

Weekly Overview of Learning

Year Group: 1 Week beginning: 06.02.23

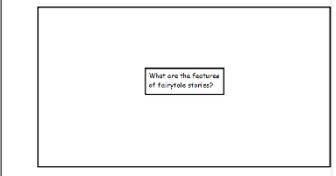
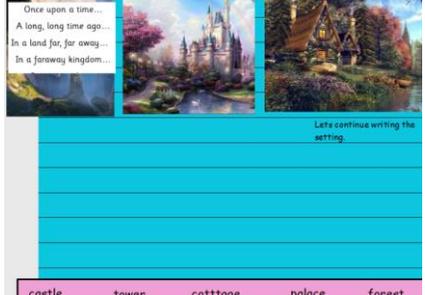
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher .

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to create my own opening, setting and characters for a fairy tale story.	LI: We are learning to create my own Problem, Solution and Ending for a fairy tale story.	LI: We are learning to create the beginning of our own fairy tale story.	LI: We are learning to write the middle section of my fairy tale story.	LI: We are learning to write the ending of my own fairy tale story.
Speaking and Listening Focus	<p>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feeling</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feeling</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feeling</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feeling</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feeling</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Opening Characters Setting Adjectives Once upon a time A long long time ago In a faraway land King Queen Prince Princess Castle Forest</p> <p>Key Questions: What are the features of fairy tale stories? How do we start our fairy tale? Who are the characters in a fairy tale story?</p>	<p>Key Vocabulary: Problem Resolution Ending Adjectives And they lived happily ever after Good Evil Monster Witch</p> <p>Key Questions: What features have we looked at so far? How would you open your own fairy tale story? Who would the characters be? Where would it be set? What could the problem be? Does it involve a bad person? Is it about Good vs Evil? How would the problem get resolved?</p>	<p>Key Vocabulary: Opening Characters Setting Adjectives Time connective Then Suddenly All of a sudden Just then All of a sudden Just then Adjectives Good Evil Monster Witch</p> <p>Key Questions: What could the problem be? How did you open your story? Who were the characters? Where was it set? Does it involve a bad person? Is it about Good vs Evil?</p>	<p>Key Vocabulary: Problem Resolution Time connective Then Suddenly All of a sudden Just then Adjectives Good Evil Monster Witch</p> <p>Key Questions: What could the problem be? How did you open your story? Who were the characters? Where was it set? Does it involve a bad person? Is it about Good vs Evil?</p>	<p>Key Vocabulary: Ending Adjectives And they lived happily ever after Time connective Then Suddenly All of a sudden Just then</p> <p>Key Questions: How would the problem get resolved? Will someone come and save the day? How will you end your story?</p>

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	<p>Where is the story going to be set?</p>	<p>Will someone come and save the day? How will you end your story?</p>	<p>Key Questions: What are the features of a fairy tale? Are there key words we can associate with them? How would you open your story? Who are the characters? Where is it going to be set?</p>		
<p>Activities</p>	<p>The children will be using the language and the features of a fairy tale to write their own version. We will revise what a fairy tale is and its features, including key language associated with the feature.</p> <p><small>L1: We are learning to create my own opening, setting and characters for a fairy tale story.</small></p>  <p>As a class, we will brainstorm, as bullet points, how we would open our fairy tale.</p> <p><small>This week we will be writing our own fairy tale story. With a partner can you think of how you will start your story.</small></p> <p><u>Opening Ideas</u></p> <p>We will revise the key language of an opening, for example 'Once</p>	<p>Children will continue to plan their own fairy tale story. The children will think about the problem that might occur in their story and how it could be solved.</p> <p><small>L1: We are learning to create my own Problem, Solution and Ending for a fairy tale story.</small> Today we are going to be thinking about the problem that might happen in our story and how we would solve it. Lets write some problems that might happen and how it will get resolved Think about fairy tales you have read before</p> <p><u>Key Questions</u> Does it involve a bad person? Is it about Good vs Evil? How would the problem get resolved? Will someone come and save the day?</p> <p>After deciding on the problem and the resolution, we will look at how to end the story. Children to use 'fairy tale' language to end their story.</p>	<p>Children will start to write the beginning of their own fairy tale story using their plan. As a class, we write the opening of a fairy tale together.</p> <p>The children will first focus on introducing their characters and where it will be set.</p>  	<p>Children will write the middle section of their story. In the middle section, children will be writing about the problem that has occurred.</p> <p><small>What</small> In a land far, far away lived a King, Queen and the most beautiful Princess in the land. Her name was Anne. Her eyes were like green emeralds, her hair as soft as silk and her heart was the kindest of them all.</p> <p><small>How</small> She lived in the most magical Kingdom where the sun shined, birds sung and fairies danced. The castle sat on top of a green hill where Anne could smell the sweet smell of lavender and roses and see the clear blue sky where the sun shone on her beautiful face. Every morning the dears, rabbits and goats visited her royal window with fresh food in their mouth which she put in a watered vase. Everyone loved Anne.</p> <p>Lets look at an example of a problem</p>  <p>Suddenly, the step brothers were rude and mean to Vermella. They did not let her do anything. Vermella would clean all day. She felt upset and cried all day. Just then a royal invitation came to the tall tower to attend a party. The mean stepbrothers did not let her go. All of a sudden a genie came to help her. He gave her new clothes and lots of ponies.</p> <p>Suddenly then all of a sudden just at that moment after a while next while and they lived happily ever after</p>	<p>Children will be writing the end/conclusion of their story. First, they will look back at the beginning and middle of the story we wrote together. Then we will write the ending together. Children will be writing the resolution to the problem from the middle section and using fairy tale language to end their story.</p> <p><small>L1: Lets write a solution to our problem and the ending.</small></p>

