

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 2.10.23



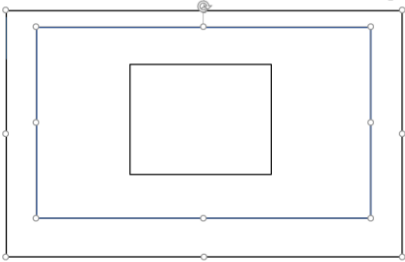
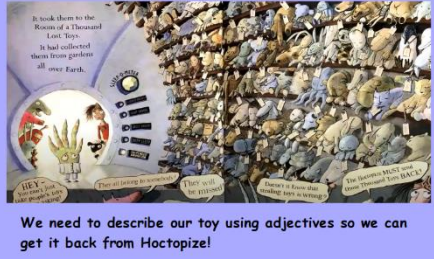
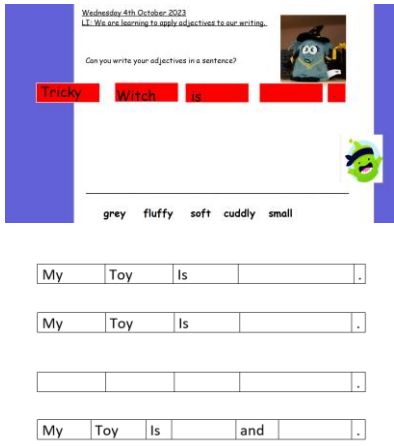
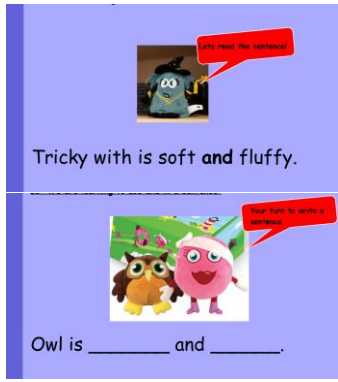



Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to verbally describe toys using adjectives.</u>	<u>LI: We are learning to use adjectives to describe our toy.</u>	<u>LI: We are learning to apply adjectives to sentences.</u>	<u>LI: We are learning to apply adjectives and a connective 'and' to create a sentence.</u>	<u>LI: We are learning to edit and up level our sentences with and, because and but.</u>
Speaking and Listening Focus	Listen attentively and take turns in speaking.	Give well-structured descriptions	Ask and answer suitable questions	Use simple language and sentence stems	To use appropriate vocabulary to describe their immediate world and feelings.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Soft Hard Size Big Small Tiny Colour Material Texture</p> <p><u>Key questions:</u> What does your toy feel / look/sound like? How big is your toy? What toy from the story is yours similar to?</p>	<p><u>Key Vocabulary:</u> Adjectives Describe Colour Size</p> <p><u>Key questions:</u> How would you describe your toy? What is your favourite toy? What colour is your toy? How big or small is the toy? Why is this toy your favourite?</p>	<p><u>Key Vocabulary:</u> Adjectives Sentences And Full stops Capital letters</p> <p><u>Key questions:</u> What does your toy feel like? What does your toy remind you of? What does your toy look like?</p>	<p><u>Key Vocabulary:</u> And Adjective Sentence Toy</p> <p><u>Key questions:</u> Can you think of 2 adjectives to describe your toy? Is your toy hard and soft? Is your toy blue and green?</p>	<p><u>Key Vocabulary:</u> Because Whereas But Full stops Capital letters Adjectives</p> <p><u>Key questions:</u> Why is your toy soft? Why is your toy cuddly?</p>

