

# Weekly Overview of Learning

Year Group: Year 1    Week beginning: 25.03.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to brainstorm rhyming words for our own nonsense poem about Alien School.</u>	<u>LI: We are learning to write our own nonsense poem.</u>	<u>LI: We are learning to perform our own nonsense poem.</u>	<u>LI: We are learning to read to read the story about Easter.</u>	NO SCHOOL
Speaking and Listening Focus	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Gain, maintain and monitor the interest of the listener(s)	Retell stories using time connectives	
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Structure Lines Words Rhymes</p> <p><u>Key questions:</u> What happened in Alien School? Who is the main character? Which lessons does Albie do? How does he feel about them? Which words rhyme with..?</p>	<p><u>Key Vocabulary:</u> Rhyming Lines Rhythm Repetition</p> <p><u>Key questions:</u> Can you find any words or phrases which are repeated? Can you find any rhyming words? What are words that rhyme? What words can you think of that rhyme with...?</p>	<p><u>Key Vocabulary:</u> Perform Clear voice Expression Confidence</p> <p><u>Key questions:</u> How will I make sure everyone can hear you? Will you use a different tone of voice?</p>	<p><u>Key Vocabulary:</u> <u>Jesus</u> <u>Cross</u> <u>Reborn</u> <u>Easter</u> <u>Sunday</u></p> <p><u>Key questions:</u> Who was Jesus? Why is Easter special for Christians? What did Jesus Christ do?</p>	

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## Activities

Children will be brainstorming rhyming words about the book Alien School, as they will be writing a poem about it.

Monday 25th March 2024

LT: We are learning to brainstorm rhyming words for our own nonsense poem about Alien School.

### Recap

What rhyming words can you find in the poem 'Once'?



They will re-read the book and use words that they can think of a rhyme for. It does not have to make sense.

Today we are going to be brainstorming words and ideas to write a rhyming poem about Alien School.

What happens in Alien School?  
Who is the main character?  
Which lessons does Albie do?  
How does he feel about them?



We are now going to watch the reading of the book Alien School. Watch out for any words that we think could rhyme.



### Task

Let us brainstorm words we could rhyme together about Alien School. The words do not have to make sense. They can be silly.

Rhyming words about Alien School

Children will be using the words they brainstormed the previous day to write their own rhyming poem.

Lets look at examples of poems about aliens that we can use to write our own



### Our turn

Lets have a go at filling out the rhymes for this poem about 'Alien School'.

Alien School is  
Have to get in a  
I am so  
That's because I go to  
I eat  
Then we play rainbows and

### Your turn

On your whiteboards write down your own ideas of rhymes to fill out for Alien School

Alien School is  
Have to get in a  
I am so  
That's because I go to  
I eat  
Then we play rainbows and

Children will have the opportunity to perform the poem they have written in front of their classmates. They will make sure they speak in a nice clear voice and try to use different expressions and voices.

LT: We are learning to perform our own nonsense poem.

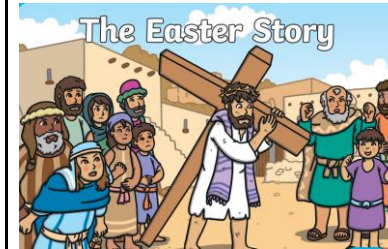
Today you are each going to be saying your poems out loud. Remember when speaking you need to speak in a nice clear voice.

Try to use voices when speaking.

First practise saying your poems with your partners at the table.



Children will be reading a story about Easter. They will be reading the importance of Easter for Christians and how it celebrated to remember the saviour Jesus Christ.



Jesus arrived in Jerusalem on Palm Sunday. The people were happy to see Jesus and waved palm branches.



Jesus had a special dinner called a Passover meal with his friends. This meal is now known as the Last Supper.

