

Weekly Overview of Learning

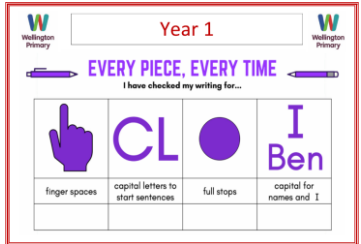
Year Group: Year 1 Week beginning: 9.10.23

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p><u>LI: We are learning to explore the features of a lost poster.</u></p> <p>Within this session, children will orally tell each other the features they can see using key vocabulary</p>	<p><u>LI: We are learning to investigate the language used in lost posters.</u></p> <p>Children will respond to key questions regarding the use of vocabulary in a lost poster.</p>	<p><u>LI: We are learning to explore how to use connectives to write sentences.</u></p> <p>Children will use think, pair, share to use connectives</p>	<p><u>LI: We are learning to create a lost poster utilising connectives and adjectives.</u></p> <p>Children will orally rehearse their sentences with each other. They will be encouraged to give well-structured responses using modelling.</p>	<p><u>LI: We are learning to edit and uplevel our posters.</u></p> <p>Children will participate in pair work to identify where they can improve their work.</p> <p>They will be encouraged to use reasoning using 'because'.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> layout lost poster picture information</p> <p><u>Key questions:</u> What are the features? Why are adjectives needed? What adjectives can you apply to your poster from your work last week?</p>	<p><u>Key Vocabulary:</u> question adjectives nouns expanded noun phrase full stops</p> <p><u>Key questions:</u> What words are used in the lost poster? What adjectives can you find? Can you improve your adjectives?</p>	<p><u>Key Vocabulary:</u> also in addition furthermore with</p> <p><u>Key questions:</u> What connective could you use? Can you explain why the toy is soft? What other sentence will describe the toy?</p>	<p><u>Key Vocabulary:</u> also in addition furthermore with eye hair tentacles orange and blue</p> <p><u>Key questions:</u> Does your sentence make sense? How can you add an adjective? Can you add a connective? Can you explain why?</p>	<p><u>Key Vocabulary:</u> Full stop Capital letter Finger space Because</p> <p><u>Key questions:</u> What punctuation is missing? Can you up level your sentence?</p>

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<p>Activities</p>	<p>In this lesson, children will be exploring the layout features of a lost poster.</p> <p>They will look at examples of lost posters and work in pairs and larger groups to discuss the features using their key vocabulary and sentence stems.</p> <p>Children will be supported with choosing the correct language to describe the features.</p>	<p>In this lesson, children will move onto exploring the language features used in a lost poster.</p> <p>Using the examples from yesterday, children will use their modelled checklist to find language features which make a good lost poster. They will learn about starting with a question - Have you seen this toy?</p> <p>They will investigate and locate the use of adjectives, sentence starters and punctuation which they will begin to apply to their own writing later in the week.</p>	<p>In this lesson children will be shown an example of a lost poster which uses basic language. They will be asked if they can use -</p> <p><i>also</i> <i>in addition</i> <i>furthermore</i> <i>with</i></p> <p>to improve the model to give more information.</p> <p>Children will then compose sentences on their whiteboards with their talk partner to develop their fluency of writing.</p>	<p>In today's lesson, children will be creating their own lost poster for a toy they have already written sentences for.</p> <p>They will apply their understanding of layout and language features to give enough information to locate their toy.</p> <p>Children will then share their lost posters with each other.</p>	<p>In this lesson, children will continue to work on developing their lost posters.</p> <p>They will then use their checklist to self check and also identify, with support, how they can improve their writing.</p> 

