Weekly Overview

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 1
Week beginning: 28.9.26

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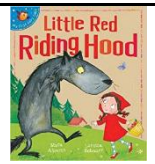
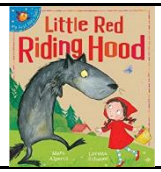
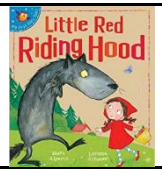
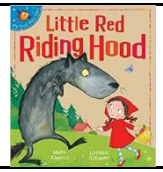
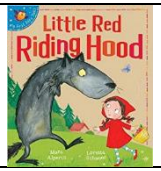
English	Monday	Tuesday	Wednesday	Thursday	Friday
	To understand adjectives	To describe Little Red Riding Hood using adjectives	To create a story map	To create our own version of LRRH	To create our own version of LRRH
					
Key vocabulary and key questions	**Key Vocabulary** adjective, describing word, big, small, tall, short, happy, sad, hot, cold, soft, hard, red, blue **Starter –** What can you see? Show the children an object, such as a teddy bear. Ask: What is it? What does it look like? Can you describe it? Collect words such as **brown, soft, big, fluffy**. Explain that words that describe a noun are called **adjectives**. Ask children to identify the describing word. Use the sentence frame: **The _____ noun.** For example: **The fluffy cat.** **The small house.** Give children a picture of an animal or classroom object. On whiteboards, challenge them to think of **3 adjectives** to describe it. For a dog: 🐶 **big – brown – fluffy** For a flower: 🌸 **pink – pretty – small**	**Key Vocabulary** adjective, describe, girl, Little Red Riding Hood, red, young, kind, happy, brave, small, little, pretty, friendly, caring WTB to be used today. Show or draw a simple object, such as an apple. Ask: • What colour is it? • What size is it? • What does it feel like? • Can you describe it? Build a list: **green – shiny – round – juicy –big** Today we are going to be adjective detectives and use adjectives to describe a very famous story character. Show a picture of Little Red Riding Hood. Ask: **What can you see?** Encourage children to talk about what she **looks like** and what she **might be like**. Explain that we can use adjectives to describe **appearance** and **personality**. Display some words and sort into adjectives and not adjectives. Which ones would describe Little Red Riding Hood? ***Use sentence train on WTB to recap simple sentences.*** Model how to turn adjectives into a sentence. Start with: **Little Red Riding Hood is _____.** Little Red Riding Hood is **_____ and _____**.	Re-read the story. Act out the story. Put the pictures in the correct order. Remind children of their new character they created last week. Today we will use the same setting of the woods, but we will add in our new character instead of the wolf. Think about what your new character will do to cause a problem for LRRH. Teacher model with the character of the snake. Use language such as First, then, next, after that, finally, Remember capital letters and full stops.	Return to story sequence. Talk to partner and explain orally what happens in your story. Teacher talks through shared sequence with the snake. Shared write of the beginning and middle of the story. Finish where the snake causes a problem for LRRH.	Return to story sequence. Recap what happens in your story. Continue the rest of the story. Shared write of the resolution and end of the story.

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Activities	Give children sentences with a missing adjective. The _____ dog barked. I saw a _____ butterfly. The _____ castle was on the hill. A _____ fish swam in the pond. Adapt: Children draw an object or animal and write **three adjectives** around it. Example: **A dinosaur** 🦕 **green**, **big** and **scary**	Children write a description of LRRH. Support – focus on what she looks like. Extension – include what she looks like and how she acts.	Children complete a story sequence for their new story of LRRH.		

Reading

This week's reading focus is strategy 4 Identify important words and phrases

LI: To identify the key information in a text. Today we are learning how to pick out key information in a text. We will learn how to highlight important information that may help us when answering questions. The task today is to answer questions about the text including: Who are the characters? What is the setting? What happened to the boy What did the man in the shop do? What happened at the end of the book?	**LI: To identify the purpose of a text.** Today we are going to identify the purpose of the text. We will think about who this book was written for and why. The task today is to discuss the importance of this text and why it is good to learn in school.	**LI: To identify the important parts of a text to help us to summarise.** Today we will recap what a summary is. We will then reread the book *The Smile Shop* and go over the major plot points. The task today is to summarise the text on a piece of paper for display.

