

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 02.09.24




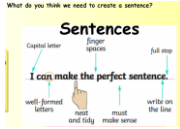

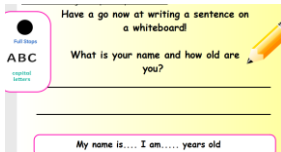
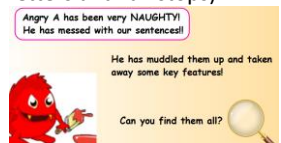
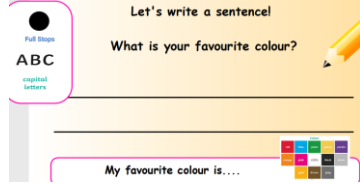


Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>INSET</u>	<u>INSET</u>	<u>LI: We are learning speak in a clear and audible voice</u>	<u>LI: We are learning to compose simple sentences.</u>	<u>LI: We are learning to compose simple sentences.</u>
Speaking and Listening Focus	<u>INSET</u>	<u>INSET</u>	Ask and answer suitable questions.	Answer questions with some detail.	Answer questions with some detail.
Key vocabulary and Key Blooms higher order thinking questions	<u>INSET</u>	<u>INSET</u>	<p><u>Key Vocabulary:</u> Me I And Favourite Happy Glad Excited Class Year one teacher</p> <p><u>Key questions:</u> How do you feel about starting year one? How do you know if someone is listening to you? What can you tell us about yourself? What is your name and how old are you? What are you good at? What is your favourite food?</p>	<p><u>Key Vocabulary:</u> Me I And Favourite Glad Excited Full stop Capital letter Finger spaces Year one</p> <p><u>Key questions:</u> Can you list what sentences need? What do we need to do when they create a sentence? (Say it first) What can you write about yourself? What colour eyes do you have?</p>	<p><u>Key Vocabulary:</u> Me I And Favourite Glad Excited Full stop Capital letter Finger spaces Year one Colour Food</p> <p><u>Key questions:</u> Can you list what sentences need? What do we need to do when they create a sentence? (Say it first) What can you write about yourself?</p>


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			<p>Can you say 'and' to extend your sentence?</p>		
<p>Activities</p>	<p><u>INSET</u></p>	<p><u>INSET</u></p>	<p>  First Day of Year One </p> <p>Children will become 'Talking Tigers' and share some facts about themselves with their new teacher.</p>  <p>Children will be encouraged to answer questions in full sentences and will be encouraged to speak in an audible voice.</p> <p>Today we want to know more about you</p> <p>We're going to be <u> talking tigers!</u></p>  <p>What is your name? How old are you?</p> <p>My name is...and I am...years old.</p> <p>Table top activity- Piece together an image of your new teacher or yourself. Can you describe yourself to a friend?</p>	<p>Children will discuss what we need to include to create a sentence.</p>  <p>Children will re-cap the purpose of a full stop. Children will be introduced to 'every, piece, every time'.</p>  <p>Children will then scribe their own sentences on whiteboards answering simple questions such as name, age, new class and eye colour.</p>  <p>Recording – children to write simple sentences about themselves for their new teacher to read.</p> <p>Table top activity- children spell their</p>	<p>Explain to children that Angry A has messed up our sentences. Children to read a range of sentences and identify how they can be improved (missing capital letters and full stops).</p>  <p>Children will then compose more simple sentences about themselves e.g. favourite colour, favourite food</p>  <p>Recording – children to write simple sentences about themselves for their new teacher to read.</p> <p>Table top activity- to sort simple cut up sentences into the correct order.</p>

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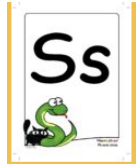

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				 <p>names in rice.</p>	
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<u>INSET</u>	<u>INSET</u>	<p>Review Recap Monster actions with the children.</p>  <p>Review letter friezes phase 2 with children.</p>	<p>Review Recap CVCC CCVC CCVCC by reading the words on the PowerPoints from Reception.</p> <p>Review letter friezes phase 3 with children.</p>	<p>Review Review the 100 HFW Flashcards</p>  <p>Children create their own flashcards using colourful</p>

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			 <p>Year 1 CEW check.</p>	 <p>Year 1 CEW check.</p>	media to display in the classroom. <i>Year 1 CEW check.</i>
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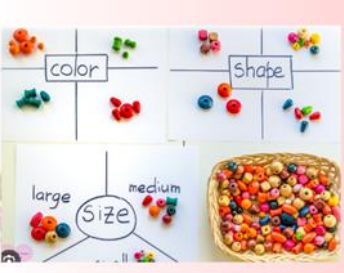

