

Weekly Overview of Learning

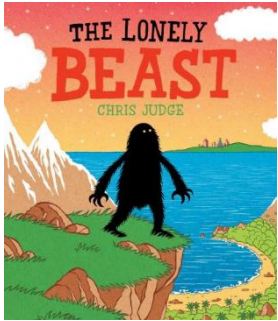
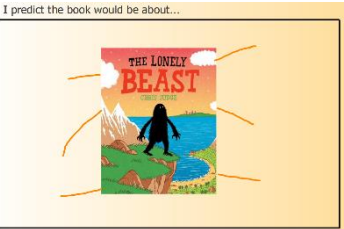
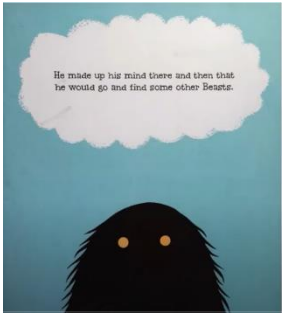
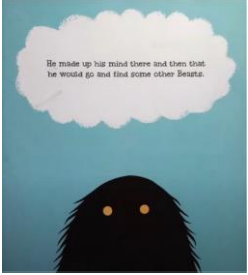
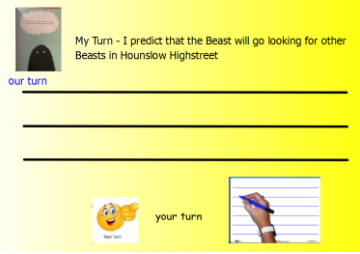


Year Group: Year 1 Week beginning: 08.01.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are predicting what the book 'The Lonely Beast' is about</u>	<u>LI: We are learning to think-pair-share our ideas</u>	<u>LI: We are predicting what will happen next in the story</u>	<u>LI: We are predicting what other books might be about by looking at their front covers</u>	<u>LI: We are re-creating the book cover of 'The Lonely Beast'</u>
Speaking and Listening Focus	Orally predicting what the book might be about	Think-pair-share ideas on the book	Using the word 'predict' to say what might happen next	I can use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas.	
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Predict • Infer • Think <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What do you predict the book is about? • Why do you think that? • What can you see in the front cover? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Predict • Next • Then <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Can you predict on what will happen next in the story? • Where will the beast go? • What will the beast do? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Predication • Discussion • Inference <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Why do you think that? • What makes you think that will happen? • How do you think the beast feels? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Predict • Books • Front covers • Images <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • what do you think this book might be about? • Why do you think the book will be about.....? • Can you tell me why you predict that? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • Creative • Creation • Book cover • Design <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What image would you use? • Why would you draw___ • Where does the title go?

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<p>Activities</p>	<p>In this lesson, children will be introduced to a new book 'The Lonely Beast'</p>  <p>Children will then predict what they think the book may be about.</p> <p>As class we will complete a 'Thinking Frame' gathering all the predictions from the children.</p>  <p>The children will then write sentences using the predictions.</p> <p>E.g. I predict the book 'The Lonely Beast' is about....</p> <p>As a challenge, children will use</p>	<p>In this lesson, the class teacher will only read the first few pages of the book. The</p> <p>Class teacher will read up to</p>  <p>the page where the beast goes looking for other beasts. Class teacher will share what they think will happen next.</p> <p>Children will then 'think-pair, share' their ideas – what do they predict will happen next.</p> <p>This gives children a chance to communicate verbally and share their ideas orally.</p> <p>Once the discussion is complete, children will then write their predictions on the whiteboard.</p>	<p>In this lesson, children will go through the predictions that were discussed previously and transfer the knowledge into their English books.</p>  <p>Class teacher will demonstrate what a good prediction piece of writing looks like with the children.</p> <p>Children will then write in their books what they predict will happen next in the story.</p> 	<p>In this lesson, children will be looking at lots of different types of books.</p> <p>We will discuss book covers and predict what the book might be about.</p> <p>We will challenge the children and see if their predictions are correct.</p> <p>This gives the children an opportunity to be logical but imaginative.</p> 	<p>In this lesson, children will have fun creating their own book cover for the book 'The Lonely Beast'</p> <p>Example of a child's book cover -</p> 
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	<p>the word 'because' in their sentence.</p>				
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<p>Additional Literacy Learning</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
<p>Phonics </p>	<p>Review Recap the ow and ou graphemes from last term.</p>	<p>Review Use the PowerPoint to recap the ue words.</p>	<p>Review Use the flashcards to recap the ue words.</p>	<p>Review Use the flashcards to recap the ew grapheme.</p>	<p>Review Use the flashcards to review the graphemes taught this week.</p>

