

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 16.12.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to identify adjectives that can describe Christmas nativity costumes.	LI: We are learning to explain what an adjective is and how it can make descriptions more detailed.	LI: We are learning to use adjectives in simple sentences to describe a nativity costume.	LI: We are learning to compare sentences with and without adjectives and discuss how they change the description.	LI: We are learning to write descriptive sentences using adjectives to describe your own Christmas nativity costume.
Speaking and Listening Focus	Children will participate in a group discussion to brainstorm adjectives, taking turns to share their ideas and listening respectfully to others.	Children will explain what adjectives are to a partner and listen to their partner's examples, ensuring mutual understanding.	Children will orally construct sentences describing nativity costumes with a partner before writing, practicing clear articulation and listening for feedback.	In small groups, children will discuss the differences between sentences and listen carefully to peers' reasoning about how adjectives improve the descriptions.	Children will present their descriptive sentences to the class or a small group, using clear expression, and listen to others' descriptions to give constructive feedback.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> ● adjective ● costume ● describe ● nativity <p>Key questions: What is an adjective, and why do we use them? Can you think of some words to describe how a nativity costume looks or feels? How do adjectives make descriptions more interesting?</p>	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> ● adjective ● sentence ● detail ● enhance <p>Key questions: How can adjectives make our sentences more interesting? What happens when we remove adjectives from a sentence? Can you explain what an adjective is to a partner?</p>	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> ● adjective ● noun ● describe ● sentence <p>Key questions: Can you use adjectives to describe the colour, texture, or size of a costume? How do adjectives help others imagine what the costume looks like? Can you create a sentence using two adjectives to</p>	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> ● adjective ● compare ● detail ● interesting <p>Key questions: What is the difference between a sentence with adjectives and one without? How do adjectives make a sentence more detailed and interesting? Which sentence helps you imagine the costume better,</p>	<p>Key Vocabulary: (specific to lesson)</p> <ul style="list-style-type: none"> ● adjective ● description ● creative ● and ● because <p>Key questions: How can you use adjectives to describe your nativity costume? What words best describe the colour, texture, or style of your costume? Can you create a sentence</p>

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			describe a costume?	and why?	that paints a picture in the reader's mind?
Activities	<p>In this lesson, children will learn about adjectives and how they are used to describe nativity costumes. The teacher will introduce the concept by showing pictures of costumes and prompting the class to identify descriptive words, explaining that these are called adjectives.</p> <p>Together, the class will brainstorm a list of adjectives related to color, texture, and size. In pairs, children will practice using these adjectives to describe a costume image aloud. The lesson will conclude with a recap of what adjectives are, and some children will share their descriptions with the class.</p>	<p>In this lesson, children will deepen their understanding of adjectives by exploring how they enhance descriptions in sentences. The teacher will review the definition of an adjective and model simple sentences with and without adjectives to highlight the difference.</p> <p>Children will work in pairs to identify and explain adjectives in sample sentences. Through discussion, they will practice explaining how adjectives add detail and interest, and share their thoughts with the class.</p>	<p>In this lesson, children will apply their understanding of adjectives by constructing simple sentences to describe nativity costumes. The teacher will model sentence examples, highlighting how adjectives describe the color, texture, or size of costumes.</p> <p>Children will then work independently or in pairs to write their own sentences using 2-3 adjectives. The lesson will end with some children sharing their sentences aloud, emphasizing the use of adjectives</p>	<p>In this lesson, children will explore how adjectives improve descriptions by comparing sentences with and without them. The teacher will present pairs of sentences (e.g., "The angel has a costume" vs. "The angel has a shiny, white costume") and discuss how adjectives add detail and interest. In small groups, children will analyze more examples and explain their observations.</p> <p>They will then practice adding adjectives to plain sentences to make them more descriptive and share their improved sentences with the class</p>	<p>In this lesson, children will consolidate their understanding of adjectives by writing descriptive sentences about their own nativity costumes.</p> <p>The teacher will model examples, emphasizing the use of multiple adjectives to create vivid descriptions. Children will then write 3-5 sentences about their costume, focusing on color, texture, and style. T</p> <p>he lesson will conclude with some children sharing their writing aloud, celebrating their creativity and the use of descriptive language.</p>


