

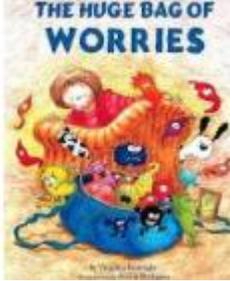


Year 1 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: to look at features of non-chronological report</b>	<b>LI: to look at non-chronological report examples</b>	<b>LI: to create a non-chronological report</b>	<b>LI: to fill in missing parts of a non-chronological report</b>	<b>LI: to find facts about owls</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p><b>Key Questions:</b> What is a non-chronological report? Why is it different to other types of writing? What features does it have? What could it be about? Can you spot the features?</p>	<p><b>Key Vocabulary:</b> Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p><b>Key Questions:</b> What is a non-chronological report? Why is it different to other types of writing? What features does it have? What could it be about? Can you spot the features?</p>	<p><b>Key Vocabulary:</b> Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p><b>Key Questions:</b> What is a non-chronological report? What features does it have? Can you spot the features? Can you remember what order it needs to go in? What is special about a title? What is special about a sub-heading?</p>	<p><b>Key Vocabulary:</b> Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p><b>Key Questions:</b> What is a non-chronological report? Why is it different to other types of writing? What features does it have? What is the purpose of a title? What is the purpose of a subheading? What order does it go in?</p>	<p><b>Key Vocabulary:</b> Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p><b>Key Questions:</b> What is a non-chronological report? What features does it have? What subheadings can you think of for a report on owls? What facts would go in each subheading? How will you lay out your report?</p>
<b>Introduction</b>	This week we are looking at non-chronological reports. You will find out what they are and why we have them. Today you will be looking at the features of a non-chronological report. You will look at some examples and spot the similarities between them.	Today you will recap on the features of a non-chronological report. You will look at some examples and see if you can match the features to the correct places. You will compare different non-chronological reports so you can see the similar layout.	Today you will continue to look at non-chronological report examples. We will focus on the special features and what they are used for. We will focus on their locations, their size, the specific wording of titles, subheadings, facts and introductions.	Today you will recap on your learning so far this week and then you will start looking at the wording of a non-chronological report. You will work together to uncover the missing words in the reports. You will have to decide what the titles, sub-headings and facts could be.	This is your first lesson in the planning of your own non-chronological report. Today we will focus on finding facts about owls. Together we will read some facts and learn about owls. You will look at owl fact sheets and decide which parts you want to include in your report.
<b>Activities</b>	Your task is to label a non-chronological report with the features you have learnt about. You will need to match the words from the word bank to the correct places on the non-chronological report.	Your task is to look at some examples of non-chronological reports. You will cut and stick them in your books and label them with their features. You will also read the reports and decide what they are about.	Your task will be to unscramble a non-chronological report. You will cut out the parts and see if you can place them all in the correct order. Today's report is on penguins and your challenge is to label the penguin picture!	Your task is to fill in the missing words of a non-chronological report. There is a word bank to help you or you can challenge yourself to do it without the word bank! You will have to make sure the report makes sense.	Your task is to note down the important facts you have learnt about owls today. These facts will be used in your report next week so it is important you choose the ones that interest you the most.

Year 1 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>  Alexandra Primary School Aspire, Perform, Succeed	<b>LI: To recap 3d objects</b>	<b>LI: To define volume</b>	<b>LI: To learn about estimation</b>	<b>LI: To learn about capacity</b>	<b>LI: To answer questions on volume/capacity on doodle.</b>
<b>Key vocabulary and key questions</b>	<b>Key Vocabulary:</b> Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume <b>Key Questions:</b> What is measuring? What are words linked to size? What does long mean? What is height? What is length? What is weight? What is volume? What is estimation?	<b>Key Vocabulary:</b> Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume <b>Key Questions:</b> What is measuring? What are words linked to size? What does long mean? What is height? What is length? What is weight? What is volume? What is estimation?	<b>Key Vocabulary:</b> Height, length, measure, long, short, big, , tall, mass, weight, heavy, light, full, empty, volume <b>Key Questions:</b> What is measuring? What are words linked to size? What does long mean? What is height? What is length? What is weight? What is volume? What is estimation?	<b>Key Vocabulary:</b> Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume <b>Key Questions:</b> What is measuring? What are words linked to size? What does long mean? What is height? What is length? What is weight? What is volume? What is estimation?	<b>Key Vocabulary:</b> Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume <b>Key Questions:</b> What is measuring? What are words linked to size? What does long mean? What is height? What is length? What is weight? What is volume? What is estimation?
<b>Introduction</b>	Today we will be recapping our previous learning of 3d objects. We will differentiate between 3d and 2d shapes, name them and think about how many sides they have. Students will also think about if the shape is dense or hollow.	Today we will be learning about volume. Children will learn about the definition and how it is different to the measuring previously learnt. Today we will be learning about how to find the volume of certain objects using cubes. We will be learning about the terms full and empty.	Today children will be learning about estimation. They will learn about what it means to estimate and that how it is an educated guess.	Today we will be learning about capacity and we will be learning if the items are full, half full or empty.	Today you are going to be doing some measuring activities on doodle. <a href="https://www.doodlemaths.com/">https://www.doodlemaths.com/</a>
<b>Activities</b>	The task today is to label the 3d shapes with the correct name. Their second task is to create a 3d shape out of a given net.	For their task, children are to define volume. In pairs, children to be given objects to which they can find the volume using cubes. Children to draw the table in their books and write the number of cubes (or other items) the object holds.	Children to estimate the volume certain objects. As a class to draw a table with certain objects, children to write down their 'guesses' to how many cubes (or other items) the item could hold before finding out the real answer.	In their books, children are to draw three glasses of water and label them full, half empty or empty. Children are then to define capacity.	Doodle - Measure and record length/height, mass weight and capacity

