

# Weekly Overview of Learning

Year Group: 1 Week beginning: 9/9/24

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>LI: We learning to recall a story.</u></b></p>	<p><b><u>LI: We are learning to describe a character.</u></b></p>	<p><b><u>LI: We are learning to describe a character with simple adjectives.</u></b></p>	<p><b><u>LI: We are learning to describe a character with simple adjectives and apply them in sentences.</u></b></p>	<p><b><u>LI: We are learning to record and recall facts about bears.</u></b></p>
<p><b>Speaking and Listening Focus</b></p>	<p>Use simple language and sentence stems.</p>	<p>Use relevant strategies to build vocabulary.</p>	<p>To give well-structured descriptions.</p>	<p>Use connectives to develop ideas.</p>	<p>Answer questions with some detail.</p>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b><u>Key Vocabulary:</u></b>                      Bear                      Together                      River                      Forest                      Duck                      Racoon                      Beaver                      Turtle                      Beginning                      Middle                      Ending</p> <p><b><u>Key Questions:</u></b>                      What do you predict will happen in tis story?                      Where is the story set?                      Who is the main</p>	<p><b><u>Key Vocabulary:</u></b>                      Bear                      Fur                      Paws                      Claws                      Teeth                      Adjective                      Big                      Huge                      Loud                      Fluffy                      Brown</p> <p><b><u>Key Questions:</u></b>                      Can you identify what features a bear has?                      Can you think of a word to describe what they look like?</p>	<p><b><u>Key Vocabulary:</u></b>                      Bear                      Fur                      Paws                      Claws                      Teeth                      Adjective                      Big                      Huge                      Loud                      Fluffy                      Brown                      and</p> <p><b><u>Key Questions:</u></b>                      Can you recall what features a bear has?                      Can you recall and adjective to describe what they look</p>	<p><b><u>Key Vocabulary:</u></b>                      Bear                      Fur                      Paws                      Claws                      Teeth                      Adjective                      Big                      Huge                      Loud                      Fluffy                      Brown                      and                      full stop                      capital letters</p> <p><b><u>Key Questions:</u></b>                      What can I include in my sentence to improve it?</p>	<p><b><u>Key Vocabulary:</u></b>                      bear                      habitat                      lives                      cave                      sleep                      night                      looks like                      eats                      food                      meat                      teeth                      forest                      fur</p> <p><b><u>Key Questions:</u></b>                      Where do you think bears live?</p>

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	<p>character in the story? What happens first in the story? What do you like/dislike about the story?</p>	<p>Would you describe our bear as scary? Can you explain why?</p>	<p>like? Would you describe our bear as friendly? Can you explain why? Can you predict where the bear could be?</p>	<p>What punctuation am I missing? What adjectives will make this sentence more exiting? Do you think my poster will help us find the bear?</p>	<p>What do you think bears eat? Why do they sleep for such a long time? Why do they have thick fur? Where could our bear be if he is missing? Can you explain why?</p>
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**Activities**

Children will look at the front cover and make a prediction about the story. Children will identify who the characters are and where the setting is.

**Table top activity -**  
To cut, sequence and stick images from the text in the correct order (using the book to support them)/

**Table top activity -**  
Can you put the pictures in the correct order?

**Key vocabulary:**  
bear  
river  
together  
until  
froggy  
turtles  
beaver  
raccoon  
ducks  
first  
next  
finally

**Table top activity -**  
To add adjectives to a role on the wall bear as a group.

Children will look at images of the bear from the story and real images of a bear. They will identify and name the features of a bear

Children will identify what and adjective is. Children will then work in small groups to collect adjectives to describe the bear and apply these to their working wall.

**How would you describe the bear?**

furry	scary
scaly	kind
fluffy	friendly
orange	small ears
brown	huge ears
green	black nose
big	pink nose
enormous	little eyes
small	big eyes
tiny	

**Table top activity -**  
To add adjectives to a role on the wall bear as a group.

Explain to the children that the bear has gone missing. Children can then recall what features of the bear they could describe and recall their adjectives from yesterday's lessons.

Children will then compose their own simple sentences using an adjectives to describe a noun.

**Recording –** to complete a missing poster for the bear using simple adjectives to describe.

- teeth
- claws
- paws
- tail

**Table top activity-**  
To label the parts of a bear using a word mat to support.

Children to look at a range of sentences and look at ways to improve them. They will look at the 'every piece, every time' to support them.

