

Weekly Overview of Learning

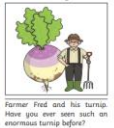






Year Group: Year 1 Week beginning: 12.01.24

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning what a newspaper article is and it's key features</u>	<u>LI: We are learning to plan our newspaper article</u>	<u>LI: We are continuing to write our plan for the newspaper article.</u>	<u>LI: We are learning to write our newspaper article.</u>	<u>LI: We are learning to write our newspaper article.</u>
Speaking and Listening Focus	Listening to a Newspaper article	Use relevant strategies to build their vocabulary	Continue to Plan a Newspaper article and making sure it makes sense by reading it .	Reading out loud the first part of the Newspaper article.	Use relevant strategies to build their vocabulary
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Newspaper Article Heading Title Main event <p>Key questions:</p> <ul style="list-style-type: none"> What is a newspaper article? When would we read the newspaper? What does the newspaper tell us? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Newspaper Heading Title Main event purpose <p>Key questions:</p> <ul style="list-style-type: none"> what is our article going to be about? Who is the main character? Where does the event take place? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Newspaper Heading Title Main event purpose <p>Key questions:</p> <ul style="list-style-type: none"> Where is the Beast? What title should we give the newspaper? Can we use all the main features on this article? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Beast was spotted Beast was found Beast was last seen Heading <p>Key questions:</p> <ul style="list-style-type: none"> What is the main event of the newspaper article? Where was the Beast last week? Who spotted the Beast? What is your title going to be? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Beast was last found Beast was last seen Title Article published by Beast is nowhere to be seen again <p>Key questions:</p> <ul style="list-style-type: none"> Where did the Beast disappear to? Where was the Beast last week? What happened at the end?

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<p>Activities</p>	<p>In this lesson, children will be shown a newspaper article.</p> <p>... FAIRY TALE TIMES ...</p> <p>FARMER GROWS AN ENORMOUS TURNIP!</p> <p>There was a surprise last night at the Fairy Tale town vegetable show. Farmer Fred had brought his enormous turnip to show the judges and it was the size of a car! The farmer had planted his turnip in March. He worked hard to feed and water it every day. He was shocked by how big it grew. Farmer Fred and his wife carried on feeding the turnip each day and it was soon the size of a football. Fred decided to pull up the turnip on Tuesday. Fred took all his sharpest spades and forks to help with the job. He dug around the turnip and pulled and pulled. He was unable to move it.</p> <p>The farmer needed the help of his wife and his grandchildren and even some of the farm animals to pull up the turnip. Then they had to move it to the show. Fred used his tractor to pull the turnip. Fred and his wife won first prize in the biggest vegetable competition. Fred has said that he plans to grow four enormous carrots for the show next year.</p>  <p>Children will learn that newspaper is there to provide facts and information on what is going on around them.</p> <p>Children will learn the key features of a newspaper article.</p> <p>Key Vocabulary</p> <p>Headline</p> <p>picture</p> <p>main event</p> <p>Date</p> <p>Time</p> <p>Location</p>	<p>In this lesson, as a class we will be planning our newspaper article.</p> <p>The Beast has been spotted in Hounslow West and children will be imaginative and do a shared write with the class teacher. They will be informed that a newspaper article needs to have the following:</p> <ul style="list-style-type: none"> • Headline • picture • main event • Date • Time • Location 	<p>In this lesson, children will be practicing as a class to write a newspaper article.</p> <p>Wednesday 24th January 2024 L1: We are learning to plan our news paper article.</p> <p>What excellence looks like</p>   <p>The Lonley Beast was spotted in Hounslow West on Friday 10th of January.</p>  <p>As a class we will practice writing another newspaper article. In this newspaper article The Lonley Beast has been spotted in WELLINGTON PRIMARY SCHOOL!</p> <p>Children will use adjectives to describe the school setting and do a shared write.</p> 	<p>In this lesson, children will be writing their own newspaper article on the Beast being spotted at Wellington Primary School.</p> <p>Children can choose the location of the Beast; whether the Beast was spotted in the classroom or outside in the playground.</p> <p>Children will come up with their own title of the Newspaper article.</p> <p>Once children have finished, children will read their newspaper article aloud.</p> 	<p>In this lesson, children will be writing the ending of their newspaper article and re-reading to make sure it makes sense.</p> <p>In the end, they will be writing on where they think the Beast has disappeared to and finishing it off with a question.</p> <p>Once finished, children will check that they have included all the featured that a newspaper article should have.</p> <ul style="list-style-type: none"> • Title • Headline • Newspaper vocabulary • Questions • Time and date • Location of the event <p>If the child has missed out on anything, they will edit their newspaper.</p>
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<p>Review</p> <p>Recap the ew graphemes and k before i e and y from last week</p> <p>Teach</p>	<p>Review</p> <p>Use the PowerPoint to recap the ie words.</p> <p>Teach 1. Use the PowerPoint. Use this to introduce the ie grapheme that makes the long E sound. Read the ie words</p>	<p>Review</p> <p>Use the flashcards to recap the ie words.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the igh</p>	<p>Review</p> <p>Use the flashcards to recap the igh words.</p> <p>Teach</p> <p>1. Download the 'alien' nonsense words. Use this to</p>	<p>Review</p> <p>Use the flashcards to review the graphemes taught this week.</p> <p>Teach</p>


