

Weekly Overview of Learning

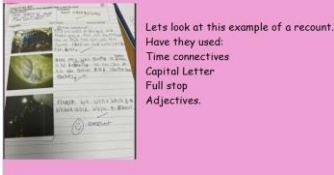
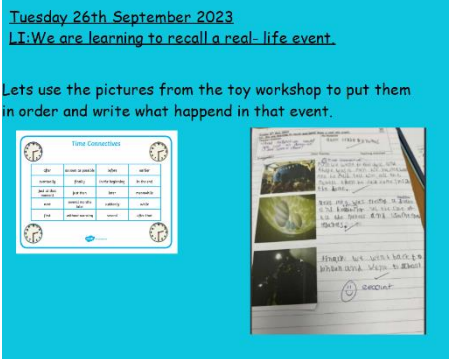

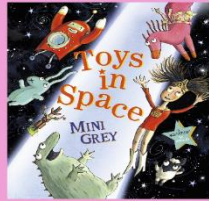
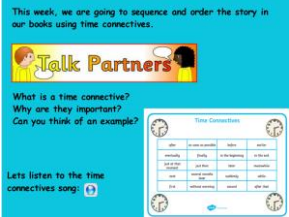
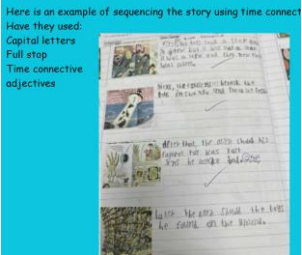
Year Group: Year 1 Week beginning: 25.09.23

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

<u>English Reading and Writing</u>	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	Talk about real events using the past tense	Recall sequence real events using time connectives	Ask relevant questions to expand their understanding of the story	Story telling – Include the main points. Use new subject specific vocabulary to explain and describe.	Orally sequence the events of a story using time connectives
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> First Next Then Finally Capital letter Full stop Adjectives</p> <p><u>Key Questions:</u> Which time connective should we use? What happened first? What did we do when we go to the hall?</p>	<p><u>Key Vocabulary:</u> First Next Then Finally Capital letter Full stop Adjectives</p> <p><u>Key Questions:</u> Which time connective should we use? What happened first? What did we do when we go to the hall?</p>	<p><u>Key Vocabulary:</u> Predict Characters Setting</p> <p><u>Key Questions:</u> Who might the characters be in the story? Where might they go? Who do you think they might see? Where is the story set?</p>	<p><u>Key Vocabulary:</u> Characters Setting Space Toys Adjectives</p> <p><u>Key Questions:</u> What was the story about? Who are the main characters? Where is the story set? How would you describe the characters? What happened in the</p>	<p><u>Key Vocabulary:</u> First Next Then Finally</p> <p><u>Key Questions:</u> What is a time connective? Why are they important? Can you think of an example?</p>

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	<p>Which activities did you take part in? Which activity was your favourite?</p>	<p>Which activities did you take part in? Which activity was your favourite?</p>		<p>story first? Then where did the characters go? Who captured the toys? How did the toys get back home?</p>	
<p>Activities</p>	<p>Children will be recalling their experience at the Toy Workshop they took part in school.</p> <p>We will discuss what we did first before we went to the hall, what we did in the hall and the activities we took part in the hall.</p>  <p>We will then look at an example of a recount who took part in another workshop and use the criteria to see if they included time connectives, capital letters, full stop and any adjectives.</p>	<p>Children will continue using the pictures of their experience during the Toy workshop to recall what they did in after they went in the hall.</p> <p>As a class we will use the time connective to recall what we did after we went in the hall to sit down and which activities we took part.</p> 	<p>Children will be introduced to their new book, Toys in Space. Children will predict what the book will be about, what characters might be in</p>  <p>the book and where they may end up.</p>	<p>Recap: What was the story about? Who are the main characters? Where is the story setting?</p>  <p>Let's listen and watch the story again:</p> <p>Children will first recap what happened in the book Toys in Space and will read the book again.</p> <p>They will also recap the main characters of the story and on their whiteboards write an adjective to describe what the character is like.</p>	<p>The children will be recalling the events of the story using Time connectives.</p>  <p>Children will look at example of the story sequenced using time connectives to explain what happened at that point of the story.</p>  <p>They will use the</p>

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This week, we are going to sequence the Toy Workshop in our books using time connectives.


Talk Partners

What is a time connective?
Why are they important?
Can you think of an example?

