

# Weekly Overview of Learning

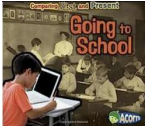
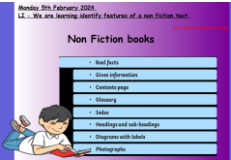

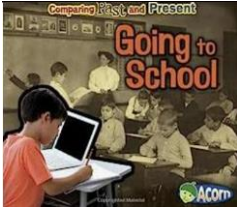


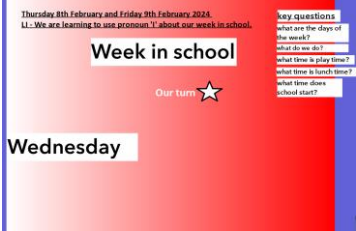
Year Group: Year 1    Week beginning: 05.02.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b>	<u>LI: We are learning to identify features of a non-fiction text.</u>	<u>LI: We are learning to compare school now to the past</u>	<u>LI: We are learning to use comparative language to compare school now to the past.</u>	<u>LI: We are learning to use the pronoun 'I' about our week in school.</u>	<u>LI: We are learning to write what we do in a school week</u>
<b>Speaking and Listening Focus</b>	Orally telling facts from the text 'Going to school'	To use appropriate vocabulary to speak about the past and present.	To think of alternatives for simple vocabulary choices.	Using time words to retell school events, first, next, later, finally.	Orally rehearse our sentences to make sure they make sense.
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>● Fiction</li> <li>● Nonfiction</li> <li>● Glossary</li> <li>● Facts</li> <li>● Index</li> <li>● Photographs</li> </ul> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>● What are the features of a non-fiction book?</li> <li>● Does it have a glossary?</li> <li>● Does it have animals talking?</li> <li>● Does it have captions under the pictures?</li> <li>● Does it have facts?</li> </ul>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>● Past</li> <li>● Present</li> <li>● Before</li> <li>● Now</li> <li>● Slate and chalk</li> </ul> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>● How were the schools before compared to how the schools are now?</li> <li>● What is the same?</li> <li>● What is different?</li> <li>● Do we use an ink bottle to write?</li> </ul>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>● compare</li> <li>● comparative adjective</li> <li>● better</li> <li>● bigger</li> <li>● nicer</li> <li>● warmer</li> </ul> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>● What is comparative language?</li> <li>● When do we use comparative language?</li> <li>● How do the schools look now compared to the past?</li> </ul>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>● pronoun</li> <li>● I</li> <li>● Days of the week</li> <li>● capital letters</li> </ul> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>● What is our classroom routine on Monday?</li> <li>● using the term 'I' can you tell me what we do on Monday?</li> </ul>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>● Days of the week</li> <li>● morning</li> <li>● afternoon</li> <li>● after school</li> <li>● lunch time</li> <li>● play time</li> </ul> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>● Can you tell me when you go out for playtime?</li> <li>● Talking in the first person, can you tell me what you do at lunch time?</li> </ul>

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Activities					
<p><b>Activities</b></p>	<p>In this lesson, children will be identifying features of a non-fiction text.</p> <p>We will be reading our new book 'Going to School'</p>  <p>Children will be shown both, fiction and non-fiction books.</p> <p>Children will then be able to see the differences between the two books.</p>  <p>Children will then write down the features of non-fiction texts in their books.</p>	<p>In this lesson, children will watch a video of how schools were in the past.</p> <p>The class will then have a discussion where they will talk about the similarities and differences.</p>  <p>Children will then complete a sorting activity to put the pictures in the correct place.</p> <ul style="list-style-type: none"> <li>● Past</li> <li>● Now</li> <li>● Both</li> </ul>	<p>In this lesson, children will use comparative language to write sentences to compare the schools in the past compared to the school now.</p> <p>We will read our new book 'Going to school' and pick out facts about the schools in the text.</p>  <p>We will work through the book and discuss schools in the past and present.</p>  <p>Children will then write sentences in their books using comparative language.</p>	<p>In this lesson, children will be using the pronoun 'I' to talk and write about their week using capital letters for the days of the week.</p>  <p>Children will then write in their books what they do on Monday and Tuesday.</p> <p>e.g. On Monday, I start school at _____.</p> <p>Monday morning, I have phonics. I then go to play at 10.15. At play time I play with my friend _____. After play time I have English then go for lunch a 12pm.</p> 	<p>In this lesson, children will be writing the sentences in their books on what they do in a school week.</p> <p>e.g. On Wednesday, I start school at _____. On Wednesday I have my spelling test. I then go to the whole school assembly. At play time I play with my friend _____. After play time I have English then go for lunch.</p>

