

Weekly Overview of Learning

Year Group: 1 Week beginning: 23.01.23

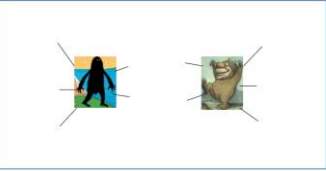
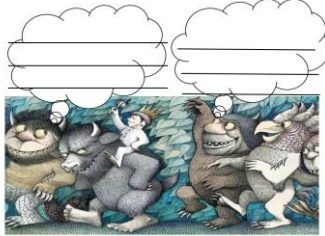
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher


| English Reading and Writing | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|---|---|
| | <p>LI: We are learning to compare characters.</p> | <p>LI: We are learning to use conjunctions (and).</p> | <p>LI: We are learning to use conjunctions to compare and contrast.</p> | <p>LI: We are learning to create speech for a character.</p> | <p>LI: We are learning to recall a real event.</p> <p>Please see phonics overview. Monster phonics day we will be completing a range of monster phonics activities.</p> |
| <p>Speaking and Listening Focus</p> | <p>Using spoken language to compare and contrast. Make a range of contributions to discussions which extend knowledge and understanding.</p> | <p>Taking turns when talking. Listening and responding appropriately to adults and their peers.</p> | <p>Taking turns when talking. Listening and responding appropriately to adults and their peers.</p> | <p>Taking turns when talking. Listening and responding appropriately to adults and their peers.</p> | <p>Taking turns when talking. Listening and responding appropriately to adults and their peers.</p> |
| <p>Key vocabula ry and Key Blooms higher order thinking question s</p> | <p>Key Vocabulary: Adjectives to describe the lonely beast and the wild thing for example- tall, furry, sharp claws, pointy teeth. Key Questions: How are the characters similar? What is different about the characters?</p> | <p>Key Vocabulary: Conjunctions And But Key Questions: What is a conjunction? When do writers use 'and'?</p> | <p>Key Vocabulary: But Whereas Key Questions: Can you recall what a conjunction is? When do we use conjunctions?</p> | <p>Key Vocabulary: Exclamation marks Key Questions: What might Max be saying? What could the wild things be saying?</p> | <p>Key vocabulary Monster Character Because Favourite Key Questions: Who is your favourite Monster character? Why are they your favourite?</p> |

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|--------------------------|--|---|--|--|--|
| <p>Activities</p> | <p>Children will be comparing the similarities and the differences for the characters.</p>  <p>Comparing and contrasting frame</p> | <p>Children will be introduced to conjunctions (and, but).</p> <p>We will be going on to BBC bitesize to play the quiz on conjunctions.</p> <p>Using the comparing frame from yesterday we will be writing a sentence with the conjunction 'and'.</p> | <p>Using a child's comparing frame write a sentence together using the conjunction but and whereas.</p> <p>Children to identify when we use the conjunction but for example- the lonely beast is gentle but the wild thing is dangerous.</p> | <p>Children will learn to use exclamation marks.</p>  | <p>The children will be taking part in fun activities throughout the day to celebrate Monster Phonics Day. In the morning, children will be going on a Monster Phonics hunt through the school to find clues and take them to the next destination. They will answer questions to help them with the clues. After the hunt, the children will be taking part in a carousel of activities, such as creating Monster Phonics masks of the characters, Monster Phonics hats, missing poster of a monster, monster puppets and monster character hats.</p> |
|--------------------------|--|---|--|--|--|

| Additional Literacy Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|--|---|---|---|
| <p>Phonics</p>  | <p><u>LI: We are learning the or sound.</u></p> | <p><u>LI: We are learning the ore sound.</u></p> | <p><u>LI: We are learning our High Frequency words.</u></p> | <p><u>LI: We are learning the aw sound.</u></p> | <p><u>LI: We are celebrating Monster Phonics Day</u> The children will be taking part in fun activities</p> |

