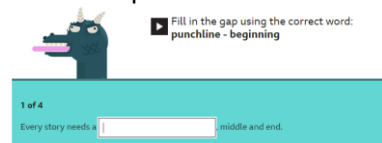

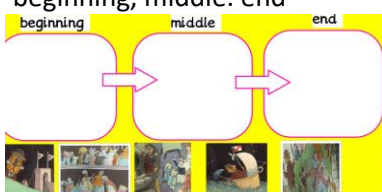

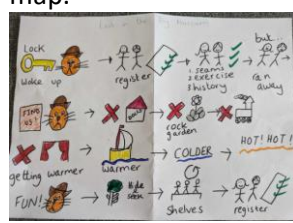
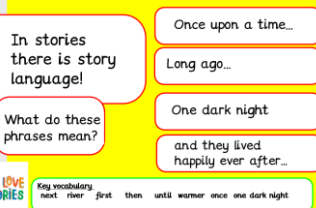


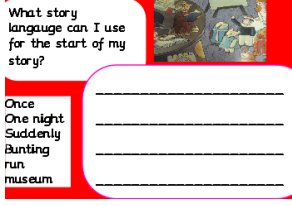

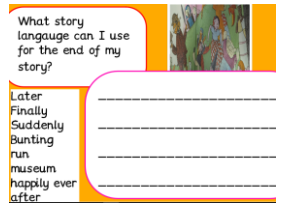
Year Group: Year 1 Week beginning: 21.10.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>LI: We are learning to identify the structure of a story.</b> ◀	<b>LI: We are learning to create a story map.</b>	<b>LI: We are learning to sequence a story using story language.</b>	<b>LI: We are learning to form a short narrative.</b>	<b>LI: We are learning to form a short narrative.</b>
<b>Speaking and Listening Focus</b>	To use conjunctions to organise and sequence ideas. <u>The Language of retelling</u> Once upon a time... one day... Long ago...	To use conjunctions to organise and sequence ideas. <u>The Language of retelling</u> Once upon a time... one day... Long ago...	To use conjunctions to organise and sequence ideas. <u>The Language of retelling</u> Once upon a time... one day... Long ago...	To use conjunctions to organise and sequence ideas. <u>The Language of retelling</u> Once upon a time... one day... Long ago...	To use conjunctions to organise and sequence ideas. <u>The Language of retelling</u> Once upon a time... one day... Long ago...
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<b>Key Vocabulary:</b> beginning middle end problem setting characters sequence first, next, after, finally <b>Key questions:</b> What are the different parts in the story? What makes up a story? What was the problem in the story? How did the story end? What was the most exciting part of the story? Why were the toys hiding a problem for Bunting?	<b>Key Vocabulary:</b> beginning middle ending first, next, after, finally one dark night... Suddenly, without warning upset, blue, worried museum <b>Key questions:</b> What happened first in the text? How can we represent that with pictures? What were the places Bunting explored in the museum? Can you recall the areas of the museum in the correct order? How was the problem solved in the story?	<b>Key Vocabulary:</b> beginning middle ending one day one dark night there lived there once was museum happily ever after <b>Key questions:</b> What is a story? What are the features of a story? What story language can you find in the book? Where have you heard this story language before?	<b>Key Vocabulary:</b> once upon a time happily ever after there once lived one night one day beginning middle ending <b>Key questions:</b> Can you sequence the story? What story language can you apply to your narrative? What story language is relevant to the start of the story? Will I use this phrase at the end of my story? What are your favourite words from the text? How was Bunting feeling at this stage in the text?	<b>Key Vocabulary:</b> once upon a time happily ever after there once lived one night one day beginning middle ending <b>Key questions:</b> Can you sequence the story? What story language can you apply to your narrative? What story language is relevant to the start of the story? Will I use this phrase at the end of my story? How was Bunting feeling at this stage in the text?

