



# Weekly Overview

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	<b>LI: To form a prediction</b>	<b>LI: To read and act out a story</b>	<b>LI: To visualise the story of Beegu.</b>	<b>LI: To sequence the story of Beegu</b>	<b>LI: To retell the story of Beegu</b>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> Story, plot, character, beginning, middle, end, acting, prediction</p> <p><b>Key Questions:</b> What is a prediction? How do I predict a story? What is a story? What can a title tell us about a story?</p>	<p><b>Key Vocabulary:</b> Story, character, acting, beginning, middle, end, setting,</p> <p><b>Key Questions:</b> What is the story of <i>Beegu</i> about? Who is <i>Beegu</i>? What is the beginning, middle and end of the story? Why do we act out the story?</p>	<p><b>Key Vocabulary:</b> Story, character, acting, beginning, middle, end, setting, visualise, story map, sequence</p> <p><b>Key Questions:</b> What is the story of <i>Beegu</i> about? Who is <i>Beegu</i>? 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 can I sequence a story?</p>	<p><b>Key Vocabulary:</b> Story, character, acting, beginning, middle, end, setting, visualise, sequence</p> <p><b>Key Questions:</b> What is the story of <i>Beegu</i> about? Who is <i>Beegu</i>? 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 can I sequence a story?</p>	<p><b>Key Vocabulary:</b> Story, character, acting, beginning, middle, end, publish, decorate, neat</p> <p><b>Key Questions:</b> What is the story of <i>Beegu</i> about? Who is <i>Beegu</i>? What is the beginning, middle and end of the story? How do I retell a story in writing? How can I use my story map to help me in retelling the story?</p>
Introduction	Today we are going to be introduced to our new book for this term <i>Beegu</i> . We will discuss what we see in the front cover and what it can tell us about the story. We will discuss what a prediction is and how we can predict what will happen in the story. We will understand that a prediction is a good guess based on evidence.	Today we are going to read the story of <i>Beegu</i> . We will discuss our predictions and talk about what we got right and what was different. We will then create actions to go along with the story to help us remember the plot.	Today, we are going to visualise the story. We will read a passage and we will draw a picture about what they heard.	Today we are going to reread and act out the story of <i>Beegu</i> . We are then going to talk about why the sequence of the story is important in helping us remember the plot. We will talk about what happens in the beginning, middle and end of the story as well as who the characters are. We will write and sequence the story	Today we are going to retell the story of <i>Beegu</i> . We will read and act out the story to help us remember what happens in the beginning, middle and end. We will then look at the story maps that we created yesterday and talk about how they can help us when writing our stories.
Activities	In our books we will form predictions about what will happen in the story. We will write strong well-structured sentence on what we believe may happen.	The task today is to act out and create actions for the story of <i>Beegu</i> .	The task today is to visualise a passage in the story and draw a picture. Then we are going to write about it.	The task today is to sequence the story by drawing a story map. The children will write about what happens at different points in the story making sure they include the different characters.	The task today is to retell the story of <i>Beegu</i> in our own words. We will focus on correct sentence structure and punctuation as well as the plot of the story.



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## Reading

### This week's reading focus is strategy 8

#### LI: To select information to answer a question

Today we will recap the story of Dave and the Tooth fairy. We will talk about answers and questions and we will match the question to the answer. Children will select information to answer a question.

#### LI: To sequence information from a text

Today we will retell the story of Dave and the Tooth fairy. We will then sequence it and discuss it. The task today is to sequencing the story as a paired discussion.

#### LI: To summarise a text

Today we are going to summarize the story of Dave and the Tooth fairy. Summarising is retelling in their own words. The task today is to summarise the story, thinking of the characters, the setting and what happens in the story.

## Phonics

This week, the children will continue learning phase 5 phonics. The focus will be on alternative pronunciations such as: **i, o, a, u**.  
Next, children will practise segmenting and blending to be able to read words and sentences containing these graphemes. Finally, they will use their phonic knowledge to write word associated sentences.

The tricky word for this week is: **water, where** and **who**.

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

Alternative pronunciations:

- i (as in find) /igh/**
- o (as in cold) /oa/**
- a (as in acorn) /ai/**
- u (as in put) /oo short/**



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Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: To find number bonds up to 20 (practical)</b>	<b>LI: To find number bonds to 20 (practical)</b>	<b>LI: To record number bonds to 20</b>	<b>LI: To systematically record number bonds to 20</b>	<b>LI: To consolidate number bonds to 20</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Number bonds Adding Counting Number Addition</p> <p><b>Key Questions:</b> How many ways can you make a number? What happens if you swap the numbers round (commutative)? Can you be systematic?</p>	<p><b>Key Vocabulary:</b> Counting on Adding 0-20 Number bonds</p> <p><b>Key Questions:</b> How do you count on? How many ways can you make 20? Did you find them all? Can you use your number bonds to 10?</p>	<p><b>Key Vocabulary:</b> Adding Number bonds Counting 0-20</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> Adding Number bonds Counting 0-20 systematic represent commutative</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> Adding Number bonds Counting 0-20 systematic represent commutative</p> <p><b>Key Questions:</b> 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>
<b>Introduction</b>	Today we are continuing to learn about number bonds to 20. We will be thinking about all the different ways to add two numbers together.	Today we will continue finding number bonds. We will focus on making number bonds to 20. We will practise calling them out and playing games to reinforce the number facts.	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 children will see that working systematically helps them to find all the number bonds to 20. They will use their knowledge of number bonds up to 20 to help them.	Today children will explore number bonds to 20 using visual aids and reinforce numbers through written practice.
<b>Activities</b>	In pairs, children will be finding number bonds up to 20. For example: how many ways can you make 12? Children can use cubes, counters and ten frames to help them.	Today the children are going to use a range of resources to create number bonds to 20. They will record their work on their whiteboards.	Today children will record number bonds to 20 in their books. They will practise by filling in missing numbers in number sentences.	In their books, children will answer questions and record the number bonds to 20 systematically.	Children will work in small groups to practice number bonds. They will be given flash cards and have them match pairs that sum to 20. After, children will work individually to find the missing number bonds and match the pairs.



