



Alexandra
Primary School

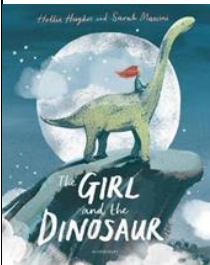
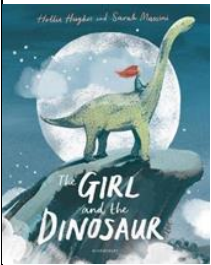
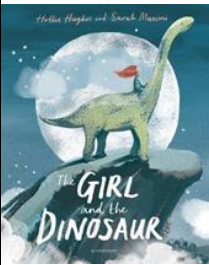
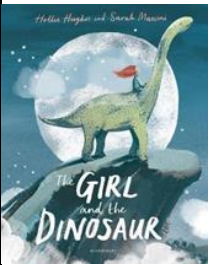
Aspire, Perform, Succeed

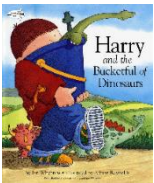
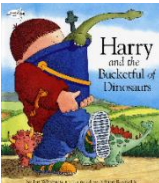
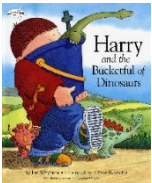
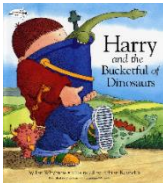
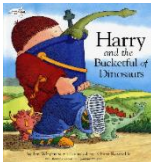
Year Group: 1

Week beginning: Monday 13th May 2024

Weekly overview of learning

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week

Year 1	Day 1	Day 2	Day 3	Comprehension
Reading text				
Reading LI	LI: (7) To identify relevant information from a text.	LI: (7) To identify relevant information from a text.	LI: (7) To identify relevant information from a text.	LI: To answer questions about a text
Reading Introduction and task	<p>Today we will bring all of our knowledge of the reading strategies to help us when answering questions about a text. Today we will read the text and discuss what it means, who the characters are and what happens.</p> <p>We will also think about any vocabulary we may not know and think about ways we can estimate what they mean without use of a dictionary.</p>	<p>Today we are going to recap the text we read yesterday and begin to answer questions. We will go through each question as a class and discuss how we can use the text to find the answers.</p> <p>Today we will answer the first half of questions about the text.</p>	<p>Today we are going to recap the text we read yesterday and begin to answer questions. We will go through each question as a class and discuss how we can use the text to find the answers.</p> <p>Today we will answer the second half of questions about the text.</p>	<p>We are beginning weekly comprehension lessons. These will help us to understand how to read and interpret questions about a text. Weekly we will go through a passage from the text: <i>The girl and the Dinosaur</i>.</p>

English LI	LI: To read and label features of a fact file	LI: To plan facts for a fact file	LI: To plan facts for a fact file	LI: To plan a fact file by boxing up	LI: To write a fact file
English Text					
Key vocabulary and key questions	<p>Key Vocabulary: Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p>Key Questions: What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of factfiles? What is a title? What is a subheading?</p>	<p>Key Vocabulary: Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p>Key Questions: What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of factfiles? What is a title? What is a subheading?</p>	<p>Key Vocabulary: Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p>Key Questions: What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of factfiles? What is a title? What is a subheading?</p>	<p>Key Vocabulary: Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p>Key Questions: What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of factfiles? What is a title? What is a subheading?</p>	<p>Key Vocabulary: Fact Fiction non-fiction Real Not Real Fact file Character Title Subheading Picture</p> <p>Key Questions: What is a fact? What is fiction? What is non-fiction? What is a fact file? What are the features of factfiles? What is a title? What is a subheading?</p>



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Weekly overview of learning

Introduction	Today we will be learning about fact files. We will learn what a fact is and the features including: heading, subheading, fact, pictures. This week we will be writing fact files on dinosaurs.	Today we will be thinking about facts. What facts are and how we can distinguish them from fiction and opinion. We will think about what facts we would like to find out for our dinosaur fact files.	Today we are learning about facts! We will think about what is a fact and what is not. We will emphasise the use of full stops when writing each facts. We will learn how we can research our own facts to use for a fact file.	Today we will be planning our fact files on dinosaurs. We will be thinking about the features and will remember the facts that we wrote yesterday. We will focus on making sure the facts go along with the subheadings.	Today we will be writing our fact file using our facts that we found this week. We will focus on using the correct features.
Activities	The task today read and label a fact file about Mary Anning.	Today we will be thinking of what we want to find out about our chosen dinosaur. We will think about how we will find that information.	Today we are going to write facts about our chosen dinosaurs. The children will use books from the library to find their facts.	Today we will be planning the fact file by boxing it up.	Today we will be writing the fact files on our chosen dinosaurs

