

Year Group: Year 1

Week beginning: 25.11.24

# Weekly Overview

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**Alexandra**  
Primary School

Aspire, Perform, Succeed

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To visualise myself as a character in <i>Amazing Grace</i>	LI: To learn about writing in the first person	LI: To sequence the story of <i>Amazing Grace</i> with a new character	LI: To retell the story of <i>Amazing Grace</i> in the first person	INSET DAY
Key vocabulary and key questions	<p><b>Key Vocabulary:</b>                      Story                      Character                      Acting                      Beginning                      Middle                      End                      Setting                      Visualise</p> <p><b>Key Questions:</b>                      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 can I make myself a character?                      How can I draw myself in the story of <i>Amazing Grace</i>?</p>	<p><b>Key Vocabulary:</b>                      Story                      Character                      Acting                      Beginning                      Middle                      End                      Setting                      Visualise                      Sequence                      first person                      I</p> <p><b>Key Questions:</b>                      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 is the first person?                      How do I write in the first person?                      What is the difference between first and third person?</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>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?                      How can I make myself a character?                      How can I draw myself in the story of <i>Amazing Grace</i>?</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>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>	

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Introduction	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 talk about how we can pretend to be Nana in the story of <i>Amazing Grace</i> .	Today we are going to be learning about writing in the first person and how we write from the characters' point of view. We will be learning about writing with 'I' and how we need to make sure that the 'I' is capitalised each time it is used.	Today we are going to read and act out the story of <i>Amazing Grace</i> before recapping the plot in our own words. We are then going to discuss how we put the story in the correct order. Today we will be putting ourselves in the story and making sure that it is in the correct order.	Today we are going to retell the story of <i>Amazing Grace</i> from the point of view of Nana. We will recap what it means to write in the first person and how to write with 'I.'	
Activities	The task today is to visualise the story of <i>Amazing Grace</i> by thinking of ourselves as Nana the story. We will draw and label a picture from the story with ourselves as Nana in it.	The task today is to write a character description from the point of view of Nana. They are to write a character description of Nana in the first person.	Today we are going to sequence the story of <i>Amazing Grace</i> with ourselves in the story. If there is time, we are to label the images.	The task today is to begin to retell the story of <i>Amazing Grace</i> in the point of view of Nana.	

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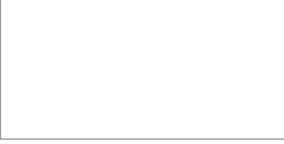
Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<b>LI: To use the &lt; &gt; = sign</b>	<b>LI: To compare addition number sentences using &lt; &gt; =</b>	<b>LI: To compare subtraction number sentences using &lt; &gt; =</b>	<b>LI: To compare addition and subtraction number sentences using &lt; &gt; =</b>	<b>INSET DAY</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Greater than More than Less than Fewer than Equal to The same as</p> <p><b>Key Questions:</b> What does greater than mean? What does less than mean? What does equal to mean? Which signs do we use?</p>	<p><b>Key Vocabulary:</b> Greater than Less than Equal to Addition Number sentence Compare</p> <p><b>Key Questions:</b> What steps do I need to take to solve this? Which addition number sentence is greater/smaller? Are they the same? Which sign should I use?</p>	<p><b>Key Vocabulary:</b> Greater than Less than Equal to Subtraction Number sentence Compare</p> <p><b>Key Questions:</b> What steps do I need to take to solve this? Which subtraction number sentence is greater/smaller? Are they the same? Which sign do I use?</p>	<p><b>Key Vocabulary:</b> Greater than Less than Equal to Addition Subtraction Number sentence Compare</p> <p><b>Key Questions:</b> What steps do I need to take to solve this? Which number sentence is greater/smaller or are they the same? Which sign do I use?</p>	
<b>Introduction</b>	Today we are recapping our learning about greater than, less than and equal to. We will practise saying number sentences with the signs and check our understanding.	Today we will extend our learning and introduce comparing addition sentences using < > or = sign. For example: $3 + 1 > 1 + 1$	Today we will continue our learning from yesterday and begin to compare subtraction number sentences using < > =. For example: $4 - 2 < 5 - 1$	Today we will use all of this week's learning about greater than and less than and compare addition and subtraction number sentences using < > and =. For example: $5 - 2 = 2 + 1$	
<b>Activities</b>	In pairs, children will be given a set of number cards, picture cards, cubes, counters and < > = signs. They will try to make as many different number sentences as they can.	Children will be given 3 different tasks and the steps they need to follow to solve addition number sentences and compare them using < > or =.	Children are going to compare different subtraction number sentences using < > =. There will be pictorial questions and questions where they need to draw out the question.	In their books, children will use their learning from this week to compare addition and subtraction number sentences using < > =. Their challenge will be to write their own number sentences.	

