Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 21.9.26

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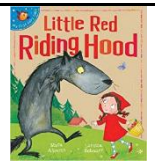
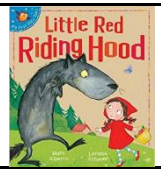
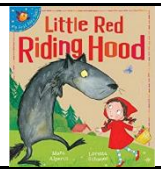
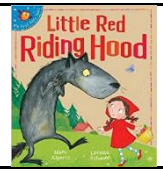
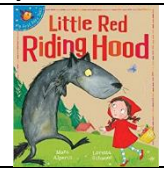
English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To write simple sentences	**LI: To create a new character**	**LI: To write character description**	**LI: To sequence a story**	**LI: To create our own version of the story**
					
Key vocabulary and key questions	**Key Vocabulary:** Story, Book, Front Cover, Back Cover, Author, image, Picture, Description, Self-portrait, Adjectives, character, **Key Questions:** What is a sentence? How can we describe a character? What does our new character look like? How does our character behave? What words could we use to describe their appearance and personality? Can we think of some interesting adjectives instead of using the same words? Show a simple sentence and explain that a sentence needs a subject (he, she, they, character's name) and then what they are doing. Practise some examples using pictures on the flip chart. Look at the character of LRRH and start to write simple sentences together about her.	**Key Vocabulary:** Story, Book, Front Cover, Back Cover, Description, baddie/villain, Adjective, character, **Key Questions:** What adjectives can we use to describe a character? Which words best help the reader imagine our character? How can we organise our ideas in a mind map? Can we use our adjectives in a complete sentence? How can we make our sentences more interesting? What is the difference between describing what a character looks like and how they behave? Can we use adjectives to help the reader understand our character? How might Little Red Riding Hood feel when she meets this character?	**Key Vocabulary:** Story, Book, Story, Front Cover, Plot, Characters, Description, sequence, **Key Questions:** What happens at the beginning, middle and end of the story? What are the key events in *Little Red Riding Hood*? How will our new character change the original story? What does it mean to sequence a story? What does 'boxing up' a story mean? How can boxing up help us organise our writing? Which events must stay the same and which can we change? What will happen when Little Red Riding Hood meets our new character?	**Key Vocabulary:** Story, Acting, Book, Story, Front Cover, Plot, Characters, Sequence, **Key Questions:** What happens at the beginning of our version of the story? Who are the main characters? Where does the story take place? What happens when Little Red Riding Hood enters the woods? How will we introduce our new character? What does our new character say or do? How can we use adjectives to describe the character? Are our events in the correct order? Can we use full sentences and interesting vocabulary?	**Key Vocabulary:** Story, Acting, Book, Story, Front Cover, Plot, Characters, Sequence, full stop, capital letter, finger space, **Key Questions:** What have we already written in the beginning and middle? What happens next in our version of the story? How will the problem be resolved? What will happen to Little Red Riding Hood and the new character? How will our story end? Does our ending make sense with what we have already written? Have we included the important events? Can we improve our writing by adding adjectives, detail or interesting vocabulary? Have we checked our punctuation and sentence structure?
Activities	We will be looking at some pictures of characters from Little Red Riding Hood and we will practise writing simple sentences about them.	Today we are going to continue going more in depth into character description and adjectives. We will mind map different adjectives to describe a character before thinking of sentence structure to write descriptive sentences.	Today we are going to sequence the story of Little Red Riding Hood including the new 'bad' character. We will recap the story by reading and acting it out. We will then discuss what boxing it up means and how this strategy can help us in our writing. This week we will be doing a precursor to boxing it up where the children will be given a completed sequencing sheet to look at while changing their own.	Today we are going to write the first half of our version of the story of Little Red Riding Hood with the new 'baddie'. We will act out the story before discussing what happens in the beginning and middle.	Today we will write the second half of our version of Little Red Riding Hood. We will go over what we did yesterday. Children will be able to re-read what they have already written, some reading what they had completed in front of the class. They will be able to think about what they will need to work on going into the second lesson.

