

# Weekly Overview of Learning


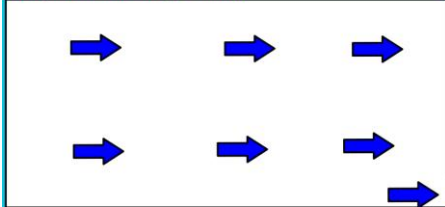




Year Group: Year 1    Week beginning: 18.09.23

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
<b>Reading and Writing</b>	<u>LI: We are learning to identify key events in the story Bear Came Along.</u>	<u>LI: We are learning to sequence the events of the story.</u>	<u>LI: We are learning to orally retell the story of Bear Came Along.</u>	<u>LI: We are learning to orally retell and act out the problem in the story of Bear Came Along.</u>	<u>LI: We are learning to orally retell and act out the ending of Bear Came Along.</u>
<b>Speaking and Listening Focus</b>	Story telling – Include the main points. Use new subject specific vocabulary to explain and describe.	Take turns when talking about what happens at each point of the story	Orally sequence the events of a story using time connectives	Speak confidently to a group of peers when orally retelling the story	Participate in performances and waiting until everyone has had their turn to then speak
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b><u>Key Vocabulary:</u></b> Beginning Middle End</p> <p><b><u>Key Questions:</u></b> What happened at the beginning? What happened in the middle? What happened at the end?</p>	<p><b><u>Key Vocabulary:</u></b> Beginning Middle End First Then Next Finally</p> <p><b><u>Key Questions:</u></b> What happened in the book first? Then what happened to the bear? Which animals did the bear see on the river? What happened next? What happened towards the end of the story?</p>	<p><b><u>Key Vocabulary:</u></b> Beginning First Then</p> <p><b><u>Key Questions:</u></b> Where was the bear at the beginning of the story? Who did he meet when he fell into the river? Where did the bear and the other animals end up? Where did all the animals fall down?</p>	<p><b><u>Key Vocabulary:</u></b> Middle Problem End First Then Next Finally</p> <p><b><u>Key Questions:</u></b> What happened in the book first? Then what happened to the bear? Which animals did the bear see on the river? What happened next?</p>	<p><b><u>Key Vocabulary:</u></b> Beginning Middle End First Then Next Finally</p> <p><b><u>Key Questions:</u></b> Where was the bear at the beginning of the story? Who did he meet when he fell into the river? Where did the bear and the other animals end</p>


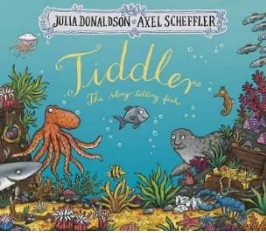
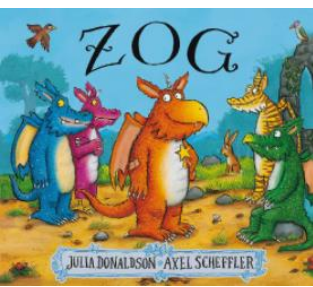
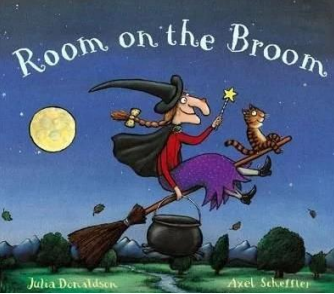
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Year Group: Year 1 Week beginning: 18.09.23

					<p>up? Where did all the animals fall down? What happened towards the end of the story?</p>
<p><b>Activities</b></p>	<p>Children will be identifying and discussing what happens at each point of the story.</p> <p>Listen to each other. Do you agree or disagree with your classmates? Is there anything extra you want to add to their answer?</p> <p>What happened at the beginning?</p> <p>What happened in the middle?</p> <p>What happened at the end?</p> 	<p>Children will be sequencing what happens in the book Bear Came Along. They will have pictures of key events from the book and will need to put them into order on a sequencing frame.</p> <p>This is a sequencing frame. We can create a sequencing frame to show the order something happened. With your partner, discuss what happened in Bear Came Along and draw on your whiteboard what happens in the story in a sequence frame to show your thinking.</p>  <p>Now lets sequence the story together by putting the pictures in the correct order</p> 	<p>Children will be making up some actions to each of the key events that happened in the story by using the sequence frame from yesterday. As a class, we will read the beginning</p> <p>It is very good for our brains if we speak and retell the story ourselves. Then we will be even better at writing the story later. It helps our memories if we do some actions and use a story map so this is what we are going to do today and tomorrow.</p> <p>By Friday, you will all have had the chance perform your retelling of the story Bear Came Along in your groups using actions.</p> <p>Lets have a go together at making some actions to the pictures from yesterday.</p> <p>of the story again and will make some actions to help us remember what has happened in the beginning.</p> 	<p>Children will be continuing making up some actions to each of the key events that happened in the story by using the sequence frame.</p> <p>As a class, we will read the middle of the story again and will make some actions to help us remember what has happened in the middle.</p> <p>Thursday 21st September 2023 L: We are learning to orally and act out the events of Bear Came Along.</p> <p>Yesterday we made some actions for the beginning of the story. Lets do those actions again.</p> <p>Today lets read what happened in the middle of the story and make some actions from them.</p> 	<p>As a class, we will read the ending of the story again and will make some actions to help us remember what has happened in the ending.</p> <p>Then we will retell the whole story again using the actions to help us.</p> <p>Friday 22nd September 2023 L: We are learning to orally and act out the events of Bear Came Along.</p> <p>Yesterday we made some actions for the middle of the story. Lets do those actions again.</p> <p>Today lets read what happened at the end of the story and make some actions from them.</p> 

