

Weekly Overview of Learning


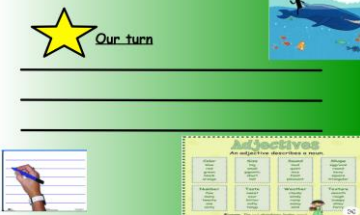
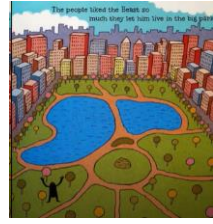

Year Group: Year 1 Week beginning:13.1.25

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>LI: We are learning to recall words and phrases from the book that describe the Beast and his environment.</p> <p>We are focusing on listening carefully to descriptions of the Beast and his world "I heard the word(s) _____ and they make me think _____."</p>	<p>LI: We are learning to use adjectives to describe the Beast.</p> <p>explaining how the vocabulary in the book helps us picture the Beast and the different settings he visits. "The word(s) _____ help(s) me imagine _____ because _____."</p>	<p>LI: We are learning to use adjective to describe setting.</p> <p>sharing our own ideas about the Beasts settings and environment. "The setting of _____ is described as _____, which makes it feel _____."</p>	<p>LI: We are learning to write sentences using adjectives to describe the setting.</p> <p>discussing with a group how the Beast's feelings are connected to the different places he goes. "The Beast feels _____ in _____ because _____."</p>	<p>LI: We are learning to write our own description of a new setting the Beast might visit.</p> <p>describing a new setting for the Beast and explaining how we imagine he would react to it. "If the Beast were in a setting like _____, I imagine he would feel _____ because the environment is described as _____."</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> Beast Lonely Furry Big <p>Key questions:</p> <ul style="list-style-type: none"> What does the Beast look like? 	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> Desert Mountain Cold Lonely <p>Key questions:</p> <ul style="list-style-type: none"> What do the different places the Beast visits look like? 	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> Adjective Setting Description Full sentences <p>Key questions:</p> <ul style="list-style-type: none"> What adjectives can you use to describe the 	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> Predict Journey Adventure New place <p>Key questions:</p> <ul style="list-style-type: none"> Where do you think the Beast will go next? What might the Beast find in a new place? 	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> Changed Growth Friendship Happy <p>Key questions:</p> <ul style="list-style-type: none"> How has the Beast changed by the end of the story?

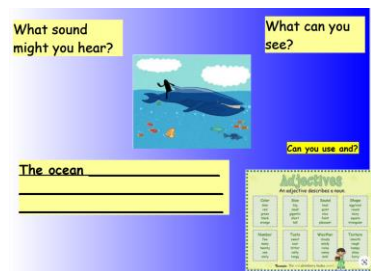
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	<ul style="list-style-type: none"> • How does the Beast feel at the beginning of the story? • What words or pictures help you understand the Beast's character? 	<ul style="list-style-type: none"> • How do the settings make the Beast feel? • What words or images in the story describe the settings? 	<p>physical characteristics of a setting?</p> <ul style="list-style-type: none"> • How do adjectives help us understand the mood or feeling of a place in a story? 	<ul style="list-style-type: none"> • How can the vocabulary in the story help us guess what happens next? 	<ul style="list-style-type: none"> • What does the Beast learn on his journey? • How does the Beast's experience with others help him grow?
<p>Activities</p>	<p>In this lesson, children will focus on describing the Beast using vocabulary from the book, including physical traits like "furry" and "big." The teacher will guide the class in identifying key details about the Beast and his feelings of loneliness. Children will work in pairs to describe the Beast, using evidence from both the text and illustrations to support their ideas. The lesson ends with children sharing their descriptions with the class.</p> 	<p>This lesson focuses on describing the different settings the Beast visits in the story, such as the desert and mountains. Children will identify specific vocabulary from the text and illustrations to describe each setting and discuss how the environment affects the Beast's emotions.</p> <p>In groups, children's will use the book's vocabulary to describe a setting and explain how it influences the story.</p> <p>Tuesday 16th January 2024 L.E. We are learning to write sentences using adjectives to describe the setting.</p> 	<p>In today's lesson, we will explore how adjectives are used to describe settings in a story. We'll focus on identifying key adjectives in the book that help us picture the Beast's world, including the castle, the forest, and other places he visits. We'll also learn how adjectives not only describe what a place looks like but also how they help set the mood or tone of that place. We will practice using new adjectives to describe a setting of our own and think about how the Beast might feel in that setting. Finally, we'll discuss how the vocabulary in the story shapes our understanding of the Beast and his environment.</p>	<p>This lesson focuses on making predictions about where the Beast will go next and what he might encounter. Children will discuss the different places the Beast has already visited and use clues from the text and illustrations to predict what happens next.</p>  <p>They will share their predictions with a partner and justify their ideas using specific vocabulary from the book. The lesson ends with the teacher revealing the next part of the story to compare with the predictions made.</p>	<p>In this lesson, children will reflect on their writing and how they could improve. Children will check their work to see if they have added</p> <p>They will identify vocabulary from the text that describes the Beast's transformation from lonely to happy. Children will work in groups to discuss the Beast's journey and how meeting others helps him grow.</p>  <p>The lesson will conclude with children sharing their reflections on how the Beast's experiences with others contributed to his personal growth.</p>