Reading	Science	Geography	RE
<p><b><u>Daily for 20 minutes</u></b></p> <p>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.</p> <p>Continue to log into the online reading programmes and complete any tasks set for you on Bug Club, Reading Plus, Doodle English.</p> <p><b><u>Phonics</u></b> <b><u>Letters and Sounds Phase 5 – Taught daily</u></b> This week we will be learning new alternative spellings. <b>Recap on learning so far</b> <b>u-e</b> e.g. June/tube (alternative pronunciation) <b>f as ph</b> e.g. elephant (alternative spellings) <b>ee as ie</b> e.g. field (alternative spellings) <b>Tricky words/Common Exception words</b> on Friday don't and I'm</p>	<p><b><u>LI: To understand day and night</u></b> <b>Introduction:</b> This week we are going to learn about day and night.</p> <p><b>Task:</b> This will be a 2-part session.</p> <ol style="list-style-type: none"> <li>To understand what daytime and night time are. To identify what happens during these times.</li> <li>To understand how day and night are created. To explore and discuss what happens to the Earth to make it daytime and night time.</li> </ol> <p>The questions to prompt the learning and discussions are; What do you know now? What happens at night? What happens during the day? How do you know it is day time? How do you know it is night time? What happens to the Earth to create day and night. What are the similarities? What are the differences?</p>	<p><b><u>LI: to name, locate and identify characteristics about England</u></b></p> <p><b>Introduction:</b> This week we are looking at England. We will find out where it appears in the UK and look at important places that can be found in England.</p> <p><b>Task:</b> Write or draw 4 facts you have learnt about England onto the English flag.</p> <p><b>Challenge:</b> Write a postcard from one of the places you would like to visit in England.</p> 	<p><b><u>LI: to develop an awareness of a religious event (EASTER)</u></b></p> <p><b>Introduction:</b> This week we will continue to look at the religious event of Easter. We will recap the Easter Story and see if we can remember the important parts of the story. We will discuss the Last Supper in more detail.</p> <p><b>Task:</b> Retell the Easter Story verbally and through pictures. Discuss the Last Supper.</p> 



Art	PSHE	Homework
<p><b><u>LI: To learn about nature and art.</u></b></p> <p>Today children will be learning about the artist Bryan Nash Gill who was an American printmaker that was fascinated with nature. Nash Gill would make relief prints out of natural objects, most notably tree stumps. Children will learn about relief printing and the texture that can be left behind from a print of a natural object.</p> 	<p><b><u>LI to recognise worries</u></b></p> <p>This week we will be sharing the story 'The huge bag of worries'.</p> <p><b><u>Introduction</u></b> This week we will be learning about what worries are and different ways to deal with them.</p> <p>We will share the story 'The huge bag of worries' and discuss the event of the story highlighting the worries raised in the story.</p>  <p><b><u>Tasks</u></b> We will explore different strategies to help us deal with worries.</p> <p><b><u>Questions we will be discussing.</u></b> What is a worry? Have you ever felt worried before? What did you do?</p>	<p><b>Homework</b> To be completed during the week</p> <p><i>Homework is set on a Monday and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week. What we ask is that you please complete it before the following Monday when the next homework will be set.</i></p> <p>This week we would like you to complete the following tasks:</p> <p><b><u>For Letters and sounds this week</u></b> – Have a look at the overview above. Look out for the alternative spellings and alternative pronunciations when you are reading and writing. <b>Remember to read every day.</b></p> <p><b>Our Science topic this half term is all 'Seasons and weather'</b> This week we would like you to use your learning about day and night to create a poster.</p> <p><u>You can use these questions to help you:</u></p> <ul style="list-style-type: none"> <li>• What happens during the day?</li> <li>• What happens at night?</li> <li>• What happens to the Earth?</li> </ul>   <p><b>Challenge:</b> Add some facts to your poster!</p>