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upon a time' 'In a land far away'.

After the opening, we will brainstorm the character or characters we have chosen for our story. Children will look back at stories that they have read before and magpie character ideas from there.

Let's start by creating my own opening, setting and characters for a fairy tale story.

Who are the characters in a fairy tale story?

Next we will brainstorm the setting of the story.

Setting

Children will be encouraged to use as many adjectives as possible to describe each section.

Story Ending Sentences

Let's look at ways to end our fairy tale story

Children will be bullet point their ideas on their planning sheet which they will use to write their own story.

<u>Opening</u> What happens at the beginning?	
<u>Characters</u> Who is in your story? Use adjectives to describe them	
<u>Setting</u> Where is it set? Use adjectives to describe the setting	
<u>Problem</u> What is the problem within the story? How are the characters feeling?	
<u>Solution</u> How is this problem resolved/ sorted out? How are the characters feeling?	
<u>Ending</u> How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling?	

CT to model writing problem

It must include:

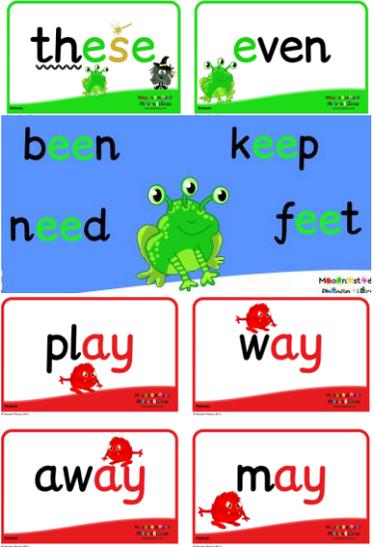
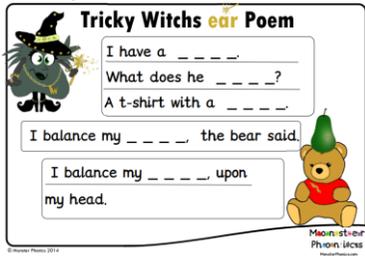
- Drawings
- Time connectives
- Arrows

