

# Weekly Overview of Learning

Year Group: Year 1    Week beginning: 11.03.24

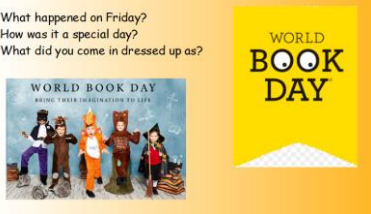


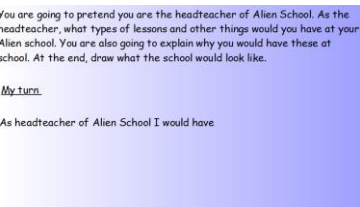
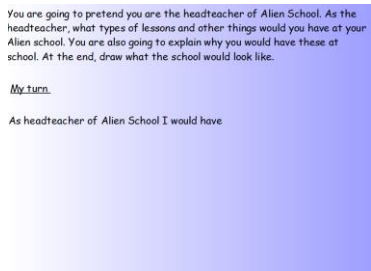



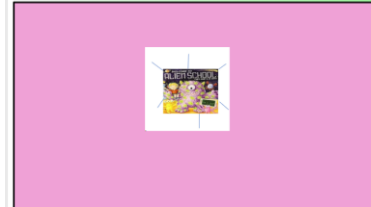



Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b>	<u>LI: We are learning to recall real events.</u>	<u>LI: We are learning to describe our own version of Alien School.</u>	<u>LI: We are learning to describe and draw our own version of Alien School.</u>	<u>LI: We are learning to compare Alien School to another book we have read.</u>	<u>LI: We are learning to write comparative sentences.</u>
<b>Speaking and Listening Focus</b>	Give well-structured descriptions	Give well-structured descriptions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Ask relevant questions to expand their understanding and knowledge	Give well-structured descriptions, explanations and narratives for different purposes
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><u>Key Vocabulary:</u> characters costumes colour</p> <p><u>Key questions:</u> What did you dress up as on World Book Day? How did your costume look? Did you like your costume? Why?</p>	<p><u>Key Vocabulary:</u> lessons activities equipment play area</p> <p><u>Key questions:</u> If you were to attend Alien School, what would you have there? What lessons would you have? How would lunch be?</p>	<p><u>Key Vocabulary:</u> headteacher school accessories because lessons</p> <p><u>Key questions:</u> Why would you want this at an alien school? Why would you teach these lessons? What would the children play with at play and lunch time?</p>	<p><u>Key Vocabulary:</u> similar different space aliens toys</p> <p><u>Key questions:</u> Where does the book take place? What happens in the book? Who are the main characters? How do they feel?</p>	<p><u>Key Vocabulary:</u> similar different space aliens toys whereas but</p> <p><u>Key questions:</u> How are the two books similar? What is different about the books?</p>