Time	Connective	Example
at the start	at the beginning	at the end
in the middle	in the middle	in the middle
at the end	at the end	at the end


Let's listen to the time connectives song:

Then as a class, we will write the first part of the recount using the pictures to help us.




My turn

Our turn



Who can remember the toy characters in our story?
Can we use an adjective to describe each one?



They will then sequence the events of the story of what happened in the beginning, middle and end.

What happened in our text? Let's put the story in order.



example to check if they used time connectives, capital letters, full stop and any adjectives.

As a class, let's sequence the story and write down the events in order. We should be using time connectives, capital letters and punctuation in our writing.

My turn


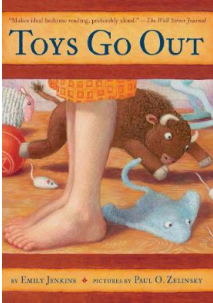
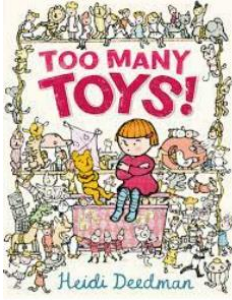
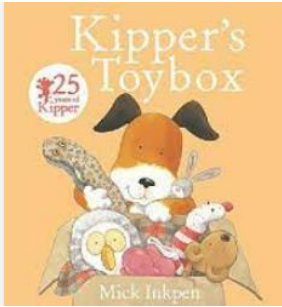
Our turn

Using the example, as a class we will practice writing out what happened at different points of the story. First the class teacher will model, then we will do it as a class, then the children will write a section on their whiteboards.

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 plurals of words.</u> Children will be looking adding s and es to the end of words to make them plural. For example, cat-cats</p>	<p><u>LI: We are learning the split a-e sound.</u> Children will first recap different sounds randomly. They will then practice the new ae 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 Common exception words</u> Children will be shown common exception words which they will practice reading.</p>	<p><u>LI: We are learning the a-e sound</u> Children will first recap different sounds randomly. They will then practice the a-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 Common exception words</u> Children will be shown common exception words which they will practice reading.</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>				

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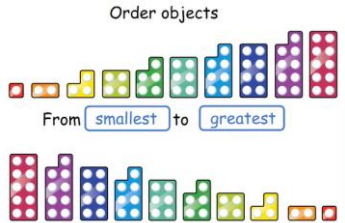
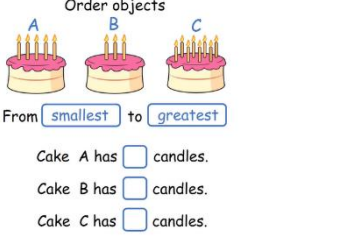
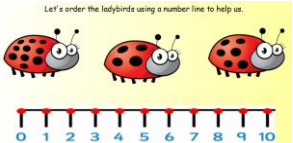
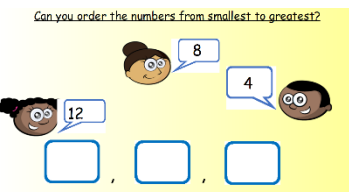

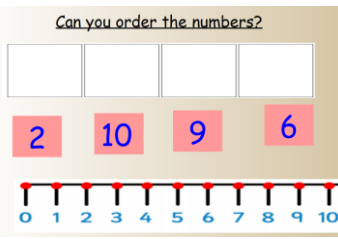
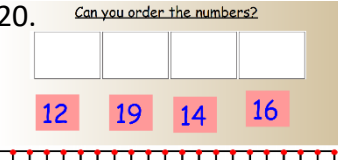

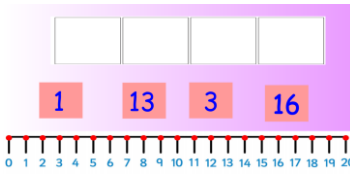

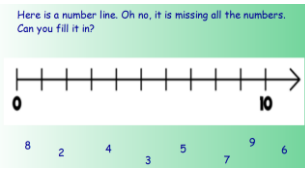
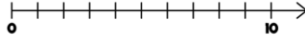
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to order objects.</u></p> <p>Today we used objects to order objects from smallest to greatest or greatest to smallest.</p>	<p><u>LI: We are learning to order numbers.</u></p> <p>Today we are ordering numbers from smallest to biggest and biggest to smallest.</p>	<p><u>LI: We are learning to order numbers 0-10 by using number line.</u></p> <p>Children will be using a number line to support them when ordering numbers.</p>	<p><u>LI: We are learning to order numbers 0-20 by using a number line.</u></p> <p>Children will be using a number line to support them in ordering numbers from 0-20</p>	<p><u>LI: We are learning to use a number line to order numbers.</u></p> <p>Children will be learning how to use a number line to recognise number ordering.</p>

