

Weekly Overview



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	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To write a prediction about <i>Amazing Grace</i>	LI: To read and act out the story of <i>Amazing Grace</i>	LI: To visualise the story of <i>Amazing Grace</i>	LI: To sequence the story of <i>Amazing Grace</i>	LI: To retell the story of <i>Amazing Grace</i>
Key vocabulary and key questions	<p>Key Vocabulary: Story Prediction Character Setting Title</p> <p>Key Questions: What is a story? What is a prediction? How do I predict a story? What is a title? What can the title tell us about a story? Who is the main character?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? Why do we act out the story?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</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?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</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 do we sequence a story?</p>	<p>Key Vocabulary: Story Character Acting Beginning Middle End Setting Visualise Sequence</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is <i>Amazing Grace</i>? What is the beginning, middle and end of the story? How do I retell a story in writing?</p>
Introduction	This week we are beginning our new class text for this half term. This half term we will be focusing on the book <i>Amazing Grace</i> . Today we will discuss what we think may happen in the story based on the front cover.	Today we will read and act out the story of <i>Amazing Grace</i> . We will think of actions that go along with the book. These will help us to remember the story better!	Today we will think about what visualising is and how it can help us retain information about the book. We will recap the story by acting it out before discussing the stories' characters and plotlines.	Today we will read and act out the story of <i>Amazing Grace</i> cementing it into our memory. We will then discuss what sequencing means and how we can put information in the correct order.	Today we will reread the story of <i>Amazing Grace</i> . We will act it out and discuss the characters and plots with our friends. We will then go through the sequencing that we completed yesterday and how it can help us when retelling the story.

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Activities	Today we will be writing our own predictions on what may happen in the story <i>Amazing Grace</i> . We will be looking closely at the front cover of the book.	Today we will act out the story of <i>Amazing Grace</i> . If time permits we will perform the story to our friends.	The task today is to visualise the story of <i>Amazing Grace</i> by listening to snippets of the text and drawing.	Today we are going to sequence the story of <i>Amazing Grace</i> . This will help us when retelling the story tomorrow.	Today we are retelling the story of <i>Amazing Grace</i> in our books. We will focus on remembering the beginning, middle and end of the story.
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Maths					
Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To find the difference (practical)	LI: To find the difference	LI: To make fact families (practical)	LI: To make fact families	LI: To understand and consolidate Fact Families
Key vocabulary and key questions	<p>Key Vocabulary: Difference More Fewer Subtract</p> <p>Key Questions: What is the difference? How many more? How many fewer? How can you find the difference?</p>	<p>Key Vocabulary: Difference More Fewer Same Different Subtract</p> <p>Key Questions: What is the difference between ___ and ___? How many more? How many fewer? Can you write a subtraction number sentence?</p>	<p>Key Vocabulary: Fact families Addition Subtraction Equals Number sentence Part-whole model</p> <p>Key Questions: How are the numbers linked together? Can you think of an addition number sentence? Can you think of a subtraction number sentence?</p>	<p>Key Vocabulary: Fact families Addition Subtraction Equals Number sentence Part-whole model</p> <p>Key Questions: Can the whole number go at the start of a number sentence? Can you write 8 number sentences for each fact family? How can you check your number sentences?</p>	<p>Key Vocabulary: Fact families Addition Subtraction Equals Number sentence Part-whole model</p> <p>Key Questions: Can the whole number go at the start of a number sentence? Can you write 8 number sentences for each fact family? How can you check your number sentences?</p>
Introduction	<p>Today we are looking at finding the difference between two sets of pictures (e.g. 5 cars and 3 cars). We will look at what is the same (they both have 3) before finding how many more or fewer there are (there are 2 more or 2 less).</p>	<p>Today we will continue to find the difference. We will count how many of each set of objects and how many altogether. We will also start writing number sentences to show what we have found out.</p>	<p>Today we will start looking at fact families (3 numbers which are linked together e.g. 3,4, 7). We will discuss how many numbers sentences we can write just using these 3 numbers. We will complete some examples together using both addition and subtraction symbols.</p>	<p>Today we will continue to look at fact families. We will learn that you can write 8 number sentences just from 3 numbers! We will practise writing number sentences using part/whole models and other numerical images. We will also look at finding mistakes when writing number sentences.</p>	<p>Today we will be explaining what a fact family is: a set of related addition and subtraction facts that involve the same three numbers.</p>

