

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 20.11.23

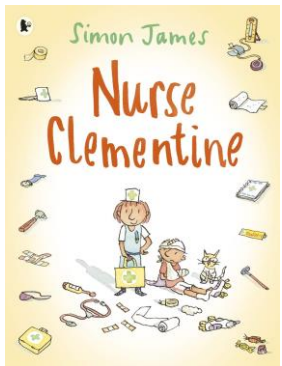


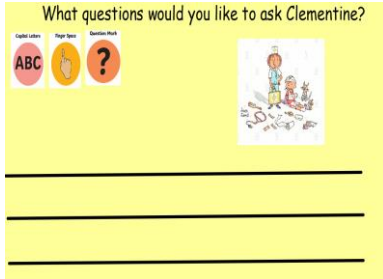




Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to identify key events in the story.</u>	<u>LI: We are learning to ask questions.</u>	<u>LI: We are learning to ask relevant questions related to the story.</u>	<u>LI: We're learning to write questions to the main character in the story using question marks.</u>	<u>LI: We are learning to ask questions to the other characters in the story.</u>
Speaking and Listening Focus	Ask relevant questions to expand their understanding of the story	I can use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas.	Using new vocabulary when asking questions	Use simple language and sentence stems	Ask relevant questions to expand their understanding of the story
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> First Later Then After Next Finally</p> <p><u>Key questions:</u> Do you agree or disagree with your classmates? Is there anything extra you want to add to their answer? What happened at the beginning? What happened in the middle? What happened at the end?</p>	<p><u>Key Vocabulary:</u> When? What? How? Who? Why? Where?</p> <p><u>Key questions:</u> What is a question? Where and how do we use it? Where in the sentence we put it? Can you ask some questions?</p>	<p><u>Key Vocabulary:</u> When? What? How? Who? Why? Where?</p> <p><u>Key questions:</u> Why did you want to become a nurse? What is your favourite part about being a nurse? Who did Nurse Clementine help? What equipment did she use to help them?</p>	<p><u>Key Vocabulary:</u> When? What? How? Who? Why? Where?</p> <p><u>Key questions:</u> Why did you want to become a nurse? What is your favourite part about being a nurse?</p>	<p><u>Key Vocabulary:</u> When? What? How? Who? Why? Where?</p> <p><u>Key questions:</u> What happened to mum? What question would you like to ask Tommy? What question would you like to ask dad?</p>

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<p>Activities</p>	<p>The children will talk to their partners to discuss the key events in the story. They will listen to each other's views and will share their opinions on: What happened at the beginning? What happened in the middle? What happened at the end? Do they agree with their classmates? Is there anything extra you want to add to their answer?</p> 	<p>The children will learn about how and when do we use a question mark, what do we use it for? They will also be looking at some examples and words we can use to ask questions.</p> 	<p>The children will be asking questions related to the story. They will be thinking about some questions they can ask Clementine about her first aid box.</p> <p>We will have some children pretending to be Nurse Clementine. The rest of the class should ask the character some questions they may want the answers to.</p> <p>For example: Why did you want to become a nurse? What is your favourite part about being a nurse?</p> 	<p>The children will have a quick recap of the story. They will be asked questions such as practice writing sentences together with question marks. Who are the characters in the book?</p> <p>Can you remember what emergencies Nurse Clementine helped to fix?</p> 	<p>The children will be asking questions to the other characters in the story for example: What happened to Mum? How did Tommy get hurt? What would you like to ask Daddy?</p> 

<p>Additional Literacy Learning</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
<p>Phonics</p> 	<p>Review Recap the oo oo(u) and oa graphemes from last week.</p>	<p>Review Recap the er and est suffix rules and purpose</p>	<p>Review Recap any required learning that is immediately apparent in the assessment.</p>	<p>Review Recap the oe words by singing the 'Toe Dance' song.</p>	<p>Review Review the class display of HFWs and the HFW chart.</p>

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Teach

Use the PowerPoint. Use this to introduce the rule for adding suffixes er and est to adjectives where there is no change in the root word. Explain why it is useful to add er to compare qualities and to add est to describe the highest quality or order.