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<p>Review Words: blue venue grew Encourage fluent independent reading.</p> <p>Teach <u>Teach GPC – ew</u> Use PPT or grapheme card to introduce ‘ew’. Action: Point forward Sound Cue: a new stew</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-</p>	<p>Review Words: clue due Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach When do we use k, c, or ck at the beginning and at the end of words?</p> <p><i>At the end:</i> ck after a short vowel k after a consonant or long vowel</p>	<p>Review Words: true argue threw Encourage fluent independent reading.</p> <p>Teach Words: toe mouth brown grow clue statue drew new kip goes loud clown yellow glue argue blew dew milky</p> <p>Challenge: sounds crowned showing glued argues screwed</p> <p><u>Reading Sentences</u> The frisky kitten chewed the</p>	<p>Review Words: glue stew Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach <u>Recap GPC – ew</u> <u>Teaching Blending to Read</u> 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>Review Review graphemes using PPT or flashcards. Add single Black Cat graphemes if needed.</p> <p><u>Fluency Reading</u> Words: glued statue chew Encourage fluent independent reading.</p> <p>Teach <u>eaching Blending to Read</u> Encourage children to</p>

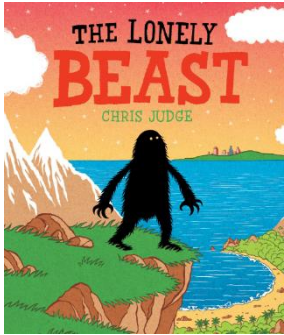
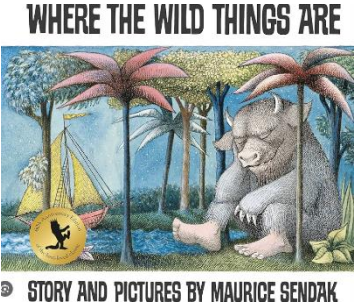
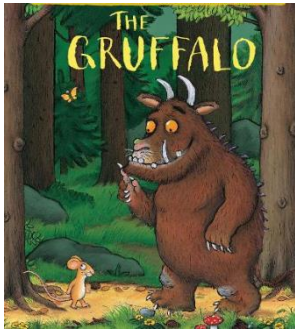
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	<p>independent: new stew few nephew dew knew</p> <p><u>Reading Sentences</u> There were drops of dew on the grass. His nephew had a new bike.</p> <p>Activity Dictation: Put in a new newspaper. Add a few drops of dew. Mix up the stew.</p> <p>Use exercise book, individual whiteboards or writing frame to write the newspaper stew recipe. Use the above sentences as dictation.</p>	<p><i>At the start of words:</i> c before an a o u k before i e</p> <p><i>Plus k before y</i></p> <p>Activity Words: kitten camp kite milky cot kitchen carrot king cabin stinky</p> <p>Use exercise book, individual whiteboards or create own flashcards. You may wish to print out pictures for children to select and spell.</p>	<p>newspaper. The owl flew past the statue in the park.</p> <p>Activity Encourage children to add sound buttons to the words, identifying digraphs/trigraphs within the words.</p> <p><u>Writing Sentences – Dictation</u> Sentence: I drew a clown with a yellow hat.</p>	<p>Words: tew kew bew tinew igew zonew tatew</p> <p>Activity <u>Practise Blending to Read</u> Use the plain black text version of the downloadable ‘Alien Word Grid’. You may wish to choose the colour-coded ‘Alien Word Grid’ for children who require more support. Encourage children to add sound buttons to the words, identifying this week’s target grapheme. Encourage children to blend to read words.</p> <p><u>Writing Sentences – Dictation</u> Sentence: The crew chewed the new stew.</p>	<p>read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: new stew few nephew dew knew black thick weak spook kip kitten frisky</p> <p><u>Reading Questions</u> Can a newspaper chew stew? Can a king have a new crown? Will a kitten drink milky treats?</p> <p>Activity <u>Spelling Review</u> Choose a selection of decodable words and HFWs/CEWs from this week’s learning.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of stories with Beasts or animals during their reading aloud session.</p>				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to add by putting the first number in our head, then counting on.</u>	<u>LI: We are learning to add ones using number bonds.</u>	<u>LI: We are learning to find number bonds to 30 and above.</u>	<u>LI: We are learning to make number bonds within 30 using part whole model.</u>	<u>LI: We are learning to use our knowledge of number bonds to solve problems.</u>

