

Weekly Overview of Learning

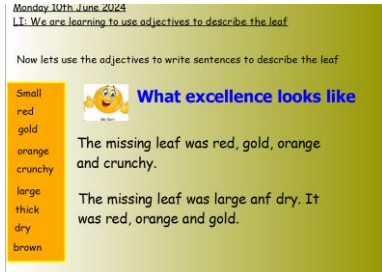

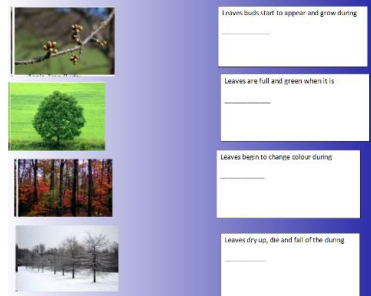
Year Group: Year 1 Week beginning: 10.06.24


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 to use adjectives to describe the missing leaf.</u>	<u>LI: We are learning about different seasons.</u>	<u>LI: We are learning on what happens to the leaves during different seasons.</u>	<u>LI: We are learning when to use capital letters and full stops.</u>	<u>LI: we are learning to reconsolidate our learning on nouns.</u>
Speaking and Listening Focus	Give well-structured descriptions. Make a range of contributions to discussions which extend knowledge and understanding.	Listen and respond appropriately to peers and adults	Discuss and listen to peers and adults	Listen and respond appropriately to peers and adults	Discuss and listen to peers and adults
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Adjectives Description Full stops Capital letters Connectives <p>Key questions: what adjectives can we use to describe the leaf? What is the colour? What is the size? How do you think it feels?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> autumn winter summer spring seasons <p>Key questions: what are the different seasons? what is the weather during the different seasons?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> fall colour change autumn/winter/spring/summer buds growth <p>Key questions: what season do the leaves fall down? What season do the leaves start to appear again? What season do the leaves change colour?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> full stop capital letters name for capital letters <p>Key questions: When should I use a capital letter? Do names start with capital letters? If my line finishes with my sentence do, I just add a full stop? Why are full stops used?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> noun sentence capital letter connectives <p>Key questions: What is a noun? What is a proper noun? What is the difference? When do we use a capital letter?</p>

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<p>Activities</p>	<p>In this lesson, children will use the descriptive words from yesterday's lesson to write their sentences to describe the leaf</p>  <p>children will then write sentences to describe the missing leaf.</p>	<p>In this lesson, children will learn about the 4 seasons and what they are.</p> <p>Children will learn the order for the 4 seasons and would then watch a video on what happened to the trees during the different seasons.</p> <p>For their activity children will describe what happens to the trees during different seasons.</p> 	<p>In this lesson, children will learn what happened to the leaves during the different seasons.</p> <p>They will learn that: In summer, the leaves are full and green. In winter, because there is less sunlight the leaves dry up, die and fall off the trees. In autumn, the leaves begin to change colour. In spring, the leaf buds begin to appear and grow.</p> <p>Children will learn this cycle and understand why the squirrel in 'Leaf Thief' thought someone stole his leaf.</p> 	<p>In this lesson, children will be doing loads of activities on full stops and capital letters.</p> <p>Children will learn that Capital letters are upper case letters that are used at the beginning of a sentence or for proper nouns. They can also be used in other parts of a sentence, such as the beginning of direct speech.</p> <p>Children will also learn that Full stops are punctuation marks that are used at the end of a sentence to show that the sentence has ended.</p>	<p>In this lesson, children will learn that a noun is a naming word. There are two types of nouns: common nouns and proper nouns. A common noun names an item in a class or group. A proper noun, on the other hand, names a noun precisely. For example, lake is a <i>common</i> noun but Lake Victoria is a <i>proper</i> noun because it is the name of one specific lake.</p> <p>In other words, a proper noun is a specific name given to something, somewhere or someone.</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>Review Teacher to dictate words for children to spell.</p>	<p>Review Teacher to dictate words for children to spell.</p>	<p>Review Teacher to dictate words for children to spell.</p>	<p>Review Teacher to go through all the sounds that</p>

