



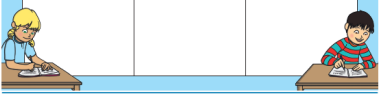


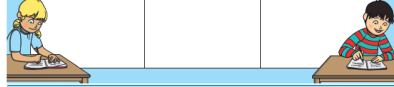
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week.

| Year 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|---|--|---|--|---|
| English | LI: To understand what a poem is. | LI: To read and act out a poem | LI: To visualise a poem | LI: To perform a poem | LI: To understand upper- and lower-case letters. |
| Key vocabulary and key questions | <p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems?</p> | <p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems?</p> | <p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza Visualise Line</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems? How do I visualise? What does visualise mean? How can I visualise a poem?</p> | <p>Key Vocabulary: Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p>Key Questions: What is poetry? What is a poem? Why do we have poetry? What are the features of a poem? What is culture? What are cultural poems? How do I perform a poem? How can I be confident in performing a poem?</p> | <p>Key Vocabulary: alphabet upper case letter lower case letters capital letters small letters handwriting on the line</p> <p>Key Questions: How do I write in capital letters? When do I need to use capital letters? When do I write in lowercase letters? How do I write on the line? How do I write neatly?</p> |
| Introduction | We are starting a new topic in English this half term. Today we are returning to poetry. We will think about what poetry is and how it is different from narrative stories. We will briefly go over the features of a poem before we go into it in more depth tomorrow. | Today we are going to focus on a cultural poem by Grace Nichols. We will read the poem together and discuss it. We will then think about actions to act it out. | Today we are going to visualise the poem by Grace Nichols. We will talk about what visualising means and how it can be helpful to remember a poem and to discuss together what the poem means. | Today we are going to discuss what we visualised yesterday. We will recap the poem and its features. Today we will talk about what it means to perform a poem, how to have confidence in ourselves and to work together as a group. | Today we will discuss capital letters. We will talk about when they are needed and why we use them. We will discuss the formation of capital letters and how they are different from lowercase letters. |
| Activities | Today we are to look at different cultural poems. The task today is to label a poem and write why it is different to story writing. | As a class we will think about actions to a poem and act it out together. | The task today is to visualise a poem based on what we have acted out. The children will draw what they visualise. If they have time they will label what they have drawn. | Today we are going to discuss what we visualised yesterday. We will recap the poem and its features. Today we will talk about what it means to perform a poem, how to have confidence in ourselves and to work together as a group. | The task today is to write the alphabet in upper and lowercase letters. Making sure that the formation of letters are correct and that the handwriting is neat and on the line. |


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| Maths | | | | | |
|---|---|---|--|---|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths | LI: To assess my prior learning | LI: To find number bonds within 10 | LI: To use systematic number bonds within 10 | LI: To find number bonds to 10 | LI: To recap Number Bonds to 10 |
| Key vocabulary and key questions | <p><u>Key Vocabulary:</u> Number Add Part whole model Number bond Count Draw Write Check</p> <p><u>Key Questions:</u> What is the question asking you to do? Can you show your working out? Did you check your answer?</p> | <p><u>Key Vocabulary:</u> Number bond Number Different ways Split Part Whole</p> <p><u>Key Questions:</u> How many ways can you make __? What is a number bond? How can you split the whole into 2 different parts?</p> | <p><u>Key Vocabulary:</u> Number bond Number Systematic Order</p> <p><u>Key Questions:</u> What is a number bond? How can we make sure we don't miss any number bonds? Do you notice a pattern? Can you find all the number bonds to __?</p> | <p><u>Key Vocabulary:</u> Number bond Number Systematic Order</p> <p><u>Key Questions:</u> Can you find all the number bonds to 10? How can you make sure we write down all the number bonds to 10? Can you write the number bonds down in order?</p> | <p><u>Key Vocabulary:</u> Number bond Number Systematic Order</p> <p><u>Key Questions:</u> What are number bonds? Can you find all the number bonds to 10? Can you write the number bonds down in order? How can we use objects or drawings?</p> |
| Introduction | Today we are going to reflect on all the maths we have learnt since the children started Year 1! We will take a quiz to see how much they remember and see if they can answer some questions independently. | This week we will be looking at number bonds to 10. Today we will look at making 5 and 7 in as many different ways as possible. | Today we will focus on making systematic number bonds within 10. That means we put all the number bonds in order, such as 0+5, 1+4, 2+3... and so on. | Today we will look at number bonds to 10. We will try to find them all by using a part whole model. Then we will use our systematic approach to put them all in order. | Today children will consolidate their understanding of number bonds to 10. Children will recall number bonds to 10. Children will be able to represent number bonds using different objects and visual aids and children will apply their understanding to solve number bond problems. |
| Activities | The children will be given a set of questions about things we have learnt so far. They will have a go at finding the answer and writing it clearly. They do not need to worry about this. It is for their teachers to see what you have learnt and what we need to spend more time on this half term. | The children will be given a set of 5 and then 7 cubes or counters. They will see how many ways they can make the whole number by splitting the group of counters or cubes into 2 different parts. | The tasks will be to find the systematic number bonds to 5 and then to 7. The challenge is to spot the number bonds that do not belong to 6. | The tasks today will be to draw the number bonds to 10 using a 10 frame. Then they will write number sentences for each number bond. The challenge is to colour a number bond rainbow and fill in the missing number sentences. | Children will use counters/cubes and a worksheet with circles split into two parts then the children will place different amounts of counters in each part and record the corresponding number bond. Children will also work in pairs with number flash cards. Their partner will hold a number card and the other partner will say the number that pairs with it to make the number bond. |