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Reading		
This week's reading focus is strategy - Reading Strategy 3 Visualisation		
Today we will be learning about visualising a text. We will learn about how visualising a text can help us in our reading and memory of a story. Task: We will practise visualising the story by drawing images based on description	Today we will recap our learning on visualisation, what it means and how we do it. We will then practise visualising a description of a place. Task: The task today is to visualise and draw an image of the city based on a description.	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 , was, 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
	LI: To count one less	**LI: To compare groups one-to-group**	**LI: To compare using < > =**	**LI: To compare numbers using < > =**	**LI: To compare numbers using < > =**
Key vocabulary and key questions	**Key Vocabulary:** Count One less Smaller Fewer Number line **Key Questions:** What is one less than x? How can we find one less? What does one less look like if we drew it? Can you find one less?	**Key Vocabulary:** Count Compare Enough Too many Not enough **Key Questions:** How many X are there? Is there enough for each object? Are there too many? How can we compare two groups?	**Key Vocabulary:** Count Compare Greater than Less than More than Fewer than Equal to **Key Questions:** What does greater than mean? What does less than mean? What does equal to mean? What does this look like in two groups of numbers?	**Key Vocabulary:** Count Compare Greater than Less than More than Fewer than Equal to **Key Questions:** What does greater than mean? What does less than mean? What does equal to mean? What symbols can we use to show these words in a maths question?	**Key Vocabulary:** Count Compare Greater than Less than More than Fewer than Equal to **Key Questions:** What does greater than mean? What does less than mean? What does equal to mean? What symbols can we use to show these words in a maths question?
Introduction	Today we are counting one less with numbers up to 10. As a class, we will be practising finding one less using objects and pictures, number lines and word problems.	Today we will be comparing groups of objects. We will look at lots of examples where there are the same amount and then we will look at examples where there are too little or too many.	Today we will begin comparing numbers using new vocabulary; greater than, less than and equal to. We will practise comparing numbers by using objects. We will also use number lines and dice to help us.	Today we will continue comparing numbers using 'greater than' 'less than' or 'equal to'. We will then learn about the maths symbols that represent these words and practise using them in a range of questions.	Today we will continue comparing numbers using 'greater than' 'less than' or 'equal to'. We continue learn about the maths symbols that represent these words and practise using them in a range of questions.
Activities	Children will try to find one less in a group of objects. Then they will try to find one less on a number line and finally one less in a word problem.	The tasks today will be to look at groups of objects and work out if there are the same, not enough or too many.	Children will be working in pairs today. They will each roll a dice and then compare the numbers and use 'greater than' 'less than' or 'equal to'.	The children will practise using the new maths symbols < > = in different questions, using objects, number lines and word problems.	The children will practise using the new maths symbols < > = in different questions, using objects, number lines and word problems.

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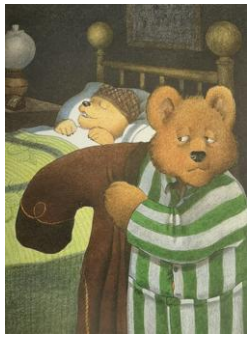
Science	PSHE	History
LI: To learn about the senses (Sight) Do you know what the five senses are? Children to think, pair, share their ideas, then go through the explanation on the slides. Over the next few lessons, we will be exploring each of the different senses. Today we will be looking at the sense of sight. Which part of our body do we use to see things? -Why do you think being able to see things is important? Children to think, pair, share their ideas, then go through the information on the slides. -What is your favourite thing to see in the world? Today children will look extremely carefully around the classroom to see what they can find. They will be working in pairs or small groups to find objects of a certain colour. When finished, children can then share what they found with the rest of the class. What do you think happens when you close one eye? Does it make it easier or harder to see things? Does it make any difference? Give children some time to explore this, then discuss ideas as a class.	**LI: To explain what helps me to get a good night's sleep.** S- Discuss that some people count sheep to help them get a good night's sleep. Children close their eyes and imagine a fluffy white sheep jumping over a fence. Count the sheep quietly and slowly. When could you use this strategy? T- Look at p9 and Emotional Vocabulary Images. How could Mr Bear be feeling? What makes you think this?  O- I can tell you what helps me to get a good night's sleep. R- Read the story and ask questions that develop understanding of vocabulary, retrieval and inference. Y- A Perfect Night's Sleep - children to draw and label a bedroom with the perfect atmosphere for getting a good night's sleep. Children then explain, to the class, what they have drawn and why.	**LI: To compare schools from the past with the present** Introduction: This week we will be comparing schools from the past with schools in the present day. We will discuss what children learnt in school and how it differs from today's lessons. We will discuss how school look different today than how they looked in the past. Challenge: How have schools changed from past to present? Today we will be creating a Venn diagram looking at the differences and similarities between schools now and in the past. Key words: Past, present, future

