

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 31.10.23


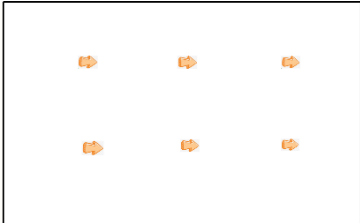

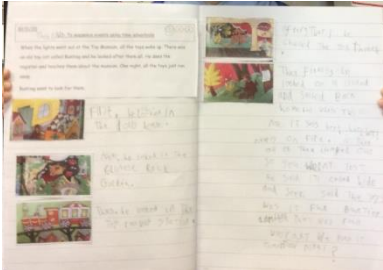



Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are exploring and discussing our new book-Lost in the Toy Museum- David Lucas.	LI: We are learning to sequence the events of the story using time connectives.	LI: We are learning to highlight the main features in the story.	LI: We are learning to write sentences that sequence the important events of the story using time connectives.	LI: We are learning to orally retell the events of Lost in the Toy Museum.
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>Key Vocabulary: Museum Unusual Inspection Hiding Investigate Register alone</p> <p>Key questions: What do you think this book might be about? What can you tell from the picture? Who do you see in the picture and what do you think they are</p>	<p>Key Vocabulary: Beginning Middle End First Then Next Finally</p> <p>Key Questions: What happened in the book first of all? Then what happened to the toys? What happened next? What happened towards the</p>	<p>Key Vocabulary: First Then After later Next Finally At last</p> <p>Key questions: Who is the main character in the story? What was his job? What happened one night? Where did he go to look for the toys?</p>	<p>Key Vocabulary: Beginning Middle End First Then Next Finally</p> <p>Key questions: What was the story about? Who are the main characters? Where is the story setting?</p>	<p>Key Vocabulary: Beginning Middle End First Then Next Finally</p> <p>Key questions: What happens at the beginning of the story? What does the toys do at the night time? Who do they go to? What does the toy cat teach</p>