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| Reading | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|-------------|---------------------|----------------|--|--|--|--|--|---|---|---|-------------|---------------------|----------------|--|--|--|
| This week's reading focus is strategy 8: summarising | | | | | | | | | | | | | | | | | | | | |
| <p>LI To sequence the story Today we are going to reread the story of The Smile Shop and remember the main plot points. We will then discuss the sequence of the story and why it is important to put the story in order. The task today will be to create a story map of the story.</p> | <p>LI To summarise a story Today we are going to recap the story of The Smile Shop. We will then think about what it means to summarise a text. We will look at the story maps we created yesterday as guidance. Today we will begin to write a summary of the story.</p> | <p>LI: To summarise a story Task – Today we are going to finish off summarising the story where we left off the previous lesson. We can go back and check that all our sentences are correct and make sense.</p> | | | | | | | | | | | | | | | | | | |
| Science | PSHE | Geography | | | | | | | | | | | | | | | | | | |
| <p>LI: To introduce the new topic of animals and habitats. Introduction: This week we will be learning about animals and their habitats. Task: We will be discussing different animals and their habitats. As a class children will fill in the KWL grid with their questions about animals and the habitats. Key words and questions: Habitat Animals What is a habitat? What are the different types of habitats?</p> <div style="border: 1px solid #add8e6; padding: 5px; margin-top: 10px;"> <p>Topic - <input type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">K</th> <th style="width: 33%; text-align: center;">W</th> <th style="width: 33%; text-align: center;">L</th> </tr> <tr> <th style="font-size: 8px; text-align: center;">What I know</th> <th style="font-size: 8px; text-align: center;">What I want to know</th> <th style="font-size: 8px; text-align: center;">What I learned</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div>  | K | W | L | What I know | What I want to know | What I learned | | | | <p>LI: To identify the similarities between people in my class. This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about the similarities we have with others in our class. Introduction: This week we will start with the 'I am special' song followed by a game of 'Switch'. <div style="text-align: center; margin: 10px 0;">   </div> Task: This week's task is to create a t-shirt for your partner with three similarities you both have. Key questions: What does similarity mean? What is the same? How can we find similarities we may have? Why do people have similarities? Key Vocabulary: same, similarity, similarities, spot, find, interests</p> | <p>LI: To understand where I live. Introduction: This week we will be learning about where we live and what is around our area. Task: We will be discussing our local area and what children see around their school. Children will fill in their KWL grid. Key words and questions: Local area Alexandra Primary School What types of buildings are around your house? What do you pass on your way to school?</p> <div style="border: 1px solid #add8e6; padding: 5px; margin-top: 10px;"> <p>Topic - <input type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">K</th> <th style="width: 33%; text-align: center;">W</th> <th style="width: 33%; text-align: center;">L</th> </tr> <tr> <th style="font-size: 8px; text-align: center;">What I know</th> <th style="font-size: 8px; text-align: center;">What I want to know</th> <th style="font-size: 8px; text-align: center;">What I learned</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div>  | K | W | L | What I know | What I want to know | What I learned | | | |
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| RE | DT | PE |
|--|--|--|