Activity

Download the activity. Describe Angry Red A and Yellow I.

Teach

Download the Formative Assessment Form. This is the second Year 1 formative assessment for the graphemes ea ea er ir ur oo oo oa.

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.

Activity

You can record results on the Formative Assessment Form either by hand or digitally.

Teach

Use the PowerPoint. Use this to teach the oe grapheme. Explain that it is a rare grapheme which occurs in the plural of some words ending in o e.g. heroes, volcanoes. Not all words ending in o have the es plural eg discos, flamingos.

Watch the 'Toe Dance' video. Ask the children to make the Miss Oh No action (surprised, hands in the air). At the end of the video, can the class list the oe words?

Activity

Download the activity. Use this as a template for children to write their own action song to the same tune, using oe words. or Write the action song in their Monster Phonics Exercise Book. Use colour-coding to

Teach

1. Download the flashcards. This week, we are using real words to recap the oe grapheme and the er/est suffix.

2. Select a flashcard game to play. Use a mixture of the flashcards to play the games.

Activity

Download the oe word search to complete this lesson.

HFWs more, horse, gone, live, would, white, school, soon, food, room

Teach

Use the 100 HFW PowerPoint. Use this to read the focus HFWs below. Focus on the words below, pointing out where the monster makes a sound.

Tricky Witch is changing a lot of sounds!

more horse gone live – all end in a silent 'e' that makes no sound.

would – the 'o' and 'l' are silent make no sound.

school – also has a silent 'h' that makes no sound

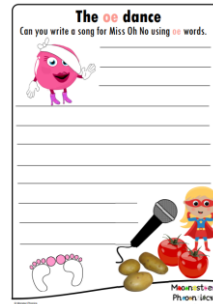
school soon food room – all have the Cool Blue's long 'oo' grapheme that makes the long oo sound.

white – the 'h' is a silent letter. Yellow I makes the long I sound in i-e

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show the oe grapheme in words.



Activity

Download the 100 HFW Flashcards. Choose one of the following 2 activities. Use the flashcards to support.

Children create their own flashcards using colourful media to display in the classroom.

Children write colour-coded words in their Monster Phonics exercise book.



Class Text
– Reading

This week the classes will be reading a range of non-fiction books during their reading aloud session.

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<p>Aloud 10-15 mins each day</p>	
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to name 3D shapes.</u>	<u>LI: We are learning to recognise 3D shapes.</u>	<u>LI: We are learning to sort and compare 3D shapes.</u>	<u>LI: We are learning to revise different topics.</u>	<u>Inset Day</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● 3D ● Solid ● Cube ● Cuboid ● Sphere ● Cylinder ● Pyramid ● Cone <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What makes a shape 3-D? ● What 3-D shapes can you see in the classroom? ● What is the name of this 3-D shape? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Physical ● 3D ● Solid ● Faces ● Vertices ● Edges <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What are the faces of this 3D shape? ● How many vertices does this shape have? ● How many edges does the shape have? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Sort ● Compare ● Group ● Same ● Different <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Why is this shape the odd one out? ● What is the same about the shapes? What is different? ● Can you find an everyday object to add to each group? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Ordering ● Smallest ● Biggest ● Number bond ● Part whole <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● Which number is the smallest/ biggest? ● How shall we order the numbers? ● What are the different ways we can make ? 	

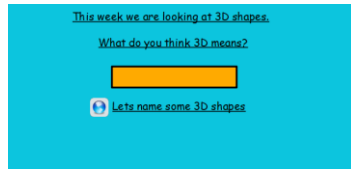
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Activities

Today children will be introduced to 3D shapes. 3D shapes are solid.

Children will be asked to recognise any shapes that they already know.

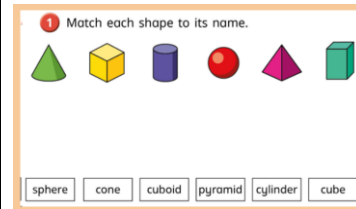


They will watch a video that will help the children to name other 3D shapes they may not know.

