

Weekly Overview of Learning



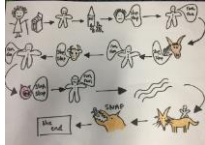



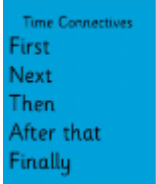

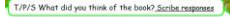

Year Group: Year One Week beginning: 16.9.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to identify key events of a story.</u>	<u>LI: We are learning to create story maps.</u>	<u>LI: We are learning to recall the events of a story verbally.</u>	<u>LI: We are learning to recall the events of a story verbally using time connectives.</u>	<u>LI: We are learning to share our opinions.</u>
Speaking and Listening Focus	Speak in full sentences in the correct order.	Gain and maintain the interest of the listener.	Give a well-structured narrative.	Give a well-structured narrative.	Speak clearly and audibly.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Bear Next River First Then Until Suddenly They didn't know</p> <p>Key Questions: Can you recall what happened in the story? Can you identify if there are any missing parts of the story? Which character does the bear meet next? What point in the story was the bear afraid?</p>	<p>Key Vocabulary: Bear Next River First Then Until Suddenly They didn't know Once Together Order</p> <p>Key Questions: Can you recall what happened in the story? Which character does the bear meet next? Which character did they crash into?</p>	<p>Key Vocabulary: Bear Next River First Then Until Suddenly They didn't know Once Together Order</p> <p>Key Questions: Can you recall what happened in the story? Which character does the bear meet next? Which character did they crash into?</p>	<p>Key Vocabulary: Bear Next River First Then Until Suddenly Finally After They didn't know Once Together Order</p> <p>Key Questions: Can you recall what happened in the story? Which character does the bear meet next?</p>	<p>Key Vocabulary: Likes Dislikes Best Favourite Me I Think First Next Because</p> <p>Key Questions: What was your favourite part of this story? What do you think the story was trying to teach you? Would you read this book again?</p>

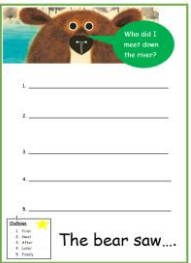


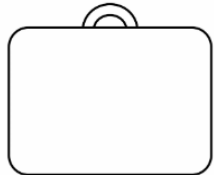
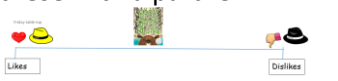
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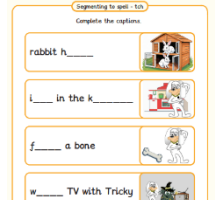

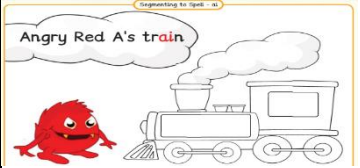
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		<p>What actions could we create to help us remember this character is next?</p>	<p>Can you anticipate what happens next? How can we change our voices to excite the listener?</p>	<p>Which character did they crash into? What character does the bear meet first?</p>	<p>Who do you know that would like this book? Who was your favourite character?</p>
<p>Activities</p>	<p>Children will verbally recall what they remember from the story using key vocabulary. Children will sequence images from the text using simple time connectives to help them.</p>  <p>Children will then identify who the characters were in the story and the order they appear in the text using words such as, next, after that, then, later</p> <p>Table top activity – Children will record the different characters the bear encounters on his journey in the correct order. Children will use character flash cards to support their writing.</p>	<p>Children to verbally retell the story to their talk partner.</p>  <p>Introduce the concept of story maps and explain their uses. Show children various examples.</p>  <p>As a class, the story will be read and the class will create a story map. Children will also create actions to help them retell the story. Class will rehearse these actions and storytelling using the map to support them.</p>	<p>Recall as a class who the bear met along the river.</p>  <p>The class will then retell the story using the actions and language from their story map.</p> <p>Children will watch a model of how to retell the story using actions and key vocabulary. Character hats will be worn to recall which characters are seen first-last.</p>  <p>Recording – children to work in groups of six to retell the story using a story map to support them.</p>	 <p>The class will retell the story using the actions and language from their story map.</p> <p>Children will then look closely at the repeated word 'until' and consider what they could replace it with (time connectives).</p>  <p>Recording – children to work in groups of six to retell the story using a story map to support them.</p> <p>Table top activity-</p>	 <p>The class will retell the story using the actions and language from their story map.</p> <p>Children will then discuss what they liked about the story and what they disliked.</p>   <p>Children will sort and share their opinions using a thinking frame.</p> <p>Table top activity-</p> <p>Likes and dislikes sorting grid. Children to scribe or draw or</p>

