

Year Group: Year 1

Week beginning: 14.10.24

Weekly Overview

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Primary School

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Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
English	L1: To write facts about an animal	L1: To box up a fact file on an animal	L1: To write a fact file on an animal	L1: To present a fact file on an animal	L1: To write a sentence using capital letters, full stops and leaving finger spaces.
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? How do I find out information? What is a fact file? What is a title?</p>	<p><u>Key Vocabulary:</u> Story Book Fact Fiction Fact file information real untrue features title subheading picture presenting confidence</p> <p><u>Key Questions:</u> What is fiction? What is non-fiction? What is a fact? What is information? What is a fact file? What is a title? How do I present my work? How do I speak about my work with confidence?</p>	<p><u>Key Vocabulary:</u> Punctuation Finger spaces Capital letters Full stops</p> <p><u>Key Questions:</u> What is a sentence? Can you make a sentence? What does a sentence need? By looking at this picture, can you write a sentence? Can you say the sentence back to your partner?</p>

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Introduction	Today we will recap what fact files are and their features. We will also recap the difference between fact or fiction. We will then independently choose an animal and write facts about it.	Today we are going to box up (plan) a fact file on an animal. We will remember our facts about our animal from yesterday. We will discuss the features of a fact file and how we can layout our fact file about our animal using the information we found out yesterday.	Today we will write the final version of the animal of our choosing fact file using the 'boxed up' version from yesterday. We will be given the opportunity to show our work to our friends to verbally peer-edit before we begin. We will discuss how we can present our final version by making sure our handwriting is neat, there is correct punctuation and that the work is decorated nicely.	Today we will complete our fact files on our chosen animals. Today the children will have the opportunity to present their work to their peers. We will discuss what it means to present our work and how to talk confidently about what we have done.	Today the children will look at a photograph of a person or an animal doing something and they need to write a sentence and they need to think who lives in this house. In pairs, think of characters that might live in this house.
Activities	This week the children will write a fact file on an animal of their choosing. Today they will choose the animal and write facts about it.	The task today is to 'box up' a fact file about an animal of their choice. The children will be given a fact file of another animal to use as a basis for how they should write their fact file. They will then write a draft of their fact file on their animal.	Today the task is to write the final version of the fact file on the chosen animal. The children will take the edited versions of their 'boxed up' version to help them in their final version.	Today the children will present their work to their peers. They will be able to read out what they have done and answer any question asked about their chosen animals.	The task today will be to write some sentences about the picture they see on the whiteboard. They will be reminded to write a capital letter and a full stop and leave a finger space.

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Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To use the part whole model	LI: To use the part whole model	LI: To add using the part whole model	LI: To solve addition equations	LI: To recap and reinforce the concept of Part Whole Model.
Key vocabulary and key questions	<p>Key Vocabulary: Part Whole Part whole model Number Represent</p> <p>Key Questions: Can you label the part whole model? Can you split the whole into 2 parts? Can you find the whole? How can you check your answer is correct?</p>	<p>Key Vocabulary: Part Whole Part whole model Label Check Colour coded</p> <p>Key Questions: How many squares do you need to draw in each part? Can you count both parts to find the whole? Which colour is each part? Can you check your answer?</p>	<p>Key Vocabulary: Part Whole Part whole model Add Addition Symbol Plus Equals</p> <p>Key Questions: What does this symbol mean? How can we use this symbol in a number sentence? Can you use the part whole model to write a number sentence?</p>	<p>Key Vocabulary: Add Addition Plus Equals Number sentence</p> <p>Key Questions: Can you write the number sentence? Can you draw the squares to represent the? Can you count the parts to find the answer? How can you check your answer is correct?</p>	<p>Key Vocabulary: Part Whole Part whole model Add Addition Symbol Plus Equals</p> <p>Key Questions: Can you write the number sentence? Can you draw the squares to represent the? Can you count the parts to find the answer? How can you check your answer is correct?</p>
Introduction	This week we are going to be continuing using the part whole model. Today we will focus on labelling the part whole models with the correct numbers. We will count carefully and label each part and whole.	Today we start using 3 colours to label our part whole models. This will help us when we move on to adding the parts together tomorrow. We will practise drawing the correct amount of squares for each part before finding the whole number.	Today we will continue to use the colours in our part whole models and then start to transfer the numbers into a number sentence. We will practise adding both parts together and finding the whole number. We will learn about the addition and equals symbols.	Today we will move away from using part whole models and start writing our numbers into addition equations. We will keep using the same colours to help us remember where each part goes. We will keep reminding ourselves how to answer an addition	Today we will recap how to use a part whole model and write number sentences.

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				equation; write it, draw it, count it, answer!	
Activities	The tasks today will involve counting the parts and drawing then labelling the whole. Then the children will have to draw all the parts and wholes using the numbers.	The children will practise drawing each part and the whole number. Then they will draw each part and count them to find the whole number. Finally, they will count each part and write the numbers.	The children will practise writing the number sentence for some completed part whole models. Then they will have to complete the part whole models before writing the numbers into number sentences.	The children will practise drawing the parts and then finding the answer. Then they will practise counting the parts and writing the numbers. Their challenge will be to write their own number sentences using 2 dice.	Children will use number cards, children will be to find different ways to create the whole. Discussion activity, children will be invited to talk through their part whole models.