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p><b>Phonics</b></p> 	<p><b>Review</b> Recap the <b>or</b> and <b>aw</b> graphemes from last week.</p> <p><b>Teach</b> 1. Use the PowerPoint. Use this to introduce the au grapheme. Read the au words. The 'ed' in 'haunted' is pronounced 'id'. There are 2 types of au words – ones with a silent gh grapheme and ones without (focus on these). 2. Watch the 'If I Was' video. Ask the children to make the Tricky Witch (waving a pretend wand) action each time they hear an au word. Can they recall all of the au words in the video?</p> <p><b>Activity</b> Cut out the pictures and labels. Place face down. Play a matching game, taking turns to turn over a picture and a word. If they match, the pair can be taken. Alternatively, children could write another version of the au poem in their Monster Phonics exercise books.</p>	<p><b>Review</b> Use the PowerPoint to recap the <b>au</b> words. Recap <b>sea tea eat each</b>.</p> <p><b>Teach</b> 1. Use the PowerPoint. Use this to introduce the air grapheme. Read the air words. Tricky Witch has hidden an air word inside the golden bubbles. Click on the bubbles to see the words. 2. Watch the 'Hairylocks and the Three Bears' video. Ask the children to make the Tricky Witch (waving a pretend wand) action each time they hear an air word. Can they recall all of the air words in the video?</p> <p><b>Activity</b> Prepare sheets of A3 grey paper, black, gold and green pastels and pens. Working in groups of 3 or 4 children, create a Hairylocks storyboard with labelled air words.</p>	<p><b>Review</b> Use the flashcards to recap the <b>ore</b> words. Recap <b>really please</b>.</p> <p><b>Teach</b> 1. Use the PowerPoint. Use this to introduce the un prefix. This is the most common prefix. Adding it to an adjective gives the opposite description. Adding it to a verb reverses the action. Watch out for dis and in!</p> <p><b>Activity</b> 2. Download the activity. Angry Red A was pleased with his diary when he handed it to his teacher, Green Froggy. Tricky Witch has decided to play a trick on him. She used her 'un' reversing potion to give each adjective and verb the opposite meaning! Can the children pretend to be Tricky Witch by adding 'un' to the words in the activity sheet? Can they label the pictures on the next sheet?</p>	<p><b>Review</b> Use the flashcards to recap the <b>aw</b> words.</p> <p><b>Teach</b> 1. Download the 'alien' nonsense words. Use this to recap the au and air graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory. 2. Select a <a href="#">flashcard game</a> to play. Use a mixture of the flashcards to play the games.</p> <p><b>Activity</b> Download the word searches. Complete one this session. The class may continue to complete these in a later session or for home learning.</p>	<p><b>Review</b> Use the flashcards to review the graphemes taught this week.</p> <p>Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.</p> <p><b>sea tea eat each really please other mother another</b></p> <p><b>Teach</b> Tricky Witch is changing a lot of sounds!</p> <p><b>sea tea eat each really please</b></p> <p>Green Froggy makes the long E sound for all of the ea graphemes in these words.</p> <p>Tricky Witch changed the 's' to a 'z' sound.</p> <p><b>other mother another</b> – Tricky Witch changes the 'o' to an 'u' sound. She also changes the 'er'</p>
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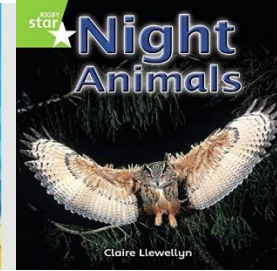
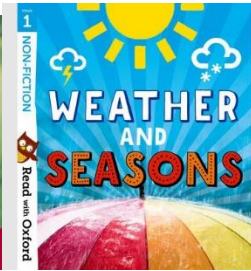
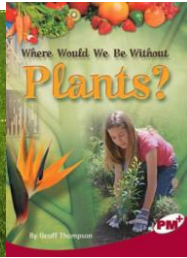
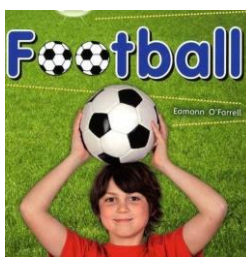
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					<p>sound at the end of these words.</p> <p><b>Activity</b></p> <p>2. Download the 200 HFW Flashcards. Choose one of the following 2 activities. Use the flashcards to support.</p>
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**Class Text**  
– Reading  
Aloud  
10-15  
mins each  
day

This week the classes will be reading a range of non-fiction books in their reading aloud sessions.



