



Weekly Overview

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to Visualise a new setting.	LI: to describe a setting.	Li; To use my senses to describe a new setting.	LI: To sequence the story of Beegu.	LI: To retell the story of Beegu.
Key vocabulary and key questions	<p>Key Vocabulary: Story, character, acting, beginning, middle, end, setting, visualise</p> <p>Key Questions: What is the story of Beegu about? Who is Beegu? 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? What is a setting? How do I visualise a setting?</p>	<p>Key Vocabulary: Story, character, acting, beginning, middle, end, setting, senses, smell, hear, see</p> <p>Key Questions: What is the story of <i>Amazing Grace</i> about? Who is Amazing Grace? What is the beginning, middle and end of the story? How do we use our senses to describe a setting? What are our senses? What are adjectives?</p>	<p>Key Vocabulary: Story, character, acting, beginning, middle, end, setting, senses, smell, hear, see</p> <p>Key Questions: What is the story of <i>Beegu</i> about? Who is Beegu? How do we use our senses to describe a setting? What are our senses? What are adjectives?</p>	<p>Key Vocabulary: Story, character, acting, beginning, middle, end, setting, visualise, story map, sequence</p> <p>Key Questions: 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>Key Vocabulary: Story, character, acting, beginning, middle, end, setting, visualise, story map, sequence</p> <p>Key Questions: 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	This week we will be writing Beegu with a new setting. Today we will discuss what a setting is. We will then mind map different settings for us to choose from.	Today we are going to write a setting description. We will think about what we see, hear, smell and feel at our new settings. We will then think about what adjectives are and how they can help describe a setting.	Today we are going to think about our different senses. We will discuss what words relate to different senses.	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.	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	The task today is to visualise and draw a new setting for <i>Amazing Grace</i> . The setting will then be labelled with different features.	The task today is to write a setting description thinking about what we see, smell, hear and feel.	The task today is to label different images associated with senses. We will write adjectives that relate to the new setting.	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 1

LI: (strategy 1) To make links to events in a text and events in real life

Today we are going to be introduced to our new reading text for this half term: Welcome to Alien School. We will discuss the front cover and what we see. From the title we will be able to assume that the story takes place at school and will therefore connect the text to our experience at school.
The task today is to pretend that you are writing to an alien and to write a description of Alexandra Primary School. You will write about what the school is like and what we do!

LI: To compare a text to another

Today we are going to make connections to texts that we may know. We will talk about other alien stories and what they are about.

The task today is to talk to their partner about an alien story that you know.

LI: To identify a theme of a text

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 image to determine if the book's theme could be about adventure, friendship, family, growing up etc.

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.

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

On Friday, the Children will focus on tricky and high frequency words.

The tricky words for this week are: **again, thought.**

The high frequency words this week are: **good, how.**

Alternative pronunciations to practise this week:

- u (as in unit) /yoo/**
- e (as in he) /ee/**
- ow (as in low) /oa/**
- ie (as in chief) /ee/**



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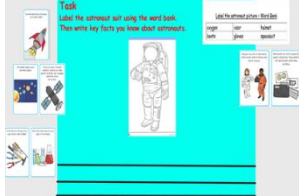
Maths


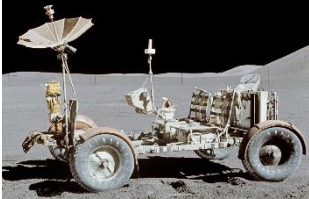
	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To subtract ones by crossing out (practical)	LI: To subtract ones by crossing out (pictorial)	LI: To subtract tens and ones by crossing out	LI: To subtract tens and ones by crossing out	LI: To recap subtracting tens and ones by crossing out
Key vocabulary and key questions	<p>Key Vocabulary: Subtraction Counting Number Crossing out</p> <p>Key Questions: What does subtraction mean? Does the number get bigger or smaller? What symbol do we use for subtraction? How can we show our working out and find the answer?</p>	<p>Key Vocabulary: Subtraction Counting Crossing out</p> <p>Key Questions: What does subtraction mean? Does the number get bigger or smaller? What symbol do we use for subtraction? What happens to the number when you subtract 0? What happens to the number when you subtract the same number?</p>	<p>Key Vocabulary: Subtraction Counting tens ones crossing out</p> <p>Key Questions: Does the number get bigger or smaller? How can we show our working out and find the answer?</p>	<p>Key Vocabulary: Subtraction Counting tens ones crossing out</p> <p>Key Questions: Which part is the ten? Which part are the ones?</p>	<p>Key Vocabulary: Subtraction Counting Crossing out</p> <p>Key Questions: What does subtraction mean? Does the number get bigger or smaller? What symbol do we use for subtraction? What happens to the number when you subtract 0? What happens to the number when you subtract the same number?</p>
Introduction	This week we are subtracting up to 20. Today we are focussing on subtracting up to 10. We will learn to represent numbers using dots. We will then practise crossing out to subtract.	Today we will continue to practise drawing ones and subtracting. We will practise on whiteboards and check we have the right answers.	Today we are moving on to using tens and ones. We will learn that a line represents a ten. We will practise drawing tens on whiteboards. We will practise crossing tens when subtracting.	Today children will be practising drawing tens and ones and then subtracting them by crossing out. We will practise as a class on whiteboards.	Today children will consolidate their learning on how to subtract by crossing out objects or numbers, enhancing their understanding of subtraction.
Activities	Children will practise drawing dots to represent numbers between 0 and 10. We will move on to subtracting numbers between 0 and 10 and crossing out the dots.	Today the children will practise drawing ones in their books and subtracting by crossing out. They will focus on the presentation.	Today children will practise drawing tens on whiteboards and then practise subtracting tens.	In their books, children will draw tens and ones for each subtraction number sentence and practise crossing out neatly.	Children will practice subtraction using counters. Children will practise drawing tens on whiteboards and then practise subtracting tens.



