

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 17.06.24


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 trees go through during different seasons</u>	<u>LI: We are learning to make a poster on the missing leaf using descriptive language</u>	<u>Sports Day</u>	<u>LI: We are learning to write sentences to describe the squirrel.</u>	<u>LI: LI: We are learning to reconsolidate our learning on seasons</u>
Speaking and Listening Focus	Collaterally listening and participating in discussion	Participating in discussion using descriptive language		Participating in discussion using descriptive language	Collaterally listening and participating in discussion
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Autumn Spring Summer Winter Seasons changes <p><u>Key questions:</u></p> <p>What are the changes that happen during different seasons? Which season do we wear a coat? Which season might we need a sun hat? Which season might we see leaves on the floor?</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> adjectives description crunchy yellow, red, gold dry small/big/long/skinny <p><u>Key questions:</u></p> <p>What does the word adjectives mean? Why do we use adjectives? What does description mean? What words can we use to describe the missing leaf?</p>		<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> descriptive description adjectives furry/soft <p><u>Key questions:</u></p> <p>What adjectives can we use to describe the squirrel? How does the squirrel look? How do you think the squirrel feels like? What features can we describe?</p>	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> seasons autumn, spring, summer, winter changes adjectives <p><u>Key questions:</u></p> <p>What are the changes that happen during different seasons? What does the word adjectives mean? Why do we use adjectives?</p>

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<p>Activities</p>	<p>In this lesson, children will watch a video on the changes that trees go through during different seasons.</p> <p>They will use last weeks learning on season and the changes of seasons to draw a tree that has been through the 4 seasons.</p> <p>This will help their understanding on learning of the 4 seasons and the changes.</p>	<p>In this lesson, children will create a poster of the missing leaf by using descriptive language.</p> <p>Children will first think of adjectives for the leaves then write sentences to use in their poster.</p> <p>The poster will have: Title Name Age Description</p> <p>Children will then draw a picture of the missing leaf.</p>		<p>In this lesson, children will be using adjectives to write sentences to describe the squirrel.</p> <p>In addition, children use connectives to expand their sentences.</p> <p><i>The furry squirrel has a small black nose and soft fluffy hands.</i></p>	<p>In this lesson, children will use last weeks learning on season and the changes of seasons to draw a tree that has been through the 4 seasons.</p> <p>They will then link their learning of seasons to the book 'The Leaf Thief' and discuss why change is important for humans, animals and the nature.</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 Teacher to dictate words for children to spell.</p> <p>Words: storm wore lawn taught</p>	<p>Review Teacher to dictate words for children to spell.</p> <p>Words: store crawl author torch</p>	<p>Review Teacher to dictate words for children to spell.</p> <p>Words: drawing August forget before</p>	<p>Review 1. Quick Mix Review Teacher to dictate words for children to spell.</p>	<p>Review Use the flashcards to review the graphemes covered this week.</p>

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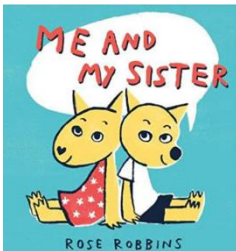
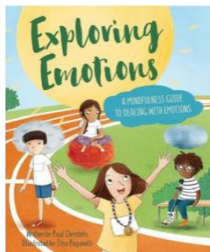
	<p>Teach Action: Tricky Witch’s wand.</p> <p>Read through the words in the PowerPoint.</p> <p>Focus on how suffixes are added (-s, -ed)</p> <p>Activity Read & sort real and alien words</p> <p>Download the real and alien words. In pairs, children to read and sort the words into real (treasure chest) and alien words (bin)</p> <p>Monster Partners</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage ‘look-cover-write-check’</p>	<p>Teach Review ear</p> <p>Action: Tricky Witch’s wand.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ing, -ed, -s)</p> <p>Activity Children to work in pairs to read words. Each child points to words for their partner to read. Encourage fluency to develop confidence and independence.</p> <p>Monster Partners</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage ‘look-cover-write-check’.</p>	<p>Teach Review ear</p> <p>Action: Tricky Witch’s wand.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ing) and how word changes for past tense.</p> <p>Activity Children to work in pairs. Have grammar machines and paper for children to make their own flashcards.</p> <p>Taking turns one child chooses a word from the PowerPoint slide. They then read and write the word on a flashcard. They pass it over the machine and their partner adds the correct suffix and reads the completed word. Use MP colours to support choice.</p> <p>Repeat with other words.</p>	<p>Words: caught morning score claws</p> <p>Teach Review ‘are’</p> <p>Action: Tricky Witch’s wand.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s, -ed, -ing)</p> <p>Activity Sentence Writing</p> <p>Children to write sentences about the picture. Before writing, orally rehearse sentences, getting ideas from children. Encourage them to use the prompt words around the picture. Model writing one sentence:</p> <p><i>Have no fear, she is near!</i></p>	<p>Activity</p> <p>100 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>see very – Green Froggy makes the long E sound in the ee and y graphemes.</p> <p>day – Angry Red A makes the long A sound in the ay grapheme.</p> <p>have when – both words have a silent letter.</p> <p>about out – Brown Owl makes the sound of the ou grapheme.</p> <p>people – the ‘e’ is a long E sound, followed by a silent ‘o’ and a tricky ‘le’ that makes the ‘ul’ sound.</p>
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Class Text
– Reading
Aloud
10-15
mins each
day

