

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 27.11.23

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to identify key events in the story</u>	<u>LI: We are learning how to use time connectives in sentences.</u>	<u>LI: We are learning to sequence the key events of the story using time connectives.</u>	<u>LI: We are learning to write sentences that sequence the important events of the story using time connectives.</u>	<u>LI: We are learning to orally retell the events of the story- Nurse Clementine.</u>
Speaking and Listening Focus	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.	I can listen to other people's ideas. I can use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas.	Recall sequence the events of the story using time connectives	Orally sequence the events of a story using time connectives
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> bandaged emergency temperature headache sore first aid kit</p> <p><u>Key questions:</u> What is the name of the book that we have been reading and learning about? Who is the main character? What other characters are there in the story?</p>	<p><u>Key Vocabulary:</u> Beginning Middle End First Then Next Finally</p> <p><u>Key questions:</u> What are time connectives? When don we use them? How do we use them? Where in a sentence we put them?</p>	<p><u>Key Vocabulary:</u> First Then After later Next Finally At last</p> <p><u>Key questions:</u> What is a sequencing frame? How do we use it? Which picture comes first? Which picture comes next? What happened after that? Which picture goes in the</p>	<p><u>Key Vocabulary:</u> Beginning Middle End First Then Next Finally</p> <p><u>Key questions:</u> What was the story about? Who are the main characters? Where is the story setting? Was there a happy ending?</p>	<p><u>Key Vocabulary:</u> Beginning Middle End First Then Next Finally</p> <p><u>Key questions:</u> What happens at the beginning of the story? What does Clementine get for her birthday? How did she feel about her</p>

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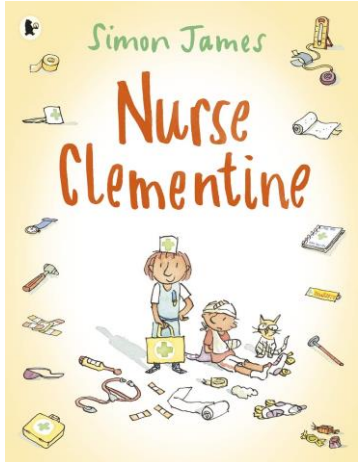
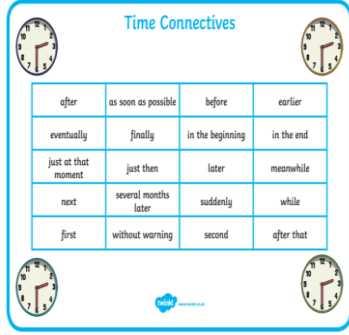
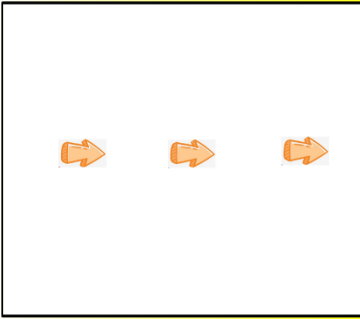





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	<p>What did Mr. and Mrs. Brown get Clementine? What happened to Mummy and Daddy? How did she help them? What was Tommy doing?</p>		<p>end?</p>		<p>present? Who did she help first and how? What happened to mummy? Was Wellington actually ill? What was Tommy doing? How did she help Tommy to get down the tree? What happened to Tommy's arm? What had she forgotten as she prepared to bandage Tommy's arm?</p>
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<p>Activities</p>	<p>Children will discuss the key events in the story- Nurse Clementine. They will talk to their partners discussing who were the characters in the story, what was the story about, what happened to all the characters and how did it end.</p> 	<p>Children will look at what time connectives are. How and where do we use them. They will also learn how we put time connectives in a sentence.</p> 	<p>Children will be sequencing what happens in the book Nurse Clementine. They will have pictures of key events from the book and will need to put them into order on a sequencing frame.</p> 	<p>Children will have quick recap of the story. Then as a class, children will sequence the story and write down the events in order. They should be using time connectives, adjectives and punctuation in our writing.</p> 	<p>Children will be orally retelling the events of the story. They will discuss what happened at the beginning, middle and end of the story using newly introduced vocabulary.</p> 
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<p>Additional Literacy Learning</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
<p>Phonics</p> 	<p>Review</p> <p>Recap the er/est suffix rule and oe grapheme from last week.</p> <p>Teach</p>	<p>Review</p> <p>Use the PowerPoint to recap the ou words. Did anyone play the game at home?</p> <p>Recap play way say may away.</p> <p>Teach</p>	<p>Review</p> <p>Use the flashcards to recap the ow words.</p> <p>Recap been need keep feet.</p> <p>Teach</p>	<p>Review</p> <p>Use the flashcards to recap the ow grapheme.</p> <p>Teach</p>	<p>Review</p> <p>Use the flashcards to review the graphemes taught this week.</p> <p>Add the next HFW flashcard to a new display</p>