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	<p>1. Use the PowerPoint. Use this to introduce the ie grapheme that makes the long I sound. Read the story. Look at the nouns and play the More than One machine. Look at the verbs and play the Changer (he/she/it) machine and the Time machine.</p> <p>2. Watch the 'A Taste of Pie' video. Ask the children to make the Yellow I (point to an eye) action every time they hear an ie word. Can they recall all the ie words at the end of the video?</p> <p>Activity Write a report about why Yellow I and Ida argued. Write the story in the past tense. Highlight the ie grapheme with a yellow highlighter.</p>	<p>and look at the More Than One Machine. See how Green Froggy helps to change verbs for the third person she/she/it. Look at what happens with the Time Machine. Read the ie words before they are stolen by the thief.</p> <p>2. Watch the 'The Thief' video. Ask the children to make the Green Froggy action (index finger and thumb making a smiley face) each time they hear an ie word. How many words can they remember at the end of the video?</p> <p>Activity Green Froggy has caught the thief but the ie words are all mixed up after they have tumbled out of the thief's sack. Help Green Froggy by putting the words back in the right order. Decorate the words with the pictures.</p>	<p>grapheme. Read the igh words and look at how suffixes er and est are added.</p> <p>2. Watch the video 'I Need to Turn the Light Off' about a monster who cannot reach the light. Ask the children to make the Yellow I (point to an eye) action each time they hear an igh word. Can they recall all of the ie words?</p> <p>Activity This is a crossword. Ask the children to work in pairs to read the crossword clues and answer the questions. Complete the crossword using colour-coded pens (felt tips or fine liners).</p>	<p>recap the ie (long I), ie (long E) and igh 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>2. Select a <u>flashcard game</u> to play. Use a mixture of the flashcards to play the games.</p> <p>Activity word searches. Complete one this session. The class may continue to complete these in a later session or for home learning.</p>	<p>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.</p> <p>going most over cold told – Miss Oh No makes the o sound in the 'o' grapheme.</p> <p>soon food room school – Cool Blue makes the oo sound in the 'oo' grapheme.</p> <p>Activity Children create their own flashcards using colourful media to display in the classroom. Children write colour-coded words in their Monster Phonics exercise book.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of fairy tales during their reading aloud session.</p>	
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to make near doubles using real objects.</u>	<u>LI: We are using one more or one less to solve near double equations.</u>	<u>LI: We are using tens frames to solve near doubles.</u>	<u>LI: We are using our doubles knowledge to solve near double problems</u>	<u>LI: We are using our doubles knowledge to solve near double problems.</u>

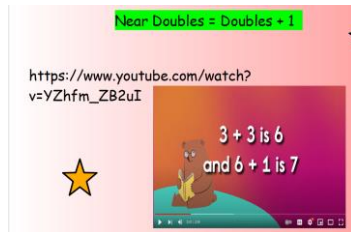
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> One more One less Double Near double Add and Subtract</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is double 3? • How can we use our knowledge of doubles to solve 3+4? • Are we adding or subtracting? • What is one more/one less than 6/8/10/14? 	<p><u>Key Vocabulary:</u> One more One less Double Near double Add and Subtract</p> <p><u>Key Questions:</u></p> <p>What is one more than 12? What is one less than 16? What is double 5? How can we use this knowledge to answer 5+6? Are we adding one more or one less?</p>	<p><u>Key Vocabulary:</u> One more One less Double Near double Add and Subtract</p> <p><u>Key Questions:</u></p> <p>Are we adding one more or one less? How many red and yellow counters can you see in the ten frame? What is the same and what is different?</p>	<p><u>Key Vocabulary:</u> One more One less Double Near double Add and Subtract</p> <p><u>Key Questions:</u></p> <p>What is double 4? How would we write this as a number sentence? How can we work out 4+5? What number do we double to work out 9+10? What mistake has Tiny made?</p>	<p><u>Key Vocabulary:</u> One more One less Double Near double Add and Subtract</p> <p><u>Key Questions:</u></p> <p>How can we use our doubles knowledge to work out these near double questions?</p>
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Activities