# Weekly Overview of Learning

Year Group: Year 1 Week beginning: 21.10.24

Activities					
<p><b>Activities</b></p>	<p>Children will all explore what stories have as features e.g. beginning, middle, end, characters, setting. They will complete a story structure quiz.</p>  <p>Children will then locate those features within our story.</p>  <p>Children will then sequence a range of images from the text into a sequencing frame for 'beginning, middle, end'</p>  <p>Children will then retell the story to a partner.</p> <p><b>Table top activity:</b> To retell a story using character masks.</p>	<p>Children will recall what a story map is by looking at images of their previously created one.</p>  <p>Next the children will work with the class teacher to create a whole class story map.</p>  <p>The children will add feelings and time connectives to the story map.</p> <p>Children will then create simple, memorable actions to help them recall the story.</p> <p><b>Table top activity:</b> To create their own story map (CT to take photos).</p>	<p>Children will identify and explain what a story is. Children will look at their story map from yesterday. Class teachers and children will explore a range of story language and explain what they mean.</p>  <p>The class teacher will now add language add to their whole class story map.</p>  <p><b>Recording</b> - begin sequencing the three main parts of the story to form a short narrative.</p> <p><b>Table top activity:</b> To create their freeze frames of parts of the story (using ipad independently).</p>	<p>Children will look at examples of short narratives and highlight the story language they can see.</p>  <p>Children will then formulate their own sentences to create a narrative for the start of the story. They will select the story language they want to use.</p>  <p><b>Recording</b> - begin sequencing the three main parts of the story to form a short narrative.</p> <p><b>Table top activity:</b> To create notes to hide around the classroom for Bunting.</p>	<p>Children will read the start of their narratives from yesterday. Next the children will identify what story language they used.</p>  <p>Children will then formulate their own sentences to create a narrative for the end of the story. They will select the story language they want to use.</p>  <p><b>Recording</b> - begin sequencing the three main parts of the story to form a short narrative.</p> <p><b>Table top activity:</b> To design a toy museum using lego (construction).</p>

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Year Group: Year 1 Week beginning: 21.10.24

Literacy Learning																																
<p><b>Phonics</b></p>	<p><b>Review</b> Words: <b>rude cubes farmers</b> Encourage fluent independent reading.</p> <p><b>Teach</b> Use a grapheme card to introduce 'ee'. Blend to read words using scaffolded-whisper-independent: meet week see tree green free need sweet been three feet street sleep teeth seem.</p> <p><b>Activity</b></p>	<p><b>Review</b> Words: <b>rules tube</b> Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p><b>Teach</b> Teach the -ed rule. Focus on the difference in pronunciation of ed (d, t and id). Blend to read words using scaffolded-whisper-independent: <b>hunted waited visited buzzed turned stayed jumped picked watched</b></p> <p><b>Activity</b></p>	<p><b>Review</b> Words: flutes amuse scarf Encourage fluent independent reading.</p> <p><b>Teach</b> Teach the -ing rule. Blend to read words using scaffolded-whisper-independent: hunting waiting visiting buzzing turning staying jumping picking matching</p> <p><b>Activity</b></p>	<p><b>Review</b> Words: June stars Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p><b>Teach</b> Encourage children to blend to read the alien words using this week's graphemes. Words: <b>kee een chee veen gleeed meest queek zeep leeton shrees</b></p> <p><b>Activity</b></p> <table border="1" data-bbox="1444 742 1780 949"> <thead> <tr> <th>Verb</th> <th>Add -ed</th> <th>Add -ing</th> </tr> </thead> <tbody> <tr> <td>hunt</td> <td></td> <td></td> </tr> <tr> <td>buzz</td> <td></td> <td></td> </tr> <tr> <td>jump</td> <td></td> <td></td> </tr> <tr> <td>start</td> <td></td> <td></td> </tr> <tr> <td>turn</td> <td></td> <td></td> </tr> <tr> <td>pass</td> <td></td> <td></td> </tr> <tr> <td>pull</td> <td></td> <td></td> </tr> <tr> <td>match</td> <td></td> <td></td> </tr> </tbody> </table>	Verb	Add -ed	Add -ing	hunt			buzz			jump			start			turn			pass			pull			match			<p><b>Review</b> Words: garden confuse includes Encourage fluent independent reading.</p> <p><b>Teach</b> Encourage children to read the words using whisper blending. Repeat. Words: needed waited sweets playing sleeping picked turned meetings seeds</p> <p><b>Activity</b> Reading Sentences:  I planted three seeds in my garden.  I picked the flowers and put them in a jar.  I like jumping when it is raining.</p>
Verb	Add -ed	Add -ing																														
hunt																																
buzz																																
jump																																
start																																
turn																																
pass																																
pull																																
match																																
<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p>This week the classes will be reading a range of stories during their reading aloud time.</p>																															