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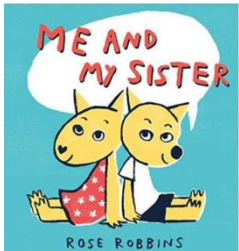
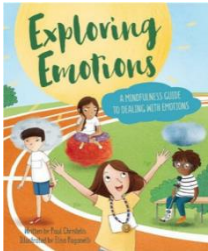
	<p>Words: few fries thief might</p> <p>Teach Action: Black Cat walking.</p> <p>Read through the words in the PowerPoint.</p> <p>Focus on how suffixes are added (-s, -ed, -ing)</p> <p>Activity</p> <p>In pairs, children to read and sort the words into real (treasure chest) and alien words (bin)</p> <p>Monster 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><i>Sentences:</i></p> <p><i>I forgot to bring a torch.</i></p> <p><i>The horse ran in the storm.</i></p>	<p>Words: lied shield bright stew</p> <p>Teach Watch the video 'Flip Flops' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</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: grief sight new flies</p> <p>Teach Watch the video 'The Awesome Strawberry' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</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><i>My cat clawed with her paws.</i></p> <p><i>We ate strawberries on the lawn.</i></p>	<p>Words: light dew cried achieve</p> <p>Teach watch the video 'If I was an Author' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity 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>It is an August morning.</i></p> <p>Also have this week's flashcards available as support for children to use.</p>	<p>children have recapped this week.</p> <p>Activity 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>It is an August morning.</i></p> <p>Also have this week's flashcards available as support for children to use.</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
	<u>LI: We are learning to deepen our understanding of doubles using real objects.</u>	<u>LI: We are learning that doubling means adding two equal quantities together.</u>	<u>LI: We are learning to deepen our understanding of number fact families.</u>	<u>LI: We are learning to work out and complete fact families</u>	<u>LI: We are using our related fact knowledge to write out fact families.</u>

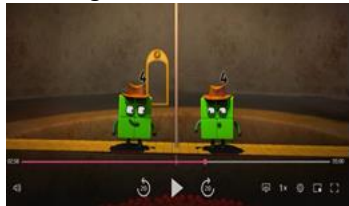
Key vocabulary and key questions	<p><u>Key Vocabulary:</u></p> <p>doubles doubling Add Equal quantities Is equal to</p> <p><u>Key Questions:</u></p> <p>How can you show the double differently? How can you make double 6/7/8/9? 6 is made from? 8 is made from?</p>	<p><u>Key Vocabulary:</u></p> <p>Double Add Is equal to Tens frame Quantities same</p> <p><u>Key Questions:</u></p> <p>How can you show the double differently? How can you make double 6/7/8/9? 6 is made from? 8 is made from?</p>	<p><u>Key Vocabulary:</u></p> <p>Same Different Addition Subtraction Patterns</p> <p><u>Key Questions:</u></p> <p>What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that $12 + 1 = 13$, what else do you know? Can you see any patterns?</p>	<p><u>Key Vocabulary:</u></p> <p>Same Different Addition Subtraction Patterns Part Part Whole model Bar model</p> <p><u>Key Questions:</u></p> <p>What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that $12 + 1 = 13$, what else do you know? Can you see any patterns?</p>	<p><u>Key Vocabulary:</u></p> <p>Same Different Addition Subtraction Patterns Part Part Whole model Bar model</p> <p><u>Key Questions:</u></p> <p>What is the same and what is different? What addition sentences can you write? What subtraction sentences can you write? If you know that $12 + 1 = 13$, what else do you know? Can you see any patterns?</p>
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Activities

We will begin the week recapping doubles using real objects and mathematical equipment. Children will learn that a doubling is when we add two equal quantities together. Children will also watch interactive videos to understand the concept of doubling.



Children will then use the number cubes to make doubles and write our number sentences.



We will be completing the table to show all our doubles facts. We will then look closely at the numbers and discuss what patterns we notice.

Double each number to complete the table.

Number	Double
1	2
2	4
3	
4	
5	
6	
7	
8	
9	
10	

Next, we will use our knowledge of doubles to explain which character is correct and what mistake the other character has made.