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1. Use the PowerPoint. Use this to introduce the ou grapheme. Read the ou words.

2. Watch the video 'A Loud Sound'. Ask the children to make the Brown Owl (ouch) action each time they hear an ou word. Can the class recall all of the ou words at the end of the video?

Activity

Download the activity. Use this to play the ou board game. Ask children to write down words or pictures that they have landed on, on the Record Sheet.



Teach

1. Use the Teach the ow grapheme. Introduce the grapheme with the PowerPoint.

2. Watch the 'Brown Owl and her Friend Brown Cow' video. Ask the children to do the Brown Owl (ouch!) action each time they hear an ou word in the song. How many ou words can they recall?

Activity

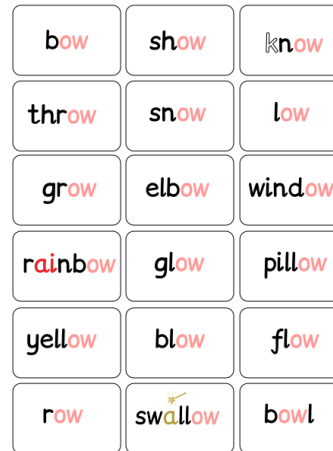
Download the activity. Ask the class to use this to create a matching card game by writing the 2 sets of ow words in colour-code on the blank side of the card templates. Children play the game by taking turns to turn over a pair of cards. If the words match, they keep the pair. If they don't, they turn the cards back over. The winner is the player with the most cards.

Use the PowerPoint. Use this to teach the ow long O grapheme. Play the window guessing game. Watch the video 'The ow song'. Take part in the action song. Ask the children to make up actions as they sing along.

Activity

Download the activity which is in 2 parts:

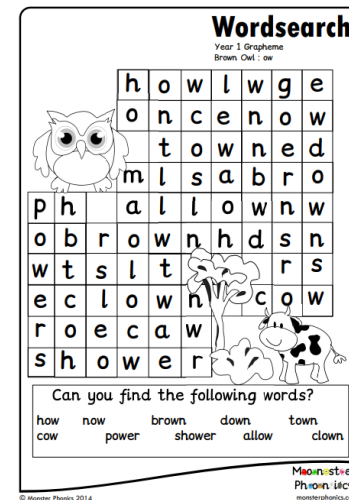
Reading task – match the pictures with the ow labels.
Writing task – write a sentence under each picture.



Download the 'alien' nonsense words. Use this to recap the ou, ow (long O) and ow (long ow) graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory. Select a flashcard game to play. Use a mixture of the flashcards to play the games

Activity

Download the word searches. Complete one this session. They may continue these in a later session or for home learning



for the Next 200 HFWs. Display the Next 200 HFW Chart.

Recap play way say may away been need keep feet three tree trees green snow grow window know

Teach

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.

play way say may away – Angry Red A makes the long A sound in the ay grapheme.

been need keep feet – Green Froggy makes the long E sound in the ee grapheme.

snow grow window know – Miss Oh No makes the long O sound in the ow grapheme. Highlight the silent 'k' in 'kn'. Explain to the children that the 'k' makes no sound and that

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'kn' is a grapheme that they will learn more about in Year 2.

