

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 1.7.24


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	LI: We are learning to use comparative language to compare wild things	LI: We are learning the skills to help us do comprehension	LI: We are learning to answer questions from the book 'Where the wild things are'	LI: We are leaning to do comprehension from the book 'Where the wild things are'	LI: We are learning to create our own wild thing
Speaking and Listening Focus	Listen and respond appropriately to adults and peers.	Participate in group discussion, listening and sharing ideas.	Listen and respond appropriately to adults and peers.	Participate in group discussion, listening and sharing ideas.	Participate in group discussion, listening and sharing ideas.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Compare Wild animals Bigger/smaller/smallest Larger/largest Comparative language <p>Key questions:</p> <ul style="list-style-type: none"> what is comparative language? Can you think of words to compare? What wild things can you think of? What wild things can we compare? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Comprehension Answering questions Analysing Understanding Reading <p>Key questions:</p> <ul style="list-style-type: none"> What does the word comprehension mean? what does the word analyse mean? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Comprehension Answering questions Analysing Understanding Reading <p>Key questions:</p> <ul style="list-style-type: none"> Do you remember what comprehension means? When do we use comprehension? What skills do we need to be able to do comprehension? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Vocabulary Understanding Reading Fluency Decoding Reasoning <p>Key questions:</p> <ul style="list-style-type: none"> What does decoding mean? What does it mean to decode a text? What does fluency mean? What does it mean to infer and contrast? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Creativity Visualising Comparing wild things <p>Key questions:</p> <ul style="list-style-type: none"> what does your wild thing look like? How do you imagine your wild thing to be?

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<p>Activities</p>	<p>In this lesson, children will recall the wild animals that they have learnt about in science.</p> <p>As a class we then will use comparative language to compare 2 wild animals.</p> <p>‘the giraffe is taller than the lion’</p> <p>Children will think of the wild animals they want to compare and write sentences in their books.</p>	<p>In this lesson, children will learn how to read a text and understand what it means.</p> <p>Children will get a set of examples questions and will use the knowledge of analysing to answer questions.</p> <p>Children will first read a text then they will develop their comprehension skills.</p>	<p>In this lesson, children will use their previous learning on how to answer questions and will answer questions from the book we are reading ‘Where the wild things are’</p> <p>The aim of the lesson is for children to understand how to find answer to questions any reading and analysing the text.</p>	<p>In this lesson, children will learn that –</p> <p>Literal - skills related to a surface understanding of a text.</p> <p>Interpretive - skills that involve an ability to analyse and make judgements using outside knowledge.</p> <p>Critical - skills that work on drawing your own conclusions, questioning what you’ve read with deeper analysis.</p> <p>Children will then answer questions from the book ‘Where the wild things are’</p>	<p>As children have been inspired by the book ‘Where the wild things are’ In this lesson, children will be exploring their own wild thing.</p> <p>Children will get to be creative and imaginative to make their own wild thing.</p> <p>It could be a wild monster or an animal that looks like a monster.</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</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: happy phone wheel below</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: phonics which begin rainy</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: white maybe only dolphin</p>	<p>Review</p> <p>Teacher to dictate words for children to spell. Words: email family photo why</p>	<p>Review</p> <p>Mr Mrs – the ‘r’ makes a ‘ister’ sound in ‘Mr’, and ‘rs’ makes an ‘isses’ sound in ‘Mrs’.</p>

