

Year Group: Year 1

Week beginning: 02.12.24

Weekly Overview

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Alexandra
Primary School

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Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To change the setting of Amazing Grace	LI: To write a setting description	LI: To use my senses to describe a new setting	LI: To write a new version of Amazing Grace with a new setting	LI: To write a new version of Amazing Grace with a new setting
Key vocabulary and key questions	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is Amazing Grace? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? What is a setting? How do I visualise a setting?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is Amazing Grace? What is the beginning, middle and end of the story? How do we use our senses to describe a setting? What are our senses? What are adjectives?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is Amazing Grace? How do we use our senses to describe a setting? What are our senses? What are adjectives?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is Amazing Grace? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? How do we sequence a story?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence Senses Smell Hear See</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is Amazing Grace? What is the beginning, middle and end of the story? How do I retell a story in writing?</p>
Introduction	This week we will be writing <i>Amazing Grace</i> with a new setting. Today we will discuss what a setting is. We will then mind map different settings for us to choose from.	Today we are going to write a setting description. We will think about what we see, hear, smell and feel at our new settings. We will then think about what adjectives are and how they can help describe a setting.	Today we are going to think about our different senses. We will discuss what words relate to different senses.	Today we are going to retell the story of <i>Amazing Grace</i> with a new setting! We will discuss the settings we have worked on this week with our friends, talking about what we see, hear and smell. We will read through the setting descriptions that we wrote yesterday and discuss how we can incorporate them into our stories.	Today we are going to complete our retelling of <i>Amazing Grace</i> with a new setting. We will reread what we have written so far and check for spellings, full stops and capital letters. We will continue to discuss how we can incorporate our new setting into our story.
Activities	The task today is to visualise and draw a new setting for <i>Amazing Grace</i> . The setting will then be labelled with different features.	The task today is to write a setting description thinking about what we see, smell, hear and feel.	The task today is to label different images associated with senses. We will write adjectives that relate to the new setting.	We will start writing our new versions of <i>Amazing Grace</i> with a new setting. We will use the setting descriptions we wrote yesterday in our new stories.	The task today is to complete the writing of our new version of <i>Amazing Grace</i> with the new setting.

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Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L1: To count forwards and backwards to 20 (PRACTICAL)	L1: To count from 11 to 20	L1: To use tens and ones (PRACTICAL)	L1: To use tens and ones	L1: To consolidate understanding of the place value by partitioning into tens and ones.
Key vocabulary and key questions	<p>Key Vocabulary: Count on Count back -teen Twenty Similar different</p> <p>Key Questions: Can you count from 0 to 20? Can you count backwards? Can you count forwards? What similarities can you spot? What differences can you spot? Can you match the numeral to the word? Can you find the missing number?</p>	<p>Key Vocabulary: Count on Count back Represent Numeral Number word Missing number</p> <p>Key Questions: What numbers do the pictures show? Can you draw a picture to represent the number? Can you match the numeral to the word? What numbers are missing? How do you say this number? How do you write this number?</p>	<p>Key Vocabulary: Ten One Total Count Represent</p> <p>Key Questions: How many tens do I have? How many ones? How many do I have in total? How many ones in 1 ten? How many tens in 10 ones? Can you use resources to make a number between 11- 20 using tens and ones? Can you work out what number the resources are showing?</p>	<p>Key Vocabulary: Ten Ones Ten frame Dienes Represent Count 11-20</p> <p>Key Questions: What number do the dienes represent? What number does the ten frame represent? Can you make a number between 11-20 using dienes and ten frames? Can you split a number into tens and ones?</p>	<p>Key Vocabulary: Ten Ones Ten frame Dienes Represent Count 11-20</p> <p>Key Questions: What number do the dienes represent? What number does the ten frame represent? Can you make a number between 11-20 using dienes and ten frames? Can you split a number into tens and ones?</p>
Introduction	Today we are looking at numbers from 0 to 20. We will practise counting the numbers forwards and backwards. Then we will match the numeral to the number word. Finally, we will spot the mistakes and find missing numbers.	Today we will continue to look at numbers 0-20. We will practise counting on from 11 to 20 and matching numerals to words. We will also look at pictures that represent numbers and work out which number they show.	Today we are going to start using tens and ones for numbers between 11 and 20. We will look at how ten can be represented using dienes blocks and ten frames. We will look at ones and how they are	Today we will continue using tens and ones and how we can represent tens and ones with dienes and ten frames. We will practise working out what number is being represented and also making numbers between 11 and	Today we will consolidate our learning using tens and ones. Children will be able to explain the value of each digit in a two-digit number and be able to use base 10 equipment or drawings to represent numbers.