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Activities	In pairs or groups, children will look at different numerical pictures and see if they can find the difference.	The children will attempt to answer finding the difference questions in their books. They will try to write subtraction number sentences about the pictures.	In pairs, children will be given sets of 3 numbers and blank number sentence templates to fill in. They will try to create as many number sentences from the 3 numbers as they can.	In their books, children will practise writing as many number sentences for each fact family. They will try to use the = symbol at the start of the number sentence (e.g. $8 = 6+2$).	Children will consolidate their learning with activities like 'Bingo' where they will be given cards with different equations. The teacher will call out different fact family equations, and if the children have an equation from that fact family, they mark it off.
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Reading

This week's reading focus is strategy 2 - Making Predictions

LI: To form predictions

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.

We will discuss what a prediction is and how we can use the information on a front cover to make a prediction.

The task today will be to write a prediction about what will happen in the story.

LI: To ask questions about a text

Today we will read the beginning of the story. We will think about our predictions from yesterday and how they are similar or differ to the story. We will then ask questions about the text such as 'who are the characters?' or 'what is the setting?' to gain key information about the text.

On their whiteboards the children are to write answers to the questions:

Who is the main character?

What is the setting of the story?

What happens in the beginning of the story?

LI: To form predictions

Using the key information from the text that we found yesterday, today we are going to predict what will happen at the end of the story. We will reread the beginning of the story and as a class will go through what we know.

The task will be to discuss what they think may happen at the end of the story with their friends.



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Science	PSHE	Geography
<p><u>LI: To learn about habitats</u></p> <p>Introduction: This week we will be learning about animals and their habitats. We will be learning about woodlands and which animals live in this habitat.</p> <p>Task: We will be discussing different animals and their habitats in the woodlands. Children will make a poster with 3 facts they have learnt about woodlands and animals that live there.</p> <p>Key questions: habitat woodlands facts</p> <p>Key Questions: What is a habitat? Why do different animals have different habitats?</p>	<p><u>LI: To identify what bullying means and how it might feel</u></p> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about 'bullying', what that means and how it might make us feel.</p> <p>Introduction: This week we will start with the 'I am special' song followed by a game of 'Huggy Bears'.</p> <p>Task: This week's task is to create a hat that has three anti-bullying slogans on it.</p> <p>Key questions: What does bullying mean? What is the difference between an individual incident? What are the three features of bullying? How does it feel? What can you do if you are worried or feeling sad?</p> <p>Key Vocabulary: bullying, looks, unfair, incident, behave, hurting, feelings, feel, on purpose, several, times.</p> <div style="text-align: center;">   </div>	<p><u>LI: To observe my local area</u></p> <p>Introduction: This week we will be learning about our local area and what we can see around our area.</p> <p>Task: Children will be writing about the places they see in their local area and how they use them.</p> <p>Key words: Local area Hounslow Alexandra Primary School</p> <p>Key questions: What is the name of our local area? What can we see in our local area? What are the places of interest used for?</p>

