

Weekly Overview of Learning


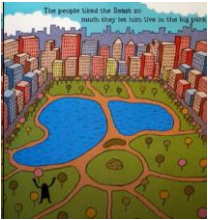


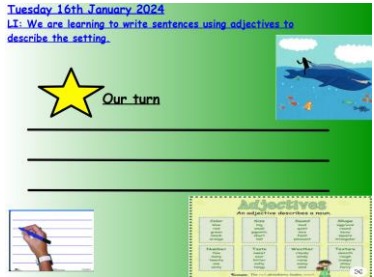
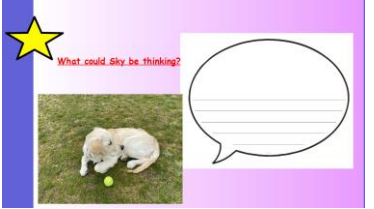
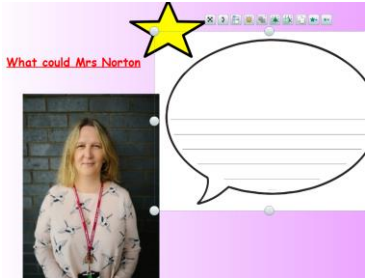
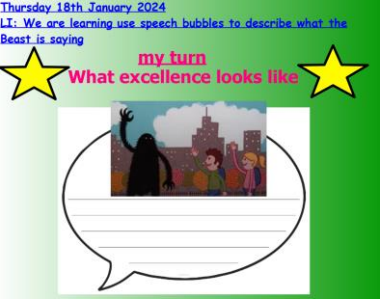
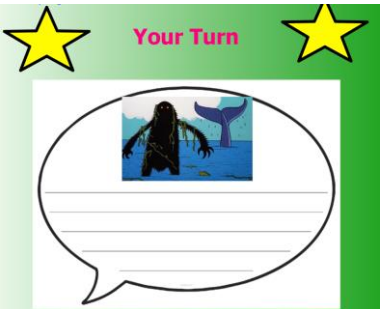
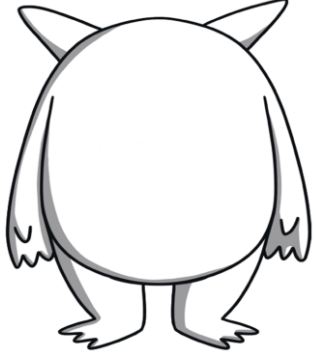
Year Group: Year 1 Week beginning: 08.01.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	Orally describing the setting from the book 'The Lonely Beast'	Using the word 'and' when describing the setting	Learning what Speech Bubbles are and what they are used for.	Learning to explain what the Beast might be saying	Focusing on being creative on creating our own Beast.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Big ● Small ● Gigantic ● Short ● tall <p>Key questions:</p> <ul style="list-style-type: none"> ● What sound might you hear? ● What colours can you see? ● How do you think it feels? ● What is the size of the whale? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Deep ● Dark ● Calm ● Ocean Blue <p>Key questions:</p> <ul style="list-style-type: none"> ● What words can we use to describe the setting? ● Can we use the word 'and' to make our sentences better? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Speech Bubble ● Question ● Answer ● Said <p>Key questions:</p> <ul style="list-style-type: none"> ● What are speech bubbles used for? ● When can we use a speech bubble? ● How would you use a speech bubble? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Speech Bubble ● Beast ● talking ● thinking <p>Key questions:</p> <ul style="list-style-type: none"> ● What could the Beast be thinking? ● What did the Beast say? ● Can we use 'and' in our sentences? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● creative ● beast ● monster <p>Key questions:</p> <ul style="list-style-type: none"> ● How many claws will your Beast have? ● How many eyes will it have? ● What will your beast look like?


