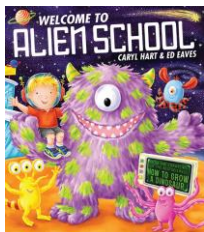
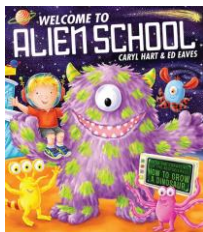
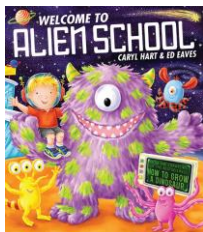


Year Group: 1

Week beginning: 8th January 2024

Weekly overview of learning

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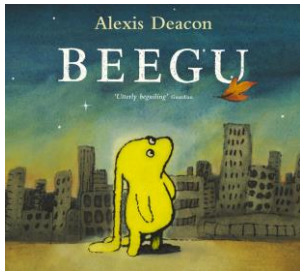
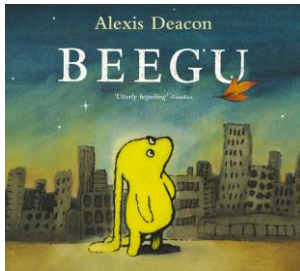
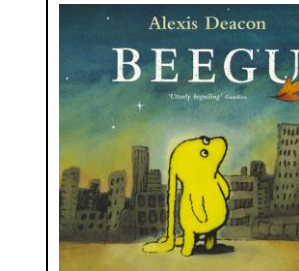
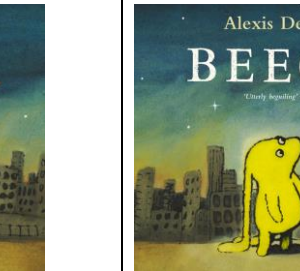
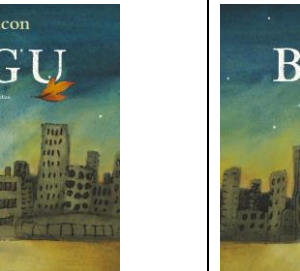
Year 1 Weekly overview	Monday	Tuesday	Wednesday
Reading text	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>	 <p>Welcome to Alien School</p>
Reading LI	LI:(strategy 1) To make links to events in a text and events in real life	LI: To compare a text to another	LI: To identify a theme of 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 write an alien story that you know on your whiteboards before reading it to a friend.</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	To read and respond to poetry.	LI: To recognise rhyme in a poem.	LI: To use adjectives to visualise a poem.	LI: To plan a poem about an alien	LI: To perform a poem about an alien.
English Text					
Key vocabulary and key questions	Read, respond, like, dislike, favourite. What is the poem about? Which is your favourite poem? Why? What is a poem? What will we expect to find in a poem?	Rhyme, rhythm, humour. Syllable. What is the poem about? Which is your favourite poem? Why? What does rhyming mean? Can you think of some examples of words that rhyme?	Adjectives, describe, description, colour, size, noun, visualise, visualisation. Can you visualise what the Alien looks like? Can you use adjectives to describe the nouns?	Rhyme, adjectives, simile, substitute, change, structure.	Performing Act out Confident performance