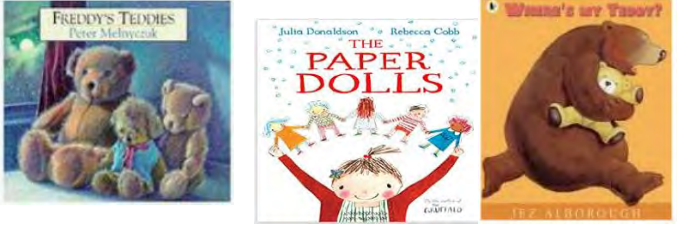
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<p>Teach Action: Surprised Oh!</p> <p>Read through the words in the PowerPoint.</p> <p>Focus on how suffixes are added (-s = oes)</p> <p>Activity Read & sort real and alien words</p> <p>In pairs, children to read and sort the words into real (treasure chest) and alien words (bin)</p> <p><i>Sentences:</i></p> <p><i>The robot only said hello.</i></p> <p><i>The pony is going to jump over.</i></p>	<p>Teach Review k before i,e, and y</p> <p>Read through the words in the PowerPoint. Recap the rules. Focus on how suffixes are added (-s, -ing, -ed)</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.</p>	<p>Teach . Children 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>Activity 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><i>Sentences:</i></p> <p><i>I was unhappy that it was untidy.</i></p> <p><i>It was unfair to be unwell.</i></p>	<p>Teach 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>The monsters are having a picnic.</i></p> <p>Activity Possible sentences:</p> <p><i>It is morning. The monsters are in the garden. The monsters unzipped their coats. They are unfolding the picnic blanket. They are unpacking the picnic food. The dragon is over the volcano. There are seven flamingoes. He is flying a kite. The kittens are unwinding the string. She is unhappy because she can't undo her coat. The rabbits are eating the carrots. The radio is playing. They might have a disco!</i></p>	<p>their little – Tricky Witch changes the sound, so 'eir' makes an 'air' sound and the 'le' in 'little' makes an 'ul' sound.</p> <p>what – Tricky Witch changes the sound of 'a' to an 'o' sound and the 'h' is silent.</p> <p>called – Tricky Witch changes the 'al' sound to 'or' and the 'e' in 'ed' is silent.</p> <p>Activity Children create their own flashcards using colourful media to display in the classroom.</p> <p>Children write colour-coded words in their Monster Phonics exercise book</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	
<p>This week the children will be reading stories about toys and we will be talking about what gives us comfort.</p>	

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to use the language before and after.</u>	<u>LI: We are learning about the days of the week.</u>	<u>LI: We are learning about the months of the year.</u>	<u>LI: We are learning to deepen our understanding of the months of the year.</u>	<u>LI: We are learning to have a deeper understanding of the days of the week.</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>Key Vocabulary:</u> Before After Morning Afternoon Evening Before/First/Next/Finally</p> <p><u>Key Questions:</u> What do you do in the morning/afternoon/evening? Which activities do you do before/after school? What comes after/before ___?</p>	<p><u>Key Vocabulary:</u> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Weekday/Weekend Calendar Today/tomorrow/yesterday</p> <p><u>Key Questions:</u> What day is it today? What day comes before/after ___? What day will it be tomorrow? Which days are the weekend?</p>	<p><u>Key Vocabulary:</u> Months of the year Before/after Next Now Birthday</p> <p><u>Key Questions:</u> How many months are there in a year? Which month are we in now/next? What month comes before/after ___? What month do we start school in?</p>	<p><u>Key Vocabulary:</u> Months of the year Before/after Next Now Birthday</p> <p><u>Key Questions:</u> How many months are there in a year? Which month are we in now/next? What month comes before/after ___? What month do we start school in?</p>	<p><u>Key Vocabulary:</u> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Weekday/Weekend Calendar Today/tomorrow/yesterday</p> <p><u>Key Questions:</u> What day is it today? What day comes before/after ___? What day will it be tomorrow? Which days are the weekend?</p>

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Activities

This week the children will learn about 'Time'. Today children will discuss what activities they do before and after school. They will sort out which activities take place in the morning, afternoon and evening.

Today we are going to focus on the words 'before' and 'after'. What do these words mean?



Task:

Kim is helping her mum with dinner. Match the activities to the labels to show when Kim will do each thing.



eat pudding



wash hands



set the table



wash dishes

before dinner

after dinner

Today the children will learn about the days of the week and differentiate between weekday and weekend. They will identify which days come before and after a certain day.