**Recording –** to complete a missing poster for the bear using simple adjectives to describe.

- teeth
- claws
- paws
- tail

**Table top activity-**  
Making bear caves out of paper bags

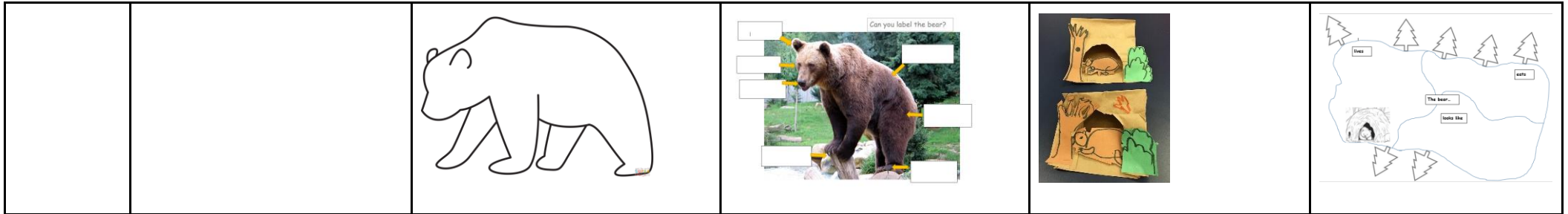
Children think about what could help them locate the bear. Children will look at what bears eat and where they live.




Children will scribe their facts in simple sentences.

**Table top activity-**  
Recording key facts about bears. Children will record what they found out about bears in a bear's habitat.

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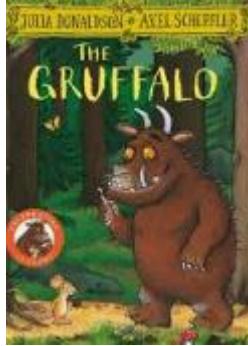
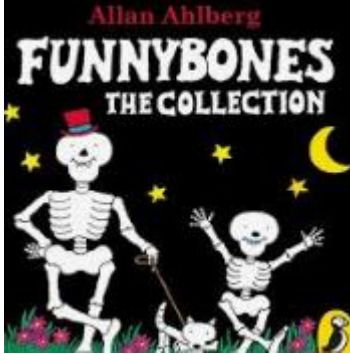

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p> 	<p><b>Review</b> Recap <b>CVCC CCVC CCVCC</b></p> <p><b>Teach</b> Teach graphemes <b>ck ss ll ff zz</b> Watch the 'Click Clack' video Choose an <b>ff</b> and a <b>zz</b> word to dictate and ask the children to Quick Write these onto whiteboards.</p> <p><b>Activity</b> Write <b>ck ss ll ff zz</b> words by recording words on the Record Chart.</p>	<p><b>Review</b> Children recall words ending in <b>ff zz</b> and <b>ck</b>.</p> <p><b>Teach</b> Teach the <b>second ck ss ll ff zz session.</b> Watch the 'Click Clack' video. Choose an <b>ll</b> and an <b>ss</b> word to dictate and ask the children to Quick Write these onto whiteboards.</p> <p><b>Activity</b> Again write <b>ck ss ll ff zz</b> words by recording words on the Record Chart.</p>	<p><b>Review</b> Children recall words ending in <b>ss</b> and <b>ll</b>.</p> <p><b>Teach</b> Teach the <b>ck</b> grapheme. Watch the 'Click Clack' video. Choose 2 <b>ck</b> words to dictate and ask the children to Quick Write these onto whiteboards.</p> <p><b>Activity</b> Again write <b>ck ss ll ff zz</b> words by recording words on the Record Chart.</p>	<p><b>Review</b> Recap <b>nk</b> words by reading the words on the display. Did anyone find these words in <b>nk</b> Scrabble?</p> <p><b>Teach</b> Teach the <b>nk</b> grapheme. Watch 'A trip in the sink' video. Choose 2 <b>nk</b> words to dictate and ask the children to Quick Write these onto whiteboards.</p> <p><b>Activity</b> Play Scrabble in small groups (cut out letter tiles prior to the lesson) Players have 10</p>	<p>Read through <b>ck ss ll ff zz</b> words on PowerPoints 1 &amp; 2. Display the CEW flashcards – add to this each week. Display the CEW Chart. Use the Year 1 CEWs PowerPoint (Grouped by Sound) to recap the CEWs taught this week.</p>  

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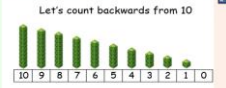