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Activities	<p>In this lesson, children will have pictures of the different setting from the book 'The Lonely Beast'</p>  <p>Children will then go around different tables and write adjectives to describe that setting.</p>  	<p>In this lesson, children will be writing their sentences to describe the setting.</p>  <p>e.g. The ocean is blue and deep. It has colourful fishes and big whale.</p> <p>Tuesday 16th January 2024 L1: We are learning to write sentences using adjectives to describe the setting.</p>  <p>Class teacher will model ideas on the board and children will then write their own sentences on their whiteboard before writing it in their books.</p>	<p>In this lesson, children will learn what a speech bubble is and when it can be used.</p>  <p>Children will be imaginative and write their own speech bubbles on what Sky might be thinking.</p> <p>'I want to play with this small green ball! Who should I play with?'</p> 	<p>In this lesson, children will be writing speech bubbles from the Beasts point of view.</p> <p>Thursday 18th January 2024 L1: We are learning use speech bubbles to describe what the Beast is saying</p> <p>my turn What excellence looks like</p>  <p>In this picture the Beast could be saying 'Hi, My name is the Lonely Beast. It is nice to see you all'</p> <p>children will come up with their own sentences to write in their books.</p> <p>Your Turn</p> 	<p>In this lesson, children will have fun being creative to make their own Beast.</p>  <p>children will be given this template to use to make their Beast.</p> <p>Children could make their Beast 3D but adding on fabric if they wish to.</p>
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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 ue and ew graphemes from last week.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the ew grapheme that makes the long oo sound. Read the ew words. Look at know/knew. How is the past tense formed? Would you use 'know' or 'knew' to complete the sentences?</p> <p>2. Watch the 'Newspaper Stew' video. Ask the children to make the U-Hoo (pointing) action each time they hear an ue word. Can they recall all of the ue words in the video?</p> <p>Activity</p> <p>Use this as a template to write a recipe for Newspaper Stew. Use purple and black felt tips and gel pens to write in colour-code.</p>	<p>Review</p> <p>Use the PowerPoint to recap the ew words.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the spelling rule k before i e and y. The k sound at the start of words is spelt either as c or k. Help Yellow I discover the rule. Go out of 'slideshow' mode in order to sort the words. The clue is in the second letter. Return to the slideshow. Watch the sorting activity.</p> <p>Activity</p> <p>In pairs, the children cut out the secret code word sentences. They take turns to choose a message. Hiding it from their partner, they read the sentence and their partner writes the message down. Who can write the code words correctly?</p>	<p>Review</p> <p>Use the flashcards to recap the k before i and e words.</p> <p>Recap car dark park hard garden.</p> <p>Teach</p> <p>Formative Assessment Form</p>	<p>Review</p> <p>Recap the ue and ew graphemes from last week.</p> <p>Teach</p> <p>Use these to recap the ew grapheme and the k before i, e and y spelling rule.</p> <p>Activity</p> <p>ew word search to complete this lesson</p>	<p>Review</p> <p>Use the flashcards to review the graphemes taught this week.</p> <p>Teach</p> <p>Use the 200 HFW PowerPoint. Use this to read the focus HFWs below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>Tricky Witch is changing a lot of sounds!</p> <p>good took book looks looking – Tricky Witch changes the oo to an 'u' sound.</p> <p>car dark park hard garden – Tricky Witch changes the ar sound.</p>

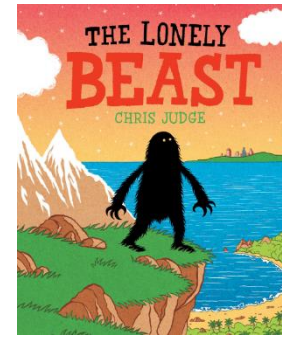
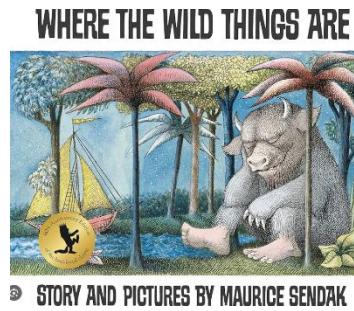
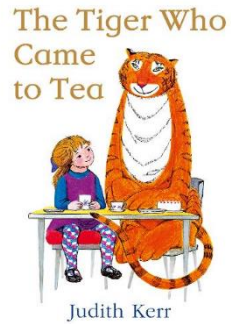
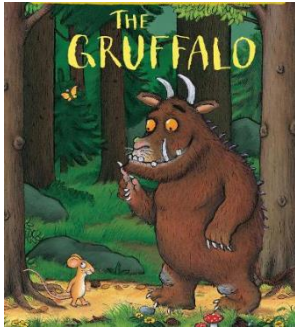
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	<p>For each child assess whether the learning objectives have been met. If necessary, apply targeted intervention from the Intervention Section.</p>				<p>found round around mouse shouted – Brown Owl makes the ou sound.</p> <p>Activity Children create their own flashcards using colourful media to display in the classroom. Children write colour-coded words in their Monster Phonics exercise book.</p>
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Class Text
– Reading
Aloud
10-15
mins each
day

This week the classes will be reading a range of stories with Beasts or animals 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 build doubles using real objects.</u>	<u>LI: We are learning to build doubles. We will use counters and tens frames to help us.</u>	<u>LI: We are learning that doubling means adding two equal quantities together.</u>	<u>LI: We are learning all our doubles up to double 10.</u>	<u>LI: We are learning to solve word problems using our knowledge of doubles.</u>

