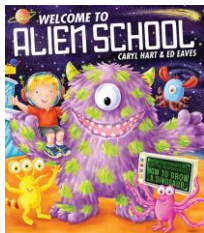
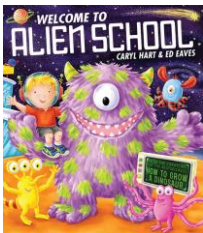
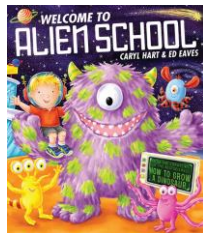
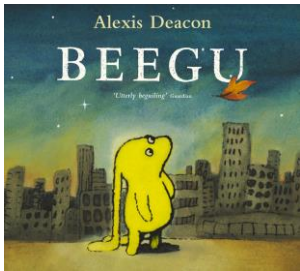
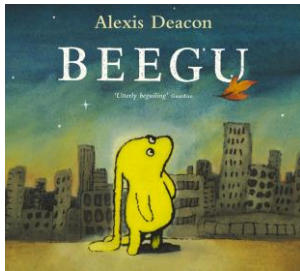
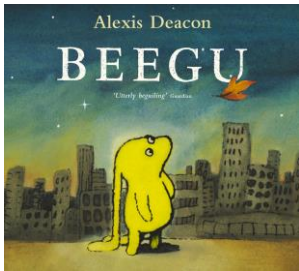
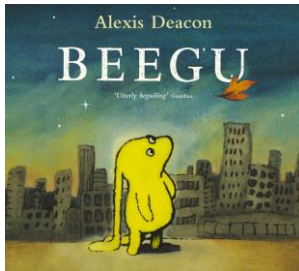
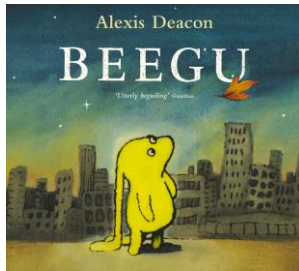


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Year 1 Weekly overview	Tuesday	Thursday	Friday
Reading text	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>
Reading LI	LI:(strategy 1) To make links to events in a text and events in real life	LI: To compare a text to another	LI: To identify a theme of a text
Reading Introduction and task	<p>Today we are going to be introduced to our new reading text for this half term: <i>Welcome to Alien School</i>. We will discuss the front cover and what we see. From the title we will be able to assume that the story takes place at school and will therefore connect the text to our experience at school.</p> <p>The task today is to pretend that you are writing to an alien and to write a description of Alexandra Primary School. You will write about what the school is like and what we do!</p>	<p>Today we are going to make connections to texts that we may know. We will talk about other alien stories and what they are about.</p> <p>The task today is to talk to their partner about an alien story that you know.</p>	<p>As a precursor to making a prediction next week we will look at the front cover of the book. By looking at the front cover we will discuss if we can think of the theme of the book. We will decipher the image to determine if the book's theme could be about adventure, friendship, family, growing up etc.</p>

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English	LI: To form a prediction	LI: To read and act out a story	LI: To visualise the story of Beegu.	LI: To sequence the story of Beegu	LI: To retell the story of Beegu
English Text					
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> story plot character beginning middle end acting prediction</p> <p><u>Key Questions:</u> What is a prediction? How do I predict a story? What is a story? What can a title tell us about a story?</p>	<p><u>Key Vocabulary:</u> Story Character Acting Beginning Middle End Setting Acting</p> <p><u>Key Questions:</u> What is the story of <i>Beegu</i> about? Who is Beegu? What is the beginning, middle and end of the story? Why do we act out the story?</p>	<p><u>Key Vocabulary:</u> Story Character Acting Beginning Middle End Setting Visualise Storymap Sequence</p> <p><u>Key Questions:</u> What is the story of <i>Beegu</i> about? Who is Beegu? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? How can I sequence a story?</p>	<p><u>Key Vocabulary:</u> Story Character Acting Beginning Middle End Setting Visualise Sequence</p> <p><u>Key Questions:</u> What is the story of <i>Beegu</i> about? Who is Beegu? What is the beginning, middle and end of the story? Why do we act out the story? What does visualise mean? Why do we visualise a story? How can I sequence a story?</p>	<p><u>Key Vocabulary:</u> Story Character Acting Beginning Middle End publish decorate neat</p> <p><u>Key Questions:</u> What is the story of <i>Beegu</i> about? Who is Beegu? What is the beginning, middle and end of the story? How do I retell a story in writing? How can I use my story map to help me in retelling the story?</p>