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 order groups	**LI: To count forwards on a numberline (practical)**	**LI: To count forwards on a numberline**	**LI: To count backwards on a numberline**	**LI: To count backwards on a numberline**
Key vocabulary and key questions	**Key Vocabulary:** Greatest Smallest Order Groups **Key Questions:** What does greatest mean? What does smallest mean? Can you order the numbers greatest to smallest? Can you order the numbers smallest to greatest?	**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 Forwards 1-10 Number line Represent **Key Questions:** What happens when you count forwards? What number is missing? Can you count forwards from 1-10? How many jumps are there between 4 and 8?	**Key Vocabulary:** Count Backwards 10-1 Number line Represent **Key Questions:** What happens when you count backwards? Can you count backwards from 10 -1? How many jumps are there between 8 and 3?	**Key Vocabulary:** Count Backwards 10-1 Number line Represent **Key Questions:** What happens when you count backwards? Can you count backwards from 10 -1? If I count back 5 jumps from 9, what number do I land on?
Introduction	Today children will learn about ordering groups of numbers to 10. They will discuss what the words greatest and smallest mean before ordering numbers.	Today we will be practising counting forwards. We will look at examples of numberlines and how they look. We will create a human numberline in the class.	Today we will continue to use number lines. We will practise counting forwards on a number line. We will look at how we can jump forwards and practise finding out which number we land on.	Today we will practise counting backwards from 10-1. We will look at examples of counting backwards on a number line. We will practise jumping in different amounts to see what number we land on.	Today we will continue to practise counting backwards from 10-1. We will look at more examples of counting backwards on a number line. We will practise jumping in different amounts to see what number we land on.
Activities	In groups the children will look at groups of objects, they will practise ordering numbers greatest to smallest and smallest to greatest.	Children will practise using a numberline and finding numbers on the numberline. They will use cubes to cover different numbers and guess which number is hidden.	Children will answer questions in their books. They will fill in missing numbers. Then they will count how many jumps between 2 numbers.	Children will be counting backwards on numberlines in their books. They will jump backwards from a certain number and see what number they land on.	Working in pairs, children will continue to count backwards on numberlines. They will jump backwards from a certain number and see what number they land on.

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Science

My Body

LI: To explore the sense of touch

First, we will recap what the five senses are.
Which part of your body would you use to see things? Recap the sense of sight from previous lesson.

Today we are going to be exploring the sense of touch. Which part of our bodies do we use to touch things?

Children will be provided with a variety of different objects to touch. They will spend some time feeling the different objects and together we will generate words to describe how the different objects feel (soft, hard, rough, smooth etc).

As their main independent task, children will feel a range of objects and use a bank of words to describe how each object feels.

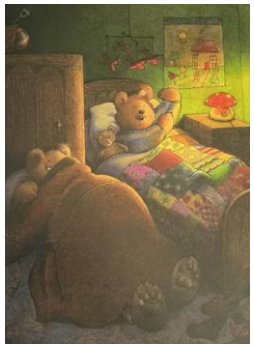
Those who complete this task will be asked to organise the objects into groups depending on how they feel. Is there more than one way to do this?

Whole-class discussion:
We think of our hands as being the only thing we use for our sense of touch but our whole bodies can feel things. What does it feel like to jump into a swimming pool? What does it feel like to slide into a hot bath? What does it feel like to lie in the sunshine?

PSHE

LI: To tell ways I can help myself when I feel fidgety.

S- Discuss how taking deep breaths can help us to feel calm. Breath in slowly through our noses and then breath out slowly through our mouths. Repeat. How did it make you feel? When else could you use this?
T- Look at p11 and Emotional Vocabulary Images. How could Mr Bear be feeling? Why? Have you ever felt like Baby Bear when you've been in bed?