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	<p>up to? What could have gone lost in the story?</p>	<p>end of the story?</p>	<p>What game were the other toys playing with the toy cat (Bunting)?</p>		<p>them about? Then what happened one night? How did that make him feel? What did he do to find them? What were all of the places he went looking for them? Where were all the toys?</p>																														
<p>Activities</p>	<p>Children will be introduced to their new book, Lost in the Toy Museum. Children will predict what the book will be about, what characters might be in the book and where they may end up.</p> <p><u>Monday 30th October 2023</u> <u>LT: We are exploring and discussing our new book-Lost in the Toy Museum.</u></p> <p>This is the new book that we are going to be reading. Look at the picture on the front of the page</p>  <p>What do you think this book might be about? What can you tell from the picture? Who do you see in the picture and what do you think they are up to? What could have gone lost in the story?</p>	 <p>Children will be sequencing what happens in the book Lost in the Toy museum. 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 be asked to talk to their partners discussing the main events in the story. Then CTs to gather children's ideas and write them down to help children understand the structure and content of the story.</p> <table border="1" data-bbox="1030 821 1377 1165"> <tr> <td>Beginning</td> <td>When the lights went out at the Toy Museum, all the toys wake up.</td> </tr> <tr> <td>Who is the main character?</td> <td>_____</td> </tr> <tr> <td>What does he do?</td> <td>_____</td> </tr> <tr> <td>What do the toys do?</td> <td>One night _____</td> </tr> <tr> <td>Middle</td> <td>Bunting went to look for them.</td> </tr> <tr> <td>Where did Bunting look?</td> <td>First - _____ Then - _____ Next - _____</td> </tr> <tr> <td>Where did he go after?</td> <td>_____</td> </tr> <tr> <td>Ending</td> <td>Bunting arrived at an island and climbed out of the boat.</td> </tr> <tr> <td>What did the toys say?</td> <td>_____</td> </tr> <tr> <td>What were the toys doing?</td> <td>_____</td> </tr> <tr> <td>Did Bunting enjoy the game?</td> <td>_____</td> </tr> </table>	Beginning	When the lights went out at the Toy Museum, all the toys wake up.	Who is the main character?	_____	What does he do?	_____	What do the toys do?	One night _____	Middle	Bunting went to look for them.	Where did Bunting look?	First - _____ Then - _____ Next - _____	Where did he go after?	_____	Ending	Bunting arrived at an island and climbed out of the boat.	What did the toys say?	_____	What were the toys doing?	_____	Did Bunting enjoy the game?	_____	 <p>The children will look at examples of the story sequenced using time connectives to explain what happened at that point of the story. Then they will practice writing out what happened at different points of the story.</p> <table border="1" data-bbox="1415 1125 1720 1289"> <tr> <td>First he looked</td> <td>_____</td> </tr> <tr> <td>Then</td> <td>_____</td> </tr> <tr> <td>Next</td> <td>_____</td> </tr> <tr> <td>Finally</td> <td>_____</td> </tr> </table> <p>teacher will model, then we will do it as a class, then the children will write a section on their whiteboards.</p>	First he looked	_____	Then	_____	Next	_____	Finally	_____	<p>The children will be orally re-telling the events of the story. They will also be encouraged to use the new vocabulary introduced.</p> 
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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 ee grapheme and +ing +ed rule from last week.</p> <p>Teach</p> <ol style="list-style-type: none"> Download the Formative Assessment Form. This is the second Year 1 formative assessment for the graphemes a-e e-e i-e o-e u-e u-e ar ee. The class write dictations on lined paper. If possible, work in groups with more than one adult to ensure that all children have enough time. Read each of the eight dictations in turn. This also assesses the ability to form the simple past tense and plurals. <p>Activity</p> <p>We will record results on the Formative Assessment Form.</p> <p>For each child we will assess whether the learning objectives</p>	<p>Review</p> <p>Recap any required learning that is immediately apparent in the assessment.</p> <p>Teach</p> <ol style="list-style-type: none"> Use the PowerPoint. Use this to teach the ea long E grapheme. Watch the video 'If I was'. Ask the children to make the Green Froggy (forefinger and thumb making a smiley face and say 'eee') action each time they hear an ee word. How many ee words can they recall at the end of the song? <p>Activity</p> <p>Download the activity to play the Lily Pad board game. Children record the ea words that their character lands on, either on a whiteboard, on paper on an iPad drawing app. Write in colour-code.</p>	<p>Review</p> <p>Use the flashcards to recap the ea long E words .</p> <p>Teach</p> <p>Use the PowerPoint. Use this to introduce the ea (silent a) grapheme. Remind the children that silent letters make no sound.</p> <ol style="list-style-type: none"> Watch the video 'Ghost Dog Feather'. Ask the children to make the Silent Ghost (fingers to your lips – not touching) action each time they hear an ea word. Can they remember all of the ea (silent a) words by the end of the song? <p>Activity</p> <p>Children write sentences to match pictures.</p>	<p>Review</p> <p>Read the words on the leaves on PowerPoint ea to recap the ea (silent a) words.</p> <p>Teach</p> <ol style="list-style-type: none"> Download the 'alien' nonsense words. Use this to recap the ea (Green Froggy) and ea (Silent Ghost). 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. <p>Activity</p>  <p>Can you find the following words? head bread instead read meant dead already feather weather dream</p>	<p>Review</p> <p>Use the flashcards to review the graphemes taught this week.</p> <p>Review the class display of HFWs and the HFW chart.</p> <p>Teach</p> <p>Use the 100 HFW PowerPoint. Use this to read the focus HFWs below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>down now – Brown Owl look looked asked – Tricky Witch changes the 'oo' to an 'u' sound and ed makes a 't' sound could – both the 'u' and 'l' silent saw all – Tricky Witch changes the 'aw' and 'al' to an 'or' sound</p>

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	<p>have been met. If necessary, we will apply targeted intervention from the Intervention Section.</p>		<p>Goldilocks and the three bears is a book I have _____</p> <p>I like to toast my _____</p> <p>I wear a hat on my _____</p>	<p>Can you find the following words? read seat really eating sea dream meat each please scream</p>	
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of fairy tales during their reading aloud session.</p>				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to subtract by using our hands.</u>	<u>LI: We are learning to use the part whole model for subtraction</u>	<u>LI: We are learning to subtract by using the crossing off method.</u>	<u>LI: We are learning to subtract by crossing off.</u>	<u>LI: We are learning to solve subtraction word problems.</u>

