

Weekly Overview of Learning

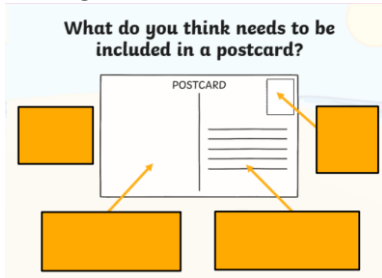
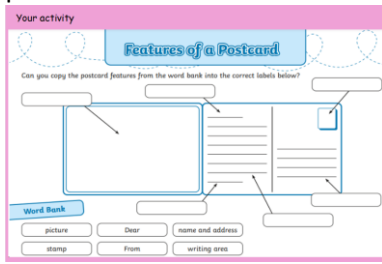



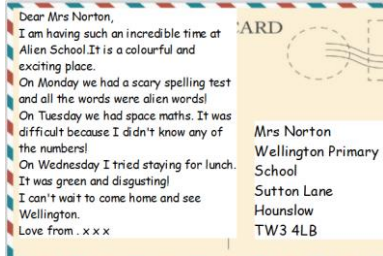
Year Group: Year 1 Week beginning: 04.03.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning what a postcard is and the features of a postcard.</u>	<u>LI: We are planning and learning how to write a postcard.</u>	<u>LI: We are learning to write the beginning of our postcard.</u>	<u>LI: We are learning to write the middle and ending of our postcard.</u>	<u>LI: We are learning to edit our postcards.</u>
Speaking and Listening Focus	Ask relevant questions to expand their understanding and knowledge	Ask relevant questions to expand their understanding and knowledge	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Listen and respond appropriately to adults and peers
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Dear From Writing area Address Stamp Picture</p> <p><u>Key questions:</u> What is a postcard? Do we know what this is? When would we write one? What do we write about here?</p>	<p><u>Key Vocabulary:</u> Start Dear Writing area description</p> <p><u>Key questions:</u> What lessons did Albie attend at Alien School? How did he feel about those lessons?</p>	<p><u>Key Vocabulary:</u> Beginning Like Lessons scary fun</p> <p><u>Key questions:</u> How do you feel about attending an alien school? Who are we writing to? What did you do on Monday?</p>	<p><u>Key Vocabulary:</u> Middle End feeling excited amazing</p> <p><u>Key questions:</u> What lessons did you do on the next day? How did you feel? Would you want our school to be like Alien School?</p>	<p><u>Key Vocabulary:</u> Capital letters Full Stop adjectives exclamation mark</p> <p><u>Key questions:</u> Where do capital letters and full stops go? Have you used adjectives.</p>

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Activities	<p>Children will be introduced to what a postcard is and when we might write one.</p>  <p>What do you think needs to be included in a postcard?</p> <p>They will then look into the features of a postcard. This includes: name and address, stamp, picture, writing area, Dear and From.</p> <p>Children will have an activity of filling out the features of a postcard.</p> 	<p>Children are going to be writing to Mrs Norton about Alien School. They are going to pretend they attended Alien School and will write all about it.</p>  <p>Children start planning out how their postcard will be structured.</p>  <p>What lessons did Albie attend at Alien School? How did he feel about those lessons?</p>	<p>Children start writing the beginning of their postcard to Mrs Norton. They will start with 'Dear' and will say how they are finding Alien School. They will also begin to write the lessons they did on 'Monday'.</p> 	<p>Children continue writing their time at Alien School. They will write what lessons they did on the rest of the days and if they would recommend our school being like Alien School.</p> 	<p>Children to edit their postcard, they will use some success criteria to make sure they have added capital letters, full stops, exclamation marks, connectives and adjectives.</p> <div data-bbox="1825 438 2172 917"> <h3>My Writing Checklist</h3> <ul style="list-style-type: none"> Did I use a capital letter at the beginning of my sentence? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did I use different conjunctions to join my ideas? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did I use a range of punctuation marks correctly? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did I use adverbs to help the reader understand more about some of the verbs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Did I use neat handwriting? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div>
Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

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Phonics



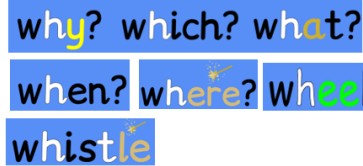
Teach

Introduce the wh grapheme. Read the 'wh' words. Point out the question words that begin with the wh grapheme.

2. Watch the 'The wheel fell off' video. Ask the children to make the Silent Ghost (finger in front of the lips – not touching) action each time they hear a wh word. Can they recall all of the wh words in the video?