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	<p>Teach</p> <p>1. Use the PowerPoint. Use this to reach the ue, the long oo grapheme. This is a rare grapheme. Read the ue words. Play the Robotron Memory Game on the PowerPoint. How many words can they remember?</p> <p>2. Watch the 'UE oo Cool Blue' video. Ask the children to make the oo (round mouth) Cool Blue action each time they hear an ue word. Can they recall all of the ue words in the song</p> <p>Activity</p> <p>We will ask the children to write ue words in either blue and black pens on the activity sheet. Then write one or more silly sentences to remember the ue words e.g. Glue sticks on blue socks. It is true that I don't have a clue.</p>	<p>Recap snow grow know window.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the ue grapheme that makes the long U sound. Read the ue words as they are rescued from the sea.</p> <p>2. Watch the 'That's Not the Issue' video. Ask the children to make the U-Hoo (pointing) action every time they hear a ue word.</p> <p>Activity</p> <p>Download the activity. Work in pairs to cut out the ue words from the activity sheet and paste the ue onto purple paper. Can anyone think of a silly sentence to remember the ue words? For example, 'They like to argue about the value of a tissue', 'Who can put a tune to this?' Nursery rhymes are easy tunes to remember.</p>	<p>Recap more horse gone live.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the ew grapheme that makes the long oo sound. Select a game. Play Word Bomb – read the word on the page (and get a point) and then decide whether to continue to the next page or go home. Which game has the most words?</p> <p>Note: ew words are often past tense verbs.</p> <p>2. Watch the 'Monster Phonics Crew' video. Ask the children to make the Cool Blue (round mouth) action every time they hear an ew word</p> <p>Activity</p> <p>In groups or pairs, children will make a poster to tell the class what they have learnt about ew words.</p>	<p>Teach</p> <p>1. Download the 'alien' nonsense words. Use this to recap the ue (long oo), ue (u) and ew (long oo) graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory.</p> <p>2. Select a <u>flashcard game</u> to play. Use a mixture of the flashcards to play the games.</p> <p>Activity</p> <p>Download the word searches. Complete one this session. They may continue these in a later session or for home learning.</p>	<p>three tree trees green sleep queen please ever never river under better after</p> <p>Teach</p> <p>1. Use the 200 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>three tree trees green sleep queen – Green Froggy is making the E sound in the 'ee' grapheme.</p> <p>please – Green Froggy is making the long sound in the 'ea' grapheme. Tricky Witch has change the sound of the letter 's' to a 'z' sound. The word 'please' ends in a silent 'e'.</p> <p>ever never river under better after – Tricky Witch is changes the</p>
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			<p>Use A2 or A3 paper to write the words in colour-code. Add a funny sentence if possible. Display the posters for future spelling support.</p>		<p>'er' sound at the end of these words</p> <p>Activity</p> <p>Children create their own flashcards using colourful media to display in the classroom.</p>
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<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
	<p><u>LI: We are learning to count on by putting the first number in our head, then counting on.</u></p>	<p><u>LI: We are learning to add single digit numbers using number bonds.</u></p>	<p><u>LI: We are learning to recall number bonds to 20.</u></p>	<p><u>LI: We are learning to recall and make number bonds to 20.</u></p>	<p><u>LI: We are learning to use the part whole model to make number bonds to 20.</u></p>

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<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Addition ● Count ● Adding ● Plus ● Forwards ● Bigger <p><u>Key Questions:</u> With what number do we begin and count? Which number does one begin counting from, the largest or the smallest?</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Number bonds ● Addition ● Count ● Adding ● Plus ● Forwards ● Bigger <p><u>Key Questions:</u> What do you notice about these 2 sums? How are they the same? How are they different?</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Add ● more ● Plus ● Make ● Altogether ● Total ● equal to <p><u>Key Questions:</u> What two numbers make this number? Can you think of another way to make that number?</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Number bonds ● Addition ● Count ● Total ● equals ● Plus ● Number sentence <p><u>Key Questions:</u> What number bonds can you see that make 20? What does the sum look like?</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> ● Part whole model ● Number bonds ● Add ● Plus ● Equals ● Count <p><u>Key Questions:</u> What number bonds can you see that make 20?</p>
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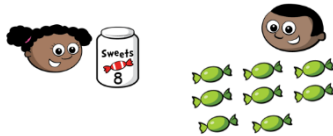
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Activities

The children will be learning how to add by putting the first number in our head, then counting on. They will watch an engaging video to support their learning and will look at some examples to practise their addition word problems.

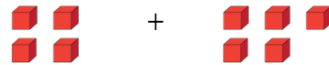


First Whitney had 8 sweets.
Then Mo gives her 6 more sweets.
How many sweets does Whitney have now?



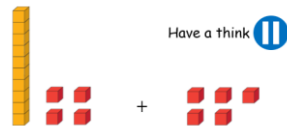
The children will be completing their addition problems by using their knowledge of number bonds. The children will see that if they know their number bonds to 10, they can easily make their number bonds to 20.