Suddenly then all of a sudden just at that moment
next while after a while

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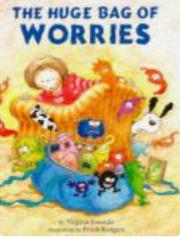
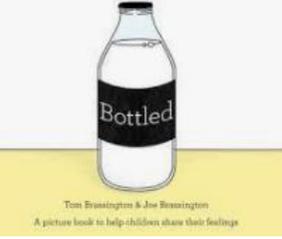
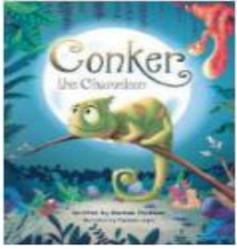
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>LI: We are learning the ie and igh sound. Recap the au, air and prefix un. Children will practice saying the sound together. Activity- class will write dictations on the sounds.</p>	<p>LI: We are learning the ear sound. Recap the ie and igh sound. Children will practice saying the sound together. Then as a class we will be looking at words with the 'ear' (long E-r) sound and practice reading them. Activity- Write about the story of the lost ears</p> 	<p>LI: We are learning our High Frequency words. The children will first be recapping the sound they learned yesterday (ear). Then as a class we will be going through and practicing reading High Frequency Words. We will also revisit the last high frequency words we learnt.</p> 	<p>LI: We are learning the 'ear' sound. Recapping the 'ear' (long E-r) sound. New sound 'ear' (air) grapheme. Tricky witch has changed the sounds. Children will be going through words and reading sentences. How many can you remember?</p> <p>Activity-</p> 	<p>LI: We are reviewing the graphemes 'ear' (long E-r) and 'ear' (air).</p> <p>We will be playing flashcard games revising the sounds.</p>

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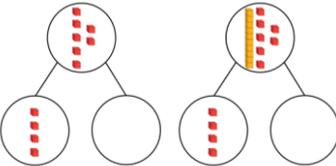
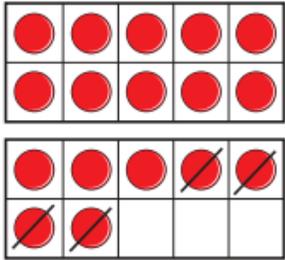
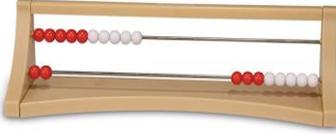
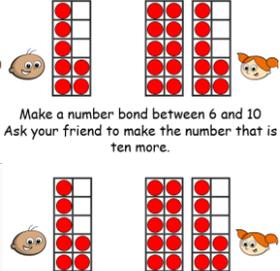
					
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week is Children's Mental Health Week. The Year 1 classes will be reading stories to help us think about feelings and mental health.</p>				
					

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<p><u>LI: We are learning to subtract numbers within 20 using our number bond knowledge.</u></p>	<p><u>LI: We are using a part part whole model to work out subtractions within 20.</u></p>	<p><u>LI: We are learning to subtract numbers within 20 using a ten frame.</u></p>	<p><u>LI: We are learning to subtract numbers within 20 using our number bond knowledge.</u></p>	<p><u>L.I: We are using our number knowledge to solve problems.</u></p>
Key vocabulary and key questions	<p>Key Vocabulary: Subtract Take away Equals Ten frame Same Different Key Questions:</p>	<p>Key Vocabulary: Subtract Take away Equals Part whole model Same Different Key Questions:</p>	<p>Key Vocabulary: Subtract Take away Equals Ten frames Cross off Same and different Key Questions:</p>	<p>Key Vocabulary: Subtract Take away Equals Ten frames Cross off Same and different Key Questions:</p>	<p>Key Vocabulary: Subtract Take away Equals Ten frames Cross off Same and different Key Questions:</p>

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	<p>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>	<p>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>	<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>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>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>
<p>Activities</p>	<p>Year 1 will start with recapping doubles and near double knowledge from the week before. We will first start of 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? Teacher will then model other examples using a Rekenrek and ask the children to work together and use their number bond knowledge to work it out.</p>	<p>Today, the class will work out subtractions using a part whole model. Children will work in pairs and give each other number problems for eg. 8-5. They will use a part whole model and counters to show their working out. They will then use their number bond knowledge to work out 18-5. Children will have the opportunity to share their examples with the class.</p> 	<p>Children will be shown different examples of ten frames with counters crossed off (eg 8-4). They will use their whiteboards to write the number sentence. Then, they will see 18-4 in a tens frame and will be asked to use number bond knowledge to write down the number sentence. With their partner, they will be given different number sentences. They will use prior knowledge to work these out and share the answers with the class.</p>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">14-2</div> <div style="border: 1px solid black; padding: 2px 5px;">18-5</div> <div style="border: 1px solid black; padding: 2px 5px;">19-3</div> <div style="border: 1px solid black; padding: 2px 5px;">15-4</div> </div>	<p>Year 1 will start the lesson recapping subtractions using ten frames and part whole models. They will then be shown a true or false question and will discuss with their partner what they think the answer is. They will then share their answer with the class. For the main activity, children will use the Rekenrek with their partner. One child will write down a number sentence involving subtractions and the other will show the working out on the Rekenrek.</p> 	<p>Today, children will use their number bond knowledge to solve problem and reasoning questions. Children will work with their partner to justify their answer and share their reasoning with the class. For the main activity, children will use ten frames, dice and counters.</p>  <p>Make a number bond between 6 and 10 Ask your friend to make the number that is ten more.</p> <p>Roll a dice and subtract that number of counters. What do you notice?</p>

