

Weekly Overview of Learning

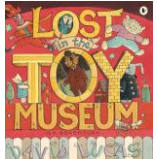



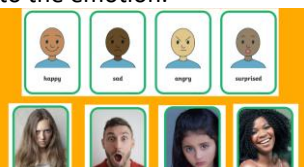

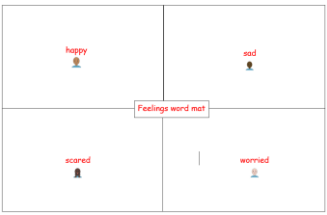


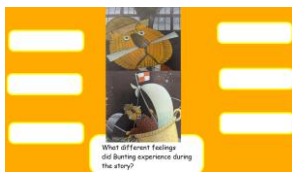



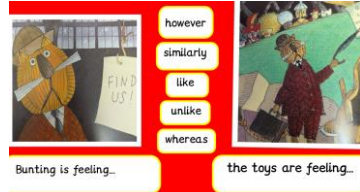
Year Group: Year 1 Week beginning: 14.10.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to share a story.</p>	<p>LI: We are learning to identify a range of words associated with emotions.</p>	<p>LI: We are learning to identify how a character is feeling.</p>	<p>LI: We are learning to explain how a character is feeling.</p>	<p>LI: We are learning to compare how characters feel.</p>
<p>Speaking and Listening Focus</p>	<p>To use the appropriate tone of voice in the right context. <u>The Language of retelling</u> Once upon a time... One day...</p>	<p>To take opportunities to try out new language, even if they are not always used correctly. <u>The Language of Description</u> It is... and... They are... because...</p>	<p>To use conjunctions to organise and sequence ideas <u>The Language of Description</u> It is... and... The... is... and... They are... because...</p>	<p>To use conjunctions to organise and sequence ideas. <u>The Language of Explanation</u> because...</p>	<p>To use vocabulary appropriate specific to the topic. <u>The Language of Comparison</u> They are the same because... They are different because...</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: museum toys night first next adventure shelf inspection Key questions: What changed in the museum at night? What is Bunting's role in the museum? Why was the night different? Why do you think the toys were hiding? What does the phrase 'getting warmer' mean?</p>	<p>Key Vocabulary: feelings emotions angry/cross/mad upset/sad/blue happy/jolly/glad worried/anxious adventure museum Key questions: How did Bunting's feelings change throughout the story? What emotion was he feeling when the toys left the notes? How did he feel at the end? What did the other toys feel? Can you think of another feeling word that means the same as...?</p>	<p>Key Vocabulary: angry/cross/mad upset/sad/blue happy/jolly/glad worried/anxious adventure museum Bunting Key questions: Why did the characters run away? What happened first? What changed Bunting's day? Why was it unusual? Can you identify how he feels? Would you feel the same or different? Did the toys feel the same as Bunting?</p>	<p>Key Vocabulary: because angry/cross/mad upset/sad/blue happy/jolly/glad worried/anxious hiding seek Bunting First/next/after Key questions: What did Bunting feel at the end of the story? How do you feel when you play hide and seek? What part of the story did he feel this way? Why? Do you think he should have felt this way?</p>	<p>Key Vocabulary: compare however whereas similarly unlike like Bunting toys same/different Key questions: How do you know if the characters are feeling the same? Did each character feel similarly during the game? What clues indicated they are feeling that way?</p>

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Activities					
<p>Activities</p>	<p>Children will look at the front cover of the story and make predictions from the illustrations</p>  <p>Children will then listen to the story and identify key events. Children will recall the actions of the toys at different parts of the</p>  <p>text.</p> <p>Next children will retell the story to a partner using the images from the text.</p> <p>Table top activity: What hiding places could the toys hide at Wellington?</p> 	<p>Children will recall what happened in the story and who the main characters are.</p> <p>They will discuss how Bunting's feelings change as the story progresses.</p>  <p>Children will match feeling cards to the emotion.</p>  <p>Children will then discuss and record a range of feeling words for each different emotion (sad, happy, angry, worried).</p> <p>Table top activity: To record a range of feelings words to be used as a word mat</p> 	<p>Children will recall their feeling words they collected yesterday.</p>  <p>Children will then look at illustrations from the text and decide what Bunting is feeling. Children will need to justify their answers by using 'because'.</p>  <p>Table top activity: Sequencing images from the text and adding emotion cards to identify how the character is feeling.</p>  <p>Recording: Children begin writing simple sentences about how a character feels at different parts of the story.</p>	 <p>Children will identify all the different feelings Bunting experiences in the story.</p>  <p>Children will then write simple sentences for the ending of the story explaining how he felt using the relevant time connectives and because . Table top activity: Making a lost poster (from Bunting) to find one of the missing toys.</p> <p>Lost!</p>  <p>Description: _____</p> <p>toys. _____</p> <p>Recording: Children continue writing simple sentences about how a character feels at different parts of the story.</p>	<p>Children will recall the wide range of feeling words they have collected this week.</p> <p>Children will then look at what words we can sue when comparing and verbally compare images using those keywords (however, but, like, similarly).</p>  <p>Children will then look at images from the text and discuss how each character feels (the toys and Bunting). They will then use sentence stems to create a comparative sentence when comparing their feelings.</p>  <p>Table top activity: Children will write comparative sentences to compare character's feelings (using a substitution table).</p>