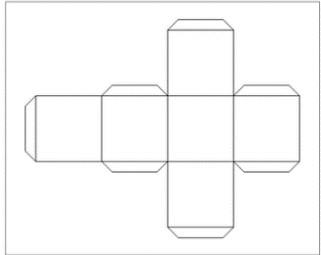
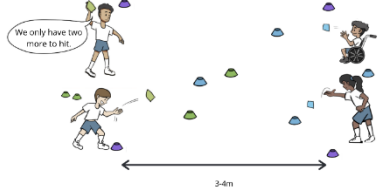
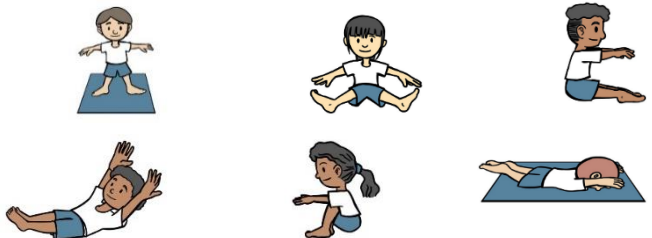
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RE	DT	PE
<p><u>LI: To recognise some of the different forms of God in the Hindu worldview.</u></p> <p>Introduction –In pairs chn to discuss how some Muslim people might represent their ideas about God. Ask the children to quickly sketch something that reaches up to the sky, something that helps others and something that moves very fast. Chn to show each one and explain. Explain that they all had the same instruction but they drew different things. This is like how Hindus believe in one God who can take on many forms - deities. God is too big to understand so need to use many forms - similar to the beliefs of some Muslim people. Show pictures of gods, goddesses called avatars. Children to describe the special features of them.</p> <p>Task -Play 'Deity Bingo' - using descriptions. Discuss common features.</p>	<p><u>LI: To build a 3D structure</u></p> <p>This week we will begin to build 3d structures based on our designs from last week. We will begin by practising building a 3d box using a paper net. We will then use different materials in order to construct a 3d box.</p> <div style="text-align: center;">  </div>	<p><u>LI: To explore throwing with accuracy towards a target</u></p> <p>This week children will be throwing a beanbag first to hit a target cone. They will use the underarm throw to throw the beanbag. Children will work in teams of 4 and they will compete to hit their allocated colour cones. When they hit one of their target cones, they get a point. The steps are swing, step and throw.</p> <div style="text-align: center;">  </div> <p><u>LI: To develop quality when performing and linking shapes.</u></p> <p>This week, children will collaborate with a partner to create a shape. Children will be taught the following gymnastic shapes: Star, straddle, pike, dish, tuck and arch. Children will then work together with their partner to create gymnastic shapes together.</p> <div style="text-align: center;">  </div> <p style="text-align: right;">Reminder: Earrings are not to be worn during PE lessons.</p>

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Music	Computing	Reading
<p><u>LI: To compose and play a rhythm.</u></p> <p>Introduction: Agree or disagree 'A woodblock is good to create the sound of the pig's footsteps?' Clap rhythm of 'little pig' and 'big bad wolf'. Discuss what is rhythm. Clap rhythm of building materials. Look at pictures from the story - what short phrase sums it up? - clap rhythm.</p> <p>Task: Go through the story and children join in with voices and sounds when it's their turn. Discuss if each group's sounds matched their picture.</p>	<p><u>LI: To describe an object in different ways.</u></p> <p>Introduction: Look at describing an object. Chn to describe an object using properties. Look through pictures and discuss the property used to sort the objects.</p> <p>Task: In pairs chn find 3 objects around the room that are the same colour. repeat for other properties.</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> <p><u>Phonics</u> <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 wh /w/ (as in when), wh /h/ (as in who), ph /f/ (as in dolphin) and ew /oo/ (as in blew). 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: Mrs and looked The high frequency words this week are: about, your and day.</p> <p>Sounds to practise this week: wh (w) wh (h) ph (f) ew (oo)</p>

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Homework

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

In Geography, we have been learning all about our local area. For homework this week we would like you to go to a local place of interest with your family. We would like you to draw it and describe it. **For example:** The library, Lampton Park, Hounslow East Station.



In **Maths** we have been learning about subtraction. Answer these subtraction questions by crossing out.

Extra practise: Play the game *Hit the Button*.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

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