Activity

Write 4 sentences in your books using words with the 'wh' sound.



Review

Recap the are y (long E) and ph graphemes from last week.

Teach

Introduce the e grapheme that makes the long E sound. This is in many common words. The CEWs 'he', 'me', 'we', 'be' and 'she' have an open long E vowel. Read the words on the PowerPoint. Read the common words that have this grapheme in the PowerPoint.

2. Watch the 'Deep Beneath the Sea' song. Ask the children to make the Green Froggy (index finger and thumb making a smiley face) action each time they hear an e word. Can they recall all of the e words in the video?

Activity

Write 4 sentences using the words below with the 'e' sound.



Review

Use the flashcards to recap the o (long O) words.

Teach

Download the 'alien' nonsense words. Use this to recap the wh e and o graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory.

Activity

Wordsearch
Year 1 Grapheme Hunt (Word) - 100 letters

w	i	w	h	i	c	h	e	
e	h	e	o	v	h	a	d	
c	w	h	e	r	e	n		
h	e	w	h	a	t	r	w	o
w	a	t	w	r	n	t	h	l
h	e	w	h	e	w	n	e	i
e	l	h	i	l	a	e	n	k
e	r	o	l	b	w	h	i	t
l	s	u	e	h	t	e	v	w
h	a	d	o	s	e	w	h	y

Can you find the following words?
when, where, which, wheel, while, what, white, why

© Phonics Play 2014

Review

Use the flashcards to recap the e (long E) words.

Teach

introduce the o grapheme that makes the long O sound. The CEWs go no so have an open long O vowel. Read the words on the PowerPoint. Read the common words that have this grapheme in the PowerPoint. Notice the position of the o grapheme.

2. Watch the 'Oh Miss Oh No' video. Polo is a pink monster who is in love with Miss Oh No! Ask the children to make the Miss Oh No (surprised hands in the air) action each time they hear an o word. Can they recall all of the 'o' words in the video?

Activity



Teach

Use the flashcards to review the graphemes taught this week.

Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.

Activity

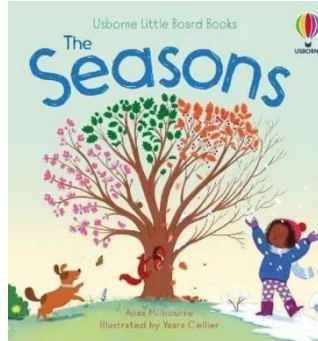
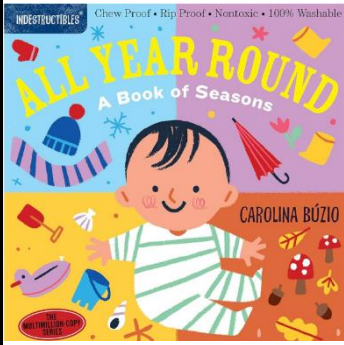
Children create their own flashcards using colourful media to display in the classroom.

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Class Text
– Reading
Aloud
10-15
mins each
day

This week the classes will be reading a range of books about Science during their reading aloud session.



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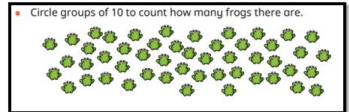
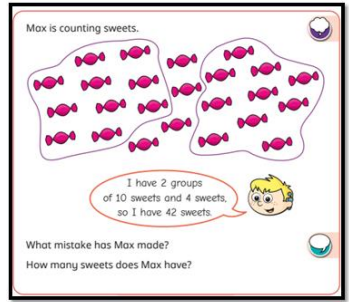
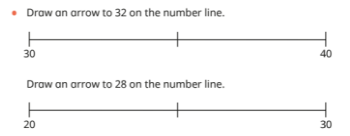

Year Group: Year 1 Week beginning: 04.03.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to count by making groups of tens</u>	<u>LI: We are learning how to partition numbers,</u>	<u>LI: We are learning to use a number line to count to 10 and 20.</u>	<u>LI: We are learning to estimate on a number line to 50.</u>	<u>LI: We are learning to apply our knowledge to find 1 more and 1 less.</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Addition groups total number tens ones <p>Key Questions:</p> <ul style="list-style-type: none"> Is there an easier way to count the objects? How can you make sure you do not miscount any objects? How could you use a ten frame to help you count groups of ten? How many ones are there in 10? How many groups of ten are there and how many more? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> partition numbers tens ones <p>Key Questions:</p> <ul style="list-style-type: none"> How many tens are there? How many are there? What is the number? What is the whole? What are the parts? Does it matter which way round you draw the parts? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> number line start of a number line end of a number line <p>Key Questions:</p> <ul style="list-style-type: none"> Where does the number line start? Where does the number line end? Where do the numbers go on a number line? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> estimate halfway less than halfway more than halfway <p>Key Questions:</p> <ul style="list-style-type: none"> What does "estimate" mean? Can you find halfway on the number line? Is ___ less than halfway or more than halfway? How do you know? Where is ___ on the number line? How do you know? Which two multiples of 10 is ___ between? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> more less place value <p>Key Questions:</p> <ul style="list-style-type: none"> How can you represent the number ___? How can you find 1 more? How does this change the number? Which digit changes? Why? How can you find 1 less? How does this change the number? Is it only ever the ones digit that changes?

