

Weekly Overview

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To plan a poem by boxing it up	LI: To plan a poem by boxing it up	LI: To write a poem	LI: To perform a poem.	LI: To write a sentence with a subject and a doing word (verb)
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Poem Poetry Rhyming words Rhythm describe features story culture</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> Poem Poetry Rhyming words Rhythm describe features story culture Stanza Visualise Line</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> Poem Poetry Rhyming words Rhythm describe features story culture Stanza</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary</u> Sentence Words Objects Subjects Verb Doing word</p> <p><u>Key Questions</u> What is a sentence? What is a subject? What does a subject do? What 3 things we need to remember in a sentence?</p>
Introduction	This week we are continuing with poetry. We will be writing our own poems using Grace Nichol's poem <i>Granny Granny, Please Comb My Hair</i> as reference. Today will recap the main features of a poem before beginning to plan our own poem.	Today we will think about the features of poetry and will discuss how story writing and poetry are laid out differently. We will talk about our plans from yesterday with our friends before going on to finish our planning.	Today we are going to write the poem in our books using the planning we have made. We will again go over the features and layout of a poem to make sure we know the difference between the layout of poetry and storytelling.	Today we are going to perform our poems that we have written this week. We will talk about how important performance is in poetry. We will discuss how we can perform a poem to our friends with confidence.	Today we are going to talk about what we need to do when we are writing a sentence. We all need a subject, a doing word (or verb) and it needs to make sense. We will show children the parts that are necessary in a sentence like the subject (person or a thing) and the doing word or the verb.
Activities	This week we will be writing our own poems. Today we will be planning what we would like to write a poem about and will begin to think more critically on how poetry is laid out.	Today we are going to finish the planning of our poems. Making sure that we know how to write the poem tomorrow. We think about how we can extend our work by adding rhyming words or writing more.	Today we are going to write our poems in our books. We will be using our planning from yesterday to help us.	Today we are going to individually perform our poems to the class.	Today we are going to build a sentence when looking at a picture. We need to think about the who/thing, a doing word and then see if the sentence makes sense.

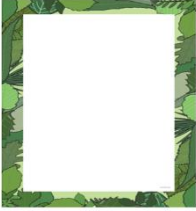



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Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To subtract by crossing out	LI: To use the subtraction symbol	LI: To subtract by finding a part	LI: To subtract by counting back	LI: To consolidate my learning.
Key vocabulary and key questions	<p>Key Vocabulary: Subtract Subtraction Crossing out Subtraction story</p> <p>Key Questions: What happens to a number when we subtract? How many are left? Can you write a subtraction story for the picture?</p>	<p>Key Vocabulary: Subtract Subtraction Minus Less Subtraction symbol</p> <p>Key Questions: What words can you use for the subtraction symbol? How can you write the subtraction story into a number sentence?</p>	<p>Key Vocabulary: Subtract Subtraction Part Whole Part whole model</p> <p>Key Questions: How can you use a part whole model to help you solve a subtraction number sentence? Can you find the missing part?</p>	<p>Key Vocabulary: Subtract Subtraction Count back Number line</p> <p>Key Questions: How many jumps do you need to draw to solve the number sentence? What number sentence does the number line show?</p>	<p>Key Vocabulary: Subtract Subtraction Minus Less Count back Crossing out</p> <p>Key Questions: What happens to a number when we subtract?</p>
Introduction	This week we are focussing on subtraction. Today we are going to cross out pictures to help us find the answer. We will go through some subtraction stories together and solve them.	Today we are going to start using the subtraction symbol. We will think about the vocabulary associated with the symbol before we try to write subtraction number sentences.	Today we are going to use part whole models to solve subtraction number sentences and word problems. We will look at how the whole and 2 parts are all linked together.	Today we are going to use number lines to solve subtraction number sentences. We will count back using the number lines and find the answer.	Today children will recap on the weeks learning about subtraction. Solve subtraction problems within 10 using objects and visuals.
Activities	Children are going to solve the subtraction stories by crossing out. They will complete the missing numbers in subtraction stories.	Your task is to solve the subtraction stories and then write them into number sentences. Then complete number sentences by crossing out.	Children are going to complete some part whole models and then write subtraction number sentences based on the part whole models.	In their books, children will use the number lines to solve subtraction number sentences. They will then draw the jumps on the number lines themselves.	Children will work in pairs and solve number problems using counters. Children to make subtraction number sentences of their own and share with the class.