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Year Group: Year 1    Week beginning: 18.09.23

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p> 	<p><u>LI: We are learning the oi sound.</u> Children will first recap different sounds randomly. They will then practice the new oi sound. They will practise saying and writing the sound. They will then look through words with this sound. Teacher will practise saying the word first then children will repeat after the teacher. Children will then watch a Monster Phonics video with the sound. On their whiteboards they will write down the words they hear with the sound.</p>	<p><u>LI: We are learning the ay sound.</u> Children will first recap different sounds randomly. They will then practice the new ay sound. They will practise saying and writing the sound. They will then look through words with this sound. Teacher will practise saying the word first then children will repeat after the teacher. Children will then watch a Monster Phonics video with the sound. On their whiteboards they will write down the words they hear with the sound.</p>	<p><u>LI: We are learning nonsense words</u> Children will be shown alien nonsense words with the oi and ay sound and will practice reading them.</p>	<p><u>LI: We are learning the oy sound</u> Children will first recap different sounds randomly. They will then practice the new oy sound. They will practise saying and writing the sound. They will then look through words with this sound. Teacher will practise saying the word first then children will repeat after the teacher. Children will then watch a Monster Phonics video with the sound. On their whiteboards they will write down the words they hear with the sound.</p>	<p><u>LI: We are learning to sort real and nonsense words</u> Children will be shown alien nonsense words with the oi, ay and oy sound and will practice reading them.</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 <b>Julia Donaldson</b> stories during their reading aloud time.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				

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Year Group: Year 1 Week beginning: 18.09.23

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to compare objects using greater than or less than.</u></p> <p>By using objects, we are learning to compare which is greater and less than.</p>	<p><u>LI: we are learning to compare two numbers using greater than and less than symbols.</u></p> <p>Children will be introduced to the hungry crocodile</p>	<p><u>LI: we are learning to use the greater than symbol to compare numbers to 20.</u></p> <p>Children will be using greater than symbols to compare numbers.</p>	<p><u>LI: we are learning to use the less than symbol to compare numbers to 20.</u></p> <p>Children will be using less than symbols to compare numbers.</p>	<p><u>LI: we are learning to use the equals symbol to compare numbers to 20.</u></p> <p>Children will be using and equal to symbols to compare numbers.</p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• 1 more than</li> <li>• Less than</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How many altogether?</li> <li>• Which group has more?</li> <li>• Which group has less?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Greater than</li> <li>• Less then</li> <li>• Equal to</li> </ul> <p><b><u>Key Questions:</u></b></p> <p>Which number is bigger? which number is smaller? which two numbers are the same?</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Greater than</li> <li>• Less then</li> <li>• Equal to</li> <li>• More than</li> <li>• Less than</li> <li>• Same as</li> </ul> <p><b><u>Key Questions:</u></b></p> <p>Between these two numbers, which is bigger? Which way will the crocodile arrows point?</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Greater than</li> <li>• Less then</li> <li>• Equal to</li> <li>• More than</li> <li>• Less than</li> </ul> <p><b><u>Key Questions:</u></b></p> <p>Between the two numbers which is smaller? Which group has greater objects? Which number is greater than ____? Which number is less than _? Which number equal to ____? Which way will the crocodile arrows point?</p>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Greater than</li> <li>• Less then</li> <li>• Equal to</li> <li>• Same as</li> <li>• Object</li> <li>• Groups</li> </ul> <p><b><u>Key Questions:</u></b></p> <p>Are the two numbers the same? Are they equal to each other? What group is the same? Which plate has more? Which number is greater than ____ number? Which number is less than ____?</p>

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Year Group: Year 1 Week beginning: 18.09.23

## Activities

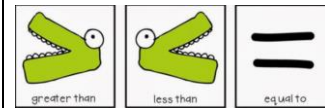
Today children will look at comparing numbers. They will start by taking turns with their partners to say the next number, which will recap on last weeks learning and then compare which group has more numbers.