Key vocabulary and key questions	<u>Key Vocabulary:</u> Subtraction Minus Equal	<u>Key Vocabulary:</u> Subtract Minus Take away Equal to Altogether	<u>Key Vocabulary:</u> Smaller Take away Subtract Cross off	<u>Key Vocabulary:</u> First Then Now All together	<u>Key Vocabulary:</u> First Then Subtract Minus Equal to
	<u>Key Questions:</u> How many fingers do we have altogether? If I have 10 fingers and put 3 fingers down, how many fingers do I have now?	<u>Key Questions:</u> How many cubes do we have? How many do we need to take away? How many is left? How many do we have? When we subtract will the answer be bigger or smaller?	<u>Key Questions:</u> How many objects do we have? How many do we need to cross off? Why do we need to cross them off?	<u>Key Questions:</u> What is the total number objects I have? If I cross off ___ from _____ how many will be left? What would the subtraction sum be?	<u>Key Questions:</u> Which numbers do we have? What numbers do we need to use for our subtraction sum? Does the biggest number go first or second? Why? When we subtract will the answer be bigger or smaller?

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Activities

This week children will be learning how to subtract. When we subtract, the number of things we have becomes smaller. So, we count backwards when we are subtracting two numbers together.

Today we are going to practice subtracting by using our fingers.

Complete the sentences to match the pictures.

- First there were _____ birds in the tree.
- Then _____ of the birds flew away.
- Now there are _____ birds in the tree.
- 7 - _____ = _____

Key Words
Subtract
Minus
Take away
Equal to
Altogether

Lets practice Use your fingers or cubes

First there were 6 children in the pool.
Then 3 children got out.
Now there are _____ children in the pool.

Key Words
Subtract
Minus
Take away
Equal to
Altogether

Today the children will practice doing subtraction by using the part whole model so that it helps them visualise which numbers are use and the order to use them numbers when writing the sum.

Our turn

3 Complete the part-whole models and subtractions.

a)

Lets practice

1 Complete the part-whole models and subtractions.

a) How many children do not have hats?

5 - 2 = []

My turn

1 b) How many ice creams have sprinkles?

[] - [] = []

Today children will be practising to subtract by using the crossing off method. This method will help children to subtract bigger numbers and can physically tick off how many they need

Our turn

2 There are 7 cookies on a plate. 6 of the cookies are eaten. Cross out the cookies that are eaten. Complete the sentences.

First there were [] cookies.
Then [] cookies were eaten.
Now there is [] cookie.

Your turn

There are 7 birds in a tree. 3 birds fly away. Complete the sentences.

- First there were _____ birds in the tree.
- Then _____ of the birds flew away.
- Now there are _____ birds in the tree.

Complete the sentences to write a story.

- First there were _____ apples.
- Then _____ of the apples were eaten.
- Now there are _____ apples.

My turn

Complete the sentences to match the pictures. Lets cross them off

First there were [] children on the bus.
Then [] children got off the bus.
Now there are [] children on the bus.

Today children will continue practising the crossing off method when subtracting numbers.

Your turn

3 There are 10 cars in a car park. 4 cars leave. How many cars are left in the car park?

[] - [] = []

Our turn

Complete the sentences to match the pictures.

- First there were _____ birds in the tree.
- Then _____ of the birds flew away.
- Now there are _____ birds in the tree.
- 7 - _____ = _____

Your turn

Draw pictures to match the story.

First there were 4 sheep in a field. Then 1 sheep escaped. Now there are 3 sheep in the field.

Today children will be practicing how to solve subtraction word problems.

With word problems, the children will need to identify which numbers they will be using for the sum and then how to make the subtraction sum to find the answer.

My turn

There are 7 bees on some flowers. Some bees fly away.

