

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 22.04.24




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 about the important features of a story.</u>	<u>LI: We are learning to plan our own beginning of the story: Katie in London.</u>	<u>LI: We are learning to plan our own middle of the story: Katie in London.</u>	<u>LI : We are learning to plan our own end of the story: Katie in London.</u>	<u>LI: We are learning to write our own story with new characters from the book- Katie in London.</u>
Speaking and Listening Focus	Ask relevant questions to expand their understanding and knowledge	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Make a range of contributions to discussions which extend knowledge and understanding.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Features Characters Events Settings Title theme</p> <p>Key questions: What is your favourite story and character? What does a good story look like? What will be his or her name? What does he or she look like?</p>	<p>Key Vocabulary: Beginning Nervous Excited Scared Happy quiet</p> <p>Key questions: What is your main character's name? What does he/she look like? What does your setting look like? What will be the title of your</p>	<p>Key Vocabulary: Crowded Restaurants Parks Busy Tall huge</p> <p>Key questions: How are your characters feeling? Excited? Nervous? What does the city/country look like? Is it</p>	<p>Key Vocabulary: Tour City Lights Noisy Big buildings Quiet seaside</p> <p>Key questions: Where can they go to eat? What other places can they visit? How is the weather? What other activities might they</p>	<p>Key Vocabulary: First Later Eventually Finally At last Then Next</p> <p>Key questions: What happens at the beginning of the story? What happens in the middle? What happens at the end?</p>