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		 <p>Table top activity – Create their own story map for bear came along using a range of media.</p>	<p>Table top activity- To create character crowns.</p> 	<p>To create a list for the bear to pack for staying safe on the river.</p> 	<p>stick their opinion and share these with a partner.</p> 
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review Words: fluff fizz yell Encourage fluent independent reading.</p> <p>Teach Teach GPCs – tch Use PPT or grapheme card to introduce 'tch':</p> <p>Activity Complete the captions</p> 	<p>Review Words: cross tick Encourage independent spelling of words.</p> <p>Teach Teach GPC – ve Use PPT or grapheme card to review 've':</p> <p>Activity Complete the sentences to match the pictures.</p> 	<p>Review Words: think stuff neck Encourage fluent independent reading.</p> <p>Teach Teach GPC – ai Use PPT or grapheme card to review 'ai':</p> <p>Activity What words are travelling on the train?</p> 	<p>Review Words: bunk stuck Encourage independent spelling of words.</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. Words: fai naik slaip shrais chail metch tatch hetch vutch zitch meve tave glave wuve brive</p> <p>Activity</p>	<p>Review Words: tank shrink pass Encourage fluent independent reading.</p> <p>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: catch have rain fetch live paid</p>

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				<p>Can you add sound buttons to the alien words?</p> 	<p>notch give train hutch sail give stretch love main match wait Activity Create flashcards using colour coding.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>We are reading a range of animal books:</p> 				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to compare groups by using the words 'fewer', 'more' and 'same'. (Understanding)	LI: We are learning to compare objects using greater than or less than. (Understanding)	LI: We are learning to compare two numbers using greater than and less than symbols. (Applying)	LI: We are learning to use greater than, less than and equal to symbols (Applying)	LI: We are learning to deepen our understanding of greater than, equal to and less than (Creating)

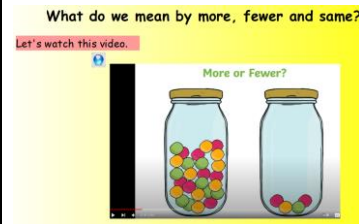
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Fewer Less More same compare</p>	<p>Key vocabulary:</p> <p>Greater Less than Equal to Compare More less</p>	<p>Key vocabulary:</p> <p>Greater Less than Equal to Compare More less</p>	<p>Key vocabulary:</p> <p>Greater than Less then Equal to Same as Object Groups</p>	<p>Key vocabulary:</p> <p>Greater than Less then Equal to Same as Object Groups</p>
	<p>Key Questions:</p> <p>How do you know the towers are the same? How do you know that tower has fewer/more cubes than this tower? Which ten frame has more? How do you know? Who has fewer/more cubes than you? Who has the same number of cubes as you?</p>	<p>Key questions:</p> <p>How can you use a number track to find a number less than 5? How can you use cubes to show that 3 is equal to 3? How many different ways can you show that 7 is greater than 4?</p>	<p>Key questions:</p> <p>When you count forwards from zero, which of the numbers do you say first? Which number is further along the number track? Which number is greater? How do you know? Which is the smaller number? How do you know? What does each symbol mean? If 5 is less than 6, what else do you know?</p>	<p>Key questions:</p> <p>Between the two numbers which is smaller? Which group has greater objects? Which number is greater than ___? Which number is less than _? Which number equal to ___? Which way will the crocodile arrows point?</p>	<p>Key questions:</p> <p>Are the two numbers the same? Are they equal to each other? What group is the same? Which plate has more? Which number is greater than ___ number? Which number is less than ___?</p>

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Activities

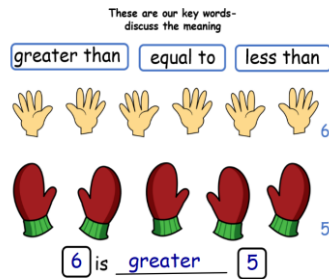
In this lesson, the children will compare numbers of objects. It is important to ensure that children have clear understanding of new vocabulary such as “fewer”, “more” and “same”. They will watch engaging videos to understand the concept.



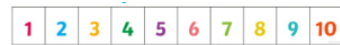
Then the children will see examples of fewer, more and same. Their learning will be supported by sets of objects that are clearly either fewer, more or the same, rather than scattered objects, for example:

towers of cubes or objects set out on a ten frame.

Today, the children will move on from describing whether there are “fewer”, “more” or the “same” number of objects to comparing numerical values using the vocabulary “less than”, “greater than” or “equal to”

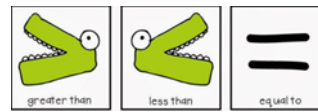


Alongside other concrete resources, number tracks are particularly useful in this step and children will begin to see that smaller numbers are to the left of greater numbers.

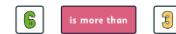


Children will be encouraged to use the key words while

In this lesson, the children will meet greater than and less than crocodiles. These crocodiles like to eat the biggest number. We will be using these symbols to compare numbers and groups.