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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# Weekly Overview of Learning

Year Group: Year 1 Week beginning: 21.10.24

	<p><u>LI: We are learning to practise our number bonds within 10 using objects. (Remembering)</u></p>	<p><u>LI: We are learning to practise our number bonds within 10 using part whole model (Creating)</u></p>	<p><u>LI: We are learning to practise our number bonds to 10 using ten frames. (Applying)</u></p>	<p><u>LI: We are learning to practise our number bonds to 20 (Applying)</u></p>	<p><u>LI: We are learning to deepen our understanding of number bonds (Evaluating)</u></p>
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<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b>                  Number bonds                  fact families                  number pairs                  addition sentences                  partition                  number cubes</p> <p><b><u>Key Questions:</u></b>                   What are number bonds?                  How many more objects do you add to 3 to make it 10?                  How many more objects do you add to 7 to make it to?                  How could we be systematic to find all of our pairs?                  What does systematic mean?                  Do we remember how to write our number sentences?</p>	<p><b><u>Key vocabulary</u></b>                  Part whole model                  number bonds                  Addition sentences                  partitioning                  systematic</p> <p><b><u>key questions:</u></b>                   What is the whole? What are the parts?                  Does the whole always stay the same?                  How can you partition the whole?                  Do the parts stay the same or change?                  If 8 is the whole, what could the parts be?</p>	<p><b><u>Key vocabulary</u></b>                  tens frame                  counters                  number bonds                  Addition sentences                  systematic                  Subitise</p> <p><b><u>key questions:</u></b>                   How many more do you need to make 10?                  What number bond can you see?                  What is the same about 2 + 8 and 8 + 2? What is different?                  Can you write any of the bonds another way?                  How do you know that you have found them all?</p>	<p><b><u>Key vocabulary</u></b>                  tens frame                  counters                  number bonds                  Addition sentences                  systematic                  Subitise</p> <p><b><u>key questions:</u></b>                   How many more do you need to make 20?                  What number bond can you see?                  What is the same about 12 + 8 and 8 + 12? What is different?                  Can you write any of the bonds another way?                  How do you know that you have found them all?</p>	<p><b><u>Key vocabulary</u></b>                  Number bonds                  fact families                  number pairs                  addition sentences                  partition                  Subitise                  Systematic                  part whole model</p> <p><b><u>Key questions:</u></b>                  What are number bonds?                  Can you tell me some number bonds to 10?                  How many more numbers do we add to make our number bond to 10?                  Can you tell me some number bonds to 10?                  How many more numbers do we add to make our number bond to 10?</p>
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# Weekly Overview of Learning

Year Group: Year 1

Week beginning: 21.10.24



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# Weekly Overview of Learning

Year Group: Year 1 Week beginning: 21.10.24

## Activities

This week the children are going to practise writing their number bonds to 10 and 20. Today, the children will learn about making number bonds within 10 using objects.