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Introduction	Today we are going to be introduced to our new book for this term <i>Beegu</i> . We will discuss what we see in the front cover and what it can tell us about the story. We will discuss what a prediction is and how we can predict what will happen in the story. We will understand that a prediction is a good guess based on evidence.	Today we are going to read the story of <i>Beegu</i> . We will discuss our predictions and talk about what we got right and what was different. We will then create actions to go along with the story to help us remember the plot.	Today, we are going to visualise the story. We will read a passage and we will draw a picture about what they heard.	Today we are going to reread and act out the story of <i>Beegu</i> . We are then going to talk about why the sequence of the story is important in helping us remember the plot. We will talk about what happens in the beginning, middle and end of the story as well as who the characters are. We will write and sequence the story	Today we are going to retell the story of <i>Beegu</i> . We will read and act out the story to help us remember what happens in the beginning, middle and end. We will then look at the story maps that we created yesterday and talk about how they can help us when writing our stories.
Activities	In our books we will form predictions about what will happen in the story. We will write strong well-structured sentence on what we believe may happen.	The task today is to act out and create actions for the story of <i>Beegu</i> .	The task today is to visualise a passage in the story and draw a picture. Then we are going to write about it.	The task today is to sequence the story by drawing a story map. The children will write about what happens at different points in the story making sure they include the different characters.	The task today is to retell the story of <i>Beegu</i> in our own words. We will focus on correct sentence structure and punctuation as well as the plot of the story.


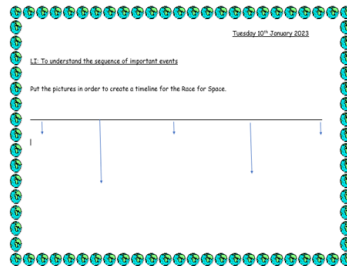

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Maths	Monday	Tuesday	Wednesday	Friday
	LI: To find number bonds up to 20 (practical)	LI: To find number bonds to 20 (practical)	LI: To record number bonds to 20	LI: To systematically record number bonds to 20
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Number bonds Adding Counting Number Addition</p> <p><u>Key Questions:</u> How many ways can you make a number? What happens if you swap the numbers round (commutative)? Can you be systematic?</p>	<p><u>Key Vocabulary:</u> Counting on Adding 0-20 Number bonds</p> <p><u>Key Questions:</u> How do you count on? How many ways can you make 20? Did you find them all? Can you use your number bonds to 10?</p>	<p><u>Key Vocabulary:</u> Adding Number bonds Counting 0-20</p> <p><u>Key Questions:</u> What strategy could you use to find number bonds to 20? What number bond can you see? Can you use the number bonds to 10 to help you?</p>	<p><u>Key Vocabulary:</u> Adding Number bonds Counting 0-20 systematic represent commutative</p> <p><u>Key Questions:</u> What number bond is represented in this picture? How do you know you have found all the number bonds? What is the same/different? (Commutative)</p>
Introduction	Today we are continuing to learn about number bonds to 20. We will be thinking about all the different ways to add two numbers together.	Today we will continue finding number bonds. We will focus on making number bonds to 20. We will practise calling them out and playing games to reinforce the number facts.	Today children will continue creating number bonds to 20. They will use their knowledge from yesterday and from their number bonds to 10 to help them answer questions.	Today children will see that working systematically helps them to find all the number bonds to 20. They will use their knowledge of number bonds up to 20 to help them.




