

Weekly Overview of Learning

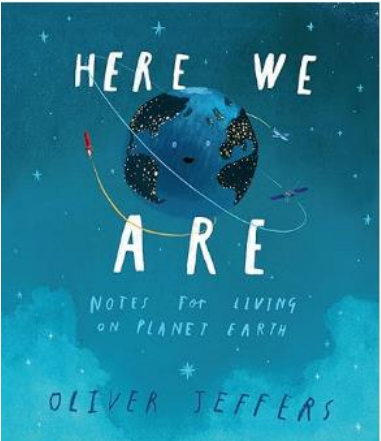
Year Group: Year 1 Week beginning: 02.12.24

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 make predictions based on a front cover	LI: We are learning to describe the images from the book using simple adjectives.	LI: We are learning to describe a setting	LI: We are learning to write sentences to describe a setting.	LI: We are learning to improve our sentences.
Speaking and Listening Focus	Use simple language and sentence stems. I predict that.... I think that....	Use relevant strategies to build vocabulary.	To be able to listen and share ideas about the key events in the story in order.	To share ideas confidently and clearly	To be able to give detailed explanations.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Prediction Blurb front cover Earth land sea ocean <p>Key questions:</p> <ul style="list-style-type: none"> What do we know about planet Earth? What are the two parts of the earth? What things can you find on the land? What do we know about the sea? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> adjectives settings Hard Bumpy Dry Rough Wet <p>Key questions:</p> <ul style="list-style-type: none"> What are adjectives? Where and how do we use them? What words can we use to describe the mountains? What words can we use to describe the ocean? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Cold Flat Hot pointy peaceful calm beautiful lake <p>Key questions:</p> <ul style="list-style-type: none"> What can you see in the picture? What adjectives can you use to describe this picture? What words can you use to describe the city? What words can you use to describe the 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Busy crowded city aquatic planet delicious food human body personalities <p>Key questions:</p> <ul style="list-style-type: none"> How are you going to start your sentences? What do you need to describe a setting? What adjectives can you use to describe the lake or river? What adjectives can you use to describe the 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Capital letter finger spaces full stops Earth land ocean sea <p>Key questions:</p> <ul style="list-style-type: none"> What are the rules of writing a sentence? Where does the Capital letter go? Where do we put full stop?

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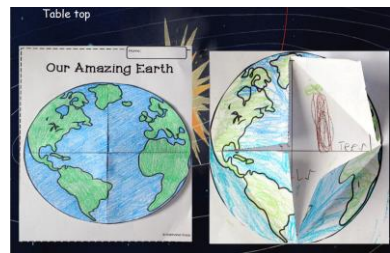
			<p>field?</p>	<p>people in the picture? How are they feeling?</p>	
<p>Activities</p>	<p>This week the children will be introduced to the new book- Here We Are. The children will make predictions based on the front cover- What is the book about? What do we know about planet Earth? What are the two parts of the earth?</p>  <p>The children will also be writing predictions about the new book in their white boards using sentence stems- I predict that... I think that...</p>	<p>The children will learn about adjectives and will try to think of some adjectives to describe some pictures from the book.</p> <p>Lets watch this video</p> <p>They will watch a short animated trailer inspired by the book-'Here we are' and will be encouraged to look for adjectives while watching the video.</p>	<p>In this lesson, the children will be reminded of the adjectives they used in their previous lesson to describe Earth, sea, land and other natural features. They will use a working wall to write their adjectives.</p> <p>The children will then look at some other pictures from the book and will think of adjectives to describe them. This time the children will look at manmade features.</p>	<p>In this lesson, the children are going to be writing sentences to describe different pictures from the book. They will have a quick recap of what they have learned in the book. They will discuss the Earth, what makes our planet and how we live on it.</p> <p>Then the children will use sentence stems to help them write the sentences on their white boards. for example: Earth has On land , there are....</p>	<p>In this lesson, children will be reminded of their writing rules such as Capital letters, full stops and finger spaces.</p> <p>Children will then look at some sentences and will improve them. Then the children will recall the sentences they wrote to describe different pictures from the book and will write them down on their white boards.</p>

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Table top:



Then the children are going to work in groups, use post-it notes to write adjectives that describe the picture and stick them on.

Looking at this picture from our book, Here We Are. What words we can use to describe the scene?

