

Weekly Overview of Learning

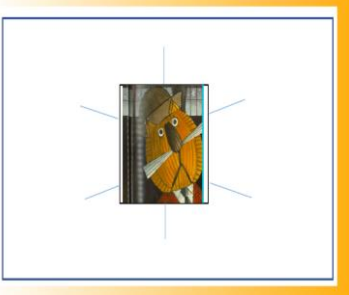
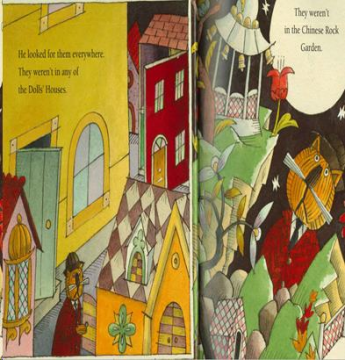



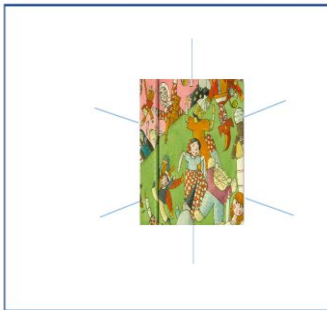
Year Group: Year 1 Week beginning: 06.11.23

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to identify key events in the story-Lost in the Toy Museum.</u>	<u>LI:We are learning to explore the feelings of characters from Lost in the Toy Museum using 'because'.</u>	<u>LI: We are learning to express feelings in the role of Bunting</u>	<u>LI:We are learning to write simple sentences about a character's feelings using capital letters for names and 'because' within the sentence.</u>	<u>LI: We are learning to explore the feelings of other characters (toys) from the story using 'because'.</u>
Speaking and Listening Focus	Ask relevant questions to expand their understanding of the story	Listen attentively and take turns in speaking.	Give well-structured descriptions	Use simple language and sentence stems	Listen attentively and take turns in speaking.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Museum Unusual Inspection Hiding Investigate Register alone</p> <p><u>Key questions:</u> What happened at the beginning?</p>	<p><u>Key Vocabulary:</u> Because Adjectives Describe express nervous anxious</p> <p><u>Key questions:</u> How is Bunting feeling in this picture? Why is he feeling like this? What do you think might</p>	<p><u>Key Vocabulary:</u> alone because Adjectives Describe express nervous anxious scared disappointed</p> <p><u>Key questions:</u> What happened to the toys one night? Where do you think they might be? Are they lost or hiding? How do you feel about it?</p>	<p><u>Key Vocabulary:</u> alone because Adjectives Describe express nervous anxious scared disappointed surprised</p> <p><u>Key questions:</u> Who is the main character in the story? What was his job?</p>	<p><u>Key Vocabulary:</u> happy excited joyful cheerful</p> <p><u>Key questions:</u> How are the other toys feeling? Are they worried or happy? Why do you think they were hiding?</p>

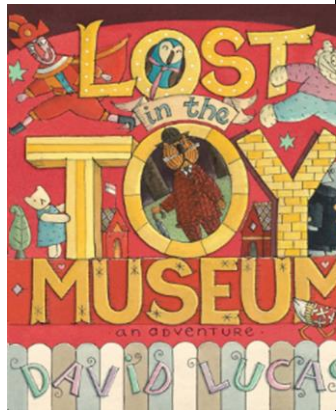
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	<p>What happened in the middle?</p> <p>What happened at the end?</p>	<p>have happened to the toys?</p>		<p>What happened one night?</p> <p>Where did he go to look for the toys?</p> <p>What game were the other toys playing with the toy cat (Bunting)?</p>	
<p>Activities</p>	<p>The children will talk to their partners to discuss the key events in the story. They will listen to each other's views and will share their opinions on:</p> <p>What happened at the beginning?</p> <p>What happened in the middle?</p> <p>What happened at the end?</p> <p>Do they agree with their classmates?</p> <p>Is there anything extra you want to add to their answer?</p>	<p>The children will look at the picture of Bunting. They will then talk to their partners discussing how is Bunting feeling in this picture? Why is he feeling like this?</p> <p>The children then will brainstorm how the toy cat(Bunting) is feeling in this picture.</p> 	<p>The children will be doing a Hot Seating activity. They will be taking turns pretending to be Bunting and as class we will ask Bunting questions on how he is feeling and why is he feeling like this?</p> 	<p>The children will have a quick recap of the story. Then we will construct sentences as a class that express Bunting's feelings at the beginning, middle, and end of the story. The children should use capital letters for names and the word 'because' to indicate why he is feeling this way.</p> <div style="border: 1px solid black; padding: 5px;"> <p>My turn  _____</p> <p>Our turn  _____</p> <p>Your turn  _____</p> </div>	<p>The children will brainstorm how the other toys in the story are feeling in this picture and explain why they are feeling that way.</p> 

