

Weekly Overview of Learning




Year Group: Year 1 Week beginning: 11.09.23

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><u>LI: We are exploring and discussing our new book.</u></p>	<p><u>LI: We are learning to use adjectives to describe the bear.</u></p>	<p><u>LI: We are learning to write a sentence to describe the bear.</u></p>	<p><u>LI: We are learning to use 'and' to join our sentences.</u></p>	<p><u>LI: We are learning to use 'and' to join our sentences</u></p>
<p>Speaking and Listening Focus</p>	<p>I can listen to other people's ideas. Use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas</p>	<p>I can listen to other people's ideas. Use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas</p>	<p>I can listen to other people's ideas. Use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas</p>	<p>I can listen to other people's ideas. Use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas</p>	<p>I can listen to other people's ideas. Use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Predict Explore Discuss Bear River Friends Animals <u>Key Questions:</u> What do you think this book might be about? Will there be other animals in this book? Which animals might be in the book?</p>	<p><u>Key Vocabulary:</u> Adjectives Describe Look Size Colour Feeling <u>Key Questions:</u> What happened in the book we read yesterday? Where did the book take place? Who helped the bear? Which animals did we see? What colour is the bear?</p>	<p><u>Key Vocabulary:</u> Describe Colour Size Feeling <u>Key Questions:</u> What are adjectives? What adjectives can we use to describe the bear? What colour is the bear? How about the size? How do you think the bear is feeling?</p>	<p><u>Key Vocabulary:</u> Adjective And join <u>Key Questions:</u> What do we need when we write a sentence? What goes at the beginning of a sentence? What goes at the end? Where should we use and?</p>	<p><u>Key Vocabulary:</u> Adjective And join <u>Key Questions:</u> What do we need when we write a sentence? What goes at the beginning of a sentence? What goes at the end? Where should we use and?</p>

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		How about the size? How do you think the bear is feeling?			
Activities	<p>Children will be exploring and reading their new book, Bear Came Along.</p> <p>This is the new book that we are going to be reading. Look at the picture on the front of the page.</p>  <p>What do you think this book might be about? Will there be other animals in this book? Which animals might be in the book?</p>	<p>Children will recap the book from yesterday and will begin to describe the bear using adjectives.</p>  <p>We are going to use adjectives to describe the bear. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell. Adjectives can also be colours and words that describe temperatures and sizes.</p> <p>On a post it not, we are going to write words that describe what the bear looks like. Let's write about the colour and size of the bear.</p> <p>Put chins post it notes on the display board with the adjectives</p> <p>What else can you think about that describes the bear?</p>	<p>Children will use the adjectives they started to think about and use them to write them into a sentence. For example; The bear is brown.</p> <p>Today we are going to write a sentence to describe the bear using the adjectives we have thought of together. He is scared and lost, so lets write a wanted poster so that his friends can find and save him.</p> 	<p>Children will be using the conjunction 'and' to make their description sentence of the bear longer. For example; The bear is brown and big.</p> <p>What do we need when we write a sentence? Write a sentence on your whiteboard to describe how the bear looks. Let's write a sentence together.</p> 	<p>Children to continue using and to write their descriptive sentence of the bear.</p> <p>We are going to be using 'and' to join our sentences together to make a longer sentence. Here is an example Let's write another one together.</p> <p>The bear is brown and big.</p>

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics Moon, st, ev Phonics	LI: We are learning the <u>tch</u> sound. Children will first recap different sounds randomly.	LI: We are learning the <u>ve</u> sound. Children will first recap different sounds randomly.	LI: We are learning nonsense <u>words</u> Children will be shown alien nonsense words with the tch	LI: We are learning the <u>ai</u> sound Children will first recap different sounds randomly.	LI: We are learning <u>Common Exception Words</u> .

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	<p>They will then practice the new tch sound. They will practise saying and writing the sound. They will then look through words with this sound. Teacher will practise saying the word first then children will repeat after the teacher.</p> <p>Children will then watch a Monster Phonics video with the sound. On their whiteboards they will write down the words they hear with the sound.</p> 	<p>They will then practice the new ve sound. They will practise saying and writing the sound. They will then look through words with this sound. Teacher will practise saying the word first then children will repeat after the teacher.</p> <p>Children will then watch a Monster Phonics video with the sound. On their whiteboards they will write down the words they hear with the sound.</p> 	<p>and ve sound and will practice reading them.</p>	<p>They will then practice the new ai sound. They will practise saying and writing the sound. They will then look through words with this sound. Teacher will practise saying the word first then children will repeat after the teacher.</p> <p>Children will then watch a Monster Phonics video with the sound. On their whiteboards they will write down the words they hear with the sound.</p>	<p>Children will first recap different sounds randomly. They will then practice the reading the Common Exception Words for Year 1.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of Julia Donaldson stories during their reading aloud time.</p>				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to count forward.	LI: We are learning to count backwards.	LI: We can count 1 more.	LI: We can count 1 less.	LI: We can count 1 more and 1 less.