Additional Literacy	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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Learning																																																																							
<p>Phonics</p> 	<p>Review</p> <p>Recap the e-e i-e o-e graphemes learnt last week</p> <p>Teach</p> <p>Within this session, children will be introduced to the u-e grapheme that makes the long Cool Blue oo sound.</p> <p>Children will watch the 'The Rules' video, children will jump each time they hear a u-e word.</p> <p>Activity</p> <p>Children will use the flashcards to match to the picture as they work in groups.</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">June</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">flute</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">rude</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">rule</div> </div>	<p>Review</p> <p>Recap the u-e long oo grapheme by sharing The Rules from yesterday's group work.</p> <p>Teach</p> <p>Within this lesson, children will be taught the u-e grapheme that makes the long U sound, looking at how the past tense is formed.</p> <p>They will watch the video 'U-Hoo is a Really Friendly Guy'. The children will wave their hands in the air every time they hear a u-e word that makes the long U sound.</p> <p>Activity</p> <p>Using u-e words, complete the character profile for U-Hoo.</p> <div style="border: 1px solid blue; background-color: #e0f0ff; padding: 5px; margin-top: 10px;"> <p>minute</p> <p>amuse</p> <p>confuse</p> </div>	<p>Review</p> <p>Recap the u-e long U grapheme by reading through the flashcards.</p> <p>Teach</p> <p>Within this session, children will be introduced to the ar grapheme. Look at the different sounds of ed shown in the PowerPoint.</p> <p>In the video 'Just a Little Bit of Magic'. The children will be asked to wave a pretend magic wand every time they hear an ar word. After the video, they will recall the ar words.</p> <p>Activity</p> <p>Children play the Word-Picture Match Treasure Hunt. Tricky Witch challenges the children to find the hidden pictures and words in the room and match them together.</p>	<p>Review</p> <p>Recap the ar words by singing the ar song.</p> <p>Teach</p> <p>In this lesson, children will be shown the 'alien' nonsense words to recap ar, u-e (long oo) and u-e (long U) graphemes.</p> <div style="display: flex; flex-direction: column; gap: 5px; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">jume </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">glute </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">rupe </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">rube </div> </div> <p>Activity</p> <p>Children will complete the word search.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Wordsearch</p> <table border="1" style="font-size: 8px; border-collapse: collapse;"> <tr><td>c</td><td>m</td><td>y</td><td>s</td><td>i</td><td>c</td></tr> <tr><td>a</td><td>h</td><td>a</td><td>r</td><td>d</td><td>a</td></tr> <tr><td>r</td><td>y</td><td>o</td><td>i</td><td>o</td><td>r</td></tr> <tr><td>j</td><td>b</td><td>a</td><td>r</td><td>k</td><td>s</td></tr> <tr><td>a</td><td>n</td><td>c</td><td>t</td><td>o</td><td>c</td></tr> <tr><td>r</td><td>a</td><td>h</td><td>p</td><td>a</td><td>r</td></tr> <tr><td>b</td><td>f</td><td>a</td><td>r</td><td>m</td><td>e</td></tr> <tr><td>y</td><td>c</td><td>p</td><td>a</td><td>g</td><td>d</td></tr> <tr><td>g</td><td>a</td><td>r</td><td>d</td><td>e</td><td>n</td></tr> </table> <p>Can you find the following words?</p> <table style="font-size: 8px;"> <tr><td>car</td><td>start</td><td>park</td><td>arm</td></tr> <tr><td>garden</td><td>jar</td><td>back</td><td>card</td></tr> <tr><td>hard</td><td>farmer</td><td></td><td></td></tr> </table> </div>	c	m	y	s	i	c	a	h	a	r	d	a	r	y	o	i	o	r	j	b	a	r	k	s	a	n	c	t	o	c	r	a	h	p	a	r	b	f	a	r	m	e	y	c	p	a	g	d	g	a	r	d	e	n	car	start	park	arm	garden	jar	back	card	hard	farmer			<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>Review HFWs – made like time by my I I'm</p> <p>Teach</p> <p>Use the 100 HFW PowerPoint. Use this to read the focus HFWs below.</p> <p>Focus on the words below, pointing out where the monster makes a sound.</p> <p>made like time by my I I'm – Angry Red A</p> <p>like time by my I I'm – Yellow I</p> <p>into too – Cool Blue</p> <p>Activity</p>
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					<p>Children write colour-coded words in their Monster Phonics exercise book.</p>
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Class Text – Reading Aloud
10-15 mins each day

This week the classes will be reading a range of fairy tales during their reading aloud session.



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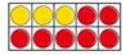
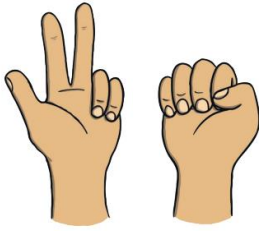
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to create fact families for addition</u>	<u>LI: We are learning to explore number bonds to 10</u>	<u>LI: We are learning to create number bonds to 10</u>	<u>LI: We are learning to recognise number bonds to 10</u>	<u>LI: We are learning to use our fingers to count on</u>

Key vocabulary and key questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Addition ● Fact ● Add 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Partition ● Fact ● Add 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● altogether ● number bonds 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● more ● number bonds ● same ● different 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Counting on ● fingers ● next number
	<p>Key Questions:</p> <ul style="list-style-type: none"> ● What is a fact family? ● What is the same? ● What is different? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● What is a whole? ● Does the whole always stay the same? ● Do the parts stay the same or change? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● How many ___ are there? ● How many ___ are there altogether? ● Can you write any of the bonds another way? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● What is the same about $2 + 8$ and $8 + 2$? What is different? ● Can you write any of the bonds another way? ● How do you know that you have found them all? 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● what number comes after 9 ● How many fingers do we have? ● Can you count on from any given number using your fingers?