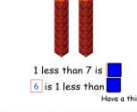
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				letters each. Players score points by completing words on the board.	
Class Text – Reading Aloud 10-15 mins each day	<b>Beech</b>		<b>Maple</b>		<b>Willow</b>
					

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to count forwards in ones to 30.	LI: We are learning to count backwards from 30.	LI: We are learning to count one more.	LI: We are learning to count one less.	L.I: We are learning to count one less and one more.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b></p> Count Forwards More After Next	<p><b>Key Vocabulary:</b></p> Count Backwards Less Before Ten frames	<p><b>Key Vocabulary:</b></p> More After Next Forwards Count Add	<p><b>Key Vocabulary:</b></p> Less Backwards Number Before	<p><b>Key Vocabulary:</b></p> More After Next Forwards Count Add
	<b>Key Questions:</b>	<b>Key Questions:</b>		<b>Key Questions:</b>	

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	<ul style="list-style-type: none"> <li>- How many are there?</li> <li>- Can you count on from?</li> <li>- What number comes after?</li> </ul>	<ul style="list-style-type: none"> <li>- How many are there?</li> <li>- Can you count back from?</li> <li>- What number comes after?</li> <li>- What number comes before?</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-Does the number get bigger or smaller when we count 1 more?</li> <li>-What is one more than?</li> </ul>	<ul style="list-style-type: none"> <li>-Does the number get bigger or smaller when we count 1 more?</li> <li>-What is one less than?</li> </ul>	<p>Less Backwards</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is one more than?</li> <li>What is one less than?</li> <li>What number comes after?</li> <li>What number comes before?</li> </ul>
<p><b>Activities</b></p>	<p>Today children will look at each number track. They will watch the counting song and will sing along.</p> <p>Let's watch this video about counting from any number</p>  <p>They will identify what number does each track start from. What number comes next?</p>	<p>Today, children will count backward from the number 10 to 0 chorally with his/her classmates while the teacher points to the numbers on a number line.</p> <p>Today we are going to learn to count BACKWARDS!</p> <p>Let's watch this video</p> 	<p>Today, we are learning to count out objects for the given number then if they need to find one more, they can add one object to the total.</p> <p>Today we are going to be learning about one more</p> <p>Let's Watch the video link explaining one more.</p>  <p>For example:</p> <p>Children will then count out the objects, or use counting forwards or backwards to find the new</p>	<p>Today, we are learning to count out objects for the given number then if they need to find one less, they can subtract one object to the total. If they need to find one less, they can take away one object from the total.</p> <p>My Turn</p>  <p>Our Turn</p> 	<p>Children will be identifying one more than a given number, identify one less than a given number, identify a number that comes before a given number, identify a number that comes after a given number.</p>



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How do you know? Can you continue to count on? How could you check your answers?

Let's try counting forward from any number

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

The number after 3 is

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

The number after 7 is

What is the missing number?

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

The number after 0 is

The number after 2 is

Table top Activity:



They will identify what number does each track start from. What number comes before? How do you know? Can you continue to count backwards?

My Turn

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

The number that comes before 3 is

Has a think!

Our Turn

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

The number that comes before 7 is

Has a think!

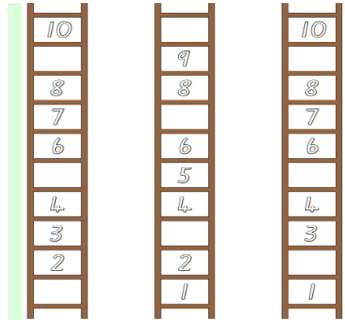
Your turn

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

The number that comes before 1 is

Has a think!

Table top activity:



total.

My turn

What is 1 more than 4?

I more than 4 is

Our Turn

What is 1 more than 6?

I more than 6 is

7 is 1 more than

Your turn

What is 1 more than 8?

I more than 8 is

9 is 1 more than

Table top activity:



They can then count out the objects, or use counting forwards or backwards to find the new total.

One less

Numbers

1
2
3
4
5
6
7
8
9
10

ONE LESS THAN

Table top activity:

one less

one more

<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>

Resie's mom asked her to pick 10 strawberries.

There are 9

One more or One less?