The children will also be reminded about how to write their addition number sentences, what symbols do they need and if there's another way they could write their number sentences.

Before we learn more about number bonds, Do we remember how to write our number sentences?

Can you write a number sentence for :

Today, the children are going to learn about writing their number bonds within 10 using part whole model. Children will think of as many different ways as they can break a number into two parts.

The children will be encouraged to use mathematical language such as Systematic and will be asked if they could be systematic to find all the pairs.

Children will have a discussion about if they

In this lesson, the children are going to learn about making number bonds to 10 using ten frames. Children will be reminded about what 'Subitise' mean and how can they use the concept of subitising to make their calculations quicker.

The children will be using counters to fill in the frame to make their number bonds to 10. They will be asked questions such as: How many more counters do you add to 3 to make it 10? How many more counters do you add to 7 to make it to?

In this lesson, the children will be challenged to make their number bonds to 20. The children will again use ten frames and counters. They will be encouraged to make their number bonds to 20 systematically.

Children will be encouraged to apply their knowledge of subitising to count the number of counters on the frames to make their calculations quicker.

Today, the children will be exploring number bonds to 10 and 20 through a lot of carpet activities.

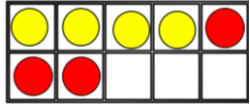
CTs to put different resources on the carpet and children in groups takes turns to learn their number bonds to 10 using different resources.

Children will also be exploring number bonds through this fun and interactive number bonds game.

# Weekly Overview of Learning

Year Group: Year 1 Week beginning: 21.10.24

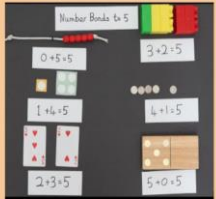
Children will be provided with a lot of different resources to support their learning such as ;



**Table top activity:**

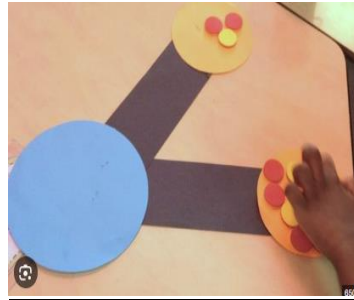
Teachers to give children a range of resources to explore number bonds.

Encourage children to write their number sentences.



notice anything when moving the counters from one part to the other part and what change they see in numbers on both sides.

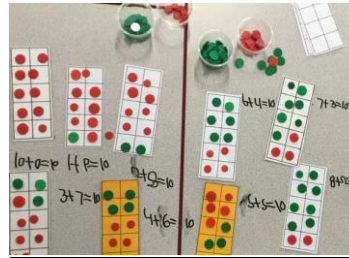
**Table top activity:**



CTs to do carpet activity where children will be using pegs to make their number pairs.



**Table top activity:**

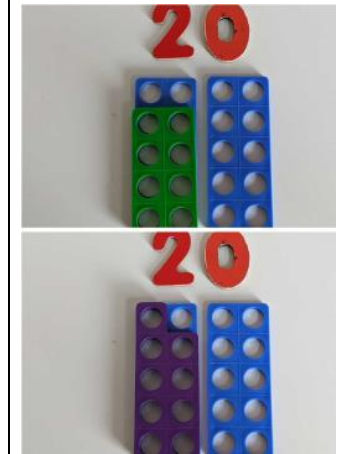


**Table top activity:**

Complete the problem. Use a cotton swab to fill in the ten frame.