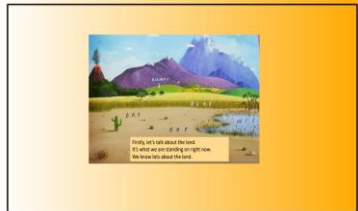


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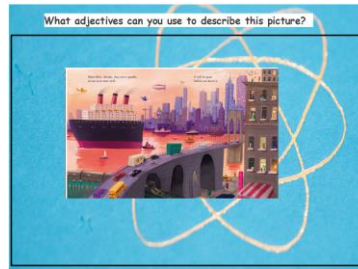
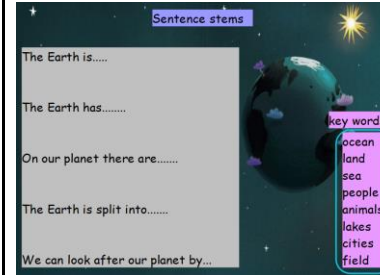


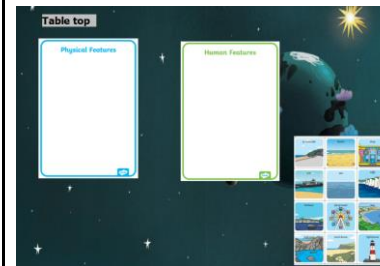
Table top:



The children will then write sentences on their whiteboards to describe different pictures from the story. CTs to model.



Table top:



They will be provided with key words to support them.

Table top:



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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Fluency Reading Words: toes fresher grandest Encourage fluent independent reading</p> <p>Teach Teach GPC – ou Use PPT or grapheme card to introduce ‘ou’.</p> <p>Action: Lift your finger quickly as though you have pricked it. Sound Cue: shout out loud!</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent. Words: outside ground found around our house shout cloud blouse</p> <p>Challenge:</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Quick Write Words: toe faster Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach Teach GPC – ow (Brown Owl) Use PPT or grapheme card to review ‘ow’:</p> <p>Action: Lift your finger quickly as though you have pricked it. Sound Cue: How now brown cow!</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent.</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Fluency Reading Words: tomatoes loudest shorter Encourage fluent independent reading.</p> <p>Teach Teach GPC – ow (Miss Oh No) Use PPT or grapheme card to review ‘ow’.</p> <p>Action: Look surprised and put your hands out Sound Cue: yellow bows in rows</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent.</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Quick Write Words: goes quicker Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach Teaching Blending to Read Encourage children to blend to read the alien words using this week’s graphemes.  Remind the children with alien words they need to blend carefully. Words: boun toul gour floup groum (Brown Owl) dow zow drowt wower chowl (Miss Oh No) clow plow drow saffow</p> <p>Activity</p>	<p>Review</p> <p>Practise Blending to Read Use the downloadable ‘Alien Word Grid’. These words are in black text. Encourage children to add sound buttons to the words, identifying this week’s target graphemes. Encourage children to blend to read words.</p> <p>Writing Sentences – Dictation Sentence: I found a yellow flower in the ground.</p> <p>Teach Teaching Blending to Read Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: ground power glowing shouting howled</p>

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shouted shouting loudest
grounds clouds

Activity

Spot the difference - ou

Can you find the 4 differences in the picture below?

ground loud sound hour

Can you write about what is happening in the picture?

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Phonics - iCVCs
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Words: brown cow town down
howl power shower allow
crown frown flower

Activity

Practice Segmenting to Spell
Model segmenting to spell
using phoneme fingers.

Words: now how cow brown
down town crown power
flower
Use exercise book or
individual whiteboards.

Writing Sentences – Dictation
Sentence: The brown cow
went down to the town.

Spot the difference - ow

Can you find the 4 differences in the picture below?

brown cow row allow

Can you write about what is happening in the picture?

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Phonics - iCVCs
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Words: bow yellow elbow
snow blow arrow snowman
bowl grow show follow

Challenge:
snowing arrows blowing
elbowed glowing flowed

Activity

Practise Segmenting to Spell
Model segmenting to spell
using phoneme fingers.

Words: bow throw grow row
snow elbow blow window
pillow bowl
Use exercise book or
individual whiteboards or
downloadable sheets.

Blending to Read - ow

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Alam words

y <u>ow</u> nd	f <u>ow</u>	g <u>ow</u>
m <u>ow</u> f	l <u>ow</u>	sp <u>ow</u>
h <u>ow</u> t	th <u>ow</u>	tin <u>ow</u>
sh <u>ow</u> g	fl <u>ow</u> der	z <u>ow</u>
tr <u>ow</u> nd	bl <u>ow</u> der	sh <u>ow</u>
w <u>ow</u> nd	gr <u>ow</u> b	f <u>ow</u> pp <u>ow</u>
m <u>ow</u> st	m <u>ow</u> l	n <u>ow</u> ll <u>ow</u>
bl <u>ow</u> sh	bl <u>ow</u> p	feed <u>ow</u>

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snows louder frown bowl
cloud showers arrow
outside window rowing

Reading Sentences
It is now time to start the
show.
Today we will have rain
showers and cloud.

