

# Weekly Overview of Learning



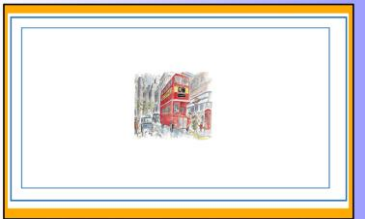
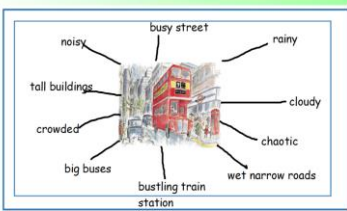


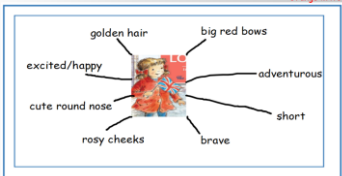
Year Group: Year 1 Week beginning: 15.04.24

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
	<b><u>LI: We are learning to write a prediction using- Katie in London.</u></b>	<b><u>LI: We are learning to describe a setting from our class text using simple adjectives.</u></b>	<b><u>LI: We are learning to write sentences to describe settings using adjectives.</u></b>	<b><u>LI: We are learning to describe a main character using adjectives.</u></b>	<b><u>LI: We are learning to write sentences to describe the main character from our class text using adjectives.</u></b>
<b>Speaking and Listening Focus</b>	Listen and respond appropriately to adults and peers.	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Ask relevant questions to expand their understanding and knowledge.	Make a range of contributions to discussions which extend knowledge and understanding.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b><u>Key Vocabulary:</u></b> Prediction Guess tourist visitor discover famous sights adventure</p> <p><b><u>Key questions:</u></b>  What do you see on the front cover of the book? What might the book be about? Who could be in the book? Where does it take place?</p>	<p><b><u>Key Vocabulary:</u></b> busy street bustling trains crowded bus stops chaotic rainy noisy cloudy/gloomy</p> <p><b><u>Key questions:</u></b>  How would you describe the setting in this picture? What is happening? Who is in the picture?</p>	<p><b><u>Key Vocabulary:</u></b> tall buildings big buses wet narrow roads busy street hectic traffic</p> <p><b><u>Key questions:</u></b> How would you describe the setting in this picture? What is happening? Who is in the picture? What words can we describe the weather, the street, traffic or people?</p>	<p><b><u>Key Vocabulary:</u></b> cute round nose golden hair short rosy cheeks big red bows excited/happy brave</p> <p><b><u>Key questions:</u></b>  Who is the main character in the story? What does she look like? What can you say about her appearance? What words can you use to describe her personality?</p>	<p><b><u>Key Vocabulary:</u></b> adventurous round face nervous joyful excited happy</p> <p><b><u>Key questions:</u></b>  What does Katie look like? What can you say about her appearance? What words can you use to describe her personality?</p>


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<p><b>Activities</b></p>	<p>This week the children will be introduced to a new book- Katie in London. The children will look at the front cover of the book and will make predictions of the book.</p>  <p>They will discuss What might the book be about? Who could be in the book? Where does it take place? Task:</p>	<p>In this lesson, the children will look at a setting from the book. They will brainstorm ideas to describe the setting using simple adjectives.</p> <p>How would you describe this setting? Look at the picture of the street scene. Let's discuss what you can see, what you might hear, the weather, people, traffic, buildings etc.</p>  <p>The children will then write the words on the defining frame to describe the setting from the book.</p> 	<p>In this lesson, the children will first have a quick recap of the story: What happened at the beginning, middle and end of the story. Then they will use the defining frame from the previous day to write sentences to describe the setting.</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>In this lesson, the children are going to learn about how to write a character description.</p> <p>For character description we need to use a range of adjectives to describe character's features, visual appearance and their personality.</p> <p>Watch this video from 4:45</p>  <p>Children will brainstorm words to describe Katie from the story. The children will talk about her features, her personality, her appearance: E.g. golden hair</p>	<p>In this lesson children will deepen their understanding of character description through discussion and watching videos.</p>  <p>Then they will use the defining frame from the previous day to write sentences to describe Katie.</p>  <p>_____</p> <p>_____</p> <p>_____</p>

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	<p>Your turn</p> <p>key words:</p> <ul style="list-style-type: none"> <li>• London</li> <li>• Towerbridge</li> <li>• Katie</li> <li>• tourist</li> <li>• visitor</li> <li>• discover</li> <li>• famous</li> <li>• sights</li> <li>• adventure</li> </ul> <p>predict the book will be about</p> <p><i>Katie in LONDON</i></p>				
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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>Teacher to dictate words for children to spell.</p> <p>Words: boy makes annoy these</p> <p><b>Teach</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: theme toys late drive</p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: waves extreme enjoy complete</p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: lines compete snake royal</p>	<p><b>Review</b></p> <p>Use the flashcards to review the graphemes covered this week.</p> <p><b>Teach</b></p>