She needs to pick

Table top activity:



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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are Singing along to the counting (and possibly the verse) at the same time as marching.</u></b></p> <p>In Music we will first play the clip of ‘Colonel Hathi’s march’ so children can get a flavour of the music. Next, in a large, open space, march in time to the music, like the elephants in Colonel Hathi’s troupe. As a class, we will form a line holding on to each other’s shoulders gently and keep in contact as you march around the large space (as one long snake), marching like the herd of elephants (someone could play the little elephant who has to catch up).</p>	<p><b><u>LI: We are learning to do a defining frame on what we think the religion ‘Buddhism’ beliefs are.</u></b></p> <p>In this lesson, children will share their ideas and discuss what they know about the religion Buddhism or what they think the religious beliefs are.</p> <p>It will be a class discussion and the class teacher will scribe their thoughts on a defining frame.</p>	<p><b><u>LI: We are leaning to land safely by looking ahead when landing,</u></b>  <b><u>Show hopping and jumping movements with soft bent knees.</u></b></p> <p>In PE, in pairs, pupils will discuss the following questions: What can you do to jump further? How can you keep balanced when you land? Invite some pupils to share their discussion. Children will begin behind the line. They swing their arms three times and jump forwards as far as they can.</p>
Art – Kapow		PSHE - Jigsaw



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## LI: We are learning to create different types of lines.

In this lesson, children will develop a wide range of ART and design techniques in using colour, pattern, texture, line, shape, form and space.

Children will learn about the work of range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



## LI: We are learning to see the link between my rights and my actions in the classroom.

Children discussing their classrooms rules and rights with their class teacher. This will then be displayed in the classroom.

### **Classroom rules:**

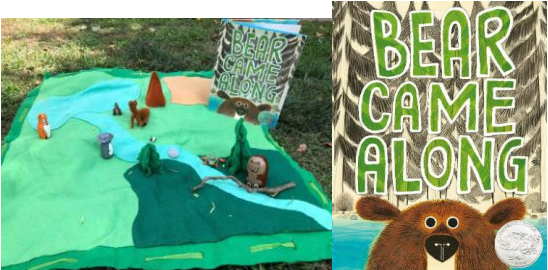

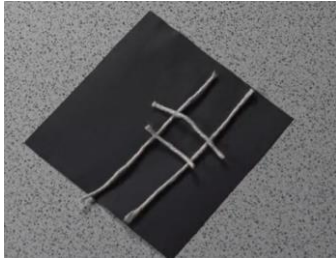
- No running
- No shouting
- No talking when someone else is talking

### **Classrooms Rights:**

- To ask questions
- To be respected
- To be treated equally







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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>L.I: We are learning to recall what we already know about human senses.</u></b></p> <p>In this lesson, children will share their ideas and discuss what they know about the topic Human Senses or what they think the topic might be about.</p> <p>It will be a class discussion and the class teacher will scribe their thoughts on a defining frame.</p> <p>Children will then play ‘Simon Says’ to identify their body parts.</p>	<p><b><u>L.I: We are learning to recall what we already know about childhood.</u></b></p> <p>In this lesson, children will share their ideas and discuss what they know about the topic ‘Childhood’ or what they think the topic might be about.</p> <p>It will be a class discussion and the class teacher will scribe their thoughts on a defining frame.</p> <p>Children will then discuss on their childhood toys and if they still have them.</p>	<p><b><u>LI: We are learning to explain what technology is.</u></b></p> <p>Learners will become familiar with the term ‘technology’. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways.</p> <p><b>Learning objectives</b></p> <p>To identify technology</p> <ul style="list-style-type: none"> <li>● I can explain technology as something that helps us</li> <li>● I can locate examples of technology in the classroom</li> <li>● I can explain how these technology examples help us</li> </ul>
<p><b><u>Independent activities the children will access this week</u></b></p>		
<p style="text-align: center;"><b><u>English – tuff spot</u></b></p>  <p style="text-align: center;">Retelling the story with characters and time connectives.</p>	<p style="text-align: center;"><b><u>Maths – tuff spot</u></b></p> 	<p style="text-align: center;"><b><u>Weekly – tuff spot</u></b></p>  <p style="text-align: center;">Children to explore different patterns</p>

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<p><b><u>Creative task</u></b></p> 	<p><b><u>Creative task</u></b></p> 	<p><b><u>Creative task</u></b></p> 
<p><b><u>Phonics</u></b></p>  <p>Making word wheels and writing the words on whiteboards</p>	<p><b><u>Phonics</u></b></p>  <p>Using flash cards of focus sound and making the words using magnetic letters</p>	<p><b><u>Phonics</u></b></p>  <p>Sort flash cards into correct digraph with post it notes.</p>

## 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

### Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

## Maths



**Doodle Maths** – Log on to your account at least

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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**.



Remember to write your spelling sentences in your  
purple reading task book.



**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?