

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 11.11.24

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 recall a story (knowledge).</u>	<u>LI: We are learning to describe a character (understand).</u>	<u>LI: We are learning to create a simple character description (apply).</u>	<u>LI: We are learning to expand our sentences using connectives (create).</u>	<u>LI: We are learning to improve our sentences (evaluate).</u>
Speaking and Listening Focus	Use simple language and sentence stems. First Clementine helped... Then she helped..	Use relevant strategies to build vocabulary.	To give well-structured descriptions.	Use connectives to develop ideas.	Answer questions with some detail.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> bandaged emergency temperature headache sore first aid kit</p> <p><u>Key questions:</u> Who is the main character in the story? Who are the other characters? What is she dressed like? Why do you think she is dressed like this? What is she doing in the story?</p>	<p><u>Key Vocabulary:</u> helpful kind caring sympathetic considerate thoughtful friendly</p> <p><u>Key questions:</u> How can we describe a character? Can you use adjectives to describe Clementine? What did she look like? What do you mean by the word 'personality'? What are physical traits?</p>	<p><u>Key Vocabulary:</u> helpful kind caring sympathetic considerate thoughtful friendly</p> <p><u>Key questions:</u> What adjectives can you think of to describe Clementine's personality? What is she doing in the story? Why is she helping her family?</p>	<p><u>Key Vocabulary:</u> connectives since until because and so with also</p> <p><u>Key questions:</u> What are connectives? Where do we use them? How do we use them? Can you name some connectives? How can you expand your sentences using connectives?</p>	<p><u>Key Vocabulary:</u> Capital letters full stops finger space sympathetic considerate thoughtful friendly</p> <p><u>Key questions:</u> What are the rules of writing a sentence? When do we use Capital letter? Where do we use full stops? Why do we need our finger spaces?</p>

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Activities

In this lesson, the children will recall all the events in the story. They will be asked questions such as Who are the characters in the book? Can you remember what emergencies Nurse Clementine helped to fix? What happened to the brother?

The children will look at the different scenes in the story and will be encouraged to orally retell what happened in that scene using new vocabulary.

Table top activity:

In this lesson, the children will learn about how to describe a character. The children will learn about the two ways to describe a character: Inside (Personality) and outside (Physical traits)

The children then think about Clementine's personality and physical traits. They will brainstorm ideas to write some adjectives to describe Clementine.

Table top activity:

In this lesson, the children are going to write sentences to describe Clementine's personality. Children will look at the pictures from the story and will think of some words.

Then the children will use the working wall from the previous day to help them think of some simple sentences for e.g: Clementine is kind and caring.

Table top activity:

Today, the children will learn about connectives. They will discuss why and where we use connectives.

The children will then look at the sentences from yesterday and will use connectives to expand their sentences.

CTs to model writing sentences on the board and then children have a go at writing their own sentences.

In this lesson, the children will be improving or editing their sentences they have written previously. They will be reminded of the rules to write a sentence.

Children will be reminded of their capital letters, when to use them, finger spaces and where to use their full stops.

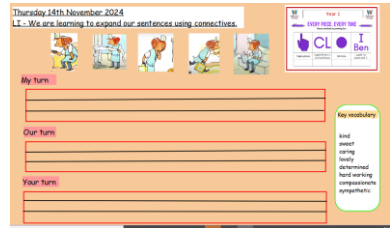
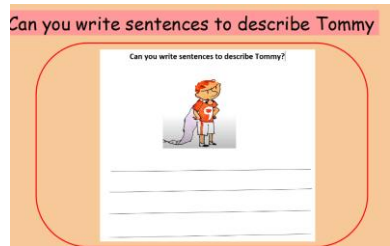
Table top activity:


Correct the Sentence Punctuation

- Write the correct sentence underneath by adding in capital letters, full stops and question marks.
- my brother's dog is called tess
 - on sunday she went to the park
 - the titanic sank in 1912
 - toby and mark are going to spain in march
 - martha took her children to the zoo yesterday
 - when i go to the shop i will get some crisps
 - sameera and i are going to town on friday
 - did you sell huns at the fair

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				 <p>Thursday 14th November 2024 L1 - We are learning to expand our sentences using connectives.</p> <p>My turn:</p> <p>Our turn:</p> <p>Your turn:</p> <p>Key vocabulary kind sweet caring healthy determined hard-working compassionate sympathetic</p> <p>Table top:</p>  <p>Can you write sentences to describe Tommy?</p> <p>Can you write sentences to describe Tommy?</p>
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Fluency Reading Words: leaf bread meat Encourage fluent independent reading.</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Quick Write Words: heat sweat Encourage independent spelling of words. Reveal</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Fluency Reading Words: three jumped meeting Encourage fluent independent reading.</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Quick Write Words: read (SG) dream Encourage independent spelling of words. Reveal</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Fluency Reading Words: teeth picked visiting</p>


