

# Weekly Overview of Learning

Year Group: Year 1    Week beginning: 18.03.24

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	<p><u>LI: We are learning how to read and understand poems.</u></p> <p>Read easily, fluently and with good understanding</p>	<p><u>LI: We are learning to brainstorm features of a poem.</u></p> <p>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p>	<p><u>LI: We are learning to read and understand the features of a poem.</u></p> <p>Ask relevant questions to extend their understanding and knowledge</p>	<p><u>LI: We are learning to practice writing a rhyming poem.</u></p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p><u>LI: We are learning to perform our poem.</u></p> <p>Gain, maintain and monitor the interest of the listener(s)</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Structure Lines Words Rhymes</p> <p><u>Key questions:</u> Which of the words are adjectives? Can you find any words or phrases which are repeated? Can you find any rhyming words? Are there any words you don't understand?</p>	<p><u>Key Vocabulary:</u> Rhyming Lines Rhythm Repetition</p> <p><u>Key questions:</u> What are words that rhyme? What words can you think of that rhyme with...?</p>	<p><u>Key Vocabulary:</u> Same Nonsense Lines Rhythm</p> <p><u>Key questions:</u> Can you find any words or phrases which are repeated? Can you find any rhyming words? Are there any words you don't understand?</p>	<p><u>Key Vocabulary:</u> Structure Similar Rhyming</p> <p><u>Key questions:</u> What words can you think of that rhyme with...? How many lines will be in the poem?</p>	<p><u>Key Vocabulary:</u> Perform Clear voice</p> <p><u>Key questions:</u> How will I make sure everyone can hear you? Will you use a different tone of voice?</p>



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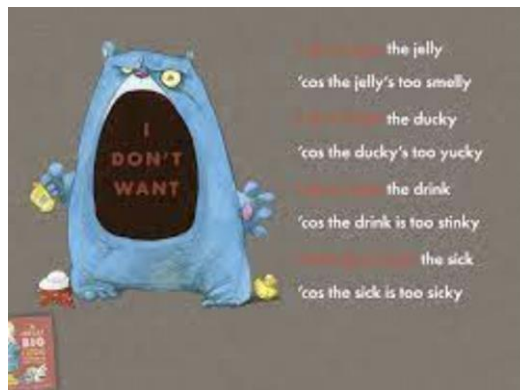
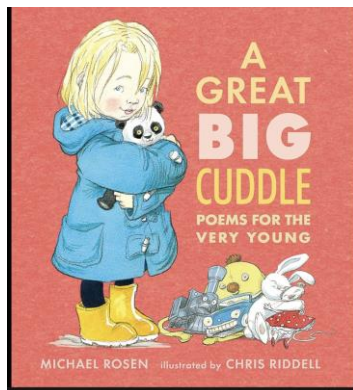
Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5																								
<p><b>Phonics</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: <b>dress fell black fluff</b></p> <p><b>Teach</b></p> <p><b>Review ve</b></p> <p>Action: Fingers to your lips, ghost letter <b>e</b> makes no sound.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ly)</p> <p><b>Activity</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: <b>cross hill stick huff</b></p> <p><b>Teach</b></p> <p>Action: Angry Red A angry action.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p><b>Activity</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: <b>mess dull chick blank</b></p> <p><b>Teach</b></p> <p><b>Review oi</b></p> <p>Action: Tricky Witch's wand.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing)</p> <p><b>Activity</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell.</p> <p>Words: <b>pass yell quick packet</b></p> <p><b>Teach</b></p> <p><b>Review ay</b></p> <p>Action: Angry Red A angry action.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing)</p> <p><b>Activity</b></p> <p>Use the words with the 'oy' sound to write 5 sentences in your books.</p> <table border="1"> <tr> <td>play</td> <td>Monday</td> <td>maybe</td> </tr> <tr> <td>away</td> <td>Tuesday</td> <td>way</td> </tr> <tr> <td>stay</td> <td>Wednesday</td> <td>say</td> </tr> <tr> <td>day</td> <td>Thursday</td> <td>delay</td> </tr> <tr> <td>yesterday</td> <td>Friday</td> <td>crayons</td> </tr> <tr> <td>today</td> <td>Saturday</td> <td>spray</td> </tr> <tr> <td>birthday</td> <td>Sunday</td> <td>tray</td> </tr> <tr> <td></td> <td></td> <td>pay</td> </tr> </table>	play	Monday	maybe	away	Tuesday	way	stay	Wednesday	say	day	Thursday	delay	yesterday	Friday	crayons	today	Saturday	spray	birthday	Sunday	tray			pay	<p><b>Review</b></p> <p>Review HFWs introduced this week: <b>giant find laughed again</b></p> <p><b>friends different door jumped stopped</b></p> <p>Recap where a monster makes a sound in a word:</p> <p><b>giant find</b> – Yellow I is making a long I sound in the single letter 'i'.</p> <p><b>laughed</b> – Tricky Witch makes changes the 'gh' to an 'f' sound and 'u' and 'e' are silent.</p> <p><b>Activity</b></p> <p>Children create their own flashcards using colourful media to display in the classroom.</p>
play	Monday	maybe																											
away	Tuesday	way																											
stay	Wednesday	say																											
day	Thursday	delay																											
yesterday	Friday	crayons																											
today	Saturday	spray																											
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		pay																											

