

Weekly Overview of Learning

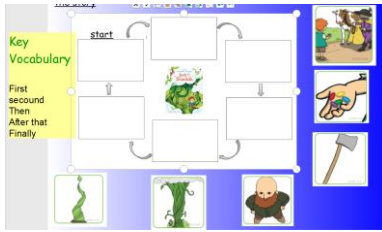
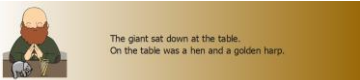
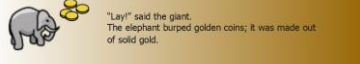
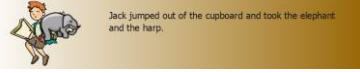
Year Group: Year 1 Week beginning: 29.01.24

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to create a story map to help us to re-tell the story</u>	<u>LI - We are learning to practice writing our ending of 'Jack and the Beanstalk'</u>	<u>LI: We are learning to write the beginning of Jack and the Beanstalk</u>	<u>LI: We are learning to continue writing Jack and the Beanstalk with our own ending</u>	<u>LI: We are learning to read through our writing to make sure it makes sense.</u>
Speaking and Listening Focus	Orally re-telling the story	Rehearing our own version of the book.	Rehearing our own version of the book.	To use appropriate vocabulary to describe	To think of alternatives for simple vocabulary choices.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • First • Then • After that • Finally <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Can you re-tell the story of Jack and the Beanstalk? • What happens first? • What happened after? • What happens finally? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Characters • Setting • Beginning • Middle • End <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Who are the characters going to be? • What adjectives can you use to describe the character? • Where will the story take place? • What will the problem be in the story? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Characters • Setting • Beginning • Poor • Rich • Money <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • How do the characters feel? • Will you have a happy ending? • Will the main character go to the castle or somewhere else? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Giant • Enormous • Massive • Mother • Beanstalk <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What animal would you use? • What does that animal do to help Jack and his mum? • What does mum use to chop the Beanstalk? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Happily, ever after • Chopped • Giant • Crashed • Beanstalk <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Have you used capital letters? • Have you used full stops? • Do your sentences make sense? • have you read through your work?


Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24

Activities	<p>In this lesson, children will be reading a new book called 'Jack and the beanstalk'</p> <p>After reading the book children will create their own story map of what happens in the book.</p>  <p>Once they have created their story map they will find a partner to re-tell the story to.</p>	<p>In this lesson, children will start planning their own ending of the story 'Jack and the Beanstalk'</p> <p>Children will choose their own animal that they want to use and write what the animal will do to help Jack and his mum.</p> <table border="1" data-bbox="638 574 996 917"> <tr> <td>Ending</td> <td>My animal will be _____</td> </tr> <tr> <td>Who will your animal be?</td> <td>I picked this animal because _____</td> </tr> <tr> <td>What will your animal do to help Jack?</td> <td>My animal will help Jack by _____</td> </tr> <tr> <td>How will your story end?</td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> <tr> <td></td> <td>_____</td> </tr> </table> <p>By the _____ doing this it will make Jack and his mum very rich.</p> <p>Class teacher will model an ending of the story</p>  <p>The giant sat down at the table. On the table was a hen and a golden harp.</p>  <p>"Lay!" said the giant. The elephant burped golden coins; it was made out of solid gold.</p>  <p>Jack jumped out of the cupboard and took the elephant and the harp.</p>	Ending	My animal will be _____	Who will your animal be?	I picked this animal because _____	What will your animal do to help Jack?	My animal will help Jack by _____	How will your story end?	_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____		_____	<p>In this lesson, children will start writing the beginning of 'Jack and the Beanstalk'</p> <p>Children will write a simplified version of the story but use adjectives for description.</p> <p>Jack lived in a _____ cottage with his mother. They were very poor and their most valuable possession was a cow.</p> <p>One day, Jack's mother asked him to take the cow to the _____ to sell.</p> <p>On the way, Jack met a man who gave him some magic beans in exchange for the _____ cow.</p> <p>When Jack came home with the beans his mother was _____. She threw the beans out of the window and sent him to bed.</p> <p>The next morning, Jack looked out of the window. A _____ beanstalk had grown in the garden!</p> <p>When Jack finally reached the top, he saw an _____ castle.</p>	<p>In this lesson, children will be writing the middle of the story 'Jack and the Beanstalk' and write their own version of the ending of the story.</p> <p>With their chosen animal and what their animal does.</p> <p>e.g. Elephant burps gold coins.</p> <p>Monkey scratches bars of gold.</p> <p>Turtle has hidden gold</p> <p>Inside the castle was a giant who sat down at the table. On the table was a _____ and a golden harp.</p> <p>The Giant told the _____ to _____</p> <p>Jack jumped out of the cupboard and took the _____ and the harp.</p> <p>The giant woke up and he chased Jack to the top of the beanstalk.</p> <p>As Jack got to the bottom of the beanstalk he called his mum to help.</p> <p>Jack's mother chopped the bottom of the beanstalk with an _____</p> <p>The giant fell and crashed to the ground. He was never seen again.</p>	<p>In this lesson, children will read through and edit their work.</p> <p>They need to make sure their sentences make sense have the correct punctuation.</p> <ul style="list-style-type: none"> • Full stop • Capital letters <p>This lesson will focus on editing and improving their own writing to make sure there are no spelling mistakes.</p>
Ending	My animal will be _____																																														
Who will your animal be?	I picked this animal because _____																																														
What will your animal do to help Jack?	My animal will help Jack by _____																																														
How will your story end?	_____																																														