Key vocabulary and key questions	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:
	<ul style="list-style-type: none"> Order Objects Bigger Smaller <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Can you order objects from smallest to greatest? Can you order objects from greatest to 	<ul style="list-style-type: none"> Smallest Greater Order Number line <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Can you order the numbers using the number line to help you? Where would the number 6 go? 	<ul style="list-style-type: none"> number line smallest number greatest number more less <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Where is number 10 on the number line? What number is greater 4 or 9? Why? 	<ul style="list-style-type: none"> numbers number line 0 – 20 Ordering numbers <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> Where is number 13 on the number line? What number is greater 4 or 13? Why? 	<ul style="list-style-type: none"> Number line Number ordering Smaller number Greater number <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What do we use a number line for? How do we use a number line?



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	<p>smallest?</p>		<ul style="list-style-type: none"> Why is 6 a smaller number than 8? 	<ul style="list-style-type: none"> Why is 6 a smaller number than 18? 	<ul style="list-style-type: none"> What number does a number line start from?
<p>Activities</p>	<p>Children will be using different objects and will be ordering them in either smallest to greatest or greatest to smallest.</p>  <p>From <input type="text" value="smallest"/> to <input type="text" value="greatest"/></p> <p>Children should be able to order any object / number.</p>  <p>From <input type="text" value="smallest"/> to <input type="text" value="greatest"/></p> <p>Cake A has <input type="text"/> candles. Cake B has <input type="text"/> candles. Cake C has <input type="text"/> candles.</p>	<p>Today, the children will be learning how to order numbers. To support them they will be using a number line.</p>  <p>Let's order the ladybirds using a number line to help us.</p> <p>Here, they will be ordering numbers to smallest to greatest.</p>  <p>Can you order the numbers from smallest to greatest?</p> 	<p>Today, children will be learning how to use a number line to support them in ordering numbers. Children will be given 2 / 4 different numbers from 0-10 which they will have to order from smallest to greatest number.</p>  <p>Can you order the numbers?</p>  <p>Can you order the numbers?</p>  <p>to develop children's learning further they will be challenged to number 20.</p>	<p>Today, children will be learning how to order numbers from 0-10. To support them they will be using a number line that goes up to 20. Children should be able to recognise smaller number and greater numbers. Children should be able to orally explain why 18 is greater than 3.</p> <p>As on the number line 3 comes before 18.</p>  	<p>Today, children will learn how to use a number line to put in the missing numbers. Children will be given a blank number line and will be asked to fill in the missing numbers. This way children will be able to recall their knowledge of ordering numbers to fill in what is missing.</p>  <p>Here is a number line. Oh no, it is missing all the numbers. Can you fill it in?</p> <p>Draw an arrow to number 3</p> 

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	<p>Order from smallest to greatest</p>  <p>What could the missing amount be?</p> 				
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to sing while marching to the beat of the music.</u></p> <p>Children will:</p> <ul style="list-style-type: none"> Understand that instruments can have different timbres (sound different to each other). Describe the characteristics of march music. Compose some marching music and perform it. <p><i>Get to know the instruments – the tuba, the piccolo, and the glockenspiel.</i></p>	<p><u>LI: We are learning about the Buddhist symbols.</u></p> <p>Children will be learning about what a symbol is and what it is used for.</p> <p>Symbols are pictures, words, or other objects that are used to represent words, ideas or beliefs.</p> <p>Children will be learning about two Buddhist Symbols</p>	<p><u>LI - To explore balance, stability and landing safely.</u></p> <ul style="list-style-type: none"> Keep a steady breath Move your arms faster to help you move forward quickly. Run on the balls of your feet <p>Class teacher will tell pupils that a sports car has six gears. Pupils to pick a colour for their sports car and follow the gear instructions called by the teacher.</p> <ul style="list-style-type: none"> gear 1: walk gear 2: speed walk

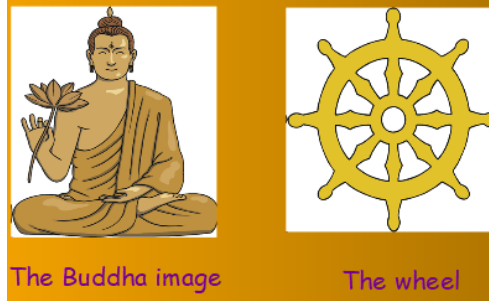
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Children will watch and listen to the short video clips of the high- and low-pitched instruments. (The tuba clip up to 1:38, piccolo up to 50 seconds, glockenspiel 50 seconds).