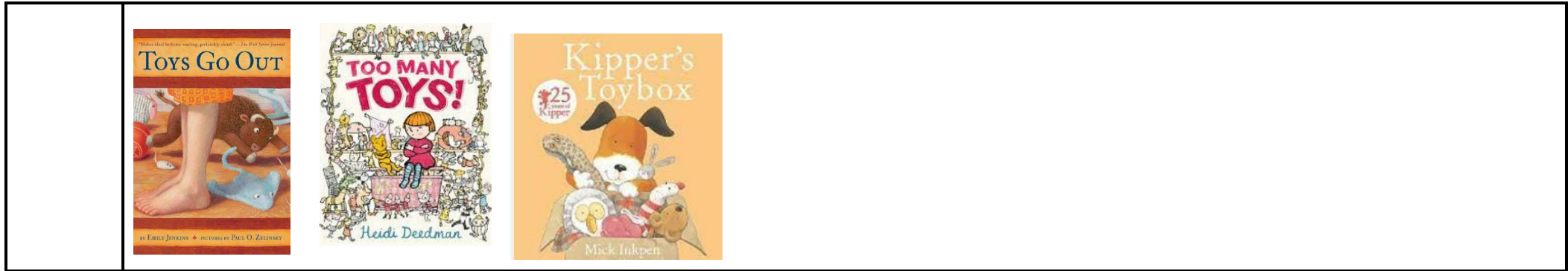
Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review Fluency Reading Words: these kite note Encourage fluent independent reading. Teach Use the grapheme card to introduce 'u-e'. Words: rude rule June flute prune include pollute parachute Challenge: include: includes-including-included rule: rules-ruling-ruled Activity</p>	<p>Review Words: line hope Encourage independent spelling of words. Reveal correct spelling for children to check. Teach Use the grapheme card to review 'u-e'. Words: cube use tune tube cute minute amuse confuse Challenge: use: uses-using-used amuse: amuses-amusing-amused Activity</p>	<p>Review Words: complete side woke Encourage fluent independent reading. Teach Use the grapheme card to review 'ar'. Words: jar cart card car park hard star arm scarf farm garden farmer Challenge: park: parks-parking-parked farm: farms-farming-farmed Activity</p>	<p>Review Quick Write Words: theme none Encourage independent spelling of words. Reveal correct spelling for children to check. Teach Encourage children to blend to read the alien words using this week's graphemes. Words: (Cool Blue) jume gute rube shupe prule (U-Hoo) ute cude tule huse contude kar sarv rarsd prars plar Activity</p>	<p>Review Fluency Reading Words: compete smile close Encourage fluent independent reading. Teach Encourage children to read the words using whisper blending. Words: rude cube park flute star rule cute scarf include amuse garden prune tube hard Activity Reading Questions: Is it rude to play a tune on a flute? Can you use a scarf on your arm? Do you have flowers in your garden in June? Is it fun to ride on a log flume? Write colour-coded words in their books.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of stories during their reading aloud time related to toys.</p>				

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to add <u>two numbers together using objects. (include Bloom's verbs)</u>	LI: We are learning to add <u>two numbers together. (include Bloom's verbs)</u>	LI: We are learning to add <u>two numbers together using a number line. (include Bloom's verbs)</u>	LI: We are learning to solve <u>problems by applying our knowledge of addition (include Bloom's verbs)</u>	LI: We are learning to add <u>two numbers together using rekenrek. (include Bloom's verbs)</u>

