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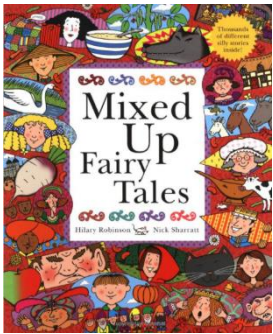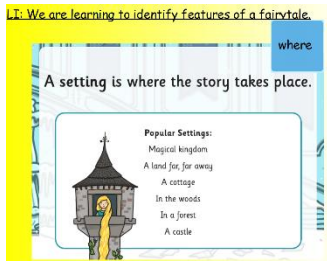
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher .

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to recall a real event.	**LI: We are learning to recall what I know about traditional and fairy tales.**	**LI: We are learning to identify features of a fairy tale.**	**LI: We are learning to identify features of a fairy tale.**	**LI: We are learning to compare characters from a story.**
Speaking and Listening Focus	**Listening and responding appropriately to adults and their peers. Ask relevant questions to expand their understanding and knowledge**	**Listening and responding appropriately to adults and their peers. Ask relevant questions to expand their understanding and knowledge**	**Listening and responding appropriately to adults and their peers. Ask relevant questions to expand their understanding and knowledge**	**Listening and responding appropriately to adults and their peers. Ask relevant questions to expand their understanding and knowledge**	**Using spoken language to compare and contrast. Make a range of contributions to discussions which extend knowledge and understanding.**
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** Monster I dressed up as Because They are my favourite **Key Questions:** Who did you dress up as on Monster Phonics day? Why did you dress up as them?	**Key Vocabulary:** Setting Character Opening Ending Problem Solution Adjectives **Key Questions:** What characters or stories can you spot on the front cover? Who do you think might be in the story? What stories might be in the book? What is the difference between traditional tales and fairy tales?	**Key Vocabulary:** Setting Character Opening Ending Problem Solution Adjectives **Key Questions:** Have you read any fairy tales? What do you have in a fairy tale? Who are the Characters? How do you think the story will begin? 1. Who are the good characters? 2. Who is the bad character? 3. Is magic involved? 4. Are there magical beings?	**Key Vocabulary:** Setting Character Opening Ending Problem Solution Adjectives **Key Questions:** What features have we looked at so far in a fairy tale? What other features do you think will you see in a fairy tale? 1. Who are the good characters? 2. Who is the bad character?	**Key Vocabulary:** Setting Character Opening Ending Problem Solution Adjectives **Key Questions:** Can you compare the characters? Who are these 2 characters? What stories are they from? Can you think of adjectives to describe them?

			4. What's the problem? 5. How was it resolved? 6. Do they live happily ever after?	3. Is magic involved? 4. Are there magical beings? 4. What's the problem? 5. How was it resolved? 6. Do they live happily ever after?	
Activities	The children will be recalling what they did on Monster Phonics day. They will be talking about what they did, what they made and where they went on their Monster Phonics hunt around the school. When the children have talked about this, they will then reflect upon who they dressed up as (the colour they dressed up as). Children will discuss who they dressed up as and then use 'because' to explain why they dressed up as them. When the children have been able to verbally say this, they will then write this into their English book. Pictures will be added	In Year 1, we are looking at a new focus text, and this is Mixed Up Fairy-tales. In this book, there are traditional tales that children will have read or seen before, but they can be mixed up with storylines from other tales. In this book, children will be predicting different possibilities of what could happen in the story. Before we read some of the tales and possibilities, the children will discuss, in pairs, the front cover of the book and see if they can recognise any of the stories. After reading the book, children will discuss what a traditional and fairy tale is and what the differences and	In the lesson, children will recap the difference between a traditional and a fairy tale. Then we will discuss what we would find in a fairy tale, looking at the key features. As a class, we will identify the key features of a story. LI: We are learning to identify features of a fairytale. **Opening** Traditional tales often begin with: First we start with the opening and look/discuss the different ways a fairy tale may start (for example Once upon a time or A long, long time ago). Children will be given the opportunity to think of their own opening to a story, they may wish to talk/write about.	In the lesson, children will continue looking at more features of a fairy tale. We will recap the features we have looked at so far and the key words associated with them. Then we identify the setting. LI: We are learning to identify features of a fairytale. A setting is where the story takes place. where We will look and discuss places a fairy-tale may take place and see if the children can make up their own setting. Next we will look at the problem and the solution. What might happen in their story? Is it something bad or good?	In the lesson, children will first recap key features of a fairy tale and key words associated with the features. Then, children will look at 2 characters, LI: I can compare characters from a story. We will discuss who these characters are, which fairy tale they are from and what adjectives we can use to describe the type of person they are. Children will compare the two characters

similarities are between them.

LI: We are learning to recall what I know about traditional and fairy tales.

Traditional Tales   v   Fairy Tales

TTYP - What is the difference between traditional tales and fairytales?