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<p><b>Activities</b></p>	<p>Last Friday the children celebrated World Book Day and came in with wonderful costumes.</p> <p>What happened on Friday? How was it a special day? What did you come in dressed up as?</p>  <p>Today the children will be using adjectives to describe what they dressed up as and what their costume looked like.</p>	<p>In the lesson, the children are going to pretend they are the headteacher of Alien School. They are going to brainstorm what lessons would be taught and other things they would have at Alien School.</p>  <p>If you actually attended Alien School, what would you want there? What lessons would you have? How would the lunch taste?</p> <p>You are going to pretend you are the headteacher of Alien School. As the headteacher, what types of lessons and other things would you have at your Alien school. You are also going to explain why you would have these at school. At the end, draw what the school would look like.</p> <p>Lets brainstorm first what we would have at Alien School</p>  <p>You are going to pretend you are the headteacher of Alien School. As the headteacher, what types of lessons and other things would you have at your Alien school. You are also going to explain why you would have these at school. At the end, draw what the school would look like.</p> <p><u>My turn</u></p> <p>As headteacher of Alien School I would have</p> 	<p>The children will be continuing to write what they would have at Alien School if they were Headteacher and why they would have them.</p> <p>Children will also draw what their alien school would look like.</p> <p>You are going to pretend you are the headteacher of Alien School. As the headteacher, what types of lessons and other things would you have at your Alien school. You are also going to explain why you would have these at school. At the end, draw what the school would look like.</p> <p><u>My turn</u></p> <p>As headteacher of Alien School I would have</p> 	<p>Children will be reflecting back at the books we have looked at so far in Year 1 and will be seeing which book is similar to Alien School.</p> <p>We will choose Toys in Space and will be identifying how the two books are similar and different to each other.</p> <p>Let us brainstorm what we remember about what happend in Toys in Space. Who are the characters? Where does it take place? How did the toys feel?</p>   <p>Let us brainstorm what we remember about what happend in Alien School. Who are the characters? Where does it take place? How did Albie feel?</p>  	<p>Children use their frame from yesterday of how the two books are similar and different to write comparative sentences.</p> <p>Now we are going to compare how the two books are similar and different to each other. In the middle we write how they are similar and on the outside write how they are different.</p> 
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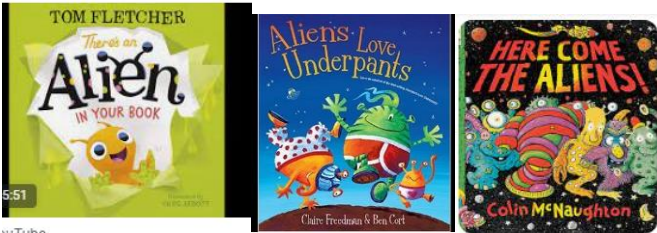
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5																					
<p><b>Phonics</b></p>	<p><b>Review</b></p> <p>Set 6 graphemes – ear (long E-r) ear are y (long E) ph wh e (long E) o (long O).</p> <p><b>Activity</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell. Words: when she open why</p> <p><b>Teach</b></p> <p>Teach Review ff ll ss zz ck Action: Black Cat walking. Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -y, -ly)</p> <p><b>Activity</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: which we even over</p> <p><b>Teach</b></p> <p>Review nk Action: Black Cat walking.</p> <p>Read through the words in the PowerPoint. Focus on how some words change completely in the past tense.</p> <p><b>Activity</b></p> <p>In your books, write down 4 sentences using any of the words below.</p> <table border="1" data-bbox="1048 917 1361 1125"> <tr> <td>think</td> <td>wink</td> <td>bunk</td> </tr> <tr> <td>bank</td> <td>blink</td> <td>chunk</td> </tr> <tr> <td>honk</td> <td>pink</td> <td>drunk</td> </tr> <tr> <td>sunk</td> <td>sink</td> <td>junk</td> </tr> <tr> <td>drink</td> <td>tank</td> <td>skunk</td> </tr> <tr> <td>shrink</td> <td>rank</td> <td>thank</td> </tr> <tr> <td>thank</td> <td>blank</td> <td>shrank</td> </tr> </table>	think	wink	bunk	bank	blink	chunk	honk	pink	drunk	sunk	sink	junk	drink	tank	skunk	shrink	rank	thank	thank	blank	shrank	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: wheel be began disco</p> <p><b>Teach</b></p> <p>Review tch</p> <p>Action: Fingers to your lips, ghost letters make no sound.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed,- ing). Read in sentences.</p> <p><b>Activity</b></p> <p>14.3.24</p> <p>Write on the right side what the word is when we add 'ed' at the end.</p>	<p><b>Review</b></p> <p>Review HFWs introduced this week:</p> <p>boat, cried, which, head, dragon, animals, couldn't, eyes, lived</p> <p><b>Activity</b></p> <p>Children create their own flashcards using colourful media to display in the classroom.</p>
think	wink	bunk																								
bank	blink	chunk																								
honk	pink	drunk																								
sunk	sink	junk																								
drink	tank	skunk																								
shrink	rank	thank																								
thank	blank	shrank																								

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<p><b>Class Text</b> – Reading Aloud 10-15 mins each day</p>	
<p>This week the classes will be reading a range of stories about aliens!</p>	

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to compare lengths</u>	<u>LI: We are learning to compare heights</u>	<u>LI: We are learning to measure lengths using objects for reference</u>	<u>LI: We are learning to measure length in centimetres</u>	<u>LI: We are learning to measure using a ruler</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>longer than</li> <li>shorter than</li> <li>is the same as</li> <li>is equal to</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>Which object is longer? How do you know?</li> <li>Can two different objects have the</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>taller than</li> <li>smaller than</li> <li>is the same as</li> <li>is equal to</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>Which object is taller? How do you know?</li> <li>What is the difference between</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>lengths</li> <li>objects</li> <li>taller</li> <li>shorter</li> <li>height</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>What could you use to measure the length/height of this object?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Centimetres</li> <li>length</li> <li>ruler</li> <li>tall</li> <li>short</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>What does “cm” mean?</li> <li>Why is it helpful to have a standard unit</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>ruler</li> <li>centimetres</li> <li>compare</li> <li>practical</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>Which object is longer/taller/shorter? How do you know?</li> </ul>