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Reading		
This week's reading focus is strategy 3: Visualisation		
<p><b>LI: To visualise the story of Dave and the Tooth fairy.</b></p> <p>Children will read the predictions they wrote on the previous week and they will listen to the teacher reading a passage of the book. Children need to visualise what the teacher read and draw it in their books. Visualisation is when you see it in your head.</p>	<p><b>LI: To describe the character in the story Dave and the Tooth fairy.</b></p> <p>Today we are going to describe the main character in the story. We are going to think about what he looks like and what is his personality like. We will then read the story to see if we were right with the predictions and the visualisations.</p>	<p><b>LI: To discuss words and phrases that capture the imagination.</b></p> <p>Today we will look at those words used in the book that capture our imagination. We will look at another character in the story and visualise it in our heads and how those words will affect our description.</p>
Science	PSHE	Geography
<p><b>LI: To learn about habitats</b></p> <p><b>Introduction:</b> This week we will be learning about animals and their habitats. We will be looking at famous Oceans and which animals live in this habitat.</p> <div data-bbox="376 778 748 1050" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Task</b></p> <p>In your books write 3 of your favourite facts that you have learned about the oceans!</p> <p>Eg. In the ocean there are coral reefs. They are beautiful Lots of animals and fish live in the oceans including dolphins, sharks and clownfish</p> <p>When you are finished, draw a picture!</p>  </div> <p><b>Task:</b> We will be discussing different animals and their habitats in the ocean. Children will make a poster with 3 facts they have learnt about woodlands and animals that live there.</p> <p><b>Key questions:</b> habitat ocean facts</p> <p><b>Key Questions:</b> What is a habitat? Why do different animals have different habitats?</p>	<p><b>LI: To identify the people I can talk to if I am feeling unhappy or being bullied</b></p> <div data-bbox="1285 785 1433 906" style="border: 1px solid black; padding: 5px;">  </div> <p>This week we will be sharing our ideas with Jigsaw Jack and Jerry Cat about the people we can talk to when we are feeling unhappy or being bullied.</p> <p><b>Introduction:</b> This week we will start with 'There's a place' song followed by a game of 'Huggy Bears'.</p> <div data-bbox="1214 1072 1411 1184" style="border: 1px solid black; padding: 5px;">  </div> <p><b>Task:</b> This week's task is to create a pair of shoes that has two things on it to show what you can do if you are being bullied. You can either draw or write them.</p> <p><b>Key questions:</b> What has happened to Jack? Why might Jack be feeling? What could Jack do to get help? How could you help Jack? What can you do if you are worried or feeling sad?</p>	<p><b>LI: To observe my local area</b></p> <div data-bbox="1863 804 2190 1034" style="border: 1px solid black; padding: 5px;"> <p style="font-size: small;">LI: To understand the route to school This is the route I take to get to school. Draw a map of how you get to school. Exclude your house, your school and any important things you pass on the way.</p> <p style="text-align: right; font-size: x-small;">Wednesday 23rd November 2022</p>  </div> <p><b>Introduction:</b> This week we will be learning about our route to school and what we can see on the way.</p> <p><b>Task:</b> Children will be drawing their route to school and the places they see on the way.</p> <p><b>Key words:</b> Local area Hounslow Alexandra Primary School</p> <p><b>Key questions:</b> What is the name of our local area?</p>