A traditional tale is a story that has been told and re-told for many many years and has become stories everyone knows.

Fairytales are stories set in fantastical lands that start with Once upon a Time and there is always a battle between good and bad.

Play first video only

LI: We are learning to recall what I know about traditional and fairy tales.

Traditional Tales   Fairy Tales

Then we will move onto looking at a character, who might be in the story that we are going to read about.

Who? | What doing? | What? | Where? | When?

Who are the Characters?
All traditional tales have a good character and a bad character and magical characters who help the good character live happily ever after.

Good   Bad

Lastly, we will identify the theme of the story

LI: We are learning to identify features of a fairytale.

Common themes in traditional tales include...

Magic
Love
Talking animals
Good vs bad
A happy ending: "And they all lived happily ever after."
Power of 3

LI: We are learning to identify features of a fairytale.

Includes a problem and a solution.

Key Questions
Can you name the fairytale stories?
1. Who are the good characters?
2. Who is the bad character?
3. Is magic involved?
4. Are there magical beings?
5. Whats the problem?
6. How was it resolved?
7. Do they live happily ever after?

Finally, we look at the ending. How will the story end? Will there be a happy ending? Children will identify any key words.

Features of a Fairytale story

Who would be the main character in your own story?

and write how they may be similar to and different from each other.
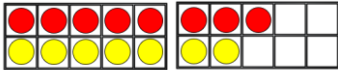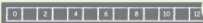
Weekly Overview of Learning

Year Group: 1   Week beginning: 30.1.2023

Wellington Primary

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics	**LI: We are learning the au sound.** Recap the **or ore** and **aw** graphemes from last week. Children will practice saying the sound together. Then as a class we will be looking at words with the 'au' sound and practice reading them. Play a matching game, taking turns to turn over a picture and a word.	**LI: We are learning the air sound.** Recap the 'au' sound. Children will practice saying the sound together. Then as a class we will be looking at words with the 'air' sound and practice reading them.	**LI: We are learning our High Frequency words.** The children will first be recapping the sound they learned yesterday. Then as a class we will be going through and practice reading the High Frequency Words.	**LI: We are learning the prefix 'un'.** Recap the 'air' sound. Practising the 'un' prefix and adding it to different words. Children to practice writing onto whiteboards.	**LI: We are revisiting our sounds we learnt this week.** Using flashcards to review the graphemes taught this week.

Class Text – Reading Aloud 10-15 mins each day	Chinese New Year texts/ Dragon stories

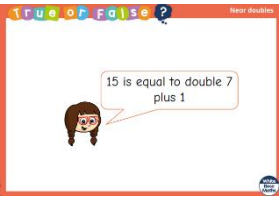| Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to use our doubles knowledge to solve problems.	**LI: We are learning to use one more and one less to solve near double problems.**	**LI: We are using ten frames to solve near doubles.**	**LI: We are using our doubles knowledge to solve near double problems.**	**L.I: We are using our doubles knowledge to solve near double problems.**
Key vocabulary and key	**Key Vocabulary:** One more One less	**Key Vocabulary:** One more One less	**Key Vocabulary:** One more One less	**Key Vocabulary:** One more One less	**Key Vocabulary:** One more One less

Weekly Overview of Learning

questions					
	Double Near double Add and Subtract **Key Questions:** What is double 3? How can we use our knowledge of doubles to solve 3+4? Are we adding or subtracting? What is one more/one less than 6/8/10/14?	Double Near double Add and Subtract **Key Questions:** What is one more than 12? What is one less than 16? What is double 5? How can we use this knowledge to answer 5+6? Are we adding one more or one less?	Double Near double Add and Subtract Same and different **Key Questions:** Are we adding one more or one less? How many red and yellow counters can you see in the ten frame? What is the same and what is different?	Double Near double Add and Subtract **Key Questions:** What is double 4? How would we write this as a number sentence? How can we work out 4+5? What number do we double to work out 9+10? What mistake has Tiny made?	Double Near double Add and Subtract **Key Questions:** How can we use our doubles knowledge to work out these near double questions?
Activities	Year 1 will begin with a recap on doubling numbers. Children will be introduced to near doubles – how to use their knowledge to solve number problems such as 3+4. Children will learn to add one more or one less to find their answer. Teacher to model different examples using Rekenrek. Class will go outside, draw a number track (only even numbers), stand on the number and write what number comes before or after.	Today children will have a step by step breakdown of solving near double equations using one more or one less. They will use ten frames and Rekenrek for further support. Children will have the opportunity to work with their partners and show their answers on their individual whiteboards. Use doubles to work out near doubles. 8 + 7 8 + 7 = ____ 8 + 7 is equal to double ___ subtract 1	Children will recap doubles from last week as a starter activity. The class will use ten frames and their individual whiteboards to solve problems involving doubles. There will be plenty of examples where children can think pair share their answers and show their working out using the interactive whiteboard. Use counters and ten frames to show that: 2 + 3 = double 2 plus 1 9 + 8 = double 8 plus 1 *teacher model* *class turn* _____ + _____ is equal to double _____ plus 1	Today, children will recap the steps to use their doubles knowledge when solving near doubles problems. Teacher will first model working out 7+8 using doubles. Children will then work out 9+10 with their partners, drawing tens frames on their whiteboard. To challenge the class, we will work through a reasoning question. Children will share their answers. Tiny uses doubles to work out 5 + 4 Double 5 is 10, plus 1 more is 11 What mistake has Tiny made? What is the correct answer?	Children will start the lesson with a true or false statement – they will discuss with their partner and volunteer why they believe it is true or false. Using ten frames, children will work out different number sentences using their doubles knowledge. They will then come up to the board and show the rest of the class their answers.