Reading

This week's reading focus is strategy 6

<p>LI: To draw on knowledge of vocabulary to understand texts</p> <p>Today we will use facts that we already know to predict. We will discuss the plot of the story before rereading. We will then discuss what we believe would happen after the story ends.</p> <p>The task today is to write a prediction on what they believe happens after the story ends.</p>	<p>LI: To draw on knowledge of vocabulary to understand texts</p> <p>Today we are to read a passage on Chicken in the Kitchen. They are to read individually, to partners and then we are to read as a class. The children are to use their phonic knowledge to decipher what they have read.</p>	<p>LI: To draw on knowledge of vocabulary to understand texts</p> <p>Today we are to reread the text that we read yesterday that is based on the Smile Shop. We are going to find out what words mean based on the words around them. The children are to write their predicted definitions along with the text.</p>
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Science	PSHE	History																				
<p>LI: To learn about senses (hearing)</p> <p>Introduction: This week we will be learning about one of the 5 senses (hearing).</p> <p>Task: To predict different sounds. Children will be working as a class to predict what sounds they can hear.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr style="background-color: #008000; color: white;"> <th>Sound Number</th> <th>Prediction</th> <th>What it was</th> <th>How did it make me feel</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Key words: Senses hearing predict</p>	Sound Number	Prediction	What it was	How did it make me feel																	<p>LI: To understand my rights and how to respect them</p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about our school rights and how we can respect them.</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p>Introduction: We will start with the 'I am special' song followed by the 'together as one' song.</p> <p>Task: We will discuss as a class what our rights are. Children will write our rights in a speech bubble to display in the Year group Area. Children can write " I have the right to.....</p> <p>Key questions: What are our rights? What is a charter? How can we respect these rights? Why do you think rights are important?</p> <p>Key Vocabulary: charter important rights happy safe respect</p>	<p>LI: To describe a significant individual.</p> <p>Introduction: This week we will be learning about Black History and looking at Rosa Parks.</p> <div style="text-align: center; margin: 20px 0;">  </div> <p>Task: To describe Rosa Parks using adjectives.</p> <p>Key words: Black History, Past, Rosa Parks, important person, achievements</p>
Sound Number	Prediction	What it was	How did it make me feel																			

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RE	Art	PE: Outdoor
<p><u>LI: To explore and express ideas about creation.</u></p> <p>Introduction -Children to think of 5 things they've learnt or can remember from this unit to tell their partner. Look at natural creations and ask 'who or what do you think created the world? How do you think the world was created? Which was your favourite picture, why?</p> <p>Task -Children to create a piece of artwork to show how they think the world was created. Remind them that there are no wrong answers. Whilst they work play 'Natural Wonders'.</p> <p>Children go around the classroom, looking at the artwork.</p> <p>Complete 'End of unit quiz.'</p>	<p><u>LI: To evaluate my learning</u></p> <p>This week we will be evaluating our learning in art this term. We will think about what we did well and what we could do better with our paintings next time. We will show our friends the work we have done over the last few weeks.</p> <div data-bbox="772 742 1048 997"></div> <div data-bbox="1093 746 1422 933"></div>	<p><u>LI: To explore changing direction and dodging</u></p> <p>This week children will recap on changing direction and dodging They will decide which direction they are going to move into and they will move their feet to change direction.</p> <p>By playing different games, children will learn to move around whilst keeping themselves and others safe. They also learn to listen to the instructions and understand what to do.</p> <p><i>Reminder: Earrings are not to be worn during PE lessons.</i></p> <p>PE Indoor: Dance</p> <p><u>LI: To use simple movements to create a story</u></p> <p>Children will be able to perform some actions from different Fairy tales using simple movement patterns. Children will be able to perform their story to different groups.</p>

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Music	Computing	Reading
<p>LI: To recap and show pulse and rhythm.</p> <p>Introduction: Recap what pulse and rhythm are. Play 'My name is...' and 'This is... We are friends.'</p> <p>Play a variety of well-known nursery rhymes, children play the pulse and then they rhythm.</p> <p>Task: Children take turns to create a pulse for their partner to repeat. Then create a rhythm for their partner to repeat.</p>	<p>LI: To create rules for using technology responsibly.</p> <p>Introduction: Discuss rules we have in class/school. Why do we have these rules? Explain the four main reasons for having rules. Children to place other rules into the grid.</p> <p>Task: What rules should we have for using technology safely? Discuss. Children to use these rules to create a poster.</p> <p>Recap desktop and laptop and the different parts and what they do.</p>	<p><u>Daily for 20 minutes</u></p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u> <u>APS Phonics- Phase 4 – Taught daily</u></p> <p>This week the focus is for children to read a selection of phase 3 CVC and phase 4 CVVC words, for example: swim, green, train, clown, spoon, float and many of the similar word types. Next, children will apply these words to be able to read and write word associated sentences.</p> <p>The tricky words for this week are: there and little.</p> <p>The high frequency words this week are: it's, went, just, help and children</p>

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Homework

This week we would like you to complete the following tasks:

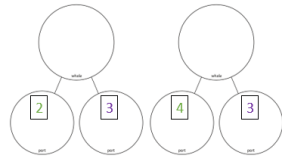
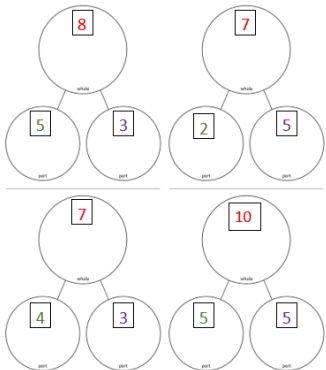
For English, we would like you to create a fact file about something important or special to you. (Use your pink homework book to do this). For example: your favourite hobby, a country you have been to or your favourite animal.

Please remember to include:

- Title
- Facts
- Subheading
- Did you know fact
- Picture



For Maths, we would like you to complete the part-whole model worksheet.



Task 3 - Count the squares and write the numbers. Try to use the correct colours.

