Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 14.9.26

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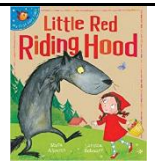
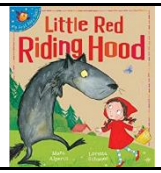
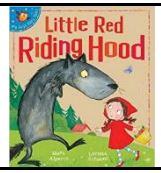
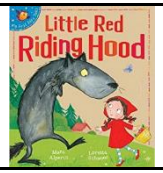
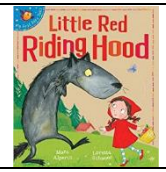
English	Monday	Tuesday	Wednesday	Thursday	Friday
English	**LI: To visualise the story of Little Red Riding Hood**	**LI: To act out the story of Little Red Riding Hood**	**LI: To sequence the story of Little Red Riding Hood**	**LI: To retell the story of Little Red Riding Hood**	**LI: To edit my work**
					
Key vocabulary and key questions	**Key Vocabulary:** visualise, story, book, front cover, back cover, author, image, picture, description **Key Questions:** Who are the characters in the story? Where does the story take place? What can you **see, hear and imagine** in each part of the story? What do you think the setting looks like? How do you imagine the characters look and feel? Which parts of the story create the strongest picture in your mind?	**Key Vocabulary:** story, acting, book, front cover, plot, characters **Key Questions:** Who will you need to act out the story? How can you use your **voice, face and body** to show a character? How would Little Red Riding Hood speak? What about the wolf? How can you show how a character is feeling without using words? What should happen in each scene? How can we work together to make our acting clear to the audience?	**Key Vocabulary:** story, acting, book, front cover, plot, characters, sequence **Key Questions:** What happens **first**? What happens **next**? What happens **after that**? What happens at the end? How do you know which event comes first? What would happen if we changed the order? Can you use sequencing words such as **first, next, then, after that, finally**?	**Key Vocabulary:** story, acting, book, front cover, plot, characters, sequence, full stop, capital letter, finger space **Key Questions:** Who are the main characters? Where does the story happen? What happens at the beginning, middle and end? What is the main problem in the story? How is the problem solved? Can you retell the story without looking at the book? What details must you include to make your retelling make sense?	**Key Vocabulary:** story, acting, book, front cover, plot, characters, sequence, full stop, capital letter, finger space **Key Questions:** Does my writing make sense when I read it back? Have I used **capital letters and full stops** correctly? Have I checked my spelling? Have I missed out any words? Can I improve any of my vocabulary? Have I used the correct tense? What is one thing I can improve? How do I know my work is finished and ready to share?
Activities	Today, we will be introduced to the text that we will be looking at over the next couple of weeks: *Little Red Riding Hood.* We will discuss the front cover and what we can see. We will then make predictions on what will happen as a class. We will talk about visualising the story and what it means to see an image in our heads. We will then practise visualising descriptions of the setting and characters.	Today we will be acting out the story of *Little Red Riding Hood.* We will discuss acting and what it means to create actions to go along with a story. We will discuss the plot of the story and will think about who the characters are.	Today we will be going more in depth in our discussion of the plot of *Little Red Riding Hood*. We will recap the story by acting it out before talking about what it means to put a sequence of events in order. This will help us when we retell the story in order tomorrow.	Today we will be retelling the story of *Little Red Riding Hood.* We will recap the story by acting it out and looking at the sequencing, we did yesterday. We will talk about the plot of the story in groups with our friends as this will aid us in our independent writing. We will talk about what can help us when writing independent sentences; that we need to sound out the word, use finger spaces, capital letters and full stops.	Today, we are going to edit. Read what you have written so far in your head. Check for any spelling mistakes and that you have remembered your full stops and capital letters! We call this editing. We will talk about what can help us when writing independent sentences; that we need to sound out the word, use finger spaces, capital letters and full stops.