Key vocabulary and key questions	<p>Key Vocabulary: addition equal to total altogether plus</p> <p>Key Questions: How many objects do you see in the first group? How many in the second group? How many are there in total?</p>	<p>Key Vocabulary: addition equal to total altogether plus</p> <p>Key Questions: What is our starting number? How many are we counting on from the starting number? Let's count together from</p>	<p>Key Vocabulary: addition number line forwards count on total altogether</p> <p>Key Questions: What number do we start from on the number line? Do we go forwards or backwards?</p>	<p>Key Vocabulary: addition equal to total altogether plus</p> <p>Key Questions: How many were there at the beginning? How many more are added? How many are there now? How many are there in total? What is the addition</p>	<p>Key Vocabulary: rekenrek beads addition equal to total altogether plus</p> <p>Key Questions: Can you tell a first, then</p>
---	---	---	---	---	--

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

	<p>What are the parts? What is the whole? What is the addition sentence? To find altogether, do we need to count the whole first group again?</p>	<p>our starting number. What was the last number we said? So how many altogether?</p>	<p>How many jumps do we need to make? What number do we land on? How many altogether?</p>	<p>sentence?</p>	<p>and now story to match the picture using rekenrek? Can you write these sums using rekenreks?</p>
--	---	---	---	------------------	---

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Activities

In this lesson, the children are going to learn to add numbers using objects. When representing their additions, children will be encouraged to use correct mathematical language to explain, for example “3 cubes plus 5 cubes is equal to 8 cubes.”

My turn

Let's try to write our number sentences

How many animals are there altogether?

Dogs - _____
Cats - _____

Which is the sum?

Key words plus equal altogether total how many

Children will also be watching engaging videos and playing fun addition Maths games to help them understand better.

Let's play this fun addition game

In this lesson, the children will be adding two numbers together more explicitly. Children will be reminded of their addition symbols and how to use them correctly.

Today we are learning to add numbers together

Let's remind ourselves of our addition symbols.

Here are three numbers. Which symbol goes where to show the sum?

5 3 8

5 plus 3 equals 8

Children will also be encouraged to use their knowledge of counting on to help them solve their addition problems.

When we add more, we count on from the starting number. We don't count from 0.

For example: Group A = 11 strawberries
Group B = 4 Strawberries
How many strawberries altogether?

11 4

Not starting number Number we are adding

Children's learning will be supported by pictorial/ visual representation.

Table top activity:

Today, the children will be adding two numbers using a number line. The children will discuss how to add two numbers using a number line, do they go forwards or backwards on the number line, what number do they start from, how many jumps do they make and what number do they land on.

Use the number line to work out the answer to the number sentence.

$16 + 2 =$

Is there another way you can write your number sentence?

The children will also write their number sentences on the white boards and will think about if there's another way to write the addition sentences.

We have added together two numbers using a number line. Choose the number sentences that match the representation.

$14 = 11 + 3$
 $10 + 4 = 16$
 $10 + 4 = 14$
 $14 = 10 + 4$

THINK PAIR SHARE

Table top activity:

In this lesson, the children will bring together the learning from the previous steps, as children start to answer addition problems that are not isolated to a specific structure.

Let's work out this word problem

Kim has 2 stickers.
Ron has 4 stickers.
How many stickers do they have altogether?

The children will apply their knowledge of addition, number bonds and even part whole model to solve addition word problems.

your turn

Mo has four cookies.
His friend gives him three more.
How many cookies does Mo have in total?

My partner

What number do we start from?
Do we go forwards or backwards on the number line?
How many jumps do you make?
What number do you land on?

The use of manipulatives and realistic situations can support children to understand what is happening.

In this lesson, the students will reinforce their understanding of addition by exploring it with different resources or manipulatives such as rekenreks.

Can you tell a first, then, now story to match the picture?

First Then Now

Use a Rekenrek to act out the story.

Write a number sentence to match the story.

The focus is on increasing one quantity by a given amount, while continuing to work within 10.

Provide children with rekenreks. Can be shared between 4 to 5 children if not enough

First there were seven children sat at a table.
Then two more children sat at the table.
How many children are sat at the table now?

Table top activity:

With your talk partner, can you create your own game for your partner to guess?

Table top activity

Create Your Own Addition Number Sentence

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Real life objects, cubes will be used to support their learning.

