

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 13.11.23

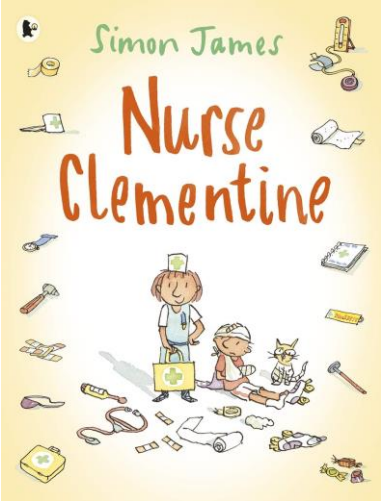
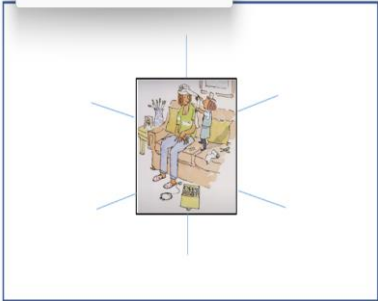
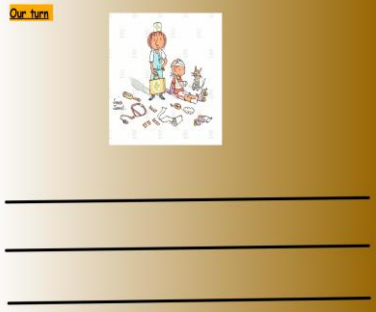
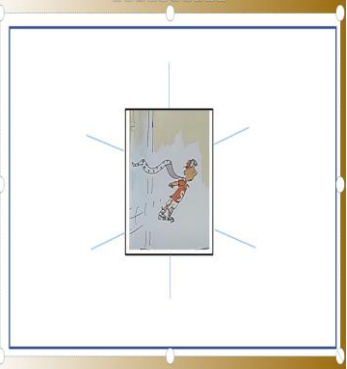


Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are exploring and discussing our new book- Nurse Clementine</u>	<u>LI: We are exploring the personality of the main character in the story</u>	<u>LI: We are learning to understand what suffixes are.</u>	<u>LI: We are learning to write sentences to describe the main character's personality using suffixes such as 'ed and 'ing'.</u>	<u>LI: We are learning to describe the personality of the other characters in the story.</u>
Speaking and Listening Focus	Ask relevant questions to expand their understanding of the story	Give well-structured descriptions	Use new subject specific vocabulary to explain and describe.	Use simple language and sentence stems	I can use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: bandaged emergency temperature headache sore first aid kit</p> <p>Key questions: What do you think this book might be about? What can you tell from the picture? What was your favourite part of the</p>	<p>Key Vocabulary: helpful kind caring sympathetic considerate thoughtful friendly</p> <p>Key questions: Who is the main character in the story? What is she dressed like? Why do you think she is dressed</p>	<p>Key Vocabulary: suffixes root word 'ed' 'ing'</p> <p>Key questions: What is a suffix? Can you think of some words ending with 'ed' and 'ing'</p>	<p>Key Vocabulary: helping kind caring giving sympathetic considerate thoughtful friendly</p> <p>Key questions: Who are the characters in the book? Can you remember what emergencies Nurse Clementine helped to fix?</p>	<p>Key Vocabulary: helping kind caring giving sympathetic considerate thoughtful friendly</p> <p>Key questions: Who are the other characters in the story? What is Clementine's brother (Tommy) doing in the story?</p>