Year 1	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To find half (practical)	LI: To find half (pictorial)	LI: To find half (quantity)	LI: To find half (reasoning)
Key vocabulary and key questions	<p>Key Vocabulary: half halves halving whole shape object</p> <p>Key Questions: How many parts have I split my object into? How can you show a half of something? How do you know if a shape is split into halves? How many halves make a whole? Can we count them?</p>	<p>Key Vocabulary: half halves halving whole one of two equal parts split shape object</p> <p>Key Questions: How do you know if an object or shape has not been split in half? Is there more than one way to show half of a shape or object? Is this the same for all shapes</p>	<p>Key Vocabulary: half halve halving quantity amount number equal</p> <p>Key Questions: How can we find half of an amount? How many groups do we need to share our amount between? How can you check that you have found half? How many equal parts should you have when you have split the objects in half?</p>	<p>Key Vocabulary: half halve halving quantity amount number equal reasoning</p> <p>Key Questions: How can you check that you have found half? How many equal parts should you have when you have split the objects in half? How many ways can you find half? Half of __ is __?</p>
Introduction	Today children will be introduced to finding a half. They will learn about this through shapes and different familiar objects. We will begin using vocabulary such as half, halves, halving and whole.	Today children will continue to find halves of objects and shapes. They will learn that a half is one of two equal parts. They will look at shapes that can be halved in more than one way.	Today children will use their learning about finding half of a shape or object, to find half of a quantity. We will practise finding the total amount and then sharing between two equal parts.	Today children will continue learning about halving of a quantity. They will look at a range of questions and see if they can work out the answers by giving reasons for their choices.
Activities	Children will practise finding a half of a variety of shapes and objects in the class. They will practise cutting these in half after folding them. They will count how many halves make a whole.	The children will look at examples of shapes that have been halved correctly and incorrectly and see if they can work out why. They will practise drawing a line to show a half of different shapes.	Children will practise finding half of a quantity by using a group of objects in the class such as cubes or counters. They will find the total amount and then share them into two equal parts to find a half.	Children will answer questions in their books on halving quantities. They will use stem sentences such as 'The total amount is __. Half of __ is __.' They will show their working out in their books by drawing out the quantities using dots or circles.

Reading	Science	History	RE
<p>Daily for 5-10 minutes</p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games or an online book from bug club. Continue to log into the online reading programmes and complete any tasks set for you on Bug Club, Reading Plus, Doodle English.</p> <p>Phonics APS Phonics- Phase 5 – Taught daily</p> <p>This week, the children will be continuing phase 5 alternative spellings. First, they will be shown the original graphemes and phonemes before moving onto the alternative spelling. The alternative spellings for this week are: oa, oo, Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative spellings. Finally, they will use their phonic knowledge to write word associated sentences. Friday's lesson will focus on tricky words and high frequency words.</p> <p>This week's tricky words are:</p> <p>This week's high frequency words are:</p> <p>Alternative spellings this week are:</p> <p>/oa/ spelt oe (as in toe)</p> <p>/(y)oo/ spelt ue (as in cue)</p> <p>/(y)oo/ spelt u-e (as in tune)</p> <p>/(y)oo/ spelt ew (as in stew)</p>	<p>LI: To compare different dinosaur diets</p> <p>Introduction: This week we will apply our prior learning on animal's teeth and their diets to dinosaurs!</p> <p>We will look at the diets of various dinosaurs and what sorts of teeth the dinosaurs had.</p> <p>Questions: What does carnivore/herbivore/omnivore mean? What food do different dinosaurs eat? Can you tell what sort of diet a dinosaur has by looking at their teeth?</p> <p>Key words: dinosaur, diet, food, herbivore, omnivore, herbivore, canine, incisor, molar.</p> <p>Task: Children are going to sort different dinosaurs into categories. They will think about their diets and what sort of teeth they had.</p> 	<p>LI: To learn about the Jurassic Coast</p> <p>Introduction: Last week we learned about Mary Anning. This week we are learning about the Jurassic coast! We will learn about where it is and why it is so special. We will learn that many fossils have been found there which is how it got its namesake.</p> <p>Questions: What is the Jurassic Coast? Where is the Jurassic Coast? Why do we think of Mary Anning when we think of the Jurassic Coast? Why is the Jurassic Coast special? What is a fossil?</p> <p>Task: Today the children are to answer the question... "If you found a fossil on the Jurassic Coast, what would you do?"</p> <p>Key Words: fossil bones Jurassic Coast Mary Anning</p>	<p>LI: To reflect on our Learning of Shabbat</p> <p>This term we are learning about Judaism. Today we will continue to learn about Shabbat. We will focus on why Shabbat is important to Jewish people and look at the Shabbat table.</p> <p>Today we are going to discuss what we have learned this half term and why Shabbat is important in the Jewish faith. The task is to think is for the children to think about how they would celebrate a special occasion with a class dinner</p> 



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
































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Week beginning: Monday 13th May 2024

Weekly overview of learning

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Art	PSHE	Homework																																				
<p><u>LI: To show our landscapes (Turner)</u></p> <p>Last week we drew our new landscape in the style of Joseph Turner. We only did the outline in pencil. Today we will complete our picture by painting them with watercolours.</p> 	<p><u>LI: To recognise my qualities as a person and a friend</u></p> <p>This week we are thinking about the qualities that we have as individuals and as a friend.</p>  <p><u>Introduction:</u> We will start with a game of 'Spin the Bottle'. If the bottle lands on you, you need to tell the other children something you enjoy doing and something that you are really good at.</p>  <p><u>Task:</u> To create a picture of yourself called 'The Incredible Me' Once you have drawn the picture, write a sentence such as, I am incredible because...</p> <p><u>Questions</u></p> <p>What does qualities mean? What are you good at? What do you enjoy doing? Is everybody incredible in some way? How can you make the best of your qualities?</p> <p><u>Key words</u></p> <p>Confidence, praise, qualities, skills, self-belief, incredible, proud.</p>	<p style="background-color: yellow; text-align: center;">Please complete the tasks in GC.</p> <p><u>Remember to read and practice your phonics every day.</u></p> <p>This week we learned about Mary Anning's home <i>The Jurassic Coast</i>. Draw a holiday poster giving facts about it! Use a lot of adjectives to make it sound amazing!</p>  <p style="text-align: right;">Please complete the phonics worksheet. Please remember to practice phonics daily!</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>bike</td><td>pine</td><td>kite</td><td>mic</td><td>fire</td><td>hive</td> </tr> <tr> <td>rice</td><td>five</td><td>nine</td><td>line</td><td>hike</td><td>diver</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	bike	pine	kite	mic	fire	hive	rice	five	nine	line	hike	diver																								
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