This week the children will be reading



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to unitise money.	LI: We are learning to explore a range of different pre-money counters.	<u>SPORTS DAY</u>	LI: We are learning to recognise coins.	LI: We are learning to explore different coins.

Key vocabulary and key questions	<p><u>Key vocabulary</u></p> <p>Money Notes Coins Pence Pound Pre-money counters</p> <p><u>Key Questions:</u></p> <p>How many dots are there on the counter? What is the value of the counter? How can you use counters to represent the value of the coin?</p>	<p><u>Key Vocabulary:</u></p> <p>Money Coins Pence Pound 1p,5p,10p,20p,50p,£1,£2</p> <p><u>Key Questions:</u></p> <p>What is the value of the coin? How do you know? Which coin has the greater value? How can you order the coins?</p>		<p><u>Key Vocabulary:</u></p> <p>Money Coins Pence Pound 1p,5p,10p,20p,50p,£1,£2</p> <p><u>Key Questions:</u></p> <p>What is the value of the coin? How do you know? Which coin has the greater value? How can you order the coins?</p>	<p><u>Key Vocabulary:</u></p> <p>Money Coins Pence Pound 1p,5p,10p,20p,50p,£1,£2</p> <p><u>Key Questions:</u></p> <p>How can you count in 2s, 5s, 10s? How many coins are there? What is the value of each coin? What is the total amount?</p>
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Activities

This week the children will learn about money. They will use pre-money counters to represent the value of coins. They will use dots on the counters to help them understand the value of coins. The dots represent the number on the coin!

A range of pre money counters

This counter has a value of 1

The 1 pence coin also has a value of 1

Children will be given coins on each table. Have them examine the coins, look at the front and back and will be encouraged to discuss their value.

Task; Children will use pre-money counters and match them with the correct coin value. Photo in books in groups.

In this lesson, children will explore a range of different pre-counters to understand the value of coins in depth.

What is the total value of the set?

What is the total value of the set?

The children will look at the value of the coin and will match the pre money counter to the correct coin?

They will be encouraged to use their knowledge of 2s, 5s and 10s.

TIP - Use your 2s, 5s and 10s knowledge!

Task:

In this lesson, the Children will learn about the different coins and differentiate between pence and pound. They will learn from least to most valuable. Class teacher to hold up plastic and real life examples of coins and point out shape/features/value of the coin.

British Coins Word Mat

1p One Penny	2p Two Pence	5p Five Pence	10p Ten Pence
20p Twenty Pence	50p Fifty Pence	£1 One Pound	£2 Two Pounds

Task:

Match each coin to its value.

Complete the sentences.

There are 1 pence coins.

There are 2 pence coins.

There are 5 pence coins.

There are 10 pence coins.

There are 20 pence coins.

In this lesson, the children will explore a range of different coins. They will have different coins on each table to look at their sizes, shapes, how are they are similar and different to each other.

Explore a range of different coins.

50 pence

What is the name of each of the coins?

Task

CTs will give children some different coins on their tables. Children will place them in order from the smallest value to the biggest value.



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Show children a pre-money counter with a value of 1.
Now show them a 1 pence coin. Explain that both have a value of 1



Show children two 1 pence coins. Ask them to represent the coins using pre-money counters. How many counters will they need? Why?



Repeat with 2, 5 and 10 pre-money counters and coins.

Worksheet

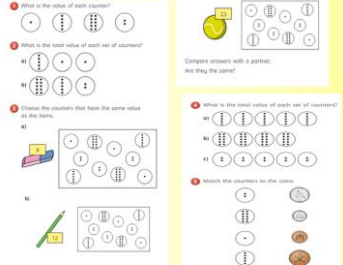
1. What is the value of each counter?

2. What is the total value of each set of counters?

3. Compare prices with a partner. Are they the same?

4. What is the total value of each set of counters?

5. Match the counters to the coin.



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Music – Sing Up

LI: We are learning to compare interpretations of the piece.

In the lesson children will

Compare different versions of the same piece of music.

·Identify differences and similarities and how music can tell a story.

·Talk about personal preferences.

Animation and ballet interpretations



RE – Widening Horizons

LI: We are learning about the festival of Vaisakhi and the significance of the festival.

