Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To understand the difference between fiction and non-fiction	**LI: To understand the features of a fact file**	**LI: To write facts about wolves (Starter - WTB)**	**LI: To box up a fact file on wolves**	**LI: To write a fact file about wolves**
Key vocabulary and key questions	**Key Vocabulary:** ● fiction ● non-fiction ● story ● book ● fact ● real ● information ● pretend **Key Questions:** ● What is a story? ● What does fiction mean? ● What does non-fiction mean? ● What is a fact? ● Is this real or pretend? ● How can we find information?	**Key Vocabulary:** ● fact ● fact file ● title ● subheading ● picture ● information ● non-fiction **Key questions:** ● What is a fact file? ● What is a title? ● What is a subheading? ● What do pictures show us? ● What facts can we find?	**Key Vocabulary** ● wolf ● wolves ● fact ● information ● fur ● meat ● pack ● habitat ● forest **Key Questions:** ● What do wolves look like? ● What do wolves eat? ● Where do wolves live? ● How do wolves live together? ● What is an interesting fact about wolves?	**Key Vocabulary:** ● plan ● fact file ● title ● subheading ● fact ● picture ● information **Key Questions:** ● What is our fact file about? ● What will our title be? ● What subheadings could we use? ● Which facts will go under each heading? ● What picture could we draw?	**Key Vocabulary:** ● title ● subheading ● fact ● picture ● capital letter ● full stop ● handwriting ● neat **Key Questions** ● Have I written a title? ● Have I used subheadings? ● Are my sentences facts? ● Have I used capital letters? ● Have I used full stops? ● Is my handwriting neat? ● Have I included a picture?
Introduction	Show the children a familiar storybook and a non-fiction book. Discuss: **Fiction:** A story that can be made up or pretend. **Non-fiction:** A book that gives us information about things that are real. Explain that **facts are things that are true**. Use simple examples: A wolf has four legs. → **Fact** A wolf can fly to the moon. → **Fiction**	Show the children a simple animal fact file. Explain: **A fact file gives us information about something real.** Look at the fact file together. Point out: ● **Title** – tells us what the fact file is about. ● **Subheading** – tells us what the next section is about. ● **Facts** – tell us true information. ● **Picture** – helps us understand what we are reading about. Repeatedly ask: Is this telling us a story or giving us information?	Recap simple sentences with the sentence train on WTB. Tell the children: Today we are going to become wolf experts! Look at photographs, pictures and simple information about wolves. Create a class wolf mind map. **Wolf Facts** Keep facts short and accessible: ● Wolves are mammals. ● Wolves have fur. ● Wolves have four legs. ● Wolves have sharp teeth. ● Wolves eat meat. ● Wolves live in groups called packs. ● Wolves can howl.	Before writers write, they make a plan. Show a simple **boxed-up plan**. **Our Wolf Fact File** **TITLE** **WOLVES** **WHAT DO THEY LOOK LIKE?** ● fur ● four legs ● sharp teeth ● long tail **WHAT DO THEY EAT?** ● meat ● animals **WHERE DO THEY LIVE?**	Model writing a short fact file. Think aloud: First, I need my title. I am going to write WOLVES. Then model a simple section: **What Do Wolves Eat?** Wolves eat meat. Think aloud: I need a capital letter at the beginning and a full stop at the end. **Oral Peer Editing** Before writing, children read their plan to a partner. Partner asks: ● Is it a fact? ● Have you got a capital letter? ● Have you got a full stop?