Key vocabulary and key questions	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	<ul style="list-style-type: none"> Addition Count Adding Plus Forwards Bigger <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> With what number do we begin and count? Which number does one begin counting from, the largest or the smallest? 	<ul style="list-style-type: none"> Number bonds Addition Count Adding Plus Forwards Bigger <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What are number bonds? How many more counters do we need to make our number bonds to 20? What do you notice about these 2 sums? How are they the 	<ul style="list-style-type: none"> Add number bonds more Plus ten frames Altogether Total equal to <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How many more do you need to make 30? How does knowing the number bonds to 30 help you to work? out the number bonds to 30? 	<ul style="list-style-type: none"> Part whole tens ones place value number bonds addition <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What do you notice about the whole and the parts? What happens when you put the parts back together? How many different ways can you split the whole into 	<ul style="list-style-type: none"> Number bonds Addition Count Adding Plus Forwards Greater <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What could be the missing number? How do you know? What pattern do you see? What is the same? What is different?

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		<p>same?</p> <ul style="list-style-type: none">• How are they different?	<ul style="list-style-type: none">• What is the same and what is different about $4 + 6 = 10$ and• $14 + 6 = 20$?	<ul style="list-style-type: none">• two parts?	
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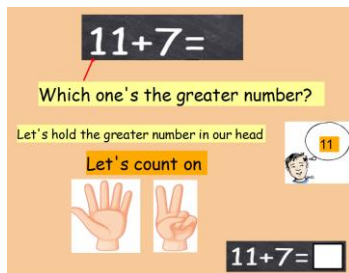
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Activities

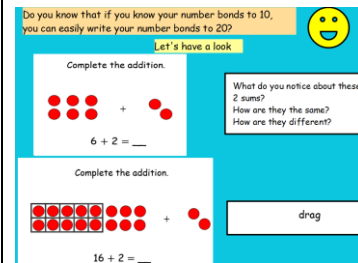
In this lesson, children are going to learn how to add by putting the first number in our head, then counting on. They will watch an engaging video to support their learning and will look at some examples to practise their addition word problems.



Children will start with smaller numbers and will use their fingers to add. They will be asked to put the greater number in their head and to count on.



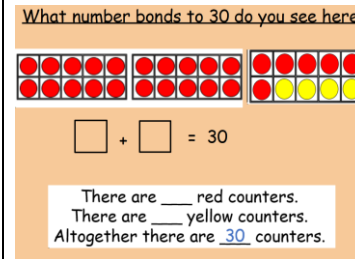
Today, the children will be reminded of number bonds. Children use number bonds and related facts when adding within 20, as an alternative to counting on.



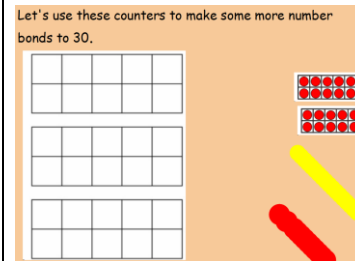
for example, if they know that 4 and 2 are a bond to 6, they can use this fact to see that 14 and 2 are a bond to 16, as are 4 and 12 Using counters and ten frames and base 10 enables children to see the links between related facts, noticing that, for example, 11 + 6 is 10 more than 1 + 6 .

In this lesson, The children are going to practise making number bonds to 30.