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	<p>Who could you talk to?  <b>Key Vocabulary:</b>          Included, bullied, bully, teachers, adults, behave, accident, feelings, feel, on purpose, upset, sad.</p>	
<b>RE</b>	<b>DT</b>	<b>Outdoor PE</b>
<p><b>LI: To recognise that many Christian people believe Jesus is the son of God and God on Earth.</b></p> <p>Introduction – Children to tell their partner everything they can about what some Hindus believe God looks like. Remind children that people who follow the Christian worldview generally believe the Bible to be God’s word. Tell the Christmas Story. Explain that Jesus was born a baby so that people could relate to God as a human being, that God showed his love by coming and living with his people, and Jesus shared God’s love and teaching. Ask recall questions about the story. Look at images of how Christmas is celebrated - church, gifts, retelling the story. In pairs, with images, children to circle any symbols that show that Jesus is the Son of God on Earth. Go through with children.</p> <p>Task - Children to design a Christmas card showing that Jesus is the son of God on Earth. Go back to original question and discuss.</p>	<p><b>LI: To build a 3D structure</b></p> <p>This week we will discuss our dressing up box designs with our friends before building them as 3d structures made from different materials. We will make sure that they are sturdy and can withstand a level of pressure. Next week we will begin to decorate.</p> 	<p><b>LI: To explore catching with 2 hands.</b></p> <p>Children will be given a ball and they will throw and catch to themselves in their space, exploring and catching from different heights. We will teach children how to catch the ball: thumbs should be together in a hand up position. In pairs, children will take turns to throw and catch.</p>  <p><b>Reminder: Earrings are not to be worn during PE lessons.</b></p> <p style="text-align: center;"><b>Indoor PE</b></p> <p><b>Indoor PE: Gymnastics</b></p> <p><b>LI: To develop quality when linking shapes.</b></p> <p>Children will be split into 4 groups, into 4 different stations.</p> <p>Benches: children will move with control being aware of entry and exits (no jumps).</p> <p>Mats: children will learn how to do an egg roll, following the tuck position and making sure the legs and arms stay inside.</p> <p>Mat: children will perform a back roll, only rolling their back.</p> <p>Mat: children will learn how to do a forward roll, supervised by Miss Alice.</p>

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Music	Computing	Reading
<p><b>LI: To recognise how timbre is used to represent characters in a piece of music.</b></p> <p>Introduction: Play 3 rhythms (2 same), children to discuss which was the odd one out and why. Recap 'timbre', explain that we're going to watch 'Peter and the Wolf', which will give us some ideas for creating our own music. Discuss composer, when and why. Introduce each character and the instrument. Give each group an animal from the story, as we listen and watch, children to hold up their animal when it is heard.</p> <p>Task: Discuss how music was used to tell the story. Can they name the character and instrument and why they think it was chosen?</p>	<p><b>LI: To count objects with the same features.</b></p> <p>Introduction: What groups can you make from the objects? Some objects could have lots of labels, do we need to focus on all labels?</p> <p>Task: Give each child an object, discuss what labels it could have. Read out a property and children to hold up their object if it has that property. What property do all these objects have? Discuss how else could we group the objects?</p>	<p><b>Phonics</b> <b>APS Phonics-</b> This week, the children will be doing phase 5 phonics. The focus is for children to recognise and use alternative phase 5 sounds such as, ew (as in new) /yoo/ oe (as in toe) au (as in haul) ey (as in turkey) 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: <b>called</b> and <b>asked</b>.</p> <p>The high frequency words this week are: <b>made, came, make and here</b>.</p> <p>Sounds to practise this week: <b>ew</b> (ue) <b>oe</b> (oa) <b>au</b> (or,aw) <b>ey</b> (ee,ea)</p>

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## Homework

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

### **English**

We are learning about Amazing Grace. It's a story about a little girl who loves stories and dressing up. Can you write a description about Grace and Nana? Can you write what they are like and what they like doing? e.g. Grace has black and curly hair. Grace loves to read and act out stories.

### **Maths**





In maths we have been learning about fact families and finding the difference. Please complete the worksheet provided.

### **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.

**Addition and Subtraction Fact Families within 10**  
For each part-whole model, write four related addition and subtraction facts.

	
$\square + \square = \square$	$\square + \square = \square$
$\square + \square = \square$	$\square + \square = \square$
$\square - \square = \square$	$\square - \square = \square$
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$\square + \square = \square$	$\square + \square = \square$
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