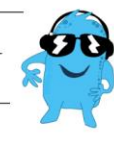


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	<p>Review o-e</p> <p>Action: Surprised oh!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing) and on how some words change completely in the past tense.</p> <p>2. Watch</p> <p>Watch the video 'I Wrote a Note' and encourage children to collect target grapheme words. Make a list or use the words from the PowerPoint to discuss after the video.</p> <p><b>Activity</b></p> <p>Read &amp; sort real and alien words</p> <p>Download the real and alien words. In pairs, children to read and sort the words into real (treasure chest) and alien words (bin)</p>	<p>Use the PowerPoint for children to check and correct spellings after each word.</p> <p><b>Teach</b></p> <p>Review u-e</p> <p>Action: oo round mouth.</p> <p>Read through the 'rules' and words in the PowerPoint. Focus on how suffixes are added (-ed, -ing)</p> <p>2. Watch</p> <p>Watch the video 'The Rules' and encourage children to collect target grapheme words. Make a list or use the words from the PowerPoint to discuss after the video.</p> <p><b>Activity</b></p> <p>Read the words and colour the sounds. Are there any silent letters?</p> <p>Watch out for the tricky letters.</p> <p>Write the words in the spaces provided</p>	<p>Use the PowerPoint for children to check and correct spellings after each word.</p> <p><b>Teach</b></p> <p>Review u-e</p> <p>Action: Pointing You!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p>2. Watch</p> <p>Watch the video 'U-Hoo is a Really Friendly Guy' and encourage children to collect target grapheme words. Make a list or use the words from the PowerPoint to discuss after the video.</p> <p><b>Activity</b></p> <p>Read the words and colour the sounds. Are there any silent letters?</p> <p>Watch out for the tricky letters!</p> <p>Write the words in the spaces provided</p>	<p>Use the PowerPoint T for children to check and correct spellings after each word.</p> <p><b>Teach</b></p> <p>Review ar</p> <p>Action: I eye.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s, -ing)</p> <p>2. Watch</p> <p>Watch the video 'Just a Little Bit of Magic' and encourage children to collect target grapheme words. Make a list or use the words from the PowerPoint to discuss after the video.</p> <p><b>Activity</b></p> <p>Read the words and colour the sounds. Are there any silent letters?</p> <p>Watch out for the tricky letters!</p> <p>Write the words in the spaces provided</p>	<p>Review all HFWs using flashcards or PowerPoint. Download the 200 HFW Flashcards. Choose one of the following activities focusing on words that are not fully secure. Use the flashcards to support.</p> <p>Children create their own flashcards using colourful media to display in the classroom.</p> <p>Children write colour-coded words in their Monster Phonics exercise book.</p> <p>Spelling test.</p> <p><b>Activity</b></p> <div data-bbox="1832 954 2123 1378">  </div>
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	<p><b>Read-Colour-Write</b> Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>those bone rode woke spoke hole whole</p> <p>Write the words in the spaces provided</p> 	<p><b>Read-Colour-Write</b> Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>June prune include flute rude rule pollute</p> <p>Write the words in the spaces provided</p> 	<p><b>Read-Colour-Write</b> Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>huge cute tube tune cube use</p> <p>Write the words in the spaces provided</p> 	<p><b>Read-Colour-Write</b> Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>jar sharp hard star cart market scarf</p> <p>Write the words in the spaces provided</p> 	
<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p>This week the classes will be reading a range of non-fiction books in their reading aloud session - these will be based on ‘changes in the seasons’ and ‘the Victorians’ - in line with our science and history topics.</p>				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI - We are learning to count in 2s.</u></p>	<p><u>LI: We are learning to count in 5s.</u></p>	<p><u>LI: We are learning to consolidate our understanding of counting in 2s and 5s.</u></p>	<p><u>LI: We are learning to count in 10s.</u></p>	<p><u>LI: We are learning to write our multiplication facts for 2s,5s and 10s</u></p>