Activity

Download the 200 HFW Flashcards. Choose one of the following 2 activities. Use the flashcards to support.



Class Text
– Reading
Aloud
10-15
mins each
day

This week the classes will be reading a range of fairy tales 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 to 50.</u>	<u>LI: We are learning to understand and recognise the numbers 10,11,12 and 13.</u>	<u>LI: We are learning to understand and recognise the numbers 14,15 and 16.</u>	<u>LI: We are learning to understand and recognise the numbers 17,18,19 and 20.</u>	<u>LI: We are learning to recognise 1 less and 1 more of a number.</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Forwards Backward Before After <p>Key Questions:</p> <ul style="list-style-type: none"> What number comes after? What number comes before? Which numbers sound different? Why? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Tens Ones Part <p>Key Questions</p> <ul style="list-style-type: none"> How many ways can you make 10? How do you know that you have made 10? How can you show me 11 in three different ways? How much more than 10 is 12? How can you write the numbers 11, 12 and 13? Can you see 11/12/13 anywhere in the classroom? How many ones are there in 13? What is the same and what is different about 11, 12 and 13? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Part Split into Tens Ones <p>Key Questions</p> <ul style="list-style-type: none"> How can you show me 14/15/16 in three different ways? How much more than 10 is 14/15/16? How can you write the numbers 14, 15 and 16? Can you see 14/15/16 anywhere in the classroom? How many ones are there in 16? What is the same and what is different about 14, 15 and 16? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Tens frame Part whole Tens Ones <p>Key Questions</p> <ul style="list-style-type: none"> How can you show me 17/18/19 in three different ways? How much more than 10 is 17/18/19? How can you write the numbers 17, 18 and 19? Can you see 17/18/19 anywhere in the classroom? How many are there in 19? What is the same and what is different about 17, 18 and 19? When you make 18 on a ten frame, how many spaces are empty? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Bigger Smaller More Less <p>Key Questions</p> <ul style="list-style-type: none"> How can you find 1 more? How does this change the number? Which digit changes? How can you find 1 less? How does this change the number? What is the same and what is different about finding 1 more and finding 1 less? When you are finding 1 more or 1 less, which digit changes? Is it always the same digit?

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Activities

Today the children will be recognising how to count up to 50.

Match the pictures to the numbers on the number track.



Can you find these numbers?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

32 43 14 20 27 4 8 39 50

Today the children will be recognising and understanding the numbers 10,11,12 and 13.

They will begin to look into the place value of these numbers which are split into tens and ones.

Write the numbers shown.

Match the pictures to the numbers.

Complete the sentences.

11 has ten and one.

12 has ten and ones.

13 has ten and ones.

[Watch this video to explain tens and ones \(Place Value\)](#)

Today the children will be recognising and understanding the numbers 14,15 and 16.

They will begin to look into the place value of these numbers which are split into tens and ones.

14 has ten and ones.

15 has ten and ones.

16 has ten and ones.

[Watch this video to explain tens and ones](#)

Complete the part whole models.

Today the children will be recognising and understanding the numbers 17,18,19 and 20.

They will begin to look into the place value of these numbers which are split into tens and ones.

Recap.

1) Complete the number track.

13	14	15			
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2) What number is shown?

3) Complete the part whole models.

Match the pictures to the numbers.

How many counters are there?

17 has ten and ones.

How many counters are there?

18 has ten and ones.

How many counters are there?

19 has ten and ones.

Today the children will be looking at 1 less and 1 more of a number.

Sam has 13 marbles.

Her friend gives her 1 more. How many does she have now?

1 more than 13 is 14

What is 1 more than 12?

11	12	13	14	15	16	17	18	19	20
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1 more than 12 is 13
13 is 1 more than 12

What is 1 less than 20?

11	12	13	14	15	16	17	18	19	20
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1 less than 20 is 19
19 is 1 less than 20

Max has 11 cherries.

He eats 1 cherry. How many does he have now?