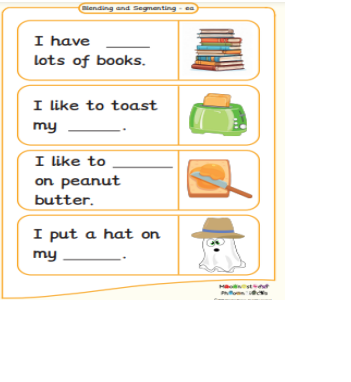
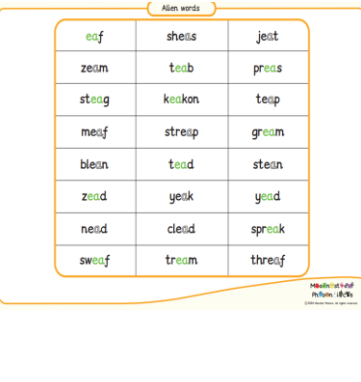
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<p>Teach each GPC – er Use PPT or grapheme card to introduce ‘er’. Explain how er can be stressed and unstressed to create long and short sounds respectively. Long er – stressed Short er- unstressed</p> <p>Action: Wave a pretend wand in the air. Sound Cue: a bigger digger</p> <p>Activity Practise Segmenting to Spell Model segmenting to spell using phoneme fingers.</p> <p>Words: monsters dinner summers herself her letter forever Use exercise book or individual whiteboards.</p> 	<p>correct spelling for children to check. Teach Teach GPC – ir Use PPT or grapheme card to review ‘ir’.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: girl in a skirt</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent method as appropriate. Words: girl skirt bird first third thirteen twirl shirt birthday squirt stir</p> <p>Activity Use the downloadable Activity Worksheet ‘Birthday Cake Recipe’. Model segmenting to spell as above. Add ingredients to Tricky’s new birthday cake recipe. She wants to make a new birthday cake to say sorry for ruining the cake mix.</p>	<p>Teach Teach GPC – ea (Silent Ghosts) Use PPT or grapheme card to review ‘ea’.</p> <p>Action: Put your fingers to your lips, silent letters make no sound. Sound Cue: spread on the bread</p> <p>Activity Practise Blending & Segmenting Read the sentences and add the missing ‘ea’ words to complete your ‘ea’ book. Read along with the children to identify missing word and segment to spell.</p> <p>Sentences: I have read lots of books. I like to toast my bread. I like to spread on peanut butter.</p>	<p>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.</p> <p>Words: (Green Froggy) kea stea veak leab glead deast bufeat (Silent Ghosts) gead reak beath heav greab tream feach</p> <p>Activity Practise Blending to Read Use the plain black text version of the downloadable Activity ‘Alien Word Grid’. You may wish to choose the colour-coded ‘Alien Word Grid’ for children who require more support.</p> <p>Encourage children to add sound buttons to the words, identifying this week’s target grapheme. Encourage children to blend to read words.</p>	<p>Encourage fluent independent reading. 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: beach bread team meat sweat spread sweet feather cream reading heated head treats</p> <p>Activity Spelling Review Choose a selection of decodable words and HFWs/CEWs from this week’s learning or use words selected from spelling log 1a.</p> <p>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</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of non fiction books about hospital, nurses and medical kits.</p>				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to subtract using the take away method.</u></p>	<p><u>LI: We are learning to find a part when completing subtraction calculations.</u></p>	<p><u>LI: We are learning to use part-whole models when doing subtraction.</u></p>	<p><u>LI: We are learning to apply knowledge of number bonds to solve subtraction problems.</u></p>	<p><u>LI: We are learning to subtract using part-whole models.</u></p>

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<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary</u> Subtraction Taking away Partitioning Crossing out Number sentences</p> <p><u>Key Questions:</u> How many are there? How many were taken away? How many are left? How many were there at first? Then what happened?</p>	<p><u>Key Vocabulary</u> Subtraction symbol Partitioning Number bonds Part-whole Model</p> <p><u>Key Questions:</u> What is the whole? What is one of the parts? What is the other part? How do you know?</p>	<p><u>Key Vocabulary</u> Findings Completed Missing number problems Representation</p> <p><u>Key Questions:</u> How do you know? How can you use bonds to help you? What will be the addition sentence? What is the subtraction sentence?</p>	<p><u>Key Vocabulary</u> Subtraction Part-whole model Missing number Subtraction symbol</p> <p><u>Key Questions:</u> How do children represent their findings differently in this step compared to the previous one? What mathematical knowledge do children use to find parts in the questions?</p>	<p><u>Key Vocabulary</u> partitioning taking away subtraction calculation part-whole</p> <p><u>Key Questions:</u> What method could you use to work out the subtraction calculation? Do the numbers get bigger or smaller?</p>
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Activities

In this lesson, children will be introduced to the structure of subtraction that is “taking away”. This is the first time within this subject that they will have seen such questions.