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**Class Text**  
– Reading  
Aloud  
10-15  
mins each  
day

This week the classes will be reading poems from the book 'A great big cuddle' during their reading aloud session.



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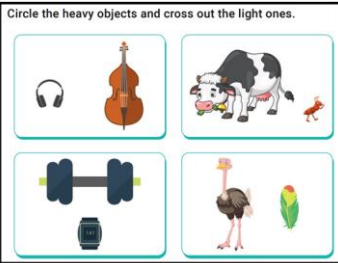


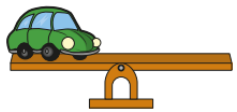
Year Group: Year 1 Week beginning: 18.03.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: we are learning about heavier and lighter objects</u>	<u>LI: We are learning to compare mass</u>	<u>LI: We are learning to measure mass of an object</u>	<u>LI: We are recognising mass of different objects</u>	<u>LI: We are learning to use a weighing scale to measure</u>

Key vocabulary and key questions	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>heavier</li> <li>lighter</li> <li>mass</li> <li>volume</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>mass</li> <li>light</li> <li>heavy</li> <li>volume</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>mass</li> <li>cubes</li> <li>objects</li> <li>weighing scale</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>measuring</li> <li>mass</li> <li>cubes</li> <li>scales</li> <li>weight</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>weight</li> <li>cubes</li> <li>objects</li> <li>mass</li> </ul>
	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Which object do you think is heavier/lighter?</li> <li>Is a heavier or lighter than a ?</li> <li>How can you show which object is heavier/lighter?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Are large objects always heavier than small objects? How do you know?</li> <li>How does the balance scale show which object is heavier?</li> <li>If two objects are the same size and shape, does that mean that they have the same mass? How do you know?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What does it mean when the scales are balanced?</li> <li>How do you know if two objects have the same mass?</li> <li>If you add one more cube, what will happen? If you take away one cube, what will happen?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Which classroom objects are the best units to measure the mass of the object? Why?</li> <li>Why should you not use a variety of objects to measure the mass of an object?</li> <li>What is the mass of the _____ in cubes?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What does it mean when the scales are not balanced?</li> <li>How do you know if two objects have the same mass?</li> <li>If you add one more cube, what will happen? If you take away one cube, what will happen?</li> </ul>