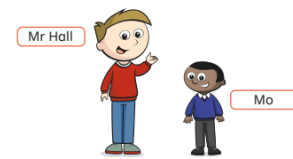
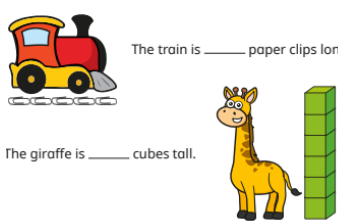
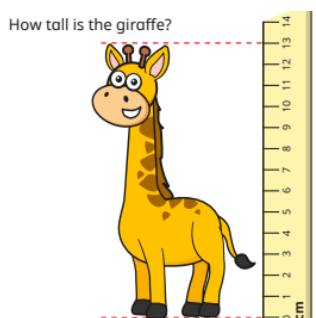
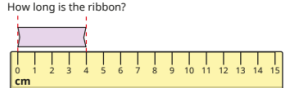
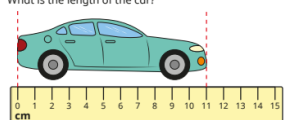
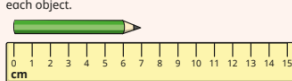
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	<p>same length? How do you know?</p> <ul style="list-style-type: none"><li>• Why is it important that you line the objects up before you compare them?</li></ul>	<p>“longer” and “taller”?</p>	<ul style="list-style-type: none"><li>• Why do you have to use objects that are the same size to measure something?</li><li>• What would happen if you chose a different unit to measure the object?</li></ul>	<p>of measure?</p> <ul style="list-style-type: none"><li>• Where do you need to begin measuring from?</li><li>• How does using a ruler help you to compare the lengths/ heights of objects?</li></ul>	<ul style="list-style-type: none"><li>• How much longer/taller/shorter is the ____ than the ____?</li><li>• What could you do if the object is not lined up exactly with a number on the ruler?</li></ul>
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Activities					
<p><b>Activities</b></p>	<p>In this lesson children compare lengths “taller than/shorter than”. Children understand that length is not the same as height and that the language they use changes, depending on what type of length they are describing and comparing. Children should also be exposed to objects that have the same length or height and use the language of “is the same” or “is equal to” to compare.</p> <p>Ordering lengths and heights is covered later in Key Stage 1</p> <p>Write <b>longer</b> or <b>shorter</b> to compare the ribbons.</p>  <ul style="list-style-type: none"> <li>▶ The plain ribbon is _____ than the stripy ribbon.</li> <li>▶ The stripy ribbon is _____ than the plain ribbon.</li> </ul>	<p>In this lesson, children compare heights of objects using language such as “shorter than” and “taller than”. Children understand that height is a type of length and that the language they use changes, depending on what type of length they are describing and comparing. Children should also be exposed to objects that have the same length or height and use the language of “is the same” or “is equal to” to compare.</p> <p>Ordering lengths and heights is covered later in Key Stage 1</p> <p>_____ is longer than _____</p> <p>_____ is taller than _____</p> <p>Mr Hall and Mo are comparing their heights.</p>  <p>Choose a word to complete each sentence.</p> <p>taller shorter</p>	<p>In this lesson, children begin to measure the lengths and heights of objects, using non-standard units of measure such as cubes or paper clips. As in the previous step, they explore both lengths and heights. It is important that children know that in order to measure the length of something they need to use a consistent unit of measure. They should see that it is not useful to measure the length of something using a range of objects, for example a combination of cubes and paper clips. Similarly, the chosen unit of measure should be equal in size, for example all the paper clips must be the same.</p> <p>The train is _____ paper clips long.</p>  <p>The giraffe is _____ cubes tall.</p>	<p>In this lesson, children will be Building on the previous step, children measure the lengths and heights of objects using a ruler and a standard unit of measure: centimetres. They are introduced to the abbreviation “cm”, so that they do not have to write the full word.</p> <p>How tall is the giraffe?</p>  <p>The _____ is _____ cm long/tall.</p> <p>The _____ is longer/taller/shorter than the _____</p>	<p>In this lesson, we will discuss with children why it is helpful to have a standard unit of measure that can be used around the world. Model how to align a ruler with the object being measured. Also show how to look to the nearest whole centimetre when measuring objects that are not an exact number of centimetres.</p> <p>How long is the ribbon?</p>  <p>The ribbon is _____ cm long.</p> <p>What is the length of the car?</p>  <p>Give children a pair of objects, such as pencils of different lengths. Ask them to measure the length of each object.</p>  <p>Ask which object is shorter and which is longer.</p>

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## Music – Sing Up

**LI: We are learning to compare interpretations of the piece.**

This week the children are going to compare different versions of the same piece of music, identify differences and similarities and how music can tell a story and Talk about personal preferences.

