Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 1 Week beginning: 7.9.26

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 year1@alexandra.hounslow.sch.uk

	Monday	Tuesday	Wednesday	Thursday	Friday
English	To learn how to present my work	To learn about nursery rhymes	To act out a nursery rhyme	To learn about rhyming words	To find the rhyming words in a nursery rhyme
Key vocabulary and key questions	**Key Vocabulary:** Presentation Handwriting Alphabet Lined paper Capital letter Full stop **Key Questions:** How do I write neatly? How do I write on the lines? How do I present my work?	**Key Vocabulary:** Nursery Rhyme Song Music Rhythm Rhyme Presentation Handwriting Alphabet Lined paper Capital letter Full stop **Key Questions:** What is a nursery rhyme? What is a song? What is a poem? How do I write neatly? How do I write on the lines? How do I present my work?	**Key Vocabulary:** Nursery Rhyme Song Music Rhythm Rhyme Acting Actions **Key Questions:** What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? How do I create actions for a nursery rhyme?	**Key Vocabulary:** Nursery Rhyme Song Music Rhythm Rhyme Acting Actions **Key Questions:** What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? What are rhyming words?	**Key Vocabulary:** Nursery Rhyme Song Music Rhythm Rhyme Acting Actions **Key Questions:** What is a nursery rhyme? What is a song? What is a poem? How do I act out a nursery rhyme? hyming words?
Introduction	Today we will discuss how we present our work. We will talk about what it means to write neatly on lined paper and how to write with the correct size.	Today we will be introduced to nursery rhymes! We will talk about why they are important and why they are still taught today. As a class we will discuss what our favourite nursery rhymes are before looking at a few different examples.	Today we will be acting out a nursery rhyme! We will discuss what acting is and what it means to create actions to go along with a poem. We will review some of the nursery rhymes that we looked at yesterday.	Today we will use our actions to act out Humpty Dumpty. We will then learn about rhyming words! We will learn that the ending of the words are the same so that they make the same sound! As a class we will have a go at rhyming different words.	Today we will use our actions to act out Humpty Dumpty before recapping what rhyming words are. As a class we will have another go at rhyming different words.
Activities	In our books we will independently write the date. We will practice writing in our books by writing our weekend news.	In our books we will independently write the date and LI before saying what our favourite nursery rhyme is. We will then draw an accompanying picture.	The task today will be to create actions for Humpty Dumpty as a class. We will then perform our actions to our friends in groups.	The first task today is to match up the correct rhyming words. The second task is to rhyme different words by writing the words in the correct box.	The task today is to find the rhyming words in the nursery rhyme of Humpty Dumpty and other nursery rhymes.

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Reading		
This week's reading focus is strategy 1 - Making Connections		
LI: To make connections. Introduce 'The Sile Shop'. Discuss what they can see on the front cover. What do they think about the title. Talk about when they have been to a shop – what did they get? Have they ever been to a market? What was it like, what did they get? Children to draw a picture of a time when they went to the shops or market.	**LI: To make connections.** Look at front cover of 'The Smile Shop'. Discuss what they can see on the front cover. Do they know any other stories about going to the shops or the market? Why do you think we read stories about the market or shops? Discuss with partner what it is like going to a market or the shops.	**LI: To make connections.** Look at front and back cover of 'The Smile Shop'. Discuss what they can see. Look at the main character – look at his facial features. What do you think he is thinking about? How do you think he is feeling? What sort of book do they think this will be – happy, sad, adventure, fantasy? Discuss with partner.
Phonics		
To say PGC for s, a, t, p i, n, m, d, g, o, c, k ck, e, u, r, h, b f, ff, l, ll, ss **To orally blend and segment.** **To identify vowels and consonants.** **To blend with letters for reading.** **To begin segmenting for spelling and writing.** **To begin reading and writing captions/sentences – phase 2 with some phase 3.** **To read/write/recap tricky words I, go, no, to , the. Teach: Said**		