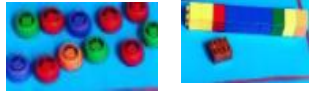


Table top activity:



Table top activity:

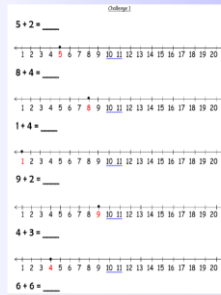
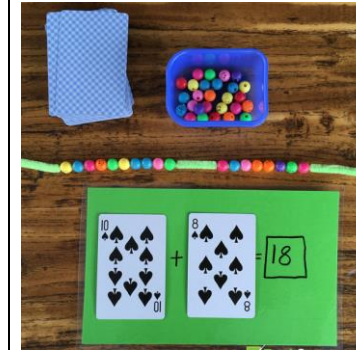






Table top activity:



Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>LI: We are learning to sing down there under the sea. (lesson 3)</p> <p>Key Vocab: beat, compositions, musical,</p> <p>Key Questions: what beat can you hear? How does it sound? How does the sound make you feel?</p> <p>Listen to <i>Down there under the sea</i>, creating actions, and joining in.</p> <p>Class teacher will see if children remember some of the food related actions and gestures that some of the cast of characters perform and join in?</p> <p><i>Physical warm-up: Cook a fantasy chocolate cake!</i></p> <ul style="list-style-type: none"> ● children will reach up to fetch a large bowl and wooden spoon from a high shelf. ● children will make big stirring actions – one hand holding a ‘spoon’, the other arm rounded to form a ‘bowl’. Stir slowly at first, getting faster as the mixture blends. <p>finally, children will flick big dollops of mixture into a ‘tin’ and then bend down to put it in the ‘oven’.</p>	<p>LI: We are learning to explore our thoughts and feelings and explain how they can affect our actions.</p> <p>Key Vocab: kindness, patience, teaching, listen, calm, Buddha, anger</p> <p>Key Questions: what do Buddhist believe in? Who is the Buddha? What did Buddha do to help the Angry Man?</p> <p>In this lesson, children will be learning to explore their thoughts and feelings. They will listen to the story of the Buddha and the Angry Man.</p> <p>The children will learn that it is important to be kind and patient. Buddha shows us that by understanding others, we can help them. We should always try to listen to our friends when they are sad or angry, as it makes a big difference in how they feel.</p> <div data-bbox="1008 845 1456 1117"> <p>The Angry Man</p> <p>The angry man was upset about many things in his life. He shouted and complained to Buddha. Instead of getting angry back, Buddha listened quietly, showing us the importance of patience. This teaches us how kindness can help calm down someone who is feeling very upset.</p>  </div> <p>Task: Children will then explain how their feeling have an affect on their actions.</p> <div data-bbox="1097 1165 1456 1436">  When I feel _____ I _____.</div> <div data-bbox="1097 1268 1456 1348">  When I feel _____ I _____.</div> <div data-bbox="1097 1364 1456 1444">  When I feel _____ I _____.</div>	

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Art – Kapow

LI: We are learning to investigate how to mix secondary colours.

Key Vocab: primary colours, secondary colours, blue, red, yellow, blend, mix

Key Questions: what colours need to be added to make secondary colours? What colour do you get when you mix yellow and red?

In this lesson, children will name the primary colours: red, yellow and blue. Children will mix primary colours to make secondary colours. We will discuss which two primary colours are needed to mix each of the secondary colours.

Working with a group the children so that they have access to a tray of primary coloured materials; possibilities could include play dough, crayons/pencils and paper, coloured tissue or cellophane. Allow time for them to play with the materials and find out what happens when they mix them.

PSHE - Jigsaw

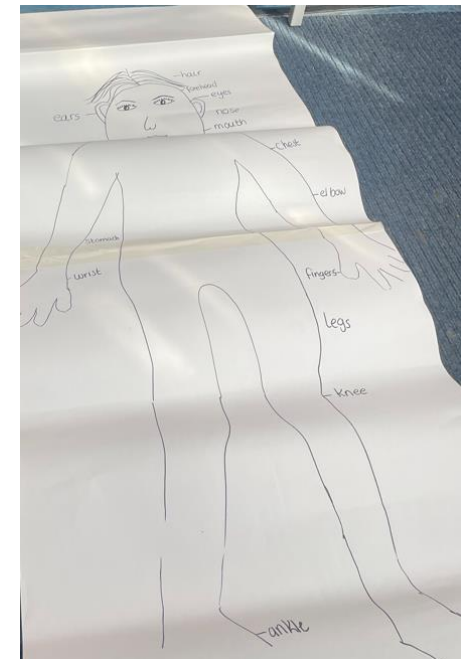
LI: We are learning to understand the TALK PANTS rule and how it helps us keep safe.