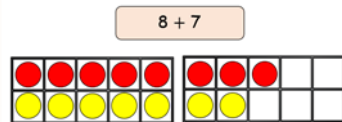
Year 1 will begin with a recap on doubling numbers. Children will be introduced to near doubles – how to use their knowledge to solve number problems such as 3+4. Children will learn to add one more or one less to find their answer.



Children will use number cubes to represent doubles and near doubles and writing number sentences.

Today children will have a step by step breakdown of solving near double equations using one more or one less. They will use ten frames for further support. Children will have the opportunity to work with their partners and show their answers on their individual whiteboards.

Use doubles to work out near doubles.



$$8 + 7 = \underline{\quad}$$

8 + 7 is equal to double subtract 1

Children will recap doubles from last week as a starter activity. The class will use ten frames and their individual whiteboards to solve problems involving doubles. There will be plenty of examples where children can think pair share their answers and show their working out using the interactive whiteboard.

Use counters and ten frames to show that:

- 2 + 3 = double 2 plus 1
- 9 + 8 = double 8 plus 1

teacher model class turn

 + is equal to double plus 1

Today, children will recap the steps to use their doubles knowledge when solving near doubles problems. Teacher will first model working out 7+8 using doubles. Children will then work out 9+10 with their partners, drawing tens frames on their whiteboard.

To challenge the class, we will work through a reasoning question. Children will share their answers.

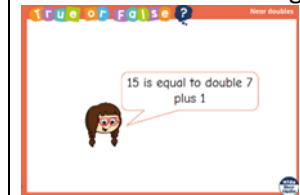
Tiny uses doubles to work out 5 + 4

What mistake has Tiny made?
What is the correct answer?

2 c) 9 + 10 is equal to double plus

+ =

Children will start the lesson with a true or false statement – they will discuss with their partner and volunteer why they believe it is true or false. Using ten frames, children will work out different number sentences using their doubles knowledge.



Use doubles to work out the near doubles.

5+6 8+7 5+4 9+8

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Music – Sing Up

LI: We are learning to create a class musical movement piece.

In the lesson, children will be using the knowledge and musical skills they have learnt from 'Dawn'. They will learn to make up new lyrics using rhyming words. Continue to work on moving and adding actions to a steady beat. Practise and perform a musical movement picture.

Sailor, sailor on the sea

Sail - or, sail - or on the sea, Sail - or, sail - or on the sea,
Sail - or, sail - or on the sea, What trea-sures have you brought for me?

© Sing Up www.singup.org 6

RE – Widening Horizons

LI: We are learning about what you might see and experience at a mosque.

In the lesson, children will recognise the Mosque being a place of worship for Muslims. They will name and describe special objects that can be found inside. In addition, understand why a mosque is an important place by describing what happens there.



Your task

In your books, you will be labelling the features inside of a Mosque.

Prayer mat	Qubba (Dome structure)	Mihrab (recess to indicate the direction of Mecca)	Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
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PE – Get Set 4 PE

LI: We are learning to develop flexibility when holding poses.

Place the mats in a circle, pupils to each sit on one.

- **Cow**-Place your hands and knees on the floor, hands underneath shoulders. Arch your back, tilt hips and keep your neck long, looking up. Make this harder by tilting the hips higher and sink back further to feel more of a stretch.
- **Cactus**-Try to lift your non-standing foot high into your inner thigh of your standing foot. Open your hips by your non-standing knee facing sideways. Feel the stretch in your glutes (bottom) and hips. Make this easier by placing the non-standing foot lower. Make this harder by opening the hips up further to feel more of a stretch.
- **Dog**-Keep both hands and feet on the floor. Look back between your legs. Hips up and back, with a flat back. Make this harder by trying to place feet flat on the floor and lifting hips higher to feel more of a stretch.
- **Cowgirl**-Front foot facing forwards, back foot diagonal. Back leg stays straight and front knee bends. Make this harder by sinking further forwards to feel more of a stretch.
- **Tumbleweed**-Knees apart, heels together, stretch arms as far forwards as possible, sink your bottom backwards.
- **Snake**-As you push up, feel the stretch across your chest and stomach. Make this harder by trying to push up a little higher every breath.