Taking away is often the structure of subtraction that children are more familiar and comfortable with, as they can physically take things away to support their understanding. Children can then move on to crossing out on diagrams and pictures.

In each question, children are required to find out how many are left.

Table Top Activity

14 - 3 =

17 - 12 =

16 - 7 =

18 - 10 =

15 - 8 =

In this lesson, children will learn subtraction through partitioning.



Children begin by working with a completed part-whole model, where they use the given numbers to create corresponding subtraction sentences. This activity helps them connect the visual representation of the part-whole model with the concept of subtraction. By practicing this, they start to build a solid understanding of how subtraction works and what the subtraction symbol represents.

Table Top Activity:

14 - 3 =

13 - 20 =

10 - 20 =

14 - 20 =

3 - 20 =

19 - 20 =

6 - 20 =

16 - 20 =

8 - 20 =

In this lesson, Children are provided with a completed part-whole model and use the numbers in the model to write related subtraction sentences, helping them develop their understanding. As their confidence grows and they grasp the meaning of the subtraction symbol, they progress to solving missing number problems, similar to those encountered in the previous step.

Write two subtraction sentences for each part-whole model.

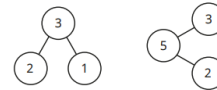


Table Top Activity:

3 - 13 =

18 - 9 =

9 =

7 = 8

In this lesson, children will move on to more challenging tasks, where they apply their understanding of the subtraction symbol to solve missing number problems. These problems are similar to those they encountered in earlier lessons, but now require them to use the subtraction symbol to find unknown values, reinforcing their skills and confidence in solving subtraction problems independently.

Max has 9 party hats altogether.
4 of them are red.
The rest are blue.
How many party hats are blue?

Table Top Activity:

If you had 10 glass bottles and 3 of them smashed, how many of them would you have left?

If you had 5 ice cubes and 2 of them melted, how many would you have left?

If you had 20 squares of chocolate and you ate 15 of them, how many would you have left?

If you had 5 birds in your garden and 1 of them flew away, how many birds would you have left?

If you had 10 currant buns and 8 of them have been eaten, how many of them would you have left?

If you had 5 books and you have read 3 of them, how many would you have left to read?

If you had 10 jelly beans and you have eaten 6 of them, how many would you have left?

If you had 10 sausages in a pack and you have cooked 4 of them, how many sausages would you have left in the packet?

In this lesson, children will learn subtraction through partitioning, part-whole model and use the numbers in the model to write related subtraction sentences, helping them develop their understanding.

children will then decide which method they would like to use when doing subtraction calculations.

10 - 6 =

Which method will you use?

1 2 3 4 5 6 7 8 9 10

Table Top Activity:

Pumpkin Math Name _____

Subtraction. Use the color key.

