

Year Group: Year 1

Week beginning: 09.12.24

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.



Alexandra
Primary School

Aspire, Perform, Succeed

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To understand the features of a fact file	LI: To write facts about Grace from Amazing Grace	LI: To plan a fact file by boxing it up	LI: To write a fact file about Grace	LI: To publish a fact file about Grace
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p><u>Key Questions:</u> What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of fact files? What is a title? What is a subheading?</p>	<p><u>Key Vocabulary:</u> Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p><u>Key Questions:</u> What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of fact files? What is a title? What is a subheading?</p>	<p><u>Key Vocabulary:</u> Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p><u>Key Questions:</u> What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of fact files? What is a title? What is a subheading?</p>	<p><u>Key Vocabulary:</u> Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p><u>Key Questions:</u> What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of fact files? What is a title? What is a subheading?</p>	<p><u>Key Vocabulary:</u> Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p><u>Key Questions:</u> What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of fact files? What is a title? What is a subheading?</p>
Introduction	This week we are returning to Non-Fiction. We will discuss the differences between fiction and non-fiction and what defines a fact. We will play a quick game of 'fact vs fiction' before learning about the features of a fact file.	This week we are writing fact files about Grace. Today we will recap what a fact is before playing a quick game of 'fact vs fiction.' We will then discuss the character of Grace and what we know about her.	Today we are planning a fact file by boxing it up. We will be looking at an already made fact file about the character Nana and we will discuss the features and how we can change ours to make it about Grace.	Today we are writing our fact file. We will go over what we did yesterday and how these plans can help us in our writing today. We will go over the features of fact files.	Today we are publishing our fact files on Grace. We will think about how we can publish our work, from fixing corrections to making our work neat and beautiful. We will discuss what drawings we can do to accompany the fact file.
Activities	The task today will be to label the features of a fact file.	The task today is to write at least 10 facts about Grace (that we know from	Today we will be planning a fact file on Grace by boxing it up. We will	Today we are writing our fact files on Grace. We will look at what we did	Today we are publishing our fact files on Grace. We will look at the

Year Group: Year 1

Week beginning: 09.12.24

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.



Alexandra
Primary School

Aspire, Perform, Succeed

		the book) and to draw a self-portrait of her.	think about the different subheadings and what facts should be used.	yesterday to help us. We will focus more on full stops and capital letters.	work we did yesterday and see if there are any corrections that we need to fix.
--	--	---	--	---	---

Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To count one more and one less	LI: To compare groups of objects and numbers	LI: To order numbers	LI: To order numbers	LI: To consolidate my learning.
Key vocabulary and key questions	<p>Key Vocabulary: One more Greater More than 1 more than count One less Fewer Less Least 1 less than</p> <p>Key Questions: How many do I have? What is one more than__? Can you draw one more than? What is one less than__? Can you draw one less than?</p>	<p>Key Vocabulary: Compare Group Object Greater than Less than Equal to Number Numeral Tens and ones < > =</p> <p>Key Questions: What words can I use to complete the number sentence? What can I draw to complete the number sentence? What symbol can I use to complete the number sentence? Which number is the greatest? Which number is the least?</p>	<p>Key Vocabulary: Order Number Least Greatest</p> <p>Key Questions: Can you sort the numbers from least to greatest? Can you sort the numbers from greatest to least? Can you fill in the missing number? How can you check?</p>	<p>Key Vocabulary: Order Number Least Greatest Missing number check</p> <p>Key Questions: Can you write these numbers from least to greatest/greatest to least? Can you find the missing number? What could the number/ numbers be?</p>	<p>Key Vocabulary: Compare Group Object Greater than Less than Equal to Number Numeral Tens and ones < > =</p> <p>Key Questions: What words can I use to complete the number sentence? What can I draw to complete the number sentence? What symbol can I use to complete the number sentence? Which number is the greatest? Which number is the least?</p>
Introduction	Today we are going to recap our knowledge on one more than and one less than with numbers to 20. We will practise counting objects and then finding one more and one less. We will practise drawing one more than and one less	Today children will use their knowledge of 'greater than', 'less than' and 'equal to' with groups of objects and numbers up to 20. They will compare objects and numbers	Today we will use numbers to order from least to greatest and greatest to least. We will look at how to check this and	Today we will order numbers in our maths books. We will recap how to write carefully in our maths books. We will practise	Today children will consolidate knowledge of finding one more and one less for numbers to 20.