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Science	PSHE	History
<p>LI: To learn about spacesuits and materials</p> <p>Introduction: This week we will be learning about why astronauts need space suits; what materials are space suits made from and why.</p> <p>Task: We will be discussing and exploring the different materials a space suit is made from.</p> <p>Key questions: space suits materials wood plastic glass metal water rock</p> <p>Key Questions: What do people need to survive? What is space like? When do they use space suits?</p> <div data-bbox="398 571 734 778" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • In your books write facts about what you have learned and then draw a picture. If you finish early... • What experiment can we do that can test materials to make sure they are safe? (write the answer in your books!) </div>	<p>LI: To understand how to work well with a partner</p> <p>This week we will continue our topic on 'Dreams & Goals' and we will be sharing our ideas with Jigsaw Jack on how we can work well with our partners.</p> <p>Introduction: This week we will start with a game of "Fruit Salad" followed by our calming meditation.</p> <p>Task: In pairs- you will create a welly boot together with shared goal. You will have to agree on the design of your and how you go about the task.</p> <p>Key questions: Why is it important we work well together? In what ways can we work well together? How easy is it to work with your partner? Is anything difficult about this? What does it tell us about working well with a partner? How can you make this work with your partner?</p> <p>Key Vocabulary: working together, sharing, agreeing, deciding, shared goal, achieve, team work, achievement, celebrate.</p> <div data-bbox="1429 432 1637 703" style="text-align: center;">  <p>your boot</p> </div>	<p>LI: To explore what an astronaut is.</p> <p>Introduction: This week we will be discussing what an astronaut is.</p> <p>Task: Children will discuss what they know about astronauts and label the different parts of the astronaut suit. Then children will write some facts they know about astronauts.</p> <p>Key words: Space astronauts</p> <p>Key questions: What do you think an astronaut does? What are the different parts of an astronaut's suit?</p> <div data-bbox="1877 699 2175 895" style="text-align: center;">  </div>

RE	PE Team building	DT
<p>LI: To describe what some people believe about God using Jewish scripture.</p> <p>Introduction – In pairs children to explain why the story of Abraham is important to many Jewish, Christian and Muslim people. Discuss what a pet owner does. Children to think of a time when they have been kept safe. Explain that some people believe God protects people. Explain that they are going to listen to some Jewish scriptures from the Tenak. After each quote, discuss how this shows God looks after people and why.</p> <p>Task - Children to draw a symbol to show one of the quotes. Listen to 2 more quotes and discuss. Return to the 99 names for God - which match the quotes?</p>	<p>LI: To develop talking, listening and sharing skills.</p> <p>This week children will need to listen to instructions and show the teacher they understand them by completing the next action. Children will play a game where they need to describe their partner what to do using clear and short instructions.</p> <p>Reminder: Earrings are not to be worn during PE lessons.</p> <div data-bbox="1285 1235 1576 1506" style="text-align: center;">  </div>	<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. We are going to start making the wheels and axles first.</p> <div data-bbox="1890 1326 2197 1525" style="text-align: center;">  </div>



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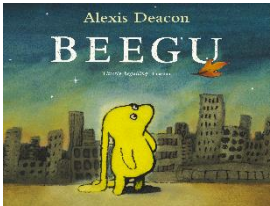
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Music	Computing	Reading
<p>LI: To clap simple rhythmic patterns while keeping the pulse.</p> <p>Introduction: Display picture, children to think of a sound that would match it and explain why. Show divers picture. Listen to the camera click sound - ask what the sound could be. What could the diver be taking pictures of? Listen to both cameras click patterns - how many pictures were taken for 1 and how many for 2? Clap both rhythms - were there any gaps?</p> <p>Task: Show hearts - how could we record the two cameras click rhythms? Practice clapping each pattern. Listen to 'Underwater', children to nod their heads to the pulse. Then add in the two click rhythms. Discuss how the pulse is represented. What did we use our hands for?</p>	<p>LI: To plan and follow a precise set of instructions.</p> <p>Introduction: In pairs for 1-minute children tell each other facts about how Bee-Bot works. Explain that today's lesson is 'unplugged' - the children will act the part of technology. Who do you think will be better at following instructions - a child or a Bee-Bot?</p> <p>Task: In groups of 3 - controller, Bee-Bot and judge (rotate) Remind the controller that they always need to start with X to clear previous instructions. Controller gives instructions for Bee-Bot to follow and the judge checks accuracy. Discuss task. Repeat using 3 instructions at a time. Discuss memory - by pushing a button a Bee-Bot is like us writing them down to remember them.</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>PE Invasion Games</p> <p>LI: To move towards goal with the ball. Children will play a warm-up game to assess if they have shown improved understanding of roles.</p> <p>Children will then bounce the ball using both hands, they will dribble the ball with one hand and they will dribble the ball with one hand whilst walking around a space.</p>

Homework

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

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This half term we are learning about Beegu. The story takes place on Earth, in a city. We would like the children to think of a new setting for the story. If Beegu was going to crash to Earth, where would she be? Can you think of a new setting and write about it? It could be a beach, a funfair, etc.

In Maths: This week in Maths we have been learning about number bonds to 20. Please complete the 2 tasks on the right (Number Bonds to 20 and Rainbow to 20).

NUMBER BONDS TO 20

Finish the number sentences. Can you find a number pattern?
Colour in 20.

1 + ____ = 20					
2 + ____ = 20					
3 + ____ = 20					
4 + ____ = 20					
5 + ____ = 20					
6 + ____ = 20					
7 + ____ = 20					
8 + ____ = 20					
9 + ____ = 20					
10 + ____ = 20					

Rainbow to 20