How many ways can you complete the subtraction?
_____ = 7 - _____

Tell a story for each one.
Why can you not use 8 or 9?
Talk about it with a partner.

Our turn

Here are 10 cubes.

Sam and Mo use a subtraction to find something out about the cubes.

Sam found: $10 - 6 = 4$





What has Sam found?

Mo found: $10 - 3 = 7$

What has Mo found?
What else can you find?

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to experiment with sounds to create aquarium- inspired sounds.</u></p> <p>In this lesson, children will:</p> <ul style="list-style-type: none"> ● Experiment with the timbre of percussion instruments, learning how to play them gently, quietly, and slowly. ● Understand what an aquarium is and what lives in it. ● Work together in groups to create aquarium-inspired music. ● Draw graphic symbols to represent their music and provide a 'score' for Lesson 2. <div data-bbox="107 946 510 1013" style="background-color: #008080; color: white; padding: 5px;">Fishy warm-up</div> <div data-bbox="125 1015 488 1153">  <p>Wave your arms like seaweed Make your hands swim like fish Wiggle arms/legs like octopus tentacles</p> </div> <div data-bbox="107 1189 584 1264" style="background-color: #008080; color: white; padding: 5px;">Create your own musical aquarium</div> <div data-bbox="120 1264 562 1420">  <p>A gentle ripple. A fishy tune. A swoop downwards.</p> </div>	<p><u>LI: We are learning about the foundations of Christianity</u></p> <p>In this lesson children will learn that over 2000 years ago, a special man named Jesus Christ was born, in a land called Bethlehem. His mum was named Mary and his dad was named Joseph.</p> <p>They will learn that Christians believe Jesus was the Son of God. He was sent by God to Earth to save people from their sins and making bad choices.</p> <div data-bbox="728 699 1433 970">  </div> <p>Children will learn that when Jesus was an adult, he travelled all over the country, teaching people about God, and encouraging people to respect and love one another. He also performed many miracles, cured sick people and told amazing stories about God. He encouraged people to help the poor and to give charity to the less fortunate.</p>	<p><u>LI: We are learning to co-operate with a partner to complete challenges.</u></p> <p>In pairs, pupils start sitting back to back. Pupils must link arms and try to stand up without touching the floor with their hands or unlinking their arms. Pupils discuss what they need to do and explore some ideas.</p> <p>Trust your partner. Push your backs together to balance and stand up. Work together to find the balance between you. Talk to each other to know when to start moving.</p> <p>Pupils try to stand and sit down in the same way. Q: Why was talking beforehand important? <i>So you both knew when to start.</i></p> <p>Pupils change partners and try the activity again. Can they use their new talking and listening skills to complete the challenge quicker than they did the first time?</p> <div data-bbox="1541 1161 2033 1353">  </div> <p>Target Games</p>

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LI: We are learning to develop underarm throwing towards a target.

In pairs, pupils have one beanbag and one cone each. They stand behind a start line with their cone placed one step away.

Pupils practise underarm throwing, trying to hit their cone. Although they are not sharing target cones, pupils take turns with their partner, encouraging one another and praising effort.

Take turns to throw and collect, being aware of safety. Reinforce the technique needed for an accurate throw.

Make this harder by alternating hands every throw.

Each time a pupil hits their cone, they move it one more step away.



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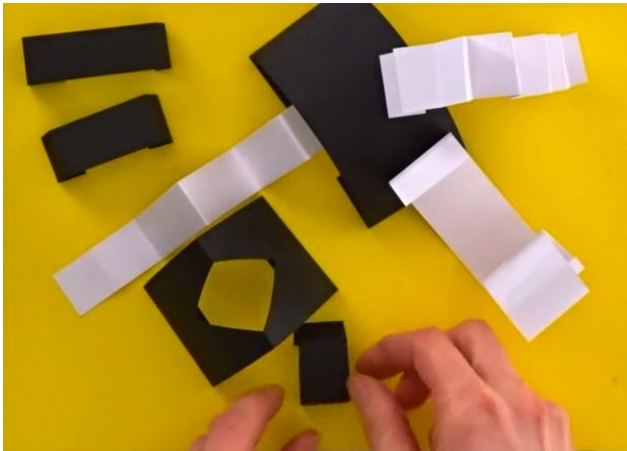
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Art – Kapow

LI: We are learning to shape paper to make 3D shapes

In this lesson children will be using colourful paper to make 3D shapes.