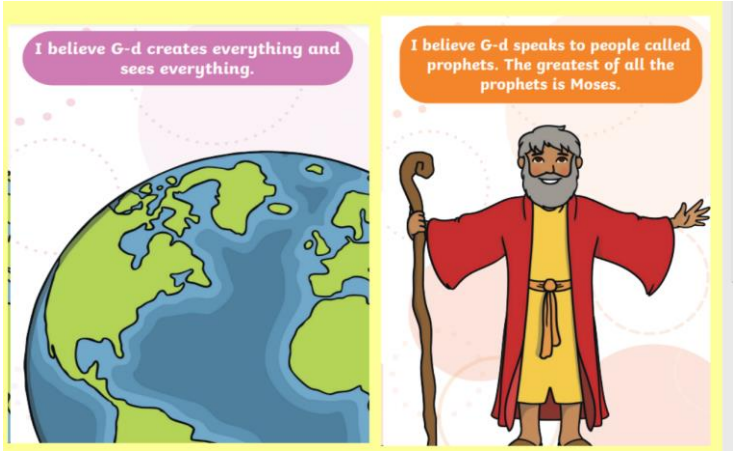
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Activities					
<p><b>Activities</b></p>	<p>In this lesson, children are formally introduced to mass for the first time. They may have some understanding of describing something as heavy or light from their own experience or from previous learning in Reception. Children begin by holding objects to compare them, using the language of “heavier” or “lighter”. They then use balance scales to check their comparisons. They need to understand that the heavier object is lower on the balance scale. At this stage, children do not need to measure the actual mass of objects in order to compare them.</p> <p>1 Which object is heavier? Tick your answer.</p>  <p>How do you know?</p>	<p>In this lesson, we are going to identify any misconceptions on heavier objects.</p> <p>Children may assume that larger objects are heavier than smaller objects or that objects that are the same size/shape have the same mass. Comparing the mass of a large inflated balloon and a small ball of modelling clay, and comparing the mass of an inflated and a water-filled balloon should help to overcome these misconceptions.</p> <p>The _____ is heavier/lighter than the _____</p> <p>The _____ has the same mass as the _____</p> <p>I know which object is heavier/lighter because ...</p>	<p>In this lesson, children use a variety of non-standard units, such as cubes or bricks, to measure the mass of an object. Building on the previous step, children should understand that when a scale is balanced, objects have the same mass. On a balanced scale, the number of non-standard units on one side tells them the mass of the object on the other side.</p> <p>Circle the heavy objects and cross out the light ones.</p>  <p>The football is heavier because it is higher.</p>  <p>Do you agree with Tiny? Why?</p> 	<p>In this lesson, we will highlight the importance of choosing the same non-standard unit to measure the mass. Measuring the mass of an object using an assortment of different non-standard units, such as a number of cubes, pencils and wooden bricks, makes it difficult to record the object’s mass. Children may find it difficult to balance objects exactly. If an object does not balance exactly, encourage them to use the closest number or to try a different non-standard unit.</p>  <p>The toy car is heavier than 5 cubes, but lighter than 9 cubes.</p> <p>Draw cubes on the scales to show what the mass of the car could be.</p>	<p>Use cubes to measure the mass of objects in your classroom. Complete this sentence for each object.</p> <p>The mass of _____ is _____ cubes.</p> <p>In this lesson, children will partner up with a buddy and on a balanced scale, the number of non-standard units on one side tells them the mass of the object on the other side. Highlight the importance of choosing the same non-standard unit to measure the mass. Measuring the mass of an object using an assortment of different non-standard units, such as a number of cubes, pencils and wooden bricks, makes it difficult to record the object’s mass.</p>