$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 17 = 20$	$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 11 = 20$
$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 12 = 20$	$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 7 = 20$
$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 16 = 20$	$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 14 = 20$
$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 13 = 20$	$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 18 = 20$
$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 9 = 20$	$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 15 = 20$
$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 19 = 20$	$\begin{array}{ c c c c } \hline & & & \\ \hline & & & \\ \hline \end{array} + 8 = 20$

**Table top activity**



# Weekly Overview of Learning

Year Group: Year 1 Week beginning: 21.10.24

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to experiment with sounds to create aquarium- inspired sounds. (Lesson 4)</u></b></p> <p><b><u>Key Vocab:</u></b> sound, aquarium, instruments, gently, slowly</p> <p><b><u>Key Questions:</u></b> what do we need to do when playing an instrument? What instrument can we play that sounds like an aquarium?</p> <p>In this lesson, children will:</p> <ul style="list-style-type: none"> <li>• Experiment with the timbre of percussion instruments, learning how to play them gently, quietly, and slowly.</li> <li>• Understand what an aquarium is and what lives in it.</li> <li>• Work together in groups to create aquarium-inspired music.</li> <li>• Draw graphic symbols to represent their music and provide a 'score' for Lesson 2.</li> </ul> <div data-bbox="174 1225 577 1436" style="border: 1px solid black; padding: 5px;"> <p><b>Fishy warm-up</b></p>  <p>Wave your arms like seaweed      Make your hands swim like fish      Wiggle arms/legs like octopus tentacles</p> </div>	<p><b><u>LI: we are learning to understand the significance of Vesak and how Buddhist celebrate it.</u></b></p> <p><b><u>Key Vocab:</u></b> Vesak, celebration, togetherness, kindness, giving, food,</p> <p><b><u>Key Questions:</u></b> How do Buddhist celebrate Vesak? What do they do? What celebrations do you celebrate?</p> <p>In this lesson, children will learn that Vesak is the most important Buddhist festival. It celebrates the birth, enlightenment, and death of <b>Siddhartha Gautama</b>, who became the Buddha. Vesak is celebrated by Buddhists all over the world.</p> <p>Children will also learn that Buddhists go to temples to meditate. They give food or gifts to others, helping people in need. Many light candles or lanterns to celebrate.</p> <p><b>Task:</b> Children will then use their knowledge to write sentences.</p> <p>Children will have images and key words to support them.</p> <div data-bbox="1093 1005 1451 1129">  <p>Vesak is a _____ day for Buddhist _____ it celebrates the _____ and _____ of the _____.</p> <p>special    birth    death</p> </div> <div data-bbox="1093 1157 1451 1295">  <p>On Vesak, people celebrate by going to the _____ and giving _____.</p> <p>temple    food</p> </div> <div data-bbox="1093 1337 1451 1428">  <p>I think being kind during Vesak is important because _____</p> <p>_____</p> <p>_____</p> </div>	<p><b><u>Fundamental Skills - Coach:</u></b></p> <p><b><u>LI: We are learning to explore jumping and skipping using a rope.</u></b></p> <p><b><u>Key Vocab:</u></b> base station, jump, skip, feet, together, team work</p> <p><b><u>Key Questions:</u></b> how do you hold a skipping rope to skip? When should you start jumping? What did you enjoy about skipping? T</p> <p>Pupils stand on their base station. They jump on their marker and count upwards to 10. How many jumps can they do without moving from their marker? If they land off their marker, they start again. To stop moving forwards keep your body upright and head still. Focus on a spot in front. b Play the game again, this time when they get to 10 they move to a new marker to complete the challenge.</p> <p><b><u>Invasion Games - Teacher:</u></b></p> <p><b><u>LI: We are learning to defend the person next to us by staying close.</u></b></p> <p><b><u>Key Vocab:</u></b> jogging, high knees, skipping, side step, backwards jogging</p> <p><b><u>Key Questions:</u></b> Why is teamwork important? Who showed honesty and fair play in the rollerball game? Who was a kind teammate and why?</p> <p>In groups of four with one ball and two base stations. Three attackers, one defender. Two attackers stand opposite each other and roll the ball back and forth. They are not allowed to move off their base station. To score, they roll the ball to the third attacker when they think that the third attacker is unmarked. The third attacker is allowed to move anywhere. The defender must mark the third attacker.</p>



# Weekly Overview of Learning

Year Group: Year 1    Week beginning: 21.10.24

## Art – Kapow

**LI: We are learning to mix primary colours together to paint from observation.**

**Key Vocab:** primary colours, secondary colours, observation, blue, red, yellow

**Key Questions:** what are primary colours? What are secondary colours? What happens when we mix blue and red together?

In this lesson, children will learn how to describe colours and textures as they paint. Children will explore what happens when paint colours mix.