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Introduction	<p>Explain that the topic this term is all about Space and that today they will be reading some Space poems.</p> <p>Pick out a poem to read and model how to share your thoughts about a poem using the poetry review sheet.</p> <p>What do they notice about the poems? (Funny, rhyme)</p> <p>Make a list of what they spot to make a features list of poetry for the working wall.</p> <p>Which ones do they like best? Why?</p>	<p>Some of the poems you read yesterday rhymed. What does rhyming mean? Can they think of some examples? Model by colouring the rhyming in the poem in 'The Alien in our Bin.' Use a different colour for each new rhyme.</p> <p>CT or TA to add some of the words to sugar paper to start collecting rhyming words.</p>	<p>What is an adjective? Have some sentences on the board and children help you select the adjectives in the sentence. Model one first.</p> <p>Read 'The Alien' by Julie Holder again as a class. Imagine what the alien looks like and ask the children to help you draw a picture of what they think the alien looks like using the adjectives that tell us what they look like. Label the picture with the adjectives, e.g. pink hair, green knees. Can the children think of different ideas to describe an alien? E.g. green hair, purple hands. Extend more able by thinking of adjectives other than colours e.g. spotty ears, long legs,</p>	<p>Read 'I'd like to meet an alien' – Can the children identify the adjectives in this poem? Add some more words to the word bank for the working wall. Identify any words they do not know – neat – an American way of saying great or good. Explain that they will be starting to plan a poem about an alien. Have the structure on the IWB of 'The Alien' poem they read yesterday with gaps and complete using their own ideas as a class. Recap rhyme and adjectives. Elicit ideas by asking questions such as, what else can be round other than the moon? e.g. football. This is an example of a simile because I am comparing one thing to another. Example of class poem could be:</p> <p>The Alien Was as round as a ball, Four legs he had And his ears were the biggest of them all. His hair was red, And his knees were green, He was the strangest thing I'd ever seen, As he jumped into his rocket, He looked at me – And put me in his pocket!</p>	<p>Remember how to perform well- loud voice, confidence, and actions, involve the audience. Tell the children you will read a poem twice. Ask what the difference is between the first reading and the second.</p> <p>Model reading a poem by not performing well. Monotone, no actions, quiet, lacking confidence.</p> <p>Model again with all the features of a good performance.</p> <p>Children practise performing their poems in a small group or pairs.</p>
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Activities	Children to complete the response to poetry review sheet.	<p>Task 1: Play a game of rhyming pairs. Children turn over two cards at a time, say the words out loud and see if they rhyme. Record examples of rhyming words. What do they notice about the rhyming words? (Sound the same but can be spelt differently, or follow the same spelling pattern) MA play odd one out rhyme strip. Spot the odd one out. Can they think of another word that rhymes with the odd one out? Record the words on sugar paper so they can use them during the week.</p> <p>Task 2: Highlight the rhyming words in as many poems as they can. Record the rhyming words for a bank of vocabulary to use about Space.</p>	Children to draw a picture of a new alien that they will include in a poem tomorrow. Label the alien with adjectives to describe it. The face can be square, triangular or round! Prompt them to use their imagination. Start to think about what words will rhyme with the adjectives and nouns, e.g. green, seen, pink, think, long, song.	Based on their picture of a new alien from yesterday, the children are to substitute words with their own ideas to follow the structure of the poem. Children may need help with rhyme. Remind them to use their rhyming words and adjectives word bank.	<p>Children finish writing the poems if they have been unable to finish and then perform their poems to the class.</p> <p>While the performances are happening, other children can draw the alien and visualise the character from the children's descriptions.</p>
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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To add by counting on (within 20) practical	LI: To add by counting on (within 20)	LI: To add ones using number bonds (practical)	LI: To find and make number bonds to 20
Key vocabulary and key questions	<u>Key Vocabulary:</u> Add Counting on Number card Dice 0-20 <u>Key Questions:</u> How do we count on? What number do you start with? Does the number get bigger or smaller?	<u>Key Vocabulary:</u> Counting on Numberline Adding 0-20 <u>Key Questions:</u> How would you find the answer? How many do you have altogether? How do you count on?	<u>Key Vocabulary:</u> Adding Number bonds Counting 0-20 <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?	<u>Key Vocabulary:</u> Adding Number bonds Counting 0-20 <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)
Introduction	Today we are learning how to count on with numbers up to 20. We will practise doing this as a class with number cards and dice.	Today we will continue adding by counting on. We will use numbers between 0 and 20 and different images and word problems. We will also practise using a numberline.	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 to 10.	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.
Activities	In pairs, children will be given number cards to 20 and a dice. They will choose a number card and then roll the dice. They will then try to count on to find the total.	Today the children will answer a range of questions in their books. They will also use numberlines to count on.	Children are going to use a range of resources to create number bonds to 20. They will record their work on their whiteboards.	In their books, children will answer questions and record the number bonds to 20 systematically.