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<p><b>Key vocabulary and key questions</b></p>	<p><u>Key Vocabulary</u> Even 2s Multiples <u>Key Questions</u> How can you count the pairs? What pairs can you see/find? How can you use the number line/number grid to help you count in 2s? What patterns do you see when you count in 2s? When you count in 2s, what numbers will you say/not say? How many equal groups of 2 are there?</p>	<p><u>Key Vocabulary</u> Odd Even Multiples <u>Key Questions</u> Will you say when you count in 5s? Why/why not? How many 5s are there altogether? When you count in 5s, what number comes after ? When you count in 5s, what number comes before ? What patterns do you notice when you count in 5s?</p>	<p><u>Key Vocabulary</u> Skip counting Multiples Similar <u>Key Questions</u> Are counting in 2s and 5s similar? What number comes in both 2s and 5s?</p>	<p><u>Key Vocabulary</u> Odd Even Change <u>Key Questions</u> When you count in 10s, what number comes after ? When you count in 10s, what number comes before ? How many groups of 10 are there? What number is this? How many groups of 10 are there ? If you count in 10s from , will you say ? Which digit stays the same/changes when you count in 10s?</p>	<p><u>Key Vocabulary</u> Multiplication Facts Even Odd Similar <u>Key Questions</u> What are the multiples of 2? What are the multiples of 5? What are the multiples of 10?</p>
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## Activities

Children will be learning to count in 2s (the two times table). They will be listening to a song that introduces them to the 2 times table and they will practise counting in 2s.

Today we are going to practice counting in 2s

Watch the video of counting in 2s

Continue colouring in the 2s. Do you notice any pattern?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What does counting in 2s mean?

Children will be learning to count in 5s (the five times table). They will first listen to a song that introduces them to the 5 times table and they will practise counting in 5s.

Today we are going to be practicing counting in 5s.

Continue counting and colouring the 5s on the grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Do you notice any pattern?

Tiny is counting in 5s.

Which numbers will Tiny not say?

10	25	12	51
35	50	4	40

How do you know?

Mo counts up to 50 in 5s.  
Kay counts up to 50 in 2s.  
What numbers do they both say?

Children will be recapping counting in 2s and 5s.

Watch the video of counting in 2s

Watch the video of counting in 5s

How many socks? Have a think

There are \_\_\_ equal groups of 2  
There are \_\_\_ socks altogether.

How many gloves? Have a think

There are \_\_\_ groups of 5  
There are \_\_\_ gloves altogether.

How many grapes? Have a think

There are \_\_\_ groups of 5  
There are \_\_\_ grapes altogether.

How many fish? Have a think

There are \_\_\_ fish in each tank.  
There are \_\_\_ tanks.  
There are \_\_\_ fish altogether.

Children will be learning to count in 10s (the ten-time table).

They will be listening to a song that introduces them to the 10 times table and they will practise counting in 10.

Practice counting in 10s

Ben and Kay count in 10s on the grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Ben starts at 10  
Colour all the numbers that Ben will say.

Kay starts at 6  
Circle all the numbers that Kay will say.

What do you notice about the numbers that they say?  
What is the same and what is different?

Children will be writing out the multiplication facts for 2s, 5s and 10s.

Watch the video of counting in 2s


Watch the video of counting in 5s

Practice counting in 10s

$2 \times 1 =$	$5 \times 1 =$
$2 \times 2 =$	$5 \times 2 =$
$2 \times 3 =$	$5 \times 3 =$
$2 \times 4 =$	$5 \times 4 =$
$2 \times 5 =$	$5 \times 5 =$
$2 \times 6 =$	$5 \times 6 =$
$2 \times 7 =$	$5 \times 7 =$
$2 \times 8 =$	$5 \times 8 =$
$2 \times 9 =$	$5 \times 9 =$
$2 \times 10 =$	$5 \times 10 =$


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How many flowers are there?  



There are  flowers in each vase.  
 There are  vases.  
 There are  flowers altogether.

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Nine children are riding their bicycles.  


How many wheels are there in total?


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Tiny is counting backwards in 2s.  

 36, 34, 32, 30, 27, 26

What mistake has Tiny made?

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Sam counts back from 50 in 2s.  
 Max counts up from 12 in 2s.

 50, 48, 46, 44 ...  
 Sam


 12, 14, 16, 18 ...  
 Max

They say their numbers at the same time.  
 Who will say 30 first?

Ron has some number cards.


 I am counting in 5s from zero.

Which numbers will Ron say?  
 How do you know?

A baker has made 3 trays of 10 bread rolls.  


How many rolls are there in total?

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Tom has these balloons.  


He needs 40 balloons for a party.  
 Does Tom have enough balloons?  
 How do you know?



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Tiny is counting back in 10s from 50



Which numbers will Tiny say?

45    10    0

20    30    25

28    40    12

How do you know that Tiny will say these numbers?