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to understand how music creates a mood.</u></b></p> <p>This week in Music, we are starting a new unit – ‘Cat and mouse’. This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.</p> 	<p><b><u>LI: We are learning about the main beliefs of a Jewish person.</u></b></p> <p>This week the children are going to learn about central beliefs in Judaism. They are going to learn how religious expressions of Judaism believe that God is one, has no form, created the world, is eternal and is still actively involved in world affairs.</p>  <p>Your task:</p>	<p><b><u>LI: We are learning to develop my understanding of how exercise helps my brain.</u></b></p> <p>Pupils work in their three groups. Pupils work in pairs within their group. They take turns to run to any cone within their area, lift it up and reveal a number card, place the card and cone back, then run back to tell their partner the number found. Their partner repeats the process towards a different cone. Pupils continue until the teacher signals.</p> <p>Give pupils around 2-3 minutes to explore their grid, finding all numbers and sharing them with their partner.</p> <p>Communicate clearly with your partner. Work safely making sure you move safely around the grid. Swing your arms to help you to run faster.</p> <p>Make this easier by placing numbers in a set order under the cones.</p> <p>Make this harder by finding specific numbers e.g. Find 15 and 25.</p> <p>Pupils label themselves, player 1 and player 2. Player 1 indicates a specific number for their partner to find e.g. ‘find number 30.’ The selected number must be ‘hunted’ by player 2 as quickly as possible. The aim is to find the number in as little tries as possible. Player 1 must count how many cones their partner turns over, before finding the correct number card, this will be their score. Swap roles.</p> <p>Count carefully. Be honest about your score.</p>

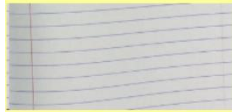
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**Blue and Green-** Children to write 3-4 main beliefs of a Jewish person in their books.

Week commencing 11th March 2024

L1: We are learning about the main beliefs of a Jewish person.



Orange

Week commencing 11th March 2024

L1: We are learning about the main beliefs of a Jewish person.



Pink

Week commencing 11th March 2024

L1: We are learning about the main beliefs of a Jewish person.



I believe G-d gave the Torah, the foundation of all instruction and discipline, to the Israelites through Moses after the exile in the desert.

I believe G-d creates everything and sees everything.

I believe G-d speaks to people called prophets. The greatest of all the prophets is Moses.

Make this harder by specifying that players must return to their partner in between each incorrect attempt.

Discuss how they are improving at this game. Q: Do you remember where some of the numbers are? Have you found a number card first time? Remember that the exercise is helping them to be alert, concentrate and focus.

Pupils replay the game, this time selecting two numbers for their partner to hunt.

Count the amount of cones turned to hunt the two numbers. Work safely and carefully around others.

Make this easier by only selecting one number.

Make this harder by choosing numbers which are in order e.g. 5 and 10 or 25 and 30.

Time permitting, move pupils to the next number hunt area and repeat the challenge. Explore, hunt the number, hunt two numbers.

Art – Kapow

PSHE - Jigsaw

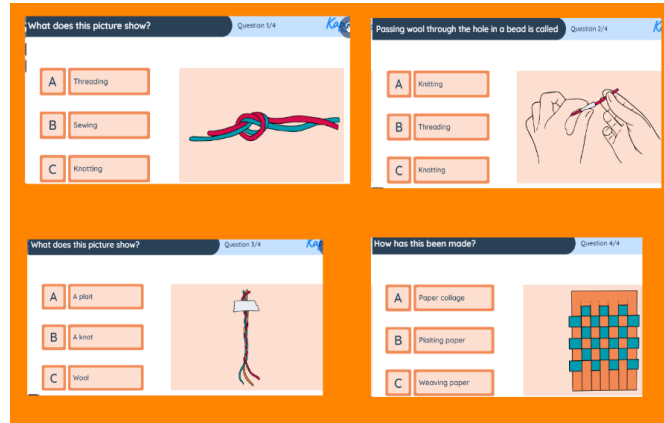


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**LI: We are learning to deepen our understanding on all the wool wrapping techniques we have learned so far.**

This week, the children in art will reflect on the crafts they worked on in prior weeks. They will discuss the materials they utilized and the various techniques they used for their craft, such as wool wrapping, plaiting, threading, knotting, and weaving. The pupils will then make any changes that are needed to improve their work.



**LI: We are learning how to use medicine safely and carefully.**

This week the children are going to learn about how to use medicines safely and carefully when someone feels poorly. The children are going to think about What do we look like when we are poorly? How do we feel? What do you do to make yourself feel better?

The children are also going to the different medicine we might need to take if we are feeling poorly or unwell and Why is it important for medicine to have instructions?



Task: the children will be split into groups of 3-4. You will roleplay a situation where you feel poorly. What will they look like? Who else will be there? What do they do to make themselves feel better?