Ben has some cakes. He doubles the number of cakes. Here are Ben's cakes now.

Ben had 4 cakes at the start. Ben had 16 cakes at the start.

Who do you agree with?

In this lesson, children will recap what a related fact is. They will apply their knowledge of addition and subtraction to solve questions. They will be encouraged to point out what is the same and what is different about the numbers.

Key learning

- Complete the addition and subtraction sentences for each picture.

The children will further discuss what numbers can they see, what numbers can we add together and what numbers go first.

Teacher Turn

Let's complete the fact family.

What numbers can we see?
What numbers can we add together?
What numbers can we subtract?

Can we notice any patterns?

Task:

Children taking turns to practice Number fact families by playing this game

Children will apply their knowledge of related facts to fill out fact families with numbers up to 20. They will write down the number sentences on their whiteboards. The fact families will consist of addition and subtraction

TPS: Fill out the fact family on your whiteboard.

Complete the fact family.

What is the same and what is different?
Can you see any patterns?

Task:

- Complete the fact family. Use the counters and the part-whole model to help you.

1 + _____ = 6
_____ + 1 = 6
_____ = _____ + 1
6 = _____ + _____

- Complete the fact family.

_____ + _____ = 7 7 = _____ + _____
_____ + _____ = 7 7 = _____ + _____

- Here are some digit cards.

Use the digits to write four addition sentences.

Today, children will be shown examples of bar models. They will need to fill in the missing numbers and write out the fact family for each bar model. Children will share their answers using the key words

Complete the fact family for the bar model.

+ = - =
+ = - =

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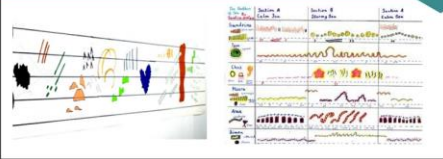
Music – Sing Up

LI: We are learning to draw to music – engage imaginatively with the music.

Children will:

- Use their bodies to demonstrate an internal sense of beat.
- Explore sounds as images.
- Draw pictures to the music.

These pictures show music



RE – Widening Horizons

LI: We are learning to understand and find out about Sikh beliefs.

Children will be looking at what Sikhs believe and how they incorporate their beliefs into their everyday lives.

1. How many Gods do Sikhs worship?

2. What are the five symbolic items of clothing that Sikhs wear?

3. What are the three duties that a Sikh must carry out? Explain what each one involves.

a. _____

b. _____

c. _____

PE – Get Set 4 PE

Athletics

LI: We are learning to develop balance.

Balance circuit:

Set out the stations below with a 'Balance Card' at each and split the class into five groups. Pupils have 5 minutes at each station. *Teacher note: set up two of each station to reduce waiting time.*

1 Balance kick: Place four cones in a line with a tennis ball on top of each. Pupils stand on one foot and try to kick each ball from the cones. Alternate which foot is used each time. Once they have had a turn they follow the next person, placing the balls back after each kick.

Slightly bend your standing knee to help you to balance.

Make this easier by using a bigger ball.

2 Skater jumps: Set out four base stations placed in a zig zag pattern 0.2m apart. Pupils skater jump from one marker to the next. They take off from one foot and land on the other. Can pupils go through the markers using alternate feet to land on and pausing on each landing foot?

Look forwards, bend your knee on landing. Don't put your other foot down when landing.

Make this harder by placing the markers further apart.

3 Standing reaches: Place five cones in a small semi-circle. Pupils take it in turns to touch the cones whilst standing on one foot. On their second attempt they stand on the other foot. They must stand up straight in between each touch.

Move slowly and with control.

Make this easier by standing up and placing your non standing foot down in between each reach.

Make this harder by placing the cones further away.

4 Walk tall: Place an upturned cone 7m away from a start line. Pupils walk to the cone with a beanbag on their head. When they reach the cone, they tip the beanbag from their head to land in the cone.

Walk tall with your head looking straight ahead and your shoulders relaxed.

Make this harder by jogging to the end cone.

5 Balance rope: Pupils walk backwards along a skipping rope.

Hold your arms out to the side. Squeeze your stomach and bottom muscles to maintain balance.