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<p>Review</p> <p>Recap the ea ea graphemes from last week.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the er grapheme.</p>	<p>Review</p> <p>Use the flashcards to recap the er words.</p> <p>Recap oh no don't.</p> <p>Teach</p>	<p>Review</p> <p>Use the flashcards to recap the ir words.</p> <p>Recap have when.</p> <p>Teach</p>	<p>Review</p> <p>Recap the ur words by reading words on the PowerPoint.</p> <p>Teach</p>	<p>Review</p> <p>Use the flashcards to review the graphemes taught this week.</p> <p>Review the class display of HFWs and the HFW chart.</p>

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Show the difference in articulation between stressed and unstressed er. Read the examples and Tricky Witch's Mint Poem.

2. Watch the video 'Monster Phonics Land'. Ask the children to make the Tricky Witch (wave a pretend wand) action each time they hear an er word. How many er words can they recall at the end of the song?

Activity

Cut out the mint packets and hide them around the classroom. The class pretend to be monsters from Monster Phonics Land, helping each other to search for the missing mint packets to add to the er poem. They record the words on the record sheet. If possible, have gold metallic pens to write the er grapheme.

Use the PowerPoint. Use this to introduce the ir grapheme. Watch the video 'Tricky Witch Birthday Girl'. Ask the children to make the Tricky Witch (wave a pretend wand) action each time they hear an ir word. How many ir words can they recall at the end of the song?

Activity

Tricky Witch wants to make a new birthday cake to say sorry for ruining the cake mix! She doesn't have time to bake a cake so she wants to cast a spell instead. Ask the children to complete the spell for ir. The spells can be later collated to make the Magic Monster Spell book.

1. Use the PowerPoint. Use this to introduce the 'ur' grapheme. Read the 'ur' words.

2. Watch the video 'A Burp in Church'. Sam and Mel are getting married. Ask the children to do the Black Cat (fingers walking across the other palm) action each time they hear an 'ur' word. How many 'ur' words can they recall at the end of the song?

Activity

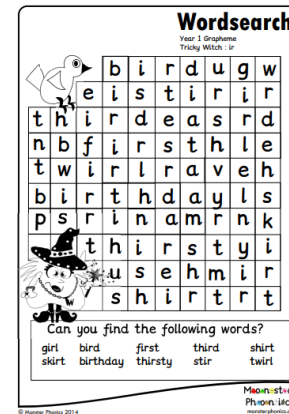
Download the activity. Children complete the 2 'ur' worksheets. Children write sentences using as many 'ur' words as possible, in their Monster Phonics Exercise Book.

1. Download the Nonsense Flashcards. Use these to review the ir er and ur graphemes. Explain how these words are not real and how we have to use our phonics knowledge rather than our memory to read them.

2. Play one of the suggested flashcard activities using a mix of flashcards.

Activity

Children select a word search to complete. Other word searches may be completed at home.



HFWs Mr Mrs their little what called.

Teach

Use the 100 HFW PowerPoint. Use this to read the focus HFWS below. Focus on the words below, pointing out where the monster makes a sound.

Tricky Witch is changing a lot of sounds!
Mr Mrs – Tricky Witch changes 'r' in 'Mr' makes an 'ister' sound and the 'rs' in 'Mrs' makes an 'isses'.
what – Tricky Witch changes the 'a' to an 'o' sound and 'h' is a Silent Ghost
their, little – Tricky Witch has changed the sound of 'eir' and 'le'.
called – Tricky Witch has changed the 'al' sound to 'or' and the 'e' is silent.

Activity

Download the 100 HFW Flashcards. Choose one of the following 2 activities. Use the flashcards to support.