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Activities					
<p>Activities</p>	<p>In this small step, children build on their learning about writing number sentences by looking at addition fact families.</p> <p>1) Match the words to the symbols.</p> <p>plus = is equal to +</p> <p>2) Complete the number sentence.</p> <p>●●●● + ● = 4</p> <p>3) Write a number sentence.</p> <p>6 3 3</p> <p>Children recognise that the order of an addition sentence can be varied, and they begin to discover that addition is commutative. For example, $3 + 2 = 5$ $2 + 3 = 5$ $5 = 3 + 2$ $5 = 2 + 3$</p> <p>8 5 3 $5 + 3 = 8$ $8 = 5 + 3$</p>	<p>Children will combine their knowledge of the part-whole model and addition facts to explore number bonds within 10. Starting with the whole, children break numbers into parts and explore how many different ways a number can be partitioned.</p> <p>Double-sided counters and ten frames are useful concrete resources, together with dot patterns.</p> <p>Children will see numbers made from dot patterns differently, for example some may see 6 as being made up of 5 and 1, while others may see it as being made up of two 3s. Exploring patterns is a good way to encourage discussion and expose children to different ways of thinking.</p>	<p>Now that children have explored number bonds within 10, in this small step they start to work systematically to identify all the number bonds. Some children may have started to do this naturally, whereas others will need to be exposed to this way of thinking.</p> <p>children will learn to work systematically to ensure that they organise their thinking and consider all the possibilities in a problem.</p> <p>If they start, for example, with 5 counters all showing the same colour, they can turn 1 over to show that $1 + 4 = 5$, turn another over for $2 + 3 = 5$ and so on to find all the number bonds in a systematic way.</p>	<p>Children will explore finding number bonds. They will use two different colour cubes to build towers of 10 and represent their tower in a number sentence. For example, if their tower is made up of 2 blue cubes and 8 red cubes, they have 10 cubes altogether, so $2 + 8 = 10$. As children will become more comfortable in finding these bonds to 10, class teacher will encourage them to use their earlier learning to work systematically to find all the number bonds. Ten frames and double-sided counters can support them with their thinking.</p> <p>Here is a ten frame.</p>  <p>How many yellow counters are there? How many red counters are there? How many counters are there in total? Complete the number sentence. _____ + _____ = 10</p>	 <p>children will be learning to count on from a number in their head to support them with addition.</p> <p>example; put 6 in your head. The second number is 4. So, we can put up 4 fingers and count on.</p>


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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We will be preparing for a dramatic performance of Menu song.</u></p> <p>children will watch the clip of ‘Be our guest’ and/or ‘Food, glorious food!’ again.</p> <p>Class teacher will see if children remember some of the food related actions and gestures that some of the cast of characters perform and join in?</p> <p><i>Physical warm-up: Cook a fantasy chocolate cake!</i></p> <ul style="list-style-type: none">● children will reach up to fetch a large bowl and wooden spoon from a high shelf.● children will make big stirring actions – one hand holding a ‘spoon’, the other arm rounded to form a ‘bowl’. Stir slowly at first, getting faster as the mixture blends.● finally, children will flick big dollops of mixture into a ‘tin’ and then bend down to put it in the ‘oven’.	<p><u>LI: We are learning about Important features of a Buddhist temple</u></p> <p>The children will be learning about what is it like inside a Buddhist temple. They will look at some important features of a Buddhist temple such as the statue of Buddha, lectern, wheel of life and Meditation area. We will discuss about why do people go to the Buddhist temple and that worshippers give offerings to Buddha such as flowers or candles. We will also talk about how Buddhists can worship both at the temple and at home in a room or area with a statue of Buddha and candles which gives an opportunity for a Buddhist to worship daily.</p>	<p><u>LI - We are learning to explore coordination and combination jumps.</u></p> <p>Children will learn to bend their knees to jump; count in time to the beat 1,2,3,4; keep their body upright.</p> <p>Children will then do french skipping: Pupils lay the rope on the ground and take turns to complete the following jumping pattern. Begin parallel to the rope, they will jump forwards into the middle, jump forwards out, turn and jump into the middle and back to the start.</p> <p>Children will then be asked to bend their knees to jump and land. They need to try to keep a consistent rhythm and jump every count 1, 2, 3, 4. Two pupils in each group stand inside the rope, feet wide apart and place it around their ankles. The third pupil repeats the two tasks above. Rotate.</p> 

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Buddha
All Buddhist temples contain an image or statue of Buddha.