O- I can tell you some ways to help myself when I get fidgety.
R- Read the story and ask questions to develop understanding of vocabulary, retrieval and inference.
Y- Children to try all the fidget stations - star jumps, scribbling fast, breathing, running on the spot, shaking the whole body. Discuss which they felt would help them and why.

History

LI: To compare toys from the past with the present

Introduction:

This week we will be comparing toys from the past with the present. We will look to see what they are made of and how they differ to the materials used today. We will discuss plastic toys and how they are a newer invention. We will talk about what children liked to play with and compare them to today' s toys.

Task: working in groups to sort toys from the past and present.

Challenge: Are there any toys we use from the past now?

Key words:
Past, present, future,

Religion and Worldviews

LI: To recognise that there are different creation stories to show how the world began.

Display 'Making links'. Discuss what links they can find between the images. Recap what creation story we heard last week.
Explain the Hindu worldview. Watch 'Hindu creation story'. Are there any similarities between this story and the Christian/Jewish creation story? Discuss. In pairs tell one thing that you found interesting and one question you still have about the story.
Give out 'A Hindu creation story Images'. Children cut out the images and order them. What do Hindus call God when he creates? What other names for god do they have? Powers for each?
Sort images - Christian/Jewish or both or Hindu. Discuss how the story is similar or different to your idea about creation?

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Music

LI: To play short rhythms in time with the pulse.

Play 'Happy' and children will march to the pulse, stop the music but children will continue to march to the pulse.
Play 'Pulse Keeping 1', children sway to the pulse. Give each child an instrument and they need to copy different patterns shown.
Look at 'Rhythms' - sway to the pulse while speaking the rhythm phrases. Ask key questions. In pairs children sway to the beat, speaking and tapping out the rhythm. Repeat for 'Rhythm 2'. Then repeat for 'Pulse Keeping 2' and both rhythm phrases.
Children sway to the pulse of 'Pulse Keeping 1 'and show rhythms.

Computing

LI: To develop mouse skills.

Children tell their partner everything they learnt about Sketchpad. Take feedback.
Display 'Digital Artwork'. What is the same in the four images? What do you think was used to create each piece of artwork? Explain that a lot of modern art is created on computers. You are going to create your own piece of digital artwork.
Log in and open Sketchpad. Demo how to change the background colour - children to choose a colour. Demo how to create a repeated image and children to do it step by step. Show how to stretch, resize or rotate images. Explain how to use the undo tool. Children then open a new document and create.
Children to peer assess - WOW/NOW. Log off.

PE – Outdoor

LI: LI: To explore jumping, hopping and skipping actions

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 in the style of an artist. (Yayoi Kusama)

Key Vocabulary
self-portrait • artist • Yayoi Kusama • dots • circles • pattern • shape • colour • colouring pencils • repeat • portrait • artwork

Today we will continue learning about the artist Yayoi Kusama, who is famous for using bold colours, repeated shapes and, most importantly, dots in her artwork. We will explore how Kusama uses pattern and colour to make her artwork exciting and unique.

Today we will complete our Kusama-inspired self-portraits using colouring pencils. We will think carefully about our choice of colours and use our pencils neatly to colour our portraits and repeated spotty patterns. We will then share our finished self-portraits and look at how we have been inspired by Yayoi Kusama.

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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.	
Maths	**Reading**
We have been working with number lines in our Maths lessons. They help us to count forwards and backwards as well as helping us to see which number is greater or smaller (comparing) and to order numbers. We would like you to create your own number line. Start at 0 and stop at 10. You can decorate it with your favourite things. Make sure you space the numbers out evenly and label them carefully. 	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!

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English	Science
We have been reading, exploring and retelling 'Little Red Riding Hood' in class. We would like you to retell the story in writing! Think about the characters, the setting and the descriptive words you can use. It would be helpful to write the beginning, middle and end. Plan each sentence before you write it down to ensure it makes sense and is in sequence. 	Complete the wordsearch to find names of parts of the body. You will find this on Google classroom. Draw around the letters which spell each part of the body. Take a picture of your work and either upload to Google classroom – don't forget to click 'Turn in.' Or, email it to the year group email year1@alexandra.hounslow.sch.uk