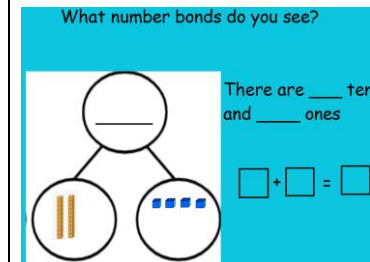
They will think about the different ways to make 30 using ten frames and counters.



The children are going to look at the ten frames to see what number bonds they can see to make 30. The children then are going to write other number bonds to 30 on their white boards.



In this lesson, the children will be reminded of part part whole model. They will use different objects to make their number bonds within and above 30.



The children will have carpet time where they will use part whole model and objects to make number bonds within and above 30.

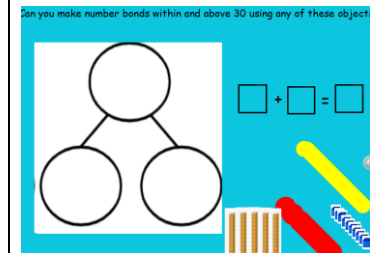
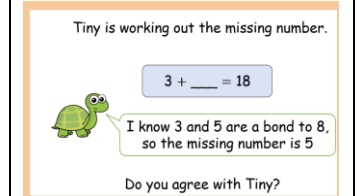


Table top:

In this lesson, the children will use their knowledge of number bonds to solve word problems.



Using examples such as 7 + 3, 17 + 3 and 7 + 13 encourages children to see the link between bonds to 10 and bonds to 20, as well as reinforcing their understanding of place value. They see that working systematically helps them to find all the possible number bonds to 20

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Children will also be encouraged to use a number line to help them understand the concept better.

11 + 9

Have a think

I will start at _____ and count on _____

11 + 9 = _____

key words: count on, add, altogether, total, plus

Table top:

Addition Within 20

3 + 5 = <input type="text"/>	4 + 8 = <input type="text"/>
7 + 3 = <input type="text"/>	8 + 4 = <input type="text"/>
3 + 7 = <input type="text"/>	8 + 5 = <input type="text"/>
8 + 4 = <input type="text"/>	8 + 8 = <input type="text"/>
6 + 6 = <input type="text"/>	9 + 1 = <input type="text"/>
4 + 9 = <input type="text"/>	5 + 8 = <input type="text"/>
9 + 9 = <input type="text"/>	5 + 4 = <input type="text"/>
5 + 8 = <input type="text"/>	5 + 7 = <input type="text"/>

My turn:

If 3 + 5 = _____

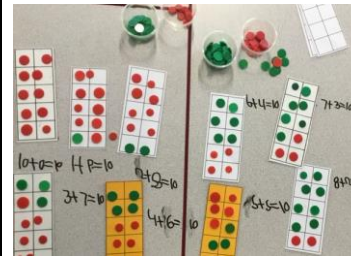
then 13 + 5 = _____

Table top:

Number Bonds of 20

Can you find the missing number bond to make 20?

Table top:



Part-Whole Models Worksheet

Complete the part-whole models below.

Sam, Max and Mo are working out 5 + 14

I am going to start at 5 and count on 14

Sam

I am going to start at 14 and count on 5

Max

I am going to use number bonds. I know that 4 plus 5 is equal to 9

Mo

Use each method to work out the answer.

Whose method do you prefer? Why?

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Music – Sing Up

Sea Interludes - lesson 2

LI: We are learning to know music through listening and moving to 3 contrasting themes.

Key Vocabulary: melody, pitch, orchestra, instruments, themes.

Key Questions: How does the music make you feel? Can you describe what it sounds like? What image is being created in your mind?

Children will recall who Benjamin Britten was and recall facts about him.

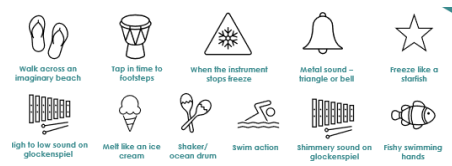


- Benjamin Britten was an English composer.
- He was born in 1913, the same year as the beginning of the First World War.
- He lived much of his life in a small seaside town, called Aldeburgh, off the Suffolk coast on the east side of England.
- Britten liked to walk by the sea every morning, and lots of the music he wrote was inspired by the sea.



Children will listen to 'Dawn' and identify the three themes e.g. soaring birds, frothing ocean spray and ominous waves.

Next children will use a range of instruments to represent actions.