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	<p>What do you notice?</p> <p>$8 - 3 = 5$ $18 - 3 = 15$</p>			<p>True or False? Subtract ones using number bonds</p> <p>$6 - 5 = 1$</p> <p>so</p> <p>$16 - 5 = 1$</p>	<p>Ron and Jo are working out $16 - 5$</p> <p>Ron: I will count back 5 places.</p> <p>Jo: I know that $6 - 5 = 1$, so $16 - 5 = 11$.</p> <p>Whose method do you prefer? Why?</p>
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Musical Conversations Lesson 3 LI We are learning to create our own graphic scores and use symbols to represent sounds.</p> <p>Warm Up: We will play the plasticine person game. This activity can be found on Youtube:</p> <p>Main lesson: We will work in pairs to remember and perform our musical conversation pieces from last week. To help us play the same music every time, we will use different colour pens and draw symbols to show when each of us are playing.</p>	<p>LI: We are learning the key features in a Muslim's place of worship.</p> <p>We will be discussing the key features in a Muslim's place of worship. We will be focusing on prayer and how a Muslim worships.</p> <p>Activity- Children will be creating their own prayer mat.</p>	<p>Gymnastics Lesson 3 LI: We are learning to develop stability and control when performing balances.</p> <p>Warm Up: We will play the game called Sun and Ice. When the teacher says "Ice" the pupils freeze. When the teacher says "Sun" the children move around the room again.</p> <p>Main lesson: Pupils practise squeezing their muscles so that they feel tense. Can they squeeze their arms, stomach, back, legs? Pupils learn that they should feel this tension when they perform their balances so that they stay still and balanced.</p> <p>Children then complete a Beanbag challenge when they have to balance a bean bag on their head, back or shoulder whilst moving in different ways.</p>

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Key Features



Domed Roof: Mosques often have a domed roof.



Minaret (min-uh-ret): This is a tall tower. A man called a muezzin will come here to call Muslims to pray (this is not allowed in Britain, so instead Muslims are often called to prayer through radio stations).



Patterns: In Islam, images of special people and animals are not allowed. Therefore, mosques are often decorated with patterns and words from the Qur'an.



Prayer Mats: There is little furniture inside a mosque, as Muslims pray on the floor using a prayer mat.



Shoes: Muslims take off their shoes before entering the mosque to pray. They do this to keep it clean for prayer.



Fountain: Muslims use the fountain to wash before they pray, to symbolise spiritual cleansing and purity ready to pray before Allah.



Quibla (kib-lah) Wall: The wall of the mosque which faces Mecca is called the Quibla wall. It has an empty arch to show the direction.

Art – Kapow

Colour Splash Lesson 2

LI: We are learning to apply our knowledge of colour mixing when painting

Warm Up: Together, we will complete a connecting thinking frame, helping us remember how we created secondary colours last week.

Main lesson: We will look closely at the painting “Numbers in Colour” by Jasper Johns, identifying the main themes of the painting (numbers and primary colours). We will try to create our own Numbers in Colour paintings, using just red, blue and yellow paint to mix the other colours we need.

PSHE - Jigsaw

Dreams and Goals Jigsaw Session 5

LI: We are learning to identify obstacles which make it difficult to achieve a new challenge and ways to overcome them.

Warm Up: The children will sit in a circle and we will play “Pass the Squeeze”, with the children talking about how they felt when their friend gave their hand a squeeze.

Main lesson: We will read “We’re Going on a Bear Hunt” and talk about the challenges the family faced in the story. Then we will use Bloom’s thinking hats to structure a discussion about the challenges we all face and how we can help each other.

