

# Weekly Overview of Learning

Year Group: 1 Week beginning: 13.03.23

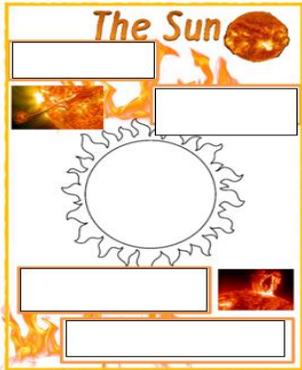
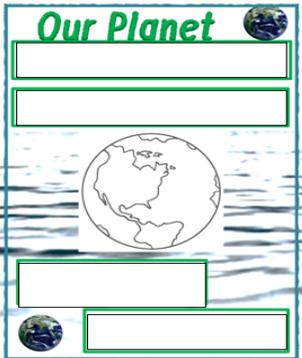
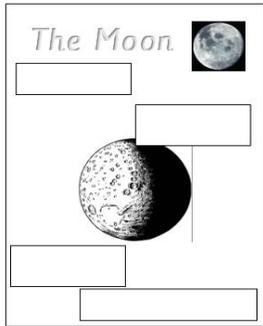
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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<p><u>LI: We are learning to read and recall useful information in non-fiction texts.</u></p>	<p><u>LI: We are learning to summarise and explain what we have learned to others.</u></p>	<p><u>LI: We are learning to assemble everything we have learned to create the beginning of our own non-fiction book.</u></p>	<p><u>LI: We are learning to assemble everything we have learned to create the middle of our own non-fiction book.</u></p>	<p><u>LI: We are learning to assemble everything we have learned to create the end of our own non-fiction book.</u></p>
Speaking and Listening Focus	<p>Listen and respond appropriately to adults and peers.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Listen and respond appropriately to adults and peers.</p>	<p>Listen and respond appropriately to adults and peers.</p>	<p>Listen and respond appropriately to adults and peers.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Non-fiction Contents page Index page Glossary Subheading Fact box</p> <p><u>Key Questions:</u> Why did the author write this book? How do we know this is a non-fiction book and not a story? What have we learned from reading this book (and others)?</p>	<p><u>Key Vocabulary:</u> Vocabulary about Space, including: The sun Stars Planets The Earth The moon Did you know?...</p> <p><u>Key Questions:</u> How should we introduce what we have to say? Which fact is the most interesting or surprising? (We will leave this until the end!)</p>	<p><u>Key Vocabulary:</u> Features of non-fiction texts: Subheading Facts Fact box Punctuation Conjunctions Adjectives</p> <p><u>Key Questions:</u> What are the features of good non-fiction writing?</p>	<p><u>Key Vocabulary:</u> Features of non-fiction texts: Subheading Facts Fact box Punctuation Conjunctions adjectives</p> <p><u>Key Questions:</u> What are the features of good non-fiction writing?</p>	<p><u>Key Vocabulary:</u> Features of non-fiction texts: Subheading Facts Fact box Punctuation Conjunctions adjectives</p> <p><u>Key Questions:</u> What have we done well? Is there anything more we can do to improve our writing?</p>

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<p><b>Activities</b></p>	<p>Class to read and discuss pages from a non-fiction book about Space. Children write all the facts they have learned about the Moon, the Sun and the Earth on post-it notes and add them to three large defining frames for the class to refer to and use later in the week.</p> 	<p>Today the children will be working in groups. Each group is responsible for creating a documentary programme about either the Sun, the Moon or the Earth. The children will use the defining frame they created on Monday to record themselves talking about the different facts they have learned. The children will be encouraged to speak in complete sentences and use the conjunction 'because...' to explain different facts.</p>	<p>Today the children will look at good examples of non-fiction writing and identify success criteria for a good non-fiction report. (Subheadings, a range of punctuation, Facts, Did you know? Fact box)</p> <p>We will then use 'My turn, Our turn, Your turn' as a teaching strategy. The teacher will model being an author writing a page about the Sun. Then the children will help suggest facts to write on the page. Finally, the children will go to their tables and create their own pages for their information book.</p> 	<p>The children will watch some of the videos recorded on Tuesday, especially those about the Earth.</p> <p>We will then use 'My turn, Our turn, Your turn' with the children going back to continue working on their information books. Today the focus will be the page about Planet Earth.</p> 	<p>The children will watch some more of the videos recorded on Tuesday, especially those about the moon.</p> <p>The children will then finish their information books. They will be encouraged to check they have used the success criteria they identified on Wednesday and they will have time to go back and improve their information books where they have forgotten something.</p> 
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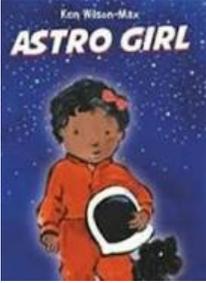
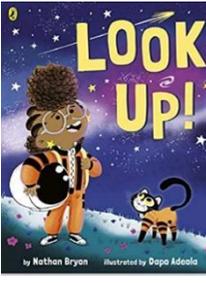
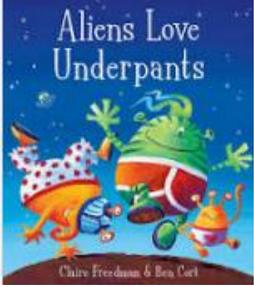
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p>	<p><b>LI: We are revisiting the ve sound.</b></p> <p>Children will revise the ghost sound ve and practice writing sentences with the sound.</p> <p>Activity -</p>	<p><b>LI: We are recapping the ai sound.</b></p> <p>Children will recap the Angry Red A 'ai' sound. They will practise sounding out and blending these words and putting them into sentences.</p> <p>Activity -</p>	<p><b>LI: We are recapping the 'oi' sound.</b></p> <p><b>Children will revisit the oi sound. They will watch the phonic video and write down words they hear with the 'oi' sound.</b></p> <p>Activity -</p>	<p><b>LI: We are practising our HFW words.</b></p> <p>Today, children will go through HFW words as a class. They will use these to write sentences and share with the class.</p> <p>Activity -</p>	<p><b>LI: We are revising the ay sound.</b></p> <p>Children will recap the sounds they have gone over throughout the week. Then, they will revisit words with the 'ay' sound and write them down into sentences.</p> <p>Activity -</p>