RE – Widening Horizons

LI: We are learning to understand what makes a place special.

Key Vocabulary: special, worship, place, memories important

Key Questions: Why is a place special? What makes it special to you? What places are special in your religion?

Children will talk about what makes a place special (e.g., feelings of happiness, memories, importance to people).



Children will look at images of different places that might be special, such as homes, playgrounds, and family gathering places and discuss why they might be special to someone.



Children will draw and write about a place that is special to them.

PE – Get Set 4 PE

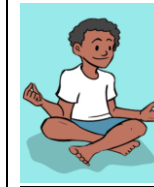
Yoga lesson 2

LI: We are learning to copy and remember poses.

Key Vocabulary: focus, hold, pose, mindful

Key Questions: How does my breathing help me remain calm? What can I do to help hold the pose for longer? How do you think this animal would move?

Children will listen to a story about a race. When they hear an animal name they will create a pose to represent that animal. Children will travel as different animals from the story e.f. deer = high knees. Children will then learn a range of animal poses and hold them on their mat.



Dance lesson 2 LI - We are learning to explore pathways in my dance.

Key Vocabulary: beat, even action, interesting, counts, perform, pathway, movement

Key Questions: How can I make my dance interesting?

Children will learn that pathways are used in dance to make it look interesting, Children will explore different pathways e.g. zig zag like a leaf. Children will then work together to create 3 different pathways for 8 counts and perform it to their peers.

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Art – Kapow

LI: we are learning to apply paper shaping skills to make an imaginative sculpture.

(Over 2 weeks)

Key Vocabulary: sculpture, bend, fold, tear, shape. tree, life, pattern, height, width

Key Questions: What would the leaves be like? Would there be flowers on the tree? Would animals live in it? Would there be any insects on the tree?

Children will learn about the tree of life and look at the different interpretations of the tree of life from various artists.



Children will then begin recording ideas for their own tree of life by drawing a plan. Children will look at the different techniques they can use to create their sculpture and label their plan with them e.g. fold, bend, curve.



PSHE - Jigsaw

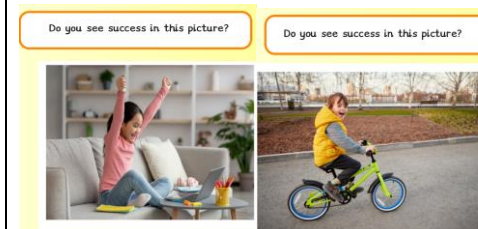
LI: We are learning to express what we do well.

Piece 1

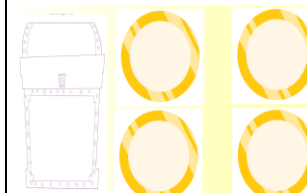
Key Vocabulary: success, successful, dream, achievement, proud, happy

Key Questions: What are you successful at? How do you feel when you are successful? What makes you become successful?

Children will discuss the meaning of success. They will look at a range of images and decided what success is happening in each picture,




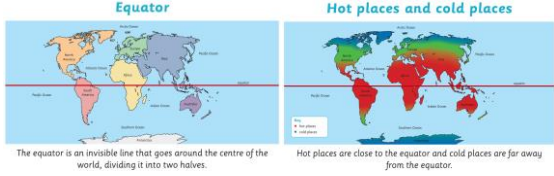

Children will then reflect on what they are successful at e.g. skipping, maths, tying up their laces. Children will then add their successes to a golden coin and add them to their 'success treasure chest'.