10 - 12

10 - 1

12 - 6

9 - 2

8 - 2

16 - 7

13 - 4

18 - 9

16 - 10

20 - 14

11 - 3




14 - 7

19 - 11

20 - 14

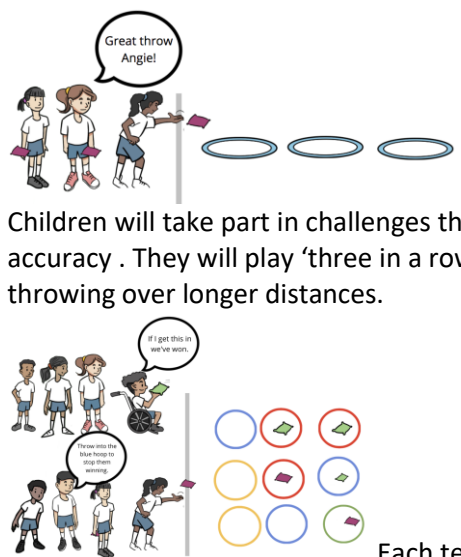
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE						
<p><u>Christmas Concert and Nativity Preparation</u></p>	<p><u>LI: We are learning to know and understand the nativity story.</u></p> <p><u>Key Vocabulary:</u> Mary, Joseph, Jesus, baby, barn, stable, manger, kings, gifts, Bethlehem</p> <p><u>Key Questions:</u> Can you recall what happened in this story? Do you know where the story is set? Why were people bringing special gifts?</p> <p>Children will look at an illustration of the nativity scene and discuss what they can see. Do you recognise this image? What is it showing? Have you seen this before?</p>  <p>Children will then read the story of the nativity. They will reflect on why the story is special. Children will then look at images from the story and sequence them in the order of the story. Children will apply time connectives to the sequencing frame.</p> <table border="1" data-bbox="421 1149 766 1364"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> </table> 	1	2	3	4	5	6	<p><u>Team building - Lesson 2</u></p> <p><u>LI – We are learning to explore and develop working as a team.</u></p> <p><u>Key Vocabulary:</u> talk, listen, share, parachute, communicate</p> <p><u>Key Questions:</u> How can I ensure I am communicating with others clearly? What does it mean to be a good teammate?</p> <p>Children will explore a range of activities using the parachute. Children will begin making waves and listen to instructions of the challenges being set. Children will make waves, complete the mexican wave, control a ball on the parachute, and create a mushroom.</p> <p>Children will work in teams of three to try and pass through hoops without letting go of their hands.</p>  <p><u>Target Games - Lesson 2</u></p> <p><u>LI: We are learning to develop throwing for accuracy.</u></p> <p><u>Key Vocabulary:</u> target, aim, point, opposite, throw</p> <p><u>Key Questions:</u> How can I support my teammates? What technique shall I use? How did you throw accurately?</p> <p>Children will re-cap how to complete an underarm throw. Children will then try throwing at a target and achieving maximum points.</p>
1	2	3						
4	5	6						

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		 <p>Children will take part in challenges that require them to throw with accuracy. They will play 'three in a row.' Children will develop throwing over longer distances.</p> <p>Each team will have a nominated coach to direct and encourage each of their teammates. Children will need to land in different hoops to their opposing team each time they throw.</p>
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Art – Kapow

LI: We are learning to understand the importance of Remembrance Day and create artwork to remember this significant event.

Key Vocabulary: poppy, remembrance, war, loss, charity, soldiers, silence

Key Questions: Why are people wearing poppies? Why was the poppy chosen as the symbol of remembrance? How does the money raised help others?



Children will look at images of poppies and discuss why they are being worn. Children will learn about World War One and the impact

PSHE - Jigsaw

LI: We are learning to identify ways to spread kindness. (Anti-bullying week)

Key Vocabulary: kind hands, kind words, kind feet, share, feelings, impact, friendship

Key Questions : How can we be kind to others? What ways have you been kind to a friend? How can you have kind hands? Do our words have an impact?

Explain to children that this week is Anti-bullying week. Discuss what bullying is and the different forms of bullying. Children will discuss the impact bullying can have on a person's feelings. Children will look at the ways we can be different and celebrate them as a class.

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it had and why it is important to take part in remembrance day. Children will learn about what happens on remembrance day and the events that take place.

World War One began in 1914 and ended in 1918. The war ended at exactly 11 o'clock in the morning of Sunday 11th November after both sides agreed to stop fighting. This truce was called the **Armistice**. Many millions of soldiers died in those four years. This included many soldiers from the British Empire. Many women also supported the war effort by taking on jobs and even nursing on the frontlines. After the war, people remembered the soldiers who died every year on 11th November. This is called **Remembrance Day**.



People remember those who were lost by holding a two-minute silence and by wearing a red poppy.

On the nearest Sunday to Armistice Day, services are held in churches.

On Remembrance Day people also think about those who lost their lives in World War Two and more recent conflicts.



Children will create their own poppies using paint and black card.

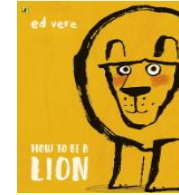


We Are All Different
We are different for lots of different reasons.

eye colour skin colour hair colour family

what we find tricky to do body shape likes and dislikes

How can we be kind to others? Kind



Read 'How to be a Lion' and discuss how our words can have an impact. Children will then create kindness hands and speech bubbles and record a range of ways we can be kind to each other through our actions and our words.

Kind hands
How can we be kind with our hands?

Share
Hug
High five

Kind words
How can we be kind with our words?

Kind words
Be polite
Share

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>LI: We are learning to carry out an investigation.</p> <p>Key Vocabulary: eyes, vision, blurry, clear, position, change, easier, harder, close, far, focus, investigation</p> <p>Key Questions: Why do we have two eyes? What happens to our vision when we cover an eye?</p>	<p>LI: We are learning to compare our childhood to the 1950's.</p> <p>Key Vocabulary: whereas, however, similarly, like, unlike, in the past, currently, now, long ago</p>	<p>LI: We are learning to explain why I chose the tools I used.</p> <p>Key Vocabulary - tools, software, paint, programme, select, lines, undo, draw, shapes</p>

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Children will look at images of different animals and identify what they all have in common - two eyes.