Activity


Spelling Review
Choose a selection of
decodable words and
HFWs from this week's
learning or use words
selected from spelling log
1a.

Choose one of the
following activities to
review spellings using this
week's graphemes.

1. Create flashcards using colour coding.
2. Write colour-coded words in exercise book.
3. Spelling test

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Class Text – Reading Aloud 10-15 mins each day	This week the classes will be reading a range of non fiction books about our planet Earth.				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to count to 50.</u>	<u>LI: We are learning to make 10.</u>	<u>LI: We are learning to develop our understanding of 11,12 and 13.</u>	<u>LI: We are learning to understand 14,15 and 16.</u>	<u>LI: We are learning to understand 17, 18 and 19.</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"> Count Number Sequence Forward Backward <p>Key Questions:</p> <ul style="list-style-type: none"> What number comes after ___ when counting? Can you show me how to count up to 40 using the number line? How do we know we haven't skipped any numbers? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> ordering numbers bigger smaller 10 same as <p>Key Questions:</p> <ul style="list-style-type: none"> How many ways can you make 10? How do you know that you have made 10? Is 10 greater than 9 or less than 9? How many ones make 10? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Order Biggest Smallest Compare Descending <p>Key Questions:</p> <ul style="list-style-type: none"> How can you show me 11 in three different ways? How much more than 10 is 12? How can you write the numbers 11, 12 and 13? Can you see 11/12/13 anywhere in the classroom? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Fourteen Fifteen Sixteen Teen numbers <p>Key Questions:</p> <ul style="list-style-type: none"> What is one more than 14, 15, or 16? How can we represent 14, 15, or 16 using objects or pictures? What happens when we subtract 1 or 2 from 16? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Seventeen Eighteen Nineteen Teen numbers <p>Key Questions:</p> <ul style="list-style-type: none"> How can we show 17, 18, or 19 using ten frames or counters? What is one less than 17, 18, or 19? How do these numbers fit into a number sequence up to 20?

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Activities

In this lesson, children will build their counting skills by learning to count accurately up to 40. Through engaging activities, they will practise counting objects, sequencing numbers, and recognizing patterns within the numbers. The focus will be on developing their confidence and fluency in counting, using visual aids like number lines and counting charts to support their understanding. Interactive games and hands-on tasks will help make the learning experience fun and meaningful.

Table Top Activity:

Count to 50

Name: _____

1	3	5
7	9	
16	18	20
22	24	
26	28	
32	34	35
36	38	39
42	43	
46	49	

-In this lesson, children will develop their understanding of 10. A deep understanding of 10 will set children up well for future learning. Use ten frames, bead strings and towers of cubes to draw attention to the fact that 10 ones and 1 ten are equivalent. Ten frames, bead strings and regular patterns, such as those on a dice, can support children to instantly recognise (subitise) 10 without needing to count.

Table Top Activity:

In this lesson, the lesson will start with showing children 10 on a ten frame and explore with them how to use a second ten frame to extend the number represented to 11, 12 and 13. Encourage them to make 11, 12 and 13 using a range of resources that make the “10-and-a-bit” structure clear. Ten frames, number pieces, towers of cubes, Rekenreks and bead strings all support children to see the full ten and part of the next ten to support their place value understanding. This understanding is crucial to future work on addition and subtraction.

Table Top Activity:

In this lesson, we are learning to understand the numbers 14, 15, and 16 by exploring their composition, recognizing them in different representations, and using them in simple addition and subtraction scenarios.

Children will build confidence in identifying, counting, and writing these numbers, enhancing their fluency with teen numbers.

Table Top Activity:

In this lesson, we are learning to understand the numbers 17, 18, and 19 by exploring their structure, identifying them in various forms, and practicing counting forwards and backwards.

Children will deepen their understanding of these numbers by composing and decomposing them using practical resources and number sentences.

Table Top Activity:

