

Weekly Overview

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. If you have any questions, please contact the Year 1 team via email at year1@alexandra.hounslow.sch.uk

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To read and respond to poetry.	LI: To recognise rhyme in a poem.	LI: To use adjectives to visualise a poem.	LI: To plan a poem about an alien.	LI: To perform a poem about an alien.
Key vocabulary and key questions	<p>Key Vocabulary: Read, respond, like, dislike, favourite.</p> <p>Key Questions: What is the poem about? Which is your favourite poem? Why? What is a poem? What will we expect to find in a poem?</p>	<p>Key Vocabulary: Rhyme, rhythm, humour. Syllable.</p> <p>Key Questions: What is the poem about? Which is your favourite poem? Why? What does rhyming mean? Can you think of some examples of words that rhyme?</p>	<p>Key Vocabulary: Adjectives, describe, description, colour, size, noun, visualise, visualisation.</p> <p>Key Questions: Can you visualise what the Alien looks like? Can you use adjectives to describe the nouns?</p>	<p>Key Vocabulary: Rhyme, adjectives, simile, substitute, change, structure.</p>	<p>Key Vocabulary: Performing Act out Confident performance</p>
Introduction	<p>Explain that the topic this term is all about Space and that today they will be reading some Space poems.</p> <p>Pick out a poem to read and model how to share your thoughts about a poem using the poetry review sheet.</p> <p>What do they notice about the poems? (Funny, rhyme)</p> <p>Make a list of what they spot to make a features list of poetry for the working wall.</p> <p>Which ones do they like best? Why?</p>	<p>Some of the poems you read yesterday rhymed. What does rhyming mean? Can they think of some examples? Model by colouring the rhyming in the poem in 'The Alien in our Bin.' Use a different colour for each new rhyme.</p> <p>CT or TA to add some of the words to sugar paper to start collecting rhyming words.</p>	<p>What is an adjective? Have some sentences on the board and children help you select the adjectives in the sentence. Model one first.</p> <p>Read 'The Alien' by Julie Holder again as a class. Imagine what the alien looks like and ask the children to help you draw a picture of what they think the alien looks like using the adjectives that tell us what they look like. Label the picture with the adjectives, e.g. pink hair, green knees. Can the children think of different ideas to describe an alien? E.g. green hair, purple hands. Extend more able by thinking of adjectives other than colours e.g. spotty ears, long legs,</p>	<p>Read 'I'd like to meet an alien' – Can the children identify the adjectives in this poem? Add some more words to the word bank for the working wall. Identify any words they do not know – neat – an American way of saying great or good. Explain that they will be starting to plan a poem about an alien. Have the structure on the IWB of 'The Alien' poem they read yesterday with gaps and complete using their own ideas as a class. Recap rhyme and adjectives. Elicit ideas by asking questions such as, what else can be round other than the moon? e.g. football. This is an example of a simile because I am comparing one thing to another. Example of class poem could be: The Alien Was as round as a ball, Four legs he had And his ears were the biggest of them all. His hair was red, And his knees were green, He was the strangest thing I'd ever seen, As he jumped into his rocket, He looked at me – And put me in his pocket!</p>	<p>Remember how to perform well- loud voice, confidence, and actions, involve the audience. Tell the children you will read a poem twice. Ask what the difference is between the first reading and the second. Model reading a poem by not performing well. Monotone, no actions, quiet, lacking confidence.</p> <p>Model again with all the features of a good performance.</p> <p>Children practise performing their poems in a small group or pairs.</p>

Weekly Overview

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. If you have any questions, please contact the Year 1 team via email at year1@alexandra.hounslow.sch.uk

Activities	Children to complete the response to poetry review sheet.	<p>Task 1: Play a game of rhyming pairs. Children turn over two cards at a time, say the words out loud and see if they rhyme. Record examples of rhyming words. What do they notice about the rhyming words? (Sound the same but can be spelt differently, or follow the same spelling pattern)</p> <p>MA play odd one out rhyme strip. Spot the odd one out. Can they think of another word that rhymes with the odd one out? Record the words on sugar paper so they can use them during the week.</p> <p>Task 2: Highlight the rhyming words in as many poems as they can. Record the rhyming words for a bank of vocabulary to use about Space.</p>	Children to draw a picture of a new alien that they will include in a poem tomorrow. Label the alien with adjectives to describe it. The face can be square, triangular or round! Prompt them to use their imagination. Start to think about what words will rhyme with the adjectives and nouns, e.g. green, seen, pink, think, long, song.	Based on their picture of a new alien from yesterday, the children are to substitute words with their own ideas to follow the structure of the poem. Children may need help with rhyme. Remind them to use their rhyming words and adjectives word bank.	Children finish writing the poems if they have been unable to finish and then perform their poems to the class. While the performances are happening, other children can draw the alien and visualise the character from the children's descriptions.
------------	---	--	--	--	---

Phonics

This week, the children will continue learning phase 5 phonics. The focus will be on phoneme families such as: oa, oo, ow, oi.