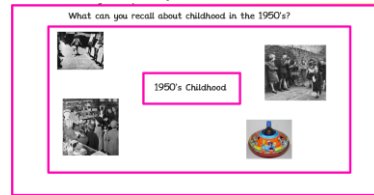
Explain that they will carry out a simple test to explore why we have two eyes. Is it easier to touch the tip of the pencil with both eyes open or one eye open? Children will record their reflections.

Children will discuss the benefits of having two eyes. Children will then look at and record the different reasons why we have two eyes.



Key Questions : How was childhood different in the 1950's? Do you think it was better? How is our childhood different from the past?

Ask the children, 'Do you think it was better to be a child in the 1950s than today?' Children will recall and talk about aspects of childhood in the 1950's.



Children will then discuss if the 1950's or present day is better, using images to support their discussions.

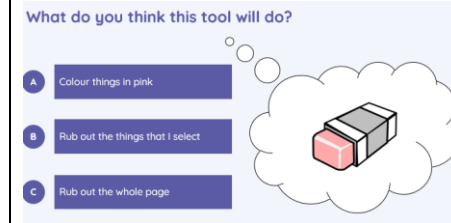


Children take freeze frames of different elements of childhood and make simple comparisons.



Key Questions - What tool will allow me to draw...? How can I undo a mistake? How can I create a similar effect using the shape tool?

Children will take part in a re-cap quiz of the different tools on the paint programme. They will need to identify what each tool does and explain how they have used it already.



Children will look at the artist Wassily Kandinsky and discuss how he used art to express feelings.



Children will then use the shape to to create the famous piece of art by overlapping circles.

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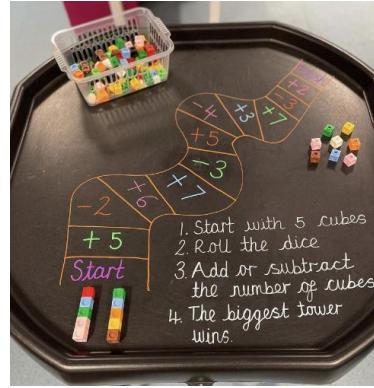
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Independent activities the children will access this week

English



Maths



Weekly



Children will draw and paint their two eyes - using a mirror to draw accurately.

Creative task



Use bottle caps to print poppies.

Creative task



Creative task



Use a range of media to create large scale poppies.

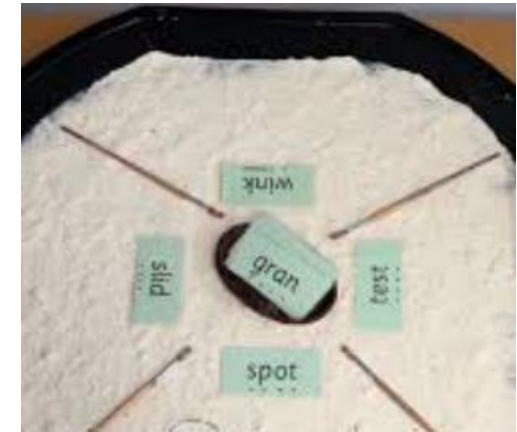
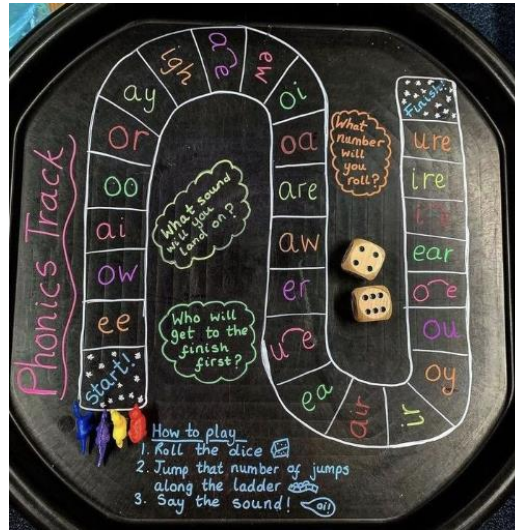
Phonics

Phonics

Phonics

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Homework

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

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

Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

Maths



Doodle Maths – Log on to your account at least three times this

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

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Monday.

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

Try and login to Bug Club and Reading Eggs.



Remember to write your spelling sentences in your purple reading task book.



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?

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