Key learning

Draw a number track from 0 to 20 in chalk on the playground. Only show the even numbers.

| 0 | 2 | 4 | 6 | 8 | 10 | 12 |

Ask children to stand on a number and then to write either 1 more or 1 less than their number in the adjacent box.

2 c)

9 + 10 is equal to double ☐ plus ☐

☐ + ☐ = ☐

True or false?

Near doubles

15 is equal to double 7 plus 1

Use doubles to work out the near doubles.

| 5+6 | 8+7 | 5+4 | 9+8 |

Weekly Overview of Learning

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
Musical Conversations Lesson 2 **LI: We are learning to create musical sound effects and short sequences of sounds based on the idea of a phone call. We are learning to work in groups to create a musical composition.** Warm Up: Plasticine Person Game. Children to create their own sound effects to go with the story. Main Activity: Class discussion about telephones and telephone conversations. Children to notice that there is usually a structure to a telephone conversation. Children to work in pairs and create a conversation using their musical instruments using the same structure. Finish the session by listening to some of our music and give feedback. **What happens in a phone call?** • The phone rings. • Person 1 speaks. • Person 2 speaks. • Person 1 speaks. • Person 2 speaks. • The phone is 'hung up'.	**LI: We are learning about Chinese New Year.** This week in RE we will be looking at Chinese New Year and how it is celebrated. We will be watching some videos discussing how children celebrate it and what preparations they do. We will be discussing: - Where is China? - Getting ready for Chinese New Year - New Year's Eve - New Year's Day - The second day - The third day - Lantern festival We will also be doing some Chinese New Year crafts.	**Gymnastics Lesson 2** **LI: We are learning to collaborate with a partner to create shapes. We are learning that we can improve our shapes by extending parts of our body.** Warm up game: We will jog around the hall, pretending it is a jungle. When the teacher says different words, children make different shapes with their bodies, e.g. "Branches" children duck down and touch the floor, "quicksand" children move with high knees. Main activity: Children create basic gymnastic shapes. They will be encouraged to use pointed toes and straight arms.

Art – Kapow	PSHE - Jigsaw

Weekly Overview of Learning

Colour Splash Lesson 1
LI:We are investigating how to create orange, green purple and brown using just primary colours.
Key vocabulary: Primary colour, Secondary colour

Introduction: Review everything we already know about colour using a defining frame.
Main Learning: Children will be given just red, blue and yellow paint. They will be encouraged to explore mixing the colours to create new colours so they can paint a tree picture. We will finish with a class discussion. How did we make the colour orange? How did we make the colour green/purple/brown? Introduce the terms primary colour and secondary colour.

Dreams and Goals Jigsaw Session 4

LI: We are learning to tackle a new challenge and understand how this might stretch our learning.
Key vocabulary: Learning, stretchy, challenge, feelings
Introduction: We will play a game called Pass the Smile and complete a mindfulness meditation activity.
Main Learning: We will watch Brain Dump with Ned the Neuron and learn that challenges actually help us to grow stronger neurons in our brain.

We will then complete a challenge, creating a stretchy flower.
Finally, we will compare our feelings at the start of the challenge and our feelings at the end of the challenge.

Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
L.I: We are learning to identify and classify different leaves. This week the children will be looking at evergreen and deciduous leaves. They will be going on a hunt outdoors to find the different leaves and sort them into different groups.	**LI:We are learning to evaluate our local area** Children discuss what they like and dislike about our local area using thinking hats. They will then complete a categorising thinking frame to show their thoughts. Finally, they will say one way they would improve the local area.	**L.I. To combine 'forwards' and 'backwards' commands to make a sequence.** ● I can compare forward and backward movements ● I can start a sequence from the same place ● I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands

Weekly Overview of Learning

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

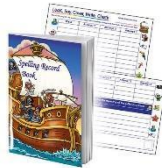| Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
Reading Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday.** Your teacher 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?	**Monday 30th January** - Year 1 police talks. **Monday 6th February** Individual school photos. **Monday 13th February** Half Term