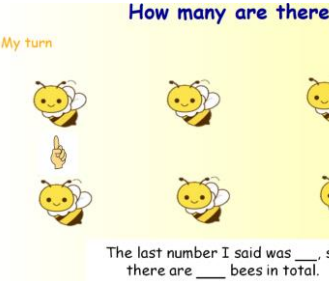

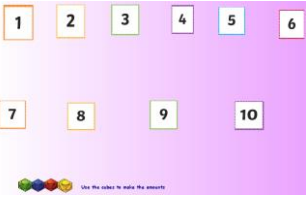

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>INSET</u>	<u>INSET</u>	<u>LI: We are learning to sort objects.</u>	<u>LI: We are learning to count objects to 10</u>	<u>LI: I can count and recognise numbers to 10.</u>

Key vocabulary and key questions			<p><u>Key vocabulary</u> Count Number Objects Colour Shape Size Set</p> <p><u>Key questions</u> What is the same about all the objects in the set? • What is different about the sets? • Can you find an object that belongs to this set? • Can you find an object that does not belong to this set? Why does it not belong? • Can you think of a different way to sort the object</p>	<p><u>Key vocabulary</u> Count Number Objects Order Total Altogether</p> <p><u>Key questions</u> • How many objects are there? • If I move them around, are there still the same number of objects? Count and check. • Does it matter which object you count first? • Should you start counting at 1 or zero? • How do you know you have counted all the objects? • How do you know you have not counted any objects more than once?</p>	<p><u>Key vocabulary</u> <u>Recognise</u> Count Number Objects Order Total Altogether</p> <p><u>Key Questions</u> What number do you see? Can you find me objects to match the number?</p>
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Activities			<p>In this lesson, the children are going to learn about sorting objects. They will understand that collections of objects can be sorted into sets based on attributes such as colour, size or shape.</p>  <p>Children will understand that the same collection of objects can be sorted in different ways and should be encouraged to come up with their own criteria for sorting objects into sets.</p> <p>Table Top activity</p> 	<p>In this lesson, the children will learn to count to 10 when counting objects. They will watch the counting song.</p> <p>Starter:</p> <p>Count to 10.</p>  <p>Children will be introduced to the counting rules such as: When counting, the numbers have to be said in a certain order. The final object in a group is the total number of objects in that group.</p> <p>How many are there?</p> <p>My turn</p>  <p>The last number I said was ____, so there are ____ bees in total.</p> <p>Task: Recording</p> <p>CT/TA will work with children on the maths table in groups of 5 and provide</p>	<p>In this lesson, the children will be learning about recognising numbers up to 10. They will watch a fun and interactive video to learn numbers 1 to 10, how to recognise and name them and how to count from 1 to 10.</p> <p>Let's watch this Number video!</p>  <p>Then the children will make the amounts using cubes.</p>  <p>Task:</p> <p>CT will continue working on the math table and finish the recording with the rest of the children.</p> <p>Counting game</p> 
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SEN children working with an adult on the carpet using sensory resources.



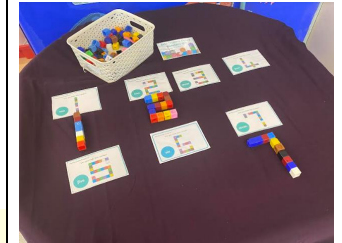
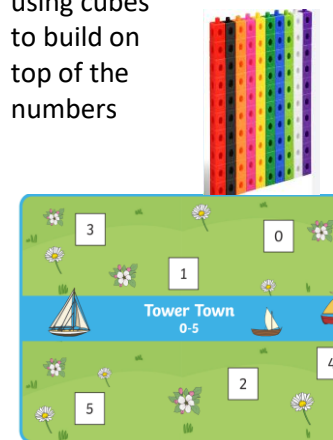
them with number mats and cubes for their individual pictures to stick in their books.

Counting game on the board



Table Top Activity

using cubes to build on top of the numbers



Making numbers using cubes.

Table Top Activity

CTs to finish the recording with rest of the children using cubes to build towers on the number mat.

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to keep in time with 'Colonels Hathi's March'</u></p> <p>Children will hear the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.</p>	<p><u>LI: We are learning to discuss what religion we are and why we believe in that religion</u></p> <p>Explain Religion: Briefly explain what religion is and mention a few major religions (e.g., Christianity, Islam, Hinduism, Judaism, Buddhism) using simple language and examples.</p> <p>Sharing Circle: Have a sharing circle where each student is invited to talk about their religion (if they have one) and why they believe in it. Encourage children to talk about any religious practices they follow, like attending church, mosque, temple, etc.</p> <p>Drawing Activity: Give each student a piece of drawing paper and crayons. Ask them to draw a picture that represents their religion or a religious practice they follow. If a student does not follow a religion, they can draw something important to them or their family's values.</p>	<p><u>LI – We are learning key skills that we need to do PE</u></p> <p>Physical: run, jump, hop, skip, balance, crawl Social: share, communicate, work safely, co-operation, leadership Emotional: Independence, perseverance, confidence Thinking: select and apply actions, comprehension, reflection, make decisions.</p> <p>Theme: witches and wizards</p> <p>To move safely and sensibly in a space with consideration of others.</p>
Art – Kapow		PSHE - Jigsaw