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning about the plastic crisis.</u></b></p> <p>This week as part of our celebrations for ‘British science Week’, the children are going to take part in the ‘Big Plastic Count’. They will look at why plastic is a</p>	<p><b><u>LI: We are learning about a significant person from the Victorian era- Samuel Wilderspin.</u></b></p> <p>This week the children are going to learn about Samuel Wilderspin- an infant school teacher from Victorian era</p>	<p><b><u>LI: We are learning to compare groups of objects.</u></b></p> <p>This week in computing, the children continue to learn about grouping. They will look at how to group objects, how to describe groups of objects and record how many objects are in a group.</p>

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problem, why is it important to investigate plastic waste and how can we help tackle the plastic crisis.



**How could the Global Plastics Treaty help reduce plastic pollution in the UK?**

You might have seen that **single-use items** like plastic cutlery, plates and trays are being banned in England. It's a step in the right direction, but nowhere near enough.

We need a clear strategy **to reduce plastic production**, and the global plastic treaty could help bring that about.

GREENPEACE EVERYDAY PLASTIC

who invented the school playground. The children will listen to his audio to find out more information about him. The children will then discuss what do they know about him, who was he, what changes he brought to the Victorian schools and why was he famous.

What do we know about him so far?

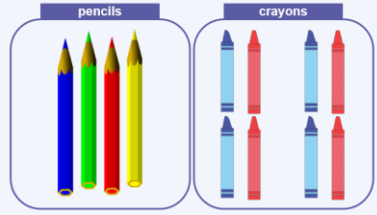


- Samuel Wilderspin became a teacher at a Victorian school
- The children loved coming to his school as they were learning by playing games and having fun.
- He liked to play outside in the woods.



Think, pair, share: Can you compare the groups?

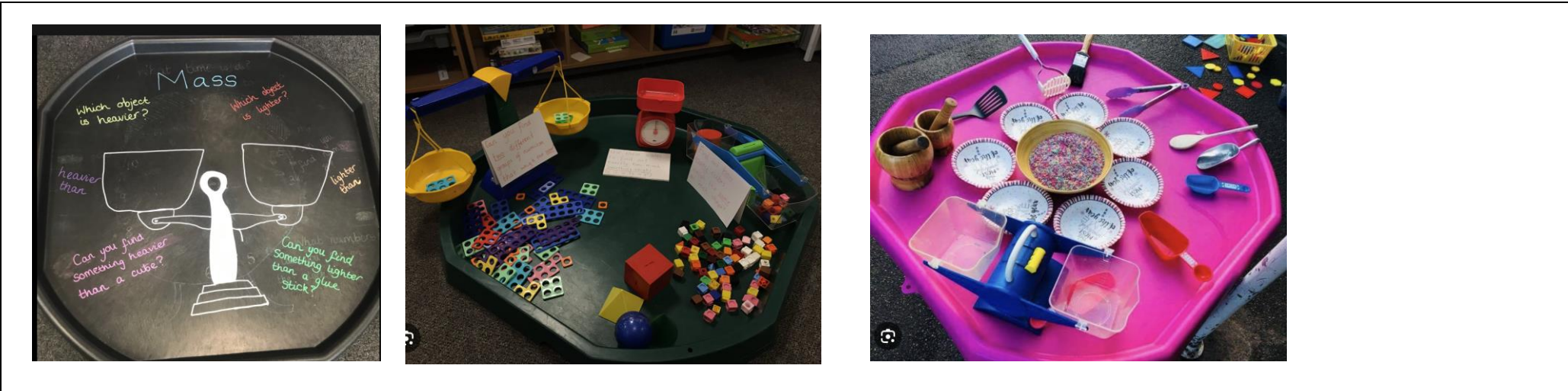
more than  
less than  
same as  
most  
least



Independent activities that the children will also access this week

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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.

#### 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



**Monday 18<sup>th</sup>** – science dress up day  
**Thursday 28<sup>th</sup> March** – last day of term – finish at 1pm.

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