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to find the difference when subtracting.</u>	<u>LI: We are learning to work out the difference to solve subtraction problems.</u>	<u>LI: We are learning more about what a related fact is.</u>	<u>LI: We are learning to work out and complete fact families.</u>	<u>LI: We are learning to use our related fact knowledge to write out fact families.</u>

<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> Same Different Less than Between</p> <p><b><u>Key Questions:</u></b> Who has more? How do you know? How many more does ___ have?  What does “difference” mean? What strategy can you use to find the difference?  What pictures/objects can you use to show this?</p>	<p><b><u>Key Vocabulary:</u></b> Same Different Less than Between Difference</p> <p><b><u>Key Questions:</u></b> Who has more? How do you know? How many more does ___ have?  What does “difference” mean? What strategy can you use to find the difference? What pictures/objects can you use to show this?</p>	<p><b><u>Key Vocabulary:</u></b> Same Different Addition Subtraction Patterns</p> <p><b><u>Key Questions:</u></b> What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that <math>12 + 1 = 13</math>, what else do you know? Can you see any patterns?</p>	<p><b><u>Key Vocabulary:</u></b> Same Different Addition Subtraction Patterns Part Part Whole model Bar model</p> <p><b><u>Key Questions:</u></b> What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that <math>12 + 1 = 13</math>, what else do you know? Can you see any patterns?</p>	<p><b><u>Key Vocabulary:</u></b> Same Different Addition Subtraction Patterns Part Part Whole model Bar model</p> <p><b><u>Key Questions:</u></b> What is the same and what is different?  What addition sentences can you write? What subtraction sentences can you write?  If you know that <math>12 + 1 = 13</math>, what else do you know? Can you see any patterns?</p>
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## Activities

This week, children will start off by learning what 'difference' means. They will watch an interactive video to understand the concept



and will look at how to work out the difference while subtracting.

**Teacher Turn**

Sam has 6 cakes.  
Max has 4 cakes.

Sam has \_\_\_ more cakes than Max.  
The difference between \_\_\_ and \_\_\_ is \_\_\_  
How could we write this as a number sentence?

Today, children will be shown different word problems asking them to work out the difference between two numbers. They will be encouraged to use the key language when sharing their answers

Kim has 9 sweets and Mo has 4 sweets.  
How many more sweets does Kim have?

Kim has \_\_\_ more sweets than Mo.  
The difference between 9 and 4 is \_\_\_

In this lesson, children will begin to learn what a related fact is. They will apply their knowledge of addition and subtraction to solve questions. They will be encouraged to point out what is the same and what is different about the numbers.

### Key learning

- Complete the addition and subtraction sentences for each picture.

$12 + 1 = \underline{\quad}$

$13 - 1 = \underline{\quad}$

$11 + \underline{\quad} = 13$

$13 - \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Children will apply their knowledge of related facts to fill out fact families with numbers up to 20. They will write down the number sentences on their whiteboards. The fact families will consist of addition and subtraction.

**TPS: Fill out the fact family on your whiteboard.**  
Complete the fact family.

$\square + \square = \square$     $\square - \square = \square$   
 $\square + \square = \square$     $\square - \square = \square$

What is the same and what is different?  
Can you see any patterns?

Today, children will be shown examples of bar models. They will need to fill in the missing numbers and write out the fact family for each bar model. Children will share their answers using the key words

Complete the fact family for the bar model.

$\square + \square = \square$     $\square - \square = \square$   
 $\square + \square = \square$     $\square - \square = \square$



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## Music – Sing Up

**LI: We are learning to Create a piece of music called *The phone call*.**

In the lesson, the children will listen to a score and create a musical phone call using sound.

**Can you guess now?**



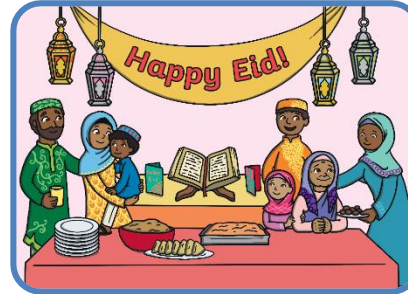
**Perform from *The phone call* score**

- **The phone rings.**
- **Person 1 speaks.**
- **Person 2 speaks.**
- **Person 1 speaks.**
- **Person 2 speaks.**
- **The phone is 'hung up'.**

## RE – Widening Horizons

**LI: We are learning about Ramadan and how Muslims celebrate the religious month.**

The children will be learning about the different events that happen during Ramadan.



During Ramadan what different things might a Muslim do?



Some Muslims, including children, fast during Ramadan. If Muslims are fasting, what does this mean they are doing?



## PE – Get Set 4 PE

**LI: We are learning to create yoga poses using a hoop.**

Space poses:

Teach the different poses with the hoops using the video resource to help you. Talk about how they can use strength and flexibility when doing these poses just like in previous lessons. Hold each pose for three breaths in and three breaths out. Move slowly so that you can move from one pose to another with control.