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review</p> <p>Recap the oi ay oy graphemes learnt last week</p> <p>Teach</p> <p>Use the PowerPoint. Use this to introduce the plurals rule for adding s/es. Focus on the difference in pronunciation between s and es (iz).</p> <p>Activity</p> <p>The monsters are preparing for the Friday night disco. They have written a shopping list without realising that they will actually need more than one of everything on their shopping list. Change the items on the list to plurals.</p>	<p>Review</p> <p>Review the plurals s/es rule. Recap the More than One Machine in the PowerPoint – guessing the spelling of the plural. What is the rule?</p> <p>Teach</p> <p>This is the first year 1 formative assessment for the graphemes ck, ss, ll, ff, zz, nk, tch, ve, ai, oi, ay and oy.</p> <p>Activity</p> <p>Assessment</p>	<p>Review</p> <p>Recap they says.</p> <p>Teach</p> <ol style="list-style-type: none"> 1. Use the PowerPoint. Use this to introduce the a-e grapheme. Look at how ing and ed are added. This introduces the drop e rule. 2. Watch the video ‘Make a Cake’. Ask the children to do the Angry Red A (hands clenched, elbows bent, ay, ay, ay!) action every time they hear an a-e word. Can the class remember all of the a-e words by the end of the video? <p>Activity</p> <p>Use the flashcards to play a-e word family Treasure Hunt in groups, one group for each family. Ideally, children stick the flashcards onto a labelled paper plate for each word family e.g. ate, ake, ale. ave. They may also write a-e words onto the paper plates too.</p>	<p>Review</p> <p>Recap the a-e words on the boards prepared yesterday for each word family</p> <p>Teach</p> <ol style="list-style-type: none"> 1. Download the Flashcards. Use these to review the a-e grapheme and the e/es plurals rule. Recall examples such as dog/dogs, dish/dishes, box/boxes, watch/watches. 2. Select a <u>flashcard game</u> to play. Use a mixture of the flashcards to play the games. <p>Activity</p> <p>Download the a- e word search to complete in this session.</p>	<p>Review</p> <p>Recap the CEW PowerPoint (randomised).CEWs wher e were they says are ask put push pull full.</p> <p>Teach</p> <p>where were – the ‘ere’ in where and were makes a different sound.</p> <p>where – silent ‘h’ common to question words.</p> <p>are – tricky ‘ar’ and silent ‘e’.</p> <p>they – the ‘ey’ makes a long Angry Red A sound. Unusual spellings like this tend to stick in common words.</p> <p>says – the final ‘s’ makes ‘z’ sound.</p> <p>ask, put, push, pull, full – give examples of northern and southern</p>

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					<p>pronunciations of the short vowel sound</p> <p>Activity Children create their own flashcards using colourful media to display in the classroom.</p>
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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.



Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to subtract numbers within 20 using our number bond knowledge.	LI: We are learning to use a number line to solve subtraction equations.	LI: We are learning to solve subtraction equations using a number line.	LI: We are learning to solve subtraction problems using the crossing of method	LI: We are learning to solve subtraction word problems using a number line

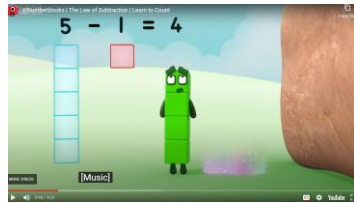
Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Subtract ● Take away ● Equals ● Ten frame ● Same ● Different ● Number bonds <p>Key Questions:</p> <ul style="list-style-type: none"> ● What is the same? ● What is different? ● How many red/yellow counters can you see? ● How can we use our number bond knowledge to work this out? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Subtract ● Take away ● Equals ● Number line ● Forwards ● backwards ● Same ● Different <p>Key Questions:</p> <p>What number do we start from? What number do we land on? Do we go forwards or backwards?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Subtract ● Take away ● Equals ● Number line ● Forwards ● backwards ● Same ● Different <p>Key Questions:</p> <p>How many jumps can we see? What number did we land on? How many are there first? How many are there now? Do we count forwards or backwards on the number line?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Subtract ● Take away ● Equals ● Ten frames ● Cross off ● Same and different <p>Key Questions:</p> <p>What subtraction is shown? How can we use our number bond knowledge to solve this equation? How would you write this as a number sentence?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Subtract ● Take away ● Equals ● Ten frames ● Cross off ● Same and different <p>Key Questions:</p> <p>What subtraction is shown? How can we use our number bond knowledge to solve this equation? How would you write this as a number sentence? Who is right? Which method do you prefer?</p>

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24

Activities

Year 1 will start with recapping doubles and near double knowledge from the week before. Children will watch an interactive video to understand the concept.



We will first start off by using a tens frame to subtract 8-3. Children will then be asked to work out 18-3 – what do they notice is the same and what is different?

What do you notice?

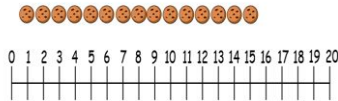
8	9	10	11	12	13	14	15	16	17	18	19	20
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8 - 3 = 5 18 - 3 = 15

What is the same?
What is different?
How can we use our number bond knowledge to work out this number sentence?

Today, the class will work out subtractions using a number line. The children will be using vocabulary such as minus, take away, subtract, backwards and will be asked question such as Are we jumping forwards or backwards on the number line? Are the numbers becoming greater or smaller?

First there were 15 cookies.
Then 4 cookies were eaten.
How many cookies are there now?



Children will continue on to use a number line to help work out subtraction problems. They will use number lines in class and work with a partner to solve the problems. They will share their working out to the class.

Use the number line to work out the subtraction.

18 - 9

★ First ★ Then ★ Now

How can we use the key words to explain the problem?
Use full sentences.

Children will solve subtraction equations using the crossing off method. They will be encouraged to use story language 'first, then, now' to explain their working out.

Show children the pictures.

The class will work together and in pairs to solve problems and reasoning questions. They will use number lines for support.

Mo, Kim and Ron are working out what subtraction is shown.

First	Then	Now

Mo: I think it is $17 - 4 = 13$




Kim: I think it is $17 - 17 = 0$

Ron: I think it is $0 - 17 = 17$

Who is correct?
How do you know?