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			represented. We will work out what number the dienes and tens frames are representing.	20. We will also solve some number questions and word problems.	
Activities	In pairs and groups, children will order numbers 0-20 and then attempt to match the numeral to the number word. They will try to fill in missing numbers on number lines.	Children will look at pictures and work out which number they represent. They will try to write each number in numerals and words. They will find missing numbers from 11 to 20.	Children are to use different resources (dienes, ten frames, cubes, counters) to create tens and ones. They will work in pairs to create numbers and then guess which number their partner has made.	In their books, children will start to draw tens and ones using lines and dots. They will work out what some dienes, part whole models and ten frames are representing.	Children will practically carry out activities using number cards, dienes and white boards. Children will work in pairs to represent numbers to carry out a place value challenge and compare numbers.

Reading

This week's reading focus is Reading strategy 4

LI: Strategy 4 - To identify and record key information

Today we are learning how to pick out key information in a text. We will learn how to highlight important information that may help us when answering questions.

The task today is to answer questions about the text including:

Who are the characters?

What is the setting?

What happened to Dave's tooth?

What did Dave do with Grandpa's teeth?

What job did the tooth fairy get at the end of the book?

LI: Strategy 4 - To identify the purpose of a text

Today we are going to identify the purpose of the text. We will think about who this book was written for and why.

The task today is to discuss the importance of this text and why it is good to learn in school.

LI: Strategy 4- To summarise a text

Today we will recap what a summary is. We will then reread the book Dave and the Tooth Fairy and go over the major plot points.

The task today is to summarise the text on a piece of paper for display.





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Science	PSHE	Geography
<p><u>LI: To learn about habitats</u></p> <p>Introduction: This week we will continue learning about animals and their habitats. We will be looking at the Artic and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the Arctic. Children will make a poster with 3 facts they have learnt about the Arctic and animals that live there.</p>  <p>Key questions: habitat Artic Facts Animals</p> <p>Key Questions: What is a habitat? Why do different animals have different habitats?</p>	<p><u>LI: To know how to make new friends and how it feels</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about how we can make new friends and how it makes us feel.</p> <p>Introduction: This week we will start with 'There's a place' song followed by a game of 'Pass the Ball'.</p>   <p>Task: This week's task is to create a friendship token and draw or write 1-3 things you could offer a new friend.</p> <p>Key questions: How do we treat our friends? What words can you use to describe a good friend? What makes a good friend? How can we be a good friend? What can you offer to a new friend? How does having friends make us feel?</p> <p>Key Vocabulary: Friendship, friends, new, treated, sharing, playing, laugh, feelings, kind, happy, good, offer.</p>	<p><u>LI: To understand human and physical features in my local area.</u></p> <p>Introduction: This week we will continue to learn about our local area and what human and physical features we can see.</p> <p>Task: Children will be drawing and labelling what human and physical features they can see around their local area.</p>  <p>Key words: Local area Hounslow Human features Physical features</p> <p>Key questions: What is the name of our local area? What can we see in our local area? What are some human features? What are some physical features?</p>

