

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 26.02.24

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

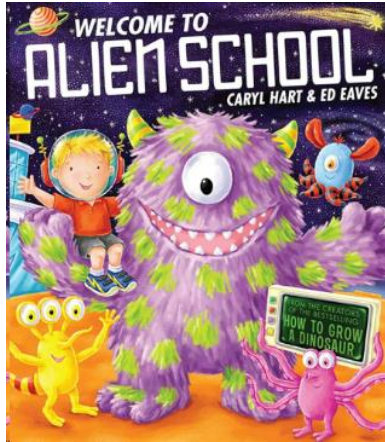
English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are learning to write a prediction of the book Alien School.	LI: We are learning to create a list of things to take to Alien School	LI: We are learning to describe the setting in Alien School.	LI: We are learning to compare Alien School to Wellington Primary School.	LI: We are learning to write sentences to compare Alien and Wellington Primary School.
Speaking and Listening Focus	Listen and respond appropriately to adults and peers.	Make a range of contributions to discussions which extend knowledge and understanding.	Ask relevant questions to expand their understanding and knowledge	Ask relevant questions to expand their understanding and knowledge	Make a range of contributions to discussions which extend knowledge and understanding.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Prediction Guess Space School Aliens</p> <p>Key questions: What might happen in the story? Where could the story take place? Who could the characters be?</p>	<p>Key Vocabulary: Backpack List Things Equipment Stationary</p> <p>Key questions: What could Albie take in his backpack? What does he need for school? Why does he need to take that?</p>	<p>Key Vocabulary: Colourful Big Small Aliens Fluffy Huge Wide Space</p> <p>Key questions: How would you describe the setting in this picture? What is happening? Who is in the picture?</p>	<p>Key Vocabulary: Compare Same Different Lessons Activities</p> <p>Key questions: What do we do at Wellington? What does Albie do at school in space? How is our school the same to Albie's school? How is our school different?</p>	<p>Key Vocabulary: Different School But Whereas</p> <p>Key questions: How is our school different to Albie's school? Where do we use 'but' or 'whereas' in the sentence?</p>

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Activities

The children will be introduced to a new book that we are going to be reading 'Welcome to Alien School'.



Before the children read the book, they will make a prediction based off the front page of what might happen.

We are going to write what we think is going to happen in the book before we read it

My turn



In the lesson children will read the book "Welcome to Alien School". Once they have read the book, children will be writing a list of things the main character 'Albie' can take in his backpack to school and why should take them.

Albie has now started alien school, but he does not know what to take with him.

Let us help Albie pack his bag for his adventures at alien school.



Example:
A bench because it is dark in space and he will need to see where he is going!



Possible Ideas:
Just draw some initial ideas:

We will write what he needs and then explain why he would need them for school.

In the lesson, children will be looking at the different lessons Albie attends at Alien school.

For their task, on post-it notes, children to write adjectives to describe what is happening in the picture.

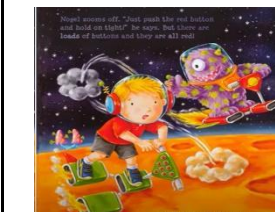
Albie has a lot of lessons that he attends at Alien school.



How would you describe this classroom?

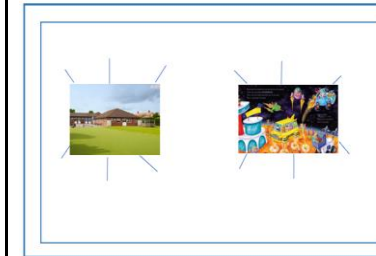


We are going to describe the lessons and classrooms that Albie attends.



In the lesson, children comparing how Wellington Primary School is the same or different to the school in "Welcome to Alien School".

Children to write their comparisons into a comparative frame.



In the lesson, children will be using their comparison frame from the previous day to write sentences to compare the schools are different to each other.

Children will be encouraged to use the connectives 'but' and 'whereas'.

We are going to use the words but and whereas to say how the schools are different to each other.