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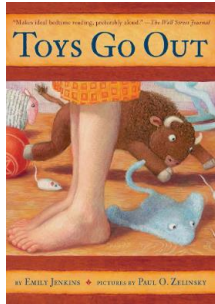
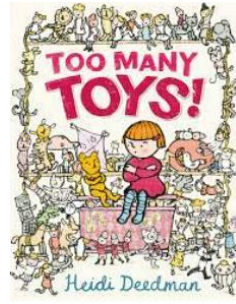
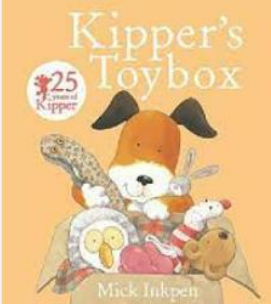
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<p>Activities</p>	<p>Children to look at a range of toys to describe using adjectives.</p> <p>Children to think about the following:</p> <ul style="list-style-type: none"> - Size - Colour - Material - Texture  <p>What adjectives can you use to describe these toys?</p> <p>Children to look at the toys from the story and use post it notes to describe them.</p> <p>Word bank given to support some children to choose the correct adjectives. E.g. shiny or dull.</p> 	<p>Children to bring in their own favourite toy from home. They will create adjectives to describe their toys.</p> <p>The children will use the defining frame to describe.</p>  <p>In our story, Hoctopize took thousands of toys! I want you to imagine that he has taken your toy. How would you feel?</p>  <p>We need to describe our toy using adjectives so we can get it back from Hoctopize!</p>	<p>Children will use their adjectives from yesterday to write simple sentences about their toys.</p> <p>For example: My toy is soft. My teddy is cuddly. Trcky witch is cuddly. Uhoo is purple.</p> <p>Children to use senetnce frame if needed.</p>  <p>Wednesday 4th October 2023 L1. We are learning to apply adjectives to our writing. Can you write your adjectives in a sentence?</p> <p>tricky Witch is _____</p> <p>grey fluffy soft cuddly small</p> <p>My Toy Is _____ .</p> <p>My Toy Is _____ .</p> <p>_____ .</p> <p>My Toy Is _____ and _____ .</p>	<p>Children to use a connective to extend sentences.</p> <p>For example: My toy is green and soft. My toy is cuddly and soft. My Spiderman is red and blue.</p> <p>Teacher to use the Phonic teddies to model using the connectives.</p>  <p>Let's read the sentence!</p> <p>Tricky with is soft and fluffy.</p> <p>Let's turn to write a sentence!</p> <p>Owl is _____ and _____.</p>	<p>Children to check their sentences and ensure they have the following:</p> <ul style="list-style-type: none"> - Full stops - Capitals - And <p>Can the children use but so or because?</p> <p>Example – My toy is cuddly because she is soft. My toy is shiny because it is silver. My doll is cute because she is wearing pink.</p>  <p>U-hoo is nice</p> <p>Uhoo is soft because _____ and because _____</p>
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p>Phonics </p>	<p><u>LI: We are learning the split e-e sound.</u> Children will first recap different sounds randomly. They will then practice the new split e-e 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 split i-e sound.</u> Children will first recap different sounds randomly. They will then practice the new split i-e 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 sound out and read nonsense words</u> Children will be shown real and nonsense words of the split e-e and i-e sound on the interactive whiteboard and will practice reading them out loud as a class.</p>	<p><u>LI: We are learning the o-e sound</u> Children will first recap different sounds randomly. They will then practice the split o-e 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 sound out and read nonsense words</u> Children will be shown real and nonsense words of the split e-e, i-e and o-e sound on the interactive whiteboard and will practice reading them out loud as a class.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of stories during their reading aloud time.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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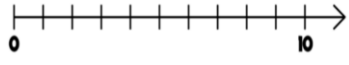
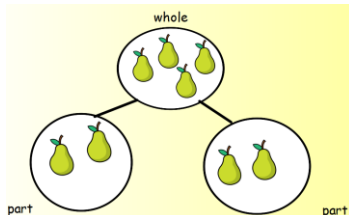

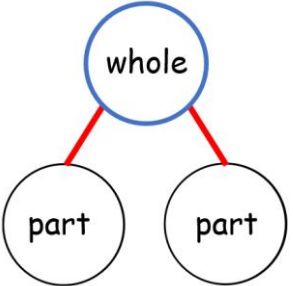
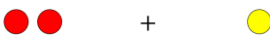
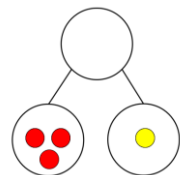
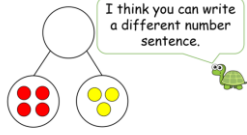