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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></p> <p>Teacher to dictate words for children to spell. Words: have train gives point</p> <p><b>Teach</b></p> <p>Review oy. Action: Tricky Witch's wand.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p><b>Activity</b></p> <p>First write down words that you remember with 'oy' sound.</p> <p>Write the words in the spaces provided</p> <p>Now, in your books, write down 4 sentences with the 'oy' sound. Try to use the connectives 'and', 'also', 'but' in your sentences.</p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell. Words: live stain soil tray</p> <p><b>Teach</b></p> <p>Review a-e. Action: Angry Red A angry action.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s) and on how some words change completely in the past tense.</p> <p><b>Activity</b></p> <p>First write down words that you remember with 'a-e' sound.</p> <p>Write the words in the spaces provided</p> <p>Now, in your books, write down 4 sentences with the 'a-e' sound. Try to use the connectives 'and', 'also', 'but' in your sentences.</p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell. Words: paint give join away</p> <p><b>Teach</b></p> <p>Review e-e. Action: E Smiley face.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -ly)</p> <p><b>Activity</b></p>	<p><b>Review</b></p> <p>Teacher to dictate words for children to spell. Words: spray love paid boil</p> <p><b>Teach</b></p> <p><b>Review i-e</b> Action: I eye.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -ly) and on how some words change completely in the past tense.</p> <p><b>Activity</b></p> <p>Write the words in the spaces provided</p>	<p><b>No SCHOOL</b></p>
<p><b>Class Text – Reading Aloud</b></p> <p><b>10-15 mins each day</b></p>	<p>This week the classes will be reading a range of poem during their reading aloud session.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="224 1260 537 1452"> <p><b>At the Zoo</b> By William Makepeace Thackeray</p> <p>First I saw the white bear, then I saw the black; Then I saw the camel with a hump upon his back; Then I saw the grey wolf, with mutton in his maw; Then I saw the wombat waddle in the straw; Then I saw the elephant a-waving of his trunk; Then I saw the monkeys-mercy, how unpleasantly they smelt!</p> </div> <div data-bbox="1411 1197 1590 1452"> <p><b>My Shadow</b> By Robert Louis Stevenson</p> <p>I have a little shadow that goes in and out with me, And when I can be in the sun or moon or stars or sea, He is very, very like me from the heels up to the head, And I see him jump before me, when I jump into my bed.</p> <p>The funniest thing about him is the way he likes to grope, Not at all like proper children, which is always very slow; For he cannot stand up taller than an inch or two tall, And he sometimes gets so little that there's none of him at all.</p> <p>He hasn't got a notion of how children ought to play, And can only make a fool of me in every sort of way, He stays so close beside me, he's a coward you can see, For he never shows a stick or a stone or a brick or a tree.</p> <p>One morning, very early, before the sun was up, I rose and found the shadow dawdling on my bottom; But my tiny little shadow, like an honest sleep-head, Had sloughed at home behind me and was just asleep in bed.</p> </div> <div data-bbox="1680 1197 1859 1452"> <p><b>The Cow</b> By Robert Louis Stevenson</p> <p>The friendly cow, all red and white, I love with all my might, She gives me cream with all her might, To eat with apple tart.</p> <p>She wanders lovingly here and there, And yet she cannot stray, All in the pleasant open air, The pleasant light of day.</p> <p>And blown by all the winds that pass And over with all the showers, She waddles among the meadow grass And eats the meadow flowers.</p> </div> </div>				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI - we are learning about full and empty</u>	<u>LI: we are learning about volume</u>	<u>LI: We are learning about capacity</u>	<u>LI: We are learning to compare volume</u>	<b>No School</b>

<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● volume</li> <li>● full</li> <li>● half full</li> <li>● empty</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>● What does “full”</li> <li>● How are “nearly empty” and “nearly full” different?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● volume</li> <li>● full</li> <li>● half full</li> <li>● half empty</li> <li>● empty</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>● What does “full”/“empty” mean?</li> <li>● How are “nearly empty” and “nearly full” different?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● capacity</li> <li>● container</li> <li>● more water</li> <li>● compare</li> <li>● taller</li> <li>● wider</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>● Which container do you think can hold more water? Why?</li> <li>● Can two glasses that look different hold the same amount of water? Why?</li> <li>● Does a taller/wider glass always hold more water?</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● compare</li> <li>● volume</li> <li>● empty</li> <li>● nearly</li> <li>● full</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>● What does “empty”/ “nearly empty”/ “nearly full”/ “full” mean?</li> <li>● If the glasses are the same size and shape, how do you know which has more water in it?</li> <li>●</li> </ul>	No School
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Activities					No School
	<p>In this lesson, children are introduced to volume and capacity for the first time. They begin by exploring practically the idea that capacity is the maximum amount that something can hold. Ensure that they experience a range of different sizes and shapes of containers and begin to make basic comparisons to see which has the greater capacity. Children then explore the concept that volume is the amount of something inside a container. They describe the volume in a container using phrases such as “empty”, “nearly empty”, “nearly full” and “full”.</p>	<p>In this lesson, Children explore the concept that volume is the amount of something inside a container. They describe the volume in a container using phrases such as “empty”, “nearly empty”, “nearly full” and “full”.</p> <p>Children will compare much water each of the containers can hold and make suggestions about what other items Albert could use to carry the water. Encourage children to describe how much water is in the pool using phrases such as “empty”, “nearly empty”, “nearly full” and “full”.</p>	<p>In this lesson, children are introduced to capacity for the first time. They begin by exploring practically the idea that capacity is the maximum amount that something can hold. Ensure that they experience a range of different sizes and shapes of containers and begin to make basic comparisons to see which has the greater capacity.</p> <p>Teachers will provide children with a variety of different sizes and shapes of container. They will get them to predict which one has the greatest capacity.</p> <p>Challenge children to investigate how they can work out which container has the greatest capacity, for example filling one container with water and then pouring the water into another container.</p>	<p>In this lesson, children will develop their understanding of volume further and start to compare volumes using the language of “more than” and “less than”. Initially, children make simple visual comparisons between identical containers, using the language introduced in the previous step. They should still be exposed to a range of different size and shape containers. Children then compare and order more than two glasses. This can include following instructions to show a certain volume, for example showing more than half full, but less than nearly full.</p>	