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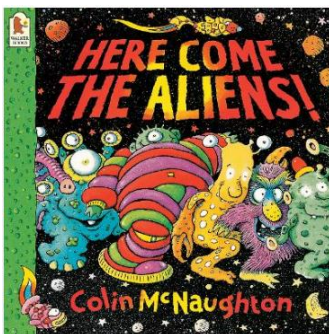
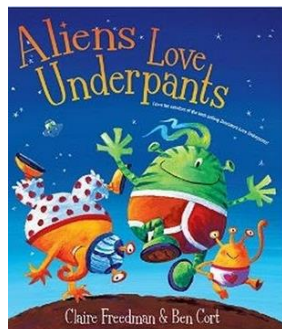
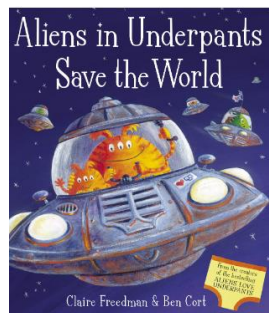
Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review</p> <p>Recap the au air and prefix un graphemes from last week.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the 'are' grapheme that makes the 'air' sound. Read the 'are' words. Tricky Witch can't find her jewellery. She asks her nieces if they will help her to find some in the haunted house. Move your mouse over the house and listen for the chimes, then find the gem and read the word.</p> <p>2. Watch the 'Little Witches' video. Ask children to make the Tricky Witch (waving a pretend wand) action each time they hear an 'are' word. Can they recall all of the 'are' words in the video?</p> <p>Activity</p> <p>Write 3 sentences: I dare to ... I share my ... I care for my</p>	<p>Review</p> <p>Use the PowerPoint to recap the are words.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the y grapheme that makes the long E sound. Look at the position of the y grapheme. Read the y nouns, adjectives. Look at plurals and the More than One machine.</p> <p>2. Watch the 'Happy Family Day' video. Ask the children to make the Green Froggy (index finger and thumb making a smiley face) action each time they hear a y word. Can they recall all of the y words in the video?</p> <p>Activity</p> <p>Plan a party by highlighting the y grapheme in green and writing sentences.</p>	<p>Review</p> <p>Use the PowerPoint to recap the are words.</p> <p>Teach</p> <p>Use the nonsense words for the y green froggy sound</p> <p>Activity</p> <p>Word search of the y-green froggy</p>	<p>Review</p> <p>Use the flashcards to recap the (long E) words. Recap white inside liked.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the ph grapheme. The Black Cats say the sound of the alphabet and the consonant digraphs. Read the ph words.</p> <p>2. Watch the 'Photo on my Phone' video. Ask the children to make the Black Cat (index fingers walking on the palm of the other hand) action each time they hear a ph word. Can they recall all of the ph words in the video?</p> <p>Activity</p> <p>Draw the Black Cat's photos on her phone and label who she called on her phone from the video</p>	<p>Review and Teach</p> <p>Use the flashcards to review the graphemes taught this week.</p> <p>Activity</p> <p>Word search of the are tricky witch sound</p>

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Class Text
– Reading
Aloud
10-15
mins each
day

This week the classes will be reading a range of books with aliens during their reading aloud session.



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: we are learning to count on within 20</u>	<u>LI: We are learning to add ones using number bonds</u>	<u>LI: We are learning to find and make number bonds to 20.</u>	<u>LI: We are learning to subtract using number bonds</u>	<u>LI: We are learning to count back for subtraction</u>

Key vocabulary and key questions	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:
	<ul style="list-style-type: none"> Addition groups total number tens ones <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What number did you start with? Then what happened? Now what do you have? Is it quicker to add 4 to 9 or to add 9 to 4? Is the answer the same? how many more? 	<ul style="list-style-type: none"> number bonds numbers tens ones <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What is the same and what is different about 4 and 14? If you know that 4 plus 2 is equal to 16, how can you use this to work out 14 plus 2? What do you notice about 14 + 2 and 12 + 4? How many tens are there in each addition? How many are there? 	<ul style="list-style-type: none"> number line number bond start of a number line end of a number line <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How many more do you need to make 20? How does knowing the number bonds to 10 help you to work out the number bonds to 20? What is the same and what is different about 4 + 6 = 10 and 14 + 6 = 20? How do you know that you have found 	<ul style="list-style-type: none"> subtract number bonds less than halfway more than halfway <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> If you know that 7 subtract 2 is equal to 5, how can you use this to work out 17 - 2? What do you notice about 17 - 2 and 17 - 4? How many tens are there in each subtraction? How many are there? What is the number bond for 5 to 8? How can you use this to help work out 18 - 	<ul style="list-style-type: none"> subtraction counting back ones tens <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How many objects were there at first? Then what happened to the objects? How many objects are there now? How does using counters help you? How does using a number line help