LI: We are learning to create my own dance using, actions, pathways and counts.

Partner dance:

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In pairs pupils create a dance inspired by the weather. Together they decide on a 'Weather Card' that will inspire their dance. They need to:

- share their dance action ideas with each other.
- decide on two pathways to use in their dance.
- use counts of 8 to help them stay in time with each other and the music.

Explore ideas together before agreeing on your chosen actions. Make the dance look interesting by changing level and using interesting shapes and actions

Art – Kapow

LI: We are learning to explore and draw with different forms of media.
In the lesson, children are going to be drawing and painting using 2d shapes. First, they will take a 2D shape and draw around it into their books. Next using the watercolour paint, they will paint their shapes.



PSHE - Jigsaw

LI: We are learning to identify how to work well with a partner.
In the lesson, children will be working with a partner and will write down goals that they wish to work on for the term. They will write down together three things they wish to work on or achieve.

Now it is your turn to create your own welly. You must work together with your partner. How will you make sure that both you and your partner are happy and successful? Partners to create a list of three success criteria for this task:

- 1.
- 2.
- 3.



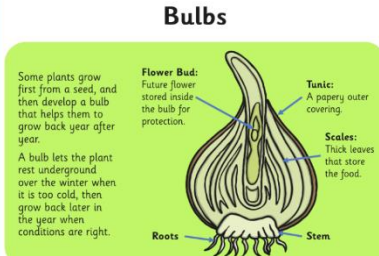
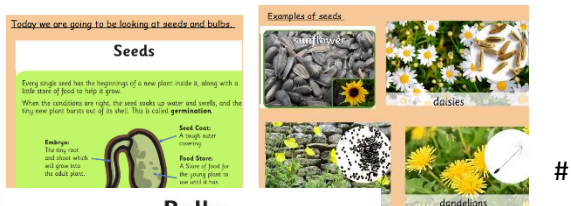
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Science - Wellington Curriculum

LI: We are learning to identify and compare seeds and bulbs.

In the lesson the children will be looking at how plants can be grown from either seeds or bulbs. They will understand how plants grow and will then identify which plant comes from either a seed or bulb.



Topic (History) – Wellington Curriculum

LI: We are learning to explore our school.

In the lesson children will be going on a fieldwork of their own school. They will walk around the school and draw a map of the key features they can notice about the school.

Work in book

Our school

School name: _____

Road: _____

Village, town or city: _____

County: _____

Postcode: _____

Sketch map

Label the sketch map of your school using some of the useful words.

Insert sketch map of school and grounds

Useful words

- car park
- classroom
- grass
- hall
- kitchen
- library
- office
- play equipment
- playground
- pond
- toilets
- tree

Computing – Barefoot and Teach Computing

LI: We are learning to combine forwards and backwards commands to make a sequence.

In this lesson, children will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable way. Children will think about starting the robot from the same place each time. Using the same start position with fixed commands will allow children to predict what a program will do.





Forwards and backwards

Can you remember which buttons you will need to use? Tell your partner.

Starting position

Choose a starting place on the mat for the robot.

For each activity, always start the robot from the same position.

<p>Examples of bulbs</p> <p>Here are some common plants that grow from bulbs: Daffodils, tulips, crocuses, Iris and others.</p>  <p>onion</p>  <p>tulip</p>  <p>Book Work</p> <p>Everyone</p> <p>1. Complete the sentences. Use the useful words to help.</p> <p>New plants grow from _____ and _____.</p> <p>_____ inside every seed and bulb is a tiny _____ waiting to start growing.</p> <p>Useful words</p> <ul style="list-style-type: none">• bulbs• plant• seeds <p>2. Label the pictures bulb or seed.</p>  <p>3. Draw pictures of a seed and a bulb that you have observed.</p> <table border="1"><tr><td>seed</td><td>bulb</td></tr><tr><td> </td><td> </td></tr></table> <p>Blue extra bit</p> <p><u>What is the same and different about Seeds and Bulbs?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	seed	bulb	 	 		
seed	bulb					

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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!