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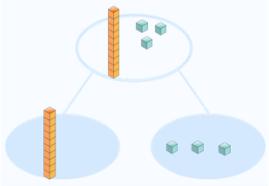
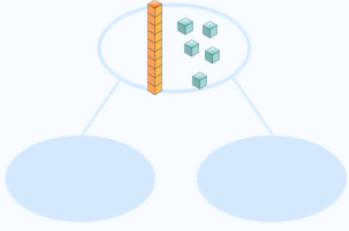
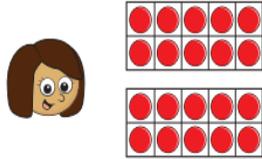
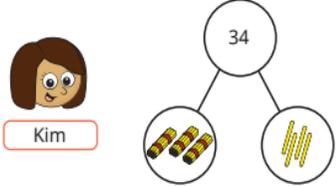
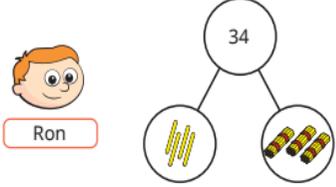
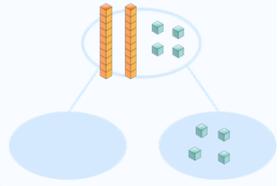
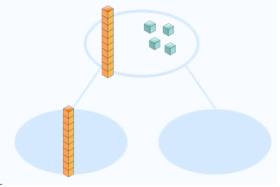
<b>Class Text – Reading Aloud</b> 10-15 mins each day	  
This week the children will be reading stories about space.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<u>LI: We are learning to partition numbers into tens and ones.</u>	<u>LI: We are learning to partition numbers into tens and ones.</u>	<u>LI: We are learning to reason and problem solve.</u>	<u>LI: We are learning to reason and problem solve.</u>	<u>LI: We are learning to use our knowledge of part whole models.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u>                      Partition                      Tens                      Ones                      Ten frame                      Whole                      Parts                      Part whole model</p> <p><u>Key Questions:</u>                      What is the number?                      What is the whole?                      What is the parts?</p>	<p><u>Key Vocabulary:</u>                      Tens                      Ones                      Represent                      Ten frame                      Partition                      Whole                      Parts                      Part whole model</p> <p><u>Key Questions:</u>                      How many? How do you know?                      What is the number made of?                      What is the number?                      What is the whole?</p>	<p><u>Key Vocabulary:</u>                      Partition                      Reason                      Problem-solve                      Groups                      Tens                      Ones</p> <p><u>Key Questions:</u>                      Can you explain why?                      How do you know?                      How many more are there?</p>	<p><u>Key Vocabulary:</u>                      Place value                      Part whole model                      Grouping                      Reason                      Problem-solve</p> <p><u>Key Questions:</u>                      Can you explain why?                      How do you know?                      What are the steps we need to do to answer the question?</p>	<p><u>Key Vocabulary:</u>                      Partition                      Reason                      Number sentences                      Tens                      Ones                      Place value                      Grouping                      Parts                      whole                      Part whole model</p> <p><u>Key Questions:</u>                      Does it matter which way round the parts are?                      Can you complete the</p>