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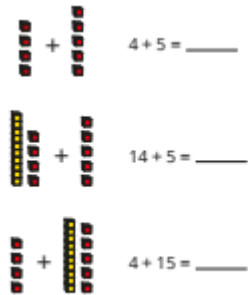
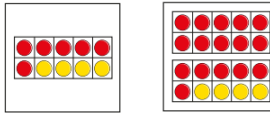
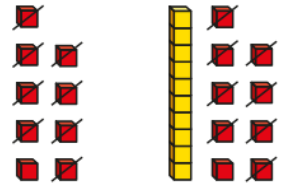
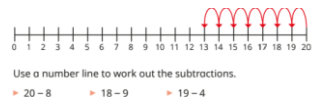
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			all the number bonds?	5?	you?
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Activities					
<p>Activities</p>	<p>In this lesson, children build on their learning from earlier in the year as they explore addition by counting on from a given number within 20. The use of ten frames and counters or cubes is particularly useful, together with bar models. Children should begin to understand that addition is commutative (although they do not need to formally know the word), and that it is more efficient to start from the greater number than the smaller number. For example, when working out $1 + 13$, it is quicker to add 1 to 13 than to add 13 to 1. A number line is a particularly useful tool to exemplify this point, as children see the benefit of drawing just 1 jump rather than drawing 13 jumps</p>	<p>In this lesson, children use number bonds and related facts when adding within 20, as an alternative to counting on. This is a more efficient method because, for example, if they know that 4 and 2 are a bond to 6, they can use this fact to see that 14 and 2 are a bond to 16, as are 4 and 12. Using counters and ten frames and base 10 enables children to see the links between related facts, noticing that, for example, $11 + 6$ is 10 more than $1 + 6$</p> 	<p>In this lesson, children explore number bonds to 20. They have already learnt about number bonds to 10 and should be confident with these. It is essential that children are fluent in their number bonds as they are used frequently throughout the curriculum. Children use their knowledge of number bonds to 10 to find number bonds to 20. Using examples such as $7 + 3$, $17 + 3$ and $7 + 13$ encourages children to see the link between bonds to 10 and bonds to 20, as well as reinforcing their understanding of place value. They see that working systematically helps them to find all the possible number bonds to 20</p> <p>Complete the sentences for each picture.</p>  <p>There are ____ red counters. There are ____ yellow counters. There are ____ counters altogether. ____ + ____ = ____</p>	<p>In this lesson, children begin subtracting within 20. Earlier in the year, children subtracted within 10 by counting back and using number lines. They now subtract within 20 using their knowledge of number bonds. For example, if they know the number bond $7 - 5 = 2$, then they know that $17 - 5 = 12$. By completing these calculations side by side using ten frames, counters, part-whole models or base 10, children see that the second subtraction will have an answer that is 10 greater than the first subtraction</p> 	<p>In this lesson, children build on the language of subtraction, recognising the subtraction symbol from earlier learning and using it within 20. Children use the counting back strategy for numbers within 20, including subtractions that cross 10. The use of zero is important, so children know that when nothing is taken away, the start number remains the same, or when the whole group is taken away, there will be nothing left. Crossing out and using a number line are particularly useful for counting back to work out subtractions.</p>  <p>Use a number line to work out the subtractions. $\blacktriangleright 20 - 8$ $\blacktriangleright 18 - 9$ $\blacktriangleright 19 - 4$</p>