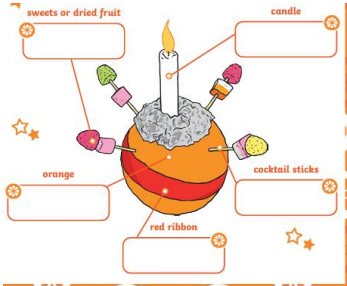
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Christmas Concert and Nativity Preparation</u></p>	<p><u>LI: We are learning to explain what the Christingle represents.</u></p> <p><u>Key Vocabulary:</u> celebrate, special, service, orange, Jesus, light, advent</p> <p><u>Key Questions:</u> What do you celebrate? How do you bring light into someone’s life? What does each part of the Christingle represent?</p> <p>Children will recap a range of ways that Christians celebrate Christmas.</p> <div data-bbox="414 718 851 997" data-label="Image"> </div> <p>Children will recall what they know about advent. Then children will then look at what a Christingle is and why it is used in the church. They will then predict what each part of the Christingle represents. Children will then explain what each part represents when creating a diagram.</p>	<p><u>Team building - Lesson 5</u></p> <p><u>LI – We are learning to plan with a partner and small group to complete challenges.</u></p> <p><u>Key Vocabulary:</u> decision, listen, plan, strategy, team work, communicate, share, listen</p> <p><u>Key Questions:</u> What skills did you need to use to work as a team? What was your plan? Why was creating a plan helpful?</p> <p>Children will work in teams to get from start to finish line only with 4 hoops. They will need to communicate with each other to complete the challenge. Children will then need to collect a range of equipment from the teaching area only travelling with the hoops.</p> <div data-bbox="1400 805 1848 989" data-label="Diagram"> </div> <p><u>Target Games - Lesson 5</u></p> <p><u>LI: We are learning to select the correct throw for the target.</u></p> <p><u>Key Vocabulary:</u> overarm, underarm, aim, throw, target</p> <p><u>Key Questions:</u> Which throw will be the most suitable? How can you make sure you get the beanbag in the target?</p> <p>Children will participate in a range of throwing challenges and decide which throw is better for each challenge. Children must avoid hitting the obstacles when throwing.</p>

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Art – Kapow

PSHE - Jigsaw

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LI: We are learning to roll paper to make 3D sculptures.

Key Vocabulary: roll, turn, connect, shape, 3D, sculpture, tube, attach

Key Questions: How will you attach your tube to the flat surface? How can I change the way each tube looks?



Children will look at this sculpture by Samantha Stephenson. They will discuss what they can see and how they think it was made.

Children will then explore how to roll their paper into cylinders and discuss how they will attach it to a flat base.

Children will then discuss in their small groups how they want their towers to look and begin creating their sculpture.



LI: We are learning to understand that being different makes us all special.

Piece 2

Key Vocabulary: differences, special, unique, different, unlike, celebrate, family

Key Questions : How are we different from each other? What makes you special? Why are you unique?

Children will discuss how we are all different and why that makes everyone special.



Children will look at a range of images of animals families and identify how they are different. They will match the animals and discuss how they are different even when they are in the same animal family.



Children will then reflect on what makes them special and why our differences should be celebrated .

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
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LI: We are learning to investigate natural and man-made materials.
LI - We are learning to identify natural everyday materials.

Key Vocabulary: sort, hard, soft, natural, man-made, created, purpose, object, material

Key Questions: Which material do you think this object is made from? How can you tell if the material is man-made? Why do you think this material is useful for humans?

Children will select an object and ask questions about the material using the questioning frame (children to complete this in groups).


My object is made from _____		
What	Stick a photograph of your object here	When
Where		Who
Which	How	Why

Children will explain what natural and human made materials are.


LI: We are learning to create simple maps and understand their purpose.

Key Vocabulary: map, direction, area, aerial view, road, house, key

Key Questions: What is the purpose of a map? Why do we need maps? What can you see on the key?



Children will look at a range of maps using google maps. Children will discuss the purpose of maps.



What is a map?

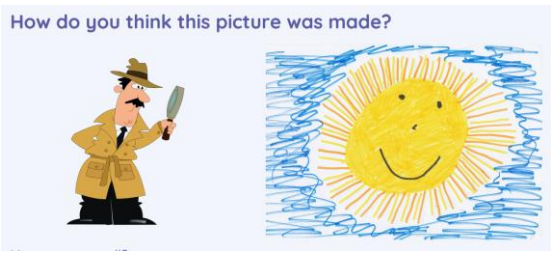
LI: We are learning to compare painting a picture on a computer and on paper.

Key Vocabulary: paper, paint, tool, effect, erase, undo, reset


Key Questions: Can you explain which method you found easiest? Which method do you prefer?

Children will look at a range of artwork and decide if it was made digitally or not.

How do you think this picture was made?



Children will then recreate their image of the sunflower from last week using paper. Children will make direct comparisons about the way each image looks.



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They will identify what type of material the objects are made from. Children will then match the material to the object in groups.



Children will look at this map in detail - how does a key help us? What is the compass used for?



Children will create their own maps of the local area and create a key.

Which do you prefer?



Computer

Painting on paper

Children will then reflect on which way they prefer making their images of sunflowers.

Independent activities the children will access this week

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English



Maths



Weekly



Creative task



Creative task



Creative task



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Phonics



Phonics



Phonics



Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.

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

Spellings

Please make sure your child's spelling book is in their book bag



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.

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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.



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?

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!

Forthcoming Trips/events for this term;

Reading Café dates for specific classes