Lectern
From here, the head monk may give a talk to the worshippers.

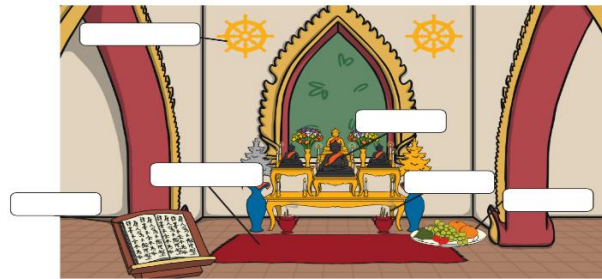
Wheel of Life
This is the Buddhist symbol. You might see this if you are ever visiting a Buddhist temple.

Courtyard or Meditation Area
A temple may have a silent area for meditation.

Places of Worship: **Buddhist Temple**

Fill in the blanks from the list.

Buddha Wheel of Life lectern offerings incense meditation area



Art – Kapow

PSHE - Jigsaw

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LI: We are learning to explore colour when mixing

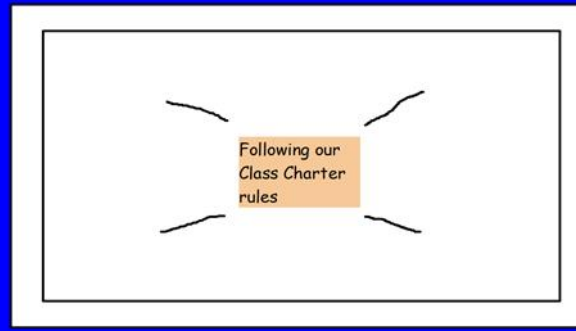
This week the children are going to experiment with paint mixing to make a range of secondary colours. The children will be provided with ready mixed paint in primary colours, paint brushes (range of sizes) and a hand outline template to colour it in with the secondary colours.



LI: We are learning about our rights and responsibilities within the Class Charter

The children will be reminded of the rights they voted for. Teachers will then circle the rights on the class charter asking questions such as why is it important to follow the rules of Class Charter. Going around in a circle, children will talk about one of the rights or rules and share their ideas on how they could be followed.

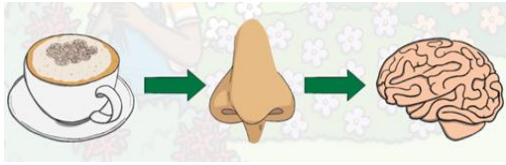
TPS: What does our class look like if everyone follows our charter? What are the children doing on the carpet? What are the children doing around the room? What are the children doing by the coat pegs? Talk to your partner and then share your ideas with the class.



Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to recognise a lot of different smells</u></p> <p>This week the children are going to investigate our sense of smell. They will discuss what body part they use to smell and how some of us have a better sense of smell than others. The children will also look at how our nostrils warm, moistens filters air and septum separates the nostrils. Next, we will discuss how does our sense of smell work?</p>	<p><u>LI: We are learning about everyday life in 1950 and childhood</u></p> <p>The children will learn about the similarities and differences between the old (1950) and the present times (2023). Asking children what they think it was like when their grandpas and grandmas were little babies or children. Was everything the same as now? What do they think was different? Then the children will look at the toys from the past and share their ideas on how they are different to the toys now. Next, the children will look at clothes that children used to wear</p>	<p><u>LI: We are learning to use the computer responsibly.</u></p> <p>children will create rules for using technology responsibly. They will identify rules to keep them safe and healthy when using technology in and outside their home. children will give examples of some of these rules. children will then have a discussion on how they can benefit from these rules.</p> <p>children will learn why we have rules</p>

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Then to investigate our sense of smell, the children will be given six different “smelly jars” to compare and record the likes and dislikes of their group. The children will be asked questions such as- Which smell did you like best? Which smell did you not like? Were your results the same as the other children in your group? Who else had the same favourite smell as you? Why did they like it too? Was their least favourite smell also the same as yours?

“Smelly Jars”	Like	Dislike	Why do you like/dislike that smell?
Vinegar			
Flower			
Modelling clay			
Chocolate			
Soap			
Lemon			

in 1950 and will discuss What do they notice is different in their clothes e.g. there were no trainers, jeans, hoodies, bright clothes in the old times.



Outcome:

Your task

1950	Now

- To stay safe
- To make sure we are all happy
- So that we can learn
- To help us to be kind to each other

Rules for using computer technology

- Hold your device carefully
- Stop using your device when someone is talking to you
- Take turns with your partner
- Use only the apps you have been asked to use
- Don't share your passwords



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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.

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.



Maths



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?

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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!