Next, children will practise segmenting and blending to be able to read words and sentences containing these sounds. Finally, they will use their phonic knowledge to write word associated sentences.

This week we will revisit and review all phase 5 tricky words taught so far.

The high frequency words this week are: Revisit and review all phase 5 HFW taught so far.

New Tricky words and high frequency words will start next week when children begin alternative pronunciations.

Sounds to practise this week:

Phoneme families:

/oa/ oa, oe, o_e

/oo/ and /yoo/ oo, ue, ew, u_e

/ow/ ow, ou

/oi/ oi, oy

Weekly Overview

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. If you have any questions, please contact the Year 1 team via email at year1@alexandra.hounslow.sch.uk

Reading

This week's reading focus is strategy 7: Inference

LI: To activate my prior knowledge on a text

This is our last week reading the text Dave and the Tooth Fairy. Today we will recap the different techniques we have learnt over the past few weeks. We will then think about how we can use this information to answer questions.

This week we will answer questions about the text during a fun team game. We will use the knowledge of the different strategies to help us.

LI: To identify relevant information in a text

Today we are going to think about how the text is relevant to us today. We will think about what happens in the book and how Dave can be similar to us.

The task today is to think about what we would do if we lost a tooth and the tooth fairy gave some money. We will discuss if we would buy something, save it or give it to someone with our friends.

LI: To identify links between events and text

Today we are going to think about how the text is relevant to us today. We will think about what happens in the book and how Dave can be similar to us.

The task today is to write on our whiteboards about what we would do if we lost a tooth and the tooth fairy gave some money. We will write if we would buy something, save it or give it to someone with our friends

Maths

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To add by counting on (within 20) practical	LI: To add by counting on (within 20)	LI: To add ones using number bonds (practical)	LI: To find and make number bonds to 20	LI: To consolidate our learning about number bonds to 20
Key vocabulary and key questions	<p>Key Vocabulary: Add, Counting on, Number card, Dice, 0-20</p> <p>Key Questions: How do we count on? What number do you start with? Does the number get bigger or smaller?</p>	<p>Key Vocabulary: Counting on, Number line, Adding 0-20</p> <p>Key Questions: How would you find the answer? How many do you have altogether? How do you count on?</p>	<p>Key Vocabulary: Adding, Number bonds, Counting, 0-20</p> <p>Key Questions: What strategy could you use to find number bonds to 20? What number bond can you see? Can you use the number bonds to 10 to help you?</p>	<p>Key Vocabulary: Adding, Number bonds, Counting, 0-20</p> <p>Key Questions: What number bond is represented in this picture? How do you know you have found all the number bonds? What is the same/different? (Commutative)</p>	<p>Key Vocabulary: Adding, Number bonds, Counting, 0-20</p> <p>Key Questions: What number bond is represented in this picture? How do you know you have found all the number bonds? What is the same/different? (Commutative)</p>
Introduction	Today we are learning how to count on with numbers up to 20. We will practise doing this as a class with number cards and dice.	Today we will continue adding by counting on. We will use numbers between 0 and 20 and different images and word problems. We will also practise using a number line.	Today children will see that working systematically helps them to find all the number bonds to 20. They will use their knowledge of number bonds to 10.	Today children will continue creating number bonds to 20. They will use their knowledge from yesterday and from their number bonds to 10 to help them answer questions.	Today we will be continue learning about number bonds to 20.
Activities	In pairs, children will be given number cards to 20 and a dice. They will choose a number card and then roll the dice. They will then try to count on to find the total.	Today the children will answer a range of questions in their books. They will also use number lines to count on.	Children are going to use a range of resources to create number bonds to 20. They will record their work on their whiteboards.	In their books, children will answer questions and record the number bonds to 20 systematically.	Children will consolidate their learning with activities like 'Bingo' where they will be given cards with different number bonds. The teacher will call out different number bonds and if the children have the same, they mark it off.

Weekly Overview

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. If you have any questions, please contact the Year 1 team via email at year1@alexandra.hounslow.sch.uk

Science

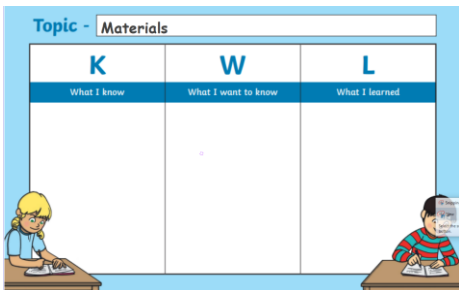
LI: To learn about different materials.

Introduction: This week we will be learning about the different materials around us.

Task: We will be discussing different materials and where we can see them and how we use them. Children will sort objects with materials and challenge themselves by identifying everyday objects and what materials they are made from.

Key questions:

- materials
- objects
- wood
- plastic
- glass
- metal
- water
- rock



Key Questions:

- What are objects?
- What is a material?
- Can you name different materials?

PSHE

LI: To be able to set simple goals.

This week we will be starting a new topic of 'Dreams & Goals'. We will be sharing our ideas of successes and feeling proud with Jigsaw Jack.