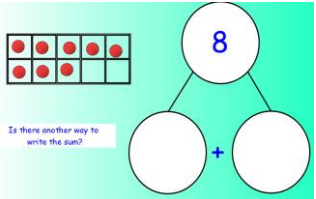



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	<p><u>LI: We are learning to partition numbers to 20 using the part whole model.</u></p>	<p><u>LI: We are learning to partition numbers using the part whole model.</u></p>	<p><u>LI: We are learning to add numbers to 20 using the part whole model.</u></p>	<p><u>LI: We are learning to add numbers within 20 using the part whole model.</u></p>	<p><u>LI: We are learning to add 2 numbers within 20 and use the equals sign.</u></p>
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<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Parts ● Whole <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● How many in 1 part? ● How many in two parts? ● How many as a whole? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Part ● Whole ● How Many <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What is part whole model? ● When do we use it? ● How does it help us to add? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Part ● Whole ● Addition ● All together <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What symbol is +? ● What does the addition symbol mean? ● Do numbers get smaller or bigger with the addition symbol? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Addition ● Part ● Whole ● Equals <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● How many parts make a whole? ● Is there another way to add numbers together? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Whole number ● 2 parts ● Equal ● Addition <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What is the whole number? ● Is there another way to write the sum?
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Activities					
<p>Activities</p>	<p>Today, children will be learning how to use the part-part whole method to add numbers.</p> <p>We will start with a recap of writing the missing numbers on the number line.</p> <p>Can you write the numbers on the missing number line?</p>  <p>Part 1 has 2 pears. Part 2 has 2 pears. Whole equals to 4 pears.</p> 	<p>Today, the children will be learning different ways to use the part whole model.</p> <p>Complete the sentences.</p> <p> is a part. ___ is a part. ___ is a part. The whole is ___</p> <p>Yellow is 1 part, red is 2nd part. The whole is _____</p> <p>The part-whole model</p> 	<p>Today, children will continue to practice part whole modelling but will also learn about the addition symbol.</p> <p>They will learn that the name of + is addition and plus.</p> <p>The + symbol</p> <p>'plus'</p> <p> +</p> <p>Children will then use to + to work out the question.</p>  <p>___ is a part. ___ is a part. The whole is ___</p> <p>___ plus ___ is equal to ___ __ + __ = __</p>	<p>Today, children will be learning how to write different number sentences.</p> <p>I think you can write a different number sentence.</p> <p>___ plus ___ is equal to ___ __ + __ = __</p>  <p>___ = ___ + ___</p> <p></p> <p>Finally, children will find different ways to make four. Find three different ways to make 4</p> <p> Have a think </p> <p>$4 = _ + _$ $4 = _ + _$ $4 = _ + _$</p>	<p>Today, children will learn how to add 2 numbers together using number sum and part whole method.</p>  <p>Children will learn how to draw part-whole models to match the counters.</p> <p>1 Draw part-whole models to match the counters. Write two addition sentences for each part-whole model.</p> <p>a)  b)  c) </p>

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LI: We will be practise singing *Menu song* from memory to the backing track.

Children will Recap singing *Rain is falling down* with 'rain' actions, followed by singing mi-re-do with body ladder.

Then children will Recap the order of foods for each day of the week while tapping a slow, steady beat. We will aim is to eventually memorise them. Teacher will then organise the class into two halves – one half to keep the beat, the other to chant the words. Keep the beat slow and steady using this combination of actions: pat legs, pat legs, clap hands, clap hands.

Once secure, add the chant over the top:

- 'Sunday roast dinner'
- 'Saturday is curry'
- 'Friday is fish day'
- 'Thursday is salad'
- 'Wednesday potatoes'
- 'Tuesday is chicken'
- 'Monday spaghetti'
- 'Everybody happy?'
- 'Well I should say!'

LI: We are learning about Buddhist symbols.

This week the children will learn about two more Buddhists symbols- The Lotus flower and the Bodhi tree.

The children will look at the meaning behind these two symbols and the significance they have in the Buddhist religion.