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	<p>story? How did the story make you feel?</p>	<p>like this? What is she doing in the story?</p>		<p>What happened to the brother? How did Clementine help him?</p>	<p>What is he like?</p>																																			
<p>Activities</p>	<p>Children will be introduced to their new book, Nurse Clementine. Children will predict what the book will be about, what characters might be in the book and where they may end up.</p> 	<p>The children will be exploring the personality of the main character- Clementine. They will be brainstorming ideas using vocabulary such as helpful, considerate, sympathetic, caring to describe her personality.</p> 	<p>Children will be learning about suffixes that are letters or group of letters that goes on the end of a word such as ing, ed. Children will also be watching a video about suffixes and will look at some examples to help them understand it better.</p> <table border="1" data-bbox="1064 965 1384 1149"> <thead> <tr> <th colspan="5">Roll and Read -ing and -ed Suffixes</th> </tr> </thead> <tbody> <tr> <td>humming</td> <td>mixing</td> <td>dropping</td> <td>talking</td> <td>singing</td> </tr> <tr> <td>liked</td> <td>wanted</td> <td>loved</td> <td>helped</td> <td>washed</td> </tr> <tr> <td>walking</td> <td>looking</td> <td>humming</td> <td>swimming</td> <td>baking</td> </tr> <tr> <td>shouted</td> <td>ended</td> <td>wanted</td> <td>fixed</td> <td>hunted</td> </tr> <tr> <td>shipping</td> <td>running</td> <td>cooking</td> <td>singing</td> <td>looking</td> </tr> <tr> <td>jumped</td> <td>helped</td> <td>walked</td> <td>cried</td> <td>fixed</td> </tr> </tbody> </table> <p>Clementine enjoys playing Nurse.</p> <p>Mr. Brown banged his toe on the door.</p> <p>Clementine bandaged her mum's head.</p> <p>Wellington was licking his paw.</p> <p>Clementine checked her brother for bruises.</p>	Roll and Read -ing and -ed Suffixes					humming	mixing	dropping	talking	singing	liked	wanted	loved	helped	washed	walking	looking	humming	swimming	baking	shouted	ended	wanted	fixed	hunted	shipping	running	cooking	singing	looking	jumped	helped	walked	cried	fixed	<p>The children will first have a quick recap of the story. They will be asked questions such as Who are the characters in the book? Can you remember what emergencies Nurse Clementine helped to fix? What happened to the brother? Next, As a class, children will write some sentences to describe the personality of Clementine.</p> 	<p>The children will describe the other characters in the story. They will brainstorm ideas to describe the personality of Clementine's brother- Tommy.</p> 
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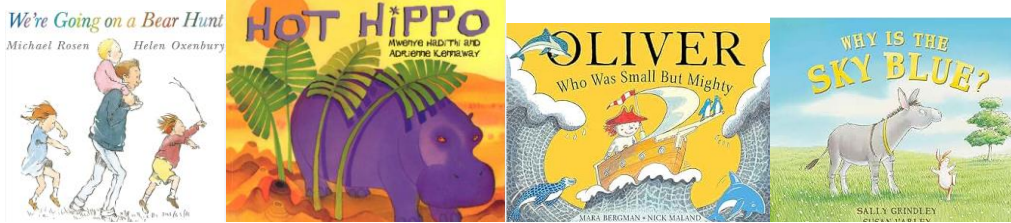
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review</p> <p>Recap the er ir ur graphemes from last week</p> <p>Teach</p> <ol style="list-style-type: none"> Use the PowerPoint. Use this to introduce the oo grapheme. Read the oo words and play Guess the Window. Watch the video 'At the Zoo'. Ask the children to make the Cool Blue (round mouth) action every time they hear an oo word in the song. How many words can they remember? <p>Activity</p> <p>Download the activity. Choose either of the activities below.</p> <p>Close procedure – add the missing oo words.</p> <p>Cut and paste oo words.</p>	<p>Review</p> <p>Use the PowerPoint to recap the oo words. Has anyone managed to add to the zoo display?</p> <p>Recap chosen HFWs from yesterday.</p> <p>Teach</p> <ol style="list-style-type: none"> Use the PowerPoint. Use this to introduce the oo (short u) grapheme. Read the oo words and play Guess the Window. Watch the video 'Looking for a Good Book'. Ask the children to wave a pretend wand every time they hear an oo word in the song. At the end, see how many words they can recall by writing on whiteboards. <p>Activity</p> <p>Download the activity. Ask the children to create several book covers that have titles containing as many oo words as possible.</p>	<p>Review</p> <p>Use the flashcards to recap the oo(u) words.</p> <p>Recap chosen CEWs from yesterday.</p> <p>Teach</p> <ol style="list-style-type: none"> Use the PowerPoint. Use this to introduce the oa grapheme. Read the oa words, look at how to add the s, ing and ed suffixes. Watch the video 'Going to Score Some Goals at Football'. Ask the children to make the Miss Oh No action (hands in the air looking surprised) every time they hear an oa word in the song. How many words can the children recall by writing on whiteboards? <p>Activity</p> <p>Play the matching oa cards game. Children record oa words on their Record Sheets.</p>	<p>Review</p> <p>Use the PowerPoint to recap the oa words.</p> <p>Teach</p> <ol style="list-style-type: none"> Download the 'alien' nonsense words. Use this to recap the oo (long oo), oo (u) and oa graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory. Select a flashcard game to play. Use a mixture of the flashcards to play the games. <p>Activity</p> <p>Download the word searches. Complete one this session. They may continue these in a later session or for home learning.</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> <p>Teach</p> <ol style="list-style-type: none"> Use the HFW PowerPoint. All of the 100 HFWs have been taught. Read through to revise. Download the activity. Children complete the HFW Word Searches. They can continue in a later session or take home for home learning. <p>Activity</p>