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Reading		
This week's reading focus is strategy 1		
<p>LI: To make links to events in a text and events in real life</p> <p>Today we are looking at the front cover of our new reading text Dave and the Tooth Fairy. We will discuss the title and what it means to us.</p> <p>Our task today is to recount a story of when we lost a tooth. How did we lose it? What was it like when it was wobbly? What happened afterwards?</p>	<p>LI: To compare a text to another</p> <p>Today we are going to make connections to texts that we may know. We will talk about other fairy tale stories and other fairy stories. We will talk about how fairies are represented in those stories.</p>	<p>LI: To identify a theme of a text</p> <p>As a precursor to making a prediction next week we will look at the front cover of the book. By looking at the front cover we will discuss if we can think of the theme of the book. We will decipher the main character's facial expression to determine if the book's theme could be about friendship, family, growing up etc.</p>
Science	PSHE	Geography
<p>LI: To learn about habitats</p> <p>Introduction: This week we will start our new topic about animals and habitats. Today we will be learning about rainforests and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the rainforests. Children will make a poster with 3 facts they have learnt about rainforests.</p> <p>Key words and questions: habitat rainforests facts</p> <div style="text-align: right;">  </div>	<p>LI: To identify the differences between people in my class.</p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about the differences we have to others in our class.</p> <p>Introduction: This week we will start with the 'I am special' song followed by a game of 'Guess who'.</p> <p>Task: This week's task is to create a pair of trousers that have three differences on to your partner.</p> <p>Key questions: What does difference mean? What is the difference? How can we find the differences we may have? Why are people different?</p> <p>Key Vocabulary: different, Likes, differences, same</p> <div style="text-align: right;">   </div>	<p>LI: To observe my local area</p> <p>Introduction: This week we will be learning our local area and what we can see around our area.</p> <p>Task: Children will be labelling the different places they can see in the local area.</p> <p>Key words: Local area Hounslow</p> <div style="text-align: right;">  </div>

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RE	DT	PE Ball skills
LI: To explain how some Muslim people express their ideas about God.	LI: To design a 3d structure	LI: To explore accuracy when rolling a ball.
<p>Introduction – Children to give 5 ways people may represent their ideas about God in a drawing. Explain abstract nouns- love, fear, anger, fun - children to draw something to represent it. Discuss similarities and differences. Explain that just as it was hard to draw abstract nouns, some people who follow the Muslim worldview believe God is so unique and unlike anything that can be imagined. God cannot be drawn or described. Some Muslim people describe Allah using 99 names - each representing a different characteristic. Some Muslims express their ideas about Allah using art - patterns and designs, but not pictures of God. Watch 'Islamic Art' Discuss what they notice and why people use them.</p> <p>Task -Children to colour a tile, when finished put all together and show the bigger picture. Some Muslims believe the more names for God, the fuller the picture of God is revealed.</p>	<p>This week we will be designing our own 3d structures that we will be building over the course of this half term. We will be building a dress up box based on our English text <i>Amazing Grace</i>. Today we will be drawing designs in our sketch books on what we would like our dress up box to look like! We will think about different materials that we can use to construct the box and what we will need to put it together.</p> 	<p>Children will be given a ball and a cone and they will be shown how to dribble around the cones with a ball.</p> <p>They will later be shown how to roll a ball hitting a target (cone). They will repeat these movements to give children plenty of practice. Children will work with their partners and they will have the chance to discuss why having a partner is important.</p> <p style="text-align: center;">Reminder: Earrings are not to be worn during PE lessons.</p>
Music	Computing	PE Gymnastics
LI: To select suitable instrumental sounds to represent a character in a fairy tale.	LI: To identify that objects can be counted.	LI To develop and combine travelling movements.
<p>Introduction: What fairy-tale did we hear last week? Which character said 'Not by the hair...' practice saying the line in different ways - happy, sad, excited, frightened. What else could we use to represent this? - instruments, body? Discuss signals for start, stop, louder, quieter.</p> <p>Task: Give each group a picture from the story, they decide which instrument or body part to make sound to represent it. Practise as a group. Reread the story, children to join in with voices and sounds. Discuss if sounds matched their pictures.</p>	<p>Introduction Children to count the objects. Count the rulers. Discuss whether it was easier to count one group in a set of mixed objects.</p> <p>Task: Discuss how we could make it easier. Group and count. Go through various examples to highlight this. Could a computer know how many objects there are? Show how it can.</p>	<p>This half term we will be focusing on Gymnastics. 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 forward roll, pencil roll, arabesque and walking on the bench forward and backward.</p>

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Phonics	Reading
<p>APS Phonics- Phase 5 – Taught daily</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, oy, ir, ue and ue (as in due, venue, rescue) /yoo/. 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.</p> <p>The tricky words for this week are: water and where.</p> <p>The high frequency words this week are: very and don't.</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>
Homework	
<p><u>This week we would like you to complete the following tasks:</u></p> <p><u>In PSHE</u>, we have been learning about similarities and differences between us and our friends. For homework, choose someone in your family and think of at least 3 similarities or differences. You can write or draw these straight onto a piece of paper. (Ideas: hobbies, interests, favourite food, favourite sport).</p> <p><u>In Maths</u>, we have been learning about number bonds. Can you write your number bonds to 10 in your books? Try to be systematic. Here are the first 2 to start you off:</p> <p style="text-align: center;">0+10=10 1+9=10</p> <p>Challenge! Can you write number bonds to 9? How many are there?</p>	