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| | <p>The children will first be recapping the sounds they learned last week. Then, they will be introduced to the 'or' sound. Children will practice saying it individually and then as a class. Then as a class we will be looking at words with the 'or' sound and practice reading them.</p> | <p>The children will first be recapping the sound they had learned yesterday. Then, they will be introduced to the 'or' sound. Children will practice saying it individually and then as a class. Then as a class we will be looking at words with the 'or' sound and practice reading them.</p> | <p>The children will first be recapping the sound they learned yesterday. Then as a class we will be going through and practice reading the High Frequency Words.</p> | <p>The children will first be recapping the sound they learned yesterday. Then, they will be introduced to the aw sound. Children will practice saying it individually and then as a class. Then as a class we will be looking at words with the or sound and practice reading them.</p> | <p>throughout the day to celebrate Monster Phonics Day. In the morning, children will be going on a Monster Phonics hunt through the school to find clues and take them to the next destination. They will answer questions to help them with the clues. After the hunt, the children will be taking part in a carousel of activities, such as creating Monster Phonics masks of the characters, Monster Phonics hats, missing poster of a monster, monster puppets and monster character hats.</p> |
| <p>Class Text – Reading Aloud 10-15 mins each day</p> | <p>This week we will be reading a variety of stories with a monster theme!</p>  | | | | |

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| Maths | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|--|--------|--------|---|---|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|----|--|
| | <p>LI: We are learning to build doubles using real objects and mathematical equipment.</p> | <p>LI: We are learning to build doubles using numicon pieces.</p> | <p>LI: We are learning to solve problems using our doubles knowledge.</p> | <p>LI: We are learning to solve problems using our doubles knowledge.</p> | <p>LI: We are learning to observe and notice patterns in our mathematical work.</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Key vocabulary and key questions</p> | <p><u>Key Vocabulary:</u> Double Add Equal quantities Is equal to</p> <p><u>Key Questions:</u> How can you show the double differently?</p> | <p><u>Key Vocabulary:</u> Double Add Is equal to Tens frame</p> <p><u>Key Questions:</u> How can you make double 6/7/8/9?</p> | <p><u>Key Vocabulary:</u> Double Add Half</p> <p><u>Key Questions:</u> What will you do to solve this problem? How can we check our answer?</p> | <p><u>Key Vocabulary:</u> Double Add Half</p> <p><u>Key Questions:</u> Who do you agree with? Why? What mistake did she make?</p> | <p><u>Key Vocabulary:</u> Patterns Twos Ones Greater fewer</p> <p><u>Key Questions:</u> If double 2 is 4, what do you think double 3 is?</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Activities</p> | <p>We will begin the week building doubles using real objects and mathematical equipment. Children will learn that a doubling is when we add two equal quantities together. We will then go outside and play a doubles game, hunting for number pieces in the outdoor area and building our own doubles! We will record our findings, e.g. $6+6=12$ or $12 = 6 + 6$.</p> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;">  <p>Hide number pieces outside. Give each child a number piece. Ask them to find another one that is the same to make a double. Ask them to say the double they have found, for example "Double 5 is 10"</p>  </div> | <p>Today we will use counters and tens frames to build doubles. The tens frames will help us create mental images to help our mathematical understanding of doubles.</p> <p>Draw counters to work out the doubles.</p>  <p>Double 7 is ____</p> | <p>Today we will use our knowledge of doubles to solve mathematical problems. In this example, the children have to say how many cakes Ben started with (3).</p> <p style="text-align: center;">Ben has some cakes. He doubles the number of cakes. Here are Ben's cakes now.</p>  <p style="text-align: center;"><small>How many did he have at the start? Draw the cakes on your whiteboard.</small></p> | <p>Today we will use our knowledge of doubles to explain which character is correct and what mistake the other character has made.</p> <p style="text-align: center;">Ben has some cakes. He doubles the number of cakes. Here are Ben's cakes now.</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid gray; padding: 5px; border-radius: 10px;">Ben had 4 cakes at the start.</div> <div style="border: 1px solid gray; padding: 5px; border-radius: 10px;">Ben had 16 cakes at the start.</div> </div> <p style="text-align: center;">Who do you agree with?</p> | <p>We will end the week completing the table to show all our doubles facts. We will then look closely at the numbers and discuss what patterns we notice.</p> <p style="text-align: right;">Double each number to complete the table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number</th> <th>Double</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>4</td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>9</td><td></td></tr> <tr><td>10</td><td></td></tr> </tbody> </table>  | Number | Double | 1 | 2 | 2 | 4 | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| Number | Double | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Music – Sing Up | RE – Widening Horizons | PE – Get Set 4 PE |
|--|---|--|
| <p><u>LI: We are learning about musical conversations.</u></p> <p>In music this week, we are learning about musical conversations and use percussion instruments. Then children will start with a warm up game called 'Copy me' where they copy the teacher until they say 'STOP'. They will then listen to <i>Duelin Banjo</i> and ask children what they notice about the song and its tempo. For the main activity the class will sit on the floor in a large circle and place an instrument in the middle of the circle. Two children will come forward and play different instruments and create a musical conversation without talking.</p> | <p><u>LI: We are learning how the history of Islam began.</u></p> <p>In RE this week, we are looking at the history and beginnings of Islam. The children will learn about the prophet Muhammad and how he saw people were worshipping statues, which he believed was not right. The children will also learn how the Angel Gabriel came down and showed him words, which were from Allah (God). The children will then sequence the history and story of the prophet Muhammad teaching people the message from Allah.</p> | <p><u>LI: We are learning communication skills to lead a partner.</u></p> <p>In PE, children will learn to include other members in their group and make everyone feel included. Children will discuss what it means to be a good leader.</p> <p>Mirror Mirror: In pairs, pupils start standing opposite each other. Teacher shouts 'go' and the pupils must decide who is going to be the leader in their pair. The leader positions their body in any shape and the other pupil mirrors the position.</p> <p>Gone fishing: In groups of four with one hoop. Pupils begin on the outside of the teaching area next to their hoop. The aim of the game is for the groups to collect as many pieces of equipment as they can and place it in their hoop. Teams must hold hands with each other at all times and only the front person can collect the equipment.</p> |
| Art – Kapow | | PSHE - Jigsaw |
| <p><u>LI: We are learning about Piet Mondrian and his art style.</u></p> <p>Children will be introduced to the life and works of Piet Mondrian and learn about his unique art style called neoplasticism. Children will discuss the shapes and colours they can see in his art work. They will then use the primary colours (blue, red and yellow) to create their own Piet inspired Art.</p> | | <p><u>LI: We are learning to work well with a partner and discuss our dreams and successes.</u></p> <p>In PSHE this week, the children will be reflecting on their own successes and discussing when they felt successful. The children will be working in pairs and together they will be discussing what their future aspirations and dreams might be, what do they want to achieve. The children will talk with their partner and find one goal they would both like. The goal will be something they both promise to practise and practise for the next three weeks!</p> |