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RE	Art	PE
<p><u>LI: To identify how some religious worldviews refer to and represent God.</u></p> <p>Introduction – Look at images - what links between them can they make? Children to identify what the place is called and explain what they can see. Identify objects and why someone might use it.</p> <p>Task -Play 'pairs' using images, children to explain what connects the images. Discuss 'Do all people share the same beliefs about what God looks like?' 'Why is it important to respect other people's beliefs?' and 'How can we show respect for different beliefs in our everyday life?'</p>	<p><u>LI: To build a 3D structure.</u></p> <p>This week we will continue to decorate our <i>Amazing Grace</i> dressing up box that we built last week.</p> 	<p style="text-align: center;">Outdoor PE</p> <p style="text-align: center;"><u>LI: To explore dribbling a ball with your feet.</u></p> <p>Children will learn how to dribble the ball safely to and from a cone. They will work in pairs and in teams.</p> <p style="text-align: center;"><i>Reminder: Earrings are not to be worn during PE lessons.</i></p> <hr/> <p style="text-align: center;">Gymnastics</p> <p style="text-align: center;"><u>LI: To develop stability and control when performing balances.</u></p> <p>Can children balance on the head while standing on their foot, on their back while crawling around, on top of their shoulder? Children will explore the different balances on a body part while in each the gymnastics shapes: star, straddle, pike, dish, tuck and arch. At their stations, children will do different activities and they will rotate to practice the different skills.</p>
Music	Computing	Reading
<p><u>LI: To keep the pulse using untuned instruments.</u></p> <p>Introduction: Can children recall the instruments used in 'Peter and the Wolf'? What is pulse? What is rhythm? How can you change the timbre of your voice? How can we use our bodies or instruments to make different sounds? Can we remember the phrases we created for the three little pigs? children to clap a steady pulse.</p> <p>Task: Read the three little pigs, children to join in with different voices and rhythms for different pages.</p>	<p><u>LI: To compare groups of objects.</u></p> <p>Introduction: Discuss what 'comparing' means. Go through vocabulary for comparing. Look at pictures and children use the vocabulary to compare the objects.</p> <p>Task: Children to use the flipchart in the pupil drive to sort the objects. Children to answer the questions using the key vocabulary.</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-</u> This week, the children will be continuing phase 5 phonics. The focus is for children to recognise and use alternative spellings with</p>

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split digraphs such as, **a_e /ai, ay/ (as in snake)**, **e_e /ea, ee, ey/ (as in these)**, **i_e /igh, ie/ (as in like)**, and **o_e /oa, oe/ (as in bone)**.
Next, children will practise segmenting and blending in order to read words and sentences containing these sounds. Finally, they will use their phonic knowledge to write word associated sentences.

The tricky word for this week is: **could**
The high frequency words this week are: **saw, very** and **put**.

Sounds to practise this week:
a_e (ai, ay) **e_e** (ea, ee, ey) **i_e** (igh, ie) **o_e** (oa, oe)

Homework

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

In Science, we have been learning all about different habitats (rainforests, woodlands and oceans). Choose your favourite habitat and find 5 facts about it and make a colourful poster with your facts.

In Maths,
In maths we have been using the sign $<$ $>$ and $=$ to compare number sentences. Complete the worksheet sent on Google classroom. Make sure you find the answer to each number sentence before you decide which sign to use.

Compare Number Bonds within 10 Using Greater than and Less than

Put the correct sign ($<$, $>$ or $=$) in the box to compare the addition calculations.



$1 + 5$	<input type="checkbox"/>	$7 + 2$	$6 + 3$	<input type="checkbox"/>	$8 + 1$
$8 + 2$	<input type="checkbox"/>	$6 + 4$	$1 + 4$	<input type="checkbox"/>	$4 + 4$
$3 + 2$	<input type="checkbox"/>	$4 + 2$	$5 + 5$	<input type="checkbox"/>	$3 + 2$
$7 + 1$	<input type="checkbox"/>	$9 + 1$	$6 + 1$	<input type="checkbox"/>	$7 + 1$
$1 + 3$	<input type="checkbox"/>	$2 + 1$	$5 + 0$	<input type="checkbox"/>	$2 + 2$
$5 + 2$	<input type="checkbox"/>	$3 + 3$	$9 + 1$	<input type="checkbox"/>	$1 + 9$
$1 + 4$	<input type="checkbox"/>	$3 + 2$	$3 + 1$	<input type="checkbox"/>	$2 + 2$
$10 + 0$	<input type="checkbox"/>	$9 + 0$	$5 + 1$	<input type="checkbox"/>	$3 + 4$