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	<p>Cinderella In New York</p> <p>Main character: Cinderella Setting : New York Other Characters: Aladdin</p>  <p>Task: Then children write the title, events, characters and setting of their story on the planning sheet</p> <p>Planning sheet</p> <p>About your story: Title: _____ Main Character: _____ Other characters: _____ Setting: _____</p> <p>Draw a picture of your character/setting here.</p> <p>At the beginning:</p> <p>In the middle:</p> <p>At the end:</p>	<p>Task: Children to write the beginning on the planning sheet</p> <p>Planning sheet</p> <p>About your story: Title: _____ Main Character: _____ Other characters: _____ Setting: _____</p> <p>Draw a picture of your character/setting here.</p> <p>At the beginning:</p> <p>In the middle:</p> <p>At the end:</p>	<p>Task: Children write the middle of the story on the planning sheet.</p> <p>Planning sheet</p> <p>About your story: Title: _____ Main Character: _____ Other characters: _____ Setting: _____</p> <p>Draw a picture of your character/setting here.</p> <p>At the beginning:</p> <p>In the middle:</p> <p>At the end:</p>	<p>Planning sheet</p> <p>About your story: Title: _____ Main Character: _____ Other characters: _____ Setting: _____</p> <p>Draw a picture of your character/setting here.</p> <p>At the beginning:</p> <p>In the middle:</p> <p>At the end:</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>Review Teacher to dictate words for children to spell.</p> <p>Words: home cube flute start spoke</p> <p>Teach Read the words in the PowerPoint. Highlight the spelling rule when 'c' appears before an 'e', 'i', or a 'y'. Tricky Witch adds a bit of magic to change the c to a s sound. This always happens in split digraphs because digraphs end in e.</p> <p>Activity Children work in pairs to read words. Each child points to words for their partner to read. Encourage fluency to develop confidence and independence.</p>	<p>Review Teacher to dictate words for children to spell.</p> <p>Words: ace race mice space rice</p> <p>Teach Read the words in the PowerPoint. Highlight the spelling rule when 'g' appears before an 'e', 'i', or a 'y'. Tricky Witch adds a bit of magic to change the c to a s sound. This always happens in split digraphs because digraphs end in e.</p> <p>Activity Children work in pairs to read words. Each child points to words for their partner to read. Encourage fluency to develop confidence and independence.</p>	<p>Review Review graphemes using flashcards. Put to one side any children are not yet secure - focus on the next review.</p> <p>Teach What are nonsense words? How do we know that a word is a nonsense word (alien picture)?</p> <p>Show several Nonsense Word Flashcards. These are not colour-coded. Ask the children to talk about the features of each word, such as long vowel graphemes</p> <p>Activity 1. Activity 1 Use the PowerPoint to read the real words as a class. Model blending process using my go, our go, your go. Show children how they can add sound buttons to support blending.</p> <p>2. Activity 2 Matching Pairs: In pairs. Place 2 sets of flashcards face down on the floor. Children take turns turning over 2 cards (reading aloud). If the cards match, then they keep the cards. If the cards are different, the cards are turned back over again in their original places. The pupil with the</p>	<p>Review Review graphemes using flashcards. Put to one side any children are not yet secure - focus on the next review.</p> <p>Teach What are nonsense words? How do we know that a word is a nonsense word (alien picture)? Show several Nonsense Word Flashcards. These are not colour-coded. Ask the children to talk about the features of each word, such as long vowel grapheme</p> <p>Activity 1. Activity 1 Use the PowerPoint to read the nonsense words as a class. Model blending process using my go, our go, your go. Show children how they can add sound buttons to support blending.</p> <p>2. Activity 2 Over-under: Line up in 2 teams. Give the 2 children at the front each a flashcard. The first in line says the word and passes the card over their head. The next student says the word and passes the card between their legs, over, then under. The last pupil races to the front and says the word.</p>	<p>Review Review graphemes using flashcards. Put to one side any children are not yet secure - focus on the next review.</p> <p>Teach In groups children sort the week's flashcards according to their monster. Making Real & Nonsense Words Flashcards In groups children sort the week's flashcards according to their monster.</p>
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			most pairs at the end of the game is the winner.	The first team to do so gets a point.	
Class Text – Reading Aloud 10-15 mins each day	We have been reading a range of nonfiction books, based around the topic of London. We are encouraging children to visit the library and bring in a book they are reading. CT will then pick a book to read to the class.				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI - We are learning to recognise equal groups.</u>	<u>LI: We are learning to add equal groups.</u>	<u>LI: We are learning to consolidate our understanding of recognising and adding equal groups.</u>	<u>LI: We are learning to make doubles.</u>	<u>LI: We are learning to consolidate our understanding of making doubles.</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>Key vocabulary</u> Shared Same Equal Recognise <u>Key Questions</u> <ul style="list-style-type: none"> • What does “equal” mean? • How do you know that the groups are equal/unequal? • Do the groups have to look exactly the same to be equal? Why/why not? • How many equal groups 	<u>Key vocabulary</u> All together Addition Same Equal <u>Key Questions</u> <ul style="list-style-type: none"> • Are the groups equal? How do you know? • How many are there in each group? • How many equal groups can you see? What can you use to show this? • How many are there altogether? How can you 	<u>Key vocabulary</u> Understanding Same Shared Equal Add <u>Key Questions</u> <ul style="list-style-type: none"> • How do you know that the groups are equal/unequal? • How many are there in each group? • How many are there altogether? How can you write this as a number 	<u>Key vocabulary</u> Times 2 Add Equal to Same <u>Key Questions</u> <ul style="list-style-type: none"> • What is double ? • How can you show me double ? • Is this a double? How do you know? • How many equal groups are there? How many are there in each group? How many are there 	<u>Key vocabulary</u> Times 2 Add Equal to Same <u>Key Questions</u> <ul style="list-style-type: none"> • Is this a double? How do you know? • How many equal groups are there? How many are there in each group? How many are there altogether?

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	<p>are there? How many are there in each equal group?</p> <ul style="list-style-type: none">• How can you make the groups equal?	<p>write this as a number sentence?</p>	<p>sentence?</p>	<p>altogether?</p> <ul style="list-style-type: none">• Is double equal to ? How do you know?	
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Activities

In the lesson children will be looking at groups of objects that are equal, so if they have the same amount.

Complete the sentences.

a) There are equal groups of

b) There are equal groups of

Kim is drawing 5 equal groups of 6. Finish Kim's drawing.

Ron and Mo have some cherries.

Ron: Mo:

Who has made equal groups?
How do you know?

Draw these groups into yours books

- 5 equal groups of 3
- 3 equal groups of 5

In this lesson children will be adding equal groups together.

How many sweets are there?
 + =

There are sweets.