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to improvise question-and-answer conversations using percussion instruments.</u></p> <p>In the lesson, children will develop confidence playing an instrument, make up short musical sentences and make up question-and answer phrases.</p> <div data-bbox="120 638 696 927" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center; background-color: #008080; color: white; padding: 5px;">Improvise musical conversations</p> <ul style="list-style-type: none"> ● Sit in a circle with instruments in the middle. ● Two people come up to play. ● The rules are: <ol style="list-style-type: none"> 1) Take turns. 2) You can't play at the same time. 3) You can play what you like, for as long as you like. </div> <p><small>© Sina Uo www.sinauo.com</small></p>	<p><u>LI: We are learning to understand the importance and teachings of the Qur'an.</u></p> <p>In the lesson, children will be explaining what the Qur'an is, what can be found inside, why it is so special and how the book is treated by Muslims.</p> <p>Children will then write a set of rules which would help make the world a better place using the teachings from the Qur'an.</p> <div data-bbox="728 603 1131 911" style="border: 1px solid purple; padding: 5px; margin: 10px 0;">  </div> <div data-bbox="987 919 1400 1230" style="border: 1px solid purple; padding: 5px; margin: 10px 0;">  </div>	<p><u>Dance</u></p> <p><u>LI: We are learning to explore speeds and actions in our pirate inspired dance.</u></p> <p>Pirate ships: In groups of six, pupils sit in pairs one behind the other. Together they row their pirate ship to counts of 8, first quickly moving on every beat, then slowly moving on every other beat.</p> <div data-bbox="1518 592 1697 842" style="text-align: center; margin: 10px 0;">  </div> <p>Ask the front pair to stand and perform action A, they then sit down and the next pair stands and performs action A, then the third. All pupils continue to row, slowly, on every other beat when not standing. Repeat this with actions B, C, D and E. Make this harder by asking the pupils to sit at the back of the ship once they have performed their actions.</p> <p>Ask pupils to individually choose their favourite pirate action to perform in the same way as before. As a group ask them to decide on the speed of their rowing and give them time to practice with each pupil taking turns to perform their favourite action. Remember to use counts of 8 to help you to stay in time with your partner even though you may be doing a different action.</p> <p>Performing the dance: Sit half of the class at the front and explain they are the audience. Q: What do you think makes a good audience member? E.g. showing respect, clapping each other at the end, not talking.</p>

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24



The audience are going to watch the other half of the class perform, then they change over. Dancers perform once through with each dancer choosing their favourite pirate action. Performers sit very still at the start and at the end of the dance so that the audience knows when you have started and when you have finished. Encourage sitting quietly whilst watching. Clap each other at the end of the performance.

Yoga

LI: We are learning to develop balance when doing a pose.

Pose 1: try on one foot then the next. Slowly tip forwards. Try to get arms, body and legs in a straight line. Keep your head facing forwards.

Pose 2 Try to lift your non-standing foot high into your inner thigh of your standing foot. Open your hips by your non-standing knee facing sideways. Feel the stretch in your bottom and hips. Make this easier by placing the non-standing foot lower. Make this harder by opening the hips up further to feel more of a stretch.

Pose 3 Keep both hands and feet on the floor. Look back between your legs. Hips up and back, with a flat back. Make this harder by trying to place feet flat on the floor.

Pose 4 Balance on your bottom, lifting hands and feet off the floor. Make this easier by placing hands on the floor.



Pose 5 Begin lying flat on your front. Lift hands and feet off the floor, then pull arms behind you. Make this easier by keeping arms out in front of you.

Pose 6: try on one foot then the next. Standing foot facing forwards, reach down with the same hand to the side. Look up to your other hand. Lift your non-standing foot high.

Pose 7: try on one foot then the next. Standing foot facing forwards, lift your non-standing foot out to the side. Arms wide. Make this harder by lifting your non-standing foot higher

Weekly Overview of Learning

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Art – Kapow	PSHE - Jigsaw
<p><u>LI: We are learning to experiment with different marks and use marks to show texture by using different drawing tools.</u> In the lesson, the children will be using different drawing tools, such as paint, charcoal and colour pencils, to draw a real-life object.</p> <div data-bbox="107 427 609 791" data-label="Image">  </div>	<p><u>LI: We are learning to tackle a new challenge and understand this might stretch my learning.</u> In the lesson, children will make tall, stretchy flowers that will symbolise taking on a new challenge. First, they will draw the shape of their hand on paper and then cut it out. Then will decorate the paper hand so that it looks like a flower. Finally stick the hand shape on to a straw, pipe cleaner or stick.</p> <div data-bbox="1765 338 2119 785" data-label="Image">  </div>