Children will be exploring the religious festival of 'Vaisakhi' and how it is important in the religion of Sikhism.

What Is Vaisakhi?

New Year is when one year ends and another year begins. In different cultures, New Year happens at different times.

Harvest is a time when crops (food that is planted) are gathered in, ready to be eaten. Different religions use this time to say thank you to God for food.

Vaisakhi (or Baisakhi) is a festival celebrated by people who belong to the Sikh religion.

It is when Sikh people celebrate their New Year and Harvest.

Write the words in the correct boxes below.

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
kirpan	baptism	
gurdwara	Guru Gobind Singh Sahib Ji	
Amrit	Panj Pyare	

Write a sentence to describe what Sikhs do today to celebrate the festival of Vaisakhi.

PE – Get Set 4 PE

Athletics

LI - We are learning to change direction quickly.

Practise changing direction:

- Give each pupil a cone that stand next to in a space. Pupils jog from cone to cone. When at a cone, pupils:
 - Stop and jump over it.
 - Run around the cone before going to another.
 - Touch the cone with their hand.
 - Time the pupils, how many cones can they touch with their hand in 20 seconds? Repeat the activity, can they beat their score?
- Bend your knee closest to the cone to push off and change direction.

Dishes and domes:

Using the cones placed out, turn half of the cones so that they are pointing upwards (like a dish) and half of the cones pointing downwards (like a dome). Split the pupils into two teams. One team must try to turn the dishes over to make them domes and the other team must try to turn the domes over to make dishes.

Rules: Pupils cannot turn over the same cone twice in a row or move it from its place.

Play for one minute then stop and count which team has the most cones turned their way. Talk to the pupils about the importance of playing honestly and keeping to the rules. Repeat.

Play to the rules. Bend low and push off quickly to change direction. Keep your feet shoulder width apart to make a quick change of direction.

Make this harder by turning over a different coloured cone each time.



Striking and Fielding

LI: We are learning to develop hitting a ball.

Striking the ball:

Tell pupils that batters sometimes hit the ball with a bat. They are first going to learn to hit a ball with their hand.

- In pairs with one ball. Pupils begin standing opposite each other. They take turns to hit the ball to their partner.

Stand slightly sideways on to your partner. Use a firm, open hand. Watch the ball as it is coming towards you.



- Standing opposite each other. One pupil underarm throws the ball to their partner so that it bounces once. After one bounce, the other pupil tries to hit it with their hand.

Strike with an open, firm hand, strike the ball moving your hand away from you.

Using a racket:

- In pairs with one racket and a sponge ball between them. Pupil A begins with the racket and ball. They drop the ball on the floor and hit it after one bounce. Pupils B runs to collect and return it. Have four turns then change over. Q: Is pupil B a batter or a fielder? Fielder.

Watch the ball and let it bounce once. Hit the ball using the centre of the racket. Hold the racket towards the bottom of the handle.

- This time, pupil A underarm throws the ball for pupil B to hit. Pupil A collects the ball and they change roles.

Stand sideways on to your partner. Watch the ball as it comes towards you. Hit after one bounce.

Make this easier by continuing to drop the ball to themselves.



Art – Kapow

PSHE - Jigsaw

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LI: We are learning to do mark making of a landscape.

In their art books, children will be drawing one of the landscapes given in as much detail as possible.

3D Mark Making

Your task: Choose from one of these landmarks to draw into your books. Make sure to take your time and the landscape is as much detail as possible. You can then use colour pencils to colour in the landscape.

LI: We are learning to describe how we have grown - what has changed and what has stayed the same.

Your task today:
Complete the sequencing frame. In the final space, draw a picture of yourself as you are now. In the space in the middle, draw a picture of yourself when you were in the nursery. In the first space, draw a picture of yourself when you were a baby. In the reflective lens, write how you have changed.

Date: 3.7.23 L.L. We are learning to describe how we have grown - what has changed and what has stayed the same.
Nuzzle: Changing me. Piece: 1 2 3 4 5 6

How have you changed? How have you stayed the same?

In the sequencing frame, children will be drawing themselves at different points of their life so far. They will draw how they were as baby, in nursery and now in year 1.

Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>LI: We are learning to describe and compare the structure of animals.</p> <p>In the lesson, children will be looking at an animal from each of the animal groups and will be describing their features to see how they fit into that category.</p>	<p>LI: We are learning to create a leaflet about London.</p> <p>In the lesson, children will start making their leaflet. They will be decorating the front page and on page 1 will be describing what London looks like, including interesting facts by using your planning sheet from last week.</p>	<p>LI: We are learning to explain why I used the tools that I chose. Children will begin to justify their use of certain tools when changing text. The children will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The children will be able to explain what tool from the toolbar they have used to change their writing.</p>

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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!