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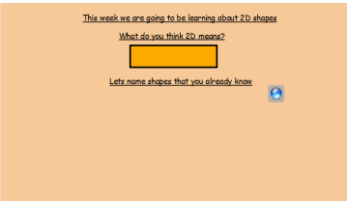
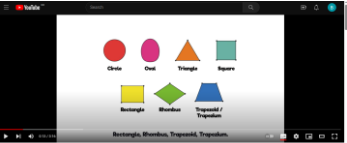
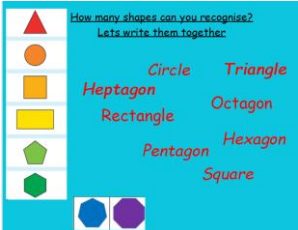

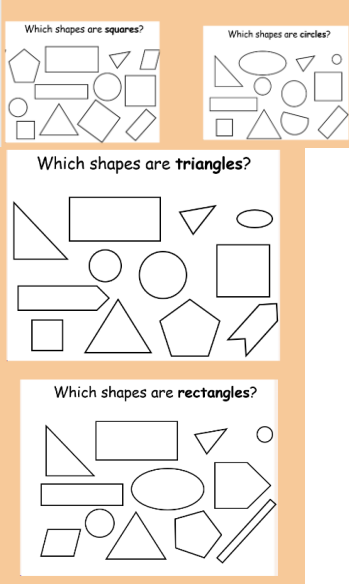
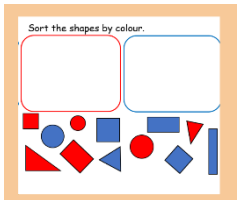
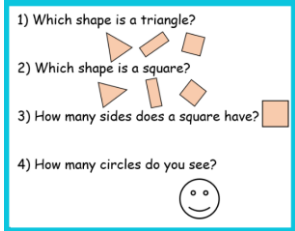
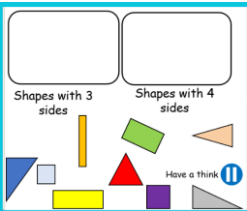
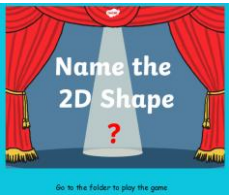
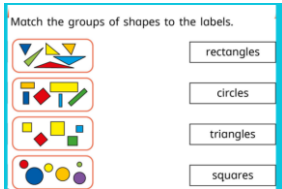
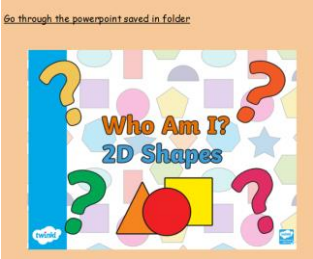
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of story books inspired by geography during their reading aloud session.</p> 				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to identify 2D shapes.</u>	<u>LI: We are learning to identify and recognise 2D shapes.</u>	<u>LI: We are learning to identify and categorise 2D shapes.</u>	<u>LI: We are learning to sort 2D shapes.</u>	<u>LI: We are learning to describe 2D shapes.</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Flat Circle Square Triangle Rectangle <p>Key Questions: What 2-D shapes do you know? What is a 2D shape?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Square Rectangle Circle Triangle Sides Corners <p>Key Questions: Which shapes do you recognise? What are they called? How many sides does the shape have? How many corners does the shape have?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Identify Recognise Shape <p>Key Questions: Which shape is this? Which category would it go into?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Sort Groups <p>Key Questions: How do you know that this is a ?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Describe Corners Sides Size <p>Key Questions: Which adjectives would you use to describe the shape? Is it big or small? How many sides does the shape have? How many corners does the</p>