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

		Give children a large fact file. Work together to find and label: ● Title ● Subheading ● Fact ● Picture	● Wolves live in different parts of the world. **Oral Rehearsal** Children practice saying sentences with a partner: Wolves have fur. Wolves eat meat. Wolves live in packs.	● different parts of the world ● forests ● mountains **INTERESTING FACT** ● wolves live in packs ● wolves can howl **PICTURE** Draw a wolf. **Shared Planning** Complete one section together. Ask: Which fact should go here? Does this fact belong under what they eat or what they look like?	Keep this very simple and supportive.
Activities	Children complete a sorting activity, placing statements into: Adapted activity - less words	Children label a simple fact file for display. For example: **WOLVES** ← Title **What do wolves eat?** ← Subheading Wolves eat meat. ← Fact 🐺 ← Picture Can you find another fact in the fact file?	Children answer simple questions using sentence starters. **What do wolves look like?** Wolves have _____. **What do wolves eat?** Wolves eat _____. **Where do wolves live?** Wolves live _____. **Interesting fact:** Did you know _____? Provide word banks and sentence starters. **Word Bank:** wolf | fur | teeth | meat | pack | howl | forest | legs	Children complete their own boxed-up plan. For less confident writers, provide pictures and allow them to select and stick facts into the correct boxes. More confident children can write their own facts.	Children write their final fact file using their plan. They should include: **WOLVES** **What Do Wolves Look Like?** Wolves have fur. Wolves have four legs. **What Do Wolves Eat?** Wolves eat meat. **Where Do Wolves Live?** Wolves live in different parts of the world. **Interesting Fact** Wolves live in packs. **Picture:** Draw and colour a wolf.

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

Reading		
This week's reading focus is strategy 5 Notice a Breakdown		
LI: To identify ways of helping ourselves if we get stuck when reading.	**LI: To find the meaning of unfamiliar words in a story.**	**LI: To use a dictionary to find the meaning of unfamiliar words.**
In reading this week we will think about what we do if we do not understand a word or a piece of text. As a class we will discuss what we can do if we are ever stuck on a reading. We will also be introduced to dictionaries. The task today is to mindmap in our books different ways we can help ourselves if we can get stuck on a reading.	Today we will go further into dictionaries and their features. We will discuss what they are used for and how the words are in alphabetical order. With partners the children will be given a paragraph from the story The Smile shop and as a class we will discuss the words they don't understand.	Today the children will be given a piece of text written about *the Smile Shop*. Their task is to underline any words that they do not know the meaning of. As a class we will then discuss the meanings of these words using a dictionary.

Phonics
To say PGC for (s, a, t, p i, n, m, d, g, o, c, k, e, u, b, h, f, ff, l, ll, ss, j, v, w, x y, z zz, qu, ch sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur ow, oi, ear, air, ure, er)
To orally blend and segment.
To blend with letters for reading.
To segment for spelling.
To blend and read
To read phase 4 words
To read tricky words to, the no go, I, into, he, she, we, be, me , was, my, you, they, her, all, are, said, so, have, said, like, some, come, were, there, little, one, do, when, out, what

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To understand the part whole model (practical)	**LI: To complete a part whole model (practical)**	**LI: To use the part whole model (pictorial)**	**LI: To use the part whole model (numerical)**	**LI: To use the part whole model (numerical)**
Key vocabulary and key questions	**Key Vocabulary:** Part Parts Whole Part whole model Split **Key Questions:** What is a whole? What is a part? Can you split this whole into 2 parts? Is there more than one way you can split a whole number?	**Key Vocabulary:** Part Parts Whole Part whole model Complete Alternative **Key Questions:** Can you split this whole into 2 parts? Are there different ways you can split the whole number? Can you find the whole using 2 parts? Can you complete the missing parts?	**Key Vocabulary:** Part Whole Part whole model Complete Incomplete Check **Key Questions:** What is the whole? How many squares in each part? Have you checked the answer makes sense? Can you draw the missing squares?	**Key Vocabulary:** Part Whole Part whole model Label Number Represent **Key Questions:** Can you label this part-whole model? What is wrong with this part-whole model? What is missing from this part-whole model?	**Key Vocabulary:** Part Whole Part whole model Label Number Represent **Key Questions:** Can you label this part-whole model? What is wrong with this part-whole model? What is missing from this part-whole model?
Introduction	This week we are going to be learning about the part-whole model. Today we will look at what a whole and a part mean, before we try to split different whole numbers into 2 parts.	Today we will continue to use part whole models practically. We will recap on yesterday's learning. Today's focus is on completing the part-whole model. We will go through lots of examples together.	Today children will move to drawing their whole and parts in the part whole model. There will be examples to complete as a class. We will check each part-whole model makes sense once we have completed it.	Today we will move from drawing to labelling part whole models with numbers. We will count each part and whole carefully and add the numbers into the part whole model.	Today we will continue to label part whole models with numbers. We will carry on counting each part and whole and add the numbers into the part whole model. We will check our work.
Activities	In pairs, children will be given a part whole model and cubes or counters. They will have time to practise creating part whole models practically.	Children will be given incomplete part whole models. With cubes and counters, they will complete the missing parts and wholes. Remember to check your answers!	Children will be given part whole models to complete by drawing missing squares in the parts or whole. Make sure you are neat with your drawing so you can check your answers.	Children will attempt to count and label part whole models with numbers and then find missing parts and wholes by drawing and writing numbers.	Children will continue to count and label part whole models with numbers and then find missing parts and wholes by drawing and writing numbers.