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After Dinner Mints

Eat them in the winter.
 Eat them in the summer.
 Better give another to your brother or your sister.
 Over dinner or after dinner, mints are better than ever.
 But never let a robber steal them or even a monster!
 Hide them under your pillow and keep them forever!

Monster Phonics

Recipe for ir

Monster Phonics

Burp in the church

Can you tick the words as you hear them in Sam's song?

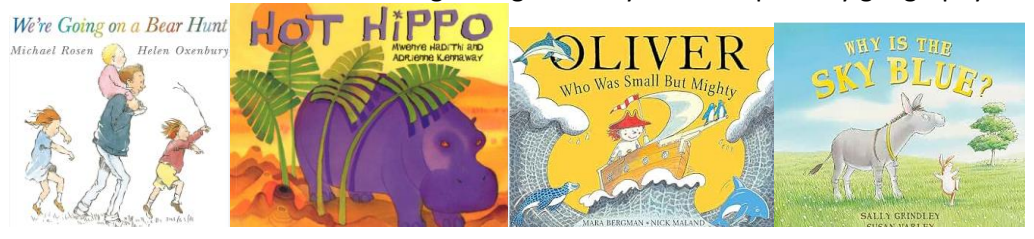
- church
- burnt
- burst
- fur
- Thursday
- hurt
- burn
- turned
- burp
- surf
- pier

Monster Phonics

Children create their own flashcards using colourful media to display in the classroom.
 Children write colour-coded words in their Monster Phonics exercise book.

Class Text – Reading Aloud
 10-15 mins each day

This week the classes will be reading a range of story books inspired by geography during their reading aloud session.



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to add two numbers together using a number line.</u>	<u>LI: We are learning to subtract two numbers together using a number line.</u>	<u>LI: We are learning to add and subtract numbers using a number line.</u>	<u>LI: We are learning to add and subtract using a number line.</u>	<u>LI: We are learning to add and subtract 1 or 2.</u>

Key vocabulary and key questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Addition ● Add ● Plus ● Together ● Sum 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Subtraction ● Minus ● Take away ● Sum 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Addition ● Together ● Sum ● Subtraction ● Minus 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Addition ● Subtraction ● Together ● Sum 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Add ● Subtract ● Sum
	<p>Key Questions:</p> <ul style="list-style-type: none"> ● What number do you need to start from? ● How many jumps back do you need to make? ● Do we need to jump forwards or backwards? ● What number do you land on? What does that tell you? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● How many jumps do we need to make? ● Do we have to go forwards or backwards when we subtract? ● Which number do we need to start on? ● What will the sum be? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● Does the sum tell us we need to add or subtract? ● Which word tells us we need to add or subtract? ● Which number do we start on? ● Do we have to jump forwards or backwards? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● Which word tells us we need to add or subtract? ● Which number do we start on? ● Do we have to jump forwards or backwards? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● How many are there at first? ● Do you need to add or subtract? How do you know? ● How many do you need to add or subtract? What is 1 more/less than? What is 2 more/less than ?

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Activities

Today children will be practising to add two numbers together using a number line.

Today we are going to learn to add two numbers together using a numberline.

Question
When we are adding, which way do we need to move on the numberline: left (backwards) or right (forwards)?

Lets practice using a number line

Max and Jo have some sweets.

Write the number sentence on your whiteboard.

a) How many sweets does Max have?

How many sweets does Jo have?

How many sweets do they have in total?

How many jumps do we need to make? Which number does it land on?

Today children will be practising to subtract two numbers together using a number line.

Today we are going to learn to subtract two numbers together using a numberline.

Question
When we are subtracting, which way do we need to move on the numberline: left (backwards) or right (forwards)?

Lets practice using a number line My turn

$8 - 5 = \square$

I need to start from

I need to make jumps backwards.

I land on

In today's lesson, children will be practising to add and subtract numbers up to 50 on a number line.

Sammy the giraffe has 26 spots. Timmy the giraffe has 13 spots. How many spots are there in total?

What operation is this problem?

How many jumps do we need to make? Which number does it land on?

add altogether total

Liz had 19 slices of pizza. She ate 7 slices. How many does she have left now?

What operation is this problem?

How many jumps do we need to make? Which number does it land on?

left subtract altogether total

Jim had 22 sweets. Lee gave him 8 more. How many sweets has Jim got?

What operation is this problem?