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Maths				
	Monday	**Tuesday**	**Wednesday**	**Thursday**
Maths	**LI: To count objects from a larger group**	**LI: To represent objects**	**LI: To recognise numbers as words**	**LI: To count on from any number**
Key vocabulary and key questions	**Key Vocabulary:** count, objects, check, correct, number **Key Questions:** How many objects are there? If I move them around, are there still the same amount? Count and check. Does it matter which object you count first? How do you know which objects you have counted and which you have not counted? Did you need to count them all? How many are left?	**Key Vocabulary:** Represent, Number, Object, Count, cube, circle **Key Questions:** What number does this represent? Can you count from 1 to 10? Can you represent these objects by drawing circles? How many circles shall we draw to represent 3 dinosaurs? Is this correct? How can you tell?	**Key Vocabulary** Numerals, numbers, greatest, smallest, match **Key Questions:** How many words can you match to the numerals? Which ones are left? Which word begins with the letter "n"? Which numeral does this match? Which word begins with the letter "z"? Which numeral does this match? Does the greatest number always have the most letters in the word? Does the smallest number always have the fewest letters in the word?	**Key Vocabulary:** Start, number, counting, on, add, numerals, ten **Key Questions:** What number are you starting from? What number comes next? If I add another counter, what number is shown? If I add another counter, what number is shown now? Do you always need to start at zero to count to 10? Which numbers did you not need to say? Why?
Introduction	Today, we continue to count objects, but this time children will be asked to count a specific number of objects from a larger group. This requires children to be more organised and careful when counting.	Today we are going to represent numbers with objects. We will practise counting objects and drawing circles to represent them. We will check if we have drawn the right amount.	Today, we will learn to recognise each numeral up to 10 as a word. At this point, children are not expected to write the words independently. Instead, they use matching activities to help build recognition and confidence.	Today, we will practise counting on from any number while staying within 10. Being able to count on is an important skill to develop in preparation for addition, where children can start with an amount and count on to get the total.
Activities	From a larger group, children select a given number of objects and count them out. When asked "How many?", they should be able to recall the final number they said. Children will be challenged to say how many items are left over (not selected/circled).	Children will be given a set of pictures, and they will represent the pictures by either using cubes or counters or by drawing circles. For example: a picture of 5 squirrels needs to have 5 counters/cubes/circles.	Read One Fox by Kate Read. This tells the story of a hungry fox visiting a hen house. It helps children to associate each numeral with an image and the word to represent it. Children will match numerals to words. In our books, we will write out all the numbers and words from 0 to 10 together.	Together, children will complete number tracks up to 10. They will choose a number, add a counter to that number and add on from there until they get to 10.

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Science

LI: To learn about the human body

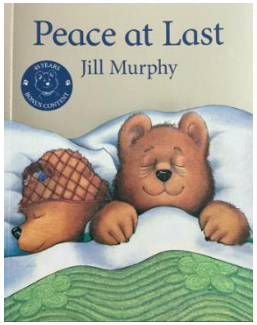
Introduction:
This week we will learn about the human body. We will learn about different body parts and their functions.

Task:
The task today will be to match and label different body parts to the correct name. Key questions: Why is it important to learn about the body? What are the different body parts? What do different body parts do?

Key words:
Head, Nose, Mouth, Shoulder, Foot, Arm, Hand

PSHE

LI: To explain why I need enough sleep.
Revisit Ground Rules.



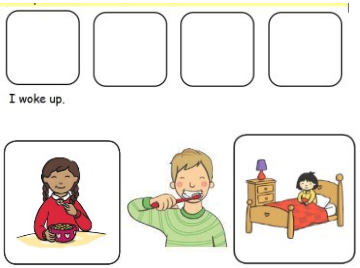
S- Children imagine being in a forest gazing up at the stars, yawn and stretch. Repeat. Discuss when else we could use this.
T- Look at the front cover. Who could the Bears be? Look at Emotional Vocabulary Images. How could the Bears be feeling? How do you know?