Complete the addition.



$$4 + 5 = \underline{\quad}$$

Complete the addition.

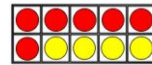


$$14 + 5 = \underline{\quad}$$

4 and 5 are a number bond to 9.
So and are a number bond to

The children are going to practise making number bonds to 20. They will think about the different ways to make 20 using ten frames.

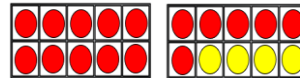
Complete the sentences to match the ten frame.



There are red counters.
There are yellow counters.
Altogether there are counters.

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

Complete the sentences to match the ten frames.



There are red counters.
There are yellow counters.
Altogether there are counters.

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

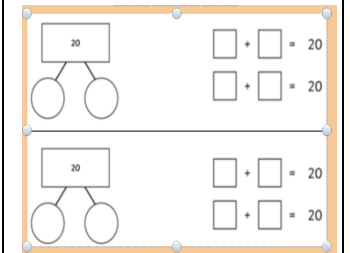
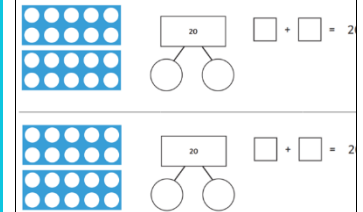
The children are going to look at the ten frames to see what number bonds they can see to make 20. The children then are going to write other number bonds to 20 on their white boards.

My turn.

What number bonds can you see that make 20?
What does the sum look like?

What other bonds to 20 did you find?
Write the other number bonds you find on your whiteboard

The children use the part whole model to write number bonds they find on their whiteboards. They are going to use their number sentences to show the number bonds to 20



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Music – Sing Up

LI: We are learning to listen actively to sounds and music and respond to musical themes with actions.

Children will be introduced to a new piece of music ‘Dawn’ from Sea Interludes. Children to be sitting in a circle and explain that they are going to hear a piece of music about the sea at dawn.

‘Dawn’ by Benjamin Britten

‘Dawn’ performed by the ISQ

- The music is about the sea at dawn. When is dawn?
- Close your eyes while you listen.
- What is the mood of the music first thing in the morning? How does it make you feel?
- There are three musical ideas. Imagine them as the sound of sea birds, ocean spray, and big crashing waves.

Listen again to the first 3 minutes and when you hear these themes, make the actions:

1) sea birds – interlock thumbs and flap fingers like birds’ wings.

2) ocean spray – tickle the floor with fingertips, moving them forwards and backwards.

3) ocean wave – bring hands up and over in a big arc.

Sometimes the themes overlap. Follow the structure on the listening map on the next slide.

About the composer



- Benjamin Britten was an English composer.
- He was born in 1913, the same year as the beginning of the First World War.
- He lived much of his life in a small seaside town, called Aldeburgh, off the Suffolk coast on the east side of England.
- Britten liked to walk by the sea every morning, and lots of the music he wrote was inspired by the sea.

RE – Widening Horizons

LI: We are learning to identify what we already know about Islam.

This half term in RE we will be looking at Islam. In this lesson, children will be completing a defining frame where they will write down their thoughts of what they know already about Islam.

Islam

What do you want to know about Islam?

PE – Get Set 4 PE

LI: We are learning to use counts of 8 to move in time and make my dance look interesting.

LI: We are learning to explore yoga and mindfulness.

Travel, move, count:

Explain that pupils will be creating a dance based around snow. They will need to use counts of 8 to help them to stay in time with the music.

Provide pupils with the travelling action ‘gliding on feet’ and an action on the spot ‘spinning from high to low’. Practise with pupils gliding for 8, then spinning on the spot for 8.

Move into space and try to move on the beat. Move graciously like falling snow.

Make this harder by practising without counting to see who can independently stay in time with the music.

Teacher note: practise this without the music first, counting out loud. After a few times through, practise with the music and counting.

Pose:

Tell pupils that a pose in dance is a shape created when you are still. Pupils think of a pose they can use in their dance to represent a snowflake. Share ideas.

Use interesting shapes, perhaps quite spiky shapes and use of different levels.

Building the dance:

Repeat the dance so far. Travelling action (gliding) for 8, action on the spot (spinning) for 8, snowflake pose for 8.

Teacher note: practise this with and without the music, with and without counting aloud and repeat a few times through.

Mix it up:

Tell pupils so far, they have performed their three actions in the same order. Pupils now order their three actions how they wish. Teacher will count the 8 counts continuously. Pupils perform their actions in their chosen order a few times through.

Use all of the space around the teaching area. Use big exaggerated actions.

What is yoga?

Place the mats in space. Pupils sit on a mat.

Q: Do you know what yoga is? Share some of their thoughts. Explain that yoga is exercise for the mind and body. It can help to build strength and flexibility and make us feel good. Pupils begin in good sitting pose.

