



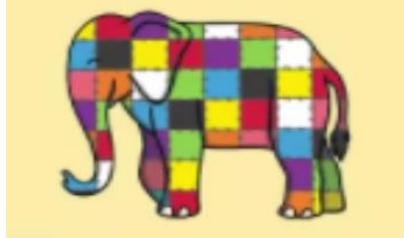
Year 1 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to write a shared non-chronological report	LI: to plan a non-chronological	LI: to plan a non-chronological report	LI: to publish a non-chronological report	LI: to self-assess my work
Key vocabulary and key questions	<p>Key Vocabulary: Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p>Key Questions: What is a non-chronological report? What features does it have? Can you spot the features? What appears at the top? What is an introduction? What is a sub-heading?</p>	<p>Key Vocabulary: Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p>Key Questions: What is a non-chronological report? What features does it have? What does a title need to be? What do we need to write in an introduction? What sub-heading do you want to use?</p>	<p>Key Vocabulary: Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p>Key Questions: 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>Key Vocabulary: Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p>Key Questions: What is a non-chronological report? What features does it have? Can you spot the features in your report? Did you write a title? Did you write an introduction? Did you use sub-headings? Did you find facts to match your sub-headings? Did you add a picture?</p>	<p>Key Vocabulary: Non-chronological, report, feature, title, introduction, sub-heading, facts, picture</p> <p>Key Questions: What is a non-chronological report? What features does it have? Can you spot the features in your report? Did you write a title? Did you write an introduction? Did you use sub-headings? Did you find facts to match your sub-headings? Did you add a picture?</p>
Introduction	This week we are looking at non-chronological reports. Today we are going to recap on its features and look back at the facts we found on Friday about owls.	Today you will start planning your own non-chronological report all about owls. We will go through a template and how to fill it in before sharing some ideas as a class.	Today you are going to continue planning your report about owls. we will start by reading over our work from yesterday before we share some good ideas for the next sections of our reports.	Today you will read over your non-chronological report plan to make sure you like what you have written and make any last minute changes. We will discuss as a class what is important when publishing a piece of work (layout, handwriting, capital letters).	This is your chance to become the teacher! Today you will read over your non-chronological reports on owls and mark it against a checklist. We will mark one as a class and see what we need to look out for.
Activities	Your task today is to write a shared non-chronological report with your class. Try to share ideas for the title, introduction and sub-headings. What facts can you remember which can be used for the report?	Your task today is to start planning using the template. You will focus on thinking of a title and writing a super introduction to your report. You will also try to write your first sub-heading and facts related to it.	Your task is to continue filling in your planning template. You will think of other sub-headings about owls (habitat? diet? appearance?) and writing some facts underneath. You will also try to label an owl picture ready for your published report tomorrow!	Your task is to publish your non-chronological report in your best handwriting. You will focus on how it looks on the page and make sure you leave spaces in the right places. Once you have written up your report you will add a detailed drawing of an owl and try to label it with some of its features.	Your task is to look closely at your non-chronological report on owls and decide if you did everything on the checklist. You will be given a tick sheet and you can mark against it whether you included everything! Did you remember to add labels to your pictures? Did you add a clear introduction?

Year 1 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
 Alexandra Primary School <i>Aspire, Perform, Succeed</i>	LI: To define capacity.	LI: To order capacities.	LI: To compare capacities.	LI: To be introduced to measuring tools.	LI: To use measuring language (capacity)
Key vocabulary and key questions	<p>Key Vocabulary: Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume</p> <p>Key Questions: 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? What is capacity?</p>	<p>Key Vocabulary: Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume</p> <p>Key Questions: 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? What is capacity?</p>	<p>Key Vocabulary: Height, length, measure, long, short, big, , tall, mass, weight, heavy, light, full, empty, volume</p> <p>Key Questions: 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? What is capacity?</p>	<p>Key Vocabulary: Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume</p> <p>Key Questions: 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? What is capacity?</p>	<p>Key Vocabulary: Height, length, measure, long, short, big, small, tall, mass, weight, heavy, light, full, empty, volume</p> <p>Key Questions: 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? What is capacity?</p>
Introduction	Today we will be learning about capacity and we will be learning if the items are full, half full or empty.	Today we will revise our knowledge on what capacity is. We will then learn how objects based on their capacity.	Today we will revise our knowledge on capacity and how to order containers based on their capacities. We will then revise more than and less than.	Today we will be introduced to tools that are used to measure capacity including beakers and jugs.	Using our knowledge of measuring tools and instruction writing, we are going to think of different ways we see measuring in our day to day.
Activities	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.	For their first task, children are to order the containers based on their capacity. For the second task, children to be asked if the order of the capacities are correct and what they can do to fix it.	Children are to use previous knowledge of the more than and less than symbols to compare capacities.	In their books, children are to draw and label tools to measure capacity.	Children to use measuring language including full, empty, half full and tools to write instructions.