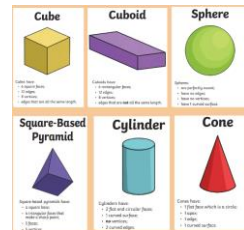
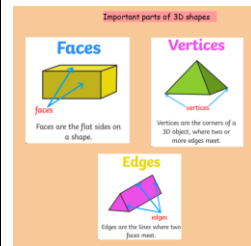


Children will recap the 3D shapes they already know.

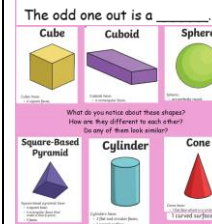
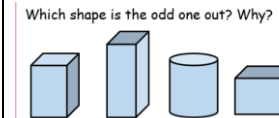
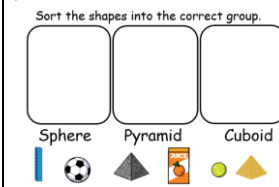
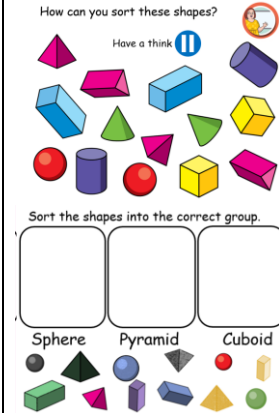
They will then identify the shapes and match the name of the shape to the picture.



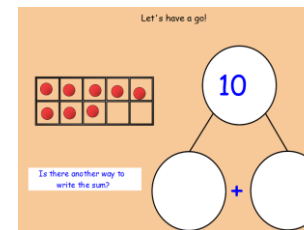
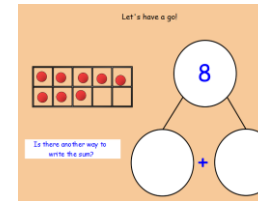
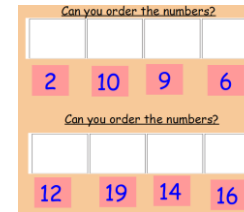
Children will be introduced to the faces, vertices (corners) and edges (sides) of 3D shapes.



Children will be identifying and sorting the 3D shapes based on which group they could be in.



Children will be recapping topics we have learnt throughout this term. This will recap ordering numbers from smallest to biggest and biggest to smallest, number bonds to 10 and the part whole model.



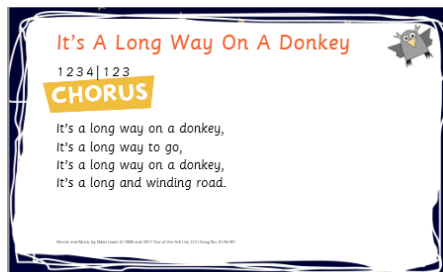
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Music – Sing Up

LI: We are learning songs for the Christmas Nativity

This week children will be practising for the Nativity. They will practise singing and making actions for the song 'It's a long way on a donkey'.



It's A Long Way On A Donkey
1 2 3 4 | 1 2 3
CHORUS
It's a long way on a donkey,
It's a long way to go,
It's a long way on a donkey,
It's a long and winding road.

RE – Widening Horizons

LI: We are learning to explain the message in the story The Good Samaritan.

Children will learn to say what a 'Samaritan' is and be able to explain the one thing that Jesus was trying to teach Christians. Children will be taught that The Bible is a special book for Christians and is made out of two sections.



Children will learn that no matter what the eggs look like on the outside, they are all the same on the inside, just like people!

Children will then discuss what they have learnt and share on how they can do a good deed to their friends.

PE – Get Set 4 PE

LI: We are learning to explore and develop working as a team.