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| Science - Wellington Curriculum | Topic (History) – Wellington Curriculum | Computing – Barefoot and Teach Computing |
|---|---|---|
| <p><u>L.I: We are predicting what plants need to grow.</u></p> <p>This week, children will learn the 5 key things plants need to grow – air, water, sunlight, space and soil. We will then discuss how plants will grow in different conditions, such as a plant growing without water or sunlight- how will they grow? Children will then draw this into their books and label the parts.</p> | <p><u>LI: We are working together to identify key features of our local area.</u></p> <p>Children will recap the different places they have visited/seen in Hounslow. As a class, the children will brainstorm any adjectives/words they can think of. This week, the emphasis will be placed on working together as a team. Children will be in groups and choose photos of places in Hounslow and write down words/sentences related to this. They will then present to the class!</p> | <p><u>LI: We are learning to act out a given word.</u></p> <ul style="list-style-type: none"> ● I can follow an instruction ● I can recall words that can be acted out ● I can give directions <p>Children will be thinking about the language used to give directions and how precise it needs to be. They will also work with a partner to give and follow instructions, this is to build up from the lesson last week.</p> |

Homework

Homework is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book.

| Reading and spelling. | Maths | Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in |
|---|---|---|
| <p style="text-align: center;"><u>Reading</u></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club and Reading Eggs.</p> | <div style="text-align: center;">  </div> <p><u>Doodle Maths</u> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p> | <p>Monster phonics day – Friday 27th January 2023</p> <p>Please come dressed in any monster from Monster Phonics. Please do not buy any costumes, clothes can be the same colour as the monsters.</p> |

Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.