Year Group: Year 1

Week beginning: 09.12.24

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.



Alexandra
Primary School

Aspire, Perform, Succeed

	than.	and practise using the correct vocabulary. We will also practise using the correct symbols (< > =). Children will read numbers in a variety of ways (numerals, words, tens and ones, 10+3).	recap the value of numbers - e.g. tens and ones.	ordering numbers on our whiteboards.	
Activities	In pairs, children will use concrete objects such as counters, dienes, cubes and number cards to find one more and one less with numbers to 20.	In their books, children will answer questions linked to their whole class learning. They will practise using the correct symbols and filling in missing numbers to complete number sentences.	Children are going to use number cards and order them from least to greatest and greatest to least. They will be given challenge cards where there is a missing number and they will have to choose which number or numbers could be used.	In their books, children will order 3 numbers from least to greatest and then greatest to least. They will fill in the missing numbers and see if there is more than one option. Their challenge is to answer a word problem.	Children will work in partners to solve a number of problems with different resources (number lines, counters, number grids and worksheets). Children will answer quick fire questions, using flashcards, children respond with either "one more" or "one less".

Reading

This week's reading focus is strategy 5

LI: To recognise when a text does not make sense

This week we are focusing on a piece of written text from Dave and the Tooth Fairy. We are going to discuss what we do when there is a word that we do not know. We will talk about how we can look to the rest of the sentence for clues and will have a quick introduction to dictionaries.

The task today is to underline words that do not make sense to us and to verbally make a guess on what we believe they may mean.

LI: LI: (5) To identify unfamiliar words

Today we are going to have a further introduction to dictionaries and how they are useful when we do not understand a text. We will discuss their features and how to use them effectively.

As a class we are going to use a dictionary to find the definitions of words we did not understand from yesterday.

LI: (5) To use our phonics to decode a text

Today we are going to use our phonics to read a text based on Dave and the Tooth Fairy. We will read it individually before reading it to a friend.

As a class we will discuss what the text says and what we learnt from reading it independently.



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.



Alexandra
Primary School

Aspire, Perform, Succeed

Science	PSHE	Geography
<p>LI: To learn about habitats</p> <p>Introduction: This week we will continue learning about animals and their habitats. We will be looking at the Desert and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the Desert. Children will make a poster with 3 facts they have learnt about the Desert and animals that live there.</p> <p>Key questions: habitat desert Facts Animals</p> <p>Key Questions: What is a habitat? Why do different animals have different habitats?</p>	<p>LI: To understand how differences makes us all special and unique</p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat, our understanding of differences and the reason why these differences make us special and unique.</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #f08080; padding: 5px; width: 150px; text-align: center;">One way I am kind to people in my class is...</div> <div style="border: 1px solid #f08080; padding: 5px; width: 150px; text-align: center;">I am special and unique...</div> </div> <p>Introduction: This week we will start with a game of 'Pass the Ball', followed by some 'calming' meditation and 'There's a Place' song.</p> <p>Task: This week's task is to complete the 'Celebrating Me' labels. Challenge: To write- why is it important that we are special and unique.</p> <p>Key questions: What does differences mean? What makes us unique? Why is it important we celebrate our differences? What makes us special? How can we be the same/different to our friends? How should you treat those who are different from yourself?</p> <p>Key Vocabulary: differences, similarities, different, same, unique, special, celebrate, important, kind, qualities, characteristics.</p>	<p>LI: To understand how to help the environment and the planet.</p> <p>Introduction: This week we will be learning about our planet and the environment that we live in.</p> <p>Task: Children will be making a poster with their partner to show other people how they can help look after our planet.</p> <p>Key words: Environment Planet</p> <p>Key questions: What can we do to help the environment? How can we help the environment and planet?</p> <div style="background-color: #00b050; color: white; padding: 5px; margin-top: 10px;"> <p>Create a poster with your partner on sugar paper to show other people how they can help the environment. (take a picture and stick into books).</p> </div> 

Year Group: Year 1

Week beginning: 09.12.24

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.