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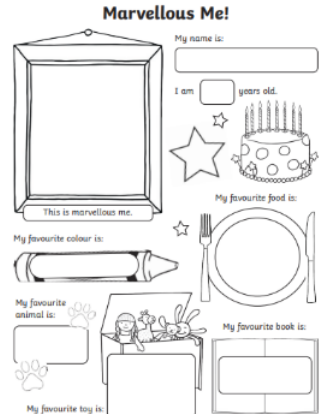


<p><u>LI: We are learning to recognise different lines</u></p> <p>In this lesson, children will be introduced to different lines:</p> <ul style="list-style-type: none"> • Straight Lines: Show examples and draw a straight line on the whiteboard. Use a ruler for precision. • Curved Lines: Show examples and draw a curved line on the whiteboard. • Zigzag Lines: Show examples and draw a zigzag line on the whiteboard. • Wavy Lines: Show examples and draw a wavy line on the whiteboard. <p>Drawing Activity: children will have a piece of drawing paper and crayons/markers. Ask them to draw one example of each type of line (straight, curved, zigzag, wavy). Encourage creativity and the use of different colours.</p>	<p><u>LI: We are learning to discuss our classroom rules</u></p> <p>In this lesson, we will have a discussion to make our classroom rules.</p> <ul style="list-style-type: none"> • each child will have a sticky note and ask them to write or draw one rule they think is important for the classroom. • Collect the sticky notes and place them on a chart paper. <p>Group Discussion: Review the sticky notes with the class, grouping similar ideas together. Discuss each suggested rule and why it might be important.</p> <p>Creating the Rules Chart:</p> <ul style="list-style-type: none"> • With the children' input, create a final list of classroom rules on chart paper. Keep the list simple and clear. • Make sure to phrase the rules positively, such as "We listen to each other" instead of "Don't talk when others are talking."
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to identify parts of our body</u></p> <ul style="list-style-type: none"> • Identify Body Parts: Use body part flashcards or pictures to introduce basic body parts such as head, shoulders, arms, hands, legs, feet, eyes, ears, nose, and mouth. 	<p><u>LI: We are learning to discuss our childhood toys</u></p> <p>Teacher's Examples: Show a few toys from your childhood or pictures of toys. Describe what they are, why you liked them, and any special memories associated with them.</p> <p>Discussion: Ask children what kinds of toys they</p>	<p><u>LI: We are learning to identify features of a computer</u></p> <ul style="list-style-type: none"> • Children will be able to identify basic parts of a computer. • Children will understand the function of each part. • Children will develop familiarity with computer terminology.

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<p>Drawing Activity:</p> <ul style="list-style-type: none"> • Give each student a piece of drawing paper and crayons/markers. • Ask them to draw a picture of themselves and label at least five body parts. • Provide assistance as needed and encourage creativity. 	<p>have at home. Write a few examples on the whiteboard.</p> <p>Think-Pair-Share:</p> <ul style="list-style-type: none"> • Ask children to think about their favourite toy and why it is special to them. • Pair children up and have them share their thoughts with their partners. • After sharing, ask a few pairs to present their discussions to the class. <p>Show and Tell: children will then share their drawings with the class and talk about their favourite toy. Encourage them to explain why they like it and any special memories associated with it.</p>	<p>Introduce Computer Parts:</p> <ul style="list-style-type: none"> • Monitor: Show the monitor and explain that it is like a TV screen where we see what the computer is doing. • Keyboard: Show the keyboard and explain that it helps us type letters and numbers into the computer. • Mouse: Show the mouse and explain that it helps us move the cursor and click on things on the screen. • CPU (Central Processing Unit): Show the CPU and explain that it is the brain of the computer, where all the important thinking happens. • Speakers: Show the speakers and explain that they let us hear sounds and music from the computer
<p style="text-align: center;">English Tuff Tray</p>	<p style="text-align: center;">Maths Tuff Tray</p>	<p style="text-align: center;">Topic Tuff Tray</p>
	<p>Wed:</p> 	<p>Wednesday</p> 

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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;"><u>Reading</u></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 Monday.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><u>Spellings</u></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><u>Doodle Maths</u> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p>	<p>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.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p>