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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review</p> <p>Words: toes fresher grandest Encourage fluent independent reading.</p> <p>Teach</p> <p>Action: Lift your finger quickly as though you have pricked it. Sound Cue: shout out loud!</p> <p><u>Blending to Read</u></p> <p>Blend to read words using scaffolded-whisper-independent. Words: outside ground found around our house shout cloud blouse</p> <p>Activity</p> <p>Words: shout mouse loud cloud mouth house round about ground Use exercise book or individual whiteboards.</p> <p>Writing Sentences – Dictation: Sentence: A shout is a loud sound.</p>	<p>Review</p> <p>Words: toe faster Encourage independent spelling of words. Reveal correct spelling for children to check</p> <p>Teach</p> <p>Action: Lift your finger quickly as though you have pricked it. Sound Cue: How now brown cow!</p> <p><u>Blending to Read</u></p> <p>Blend to read words using scaffolded-whisper-independent. Words: brown cow town down howl power shower allow crown frown flower Challenge: howling browner allowed frowning powered crowns</p> <p>Activity</p> <p><u>Practice Segmenting to Spell</u></p> <p>Model segmenting to spell using phoneme fingers. Words: now how cow brown down town crown power flower</p>	<p>Review</p> <p><i>Fluency Reading</i></p> <p>Words: tomatoes loudest shorter Encourage fluent independent reading.</p> <p>Teach</p> <p>Action: Look surprised and put your hands out Sound Cue: yellow bows in rows</p> <p><u>Blending to Read</u></p> <p>Blend to read words using scaffolded-whisper-independent. Words: bow yellow elbow snow blow arrow snowman bowl grow show follow</p> <p>Challenge: snowing arrows blowing elbowed glowing flowed</p> <p>Activity</p> <p>Words: bow show throw snow grow elbow window bowl pillow yellow blow row</p>	<p>Review</p> <p>Words: goes quicker Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><i>Teaching Blending to Read</i></p> <p>Encourage children to blend to read the alien words using this week's graphemes. Remind the children with alien words they need to blend carefully. Words: boun toul gour floup groum (Brown Owl) dow zow drowt wowder chowl (Miss Oh No) clow plow draw saffow</p> <p>Activity</p> <p>Encourage children to add sound buttons to the words, identifying this week's target graphemes. Encourage children to blend to read words.</p> <p>Writing Sentences – Dictation Sentence: I found a yellow flower in the ground.</p>	<p>Review</p> <p>Words: potatoes greener brightest Encourage fluent independent reading.</p> <p>Teach</p> <p>Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: ground power glowing shouting howled snows louder frown bowl cloud showers arrow outside window rowing</p> <p>Activity</p> <p><i>Reading Sentences</i></p> <p>It is now time to start the show. Today we will have rain showers and cloud.</p>

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		<p>Use exercise book or individual whiteboards.</p> <p>Writing Sentences – Dictation Sentence: The brown cow went down to the town.</p>	<p>Writing Sentences – Dictation Sentence: Follow the yellow brick road!</p>		
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of Christmas books:</p> 				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to compare numbers using the terms 'greater than', 'less than', and 'equal to'. (learn)	LI: We are learning to use the symbols $<$, $>$, and $=$ to compare numbers up to 20. (Understand)	LI: We are learning to identify and order numbers from smallest to largest. (Apply)	LI: We are learning to apply greater than, less than, and equal to when solving simple word problems. (Apply)	LI: We are learning to represent comparisons visually using objects or number lines. (Evaluate)

Key vocabulary and key questions	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	<ul style="list-style-type: none"> Greater Less Equal Compare <p>Key Questions:</p> <ul style="list-style-type: none"> What does "greater than" mean? How can we tell which number is smaller? What does it mean when two numbers are equal? 	<ul style="list-style-type: none"> Symbol Number line Compare Value <p>Key Questions:</p> <ul style="list-style-type: none"> How do we use symbols to show which number is bigger or smaller? How can a number line help us compare numbers? What happens when two numbers have the same value? 	<ul style="list-style-type: none"> Reasoning Compare Statement Order <p>Key Questions:</p> <ul style="list-style-type: none"> Why is it important to compare numbers in real-life situations? How can we explain why one number is greater, less, or equal to another? Can you put these numbers in order from smallest to greatest? 	<ul style="list-style-type: none"> Word problem Comparison Strategy Solution <p>Key Questions:</p> <ul style="list-style-type: none"> How can you use greater than, less than, or equal to in a word problem? What strategies can you use to solve comparison problems? How do we check if our solution to a comparison is correct? 	<ul style="list-style-type: none"> Challenge Reasoning True/False Strategy <p>Key Questions:</p> <ul style="list-style-type: none"> How can we use reasoning to explain why a number is greater, less than, or equal to another? What are some strategies we can use to solve tricky comparison problems? How can we check if our answer is true or false when comparing?