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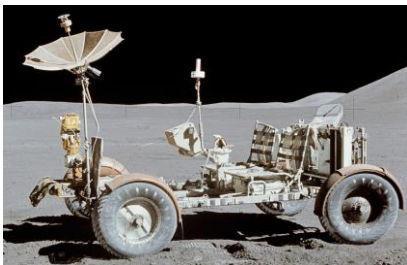



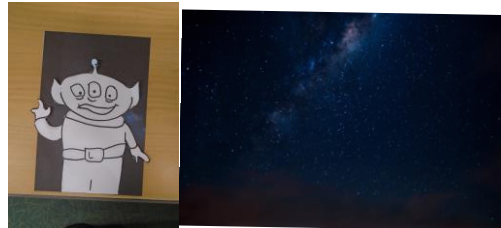
Reading	Science	History	RE
<p>Daily for 20 minutes Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p>Phonics APS Phonics- Phase 5 - Taught daily</p> <p>This week, the children will continue learning phase 5 phonics. The focus will be on phoneme families such as: oa, oo, ow, oi.</p> <p>Next, children will practise segmenting and blending to be able to read words and sentences containing these sounds. Finally they will use their phonic knowledge to write word associated sentences.</p> <p>The tricky word for this week: Revisit and review all phase 5 tricky words taught so far.</p> <p>The high frequency words this week are: Revisit and review all phase 5 HFW taught so far.</p> <p>New Tricky words and high frequency words will start next week when children begin alternative pronunciations. Sounds to practise this week:</p> <p>Phoneme families: /oa/ oa, oe, o_e /oo/ and /yoo/ oo, ue, ew, u_e /ow/ ow, ou /oi/ oi, oy</p>	<p>LI: To learn about different materials.</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 words: 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>LI: To learn about Space.</p> <p>Introduction: This week we will be starting our new topic 'Space.'</p> <p>Task: Children will discuss what they already know about Space and what they want to know about Space.</p> <p>Key words: Space</p>  <p>Key questions: What do you know about Space? What is Space? What do you want to find out about Space?</p>	<p>LI: To identify what makes a good friend</p> <p>Introduction: This term children are going to learn how to identify when it is easy or difficult to show friendship.</p> <p>Task: Children will listen to a story about friendship and discuss how it feels when you are left out. They will draw and write ideas of what a good friend does and does not do.</p> <p>Key Questions: What makes a good friend? When is it easy to show friendship? When is it difficult to show friendship?</p> <p>Key Words: friend, friendship</p>

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Art	PSHE	Homework						
<p>LI: To design a space buggy.</p> <p>This week we will design a space buggy that we will build in 3d. We will think about what materials we will need to construct it. We will think about what it will look like and how it will work when put together.</p> 	<p>LI: To be able to set simple goals</p> <p>This week we will be starting a new topic of 'Dreams & Goals'. We will be sharing our ideas of successes and feeling proud with Jigsaw Jack.</p> <p>Introduction: This week we will start by revisiting our 'Jigsaw Charter' and thinking about how we must really work together. Next will practise our 'calm time' to help get our minds ready to learn.</p> <p>Task: This week's task is to create a success coin with one thing you feel proud of.</p> <p>Once complete we will decorate our coins and place them into our treasure chest.</p> <p>Key questions: What is a goal? Why do we set them? What does success mean? What have you achieved that makes you feel proud? How can you achieve success? How does it feel to achieve this goal?</p> <p>Key Vocabulary: set, achieve, success, feel, proud, determined, focus, goal.</p>   	<p>ALIENS ALIENS ALIENS!!</p> <p>Your task this week is to draw an alien portrait! You can draw your alien however you would like. Will it have three eyes? Three noses? Three heads? Will it be spotty and furry or will it be green and scaly?</p> <p>Make sure that you draw it nice and big then colour it in neatly. After, cut it out before sticking it onto a space background.</p>  <p>Maths</p> <p>Practise writing number bonds to 20. Use the sheet provided.</p> <p>Number Bond Sticks</p> <p>Can you complete these number sentences using number bonds to 20? The first one has been done for you.</p> <table><tr><td><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>19</div><div>+</div><div>1</div><div>=</div><div>20</div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div></td><td><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div></td></tr><tr><td><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div></td><td><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div></td></tr><tr><td><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div></td><td><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div><div><div></div><div>+</div><div></div><div>=</div><div>20</div></div></td></tr></table>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div>19</div><div>+</div><div>1</div><div>=</div><div>20</div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div> <div><div></div><div>+</div><div></div><div>=</div><div>20</div></div>
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