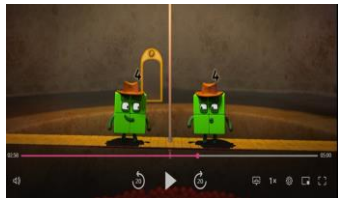
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> doubles doubling Add Equal quantities Is equal to</p> <p><u>Key Questions:</u> How can you show the double differently?</p>	<p><u>Key Vocabulary:</u> Double Add Is equal to Tens frame</p> <p><u>Key Questions:</u> How can you make double 6/7/8/9? 6 is made from? 8 is made from?</p>	<p><u>Key Vocabulary:</u> Double Add Half</p> <p><u>Key Questions:</u> What will you do to solve this problem? How can we check our answer?</p>	<p><u>Key Vocabulary:</u> Double Add Half</p> <p><u>Key Questions:</u> Who do you agree with? Why? What mistake did she make?</p>	<p><u>Key Vocabulary:</u> Patterns Twos Ones Greater fewer</p> <p><u>Key Questions:</u> If double 2 is 4, what do you think double 3 is?</p>
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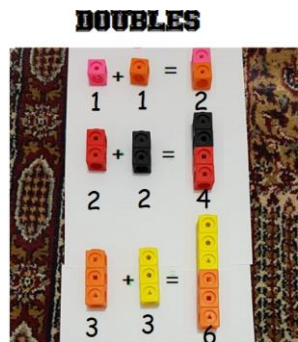
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Activities

We will begin the week building doubles using real objects and mathematical equipment. Children will learn that a doubling is when we add two equal quantities together. Children will also watch interactive videos to understand the concept of doubling.



Children will then use the number cubes to make doubles and write our number sentences



Today we will use counters and tens frames to build doubles. The tens frames will help us create mental images to help our mathematical u

Draw counters to work out the doubles.



Double 7 is ____
understanding of doubles.

Today we will use our knowledge of doubles to solve mathematical problems. In this example, the children have to say how many cakes Ben started with (3).

Ben has some cakes.
He doubles the number of cakes.
Here are Ben's cakes now.

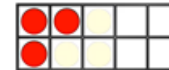


How many did he have at the start? Draw the cakes on your whiteboard.

We will be completing the table to show all our doubles facts. We will then look closely at the numbers and discuss what patterns we notice.

Double each number to complete the table.

Number	Double
1	2
2	4
3	
4	
5	
6	
7	
8	
9	
10	



Today we will use our knowledge of doubles to explain which character is correct and what mistake the other character has made.

Ben has some cakes.
He doubles the number of cakes.
Here are Ben's cakes now.



Ben had 4 cakes at the start.



Ben had 16 cakes at the start.

Who do you agree with?

Music – Sing Up

LI: We are learning to identify and move to three contrasting themes.

Children will be introduced to a new piece of music ‘Dawn’ from Sea Interludes. Children to be sitting in a circle and explain that they are going to hear a piece of music about the sea at dawn.

Children to be listening out for three themes which are supposed to be like soaring birds, frothing ocean spray, and ominous waves and will be looking at the instruments named above, in the video.

RE – Widening Horizons

LI: We are learning to identify and understand the 5 pillars of Islam.

In RE, children will be looking into the 5 pillars of Islam. The 5 pillars are: Shahadah, Prayer, Zakah, Fasting and Pilgrimage.

Children will learn what each of these pillars symbolize in Islam and will write them into a categorizing frame.

Week beginning: 8th and 16th January 2024
 LT - We are learning to identify and understand the 5 pillars of Islam.

PE – Get Set 4 PE

LI: We are learning to explore pathways in my dance.

Falling leaves:

Pupils imagine they are one of the leaves falling from a tree.

Play the music and ask pupils to imagine there is a big gust of wind.

Pupils travel around using their leaf action.

Pupils we use pathways in dance to make our dance look interesting. A pathway is the path a dancer takes whilst moving. Play the music and take time exploring the following three pathways with pupils using their own actions for each:

- zig zag: like a falling leaf
- forwards and backwards: like a gust of wind
- circular: like leaves being whipped around the air

Pupils perform all three pathways for 8 counts each with consideration to how they are performing the actions. **Partner work:** In pairs, pupils decide on two pathways to use in their dance and their actions. They create two lots of 8 counts for their dance.

Yoga

LI: We are learning to copy and remember poses.

Introducing poses:

Use the video to teach pupils the poses for each animal. Tell them that in yoga, we use our breath to help us to hold the poses.

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- Butterfly-Feet turned in and soles of the feet pressed together. Hold onto your feet or shins and try to flap your knees down towards the floor. Use your elbows to push your knees for an extra stretch.
- Deer-Place one foot forwards and one back, hip width apart. Both feet face forwards. Arms lift above head. Make this harder by lifting the back leg.
- Frog-Start on your knees and forearms. Push your bottom backwards, knees wide. Make this harder by pushing your legs wider.
- Snake- Lie on your stomach, push up on hands as far as feels comfortable, curving your back. Make this harder by lifting your feet.
- Fox-Start on hands and knees and lift one knee and the opposite hand off the floor. Repeat on the other side. Keep your hips square to the floor. Make this easier by lifting just legs.
- Stick Insect-Make sure both feet face forwards. Feel the stretch in your bottom (glutes) and thighs (quads). Make this harder by sinking the hips a little lower. Make this easier by putting the back knee down on the floor.