How many candies are there?
 + =

There are candies.

There are 7 equal groups of 5 counters.
How many counters are there altogether?

There are counters altogether.

Complete the number sentence to match the base 10



+ + =

2 groups of 10 is greater than 4 groups of 5, because 10 is greater than 5

Do you agree with Jo?
Explain your answer.



3 groups of 2 are equal to 5

What mistake has Max made?

Children will be recapping, recognising and adding equal groups.

Equal or unequal?
 Equal or unequal?
There are equal groups of

Equal or unequal?
 Equal or unequal?
There are equal groups of

How many fish are there?
 $10 + 10 + 10 = \underline{\quad}$
There are fish altogether.

How many pencils?
 There are equal groups.
There are in each group.

In the lesson children will be looking at making double of a number.

Match the doubles to the additions.

Double 3	$6 + 6$
Double 6	$7 + 7$
Double 10	$3 + 3$
Double 7	$10 + 10$

a) Draw counters on the ten frames to double the number.

b) Complete the sentences.

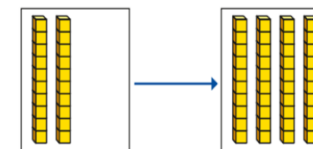
Sam uses base 10 to double 12

What is double 12?

Complete the sentences.

- a) Double 11 is
- b) Double 20 is
- c) Double 21 is
- d) Double 15 is

Tiny uses base 10 to double 20



What is double 20?

Use base 10 to work out the double.

Double 15 is

Children will be recapping making double of a number.

Complete the stem sentences.

Have a think

There are equal groups.
There are in each group.
There are fish altogether.

Double is

Complete the sentences.

Have a think

Double is

Jo has some doughnuts. She doubles them.
Here are Jo's doughnuts now.



Jo started with 10 and ended with 20

Jo started with 5 and ended with 10

Who do you agree with?

Have a think

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Music	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to feel the beat of the music whilst performing a play using whole body movements.</u></p> <p>We will then learn about the composer Anna Meredith. Children will begin by carrying out activities to warm up their listening ears and bodies. We will close our eyes and listen to a piece of music she wrote, called Nautilus. We will discuss how the music makes us feel and what the music makes us think of. The teacher will help the children to notice that the piece has a throbbing beat. The class will explore different ways of showing the beat, e.g. tapping the floor, finger flicks, waving hands in the air, zig zagging or twisting. By the end of the lesson, children will perform in groups on how they have used parts of their body on the beat to the music.</p>	<p><u>LI: We are learning to retell and write the story of Rama and Sita.</u></p> <p>In this lesson, children will learn that In the story, Rama, Sita and Hanuman represent goodness and light, whilst Ravana represents darkness and evil. As Ravana is defeated by Rama and his army, the message is that with persistence and dedication, goodness will win over wickedness. Another way that this representation is emphasised is the lighting of the oil lamps at the end, symbolising goodness and celebrating its power.</p> <p>To celebrate the power of goodness, Hindus celebrate Diwali every year by lighting diyas and setting off fireworks. This helps them to remember Rama and Sita’s story and the significance of its message.</p> <p>Children will then write the story in their own words under the pictures of the main events.</p>	<p><u>LI – We are learning what daily exercise is and when we should exercise.</u></p> <p>Pupils to stand where they now feel their mood is using the mood lines. Q: How do you feel? What is your mood like now? Has your mood improved? Remind them that exercise helps improve your mood and it is something that we should do daily.</p> <p>Use the cones laid out for the mood line. Name six pupils sharks. All other pupils are fishes. Pupils ‘swim’ around the centre of the space by jogging and using breaststroke arms. When the teacher calls ‘sharks’, fishes try to run to a cone before a shark tags them. Any caught fish swap roles with the shark who caught them. Play several times, allowing pupils to experience both role,</p> <p>Pupils to stand where they now feel their mood is using the mood lines. Q: How do you feel? What is your mood like now? Has your mood improved? Remind them that exercise helps improve your mood and it is something that we should do daily.</p>

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Art – Kapow

LI – We are learning to combine techniques in a woven artwork.