Alexandra
Primary School

Aspire, Perform, Succeed

RE	DT	Outdoor PE
<p>LI: To identify and explain some of the different names people use for God.</p> <p>Introduction –In pairs - agree or disagree ‘People share the same beliefs about what God looks like.’ Show teddy and introduce him. Can they think of another name for him? Explain that he can have lots of names, in Spanish, teddy is oso de peluche. The same is true for God. Teddy didn’t give himself the name just like God, others named him. Discuss what their name means, what other names do they go by? (Brother, sister, cousin, friend, etc) God is an English word, around the world many languages have different words for God. Remind them that Hindu’s have many different names for God as do Muslims. Does everyone have to have the same belief?</p> <p>Task -Read the statements to children and them to draw something to show what they have learnt. Add to knowledge catcher. Complete unit quiz.</p>	<p>LI: To show a 3D structure</p> <p>Last week we completed our dressing up boxes, we decorated them and assembled them! This week we are going to finish the work and see if there is anything that could make our work better. We will then have an ‘Art Gallery’ showing our work where we can discuss as a class what we have done, what we have done well and what we could improve.</p>	Indoor PE
		<p>LI To develop and combine travelling movements.</p> <p>This week, we will be using the stations set up, explaining and modelling each station. Children will be organised in groups and each group will be given enough time to explore each area on rotation. We will be focusing on backward roll, bunny hops, jumping off a horse and walking on the bench forward and backward.</p>
Music	Computing	Reading
<p>LI: To listen to and play rhythms back.</p> <p>Introduction: Explain that they are going to hear different rhythms and then be asked to play it back, either using an instrument or by clapping or tapping on the table. Go through tips for remembering a rhythm. Listen to the different rhythms, look at the notation and play the rhythm back.</p> <p>Task: Using an instrument (triangle), listen to and then play the tricky rhythm. Then make a rhythm for partner to play back. Go through some of the technical vocabulary.</p>	<p>LI: To answer questions about groups of objects.</p> <p>Introduction: True or false? When objects are mixed up is it easy to answer questions? what could be done to make it easier?</p> <p>Task: Chn to use flipchart in pupil drive to sort objects and answer questions using key vocabulary.</p>	<p>Daily for 20 minutes</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>Phonics</p> <p>APS Phonics-</p> <p>This week the focus will be on phoneme families such as: ai /ai, ay, a_e/, ee /ee, ea, e_a/, igh /igh,ie, i_e/, ur /ur, er, ir/</p> <p>Next, children will practise segmenting and blending to be able to read words and sentences containing these sounds. Finally, they</p>

Year Group: Year 1

Week beginning: 09.12.24

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.



Alexandra
Primary School

Aspire, Perform, Succeed

		<p>will use their phonic knowledge to write word associated sentences.</p> <p>The tricky word for this week is: Revisit and review all phase 5 tricky words taught so far.</p> <p>The high frequency words this week are: Revisit and review all phase 5 HFW taught so far.</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, there, little, some, do, so, come, like, were, said, have, one, what, saw, very, put, south.</p>
--	--	---

Homework

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

For PSHE, we have been thinking about how to be a good friend. Create a poster about friendship with a message on. Imagine the poster being put in the playground, what important words would be helpful for children to read? Make it brightly coloured.

For Maths, we have been learning about tens and ones.

In your books, draw these numbers using | for 10 • for 1

16	19	11	18	14	20	13
----	----	----	----	----	----	----

For example:

14 = |.....