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Religion and Worldviews	PE – Outdoor	Art
LI: To recognise that some people believe God created the world by listening to the Jewish and Christian creation story. Look at the images - decide which is the odd one out. Why? (natural/man made) Explain the meaning of scripture. Explain Christian Worldview and Jewish Worldview. Discuss the Torah and the bible. The first story in both is about how the world began. Watch the 'Jewish and Christian creation story.' ask key questions to develop vocabulary, retrieval and inference. Give out 'Numbers' and children to decorate to show what happened on each day. Recap who might believe this story. Discuss what God is like in this story. In pairs, use the numbers to retell the story. Is this story similar or different to your ideas about creation?	**LI: To explore changing direction and dodging. Fundamental Skills (Outdoor)** 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.	**To draw a self-portrait (Yayoi Kusama)** Today we will be looking at the artist Yayoi Kusama. We will learn about her love for shape (particularly circles), her history and what has made her a successful artist. We will then be creating a self-portrait based on her work. This week we will be doing the outline of the portrait before painting next week.
Computing	**PE - Dance**	**Music**
LI: To develop mouse skills In this unit, children will gain experience in: -using computers more purposefully -logging in and navigating around a computer -dragging, dropping, clicking and controlling a cursor using a mouse -using software tools to create art on the computer	**LI: To use simple movements to create a dance.** 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.	**LI: To explore using a thinking voice to show pulse.** Play 30 seconds of 'Can't Stop the Feeling' and children use body movements to show the pulse. Play the song again but stop the music but children continue showing the pulse with their bodies. Look at the 'Heart Mat', children practise speaking their name in time with the pulse whilst pointing to a different heart on the mat for each beat. Perform as a continuous class. Ask key questions. In pairs with the 'Heart Mat' practise saying the rhyme while the other points to the hearts. Then use a thinking voice for the rhyme but still pointing to the hearts.

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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.

Writing

We have been learning to write character descriptions using simple sentences.

Write 5 sentences about a character from 'Little Red Riding Hood.'

For example:

1. _____ wears _____.
2. She has _____ eyes and _____cheeks.

Reading

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.**
User name e.g. fred.313_hh9g There is an underscore after the 313. Then it is hh9g, which is the school code.

Password: _____

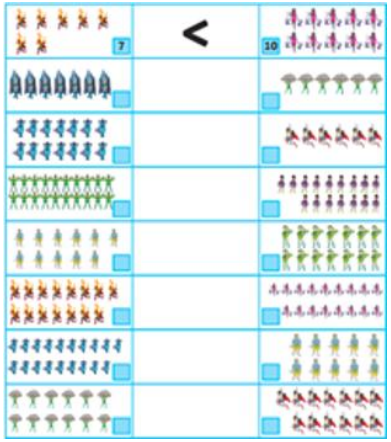
Become familiar with your new pupil planner. Have a look through all the fantastic resources it has. Take time to read and enjoy your reading books and other books you have at home.

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.

Match upper case and lower-case letters (Google Classroom)

Drag each lower case (small) letter so that it is underneath the matching upper case (capital) letter! Do not forget to 'submit' your task once complete.

Maths (My Maths and Google Classroom)

My Maths
Counting backwards lesson
Counting objects lesson
Counting backwards from 10 activity.

Google classroom:
Complete the worksheet.
Fill in the missing symbol (< > =)
for each number sentence.
Do not forget to 'submit' your task once complete.