**Talk partners:** Which group has more cats? How do you know?

Who does 'more' mean?

Who has more sweets?  
How do you know?

Today, children will meet greater than and less than crocodiles. These crocodiles like to eat the biggest number. We will be using these symbols to compare numbers and groups.



children will then make crocodile hands to eat the bigger number.

6 is more than 3

With a more than sign, it would look like this:

is more than

greater than    less than    equal to

Today, we are learning to using greater than symbol to compare numbers. They will start of by explaining what they already know about the crocodile then compare 2 numbers.

Is this correct?  
Why or why not?

12 > 24

15 > [ ]

3 < [ ]

8 = [ ]

Write <, > or = in each circle.

five ○

7 ○

zero ○

Today, we are learning to using less than a symbol to compare numbers. They will start of by explaining what they already know about the crocodile then compare 2 numbers.

Dora has 5 pencils.  
Ron has 2 pencils.  
Annie has more pencils than Ron but less than Dora.  
How many pencils could Annie have?

**Greater Than, Equal To or Less Than?**  
Write the greater than, equal to, or less than, in the circle to make the equations correct.

9 ○ 8	1 ○ 6
6 ○ 7	3 ○ 3
5 ○ 5	0 ○ 8
3 ○ 9	7 ○ 9
4 ○ 2	6 ○ 4

Today, we are learning to using equal to symbol to compare numbers. They will start of by explaining what they already know about the crocodile then compare 2 numbers.

**GREATER THAN LESS THAN EQUAL TO**

Comparing numbers  
Greater than >    Less than <    Equal to =

5 □ 5    1 □ 1

9 □ 6    1 □ 9

4 □ 3    6 □ 3

2 □ 8    7 □ 7


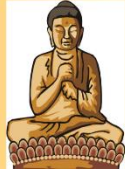
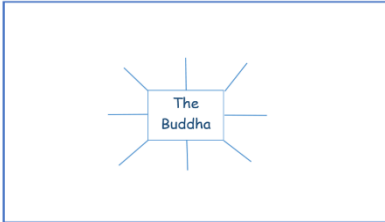
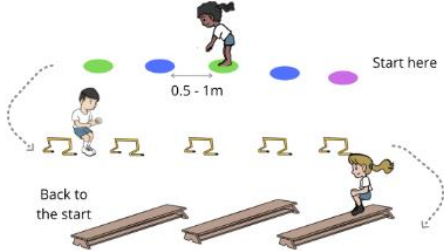
10 □ 9    8 □ 1

umber range up to 10    Name : \_\_\_\_\_

The crocodile is hungry which plate should he eat?


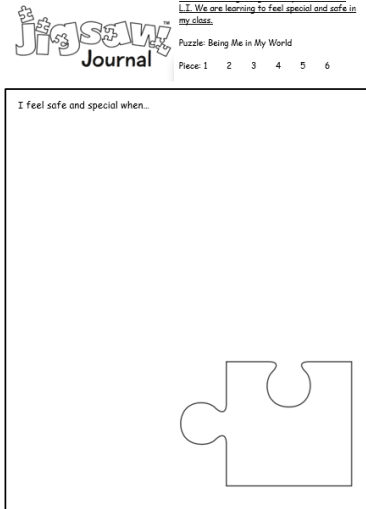
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Year Group: Year 1    Week beginning: 18.09.23

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are Singing along to the counting (and possibly the verse) at the same time as marching.</u></p> <p>Children will be exploring instruments found in marching bands. With the instruments, they will then compose and play with the marching music in Colonels Hathi. Children will be using a range of tappers, scrapers, and shakers to develop their own 'march' music ideas. We will play 'Colonel Hathi's march' in the background for a nice strong beat, and give each group of instruments 30 seconds to improvise music to go along with the music: tappers first, then scrapers, then shakers. Children will be encouraged to listen to the music and play in time with it. The clip will again and have the children practise stepping on the beat. After a few seconds, and when the marching is in time, give them a cue to start to play</p>  <ul style="list-style-type: none"> <li>Using a tapper, scraper, or shaker, make up your own march music.</li> <li>You have until the clock arm gets back to 12.</li> <li>Listen to the music and play in time.</li> <li>Respect your instruments and your friends' ears.</li> <li>Can you march and play at the same time?</li> </ul>	<p><u>LI: We are learning about the Buddha.</u></p> <p>In RE, the children will be learning about The Buddha – including his birth, enlightenment, teachings and death. The children will learn about why people call him Buddha, what was his original name, where was he born, why did people worship him and what do Buddhists believe about the Buddha. The children will also be watching some engaging videos and will have a task/activity to complete related to the same.</p> <p>Buddha was the founder of the world religion Buddhism.</p> <p>The Buddha's real name was Siddhartha Gautama. (which means Enlightened)</p>  <p>What do you know about the Buddha?</p> 	<p><u>LI - To explore balance, stability and landing safely.</u></p> <p>Teacher will set up three lines of activities. Pupils will move from first row to the second then third.</p> <ul style="list-style-type: none"> <li>First row - base stations 0.5 - 1m apart. Pupils jump on the lily pads. Children to swing their arms and land with bent knees and arms in front of you.</li> <li>Second row - mini hurdles a few steps apart. Pupils jump over the fish. Children to keep their head still and look ahead. Land on the balls of your feet to keep balanced.</li> <li>Third row - three benches a few steps apart. Pupils jump onto the grass bank Children to keep their arms and lift your feet up onto the bench. Land with bent knees and arms in front of you. Make this harder by adding in gymnastic equipment e.g. box or agility tables.</li> </ul> 