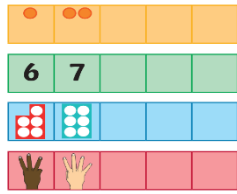
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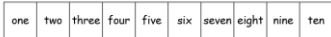
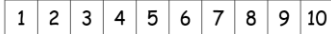
	We are learning to count forward from a number between 1 and 10.	We are learning to count backwards from a number between 1 and 10.	We are learning to count 1 more from any given number from 1 – 10.	We are learning to count 1 less from any given number from 1 – 10.	We are learning to count 1 more and 1 less from any given number.
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> 1 more than Next number</p> <p><u>Key Questions:</u> - How many are there? - Can you count on from? - Can you count back from? - What number comes after? - What number comes before?</p>	<p><u>Key Vocabulary:</u> Tens frames Plus Is equal to Continue the pattern Bonds to 20</p> <p><u>Key Questions:</u> - How many are there? - Can you count on from? - Can you count back from? - What number comes after? - What number comes before?</p>	<p><u>Key Vocabulary:</u> 1 more than</p> <p><u>Key Questions:</u> • does the number get bigger or smaller when we count 1 more?</p>	<p><u>Key Vocabulary:</u> Number sentence Ones Tens</p> <p><u>Key Questions:</u> • what is 1 more than...? • What is 1 less than?</p>	<p><u>Key Vocabulary:</u> Part whole</p> <p><u>Key Questions:</u> • What mistake has Kay made?</p>
Activities	<p>Today children will look at each number track. They will identify what number does each track start from. What number comes next? How do you know? Can you continue to count on? How could you check your answers?</p>	<p>Today, children will count backward from the number 10 to 0 chorally with his/her classmates while the teacher points to the numbers on a number line.</p> <ul style="list-style-type: none"> Count backward from the number 10 to 0 chorally with his/her classmates while the teacher points to the corresponding objects below the numbers on a number line. 	<p>Today, we are learning to count out objects for the given number then if they need to find one more, they can add one object to the total. If they need to find one less, they can take away one object from the total. They can then count out the objects, or use counting forwards or backwards to find the new total.</p>	<p>Today, we are learning to count out objects for the given number then if they need to find one less, they can subtract one object to the total. If they need to find one less, they can take away one object from the total. They can then count out the objects, or use counting forwards or backwards to find the new total.</p>	<p>Children will be identifying one more than a given number, identify one less than a given number, identify a number that comes before a given number,</p>

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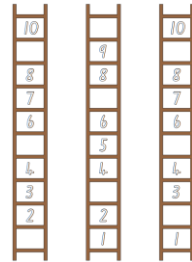
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Count forwards on a number track



- Count backward from the number 10 to 0 orally by his/herself while self-pointing to the numbers on a number line.
- Count backward from the number 10 to 0 orally by his/herself while self-pointing to the corresponding objects below the numbers on a number line.



8 9 10 11 12 13

One more than 9 is 10.

0 1 2 3 4 5 6

One more than 4 is 5.

I have 8 fish.

Benjamin

I have 7 fish.

Scarlett

identify a number that comes after a given number.

a) Circle one more than 6



b) Circle one more than 1



Rosie's mom asked her to pick 10 strawberries.



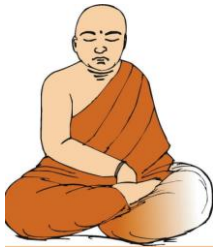
There are 9

One more or One less?

She needs to pick


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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are Singing along to the counting (and possibly the verse) at the same time as marching.</u></p> <p>In Music we will first play the clip of ‘Colonel Hathi’s march’ so children can get a flavour of the music. Next, in a large, open space, march in time to the music, like the elephants in Colonel Hathi’s troupe. As a class, we will form a line holding on to each other’s shoulders gently and keep in contact as you march around the large space (as one long snake), marching like the herd of elephants (someone could play the little elephant who has to catch up).</p>	<p><u>LI: We are learning about the basics of Buddhism.</u></p> <p>In RE, the children will be learning the fundamentals of Buddhism. They will look at who started Buddhism, when and where it began. The children will also learn about what Buddhists believe in such as the importance of reflection and meditation and what festivals they celebrate. The children will also look at some knowledge fuelled videos regarding the same.</p> <div data-bbox="1176 555 1388 805" data-label="Image">  </div>	<p><u>LI: we are leaning to land safely by looking ahead when landing, Show hopping and jumping movements with soft bent knees.</u></p> <p>In PE, in pairs, pupils will discuss the following questions: What can you do to jump further? How can you keep balanced when you land? Invite some pupils to share their discussion. Children will begin behind the line. They swing their arms three times and jump forwards as far as they can.</p>
Art – Kapow		PSHE - Jigsaw
<p><u>LI :We are learning how to create purple, orange and green using primary colours.</u></p> <p>Children will be learning the what the primary colours are and will then be experimenting with the primary colours to make the secondary colours purple, orange and green.</p>		<p><u>LI: We are learning to see the link between my rights and my actions in the classroom.</u></p> <p>Children will be reflecting on the rights they chose for the class charter from the previous week and if they have been implementing them in the classroom.</p>

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>L1: We are learning about human senses.</u> The children will first learn to identify and name our five senses, the body parts associated with each sense and their role in keeping us safe. The children will be looking around the classroom and sharing what they can see, what they can touch, what they smell, what they have tasted today. The children will also be watching some engaging videos and doing some fun activities regarding the same.</p> 	<p><u>L1: We are learning about childhood</u> The children are going to Learn about growing and changing from young to old and how people's needs change</p>	<p>Introduction Learners will become familiar with the term 'technology'. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways.</p> <p>Learning objectives To identify technology</p> <ul style="list-style-type: none">• I can explain technology as something that helps us• I can locate examples of technology in the classroom• I can explain how these technology examples help us <p>Key vocabulary Technology</p>

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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

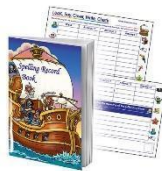
Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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?

Monday 11th September- Welcome meeting
Thursday 21ST September 2023- Year 1 Toy Workshop