- Climbing the ladder to the rocket ship. **Keep your hips square to the floor. Opposite arm to leg lifted. One hand inside the rocket ship. Repeat on both sides.**
- Looking back to say goodbye before take-off. **Keep both hands and feet on the floor, hands inside the rocket ship. Look back between your legs. Hips up and back, with a flat back. Make this harder by asking pupils to try to place their heels flat on the floor.**
- Inside the rocket ship. **Stand both feet inside the rocket ship. Bend forwards from the hips as far as comfortable looking back towards knees. Try to keep your knees straight and heels on the floor. Make this easier by bending the knees slightly.**
- Take off. **Lifting your rocket ship off the floor. Lift up, keep your hips facing forwards and lean backwards as far as is comfortable, looking backwards.**
- Flying through space. **Balance on one leg, holding your rocket ship out in front of you. Lean forwards**

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as far as is comfortable and stretch one leg backwards. Make this harder by leaning further forwards to create a straight line.

- Touch down. Bring both feet together and stand in full stretch.

## Dance

**LI: We are learning to copy, remember and repeat actions that represent the theme.**

Creating the dance:

telescope action for 8 counts, march and stamping action for 8 counts - repeat twice, total 32 counts

pulling the sails, 16 counts.

steering the ship, 16 counts

sweep the floor, 4 counts to one side, 4 to the other, 4 forwards, 4 backwards - total 16 counts

walk the plank and jump, total 16 counts

Performing the dance:

Sit half the class at the front, they are the audience. Q: What makes a good audience member? E.g. showing respect, clapping each other at the end, not talking. The audience watch then they change over.

Audience to provide feedback. Encourage language such as 'staying in time with the music,' 'using counts of 8,' 'using expression,' 'using clear actions'.

Performers move confidently and use expression. Stand very still at the start and at the end of the dance



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so that the audience knows when you have started and when you have finished.

Audience sit quietly whilst watching. Clap each other at the end of the performance.

## Art – Kapow

**L1: We are learning to apply an understanding of drawing materials and mark making to draw from observation.**

*Pupil video: Drawing from observation*



Children are going to be using all the skills learnt in mark making to create a drawing of an object of their choice.

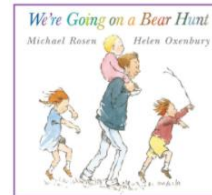
When drawing they can use:  
use a range of different lines (vertical, horizontal, wavy, diagonal, cross-hatch, broken)

drawing tools (paint, crayons, charcoal, pencils)


## PSHE - Jigsaw

**L.I. We are learning to identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.**

Read the story and discuss the obstacles the characters faced in the story.



Class Discussion  
using the thinking hats for structure  
(Cold Calling/No hands up)



**Let me learn**  
What difficulties do we sometimes face?

**Green hat**  
How can we help each other when we find things difficult?  
How can we help each other to reach our goals?

**Red hat**  
How does it feel to overcome obstacles and reach our goal?

## Science - Wellington Curriculum

**LI: We are learning to design and describe a plant**



Today you are going to be drawing and describing a plant of your choice. You can choose a plant from any of these:

First the children will need to draw and label their plant. Next they will write two sentences to describe their plant. Using science words such as – stem, leaves, blub, petals, flower.

Does your plant grow from a seed or bulb? Tick **one**.

seed  bulb

Is the leaf margin rough or smooth? \_\_\_\_\_

Is the leaf blade smooth, shiny, prickly or hairy? \_\_\_\_\_

What colour are the leaves? \_\_\_\_\_

What shape are the leaves? Tick **one**.

simple  palmate  compound

lobed  needle-like

## Topic (History) – Wellington Curriculum

**LI: We are learning to understand why littering is bad and how to promote looking after our world**



Look at range of images showing litter. Why is not healthy? And not good for the environment?



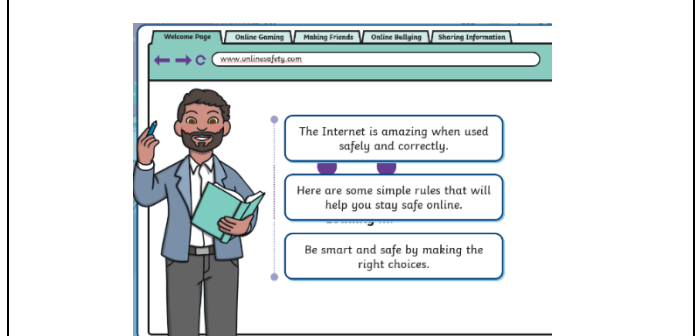
What should people do with their litter?  
Children to create a poster explaining why littering is bad.

## Computing – Barefoot and Teach Computing

**LI: We are learning how to stay safe when using the internet.**

This week is internet safety week, so children will be learning how to stay safe and who to tell if they notice something that is not good.

Children to create a poster on how to stay safe when being online.



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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!