### Animation and ballet interpretations



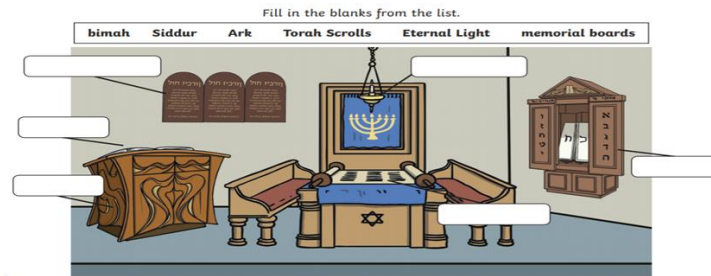
## RE – Widening Horizons

**LI: We are learning to label features of a synagogue.**

This week the children are going to learn more in depth about the Jewish place of worship- Synagogue. The children will look at the different parts of Synagogue and some important rules they follow before entering the Synagogue.



Task:



## PE – Get Set 4 PE

**LI – We are learning to develop knowledge about how exercise relates to breathing.**

### Breathe in, breathe out:

Place cones to mark an inner circle and outer area. Name pupils either 'air' or 'lungs'. The AIR pupils begin standing outside of the marked area. The LUNGS pupils (our breathing tools inside our bodies) stand on the inside of the marked area.



1. When the teacher calls 'breathe in', AIR pupils run into the inner circle, the LUNGS pupils stretch their bodies into a star shape.
2. When the teacher calls 'breathe out' AIR pupils run back to the outside of



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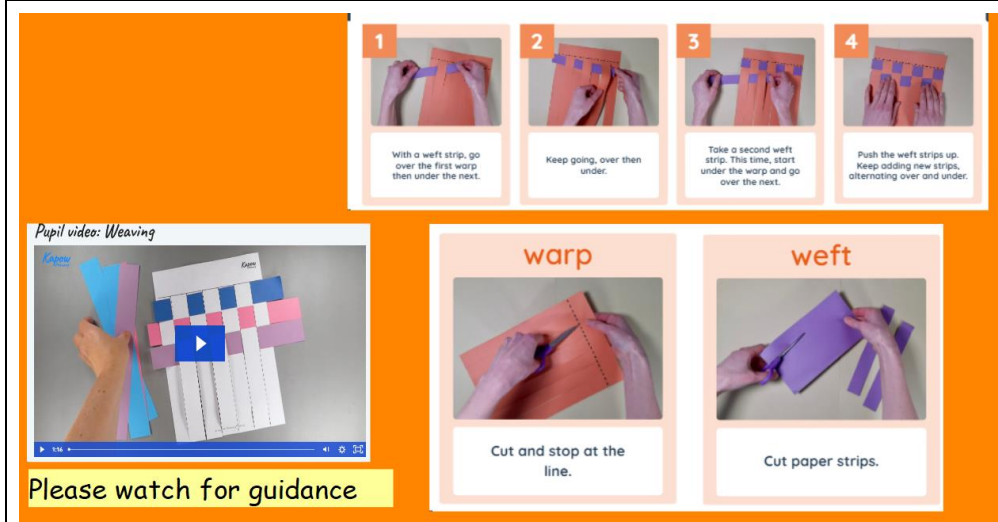


		<p>the teaching space, the <b>LUNGS</b> pupils move their bodies into a small tuck position</p>
<b>Art – Kapow</b>	<b>PSHE - Jigsaw</b>	
<p><b><u>LI: We are learning how to weave.</u></b></p> <p>This week the children are going to learn how to weave. The children will be using paper strips to warp and weft and create a weave pattern! <i>Warp</i> - the paper strips that run up and down. <i>Weft</i> - paper strips that go over and under. The children are also going to look at some engaging videos for better understanding.</p>	<p><b><u>LI: We are learning how to keep ourselves clean and healthy.</u></b></p> <p>The children this week are going to learn about personal hygiene and its importance. Children will think of different objects e.g.: tooth brush, hand sanitiser etc and how they keep us clean. The children will then look at some objects and discuss if they are safe or unsafe.</p>	



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**1** With a weft strip, go over the first warp then under the next.