- 10 x 1 =
- 10 x 2 =
- 10 x 3 =
- 10 x 4 =
- 10 x 5 =
- 10 x 6 =
- 10 x 7 =

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Music	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to feel the beat of the music using whole body movements.</u></b></p> <p>Children will begin by carrying out activities to warm up their listening ears and bodies. We will then learn about the composer Anna Meredith. We will close our eyes and listen to a piece of music she wrote, called Nautilus. We will discuss how the music makes us feel and what the music makes us think of. The teacher will help the children to notice that the piece has a throbbing beat. The class will explore different ways of showing the beat, e.g. tapping the floor, finger flicks, waving hands in the air, zig zagging or twisting.</p>	<p><b><u>LI: We are learning to retell the story of Rama and Sita.</u></b></p> <p>We will be learning about the story of Rama and Sita.</p> <p>Rama and Sita is one of the main stories from Hinduism.</p> <p>This story is connected with Diwali- the annual festival of light held every autumn. It is about Rama rescuing Sita from a demon King Ravana with the help of Hanuman and his monkey army.</p> <p>Activity:</p> <p>Children will be sequencing the story.</p>	<p><b><u>LI – We are learning to understand the importance of daily exercise.</u></b></p> <p>Place a line of coloured markers each side of the teaching space (around 10-15m apart). One line represents a ‘happy’ feeling and the other represents a ‘sad’ feeling.</p> <p>Use the cones laid out for the mood line. Name six pupils sharks. All other pupils are fishes. Pupils ‘swim’ around the centre of the space by jogging and using breaststroke arms. When the teacher calls ‘sharks’, fishes try to run to a cone before a shark tags them. Any caught fish swap roles with the shark who caught them. Play several times, allowing pupils to experience both role,</p> <p>Pupils to stand where they now feel their mood is using the mood lines. Q: How do you feel? What is your mood like now? Has your mood improved?</p>

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### About the composer



- This is the composer of *Nautilus*, Anna Meredith.
- She is also a producer and performer.
- She is Scottish.
- Her music covers lots of different styles.




Remind them that exercise helps improve your mood and it is something that we should do daily.

## Art – Kapow

## PSHE - Jigsaw

**LI – We are learning to combine techniques in a woven artwork.**

In this lesson, children will now weave and knot their various items (plaits, knotted threads and fabric, wool threaded with beads) onto their box looms. Keeping the paper weaving from lesson 4 handy will remind them of the ‘over-under’ weaving technique. They can attach their wool-wrapped items last if they choose.




**LI: We are learning how to keep safe when crossing the road.**

This week we will begin by passing the Jigsaw Jack toy around a circle. When each child holds Jigsaw Jack, they will say “One place I feel safe is...” and “One person I feel safe with is...”. We will then discuss the places Jigsaw Jack feels safe and unsafe. We will then learn the steps he needs to take to cross the road safely.

**Jigsaw**  
**Learn to Cross the Road**

1. Think first
2. Stop
3. Use your eyes and ears
4. Wait until it's safe to cross
5. Look and listen
6. Arrive safely



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI – We are learning to identify seasonal changes in animals</u></b></p> <p>In this lesson, we will recap seasonal changes in deciduous trees, then ask the children, 'How do the seasons affect animals?' Listen to the children's responses, encouraging them to draw on their experiences and observations of the world around them. We will then share the Seasonal changes in animals presentation. Check the children's understanding, address any misconceptions and ask questions to encourage them to make comparisons between the animals, such as 'Do all the animals have their young in spring? Which animals hibernate? Why do you think these animals hibernate and others don't?'</p>	<p><b><u>LI - We are learning to identify human features in a Victorian map</u></b></p> <p>In this lesson, we will use local archive services to find maps of the local area in Victorian times. Encourage the children to look for human features, such as roads and buildings. Use the map to locate the position of the school.</p> <p>Give copies of the map for children to further investigate the character of the local area in Victorian times and begin to make some observations about how the area has changed over time.</p>	<p><b><u>LI - We are learning to describe objects in different ways</u></b></p> <ul style="list-style-type: none"><li>• I can describe an object</li><li>• I can describe a property of an object</li><li>• I can find objects with similar properties</li></ul> <p><b>Key vocabulary</b></p> <p>Group, object, property, label, colour, size, shape</p> <p><b>Activity</b></p>

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## Independent activities that the children will also access this week








Homework

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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 style="text-align: center;"><b><u>Reading</u></b></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 <b>Monday</b>.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to <b>Bug Club</b> and <b>Reading Eggs</b>.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><b><u>Spellings</u></b></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: center; align-items: center;">   </div>	<div style="text-align: center;">  </div> <p><b><u>Doodle Maths</u></b> – Log on to your account at least three times this week.</p> <p><b>We will be checking to see who has accessed their account the most!!</b></p> <p>Work to reach your target – are you in the <b>green</b> zone yet?</p>	<p><b>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. Jumpers and cardigans must be burgundy with the school logo. Please wear simple stud earrings, no necklaces or big bows to be worn in hair.</b></p> <p><b>No smartwatches to be worn - these will be removed and placed in the school office if your child wears one to school</b></p> <p><b>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</b></p> <p><b>Please remember to bring book bags everyday!</b></p>