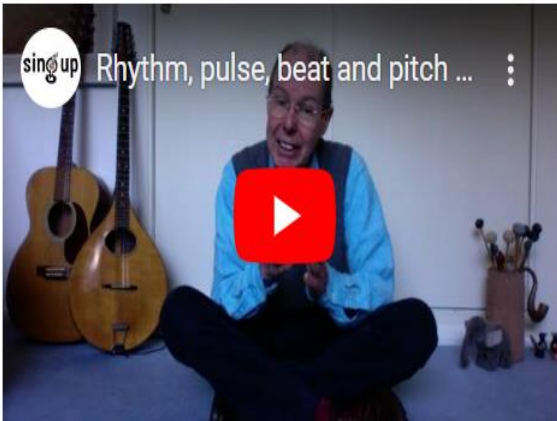
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## Music

### LI: We are learning to focus on rhythm – copying, inventing and reading notation.

This week the children are going to learn about how to respond to music physically. They are going to invent new rhythm patterns and perform a group piece using composed rhythms.



## PE – Get Set 4 PE

### LI – We are learning to develop my understanding of how exercise helps my muscles.

Pupils stand in their own space. Introduce the first three actions and give time to practise each.

- 1 – run on the spot
- 2 – star jumps
- 3 – march on the spot

Call out the numbers in a random order, pupils respond with the appropriate action. Continue to do this a few times until pupils are comfortable with remembering each of them.

Use fluid movements – simultaneous arms and legs moving for star jumps and opposite arms and legs moving during marching and running.

Introduce the next set of actions:

- 4 – mini-squats
- 5 – write your name in the air with your finger (big letters)
- 6 – touch heads, shoulders, knees and toes continuously

Call all six numbers out in a random order with the pupils responding with the correct action.

Make this easier by reminding them of the action.

Make this harder by speeding up the call for each number and varying the number order.

Go through each action in order of 1 - 6 for around 30 seconds. After each exercise Q: How do your muscles feel? Tired, worn out, hot, busy etc. Point towards muscles in our arms and legs that they could feel working. Keep going even if you find the exercise difficult.

DT Week. – Creating a sliding playground

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This week is DT week in Year 1. In DT, the children are going to design and create pictures of themselves sliding on a playground.

Picture of final product.



Resources:

Playground template (saved in folder)

Children's pictures to move around

Scissors

Colour pencils/Felt tips

Strip of coloured card (to put their pictures on)

## Success criteria

- ✓ I understand that sliders are mechanisms
- ✓ I know that sliders can make things move
- ✓ I can create moving models that use sliders

The children are first going to discuss what equipment they would need, how do they think they are going to get their pictures sliding and what will we use? Then they are going to design their playground thinking about what they want to draw on it, how is their playground going to look.

What is your design going to look like?

My playground design

This is what I would draw on my playground?  
(CTs to model)



Have a think: what are you going to draw on your playground template?



The children are then going to using thinking hats to reflect on their sliding pictures.

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LI: We are learning to reflect on our sliding pictures on a playground.

What did I find difficult?



Caution, Risks,  
Problems

What were my successes?  
What was I pleased with?



Benefits and Feasibility

How could I improve my  
product next time?



Alternatives and  
Creative Ideas



## Independent activities that the children will also access this week

### In Maths we are learning about volume and capacity



## 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

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## 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.

**Summer uniform can be worn when we return on the 15<sup>th</sup> of April.**

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!

**The Spring Term will finish at 1:00pm on Thursday 28<sup>th</sup> – gates will open at 12:55pm**

**The Summer Term will commence on Monday 15<sup>th</sup> April**