O- I can explain why I need enough sleep.
R- Read the story and answer questions to develop understanding of vocabulary, retrieval and inference.
Y- Sleep Superpowers - why was Mr Bear so tired? Discuss how sleep gives us energy to play, learn and be happy. Children can write or draw their superpower when they get enough sleep, inside a star. Create a class poster that emphasises that sleep is essential for being their best every day.

History

LI: To understand the past

Introduction: This week we will introduce the subject of history and learning about the past. We will introduce the terms 'past' and 'present.' We will then look at the history of ourselves by thinking of the day and discuss what has already happened. We will discuss the sequence of events of the day.



Task: Look at and sequence a range of events that have already happened in chronological order.

Key questions
What is history?
What is the past?
What is present?
What does sequencing mean?
How do I sequence events in order?

Key vocabulary
Past, history, events, happened, past tense, chronological.

Music

LI: To use my voice and hands to make music.

Discuss rhythm. Play 'My name is...' Discuss how many sounds in the names. Discuss what is meant by pulse. Play 'I like…. Yum. Yum, yum.' 'This is…. We are friends.' Sing 'Twinkle, Twinkle and then again clapping along to the pulse.

Recap what is pulse 'heartbeat' of the music.

Computing

LI: To log in to a computer and access a website

Before logging in to our computers, we will explore what common household objects might contain a computer.
We will practise using a mouse and pressing the 'Enter' key on a keyboard before logging in to our computer using our class username and password.

We will then access the website 'Sketchpad' and explore what we can do on it. We will practise selecting different types of brushes as well as using the star tool (choosing different shapes), choosing colours and erasing mistakes or things we no longer want in our drawing.

Reading

Daily for 20 minutes
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.

Phonics

APS Phonics- Phase 2 and 3 recap.

This week we will be recapping on the phonemes previously taught in Reception with a focus on j,v,w, x,y,z, zz,qu. We will continue to use phase 2 and phase 3 phonemes/graphemes to segment and blend words.

The tricky words for this week are: have and so.

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RE	PE	Art
LI: To show respect when talking about big ideas **Introduction:** Discuss 'truth, proof, believe, respect and belief'. Read statements and discuss which we believe, disbelieve or not sure about. Discuss what good listening is and what is good about thinking differently. Explain that in future lessons we will learn about things people believe and how they show their beliefs. Explain 'Religion and Worldview'. Introduce the 'Wonder Box' and how it is to be used.	**Fundamental Skills** **L.I. To explore balance, stability and landing safely** Throughout this term, the children will develop skills required in Fundamentals. This week we will be exploring jumping and landing with two feet through different games. Pupils discuss the following questions: What can you do to jump further? How can you keep balanced when you land? Reminder: Earrings and other form of jewellery are not to be worn during PE lessons. **Dance Energy** **LI: To use counts of 8 to move in time and make my dance look interesting** In this dance unit, children will begin to: -use counts -copy, remember and repeat actions -move confidently and safely -use different parts of the body in isolation and together -work with others to share ideas and select actions	**LI: To create a self-portrait in the style of an artist (Frida Kahlo)** Today we will learn about the artist Frida Kahlo. This week we will learn about who she was and what she did. We will learn about the impact that she had on the art world. We will then recap what self-portraits are. This week, we will begin to create our self-portrait in the style of Frida Kahlo. We will think about how we draw ourselves and how we can create a background.

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Homework

Reading:

Remember to read every day!
Become familiar with your new pupil planner. Have a look through all the fantastic resources it has. 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.

English: What do you think will happen in this story?

'When Dragons are Dreaming' by James Mayhew.

Make a prediction based on the title and front cover.

Remember to read and practise your phonics every day.

Phonics:

Have a look at the Reading section above. Look out for these graphemes/ phonemes when you are reading and writing.

You can use this link to recap on reinforce the previous learning.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw

Have a look at Phase 2 sounds and read the captions below:

I can see the tent on top of the hill.

I felt the wind on my skin.

I went on a hunt to find the nest.

I got lost in the damp woods.

"I just need a bit of help with the tent," she said.

He said he will help me.

Have a go at writing these sentences.

Have a look at Phase 2 tricky words.