- What are the primary colours?
- What does the word primary mean?
- Can you point to an object in the room that is:
  - red;
  - yellow;
  - blue

Children will then find something in the room they would like to paint mixing primary colours.



## PSHE - Jigsaw

**LI: We are learning the importance of our rights and responsibilities as a member of our class.**

**Key Vocab:** belonging, special, rights, responsibilities

**Key Questions:** what rights do you have in your classroom? What responsibilities do you have in your classroom?

In this lesson, children will learn about rights and responsibilities that they have in their classroom. Children will learn that All of us have a responsibility when we come to school. Being responsible means, we take care of one another, looking after the classroom and being a monitor or helper.

Children will also learn that we all have the right to belong to this class, we all have the right to ask questions, we all have the right to learn and we all have the responsibility to help each other to learn.

Children will then share their rights and responsibilities that they have as a member of the class.

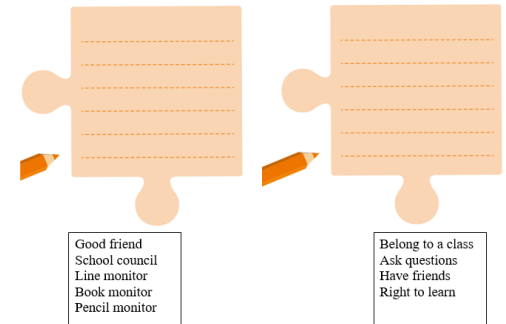
### Key Words

Belonging  
Special  
Rights  
Responsibilities

My rights and responsibilities in the classroom

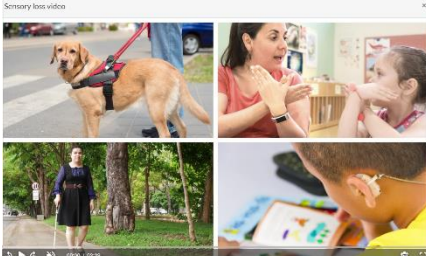


### Responsibilities

### Rights



# Weekly Overview of Learning

Year Group: Year 1    Week beginning: 21.10.24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning to identify different types of sensory loss and explain how assistive tools support people with sensory impairment.</u></b></p> <p><b>Key Vocab</b> sensory, impairment, 5 senses, assistive tools.</p> <p><b>Key Questions:</b> what would happen if someone’s sense of hearing stops working? what would happen if someone’s sense of sight stops working? What could they do to help?</p> <p>Class teachers will explain to the children that, as with body parts, some humans' senses do not work as they should, including sight and hearing. Class teachers will Share the Sensory loss video, then discuss sensory loss, including whether the children have any first-hand experience of people living with sensory loss.</p> <p>Children will then do a blindfold activity. This simulates vision</p> 	<p><b><u>LI: We are learning to investigate what childhood was like in the 1950s.</u></b></p> <p><b>Key vocab</b> Childhood, 1960, past, different, similar</p> <p><b>Key questions</b> How has childhood changed? How was 1950 different? What have you learned about childhood so far?</p> <p>Children are going to be investigating what childhood was like in 1950. The children will look at some images of the how childhood has changed. Children write what they can see in the images. The children will be gathering evidence to explain what they see in the images.</p>  <p><b>Task:</b></p>	<p><b><u>LI: We are learning to use the shape tool and the line tool on the Paint programme.</u></b></p> <p><b>Key Vocab:</b> programme, shape tool, paint, computer, mouse,</p> <p><b>Key Questions:</b> what tool do we need to use to make a shape? What programme can we use for creating a digital painting?</p> <p>In this lesson, children will be introduced to the line and shape tools and revisits the fill and undo tools used for digital painting. Children will be able to create their own digital painting in the style of an artist.</p> 

# Weekly Overview of Learning

Year Group: Year 1 Week beginning: 21.10.24

loss and helps children understand how assistive tools (like a white cane) are helpful.