Keeping the paper weaving from lesson 4 handy will remind them of the 'over-under' weaving technique. They can attach their wool-wrapped items last if they choose. In this lesson, children will now weave and knot their various items (plaits, knotted threads and fabric, wool threaded with beads) onto their box looms. Children will use this lesson to finish off their boxes.



PSHE - Jigsaw

LI: We are learning how to keep healthy.

In this lesson on the topic 'Healthy Me' we are going to use our knowledge to help us complete a timeline on keeping clean and healthy.

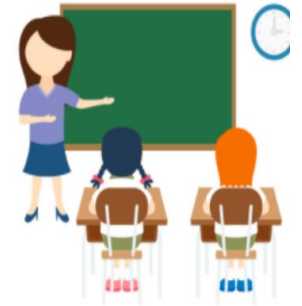
Activity -

Children with their partners will be writing/ drawing on why they think their bodies are amazing and what we can do to keep them healthy.

At school!





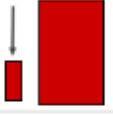



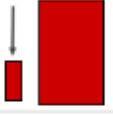



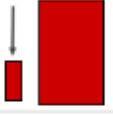
Things I can do to stay safe and healthy...

This makes me feel...



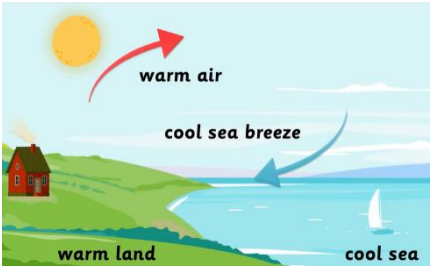




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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing								
<p><u>LI – We are learning to identify seasonal changes in animals</u></p> <p>In this lesson, we will observe and describe different types of weather.</p> <p>Children will learn that:</p> <ul style="list-style-type: none"> • Weather is a physical process. • Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. • The weather can change daily and some weather types are more common in certain seasons, such as snow in winter. 	<p><u>LI - We are learning about the landmarks in London.</u></p> <p>In this lesson, children will be learning about the popular landmarks in London. We will be finding out about London, including its location, geographical features and famous landmarks. Through photographs, information, questioning and fun activities, we will soon be as familiar with London as any Londoner!</p> <p>We can identify some different London landmarks and describe them. We can find landmarks within an aerial photo of London.</p> <p>We can use a map to identify and locate various landmarks and use compass points and positional language to navigate between points on a map. We can use a key to identify landmarks on a map.</p>	<p><u>LI - We are learning to describe objects in different ways</u></p> <ul style="list-style-type: none"> • I can describe an object • I can describe a property of an object • I can find objects with similar properties <p>Key vocabulary Group, object, property, label, colour, size, shape</p> <p>Activity Complete the property <small>Fill in the spaces to complete the property for each object.</small></p> <table border="1" data-bbox="1487 893 1854 1388"> <tbody> <tr> <td>Its colour is _____</td> <td></td> </tr> <tr> <td>Its size is _____</td> <td></td> </tr> <tr> <td>Its shape is _____</td> <td></td> </tr> <tr> <td>Its size is _____</td> <td></td> </tr> </tbody> </table>	Its colour is _____		Its size is _____		Its shape is _____		Its size is _____	
Its colour is _____										
Its size is _____										
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Its size is _____										

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 <p>The diagram illustrates the formation of a sea breeze. On the left, a sun is shown over a 'warm land' area with a house. A red arrow labeled 'warm air' points upwards from the land. On the right, a 'cool sea' area is shown with a sailboat. A blue arrow labeled 'cool sea breeze' points from the sea towards the land. The sky is light blue with a few clouds.</p>	<ul style="list-style-type: none">Big Ben • St Paul's Cathedral • Buckingham Palace • The Shard • 	
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Independent activities that the children will also access this week

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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

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

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. Simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all

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your work once a week.

Try and login to **Bug Club** and **Reading Eggs**.



Bug Club



has accessed their account the most!!

Work to reach your target – are you in the green zone yet?

school clothes and resources so if they get lost we can return them.

Please remember to bring book bags everyday!