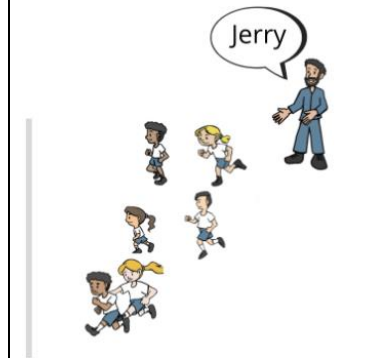
CTs will work with groups of five children, allowing each child the opportunity to share their views on the symbols using pictures of the symbols and a word mat, taking pictures of them communicating their opinions as well as writing their ideas in speech bubbles.

LI - We are learning to explore changing direction and dodging.

Children will learn to decide which direction they are going to move into, move their feet to change direction and push off in a new direction.

To start with, the class teacher will Place a different coloured cone on each compass point. Pupils will then jog around the teaching area, when the teacher calls a colour, pupils will run to that coloured cone. Repeat this activity for a few minutes.

Tom and Jerry - In pairs, pupils name themselves either Tom or Jerry. Pupils to stand back to back. If the teacher calls Tom, Tom needs to run to the line in front of them, while Jerry needs to turn and chase their partner. When the teacher calls Jerry, play in reverse.



Art – Kapow

PSHE - Jigsaw

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LI: We are learning to explore colour when painting

In ART children will be using a range of materials creatively to design and make products. They will develop a wide range of art and design technique in using colour, pattern, texture, line, shape, form and space.



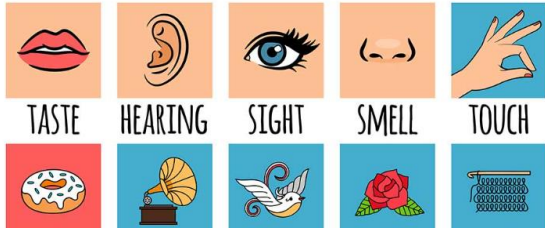
LI: We are learning to understand the consequences of our actions.

The children will learn that how If we make a wrong choice, the consequences might not be good, if we make the right choice, the consequences are likely to be good. The children will sit in a circle and discuss what consequences we will face if we make good or bad choices. Then the children will look at their class charter discussing if they are following our Class Charter to the best of our ability? What could they improve on?



Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning about the importance of the five senses and investigating our sense of touch.</u></p> <p>This week, we will be drawing children’s attention to the five senses and discussing how they increase understanding of and communication about the world around us. They will have a look at how through their sense of sight, they can see the world, see your family, can see colours, through the sense of smell, they can smell yummy food or dangerous substances like smoke and so on.</p>	<p><u>LI: We are learning about family trees.</u></p> <p>The children will learn about what family trees are. They will be encouraged to talk about their families and the relationships between them asking questions: who’s in your family? Do you have any brothers or sisters in the family? What is your Dad’s mum called?’ Then the children will be challenged to consider what their family tree would look like and explore the idea that everybody’s family tree will look different because each family is unique.</p>	<p><u>LI: We are learning to use a keyboard to type on a computer.</u></p> <p>Children will begin to use the computer keyboard for a purpose. They will understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Children will then save their work using the save icon and understand that this icon is used in lots of different programs.</p>

5 SENSES



The children will also be investigating sense of touch asking children questions such as: What is a touch? What happens when we touch something? What feelings do we get when we touch something? Is it only our hands that we touch with? Then the children will play the 'Mystery Box' game where they will reach into the box and will try to identify the objects.



Mystery Box Prediction Sheet

soft	rough	
smooth	scratchy	bumpy

After touching every item, children to draw/write what they think it is in their prediction sheet.



Your task What Does Your Family Tree Look Like?

Children to write names and draw pictures of their family members

My Family Tree

We can use a mouse to draw pictures



The keyboard



Not all keyboards look the same, but they do the same thing.

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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.



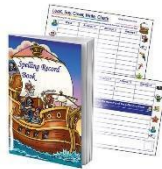
Reading and spelling.

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 Eg**



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!