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

Science

LI: To learn about the senses (smell)

Introduction
This week, the children will continue to develop their understanding of the five senses by focusing on the sense of smell. We will learn that we use our nose to detect different smells and discuss how smells can be pleasant or unpleasant. The children will also explore the connection between smell and taste and consider how these senses work together.

Task - The children will take part in a smell investigation using a range of familiar items, such as coffee, vinegar and garlic. They will use their sense of smell to try to identify each item and describe what they notice.

Key Vocabulary
Senses, smell, nose, scent, taste

Key Questions

1. Which part of our body do we use to smell?
2. What are our five senses?
3. Can you describe a smell?
4. How are smell and taste connected?
5. Can you identify something using only your sense of smell?

Computing

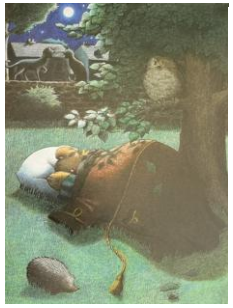
LI: To use mouse skills to draw and edit shapes.

In pairs, tell your partner five things you remember about creating your repeated patterns artwork. Take feedback.
Go through 'Shape Detectives'. In pairs take turns describing and guessing shapes. Show 'Squares with Concentric Circles' - using Sketchpad children will recreate this piece of artwork.
Log in and open Sketchpad. Model changing the background colour. Model how to use the shape selection tool to select a circle. Remember to hold the mouse button to drag and change its size. Show 'fill' and 'outline'. Demo drawing circles of different sizes and colours and then dragging and dropping them onto each other (starting with largest).
Art Gallery - children to go round and look at peers' work.

PSHE

LI: I can tell you why permission-seeking and setting boundaries is important. I can say no when something feels wrong or uncomfortable.

S- Children close their eyes and listen carefully. After a minute, discuss the sounds they heard and how they made them feel.
T- Look at p17 and Emotional Vocabulary Images. How could Me Bear be feeling? What makes you think this? How would you feel if you were in the garden by themselves at night, listening to all those noises?



O- I can tell you why permission-seeking and setting boundaries is important. I can say no when something feels wrong or uncomfortable.
R- Read the story and ask questions to develop understanding of vocabulary, retrieval and inference.
Y- Yes or No? - Read a situation and children move to either yes or no area. Discuss after each situation.
Remind children that saying no is okay when something feels wrong or uncomfortable and that seeking permission is important in showing respect for others. Listen to the 'Boundaries' song.

History

LI: To understand and learn about a significant person

This week, the children will be learning about Black History and an important person from the past, Rosa Parks. We will explore her life and learn about how she stood up for fairness and equal rights. The children will discover what Rosa Parks did, why her actions were important and why she is still remembered today.

Task - The children will label a picture of Rosa Parks and use simple words and sentences to show what they have learned about her. They will think about who Rosa Parks was, what she did and why she was important.

Key Vocabulary

Rosa Parks, Black History, past, fairness, equal rights,

Key Questions

1. Who was Rosa Parks?
2. What did Rosa Parks do?
3. Why was Rosa Parks important?
4. How did Rosa Parks stand up for fairness?
5. Why do we remember Rosa Parks today?

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

Religion and Worldviews

LI: To express ideas about what a creator might be like based on creation stories.