Making waves:

Pupils take a handle of the parachute. They move the parachute up and down quickly to make waves. Can they move the parachute slowly making gentle waves? Alternate between calling 'quick' or 'slow,' pupils work together to change the speed of the waves with the parachute. Listen to the instructions and work as a group to change the speed. A Mexican wave: one pupil begins by lifting the parachute high and then bringing their arms back down. The pupil to the left of them then does the same and so on until the wave has travelled around the circle. Wait for your turn. Make sure the people either side of you have a space to hold the parachute.



Target games

LI: To develop throwing for accuracy.

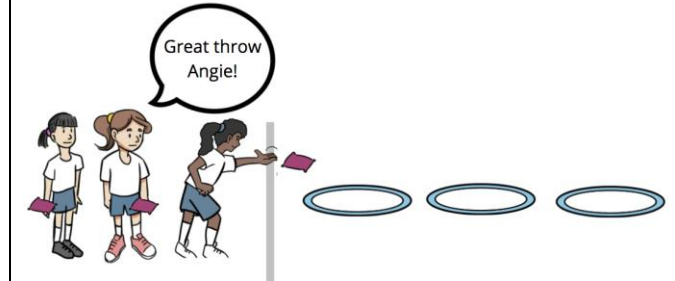
Top target:

In groups of three with three beanbags and three hoops placed 1m, 2m and 3m away from a cone. Pupils throw one beanbag at a time. After all have thrown, pupils collect their beanbags and start again.

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Pupils aim for different targets (1m = 1 point, 2m = 2 points and 3m = 3 points). Pupils take note of their own score. Repeat the activity, encouraging pupils to try and beat their personal best.



Art – Kapow

LI: We are learning to work collaboratively to plan and create a sculpture.

In this lesson children will be taught to use a range of materials creatively to design and make products. Children will develop a wide range of art and design techniques in using shape, form and space. They will also be taught about a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines.



Children will be putting together the newspaper they have rolled up last week to make the sculpture of a giant spider.

PSHE - Jigsaw



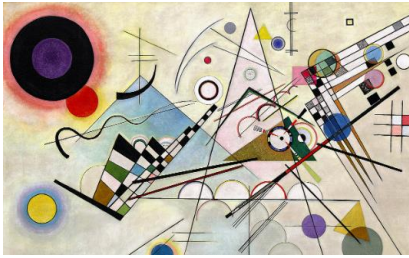
LI: We are learning about how to keep safe on the road.

In this lesson, children will learn about ways to keep safe myself safe travelling to and from school. Children will have circle time to discuss the safety measures they need to take when they are travelling. The discussion will start with the class teaching giving children a scenario of what could happen when travelling to and from school. Children will then talk about what they could do to keep safe in that scenario.



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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to compare and group materials based on their physical properties.</u></p> <p>In this lesson, children will be grouping materials with a range of objects made from everyday materials. Such as: natural (sand, stone and clay) and man-made materials (glass, plastic cups, ruler, carpet)</p> <p>Children will be given a couple of the objects and class teacher will ask children to name the material they are made from, modelling how to place them in the correct hoop or tray. After modelling, the class teacher will invite small groups to work together to sort the objects based on the materials they are made from, telling them to put aside any they don't know. After sorting, the class teacher will encourage children to discuss their groups and explain their thinking.</p> <p>Children will then complete the sorting and grouping material table.</p>	<p><u>LI: We are learning to describe the location of features.</u></p> <p>In this lesson children will be asked what the word location means and what the word is used for. Children will be taught that the word location is to describe a place or the position of something.</p>  <p>Children will be given this map to look at and will describe the position of a given key.</p> <p>The location of the _____ is next to _____.</p>	<p><u>LI: We are learning to explain why I chose the tools I used to make my art</u></p> <ul style="list-style-type: none">● I can explain that different paint tools do different jobs● I can choose appropriate paint tools and colours to recreate the work of an artist● I can say which tools were helpful and why <p>Children will be increasing' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.</p> <p>Wassily Kandinsky pioneered abstract painting in the early 20th century. He believed that geometric forms, lines, and colours co</p>  

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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. Jumpers and cardigans must be burgundy with the school logo. Girls 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 every day!