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					shape have?
<p>Activities</p>	<p>Today children will be introduced to 2D shapes. 2D shapes are flat.</p> <p>Children will be asked to recognise any shapes that they already know.</p>  <p>They will watch a video that will help the children to name other 2D shapes they may not know.</p> 	<p>Children will recap the 2D shapes they already know.</p> <p>They will then identify the shapes and match the name of the shape to the picture.</p>  	<p>Children will be identifying and categorising which shapes are circles, triangles, rectangles and squares.</p>  <p>They will also be sorting shapes based on their colour.</p> 	<p>Children will be continuing to sort 2D shapes based on which group they are.</p>    	<p>Children will be describing 2D shapes to play a game to identify what the shape might be.</p> 

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to practise songs for Nativity.</u></p> <p>This week children will be practising for the Nativity. They will practise singing and making actions for the song ‘Shh don't wake the baby’.</p> <div data-bbox="107 566 705 933" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Shh, Don't Wake The Baby</p> <p style="text-align: center;">1 2 3 4 1 2 3 <i>(Birds)</i></p> <p>1. I can waddle and quack, Nibble and coo, Flap my wings or tu-whit tu-who. I can waddle and quack, You can too, <i>(Action)</i> Or cock-a-doodle-doo!</p> <p style="font-size: small; text-align: center;">Works and Music by NRS&I 1998 © 2008 and 2011 Out of the Park Ltd. ECU Spring Rd. NT82 1TN</p> </div>	<p><u>LI: We are learning about the story of the nativity.</u></p> <p>In this lesson, children will learn that a very long time ago, there was a lady named Mary. She lived in a town called Nazareth.</p> <p>One day, an angel appeared. “Hello Mary,” said the angel, “you are very special and I have an important message for you.”</p> <p>Mary felt a bit frightened.</p> <p>“Don’t be afraid!” said the angel. “You are going to have a very special baby. His name is Jesus.”</p> <p>Mary was married to a man named Joseph.</p> <p>The people in charge wanted to know how many people lived in their country. Everyone had to go back to the place where they were born to be counted.</p> <p>Joseph was from a place called Bethlehem. Because there were no cars back then, Mary rode on a donkey to Bethlehem while Joseph walked beside her.</p> <p>Children will then retell the story using images and key words.</p> <div data-bbox="728 1177 1153 1481" style="text-align: center;">  </div>	<p><u>Team Building</u></p> <p><u>LI - We are learning to develop talking, listening and sharing.</u></p> <p>Pupils begin in their own safe space and jog around the area. Change the travelling by inviting pupils to show a travelling action for everyone else to copy e.g. sidesteps, skipping, jogging backwards etc.</p> <p>Look for space and change direction to avoid others. Watch the new action carefully so you know what to do.</p> <p>Select four pupils to be the catchers, they carry a cone.</p> <ul style="list-style-type: none"> • If caught, pupils must hold out one hand with either 1, 2, 3, 4 or 5 fingers up. • To be freed, another pupil must run over to them and complete the same number of star jumps as fingers that are held up. • Pupils who are caught are not allowed to tell the pupil freeing them how many star jumps to do, they must look and count the fingers. <p>Repeat the game changing the catchers. Q: How did you share how many star jumps the person freeing you needed to? Explain that sometimes we can show using a sign (visual) like they have just done and other times we might share using words.</p> <p><u>Target Games</u></p> <p><u>LI: We are learning to develop underarm and overarm throwing at a target.</u></p> <p>Run, throw, go: Place 12 hoops around the space. Pupils collect one bean bag each. On the teacher’s command (run), pupils move around. When the instruction is given (throw), pupils stop and throw their beanbag into the nearest hoop. When the teachers calls ‘run’, pupils collect</p>

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their beanbags and continue moving around. Repeat, giving pupils lots of opportunity to practise throwing.