**2** Keep going, over then under.

**3** Take a second weft strip. This time, start under the warp and go over the next.

**4** Push the weft strips up. Keep adding new strips, alternating over and under.

**warp**  
Cut and stop at the line.

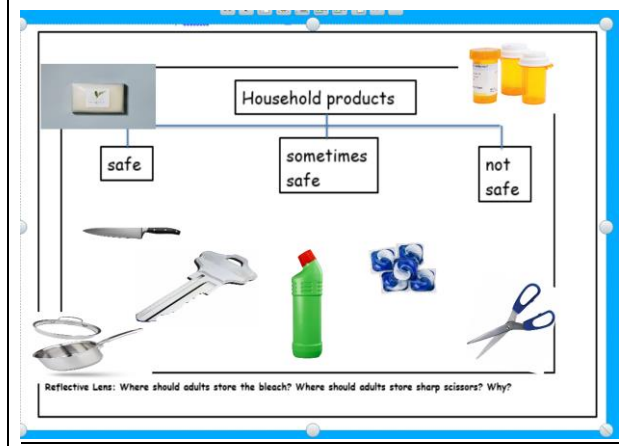
**weft**  
Cut paper strips.

*Pupil video: Weaving*

Please watch for guidance



**Task:**



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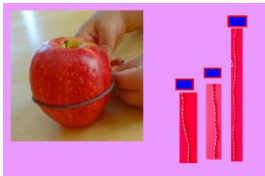
Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
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**LI: We are learning to investigate different varieties of apples and how to make water travel from one place to another.**

In the first half of the lesson the children will compare different varieties of apples using their senses for example: Finding out the texture by using our sense of touch. How do they look different in colour or shape by using sense of sight and so on? Then the CT's will model on the carpet how to measure these apples to discover the smallest, tallest and widest varieties using a string.



Next we will slice the apple leaving the cores to be placed into sealable transparent plastic bags

for the children to observe changes over time.



The next half, the children will be carrying another experiment- The Walking Water.

The children will learn how to make water from one place to another.

**METHOD:**

- Roll up three pieces of kitchen roll.
- Put two beakers side by side and fill one to the top with water. Add food colouring if you want to.
- Add one end of the paper towel into the full jar or beaker of water and the other end into the empty beaker.
- The water will move through the paper towel until the water level in each is the same.
- You could then put three beakers in a row, with two different food colourings in each of the outside beakers, leaving the middle one empty.
- Add a piece of kitchen roll from each of the glasses with water, into the empty glass and watch what happens.

Beautiful pictures of the

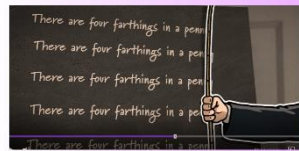
children will be taken when these experiments are being carried out.



**LI: We are learning about Victorian lessons.**

The children this week are going to learn about the lessons taught during the Victorian era and how they are different to the lessons taught now. They will also

Most Victorian lessons involved listening to the teacher and copying sentences from the blackboard.



look at the similarities and differences between the Victorian and modern lessons.

**Task**

How is a Victorian lesson similar or different to a lesson at school today?

Things that are similar	Things that are different
The teacher is in charge of the class.	The teacher is always very strict.

Would you have liked to go to school in Victorian times?

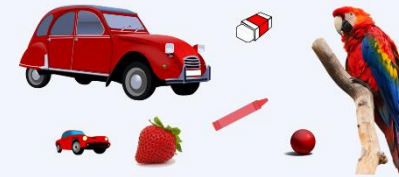
yes  no

This is because \_\_\_\_\_

**LI: We are learning to make different groups.**

This week in computing, the children are going to learn about how to group similar objects, how to group objects in more than one and counting how many objects share a property.

Think, pair, share: What property is the same for these objects?



They are all mostly red. How else could you group the objects?

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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.



### Reading and spelling.

### Maths

### Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

#### Reading

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**.

Your teacher will check, mark and sign your work once a week.

Try and login to **Bug Club** and **Reading Eggs**.



#### 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.



**Doodle Maths** – Log on to your account at least three times this week.

**We will be checking to see who has accessed their account the most!!**

Work to reach your target – are you in the **green** zone yet?

15<sup>th</sup> March – Red nose day – dress in red for the day

18<sup>th</sup> March – Dress as a scientist for science week!

Remember to login to **Monster Phonics**.

If you missed the **Phonics workshop** you can find the information under **phonics** on the school website.