How many jumps do we need to make? Which number does it land on?

give more altogether total

Sam saw 24 rabbits in the field. 7 rabbits hopped away. How many are left in the field?

What operation is this problem?

How many jumps do we need to make? Which number does it land on?

away left total

Children will be continuing to add and subtract numbers on the number line.

There were 10 snails in the garden. 6 more slithered in. How many snails are there now?

How many jumps do we need to make? Which number does it land on?

Write the sum on your whiteboard.

There are 18 frogs sitting on a log. First 3 frogs jump off. Then 4 more jump off. How many frogs are left on the log?

How many jumps do we need to make? Which number does it land on?

Write the sum on your whiteboard.

Today children will be learning to focus on adding 1 or 2 in a variety of different contexts.

Lets practice the sums below

1) $3 + 1 = \square$

2) $6 - 1 = \square$

3) $5 + 2 = \square$

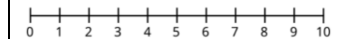
4) $10 - 2 = \square$

$4 + 1 = \square$ What do you notice?

$5 + 1 = \square$

$4 + 2 = \square$

Draw on the number line to show that $8 - 1$ has the same answer as $5 + 2$




Talk about it with a partner.


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Our turn



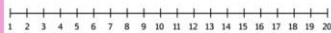
Sam has these stickers.



Use the number line to see how many jumps to make?
What is the sum?

Her teacher gives her 2 more stickers.
How many stickers does Sam have now?

Your turn

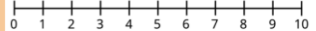


Dan has 2 pens.
Kay has 3 more pens than Dan.
Write the sum.
How many pens do they have in total?

How many jumps do we need to make?
Which number does it land on?

Our turn

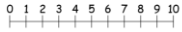
$10 - 8 = \square$



How many jumps do we need to make?
Which number does it land on?

Write the sum on your whiteboard


Your turn
 $7 - 3 = \square$



I need to start from ____
I need to make ____ jumps backwards.
I land on ____

How many jumps do we need to make?
Which number does it land on?


Blue Group



$28 + 7 =$
 $49 - 7 =$


$28 + 11 =$
 $36 - 12 =$

add
subtract
total




$18 + 9 =$

Blue Group



$24 - 8 =$

add
subtract
total



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Music – Sing Up

LI: We are learning to listen actively to 'Aquarium' and refine our aquarium-inspired compositions.

In this lesson, children will listen and move to a piece of music called 'Aquarium'. Then, use symbols to remember and play our compositions. After, Perform a class magical musical aquarium piece, record it, listen back and talk about it. Finally, listen to *Down there under the sea*, creating actions, and joining in.



RE – Widening Horizons

LI: We are learning the main aspects of Christianity.

Children will discuss where Christians pray and have a look at images of the church.

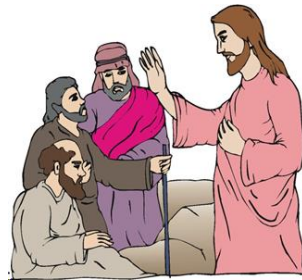
Children will also learn that Christians believe Jesus was the Son of God. He was sent by God to Earth to save people from their sins and making bad choices.

Children will then complete an activity where they answer key questions:

Where do Christians go to pray?

What is their Holy book called?

Who is Jesus?



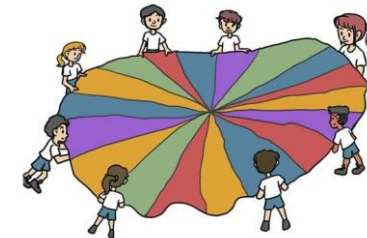
PE – Get Set 4 PE

Team building

LI: To explore and develop working as a team.

Making waves:

Pupils take a handle of the parachute. They move the parachute up and down quickly to make waves. Can they move the parachute slowly making gentle waves? Alternate between calling 'quick' or 'slow,' pupils work together to change the speed of the waves with the parachute. Listen to the instructions and work as a group to change the speed. A Mexican wave: one pupil begins by lifting the parachute high and then bringing their arms back down. The pupil to the left of them then does the same and so on until the wave has travelled around the circle. Wait for your turn. Make sure the people either side of you have a space to hold the parachute.



Target games

LI: To develop throwing for accuracy.