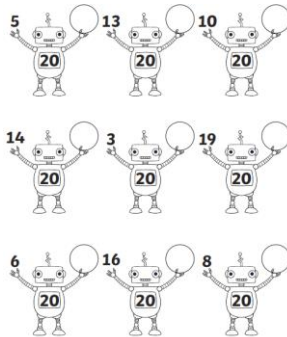
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Activities	In pairs, children will be finding number bonds up to 20. For example: how many ways can you make 12? Children can use cubes, counters and ten frames to help them.	Today the children are going to use a range of resources to create number bonds to 20. They will record their work on their whiteboards.	Today children will record number bonds to 20 in their books. They will practise by filling in missing numbers in number sentences.	In their books, children will answer questions and record the number bonds to 20 systematically.
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Reading	Science	History	RE
<p><u>Daily for 20 minutes</u></p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u> <u>APS Phonics- Phase 5 – Taught daily</u></p> <p>This week, the children will continue learning phase 5 phonics. The focus will be on alternative pronunciations such as: i, o, a, u. Next, children will practise segmenting and blending to be able to read words and sentences containing these graphemes. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>The tricky word for this week is: water, where and who.</p> <p>The high frequency words this week are: Revisit and review all phase 5 HFW taught so far. Sounds to practise this week:</p> <p>Alternative pronunciations: i (as in find) /igh/ o (as in cold) /oa/ a (as in acorn) /ai/ u (as in put) /oo short/</p>	<p><u>LI: To learn about different materials.</u></p> <p>Introduction: This week we will be learning about the different materials around us.</p> <p>Task: We will be discussing different materials and where we can see them and how we use them. Children will sort objects with materials and challenge themselves by identifying everyday objects and what materials they are made from.</p> <p>Key questions: materials objects wood plastic glass metal water rock</p>  <p>Key Questions: What are objects? What is a material? Can you name different materials?</p>	<p><u>LI: To understand the sequence of important events</u></p> <p>Introduction: This week we will be starting our new topic 'Space.'</p> <p>Task: Children will create a timeline of important events that took place to allow humans to travel to space.</p> <p>Key words: Space Timeline</p>  <p>Key questions: Have you ever thought about how people started to learn about Space? Have you thought about how Space was discovered?</p>	<p><u>LI: To discuss how Jesus showed friendship in Bible Stories.</u></p> <p>Introduction: This week we are learning about friendship in Bible stories. We are going to listen to the story of Zacchaeus and how Jesus showed friendship to him.</p> <p>Task: Children will retell the story using pictures and words. They will think about how Jesus showed friendship and if it was easy to do this.</p> <p>Key Questions: How did Jesus show friendship? Was it easy to do this?</p> <p>Key Words: friend, friendship, easy, difficult</p> 

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DT	PSHE	Homework
<p><u>LI: To create concept art of our space buggy.</u></p> <p>Last week we learned about space buggies and what they do in space. We then designed our own! This week we will learn about concept art, what it is and why it is made. We will then create concept art based on our buggies. This will help finalise their designs.</p> 	<p><u>LI: To set a goal and work out how to achieve it</u></p> <p>This week as part of our new topic on 'Dreams & Goals' we will be sharing our ideas of how to set a goal and the steps we need to take to achieve it.</p> <p><u>Introduction:</u> This week we will start with a game of "There's a Space on my Right" followed by the "For Me" song.</p> <p style="text-align: center;"></p> <p><u>Task:</u> This week's task is to complete the following questions:</p> <ol style="list-style-type: none"> 1. What is your goal at school? 2. What steps will you have to take to achieve this goal? <p>Once complete draw a picture of the steps you took to get to the end goal.</p>  <p><u>Key questions:</u> What is your goal? What do you want to achieve this year? What steps will you take to achieve your goal?</p> <p><u>Key Vocabulary:</u> goal, learning, stepping stones, process, garden, dreams, achieve, work, take, need, focus, determination.</p>	<p><u>This week we would like you to complete the following tasks:</u></p> <p>In Science: This week in science we have been looking at different materials. Can you find things around your house that are and from: Metal, wood, plastic and glass. Draw and label what it is made from. Example: Table and chairs</p> <p><u>In Maths:</u> We would like you to complete this worksheet on number bonds to 20.</p>  <p>Once you have finished, try writing your number bonds to 20 systematically. e.g. $0 + 1 = 20$ $1 + 19 = 20$</p>