

Year: 1
Week: 1
Date: 21/4 – 24/4

	Covered Materials	Remarks
English	<p>Spelling Verbs adding “s” (runs, jumps, swims, talks, cooks, drives, sings, climbs, reads)</p> <p>Grammar Subject Verb Agreement (Sigular and Plural Verbs) Rule: Single Subject the verb with s Plural Subject the verb stays the same. Ex. The boy runs The boys run</p> <p>Comprehension Collins Book Unit 7 The Small Bun</p> <p>Comprehension Book Traditional Tales “The Lion and the Mouse”</p> <p>Writing Introduction to Traditional Tales The Beginning of the story “The Small Bun” Who are the Main Characters Where are they. What happened at the beginning How did they feel.</p>	<p>Check Firefly Weekly Pack</p>
Global Perspectives	<p>-Understanding a rainforest plant features -Naming animals in a rainforest</p>	
Mathematics	<p>13.2 Subtraction by counting back</p> <p>Understand subtraction as: counting back - take away - difference. Recognise complements of 10. Estimate, add and subtract whole numbers (where the answer is from 0 to 20). Compose, decompose and regroup numbers from 10 to 20.</p>	

Science	Classwork: Interactive quizzes and Hands-on activities on: 6.1 Moving things 6.2 Push and pull forces 6.3 Making things move 6.4 Floating and sinking 6.5 Magnets can pull Homework: Weekly pack	
French	Apprendre leçon 8 Où es- tu ? 28 - 29 –30-31 Identifier le vocabulaire comme voiture – l'école- la maison- le bus. Appliquer le verbe aller je vais – tu vas- il -elle va Faire des activités et les exercices du livre.	Consultez semaine 1 FIREFLY 21 – 24 Avril
German	Die Familienmitglieder: Lektion 12 Wer ist das? Das ist meine Mutter. Das ist mein Vater. Das ist mein Bruder. Das ist meine Schwester. Das ist mein Opa. Das ist meine Oma. Dein und mein Das Buch Kursbuch Seite n, 38 Übung 3 / Kursbuch Seite n, 41 Übung 6 Arbeitsbuch Seite n, 38 Übung 1 Hausaufgabe : Arbeitsbuch Seite n, 41 ü, 1	Check Firefly
Arabic		كتاب الوزارة (المد بالواو) , ضمائر الغائب (هو-هي)
Islamic Religion		قصة (صلة الرحم)
Christianity		-----
ICT	<u>Programming animations-Project design</u> 1. Develop programs to produce desired outputs, including the use of the repeat command 2. Know how to recreate algorithms as programs. 3. Predict the outputs of algorithms <u>Scratch</u> In Scratch, learners can experiment to: <ul style="list-style-type: none"> • Change Sprite 1. When you start a new Scratch project, 2. It begins with a single cat sprite. 3. To create new sprites, click on these buttons	

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| | <ul style="list-style-type: none">• Change backgrounds <ol style="list-style-type: none">1. Select stage2. Press on Add a background3. Select your background | |
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