| <p><u>LI: To express ideas about God.</u></p> <p>Introduction –Remind children that some people believe God exists, some people believe God created the world and creation stories explain how the world began. Pass object around the room and children to describe it. Explain that just like we had many words to describe the object- for some people the idea of God is so big it can be difficult to describe in just one word or picture. Children to complete the knowledge catcher.</p> <p>Task - Children to create a picture or symbol that shows their thoughts about God - use nature pictures, paints, symbols, etc. Art Gallery and discuss how their ideas worked out and why chosen.</p> | <p><u>LI: To learn about 3D structures</u></p> <p>This week we are beginning a new topic for DT. We will be learning about 3D structures and what the term 3D means. We will talk about what it means and how to make a 3d structure. With this we will be learning about the history of Lego and why Lego can be a good learning tool. The task today is to design and build a 3d structure out of Lego.</p> <div style="text-align: center;">  </div> | <p><u>LI: To co-operate with a partner to complete challenges.</u></p> <p>This week children will work with a partner to complete challenges and games. They will play a game together and they will think about these questions: What helped you to complete the challenges you encountered? What is working together as a team? What makes a good team player?</p> <div style="background-color: #ffff00; text-align: center; padding: 2px;">Dance</div> <p><u>LI To Explore travelling movements.</u></p> <p>This half term, children will be doing Gymnastics as part of their PE skills. Children are going to be split in different groups. To follow with our topic, children will be thinking of different animals and how they move. Children will be travelling to different areas. We are encouraging children to use different methods of travelling such as sliding, spinning, jumping and stepping. Reminder: Earrings are not to be worn during PE lessons.</p> |
| Music | Computing | Phonics |
| <p><u>LI: To use pieces expressively to speak and chant well known phrases from fairy tales.</u></p> <p>Introduction: Recap 'rhythm- repeated pattern of sounds', pitch-how high or low the tone is' and 'dynamics - how loud or soft the music is'. Show picture - what fairy-tale might it be? Who are the main characters? What do you know about the three little pigs? Who are the goodies and who are the baddies? How do you know? Read the story. Ask what did I do to my voice? This is timbre - changing the sound.</p> <p>Task: Read the story again with children also changing their voices for the different characters.</p> | <p><u>LI: To label objects.</u></p> <p>Introduction: What is a wooden stick, that has a pointed end and is filled with graphite and we use it to write with? Explain that objects have names to make it easier for us to know what is being talked about. Find labels around the classroom.</p> <p>Task Children to guess what was searched for on the internet by looking at the results. Show children images and for them to label them.</p> | <p><u>APS Phonics- Phase 5 – Taught daily</u></p> <p>This week the children will be starting phase 5 phonics. The focus is for children to recognise and use alternative phase 5 sounds such as, ay, ou, ie and ea. Next, children will practice 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.</p> <p>The tricky words for this week are: oh, people, their and Mr.</p> <p>The high frequency words this week are: it's, went, just, help and children</p> <p>Sounds to practice this week: ay (ai) ou (ow) ie (igh) ea (ee)</p> |



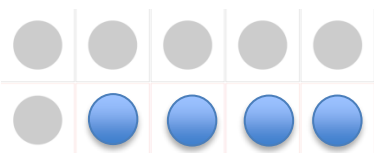
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Homework

For Maths this week we are learning about number bonds to 10. We would like the children to draw circles in the ten frame to make 10.

Children could use Task 1 on Thursday to help them write a number sentence for each number bond to 10. Write them into your book. Use the squares for each digit and symbol.

For example:



There were 6 circles on the ten frame. If I add 4, this makes 10.

$$6 + 4 = 10$$

| | | | | | |
|---|---|---|---|---|---|
| 6 | + | 4 | = | 1 | 0 |
|---|---|---|---|---|---|

In Geography, we would like you to draw a route from home to school, writing down and labelling the places you come across on such route, e.g. Hounslow East Station.



Reading: Daily for 20 minutes

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. Please



Alexandra

Primary School

Aspire, Perform, Succeed

Year Group: Year 1

Week beginning: **Weekly Overview 04.11.2024**

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