Use images of Hindu creation stories to tell your partner the story. Look at the image of a lady painting a portrait - what kind of person do you think the painter is? What are her talents? What makes you think this?
No one knows exactly how the world began. We all have different beliefs. Some Jewish, Christian and Hindu people believe in a god who created the world like the lady creating a picture. What do stories tell us about a god or creator? Children cut words that they think describe what God is like in the creation stories. Compare ideas with a partner and discuss.

Music

LI: To demonstrate an understanding of pulse through performances.

Play 'Name Game BT' and march to the pulse and clap 'We are Year 1, we have a lot of fun.'
Show 'Rhythm' and play 'Rhythm BT' - march to the pulse and play the rhythm for the first phrase. One half of the class sways to the pulse, the other half taps out the rhythms. Swap and repeat.
In pairs, one marches to the pulse, the other will sing the two rhythm phrases while playing the instrument. Repeat 4 times then swap roles. Different pairs to show the class Play 'Favourites Game 1 and then 2' Question the differences. Can they repeat but using a thinking voice.

PE – Outdoor

LI: To explore co-ordination and combination jumps

In this unit, children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. They will work collaboratively with others, taking turns and sharing ideas.

PE - Dance Energy (Indoor)

LI: To copy, repeat, create and perform actions

In this dance unit, children will begin to explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. They will copy and repeat actions, linking them together to make short dance phrases. They will work individually and with a partner to create ideas in relation to a given theme. They will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

Art

LI: To create a self-portrait inspired by different artists.

Introduction - This week, the children will bring together everything they have learned about Frida Kahlo and Yayoi Kusama to create their own unique self-portraits. We will be encouraging the children to think carefully about their artistic choices.

Task - The children will begin by carefully drawing their self-portraits, considering their facial features, proportions and the artistic styles of Frida Kahlo and Yayoi Kusama. They will then choose whether to use paint or colouring pencils to complete their final artwork, applying the skills and techniques they have developed throughout the topic.

Key Vocabulary

1. Self-portrait
2. Primary colours
3. Secondary colours
4. Colour mixing
5. Artistic techniques

Key Questions

1. What is a self-portrait?
2. How can we take inspiration from Frida Kahlo and Yayoi Kusama?
3. How can we use colour to express ourselves?
4. Will you choose paint or colouring pencils for your self-portrait, and why?

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

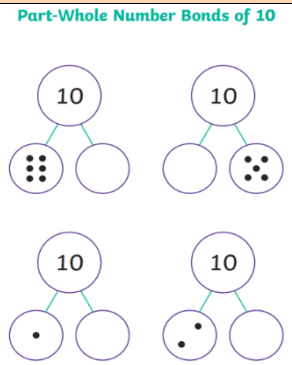
Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

Homework

Some activities will be uploaded to google classroom. Please complete and either take a photo of the work and upload it or if you can, complete it on Google classroom.

Maths



This week in maths, the children have been learning about part-whole models and how numbers can be split into different parts.

For homework, the children should complete the worksheet by finding the missing numbers in each part-whole model.

Reading

Remember to read every day!
Take time to read and enjoy your reading books and other books you have at home.
Make sure you find the correct page in your planner and ask an adult to help you write the name of the book and how well you read.
Log in to Bug Club and read a selection of books. Answer any questions carefully and completely!

Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 05.10.26

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. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week. If you have any questions about the homework, please email the Year 1 team on year1@alexandra.hounslow.sch.uk

English	Spelling
This week in English, the children have been learning about wolves and writing their very own fact files! For homework, we would like the children to become wolf researchers! With some help at home, they should research and write five interesting facts about wolves. Encourage them to discover some exciting information about where wolves live, what they eat and how they behave. The children should also draw and colour a picture of a wolf to accompany their facts. Once completed, homework can be uploaded to Google Classroom, sent via email or brought into class. We look forward to discovering all the fascinating wolf facts the children find!	We will now be sending spelling words home each week. The words can be found glued into the children's planners. Please encourage the children to practise their spellings daily to help build their confidence and spelling skills.