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Reading		
This week's reading focus is Reading Strategy 2: Prediction		
Today we will be making a prediction on the book *Smile Shop*. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading. The task today is to discuss what we think may happen in the story with our friends.	Today we will be making a prediction on the book *Smile Shop*. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading. The task today is to draw a picture on what we think may happen in the story.	Today we will be making a prediction on the book *Smile Shop*. We will discuss what a front cover of a book is and how it can help us discover what the book is about. We will discuss what a prediction is and how they help our reading. The task today is to write a few sentences saying what we think may happen in a story.
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 , as, my, you, they, her, all, are, said, so, have, said, like, some, come, were, there, little, one, do, when, out, what		

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Maths					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Maths	**LI: To represent numbers to 10**	**LI: To count one more**	**LI: To count forwards**	**LI: To count backwards**	**LI: To count backwards**
Key vocabulary and key questions	**Key Vocabulary:** Represent Number Object Same Different Count **Key Questions:** What number does this represent? What is the same about these objects? What is different? Can you count from 1 to 10?	**Key Vocabulary:** Count Number One more Objects Number line **Key Questions:** What is one more than X? What number is next? One more than X is 3. What is the number?	**Key Vocabulary:** Count Forwards 1-10 Number line Represent **Key Questions:** What happens when you count forwards? What number is next? What number is missing? Can you count forwards from 1-10?	**Key Vocabulary:** Count Backwards 10-1 Number line Represent **Key Questions:** What happens when you count backwards? What number comes before X? What number is missing? Can you count backwards from 10 -1?	**Key Vocabulary:** Count Backwards 10-1 Number line Represent **Key Questions:** What happens when you count backwards? What number comes before X? What number is missing? Can you count backwards from 10 -1?
Introduction	Today we are continuing to represent numbers with objects. We will practise counting objects and writing the correct number.	Today we are going to practise counting one more. We will count lots together using different pictures, objects and a number line.	Today we will be practising counting forwards. We will look at examples of pictures representing numbers and at number lines.	Today we will practise counting backwards from 10-1. We will look at examples of objects as well as practising using number lines.	Today we will continue to practise counting forwards and backwards. We will continue to look at examples of objects as well as practising using number lines.
Activities	The children will be given pictures and they will count how many objects there are and represent that object with circles or counters in a line.	The children will count 'one more' by looking at pictures. Then they will count 'one more' by looking at numbers on a number line.	The children will be counting forwards and finding the missing numbers using pictures of objects and then using a number line.	The children will be counting backwards and finding the missing numbers using objects and number lines.	The children will consolidate their learning on counting backwards and forwards.

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Science

My Body

LI: To explore what parts of our bodies we use for different activities

In today's lesson, we will explore what parts of our bodies we use for particular tasks and activities.

First, we will identify parts of the body based on only seeing a small section of the part!

We will consider that sometimes we use more than one part of our body to carry out an activity (like running or reading, for example). We will identify which parts of the body we use together to carry out some activities.

Then, we will carry out some simple tasks (write a word, look out the window, hop on one foot, smile at your partner etc) and identify which body parts we used to complete each task.

For our main task, we will carry out some everyday activities and identify which parts of our body we use. We will write these down carefully in our Science book.

As a final challenge, we will discuss how we often use different parts of our bodies at the same time. Children will be challenged to rub their tummy and pat their head at the same time. Then they will try to draw a figure 8 with their foot while drawing a 6 in the air with their finger. Children will be given some time to practise these tricky activities!

PSHE

LI: To know strategies to manage feeling tired.

S- Explain that just like Mr Beat, our bodies sometimes need to relax before we can focus or sleep. Children stretch up for the stars and then wrap their arms around them in a bear hug. Do some gentle body twists as though trying to get comfortable.

T– Look at p3 and the Emotional Vocabulary Images. How could each bear be feeling? What makes you think this?

O- I can tell you some strategies to manage feeling tired.

R- Read the story and ask questions to develop understanding of vocabulary, retrieval and inference.