Reading	Science	Geography	RE
<p>Daily for 20 minutes</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>Phonics</p> <p>Letters and Sounds Phase 5 – Taught daily</p> <p>This week we will be learning new alternative spellings.</p> <p>oa - alternative spellings ow eg, window, oe,- eg; toe o-e – eg; bone. igh – alternative spelling ie -eg; tie</p> <p>e.g. field (alternative spellings)</p> <p>Tricky words/Common Exception words on Friday Time and house</p>	<p>LI: To understand the weather</p> <p>Introduction: This week we are going to learn about the different weather.</p> <p>Task: This will be a 2-part session.</p> <ol style="list-style-type: none"> To understand the different weather and the symbols to represent the weather. To understand the different clothes and items we use for the weather. For example; a coat when it is very cold/ <p>The questions to prompt the learning and discussions are;</p> <p>What is the weather like? What are the different types of weather? How does it feel? What is the weather forecast for today? How do you know what the weather will be tomorrow?</p> 	<p>LI: to name, locate and identify characteristics about Scotland</p> <p>Introduction: This week we are looking at Scotland. We will find out where it appears in the UK and look at important places that can be found in Scotland.</p> <p>Task: Write or draw 4 facts you have learnt about Scotland onto the Scottish flag.</p> <p>Challenge: Learn how to say some Gaelic words!</p> 	<p>LI: to sequence the story of the Last Supper</p> <p>Introduction: This week we will continue to look at the religious story - The Last Supper in more detail. We will read the story together and talk about the important symbols.</p> <p>Task: Sequence the events of the Last Supper using pictures and key words.</p> 



Art	PSHE	Homework
<p>LI: To learn about nature and art.</p> <p>Today children will be learning about different artists who made still life artworks based on the theme of nature. They will learn about the definition of still life and what that means. They will art techniques such as shading and elements of art including texture, form and value.</p>  <p>Tasks We will discuss how Elmer felt during the story.</p> <p>Questions we will be discussing. How does it feel to be different? What makes you special? What made Elmer special? What does being 'unique' mean?</p>	<p>LI to understand that we are all special</p> <p>This week we will be sharing the story of 'Elmer'</p> <p>Introduction This week we will be learning about how we are all different, special and unique.</p> <p>We will share the story of 'Elmer' and discuss the event of the story.</p>  <p>Tasks We will discuss how Elmer felt during the story.</p> <p>Questions we will be discussing. How does it feel to be different? What makes you special? What made Elmer special? What does being 'unique' mean?</p>	<p>To be completed during the week.</p> <p>Homework is set on a Monday and is expected to be completed by the following Monday.</p> <p>Please complete the tasks in your blue homework book (if you need a new one, please ask your teacher) or online if it is an online task. Please complete it before the following Monday when the next homework will be set.</p> <p>Your teacher will tell you when to bring the book to school so keep your work safe and at home until then.</p> <p>This week we would like you to complete the following tasks:</p> <p>For Letters and sounds this week – Have a look at the overview above. Look out for the alternative spellings and alternative pronunciations when you are reading and writing.</p> <p>Remember to read every day.</p> <p>Maths</p> <p>Go onto doodle maths. You have been allocated some tasks on measuring! Complete the tasks you would like to do.</p> <ul style="list-style-type: none"> • Solve practical problems for length, mass, capacity and time using comparative language. • Measure and record length/height in centimetres using a ruler. • Measuring mass and weight. <p>https://www.doodlemaths.com/</p>



Alexandra
Primary School
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Year Group: 1

Week beginning: 22nd March 2021

Weekly overview of learning