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning our nativity song It's a long way on a donkey</u></p> <p>In this lesson children will be learning a song for their Christmas Nativity Play.</p> <p>We will be learning the song 'It's A Long Way On A Donkey'</p> <p>It's A Long Way On A Donkey</p> <p>CHORUS <i>It's a long way on a donkey, It's a long way to go, It's a long way on a donkey, It's a long and winding road.</i></p> <p>1 I come from a town called Nazareth In a place called Galilee. I work for Joseph the carpenter And his lovely wife, Mary.</p> <p>CHORUS</p> <p>2 One day Joseph said to me "My wife will have God's son, Mary will have this special child, The holy, chosen one".</p> <p>CHORUS</p> <p>3 I carried the King to Bethlehem, Jesus the chosen one. I carried the King to Bethlehem, Jesus Christ, God's Son.</p> <p>CHORUS</p>	<p><u>LI. We are learning to discuss main events in Jesus' life – Jesus turning water into wine.</u></p> <p>In this lesson, children will learn that Jesus used water pots to accomplish His first miracle. He desires to do the same today, but now he uses living, earthly vessels. If we allow Him, He fills us with the water of God's Word; and when we pour it out (give it out) it becomes the wine of the Spirit.</p> <p>Children will watch a YouTube video which would animate the event on which the water was turned into wine.</p> <p>Children will then discuss how they would feel if they were there.</p> 	<p><u>Team Building</u></p> <p><u>LI - We are learning to develop talking, listening and sharing.</u></p> <p>Pupils begin in their own safe space and jog around the area. Change the travelling by inviting pupils to show a travelling action for everyone else to copy e.g. sidesteps, skipping, jogging backwards etc.</p> <p>Look for space and change direction to avoid others. Watch the new action carefully so you know what to do.</p> <p>Select four pupils to be the catchers, they carry a cone.</p> <ul style="list-style-type: none"> • If caught, pupils must hold out one hand with either 1, 2, 3, 4 or 5 fingers up. • To be freed, another pupil must run over to them and complete the same number of star jumps as fingers that are held up. • Pupils who are caught are not allowed to tell the pupil freeing them how many star jumps to do, they must look and count the fingers. <p>Repeat the game changing the catchers. Q: How did you share how many star jumps the person freeing you needed to? Explain that sometimes we can show using a sign (visual) like they have just done and other times we might share using words.</p> <p><u>Target Games</u></p> <p><u>LI: We are learning to develop underarm and overarm throwing at a target.</u></p> <p>Run, throw, go: Place 12 hoops around the space. Pupils collect one bean bag each. On the teacher's command (run), pupils move around. When the instruction is given (throw), pupils stop and throw their beanbag into the nearest hoop. When the teachers call 'run', pupils collect</p>

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their beanbags and continue moving around. Repeat, giving pupils lots of opportunity to practise throwing.

Art – Kapow

LI: We are learning to describe the features of the material bronze and paint our spider.

We are working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider.

This week children will be painting their spider using the dabbing technique. Class teacher will describe the features of the material bronze; explaining that it is a metal that is strong, but heavy and expensive! It is often used for sculptures as it will last a long time. It doesn't rust like others metals, such as iron, but it is less expensive than gold.



PSHE - Jigsaw

LI: we are learning to celebrate different religions.

In this lesson we will be learning on how everyone is different and how we can be celebrating different religions.

We will then discuss the importance of Christmas and how people celebrate it differently.

- Some people go to the church
- Some people spend time with family
- Some people like to spend it alone