Key Questions

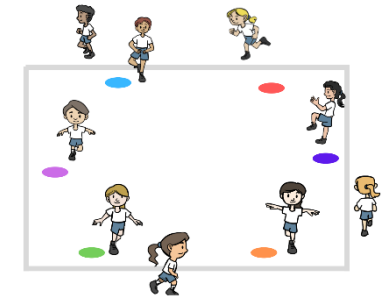
- Can pupils identify the small and large instruments in their own classroom?
- Is any high pitched?
- Is any low pitched?



The Buddha image reminds Buddhists of an ordinary man who became a very holy man known as the Buddha.

This symbol is known as the wheel of life because Buddhists believe in a cycle of birth, death and re-birth.

- gear 3: Swing your arms to help you to move faster.
- gear 4: run
- gear 5: sprint
- gear 6: super sprint 'Push off the balls of your feet and lean slightly forward.'



Art – Kapow

PSHE - Jigsaw

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LI: We are learning rubbing skill to show effect.

Key questions

How do leaves differ in shape and size?

What do you notice about leaves during the season of autumn?

Key Vocabulary

Leaf, colour, red, green, yellow, orange, brown, pattern, texture, crayon, shape, rub, rubbing.

Children will be putting leaves under the paper and using crayons to then rub print onto the paper.



LI: We are learning to recognise how it feels to be proud.

It is important to recognise our achievements and be proud of ourselves and other people. This will encourage us to continue doing well in the future and trying our best!

Children will take turns around the circle, lets share a moment in your life where you have felt proud of yourself. This could be a time where you did really well in class, learnt a new skill or when you help your family at home.

An example: "I felt proud when I worked hard on my school summer project".

Use the sentence starter "I felt/feel proud when..."



Science - Wellington Curriculum

LI: We are learning how many of how each body part we have.

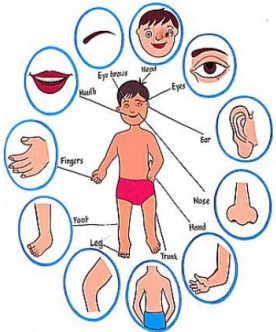
We are learning about human similarities and differences.

This week children will count the number of different body parts they have and see if they can find a pattern in the numbers. The children then will add data to the table independently. After completing the table, they will discuss any patterns or relationships the children have spotted, asking questions such as 'What do you notice about how many of each body part we have? What is the most common number of body parts, 1, 2 or 10? Which body parts are there 10 of?'

BODY PARTS

Counting body parts

Count how many of each body part you have. Write the number in the table.



Body part	Number of parts
head	
eye	
ear	
nose	
mouth	
chin	
neck	
arm	
leg	
finger	
foot	
hand	
knee	
toe	

The children will also learn about even though all the humans have same body parts, each human is unique, for example, humans can be male or female, can be different body shapes, different

Topic (History) – Wellington Curriculum

LI: We are learning about important life events.

The children will be learning about important events in our lives, for example, a special birthday, christening, family celebration or personal achievement. The children will be invited to share and describe their event and why it is important to them. They will also be encouraged to consider how long ago the event happened and describe this using time-related words and phrases. Then the children will record information about their event using the My important event recording sheet and the Time words and phrases word mat.



Birthdays happen every year.



Weddings happen when two adults get married.



Retirement happens when an elderly person leaves work.

Your task

My important event

What is your important life event?

When did it happen?

Who was there?

Why is it important?

Computing – Barefoot and Teach Computing

LI: We are learning to use a keyboard to type on a computer.

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.

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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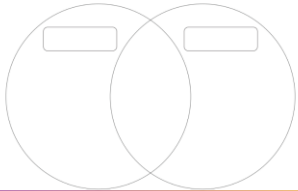
skin colour, hair, eyes and that our differences make us special. The children will complete the Venn diagram working in pairs recording their similarities and differences diagram using words or pictures.



Your task:

Similarities and differences

Write your name and your partner's name in the boxes on the Venn diagram. Record your similarities in the overlapping part of the Venn diagram and your differences under your names.








Homework

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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>Reading</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>  	<p>Spellings</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.</p> <p>Remember to write your spelling sentences in your purple reading task book.</p>  	 <p>Doodle Maths – 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>