Make this harder by placing cones on the ropes that you have to step over.

Striking and Fielding

LI: We are learning to develop overarm throwing.

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	<p>Overarm:</p> <p>Q: Were you able to throw the beanbag very far with an underarm throw? We use an overarm throw when we are trying to throw over a longer distance, as it has more power than an underarm throw.</p> <p>In pairs, with one beanbag. Pupils stand approx. 3m away. Pupils practise overarm throwing. When confident to throw over 3m, they take a step back.</p> <p>Step forwards with the opposite foot to your throwing arm. Have your throwing elbow in line with your shoulder. Point your hand towards your target. To catch, track the ball by looking at it and moving your feet if needed.</p> <p>Make this harder by only allowing pupils to step away if they catch the beanbag.</p> <p>Q: Which teaching points are the same for both overarm and underarm throwing? Step forwards with the opposite foot to your throwing arm. Point your throwing hand at your target after you have thrown.</p>  <p>Fielders and batters:</p> <p>A From their pairs, name one a fielder and one a batter to make two teams. Battering team have a cone and beanbag that they place in space (beanbag on top of cone). Play the game from the warm up, this time batters can use an overarm throw.</p> <ul style="list-style-type: none"> Batters move from cone to cone, throwing the beanbags off the cones. Fielders collect the beanbags and place them back on the cones. <p>Q: Why would an overarm throw help the batters to score? They can throw further away from the fielders.</p> <p>Throw the beanbags into space away from the fielders.</p> <p>Make this easier for the fielders by using more cones.</p>
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Art – Kapow

LI: We are learning to paint with string.

Children will be putting a piece of string into paint and then making shapes with the string onto the page.

Have a look at some examples.

What can you see? What do you think it represents?

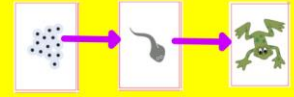
PSHE - Jigsaw

LI. We are learning to sequence the life cycles of different animals and humans.

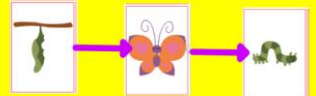
Children will be starting their new topic of 'Changing Me'. In the lesson they will look at how animals and humans will change through their lives, known as a life cycle.

See if we can put these pictures in order to show the life cycle of each animal.


My turn



Our turn



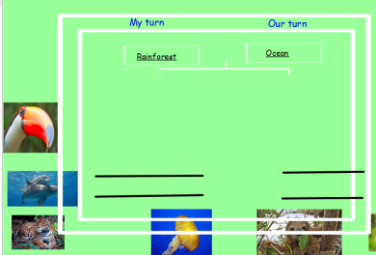
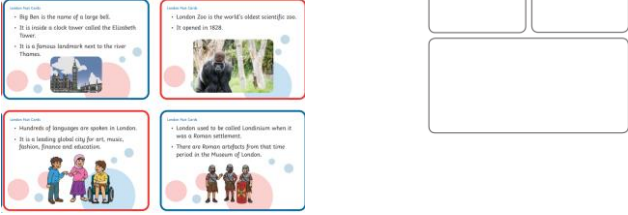

Your turn



Now see if you can cut out and stick these pictures down in your books to show the correct sequence.

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning about different habitats.</u> Children will be looking at the different places and environments that animals live in, known as Habitats. They will be grouping animals based on which habitat they belong to.</p> 	<p><u>LI: We are learning to search and retrieve content, including images and information, about London.</u> Over the two weeks, we are going to be creating a leaflet that makes London an exciting place for people to visit. This is known as attracting Tourists. In the lesson children will be planning what they will have on their leaflets.</p> 	<p><u>LI: We are learning to use a keyboard to type on a computer.</u> Children will begin to use the computer keyboard for a purpose. They will understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Children will then save their work using the save icon and understand that this icon is used in lots of different programs.</p> 

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.

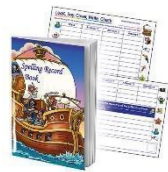
Try and login to **Bug Club** and **Reading Eggs**.



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.

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!