Key Vocab: rule, safety, private parts, good touch, bad touch, private parts, private

Key Questions: what is a good touch? What is a bad touch? How can we keep our private parts safe?



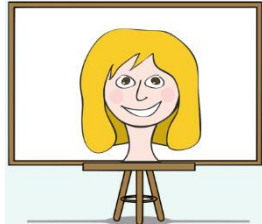
In this lesson, children will have an informative and well needed lesson on the PANTS rule. They will be reminded how their private parts are sacred and are not allowed to be touched by others. They will listen to the song and we will touch on the reasons why we should not touch others inappropriately and who we can ask for help.

Task:
children will design and label a body. They will identify private parts and cover it up with PANTS.



Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to explore how and why we need our senses to keep us safe.</u></p> <p><u>Key Vocab :</u> 5 senses, smell, hear, touch, sight, taste, help, support</p> <p><u>Key Questions:</u> Why do we need senses? What do they help us with? What body part is connected with which sense? Why are senses important?</p> <p>Children are going to be exploring how our senses keep us safe.</p> <p>Children will look at a concept carton to promote use of discussion and reasons.</p>  <p>For example – Is it okay to listen to music while crossing the road?</p> <p>Children will be looking at a range of images in groups and deciding what sense they need to keep them safe from the danger in the image. They will then discuss why our senses are important.</p>	<p><u>LI: We are learning to recognise and understand the contributions of Black History on our society today</u></p> <p><u>Key vocab:</u> black history, society, celebrate, achievements</p> <p><u>Key questions</u> what is black history month? Who is Garrett Morgan? Who invented ice cream?</p> <p>In this lesson, the children will learn that it is important to remember that we are all equal and all different shades of brown.</p> <p>Children will be looking at the achievements for Garrett Morgan. They will learn that Garrett invested 3 way traffic light.</p>  <p>Garrett Morgan invented a stop sign to stop carts crashing.</p>	<p><u>LI: We are learning to use the programme Paint on the computer.</u></p> <p><u>Key Vocab:</u> computer, responsibility, safety, keyboard, mouse, screen</p> <p><u>Key Questions:</u></p> <p>In computing, we are trying out different tools in a painting program, and to use the tools to create a picture of themselves.</p> <p>To describe what different freehand tools do</p> <p>Children should be able to -</p> <ul style="list-style-type: none">● make marks on a screen and explain which tools they used● draw lines on a screen and explain which tools they used● use the paint tools to draw a picture 

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24



Task:

Children to use the senses to explain how they are used to keep us safe. For example:

My sense of sight keeps me safe when crossing the road because I can see the road.

Children will be given images to support sentence structure.



My sense of _____



My sense of _____



Task:



Children will be designing their own traffic lights like Garrett.

We are going to design our own traffic lights like Garrett.



Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24

Independent activities the children will access this week

English



Creative task

Maths



Creative task

Weekly

You will need:

- A4 coloured card
- Glue
- Scissors
- Sequins/glitter
- Colouring pencils/pens
- Ribbon
- Sticky tape

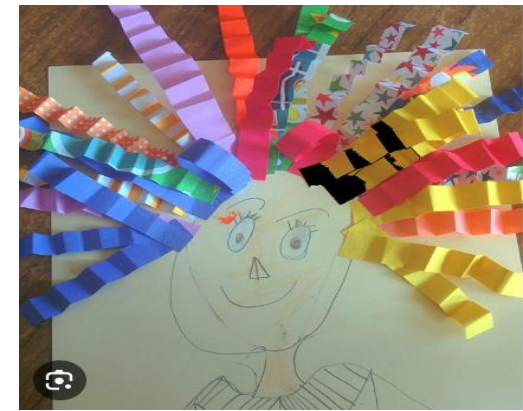


Creative task

Weekly Overview of Learning

Year Group: Year 1

Week beginning: 14.10.24



Phonics



Phonics



Phonics




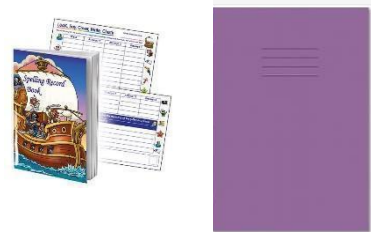

Homework

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 14.10.24



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
<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>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> 	 <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 – are you in the <u>green</u> zone yet?</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 can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p>Forthcoming Trips/events for this term;</p>