Legs crossed, back straight, hands resting on knees with palms facing upwards. Touch the index finger and thumb together.



Tell pupils they are going to begin each of their yoga lessons with a few mindful statements. Pupils:

- Place a hand on their head and say ‘I am ready to be mindful’.
- Place a hand on their throat and say ‘I am ready to share my ideas’.
- Place a hand on their heart and say ‘I am ready to try my best’.

Monkey moves:

Tell pupils that yoga originated from India. There are lots of monkeys who live in India and this is going to be the inspiration for the yoga lesson today. Pupils stand in a space.

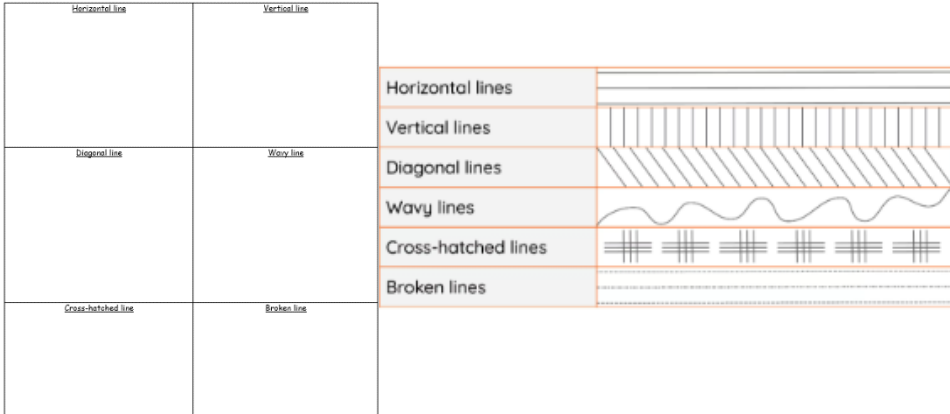
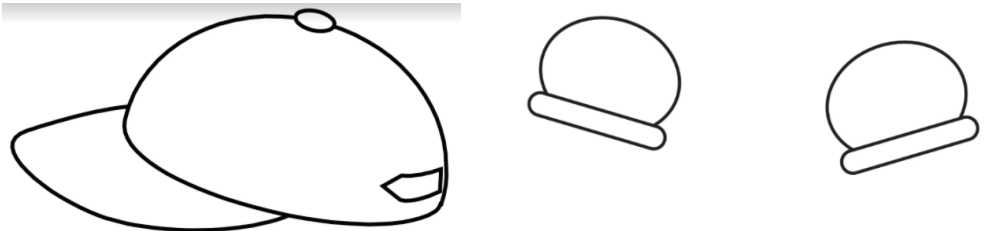
- A Show pupils the ‘Monkey Moves’ video. Pupils to notice how the monkey moves in different ways. Take suggestions such as swing, crawl, jump, climb.
- B Pupils explore each of these actions around the teaching space. Climbing action may be best explored on the spot.

Be mindful of others as you move safely around the space.

- C Pupils move around, avoiding the mats, following the teacher’s instructions and completing the actions to match.

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Art – Kapow	PSHE - Jigsaw
<p><u>LI: We are learning how to create different types of lines.</u> In art we will be looking at mark making. In this lesson, children will be learning about different types of lines and will drawing those lines.</p> 	<p><u>LI: We are learning to identify what bullying is and how it might feel to be bullied.</u> In PSHE, children will be learning to identify what it means to be bullied and what effect that could have on someone. In the lesson, children will have a hat and shoes that they will put on the gingerbread man they have stuck in their books. On the hat they will write a slogan for anti-bullying and on the shoes, they will write 2 people that they would tell if they were being bullied.</p> 

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to brainstorm what we know about plants.</u> This half term in Science we will be looking at Plants.</p>	<p><u>LI: We are learning to brainstorm and define what School Days are.</u> This term in Topic we will be looking at School Days. Children will be looking at how schools are now in comparison to the Victorian era.</p>	<p><u>LI: We are learning to explain what a given command will do.</u> Children will be introduced to floor robots. They will talk about what the buttons on a floor robot might do and then try the buttons out. They will spend time linking an outcome to a button press. Children will consider the direction command buttons, as well as the 'clear memory' and 'run program' buttons.</p>

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In this lesson, children will be completing a defining frame where they will write down their thoughts of what they know already about Plants.

Plants

What is one question you have about plants?

In this lesson, children will be completing a defining frame where they will write down their thoughts of what they think School Days might be.

School Days

What is one question you have about school days?

Your robots

Before you press any buttons, talk to your partner about what you think they do.



Match them up

Your teacher is going to secretly press one button and then press Go.

After you see Bee-Bot move, place your finger on the button you think was used.



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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!