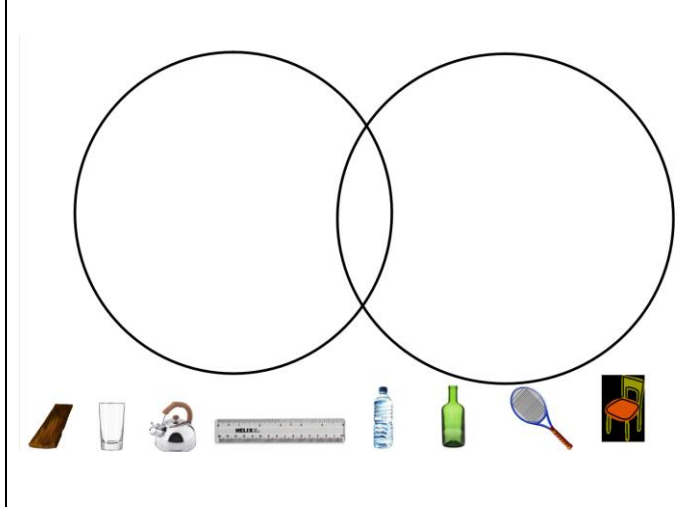
Children will discuss how they celebrate Christmas and if they don't celebrate it – if they did how they would celebrate it.



Science - Wellington Curriculum

LI – We are learning to sort materials using the Venn Diagram

In this lesson, children will be sorting out materials into different groups using the Venn Diagram.



Children will decide as a class on which object should go into which group.

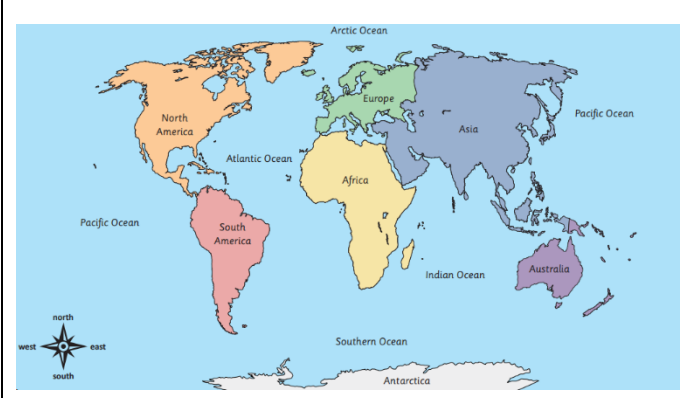
The three groups that they will be putting the objects into are -

- Transparent
- Rigid
- Both

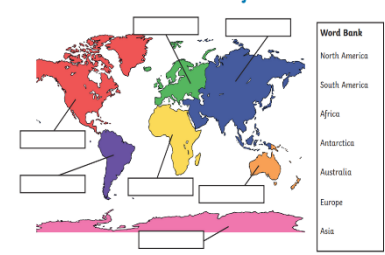
Topic (Geography) – Wellington Curriculum

LI – We are learning to name and locate the world's seven continents.

In this lesson, children will learn the names of the seven continents. They will also learn where to locate the 7 continents on the map and order them in size smallest to biggest.



Children will then colour in the different continents on a blank map and identify the 7 continents of the world.

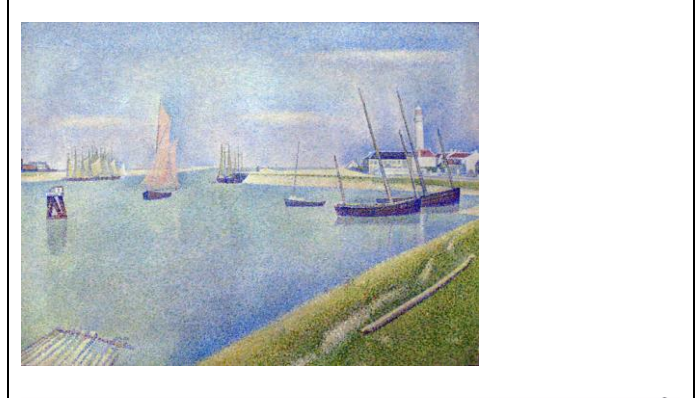


To support your children to learn the 7 continents of the world you could play a video on youtube **7 Continents of the world** (Australia)

Computing – Barefoot and Teach Computing

LI: We are learning to use a computer on my own to paint a picture.

Children will be selecting appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.



Think about the tools you have used...



Which tools would you use to help you to create a pointillist sunflower?

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Homework

Homework is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book.



Reading and spelling.

Maths

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

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

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



Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

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

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags every day!