

Weekly Overview of Learning


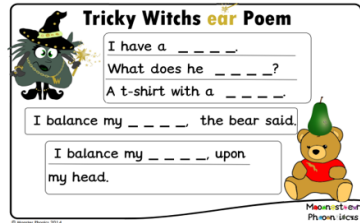
Year Group: Year 1 Week beginning: 19.01.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to orally recall events.</u>	<u>LI: We are learning to write a recount using time connectives.</u>	<u>LI: We are learning to understand what a non-fiction text is.</u>	<u>LI: We are learning to answer questions about a non-fiction text.</u>	<u>LI: We are learning to answer questions about a non-fiction text.</u>
Speaking and Listening Focus	Orally rehearse our sentences to make sure they make sense.	Using time words to retell school events, first, next, later, finally.	Listen and respond appropriately to their peers	To use appropriate vocabulary to speak about the past and present.	To use appropriate vocabulary to speak about the past and present.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Holidays Eat Park Restaurant</p> <p><u>Key questions:</u> Did you go anywhere exciting? What did you do? Was there something nice you ate or went to eat?</p>	<p><u>Key Vocabulary:</u> First Then Next Finally Sequence</p> <p><u>Key questions:</u> What is time connective? When do we use them? Where do time connectives go? What happened first? Then what happened? Finally, what happened?</p>	<p><u>Key Vocabulary:</u> Non-fiction Information True</p> <p><u>Key questions:</u> What type of book is this? What is written in a book like this? Is the information in the book true or not true?</p>	<p><u>Key Vocabulary:</u> Past Present Comparison</p> <p><u>Key questions:</u> What did children write on in the past and what do they write on now? How was school different now to schools in the past?</p>	<p><u>Key Vocabulary:</u> Now Then Past Present</p> <p><u>Key questions:</u> How did children get to school in the past and how do they get to school now in the present? How did children learn in the past and how do they learn now?</p>

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<p>Teach 1. Download the Formative Assessment Form. This is the fifth Year 1 formative assessment for the graphemes ie (long I) ie (long E) igh or ore aw au air.</p> <p>Activity 2. The class write dictations on lined paper. If possible, work in groups with more than one adult to ensure that all children have enough time. Read each of the eight dictations in turn. This also assesses the ability to form the simple past tense and plurals.</p>	<p>in the assessment. Recap floppy any many.</p> <p>Teach 1. Use the PowerPoint. Use this to introduce the ear grapheme that makes the long E-r sound. Read the ear words and examples of the simple addition of ing and ed suffixes to ear words. Note the irregular past tense form of 'hear'.</p> <p>2. Watch the 'Have No Fear' video. Ask the children to make the Tricky Witch (waving a pretend wand) action each time they hear an ear word. Can they recall all of the ear words in the video?</p> <p>Activity</p>	<p>Download the 'alien' nonsense words. Use this to recap the ear (air) graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory.</p> <p>Activity</p> 	<p>Teach Use the PowerPoint. Use this to introduce the ear grapheme that makes an air sound. Tricky Witch is being kind! She has decided to help the children to remember which words have the ear grapheme making an air sound. Read the sentences. Who can remember all 4 ear (air) words?</p> <p>Activity</p> 	<p>Teach 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. Floppy any many every everyone baby only suddenly – Green Froggy makes a long E sound in the 'y' grapheme in these words. Tricky Witch changes the 'a' to an 'e' sound in 'any' and 'many'. The second 'e' is a Silent Ghost in 'every' and 'everyone'. Angry Red A makes the long A in 'baby'. Miss Oh No makes the long O in 'only'.</p> <p>Activity</p>	
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Tricky Witch's Tricks



By _____

Moonsister Phonics

Use the 'ear' words to write a trick

All the ear words that I know!

Wordsearch

Year 1 Grapheme
Tricky Witch: ear (air)



Can you find the following words?
bear pear wear tear
wearing

Moonsister
Phonics

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

This week the classes will be reading a range of Non-Fiction 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 explore missing number problems</u>	<u>LI: We are learning to count forwards and backwards between 20 and 50</u>	<u>LI: We are learning to develop our understanding of multiples of 10</u>	<u>LI: We are learning to develop our understanding of multiples of 50</u>	<u>LI: We are learning how to count objects more efficiently by grouping into tens and ones.</u>

Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Addition ● subtraction ● missing number <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● If I add/subtract counters to/from the ten frame, how can you undo what I have done? ● How many counters do you need to add to/subtract from to get? ● If you know the whole and a part, how can you find the other part? ● Should the missing number be greater than or less than? How do you know? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Count forwards ● Count backwards ● next number ● before number <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What number comes next? ● What number comes after? ● Will you say the number when counting from to? ● What numbers sound similar? ● What number comes before ? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● multiples ● tens ● groups ● ones <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Is this a group of ten? How do you know? ● How many ways can you make ___? ● How many ones make 30? ● How many tens make 30? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● ones ● tens ● how many <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Is this a group of ten? How do you know? ● How many ways can you make ___ ? ● How many ones make 30? ● How many tens make 30? ● How many ones make 40? ● How many tens make 50? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● multiples ● tens ● groups ● ones ● objects ● total amount <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● How many are there? ● How did you count them? ● Is there an easier way to count the objects? ● How can you make sure you do not miscount any objects?
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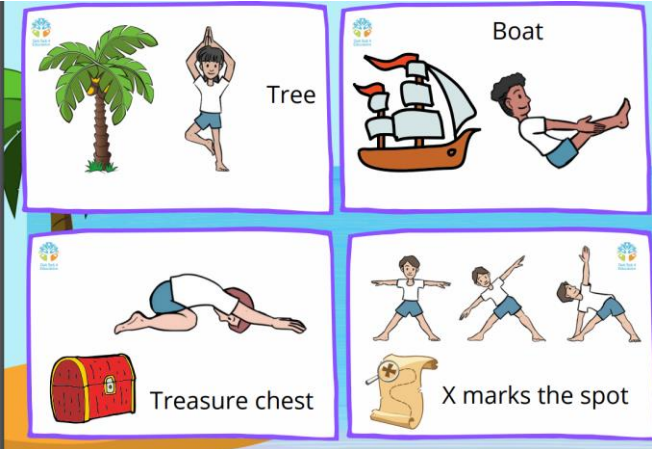
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Activities																							
<p>Activities</p>	<p>In this lesson, children will explore missing number problems. They use the idea of inverse operations to see that if they start with a number and add 2 to it, then to “undo” that they need to subtract 2. Bar models and part-whole models are useful representations for this.</p> <p>“First, then, now” stories can be particularly helpful for children to act out the problems and visualise what is happening. Use of counters and ten frames, as well as number lines, supports children in their understanding of a missing number problem, helping them to discuss what the numbers in a problem represent. With the missing number problem $3 + = 5$, a common mistake is to add 3 and 5 and get $3 + 8 = 5$. Children need to spot that this does not make sense, as 8 is greater than 5.</p>	<p>In this lesson, children count forwards and backwards between 20 and 50.</p> <p>We will be playing chanting games, such as “I count, you count”, give children the opportunity to count from different starting points alongside their peers.</p> <p>for this lesson, we will be using number tracks and half-hundred squares are useful representations to support children counting up to 50. When counting on a half-hundred square, ensure that they recognise the convention of moving to the next row after reaching a multiple of 10.</p>	<p>In this lesson, children will develop their understanding of multiples of 10.</p> <p>We will recap learning from Spring Block 1 about the equivalence of 10 ones and 1 ten using representations such as a ten frame or a bundle of 10 straws.</p> <p>There are several representations that can be used in this step to highlight how many tens are in each number, for example ten frames, base 10, bead strings and towers of cubes. Give children practical opportunities to explore each number in different ways using a range of concrete resources.</p> <p>_____ ten frames are full, so I know that I have made ____.</p> <p>There are ____ ones in ____.</p> <p>There are ____ tens in ____.</p>	<p>In this lesson, children will be given any number from 10 to 50 and will be able to answer the following questions.</p> <p>_____ ten frames are full, so I know that I have made ____.</p> <p>There are ____ ones in ____.</p> <p>There are ____ tens in ____.</p> <p>Complete the table and continue the pattern.</p> <table border="1" data-bbox="1406 662 1720 790"> <thead> <tr> <th>Base 10</th> <th>Number</th> <th>How many tens?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1 ten</td> </tr> <tr> <td></td> <td>20</td> <td>2 tens</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>children will be given practical opportunities to explore each number in different ways using a range of concrete resources. Children could move on to seeing e.g. 20 as two base 10 pieces that cannot be broken apart, although the individual ones are still obvious.</p>	Base 10	Number	How many tens?			1 ten		20	2 tens										<p>In this lesson, children will learn how to count objects more efficiently by grouping into tens and ones.</p> <p>Children should spend time practically counting groups of ten from objects such as counters, cubes and straws. Building towers of 10 cubes or bundling 10 straws will reinforce the concept of 1 ten being equal to 10 ones.</p> <p>After grouping objects into tens practically, children practise counting pictures of objects and circling each group of ten.</p>  <p>There are ____ groups of ten buttons and ____ buttons. There are ____ buttons in total.</p>
Base 10	Number	How many tens?																					
		1 ten																					
	20	2 tens																					
																							

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		<p>Teacher note: give pupils a moment to get into their poses, then once everyone is in their pose, wait a few seconds to see if anyone moves.</p> 
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Art – Kapow

LI: We are learning that art can be made in different ways.