Children will also learn that people with hearing loss use tools like sign language and hearing aid to support them.

### Task:

Children will identify assistive tools that support people with sensory impairments.

Children will have images and word bank to support.

Picture of child with blindness




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


white cane




guide dog



audio book



Picture of child with ear defenders




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hearing aid



sign language



Children to use their ideas to write sentences to explain what childhood was like in 1950s.

### For example

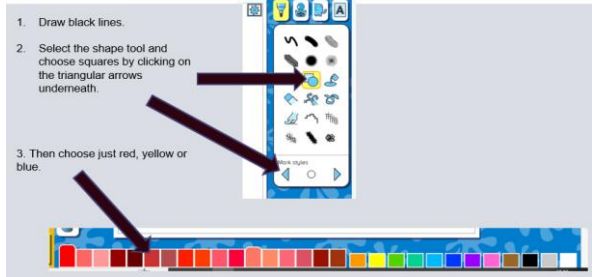


The children in the 1950s played hopscotch.

I can see that children watched black and white TV.

Children will have images and word bank to support.

1. Draw black lines.
2. Select the shape tool and choose squares by clicking on the triangular arrows underneath.
3. Then choose just red, yellow or blue.



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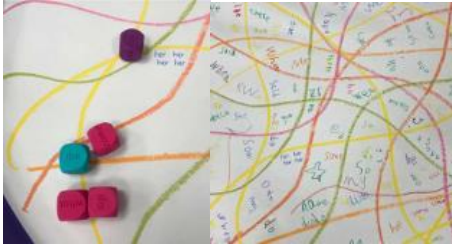
Year Group: Year 1

Week beginning: 21.10.24

## Independent activities the children will access this week

### English

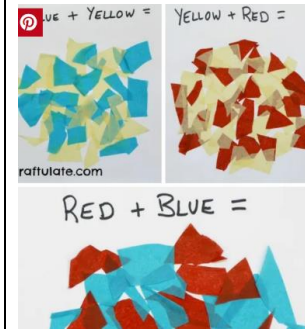
Common exception word scribble



### Maths



### Weekly



Mixing primary colours using tissue paper.

### Creative task



### Creative task



Children to create their own Hopscotch (indoor and outdoor)

### Creative task




# Weekly Overview of Learning

Year Group: Year 1    Week beginning: 21.10.24

<p style="text-align: center;"><b>Phonics</b></p>  <p style="text-align: center;"><b>Make a green froggy and add a speech bubble for her words from this week.</b></p>	<p style="text-align: center;"><b>Phonics</b></p>  <p style="text-align: center;">Read Green Froggy's 'ee' words and make her a lily pad.</p>	<p style="text-align: center;"><b>Phonics</b></p>  <p style="text-align: center;"><b>Write sound of the week on the spiders: u-e (June, rule, rude) u-e (use, tube, tune) ar – (car, start, park)</b> Children to write the words with that sound and put it on as spider legs.</p>
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## Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on lin e.

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p style="text-align: center;"><b>Reading</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club</p>	<p style="text-align: center;"><b>Spellings</b></p> <p>Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.</p> <p>Remember to write your spelling sentences in your purple reading task book.</p>	 <p><b>Doodle Maths</b> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p>	<p>Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we</p>



# Weekly Overview of Learning

Year Group: Year 1

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Work to reach your target –  
are you in the green zone  
yet?

can return them.

Please remember to bring book bags in everyday!

**Forthcoming Trips/events for this term;**