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Activities					
<p>Activities</p>	<p>In this lesson, children will be spending time practically counting groups of ten from objects such as counters, cubes and straws. Building towers of 10 cubes or bundling 10 straws will reinforce the concept of 1 ten being equal to 10 ones.</p>  <p>children will then solve a word problem:</p> 	<p>In this lesson, children will develop their understanding of place value for 2-digit numbers as they begin to partition numbers to 50. They have already explored how many tens and ones make a number and they now use a part-whole model to partition a number into tens and ones.</p> <p>Children first investigate partitioning with representations, followed by numbers. It is important that they see that the whole can be partitioned into tens and ones or ones and tens. The value of the whole and each part does not change in either order. At this stage, children do not need to describe the part-whole model as an additional number sentence.</p>	<p>In this lesson, as children have used a number line to count to 10 and 20 in previous blocks; in this small step, the number line is extended to include numbers to 50.</p> <p>Class teachers will encourage children to explore the similarities and differences between a number track and a number line. There are lots of opportunities for practical activities within this step, such as children creating their own number line on the playground.</p> <p>children will use their knowledge of counting to label number lines counting up in 1s before labelling number lines counting in 10s. Building on this, they find the position of given numbers on unlabelled number lines.</p>	<p>In this lesson, children will be building on the previous small step, children estimate the positions of numbers on number lines up to 50.</p> <p>Children have estimated on number lines to 20, but they may need to recap the idea of an estimate being a “best guess”. Class teachers will remind them that estimates are not exact. Explore the process of finding a midpoint on a blank number line by asking what number is halfway between the start and end point numbers.</p> 	<p>In this lesson, children will apply their counting skills to find 1 more and 1 less than any number between zero and 50. They have already found 1 more and 1 less than numbers within 20 in a previous block.</p> <p>As children are still developing their understanding of 2-digit numbers, it is important that they find 1 more and 1 less of a number using concrete resources and representations. Initially, they could make a number using a ten frame and counters, before working out 1 more and 1 less by adding or removing counters. Children could then use number lines alongside concrete resources to count forwards or backwards.</p> 


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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
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LI: We are learning to draw to music – engage imaginatively with the music.

The children this week will be learning about composer Anna Meredith. They will explore the piece using movement and feel the beat using whole body movements.



LI: We are learning why Shabbat is important to Jews.

The children this week will be learning about Shabbat- an exciting day for Jewish people. The children will learn about when it is celebrated, how it's celebrated and will look at some more Shabbat traditions. The children will also watch an engaging video for more understanding.



Task:

ALL

her to el!

Week commencing 4th March 2024

L1: We are learning why Shabbat is important to Jewish people.

Shabbat is _____ and it begins on _____

At the weekend I like to:	On the day of the Shabbat Jewish people:
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At the weekend I like to: _____

On the day of Shabbat Jewish people: _____

Pink – Draw a photo of what you like doing on the weekend.

LI – We are learning about how exercise can make you strong and healthy.

Busy body, calm body:

Place three red cones and three green cones in the space. Separate pupils into six groups and assign each group to begin at one cone. The red cones represent low intensity (calm body) activity and the green cones represent high intensity (busy body) activity.

Red cones = sit in a comfortable seated position taking deep breaths (breath in through the nose and out through the mouth) or walk at a slow pace up around the playground.

Green cones = star jumps or tuck jumps.

On the teacher’s signal, pupils start the nominated activity. Give pupils around 30-40 seconds at their station before moving them on to the next cone, ensuring pupils move from red to green etc. Reward pupils for persevering even when they find the activity difficult.

Make this easier by resting between each cone.

Make this harder by asking pupils to create their own busy body movement at each green cone.