Today we are learning about the days of the week... How many days are there in the week? Can you say aloud all the days?

Listen to the days of the week song

What is your favourite day of the week and why?

What days are the weekend?

What days do we go for assembly?

What days do we have PE?

What day do we go to the ICT suite?

Task:

Worksheet 4th July 2023

Write down the days of the week in order:

Sort the days of the week.

At school Not at school

In this lesson the children will learn about the months in the year and how many days are in each month. They will look at a calendar and identify important dates.

Today we are going to learn about the months of the year!

TPS: How many months are there in the month?

Can you name all of the months?

Which month is your birthday?

Can you think of any months where special occasions take place?

Let's listen to the months of the year song!

Task:

Worksheet 4th July 2023

Complete the sentences.

1) The month after April is _____

2) The month before September is _____

3) The month after _____ is April.

4) The month before _____ is September.

5) Tick the months that have exactly 30 days.

6) Tick the months that have exactly 31 days.

7) Match to terms calendar.

8) Dan gets a party invitation in April. The party is in August. What months come between April and August?

In this lesson the children will deepen their understanding of the months of the year. They will look at the knuckles trick to remember the days in each month.



Task:

Task: cut and stick the months onto the season it belongs to.

MONTHS OF THE YEAR

Drag the month to the season it belongs to.

Seasons: summer, spring, autumn, winter

Months: January, February, March, April, May, June, July, August, September, October, November, December

Non recording

In this lesson, the children will deepen their understanding of the days of the week. They will look at the correct order and will discuss their favourite days of the week, what days are the weekend and so on.

Complete the sentence.

Today is _____ Tomorrow is Monday.

Complete the sentence.

Today is _____ Yesterday was Monday.

Task:

Sort the days of the week.


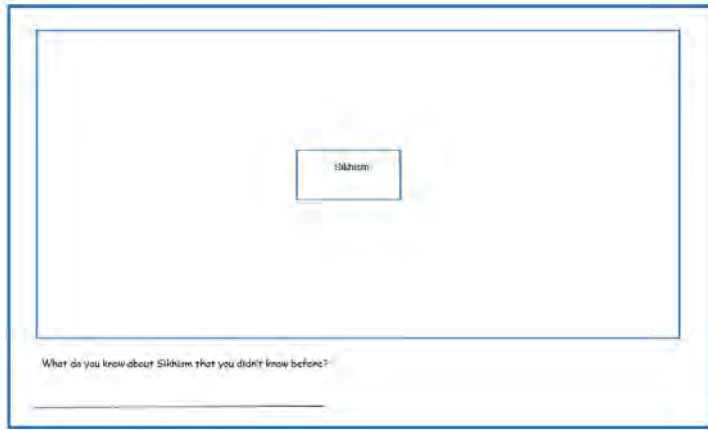

Have a think

At school Not at school

How many more days are you at school than not at school?

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to focus on rhythm – copying, inventing, and reading notation.</u></p> <p>In the lesson, children will:</p> <ul style="list-style-type: none">• Respond to music physically.• Invent new rhythm patterns.• Perform a group piece using composed rhythms. <div data-bbox="112 798 705 1098"><p>The cat and the mouse</p><ul style="list-style-type: none">• Listen to the music.• What do you think is happening?• How does the music change? Is it fast/slow? Smooth/jumpy?• Can you move around the room to act out what you think is happening in the music?</div>	<p><u>LI: We are learning to consolidate our knowledge and understanding about Sikhism.</u></p> <p>This half term the children have developed an understanding of the religion Sikhism. Children will first discuss and share what they now know about the religion.</p> <p>They will then use their discussion points to write them down in the end of topic defining frame.</p> <div data-bbox="739 662 1444 1093"></div>	<p><u>Athletics</u></p> <p><u>LI – We are learning to develop throwing for distance.</u></p> <p>Underarm:</p> <p>In pairs with one beanbag and two cones. Pupils stand 3m apart and practise underarm throwing.</p> <p>Check that your partner is ready to receive the beanbag, looking at you with their hands out. Release the beanbag, pointing your hand towards your partner and step forwards with the opposite foot. Catcher - hold your hands out to grasp the beanbag.</p> <p>Make this harder by clapping before you catch.</p> <div data-bbox="1489 885 1892 1069"></div> <p>Overarm:</p> <p>In pairs, pupils practise overarm throwing. Every three successful catches, they move their cones further apart.</p> <p>Step forwards with the opposite foot to throwing hand. High elbow in line with the shoulder and back behind</p>