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Art – Kapow	PSHE - Jigsaw
<p><u>L1</u> : We are learning to apply our knowledge of colour mixing when painting. Children are going to create their own painting in the same style as Jasper Johns. They will need to use their knowledge of colour mixing to help them when making the secondary colours as they will only have red, blue and yellow paint. On a piece of paper, they will draw numbers 1-9 and on the numbers they will mix the primary colours to make secondary colours.</p> 	<p><u>L1</u> – We are learning to feel special and safe in my class</p> <p>This week in PSHE, we are learning about how we can feel special, and make each other feel special and safe in our classroom.</p> <p>In their books, children will be drawing a picture of themselves of when they feel safe and special in their class.</p> 

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>L1</u>: We are learning about identifying and recognising names of body parts relating to 5 human senses.</p> <ul style="list-style-type: none"> <li>• mouth – taste</li> <li>• ear – hear</li> <li>• eyes – sight</li> <li>• nose – smell</li> <li>• hands – touch</li> <li>• head</li> <li>• shoulders</li> <li>• knees</li> <li>• toes</li> </ul>	<p><u>L1</u>: We are learning about the different stages of human life.</p> <ul style="list-style-type: none"> <li>• Baby</li> <li>• Toddler</li> <li>• Child</li> <li>• Teenager</li> <li>• Adult</li> <li>• Elderly</li> </ul> <p>The children will be learning about how humans are constantly growing from the moment they are born!</p>	<p><u>L1</u>: We are learning to identify a computer and its main parts</p> <ul style="list-style-type: none"> <li>• I can name the main parts of a computer</li> <li>• I can switch on and log into a computer</li> <li>• I can use a mouse to click and drag</li> </ul> <ul style="list-style-type: none"> <li>• Screen</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Monitor</li> </ul> 

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Year Group: Year 1    Week beginning: 18.09.23

The children will be learning to Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. The children will draw around one of their groups as they lie on the paper. Once they have the body outline, they will be provided with the simple and familiar body part labels such as head, arm, leg, ear, eye, hair, mouth, nose, feet and hands. Next, they will check their labelling by pointing to each body part on your own body and saying the name aloud.



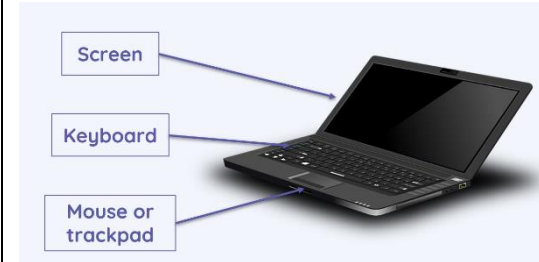
Throughout a full lifetime, human beings go through these broad stages of development: baby, toddler, child, teenager, adult and elderly. The children will be asked to cut out the life stages and sticking them in order to make a timeline of human growth. The illustrations show them the different physical changes and features of each life stage like:

- height;
- muscle development;
- statures;
- body and head hair.

After organising the pictures, the children will be encouraged to share their timeline with a partner to check they have placed them correctly.



Children will be learning the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their knowledge of the different parts of a computer, to complete a mouse-based task.



## 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

#### Reading

Please read for at least 20 minutes

#### Spellings

Please make sure your child's spelling book is in their book bag



Thursday 21<sup>ST</sup> September 2023- Year 1 Toy



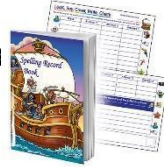
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Year Group: Year 1    Week beginning: 18.09.23

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**.



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?

Workshop- please pay on parent mail

**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!**