Y- Tiredness Toolbox - Discuss how we all feel tired sometimes and we need ways to manage it. Children decorate an envelope and then on small pieces of paper write or draw strategies they can use when they feel tired. Place them in their envelope.

History

LI: To identify changes between the past and present

Introduction: This week we will be learning more about the history of ourselves. We will think about what we were like as we have aged. We will think about what we did as a baby and compare it to how we are now.

Task:

LI: To identify changes between the past and the present

Past	Present
Baby	Now

Key questions: How have you changed from past to present?
What did you do as a baby that is different to now?
What were you like when you were in nursery?
What were you like when you were in reception?
Have your likes and dislikes changed?
How have you grown?

Key words:
Past, present, future,

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Religion and Worldviews	PE	Art
LI: To identify what creation means in relation to the natural world. What does it mean to believe? What is proof? discuss. children to complete 'Knowledge Catcher.' What do we mean by 'natural' and 'man made'? Discuss. Sort the pictures into natural and man made. Display 'Creating' - who is the creator? How might the creator feel? Have you ever felt like this? How would you treat something you had created? Display 'Natural Wonders' - who or what do you think created these things? Do you have any ideas about how the world began?	**Fundamental Skills (Outdoor)** **LI: To explore how the body moves differently when running at different speeds** 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.	**LI: To create a self-portrait in the style of artists. (Frida Kahlo)** Today we will continue to learn about the artist Frida Kahlo. This week we will recap 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.
Computing	**PE - Dance**	**Music**
LI: To log in to a computer and access a website. Complete Knowledge Catcher. Children then sketch and label a picture of a computer - make a list of key words. Give children 'Home Equipment' and as a group cut and sort - electrical, room, material, etc. Discuss choices. As a class sort computer/not computer. Address misconceptions. What similarities can you spot between the objects? Where can you find computers, and how different can they look? What do you think a computer looks like now? Would you make any changes to your drawing? What uses a password? Why do we use passwords? Show children how to log in. Recap how to use a mouse and a keyboard. Demo how to open Google and search for Sketchpad. Demo brush tool - children to experiment for a few minutes. Demo shape tool - children to experiment for a few minutes. Which tool do you think we could use to remove mistakes? Which was your favourite tool? Why? Demo how to log off, children to log off.	**Dance Energy (Indoor)** 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 to provide feedback, beginning to use dance terminology to do so.	**LI: To keep a pulse and show a sound pattern using bodies.** Remind children that the pulse is the steady beat in music- fast or slow but always there. Listen to 'You've Got a Friend in Me' and sway and tap knees to the pulse. Play 'Name Game ET' and clap rhythm and sway to the pulse. All children introduce themselves using a speaking voice. Play 'Favourites Game BT' 'This is ____, we are friends' - clap rhythm and march to the pulse. In pairs practise the lyrics while marching to the pulse. Children watch a simple body pattern. What stayed the same? How many movements before the change? Order of the movements? Play 'Pulse Keeping 1 and repeat body patterns 4 times to pulse. Repeat for 'Pulse Keeping 2' What was the difference between the two patterns.

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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 unless you have been asked to write your answers.	
Writing	**Reading**
Google classroom We have been reading 'Little Red Riding Hood' this week. What food items would you take to granny if you were Little Red Riding Hood? Cut out which ones you would like to give to her and stick them in your basket. Write a list of the items you are going to give to granny.	Remember to read every day! 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. 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.
Maths	**Phonics / Writing practise**
My Maths Log on to My Maths and try to complete the two tasks set.	**Google classroom** Read each of the following sentences aloud. Repeat each sentence until you can 'hold' it in your head and say it from memory. Then practise writing each sentence from memory. Did you use the correct grapheme for each phoneme (sound)? 1. I like the chest on the shelf. 2. She said it was in the tent. 3. I felt the wind in my hair. 4. He said he went to see her.