Art – Kapow

LI: We are learning to work collaboratively to plan and create a sculpture.

This week in ART children are making the first part of our spider model. They will be learning to work collaboratively to plan and create a sculpture.

Class teacher will ask children to give you one adjective to describe the sculpture. Discuss its sheer scale; the Giant Spider measures 2.74m x 4.57m x 3.79m, around the same height as a double-decker bus.

Explain to the pupils that they will create their own big spider sculptures.

PSHE - Jigsaw

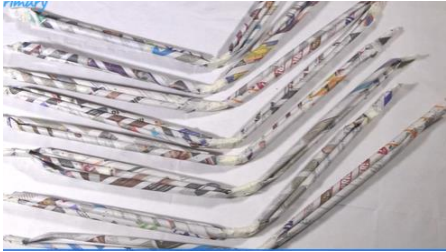
LI: We are learning the importance of the PANTS rule.

In this lesson, children will be learning the importance of the rule of PANTS. Children will learn that their body belongs to you and about good and bad touch.

This lesson will help children develop a sense of self-worth and understand and describe their feelings, so they have the confidence to express any worries they might have. It will enable children to explore what makes a safe and healthy relationship and about the importance of mutual respect. Children will be taught to understand the need to obtain consent for any activity and that everyone has the right to offer or withhold their consent.

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	<p>P RIVATES ARE PRIVATE</p> <p>A LWAYS REMEMBER YOUR BODY BELONGS TO YOU</p> <p>N O MEANS NO</p> <p>T ALK ABOUT SECRETS THAT UPSET YOU</p> <p>S PEAK UP, SOMEONE CAN HELP</p>
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning about identification and classification.</u></p> <p>Children will be shown a range of objects made from every day, natural and human-made materials.</p>	<p><u>LI: We are learning to draw and read simple picture map.</u></p> <p>In this lesson, children will be shown a range of maps, including a globe, picture maps, maps with keys, world</p>	<p><u>LI: We are learning to make careful choices when painting a digital picture.</u></p>

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Children will then be shown what objects are made out of;

- Wood
- Rubber
- Plastic

Plastic -



Rubber -



Wood-



maps, atlases.

Children will learn that maps are used for two primary purposes; to plan a route or find a location.

They will then find the key on this map

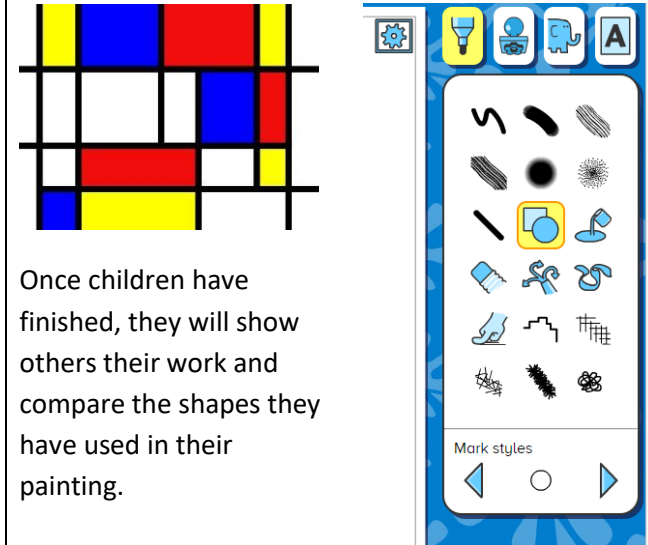


children will be asked; what is a map, and how are they used.

Children will then map out their classrooms.

This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist, Henri Matisse.

Children will be using paint to make a picture using different shapes inspired by the artist Henri Matisse.










Once children have finished, they will show others their work and compare the shapes they have used in their painting.

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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>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 style="display: flex; justify-content: space-around;">   </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 style="display: flex; justify-content: space-around;">   </div>	<div style="text-align: center;">  </div> <p>Doodle Maths – 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>Monday 13th – ODD SOCKS DAY</p> <div style="text-align: center;">  </div> <p>Friday 17th – Children in need – wear rainbow colours.</p> <div style="text-align: center;">  </div>