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Activities

In this lesson, children will learn to compare two numbers to determine which is greater, smaller, or if they are equal.

Through hands-on activities using number cards, counters, and number lines, they will develop their understanding of numerical value.

Visual aids and symbols such as $<$, $>$, and $=$ will be introduced to support their comparisons, helping to build their confidence in explaining their reasoning.

Table Top Activity:

Monday 16th December 2024
 LT - We are learning to compare numbers using the terms 'greater than', 'less than', and 'equal to'.

Table Top

Identify the objects in each set. Compare using $>$, $<$, or $=$.

Greater
 Less
 Equal
 Compare

This lesson will review the key concepts learned in Lesson 1 and focus on applying symbols ($>$, $<$, $=$) to compare numbers.

Monday 16th December 2024
 LT - We are learning to use the symbols $<$, $>$, and $=$ to compare numbers up to 20.

Do you remember our names?

What do we like to eat?

Children will practice using a number line and work in pairs to solve comparison problems with cards or manipulatives. The lesson will end with a short quiz or game to check understanding.

Table Top Activity:

Tuesday 17th December 2024
 LT - We are learning to use the symbols $<$, $>$, and $=$ to compare numbers up to 20.

Table Top

Compare the numbers by using $>$, $<$, or $=$.

11	20	2	5
19	18	9	1
12	17	10	10
14	15	8	3
23	23	22	29
30	25	28	27

This lesson introduces reasoning-based activities, encouraging students to explain why one number is greater, less, or equal to another. Children will create and solve their own comparison statements using number cards and practice ordering numbers.

Wednesday 18th December 2024
 LT - We are learning to identify and order numbers from smallest to largest.

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

The session will conclude with a collaborative activity where children explain their comparisons to a partner or the class.

Table Top Activity:

Wednesday 18th December 2024
 LT - We are learning to identify and order numbers from smallest to largest.

Table Top

Identifying which number is greater (less).

Circle the number which is greater.

1	9	4	8	2	3		
7	9	2	9	1	9	0	5
2	1	5	7	5	8	8	5

Circle the number which is less.

8	4	9	2	1	3	4	
6	5	8	1	7	4	1	7
6	7	7	2	6	9	8	2

This lesson focuses on applying greater than, less than, and equal to in the context of word problems and real-life scenarios. Children will be given a variety of word problems where they need to use their comparison skills to find solutions.

Thursday 19th December 2024
 LT - We are learning to apply greater than, less than, and equal to when solving simple word problems.

Valeria has $>$ 9 stickers. How many could she have?

Max ran $>$ 12 miles but $<$ 23 miles. How many miles could Max have run?

The teacher will guide the class through solving problems step by step, discussing the strategies used to compare numbers, and checking solutions for accuracy.

Table Top Activity:

Thursday 19th December 2024
 LT - We are learning to apply greater than, less than, and equal to when solving simple word problems.

Table Top

Comparing Numbers

5	12	20	20
5	4	15	18
2	16	17	13
20	3	18	12
15	15	3	16
5	8	17	10

In this lesson, students will apply their understanding of greater than, less than, and equal to in more complex scenarios. The class will start with a review of the key concepts, followed by challenges that require reasoning and explanation. Children will work independently and in pairs to solve problems and explain their reasoning behind each comparison. They will also engage in activities where they must decide if a comparison is true or false and justify their answers.

Table Top Activity:

Friday 20th December 2024
 LT - We are learning to represent comparisons visually using objects or number lines.

Table Top

Comparing Standards

a. 28 $>$ 42	f. 83 $<$ 80
b. 33 $<$ 12	g. 54 $<$ 74
c. 34 $<$ 34	h. 76 $<$ 36
d. 23 $<$ 44	i. 5 $<$ 40
e. 35 $<$ 62	j. 47 $<$ 74

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Music – Sing
Up

RE – Widening Horizons

PE – Get Set 4 PE

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Christmas Concert and Nativity Preparation

LI: We are learning to link personal values with those found in the nativity story.