Top target:

In groups of three with three beanbags and three hoops placed 1m, 2m and 3m away from a cone. Pupils throw one beanbag at a time. After all have thrown, pupils collect their beanbags and start again.

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Pupils aim for different targets (1m = 1 point, 2m = 2 points and 3m = 3 points). Pupils to take note of their own score. Repeat the activity, encouraging pupils to try and beat their personal best.

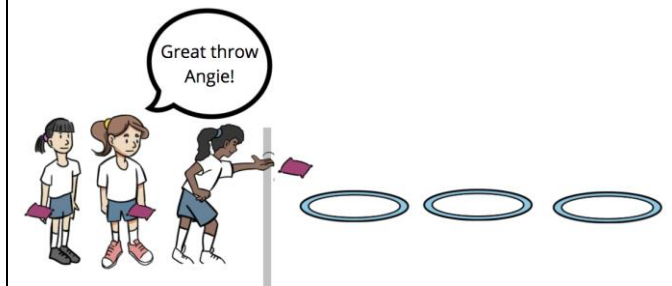
Take turns. Be honest about your score. Remind pupils of how to best support their team. Balance before taking your throw. Swing your arm soft if the target is near.

Make this easier by placing hoops closer to the thrower.

Make this harder by attempting different types of throws and use different hands or by throwing in a different hoop every time.

BQ: How did you throw accurately? Point out that more power may be needed when we throw over longer distances. Q: How does your body position affect the accuracy of your throw? Why is it good to have a score to beat (personal best)? Attempt the challenge again.

Stand balanced with legs apart, opposite leg forwards. Swing your arm and let go of the beanbag when your hand is pointing at your target. Keep your eyes on the target.



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Art – Kapow

LI: we are learning to shape paper to make 3D drawing.

In this lesson we use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will have a go at copying the paper shape on their table using a paper strip. They might have to fold, cut or roll the paper. They can then make a second, different paper shape using their own ideas.

Pupils with secure understanding indicated by: Shaping the paper strips in a variety of ways to make their 3D drawings. Glueing their strips to the base in an interesting arrangement. Overlapping some strips to add interest.

Vocabulary

- cylinder
- concertina
- overlap
- spiral
- three-dimensional
- zig-zag

PSHE - Jigsaw

LI: We are learning to identify differences between myself and my classmates.

In this lesson, we are going to play a game called Switch.

We will all sit in a large circle.

Then the teacher will say "Switch places if..."

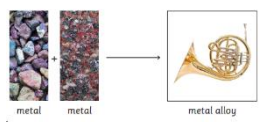
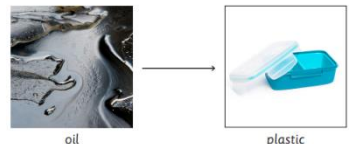


If the sentence is about you, you must stand up and swap places with someone else who is standing up!

We are going to notice how we are similar to our classmates.



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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI - We are learning to identify and name what an object is made from</u></p> <p>In this lesson, children will learn that people make new materials from natural materials. These are called human-made materials. For example; Glass is made from sand. It is used to make drinking glasses and windowpanes; Concrete is made from sand and stone. It is used to make buildings and pavements</p> <div data-bbox="107 710 750 917"> <p>Metal alloys are made by mixing natural metals. They are used to make musical instruments and structures.</p>  <p>metal metal metal alloy</p> <p>Some plastic is made from oil. It is used to make containers and toys.</p>  <p>oil plastic</p> </div>	<p><u>LI: We are learning to define and sort human and physical features</u></p> <p>In this lesson, children will learn that Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop.</p> <p>They will also learn that Physical features are made by nature. They include hills, mountains, beaches and oceans.</p> <div data-bbox="817 678 1086 917">  <p>mountain ocean river sea</p> </div>	<p><u>LI: We are learning to use shapes and lines on paint applications.</u></p> <p>In this lesson, children will use the shape tool and the line tool. They will make marks with the square and line tools and use the shape and line tools effectively. Children will also, use the shape and line tools to recreate the work of an artist</p> <div data-bbox="1556 598 1747 957">  </div>

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Homework



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

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Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p>Reading</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 data-bbox="107 699 264 858">  </div> <div data-bbox="295 711 521 871">  </div>	<p>Spellings</p> <p>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.</p> <div data-bbox="622 608 786 775">  </div> <div data-bbox="824 598 983 826">  </div>		