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to Explore Nautilus through movement and active listening.</u></p> <p>This week in Music, the children are starting a new topic- Dancing and drawing to Nautilus. The children will learn about composer Anna Meredith, explore the piece using movement and feel the beat using whole body movements.</p> <div data-bbox="120 638 705 933" style="border: 1px solid black; padding: 5px;"> <p>About the composer</p>  <ul style="list-style-type: none"> ● This is the composer of <i>Nautilus</i>, Anna Meredith. ● She is also a producer and performer. ● She is Scottish. ● Her music covers lots of different styles. </div>	<p><u>LI: We are learning about the importance of Abraham.</u></p> <p>This week in RE, the children will first revisit their prior learning discussing what they know about Judaism so far. Then the children will learn about Abraham and why is he so important for Jews. Next, the children will discuss with their partners about the person who is the most important to them.</p> <div data-bbox="766 625 1422 1109" style="border: 1px solid black; padding: 10px;"> <p>Judaism was founded by Abraham over 4,000 years ago.</p>  <p>Jews believe in one God, like Christians and Muslims do.</p> <p>Judaism teaches that all life is special and belongs to God. Jews believe that God is the Creator of all life.</p> </div>	<p><u>LI – We are learning to develop knowledge of how exercise can make you feel.</u></p> <p>Heads, shoulders, knees and... clothes! Pupils work in pairs with one team band on the floor between them. On the teacher’s command pupils make contact with their own head, shoulders and knees. When ‘clothes’ is called, pupils attempt to grab the team band before their partner.</p> <p>After each round, reset the band, ask the pupils to high 5 and say ‘well played.’ Play several times, allowing pupils to swap with different partners. Make this harder by calling instructions in a random order – shoulders, knees, heads, shoulders, clothes! Use positive comments and feedback with each other. Teacher note: make sure enjoyment and FUN is the central focus of this game, enabling pupils to truly feel the positive outcomes on their mood of exercise.</p> <p>Bring pupils back to the ‘mood line’. Ask them to stand where they now feel their mood is. How do you feel? What is your mood like now? Has your mood improved?</p> <p>Tidy the room: Place a line of cones in between the two mood lines to create two zones. Place the bands onto either side.</p> <p>Organise pupils into two teams, one placed in each zone. They must grab one band (clothes) at a time and</p>

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Someone important to me



Abraham



throw this into the opposition team's room (zone). They cannot cross the middle line at any time.

Play for a few minutes, then stop and highlight any positive play that you have seen e.g. playing by the rules, perseverance and determination. Then continue the game for another few minutes.

Do not focus on winners or losers, but emphasise fun, enjoyment and safe, fair play. Bend your knees to help you to change direction quickly.

Make this easier by staying in a set space/position. Make this harder by throwing with alternate hands.

Bring pupils back to the 'mood line'. Ask them to stand where they now feel their mood is. How do you feel? What is your mood like now? Has your mood improved?

Discuss how exercise makes us feel and how we react. Allow pupils to share ideas with their partner or a small group.

Consider body heat/sweat, fatigue (tiredness), emotional reactions (smiling, laughing).

The exercise bus:
Use the cones laid out from the previous activity. Pupils to travel around the space, on the teacher's command, pupils stop and find the nearest cone. Each cone represents a stop on their bus journey. Each time they stop ask one pupil to name a way of exercising to improve their mood e.g. dancing, riding a bike or playing football. This will be the travelling action

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		<p>pupils use until the next time the teacher asks them to stop.</p> <p>Play the game for a few rotations so that lots of pupils share their ideas.</p> <p>Move into safe spaces away from others and stay within your playing area.</p> <p>Make this easier by mimicking the actions of others.</p>
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Art – Kapow	PSHE - Jigsaw
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<p><u>LI: We are learning to choose, measure, arrange and fix materials.</u></p> <p>The children this week will be learning about a technique called wool wrapping. They will take inspiration from the artist- Judith. The children will look at the picture and think about How this sculpture is made? What colours/materials/shapes can they see? Do they like this piece of artwork? Why/Why not?</p>	<p><u>LI: We are learning to understand the difference between being healthy and unhealthy.</u></p> <p>This week the children will be learning about what is healthy and what is unhealthy? The children will Go out to the playground. The adult will have stuck up two signs on different sides of the playground. One sign says Healthy. One sign says Unhealthy. The teacher will say some different things. The children will decide if the thing she says is healthy or unhealthy.</p>
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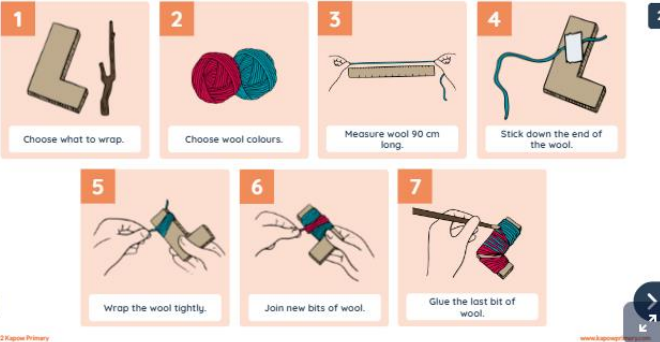
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Pupil video: Wrapping with wool