Introduction:

This week we will start by revisiting our 'Jigsaw Charter' and thinking about how we must really work together. Next will practise our 'calm time' to help get our minds ready to learn.



Task:

This week's task is to create a success coin with one thing you feel proud of.



Once complete we will decorate our coins and place them into our treasure chest.



Key questions:

- What is a goal?
- Why do we set them?
- What does success mean?
- What have you achieved that makes you feel proud?
- How can you achieve success?
- How does it feel to achieve this goal?

Key Vocabulary:

set, achieve, success, feel, proud, determined, focus, goal.

History

LI: To learn about Space.

Introduction: This week we will be starting our new topic 'Space.'

Task: Children will discuss what they already know about Space and what they want to know about Space.

Key words:

Space

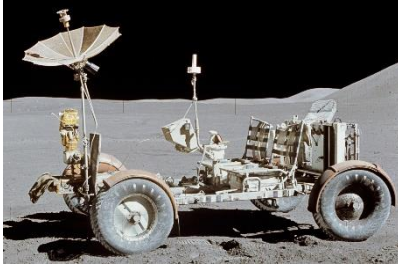


Key questions:

- What do you know about Space?
- What is Space?
- What do you want to find out about Space?

Weekly Overview

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. If you have any questions, please contact the Year 1 team via email at year1@alexandra.hounslow.sch.uk

RE	DT	PE
<p>LI: To investigate different beliefs about God through exploring the 99 names of Allah.</p> <p>Introduction – Gap fill previous learning. Which worldviews have we learnt about that believe there is a God? Hold up an untied blown up balloon - children to feel its tension. Release it. Explain the air inside is invisible but powerful, which is like how some people believe what God is. Complete knowledge catcher. Recap what characteristics some people believe God has.</p> <p>Task - Muslims use 'Allah' for God but they also have 99 other names for God. Listen to them being pronounced. What characteristics of God can they spot? What does creator mean? Why might some refer to God as a father? Children to choose one of the 99 names and draw a symbol or picture to show what it tells us about what God does. In pairs chn to discuss what 3 names they think describe what God is like.</p>	<p>LI: To design a space buggy.</p> <p>This week we will design a space buggy that we will build in 3d. We will think about what materials we will need to construct it. We will think about what it will look like and how it will work when put together.</p> 	<p>LI: To co-operate with a partner to complete challenges.</p> <p>Children will move around the hall in different ways. This week they will be working with other people to complete challenges. What skills do you think you will need to use to work well with others? Listening, sharing ideas and co-operating. Children will play a game and they will need to co-operate with their partner to complete a challenge.</p> <p>Reminder: Earrings are not to be worn during PE lessons.</p>
Music	Computing	PE – Invasion Games
<p>LI: To explore tempo changes through movements.</p> <p>Introduction: Recap pulse - it can change (heartbeat). Sounds can help tell a story, voice, body and instruments can show fast and slow beats. Listen to Underwater music that represents a diver swimming, listen again and chn play the role of the diver swimming around. discuss speed to match music. What might the diver have seen? Explain they're going to use tempo and body movements to tell a story.</p> <p>Task: Chn into 3 groups- divers, turtles and dolphins. Groups to think of a movement and sound for their character. Listen to music, read the story for each group to perform their movement and sound at the correct time. Swap roles. Discuss what other things might be in the ocean and think of movements and sounds for them.</p>	<p>LI: To explore a new device.</p> <p>Introduction: Recap what is an algorithm, what is a computer bug and what is debugging? Show image of Bee-Bot - what can you see? Which insect does it remind you of? What do you think the coloured buttons are for? Explain what a Bee-Bot is. Look at https://beebot.terrapinlogo.com to test button ideas.</p> <p>Task: In pairs can you get the Bee-Bot to...? What problems did you have? Use rally mat as a challenge - start to finish. Review learning.</p>	<p>LI: To understand the role of defenders and attackers.</p> <p>Invasion games are games where there are 2 teams and 2 goals. Teams try to score in the opposition's goals. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p> <p>This week we are going to explain the difference between defenders and attackers. Invasion games have different rules. Today children will use their feet or also called dribbling. They are going to stop the ball and carry on dribbling.</p>

Weekly Overview

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. If you have any questions, please contact the Year 1 team via email at year1@alexandra.hounslow.sch.uk

Homework

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

ALIENS ALIENS ALIENS!!

Your task this week is to draw an alien portrait!

You can draw your alien however you would like. Will it have three eyes? Three noses? Three heads? Will it be spotty and furry or will it be green and scaly?

Make sure that you draw it nice and big then colour it in neatly. After, cut it out before sticking it onto a space background.



Maths

Practise writing number bonds to 20. Use the sheet provided.

Number Bond Sticks

Can you complete these number sentences using number bonds to 20?
The first one has been done for you.

$19 + 1 = 20$	$\square + \square = 20$
$\square + \square = 20$	$\square + \square = 20$
$\square + \square = 20$	$\square + \square = 20$

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.