In Art this week, the children will listen to the videos sent to us by a glass artist about her calligraphy. The children will be remembering a time when we have made something creative, perhaps at home or outside of school, or a hobby we have. Then they will draw themselves ‘being an artist’, adding colour if we choose.



PSHE - Jigsaw

LI: We are learning how to store our feelings of success in our internal treasure chest.

The children will make a picture in their mind of their own internal treasure chest. Thinking about What things would they put in your chest? When were they successful? Did they learn to ride a bike without stabilisers? CTs will explain to the children how they can open up their treasure chest and remember their successes whenever they like, especially when you are finding something difficult.

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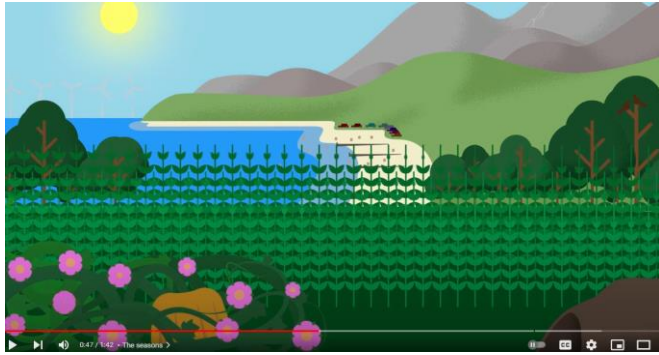
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	 <div data-bbox="1556 207 1971 742"> <p>Jigsaw Journal</p> <p><small>Date: Week beginning 19th February 2024 L1: We are learning how to store feelings of success in an internal treasure chest! Puzzle: Goals and Dreams</small></p> <p><small>Piece: 1 2 3 4 5 6</small></p> <p>Write words and draw pictures of your successes inside your treasure chest.</p>  <p>My internal treasure chest is important because...</p> </div>

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to identify what we know about seasons.</u></p> <p>This week in Science, the children will be learning about the four seasons of the year. They will be asked questions such as What do they know about seasons? How many seasons do we have in the world? What are the four seasons of the year and the order they are in? What season is it at the moment? The children will also watch an engaging BBC video for more understanding.</p>	<p><u>LI: We are learning to understand some important facts about The Victorian era.</u></p> <p>This week, the children are going to learn about the Victorian era. The children are going to recap their knowledge about what life in school and the local area is like today. The children will be travelling back in time to find out what life was like in the Victorian era watching the video to introduce the period, stopping to explain key learning points where necessary</p>	<p><u>LI: We are learning to identify the label for a group of objects.</u></p> <p>The children are going to find labels around the classroom and think about why we need labels. The children will also look at some objects and will try to identify the label for a group of objects.</p>

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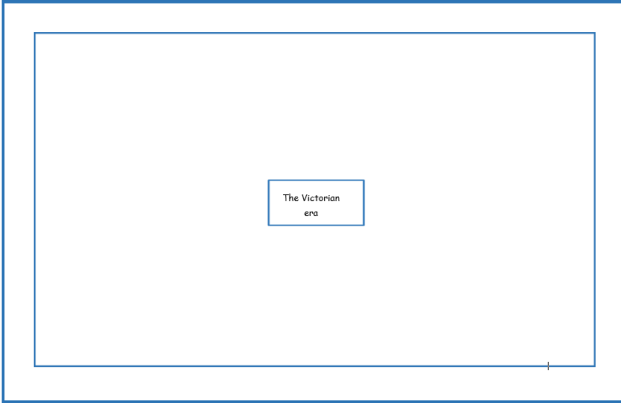


The children are going to write in their books what they know about seasons.

We are going to write down as a class what we know about seasons. You will then write it down into your books.



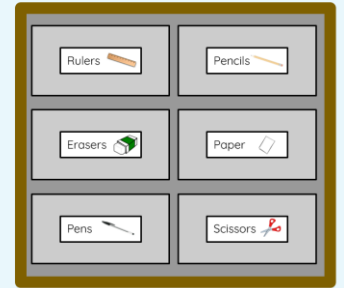
Week beginning: 19th February 2024
L.L: We are learning to understand some important facts about The Victorian era.



Labels around us

Can you find labels around the classroom?

Think, pair, share: Why do objects have labels?



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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.

Maths

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

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?

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!