Children will reflect on if it is easy to be successful all the time.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI - We are learning to explain and reason.</u></p> <p>Key Vocabulary: investigate, material, waterproof, solid, transparent, brick, glass, tile, rigid.</p> <p>Key Questions: What material would be best for a house? Why do we have windows on a house? What material will survive in a range of weather?</p> <p>Children will recall a range of everyday materials. They will then begin to look at images of houses and identify why different types of materials are used for the feature of that house.</p>  <p>Children will then design their own houses and select the material they would use. Children will label the house and explain why that material is being used.</p> <p><u>LI - We are learning to make predictions.</u></p> <p>Children will be shown a letter from the headteacher expressing that she would like some bunting to decorate the playground which needs to be waterproof, colourful and flap in the wind.</p>	<p><u>LI: We are learning to locate and compare hot and cold places around the world.</u></p> <p>Key Vocabulary: equator, locate, hot, cold, North, South</p> <p>Key Questions: Why are some places hotter than others? Where would you like to live? Why is it cold far away from the equator?</p> <p>Children will learn about what the equator is and locate it on a map and globe. Children will then explore why it is hotter near the equator.</p>  <p>The equator is an invisible line that goes around the centre of the world, dividing it into two halves.</p> <p>Hot places are close to the equator and cold places are far away from the equator.</p> <p>Children will discuss what it is like in hot and cold places around the world e.g. temperature, animals, landscape, survival. They will locate hot and cold places on a map using the equator as a guide.</p>	<p><u>LI: We are learning to give directions.</u></p> <p>Key Vocabulary: direct, left, right, forwards backwards, stop, clear, go</p> <p>Key Questions: Which instructions can you give to help your partner move around the room? What other directional language could you use?</p> <p>Children will explore following a range of simple instructions and begin giving instructions to a partner.</p> <div data-bbox="1473 821 2042 981" style="display: flex; justify-content: space-between;"> <div style="background-color: #e6f2ff; padding: 5px;"> <p>Follow instructions</p> <p>We're going to try following instructions ourselves.</p> <p>Listen carefully and try to follow your teacher's instructions.</p> </div> <div style="background-color: #e6f2ff; padding: 5px;"> <p>Giving directions</p> <p>Which instructions could you use to direct your partner around the room?</p> </div> </div> <p>Children will recall the buttons that are on a floor robot and model what they look like in action.</p>  <p>Next, children will watch a bee-bot move and write down which instructions the robot has been given.</p>

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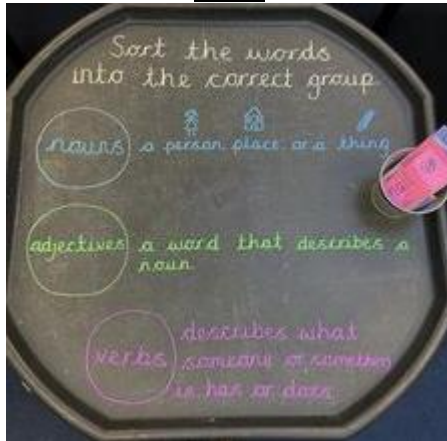
<p>Dear children,</p> <p>As I walked around the school grounds yesterday I noticed our playground looked dull and uninspiring. So I am setting you a challenge. Could you make some cheerful bunting to hang outside to improve the look of the playground?</p> <p>The bunting must flutter in the breeze withstand rainy weather and be bright and colourful, so you must decide which materials to use. The materials you choose must have suitable properties, so the bunting won't get damaged when it is heavy outside. Before you make your bunting I would like you to test bits of materials to see which have the most suitable properties and record them in a Venn diagram.</p> <p>Thank you so much for your help.</p> <p>Which of the materials will be most suitable to use as bunting and why?</p> <p>It needs to ..</p> <p>flutter survive the rain be colourful</p> <p>Children will then look at a range of materials that they could use for bunting and predict which one they think would be suitable to create bunting. Children will explain their reasoning why they have selected that material for bunting.</p>	<p>Colour the dots on the map to show if the places are hot or cold.</p> 	
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Independent activities the children will access this week

English



Maths



Weekly



Creative task



Creative task



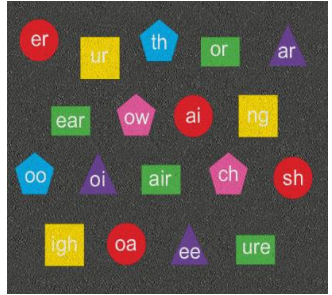
Create a tree of life.

Creative task




Weekly Overview of Learning

Year Group: Year 1 Week beginning:13.1.25


<p style="text-align: center;"><u>Phonics</u></p> 	<p style="text-align: center;"><u>Phonics</u></p>	<p style="text-align: center;"><u>Phonics</u></p>
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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.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
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<p style="text-align: center;"><u>Reading</u></p> <p>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.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club.</p>	<p style="text-align: center;"><u>Spellings</u></p> <p>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.</p>	<div style="text-align: center;">  </div> <p><u>Doodle Maths</u> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target –</p>
<p>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.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we</p>		

Weekly Overview of Learning

Year Group: Year 1 Week beginning:13.1.25

		<p>are you in the <u>green</u> zone yet?</p>	<p>can return them. Please remember to bring book bags in everyday!</p>
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