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Numbers in Color, 1958-59 by Jasper Johns



Work © Jasper Johns/VAGA at ARS, NY and DACS, London 2021 Photo © David Lees Photography Archive / Bridgeman Image



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

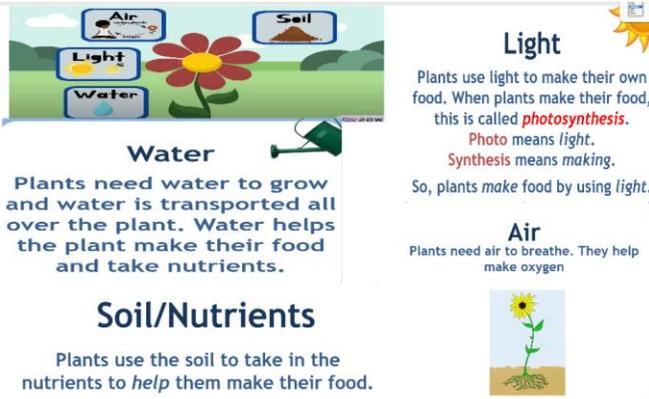
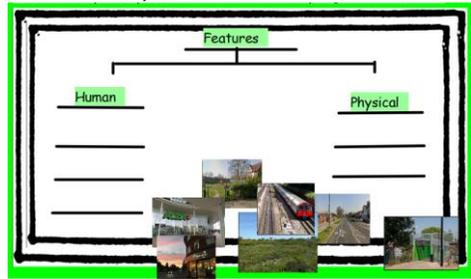
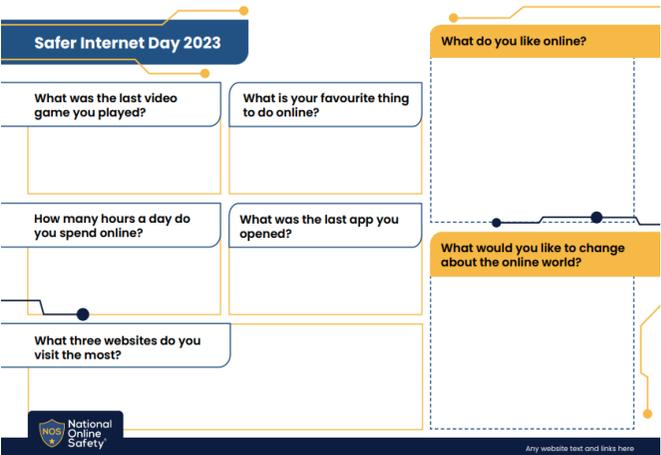


How does it feel to overcome obstacles and reach our goal?

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>L.I: We can explain what plants need to grow.</u> <u>LI: We can make a prediction about an investigation.</u> <u>LI: We can observe and write the method for an investigation.</u></p> <p>Children will be discussing the 4 main things plants need to grow – water, air, soil and light. We are going to carry out an investigation whether all plants need all 4 things to grow. We will be planting our own cress seeds in 4 different locations.</p> 	<p><u>LI: We are learning to use aerial photographs to locate physical and human features in our locality.</u></p> <p>Warm Up: We will review all the work we have completed so far in our topic.</p> <p>Main lesson: We will learn that there are features in our environment can be physical features or human features. We will sort photographs of local features on a categorising thinking frame. We will then look at aerial photographs and find the route we take to school. We will draw and label the physical and human features we walk past on our way to school.</p> 	<p><u>Safer Internet Day</u></p> <p>We will be covering online bullying. Children will be answering questions about what they use the internet for.</p>  <p>Activity- Children will create a poster about online bullying.</p>

Homework

The homework set this week is a project on Space. The children have two weeks to complete the project so do not need to return their orange books until Monday 20th February. They have received separate information on this in their orange homework books.

Homework project: A research project about the solar system

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What you will be asked to do.

You will be given some different options for your project. Decide with your family which area you want to learn about. It should be something you are interested in and excited about learning.

You will be asked to go through four steps as part of your research project.

Once you have gathered all the information you can about your topic you will be asked to organise this information and then present it to the rest of your class.



Choices of Project

The Sun and/or Stars

The Planets

Rockets and Spaceships

Neil Armstrong or
Mae Jemison



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 try not to store water bottles in the same bag as children's books. We have had two water bottles leak this week and this has damaged some of the lovely resources that your children access every day.

We wish all the children, parents and carers a happy half term holiday.
Break for Half Term – 10.02.23
Return to school – 20.02.23

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