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the head. Release the beanbag with your hand pointing towards your partner.

Q: Which type of throw allows you to throw further? *Overarm as you can build more power.*

Striking and Fielding

L1: We are learning how to get a batter out

Ball skills:

In pairs with one ball. Pupils stand 4m apart and complete the following skills:

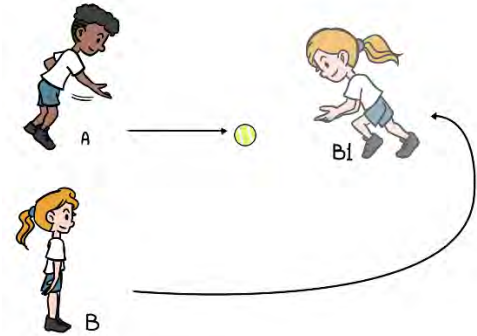
A Pupils roll the ball to each other, tracking it and collecting it. Q: Who might use this skill in a game and when? *Fielders would use this skill when a ball is coming towards them.* Track the ball and move your feet to get in line with it and move towards the ball as it is coming towards you.

B One pupil rolls the ball and their partner retrieves it. Q: Who might use this skill in a game and when? *Fielders would use this skill if the ball has gone past them.* Run past the ball, get your

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feet in line with it and scoop it up with two hands.



C Underarm throw to their partner, partner catching after one bounce. Q: Who might use this skill in a game and when? *A bowler might use this skill when bowling the ball to a batter.* Point your hand at your partner when you release the ball.

Art – Kapow

PSHE - Jigsaw

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LI: We are learning to use tones and shades to paint animals.

The children will be continuing their art work in their books from the previous week of animals. They will be using a range of paint shades to paint in their animals they drew.

In your books, you are going to be painting the animals you drew



LI: We are learning to develop ways to help us cope with change.

The children will be at a point of noticing that change is happening, especially as they are moving to their next class. As a class, the questions below will be discussed as they pass Jigsaw Jack round to hear as many answers as possible.

1. What changes have already happened to you?
2. How did you feel about these changes?
3. What changes might be coming up for you?
4. How do you feel about those?
5. Why are some changes better than others?
6. If someone is sad about a change, how might they make themselves feel better?

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to consolidate our knowledge and understanding about Animal Parts.</u></p> <p>This term we have looked at different animals and their features. Children to first talk to their partners about what you they about animals now. Points to discuss</p> <ul style="list-style-type: none"> • animal groups • what they eat • features 	<p><u>LI: We are learning to consolidate our knowledge and understanding about Bright Lights Big City.</u></p> <p>This term we have looked at physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p> <p>In the defining frame, children to brainstorm what they have learnt throughout this topic.</p>	<p><u>LI: We are learning to show that a series of commands can be joined together</u></p> <p>During this lesson children will discover that blocks can be joined together in ScratchJr. They will use a Start block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Children will follow given algorithms to create simple programs.</p>

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They will then use their points of discussion to fill out the end of topic defining frame.



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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**.

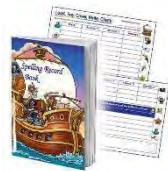
Your teacher will check, mark and sign your work once a week.

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!