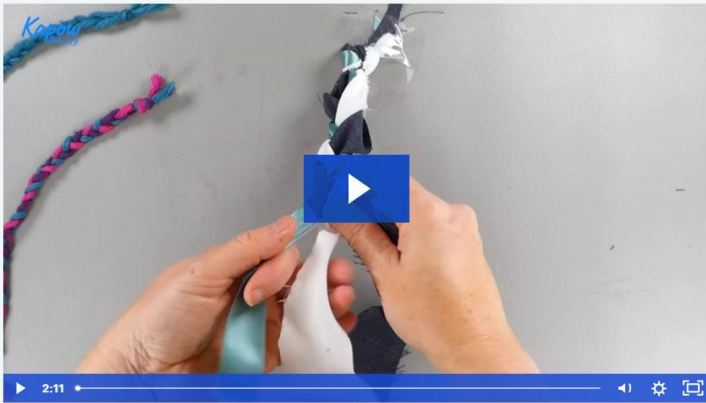
Art – Kapow	PSHE - Jigsaw
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LI: We are learning plaiting, threading, and knotting techniques.

This week the children will learn to thread. They will watch engaging videos for better understanding.



The children will use different coloured thread to make it look bright and colourful! They will get creative and plait beads into their work. The children will keep their pieces for the final project!

LI: We are learning how to make healthy lifestyle choices.

This week the children are going to discuss how we can make healthy lifestyle choices so we can feel and look healthy! The children will also discuss What does the word 'healthy' mean to you? What are some choices we can make to be healthy? Children are also going to listen to the 'make a good decision' healthy song.




Task:

Teacher turn - Your teacher will model an example.


Your turn - Take ideas from the class and work together to fill out the sheet.

Teacher turn




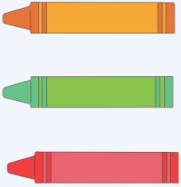



Write down different ways you can make healthy choices around the body. Then, design and color in your template.

Your turn



Write down different ways you can make healthy choices around the body. Then, design and color in your template.


Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning about the seasonal changes in deciduous trees</u></p> <p>In Science, first children will recap the words deciduous and evergreen, then they will look more closely at how deciduous trees change in each season. CTs will model correct vocabulary during the discussion.</p> <div data-bbox="152 608 712 762" style="border: 1px solid black; padding: 5px; text-align: center;"> <h2 style="color: #c0504d;">Seasonal changes in apple trees</h2> </div>  <p>The children will then write words or sentences to describe the change that happens to the deciduous trees across the four seasons.</p>	<p><u>LI: We are learning about Victorian classroom artefacts.</u></p> <p>The children will look at some Victorian classroom artefacts and discuss what each object tells them about life in a Victorian classroom. Then the children will be encouraged to consider how these artefacts are the same or different to the classroom resources they use today.</p> <div data-bbox="808 683 1435 775" style="border: 1px solid black; padding: 5px; text-align: center;"> <h2 style="color: #4f81bd;">Classroom artefacts</h2> </div>  <p>Task:</p>	<p><u>LI: We are learning to describe an object.</u></p> <p>The children will learn how to describe an object in different ways. They will look at how to describe a property of an object and find objects with similar properties.</p> <div data-bbox="1473 603 2136 1114" style="border: 1px solid #add8e6; padding: 10px;"> <h3 style="color: #4169e1;">How to describe an object</h3> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Size</p>  </div> <div style="text-align: center;"> <p>Colour</p>  </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>Shape</p>  </div> </div>

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Seasonal changes in apple trees


Write words or sentences to describe the changes that happen to deciduous apple trees across the four seasons.




winter



spring



autumn



summer

In winter _____

In spring _____

In autumn _____









In summer _____

Useful words

- apple
- bare
- blossom
- branch
- brown
- bud
- cold
- dormant
- fall
- green
- grow
- leaf
- rain
- ripe
- seed
- sun
- warm
- yellow

Classroom artefacts comparison

Complete the table to compare the Victorian classroom artefacts to the equipment you use in school today. Use the useful words to help.

Victorian times	What we use today
 abacus	
 bell	
 blackboard	
 cane	
 desk and chair	
 dunce's cap	
 ink pen	
 slate board	

Useful words

- behaviour chart
- calculator
- chair
- coloured pencil
- computer
- drawer
- exercise book
- handwriting pen
- paper
- pencil
- smartboard
- stickers
- table
- tablet
- whistle
- whiteboard

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.

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

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

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Try and login to **Bug Club** and **Reading Eggs**.



most!!

Work to reach your target – are you in the **green** zone yet?

can return them.

Please remember to bring book bags in everyday!

World Book Day – 08.03.24

Please come dressed as your favourite book character for the day!