Key Vocabulary: Christmas, Christian, celebrate, peace, joy, goodwill, community

Key Questions: How can we show good will to others? What ways can we show community spirit?

Discuss the values in the nativity story, such as kindness and hospitality, and relate them to pupils' own values and experiences. Discuss and engage in activities exploring values of peace, joy, and goodwill, highlighted through stories and Christmas-related examples.



Identify how Christmas promotes Christian values linked with peace, joy, and community spirit. What do you do to promote these values?

Task: peace Posters - create posters depicting peace, joy, and goodwill.



Art – Kapow

Team building - Lesson 6 - over 2 weeks

LI – We are learning to use talking, listening and sharing skills to complete challenges.

Key Vocabulary: communicate, teamwork, listen, share, turn taking

Key Questions: What does good listening look like? How can we communicate clearly with our team?



Children will take part in an under the arches game. Children need to work in pairs to 'free' someone if they are caught - children must go under the arches to be freed.

Children will work in small teams to pass the tennis ball down the line on a racket. Children will try and complete this as a whole class.



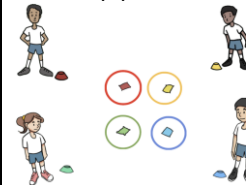
Target Games - Lesson 6 - over 2 weeks

LI: We are learning to develop throwing for accuracy and distance.

Key Vocabulary: distance, throw, underarm, overarm, aim, target

Key Questions: Which throw would you use for this distance? How can I ensure I am throwing with precision?

Children will recap how to perform an underarm and overarm throw. Children will work in groups of 4 to throw coloured bean bags into a matching hoop - children will swap places to throw from different distances.



PSHE - Jigsaw

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LI: We are learning to design and assemble a Christmas card.

Key Vocabulary: Christmas, celebration, create, design, wreath, print, paint, press

Key Questions: How can I make sure my card is eye-catching? What equipment will I need to use in my design?

Children will look at a range of wreath images. Children will then draw a design of their wreath before using finger painting to create a circle. Children will then apply small decorations using sequins, buttons, glitter or beads.



LI: We are learning to understand how to make new friends.

Piece 5

Key Vocabulary: friendship, caring, kindness, sharing, playing

Key Questions: How can we make new friends? What might we say to someone who is lonely? How can we approach someone new?

Children will look at ways that Jigsaw Jack has been a good friend. What is he doing to help someone new? Children will then discuss what makes a good friend.



How are they being good friends to each other?



What makes a good friend?

Children will then talk about the ways in which they can make new friends - what can they do when trying to make a new friend? What can they offer a new friend?



What could you offer a new friend?

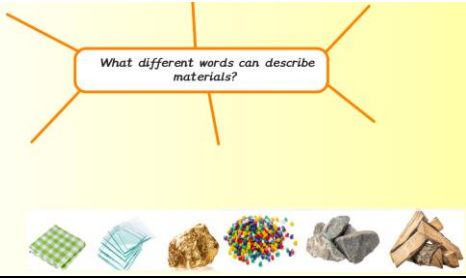
Children will then create friendship tokens drawing and writing what they can offer a friend to begin a friendship.

Science - Wellington Curriculum






Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

LI: We are learning to describe physical properties of materials.



Match the property to the picture and description.

shiny		can be seen through
rough		bright and appears lit up
transparent		bumpy or jagged
waterproof		not bumpy or jagged
smooth		does not let water through

Class celebrations

HALF DAY FRIDAY - SCHOOLS FINISHES AT 1PM

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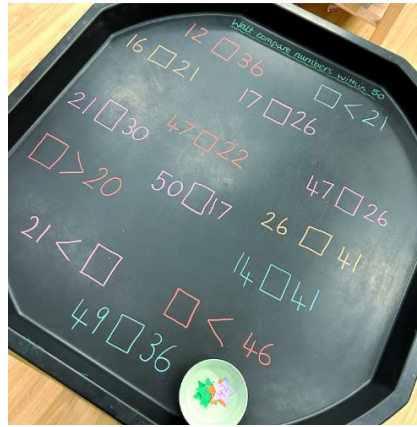
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Independent activities the children will access this week

English

Maths

Weekly



Creative task



Creative task




Creative task



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<p><u>Phonics</u></p>	<p><u>Phonics</u></p> 	<p><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
<p><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><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.</p> <p>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>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>

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		<p>Work to reach your target – 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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