Art – Kapow

PSHE - Jigsaw

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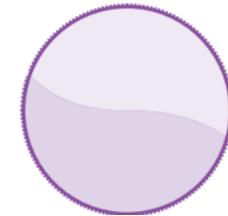
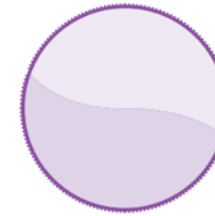
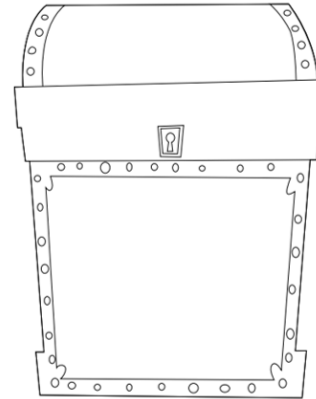
LI: We are learning explore line and mark making to draw water (waves).

In art we will be looking at mark making. In this lesson, children will be using the types of lines they learnt last week to help them make lines that represent the waves in the ocean. They will use pencils and colour pencils to help them make the waves.



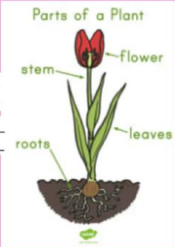

LI: We are learning to discuss and write our own successes.

In PSHE, children will be looking at the new topic of Dreams and Goals. In this lesson, children will be given treasure coins which they will stick onto their treasure chest where they can draw or write a time they had a success.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing						
<p><u>LI: We are learning to identify, label and describe the parts of a plant.</u></p> <p>This week the children will be looking at what a plant is and the different parts of the plant. When looking at the parts of the plant, children will also be looking at the function of the plant.</p> <p>For their activity, children will be drawing a plant into their books and will label each part of the plant as well as writing its function.</p> <div data-bbox="107 710 761 1125" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">TASK:</p> <p style="text-align: center;">ALL -In your books, you will draw a picture of a plant and label the parts</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 10px;"> <p>The roots _____</p> <p>_____</p> <p>The flower _____</p> <p>_____</p> <p>The roots _____</p> <p>_____</p> </div> <div style="text-align: center;">  <p style="font-size: small;">Parts of a Plant</p> </div> <div style="text-align: left; margin-left: 10px;"> <p style="font-size: x-small;">Describe what each part does:</p> <p>The roots _____</p> <p>The stem _____</p> <p>The leaves _____</p> <p>The flower _____</p> </div> </div> </div>	<p><u>LI: We are learning to recall an important event in our Schools History.</u></p> <p>In the lesson, children will be reflecting on their own journey to starting school. They will recall when they first started school to which year group they are currently in. Children will also reflect on why the start to their school journey is important.</p> <div data-bbox="795 630 1400 1093" style="border: 1px solid black; padding: 5px;"> <p><u>Your task</u></p> <p>Lets complete the timeline together with the year you started each year group. Also write how it made you feel and why it was important.</p> <p>Fact file</p> <p>Event <u>Our School Journey</u> _____</p> <p>Timeline of the event</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2021: _____</td> <td style="width: 33%;">2022: _____</td> <td style="width: 33%;">2023: _____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Why was this event so important to your school's history?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> </div>	2021: _____	2022: _____	2023: _____	_____	_____	_____	<p><u>LI: We are learning to act out a given command.</u></p> <p>Children will think about the language used to give directions and how precise it needs to be. They will also work with a partner to give and follow instructions. These real-world activities should, at suitable points during this lesson, be related to the floor robot introduced in Lesson 1.</p> <div data-bbox="1478 622 2139 949" style="border: 1px solid black; padding: 5px;"> <p>Instructions</p> <p>Last lesson we explored our robot.</p> <p>We tried the buttons out.</p> <p>We gave the robot some instructions to follow. Can you remember how we did that?</p> <div style="text-align: right;">  </div> </div>
2021: _____	2022: _____	2023: _____						
_____	_____	_____						

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Year Group: Year 1 Week beginning: 08.01.24

Homework

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



Reading and spelling.

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.



Maths



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?

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

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in everyday!

Multilingual Bool Club- check class door for when it is taking place in Ash Class

January Reading Challenge-Create a story map of your favourite fairy tale

Last day for February half-term: Friday 9th February