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## Science

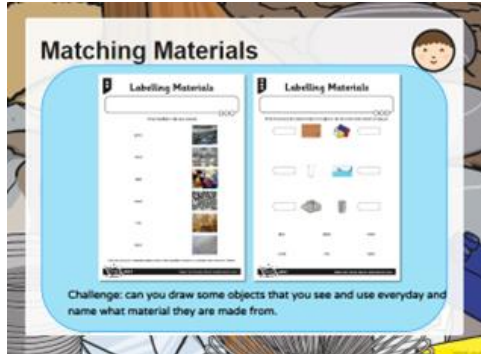
### LI: To learn about different materials.

**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 vocabulary:

- 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 set a goal and work out how to achieve it

This week as part of our new topic on 'Dreams & Goals' we will be sharing our ideas of how to set a goal and the steps we need to take to achieve it.

#### Introduction:

This week we will start with a game of "There's a Space on my Right" followed by the "For Me" song.



#### Task:

This week's task is to complete the following questions:

1. What is your goal at school?
2. What steps will you have to take to achieve this goal?

Once complete draw a picture of the steps you took to get to the end goal.



#### Key questions:

- What is your goal?
- What do you want to achieve this year?
- What steps will you take to achieve your goal?

#### Key Vocabulary:

goal, learning, stepping stones, process, garden, dreams, achieve, work, take, need, focus, determination.

## History

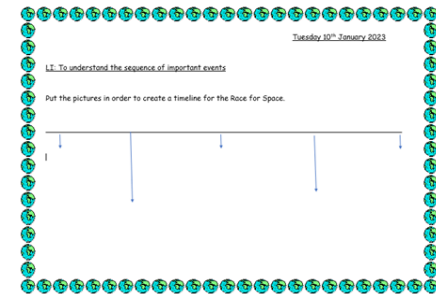
### LI: To understand the sequence of important events

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

**Task:** Children will create a timeline of important events that took place to allow humans to travel to space.

#### Key words:

- Space
- Timeline



#### Key questions:

- Have you ever thought about how people started to learn about Space?
- Have you thought about how Space was discovered?

## RE

### LI: To identify beliefs about special relationships with God from a Jewish story.

#### Introduction –

In pairs, think of five jobs that some Muslim people may believe some of the 99 names tell them about what God does. Which other worldviews believe in God as creator? Who is special to you and why/ Remind of many Muslim names for God. Read 'Abraham's story - shows special relationship and promise. Explain Abrahamic religions. What is a promise? What did God promise Abraham? What might some people think is God's job in this story?

#### Task -

Chn to decorate a promise strip to represent something from the story. Make a promise chain. Look at Muslim 99 names - which could be relevant to the Jewish belief?

## PE Team building

### LI: To explore and develop working as a team.

Children will be completing different activities with the parachute but to complete them, children need to work as a team.

What does it mean to be a good teammate?  
Are these skills similar to being a friend?

**Reminder: Earrings are not to be worn during PE lessons.**



## DT

### LI: To create concept art of our space buggy.

Last week we learned about space buggies and what they do in space. We then designed our own! This week we will learn about concept art, what it is and why it is made. We will then create concept art based on our buggies. This will help finalise their designs.



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Music	Computing	Reading
<p><b>LI:</b> To explore how dynamics can be represented by different symbols.</p> <p><b>Introduction:</b> Listen to 30 seconds of 'Deep Ocean'. Discuss how tempo changes. What could be happening underwater? Listen again and children move like a dolphin or a diver in time to the music. Look at fish picture and discuss different sizes - how could the sound be changed to show different sizes? - small=quiet, big=loud? Give each child an untuned instrument and they practise making a quiet/loud sound. Children play their quiet and loud sound - discuss.</p> <p><b>Task:</b> Half of the class plays loud and half play quietly. Swap roles and play again - record. Play recording and discuss if the dynamics used represent the fish accurately.</p>	<p><b>LI:</b> To create a demonstration video.</p> <p><b>Introduction:</b> Children to think of 5 things they remember about Bee-Bot. Watch a video about how a Bee-Bot works - discuss their likes, dislikes and how it could be better. Explain that they are going to make their own video explaining how Bee-Bot works. List what is needed to be explained. Show Filming mat - discuss.</p> <p><b>Task:</b> In 4s children to take turns explaining and recording the video. Watch the videos and evaluate - WOWs and NOWs.</p>	<p><b>Daily for 20 minutes</b></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>
		PE Invasion Games
		<p><b>LI: To recognise who to pass to and why.</b></p> <p>Children will be reminded about attackers and defenders. Children will play some games here the attacker is tapped by the defender and then they swap roles. Children will use the cones to dribble the ball to another gate.</p>

### Homework

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

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 (black piece of paper)

**In Maths:** We would like you to complete this worksheet on number bonds to 20.

Once you have finished, try writing your number bonds to 20 systematically. e.g. ? + 1 = 20

1 + 19 = 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.

**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      □ + □ = 20

□ + □ = 20      □ + □ = 20

□ + □ = 20      □ + □ = 20

□ + □ = 20      □ + □ = 20

□ + □ = 20      □ + □ = 20