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to investigate and compare leaves.</u> In the lesson we are going to be looking into different types of leaves and comparing leaves to each other. Children will first look at how leaves can come in different shapes, sizes, colours and patterns. Then they will go outside to collect 2 different leaves which they will then use to draw and compare to one other.</p>	<p><u>LI: We are learning to explore the human and physical features of our local area.</u> In the lesson, children are going to draw a map of our local area. They will look at a map of Hounslow first and will discuss what is special about our local area and what we have. They will then use this to draw</p>	<p><u>LI: We are learning to combine four direction commands to make sequences</u></p>

Comparing leaves

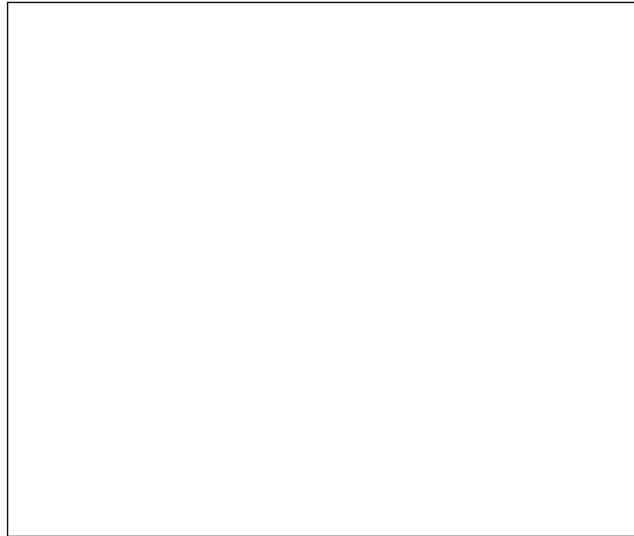
📍 Draw a labelled diagram of two different leaves using the useful words to help. Observe the leaves carefully, then answer the questions.

<p>Useful words</p> <p>• blade • margin • stalk • veins</p>	<p>Useful words</p> <p>• blade • margin • stalk • veins</p>
<p>What shape is the leaf? Tick one.</p> <p>simple <input type="checkbox"/> palmate <input type="checkbox"/> needle-like <input type="checkbox"/></p> <p>compound <input type="checkbox"/> lobed <input type="checkbox"/></p>	<p>What shape is the leaf? Tick one.</p> <p>simple <input type="checkbox"/> palmate <input type="checkbox"/> needle-like <input type="checkbox"/></p> <p>compound <input type="checkbox"/> lobed <input type="checkbox"/></p>
<p>Is the margin rough or smooth?</p>	<p>Is the margin rough or smooth?</p>
<p>What colour is the leaf?</p>	<p>What colour is the leaf?</p>
<p>Is the blade smooth, shiny, prickly or hairy?</p>	<p>Is the blade smooth, shiny, prickly or hairy?</p>

their own map of Hounslow. Children can draw the parks, places to go, fun activities to do here.

Our locality

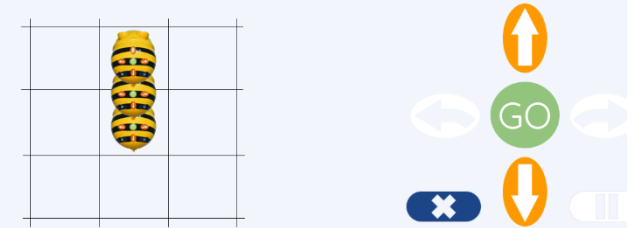
📍 Follow your route on the map. Add labels to show the human and physical features you see.



In the lesson, children will use 'left turn' and 'right turn' commands along with 'forwards' and 'backwards' commands. Doing this will allow children to develop slightly more complex programs. Children will create their programs in

Move it

These are the buttons used to program the robot to move. Tell a partner each one does.



this lesson through trial and error.

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 29.01.24

Homework

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



Reading and spelling.

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.



Maths



Doodle Maths and English – 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?

There is a Doodle Challenge and if you continue to be in the green zone, you will win a special prize.

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

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! Multilingual Bool Club- check class door for when it is taking place in Ash Class

January Reading Challenge-Create a story map of your favourite fairy tale

February half term-12th to 16th February

Easter holidays- last day Thursday 28th March
Come back 15th April

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