Making a wool wrapped object



A seven-step instructional diagram for making a wool wrapped object. The steps are:

1. Choose what to wrap. (Illustration of a wooden block and a twig.)
2. Choose wool colours. (Illustration of two balls of wool, one red and one blue.)
3. Measure wool 90 cm long. (Illustration of a hand holding a piece of wool next to a ruler.)
4. Stick down the end of the wool. (Illustration of a hand sticking the end of a wool strand onto a wooden block.)
5. Wrap the wool tightly. (Illustration of hands wrapping wool around a wooden block.)
6. Join new bits of wool. (Illustration of hands joining two pieces of wool.)
7. Glue the last bit of wool. (Illustration of a hand applying glue to the end of a wool strand.)

The eatwell plate



Science - Wellington Curriculum

LI: We are learning to identify and compare Deciduous and evergreen trees

This week, the children are learning about the different types of trees. The children will look at the two main types of trees in the United Kingdom-

There are two main types of trees in the United Kingdom. They are called deciduous and evergreen. They have different features.



deciduous trees



evergreen trees

Deciduous and evergreen and their different features.

Deciduous and evergreen trees

Draw pictures of deciduous and evergreen trees in the blank boxes. Write a sentence about each type of tree using the words next to help.

deciduous	evergreen

Topic (History) – Wellington Curriculum

LI: We are learning about Victorian schools.

The children will first Begin by recalling facts and information about life in Victorian times from the previous lesson, highlighting similarities to and differences from the present day. Then they will be further investigating what schools were like during the Victorian period to help them gather information.



Task:

Victorian schools

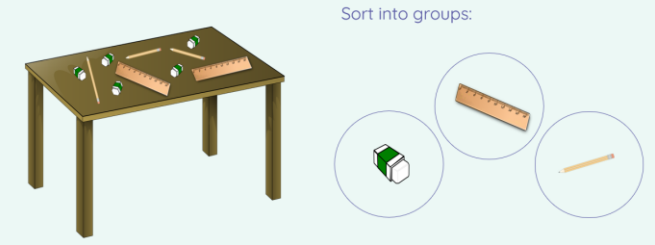
Victorian schools	true	false
Children sat in rows facing the front.	<input type="checkbox"/>	<input type="checkbox"/>
Children learned by chanting facts and times tables.	<input type="checkbox"/>	<input type="checkbox"/>
Children used computers.	<input type="checkbox"/>	<input type="checkbox"/>
Boys learned needlework and housekeeping skills.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers used blackboards.	<input type="checkbox"/>	<input type="checkbox"/>
A hard working child wore the dunce's cap.	<input type="checkbox"/>	<input type="checkbox"/>

Computing – Barefoot and Teach Computing

LI: We are learning to identify that objects can be counted.

The children will be learning to count objects, group objects and count a group of objects.

Grouping and counting



Computers can be used to count and group

Register	In school
Ben ✓	Ben ✓
Bonnie ✗	Craig ✓
Craig ✓	Harriet ✓
Harriet ✓	Ikram ✓
Ikram ✓	Rob ✓
Rob ✓	Count: 5
Sam ✗	Not in school
	Sam ✗
	Bonnie ✗
	Count: 2

For the register, the computer has two groups: ticks and crosses.

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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**.

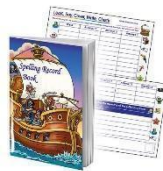
Your teacher will check, mark and sign your work once a week.

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!