The children will fold and roll paper to create 3D shapes. They will then choose how to arrange the paper shapes to make a 3D drawing and finally will overlap paper strips on their 3D drawing



PSHE - Jigsaw

LI: We are learning how we are similar to our classmates.

In this lesson, children will start with playing a game called 'Switch.' They will form a circle in the classroom and the class teacher will say "Switch places if you..." if the sentence is about them they will stand up and swap papers with someone else who is standing up.

This way the children will notice how they are similar to their classmates.

Although we are different from one another, we all have things in common. It is important to celebrate our similarities because it shows us how we are all the same and should treat each other equally. This could be having the same hair colour, eye colour, height or interests as someone else in class.



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Science - Wellington Curriculum

LI: We are learning to identify and name what objects are made from

In this lesson, children will learn what material is used to make objects and what everyday material include; wood, plastic, glass, metal, rock, brick paper and fabric.
Class teacher will display some raw, natural materials alongside simple products made from natural materials and encourage children to explore them first hand, using their senses and simple equipment, such as hand lenses. Children will discuss their observations, the materials' similarities and differences, where the material comes from (ground, animal or plant), and ensure children can name the natural materials.

At the end of the lesson, class teacher will ask them to recall the names of some natural materials, adding them to the list. Cotton > Cloths



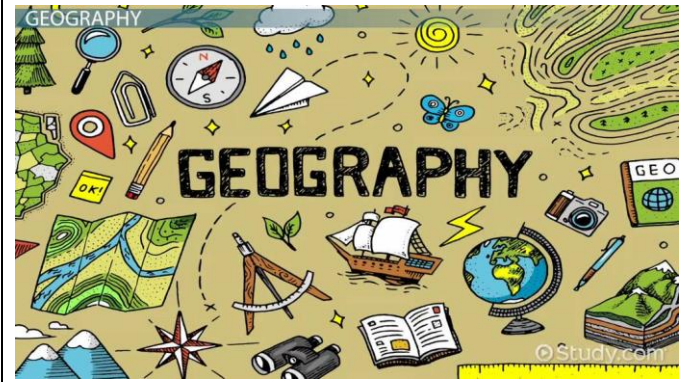
Topic (Geography) – Wellington Curriculum

LI: We are learning to understand what geography is.

In this lesson, children will be explained to that geography helps us to learn about the world and its people.

As a class children will go a mind map on what they think Geography is.

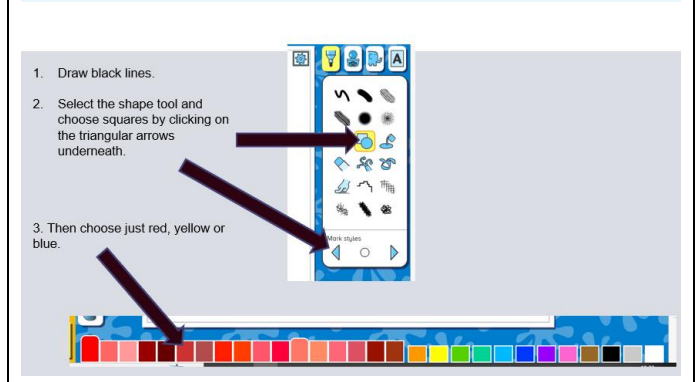
Pupils will then learn that Geography will develop their knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



Computing – Barefoot and Teach Computing

LI: We are learning to use the shape tool and the line tool on the Paint programme.

In this lesson, children will be introduced to the line and shape tools and revisits the fill and undo tools used for digital painting. Children will be able to create their own digital painting in the style of an artist.



1. Draw black lines.
2. Select the shape tool and choose squares by clicking on the triangular arrows underneath.
3. Then choose just red, yellow or blue.

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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!