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		What is the parts?			sentences?
<p><b>Activities</b></p>	<p>This week children will learn how to partition numbers into tens and ones.</p>  <p>One part is 10. The other part is 3. The whole is 13.</p>	<p>Can the children partition numbers into tens and ones?</p> 	<p>The children will be answering different questions where they will need to reason and problem and solve.</p> <div style="border: 1px solid red; padding: 10px;"> <p>Kim and Ron are making the same number.</p> <p>Kim's number has these tens.</p>  <p>Ron's number has these ones.</p>  <p>What number are Kim and Ron making? How do you know?</p>  </div>	<p>We will be continuing to reason and problem solve. They will need to explain why.</p> <div style="border: 1px solid red; padding: 10px;"> <p>Kim and Ron use straws to show a number.</p>  <p>Kim</p>  <p>Ron</p> <p>Who is correct? How do you know?</p>  </div>	<p>Children will be learning that it does not matter which way round the part whole model is.</p>   <p>One part is _____. The other part is _____. The whole is _____.</p>

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**Music – Sing Up**

**RE – Widening Horizons**

**PE – Get Set 4 PE**

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## Football Session 3

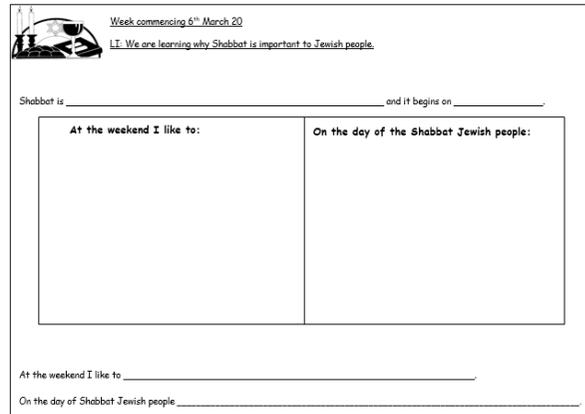
**LI: We are learning to play a simple ostinato using untuned percussion (tambourines, claves, drums, woodblocks).**

Children will recap the song *Rain is falling down*, using the *Matching pitch using body ladders and mi-re-do* video, inviting children to join in with your 'rain' actions:

- Teacher: Rain is falling down, splash!
  - Children: 'Rain is falling down, splash!'
  - Teacher: 'Pitter, patter. Pitter, patter'
  - Children: 'Pitter, patter. Pitter, patter'
  - Teacher: 'Rain is falling down, splash!'
  - Children: 'Rain is falling down, splash!'
- Next, children sing the song with the actions on their own.

## **LI: We are learning why Shabbat is important to Jews.**

**This week, children will learn the importance of Shabbat to Jewish people. They will learn why it is important, how it is celebrated, and the different traditions. For their task, they will draw what they do on the weekends and draw how Jewish people celebrate Shabbat on the weekend.**



Week commencing 6<sup>th</sup> March 20

LI: We are learning why Shabbat is important to Jewish people.

Shabbat is \_\_\_\_\_ and it begins on \_\_\_\_\_.

<b>At the weekend I like to:</b>	<b>On the day of the Shabbat Jewish people:</b>

At the weekend I like to \_\_\_\_\_

On the day of Shabbat Jewish people \_\_\_\_\_

## **Invasion**

**LI: To support a teammate when playing in attack.**

In pairs with one ball. Pupils stand opposite each other 4m apart. They practise bounce passing to each other.

Push the ball to the floor, just over halfway towards your partner. Point your hands in the direction of your throw. The ball should only bounce once. Catch the ball with two hands and wide fingers.

In groups of four with one ball. Each group places four cones 5m apart in a square. Three attackers play against one defender.

- Attackers try to score as many points as possible before the defender gets the ball.
- The attackers score points by touching the cones with the ball.
- Attackers must use throwing and catching skills to move closer to the cones and cannot move with the ball.
- They cannot score on the same cone twice in a row

## **Sending and Receiving**

**LI: To develop throwing and catching skills over a short distance.**



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b>Topic – Materials</b>  <b><u>LI: We are learning to identify everyday objects and what material they are made from.</u></b>                      Children will be recapping the materials they have looked at; Wood, Glass, Metal, Plastic and Fabric.                      They will then be going through everyday objects to identify which material is used to make them.                      Activity- children will draw or write objects for each of the materials and state the material that is used to make that object.</p>	<p><b><u>LI: We are learning to compare Neil Armstrong and Tim Peake.</u></b>                      Children will recap who Neil Armstrong was and his significance. They will then be looking at the life of Tim Peake and how he is significance.                      Activity- children will have a worksheet with both Neil Armstrong and Tim Peake and they will be comparing them, what is similar and different about them.</p>	<p><b><u>Lesson 1 – label and match</u></b>  <b><u>Success criteria</u></b>  <b><u>To label objects</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>I can describe objects using labels</u></b></li> <li>• <b><u>I can match objects to groups</u></b></li> <li>• <b><u>I can identify the label for a group of objects</u></b></li> </ul> <p><b>This week, children will</b> begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. They will also label a group of objects, and begin to understand that an object can fit into more than one group depending on the context.</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**

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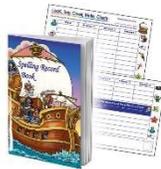
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## Reading

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?

## Reminders

Please remember to have names on jumpers and water bottles!

## Important dates:

Red Nose Day Friday 17<sup>th</sup> March  
Donate £1 – and wear something red to school