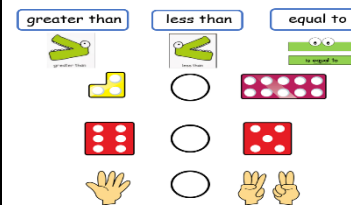
children will then make crocodile hands to eat the bigger number. Children will use the



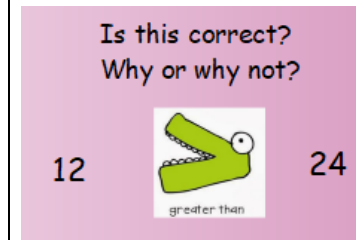
With a more than sign, it would look like this:



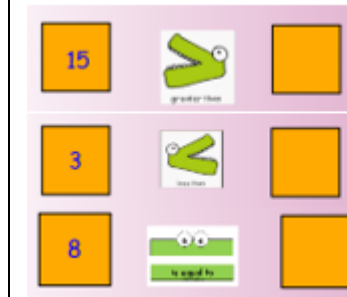
crocodile symbols manipulatives, numicons and other real life objects to compare.



In this lesson, the children will be using greater than symbol to compare numbers. They will start off by explaining what they already know about the crocodile then compare 2 numbers.



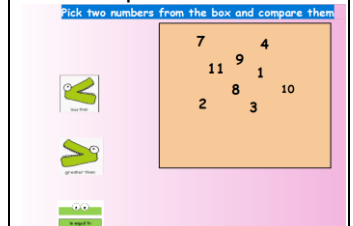
Children can use their knowledge of counting to support them. Children can also use their knowledge of representing numbers using objects to help them identify which of a pair of numbers is greater or less than the other.



Today the children will deepen their understanding of greater than, equal to and less than using the symbols. Children will be challenge to use numbers up to 20 and above.



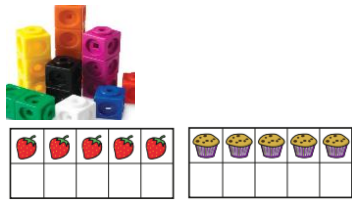
Children will pick two numbers from the box and compare them.



Children will be moved from concrete and pictorial representations to applying abstract knowledge of counting, one more and one less from their previous lessons. Table top:

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Children will also play fewer or less games.

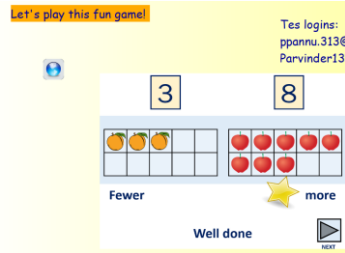
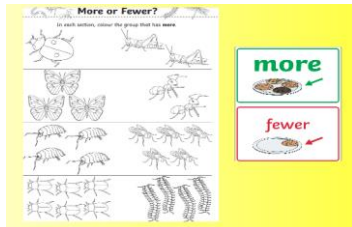


Table top activity:



playing a fun greater than or less than game.



Table top activity:



Table top activity:



Highers can be supported by number chart to try writing greater numbers.

★ Numbers Chart 1-20

1 One	2 Two	3 Three	4 Four
5 Five	6 Six	7 Seven	8 Eight
9 Nine	10 Ten	11 Eleven	12 Twelve
13 Thirteen	14 Fourteen	15 Fifteen	16 Sixteen
17 Seventeen	18 Eighteen	19 Nineteen	20 Twenty

Table top activity:

Name: _____ Date: _____



Cut and paste the correct symbol.
Less than < Greater than > Equal to =

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



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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>LI: We are Singing along to the counting (and possibly the verse) at the same time as marching</p> <p>Key Vocab: Marching Instruments Tappers Shakers scrapers</p> <p>Key questions: What does 'march' means? What this musical instrument is called? How do we use shakers? How do we use tappers?</p> <p>Children will be exploring instruments found in marching bands. With the instruments, they will then compose and play with the marching music in Colonel Hathi. Children will be using a range of tappers, scrapers, and shakers to develop their own 'march' music ideas. We will play 'Colonel Hathi's march' in the background for a nice strong beat, and give each group of instruments 30 seconds to improvise music to go along with the music: tappers first, then scrapers, then shakers. Children will be encouraged to listen to the music and play in time with it.</p> <div data-bbox="114 1206 311 1345">  </div> <ul style="list-style-type: none"> • Using a tapper, scraper, or shaker, make up your own march music. • You have until the clock arm gets back to 12. • Listen to the music and play in time. • Respect your instruments and your friends' ears. • Can you march and play at the same time? 	<p>LI: We are learning about the Buddha.</p> <p>Key Vocab Buddha Buddhism Buddhists Siddhartha Wesak Robes Temple</p> <p>Key question Who started Buddhism? Where did it begin? Can you name their important festival?</p> <p>In RE, the children will be learning about The Buddha – including his birth, enlightenment, teachings and death. The children will learn about why people call him Buddha, what was his original name, where was he born, why did people worship him and what do Buddhists believe about the Buddha. The children will also be watching some engaging videos and will have a task/activity to complete related to the same.</p> <div data-bbox="721 963 1191 1289"> <p>Buddha was the founder of the world religion Buddhism.</p> <p>The Buddha's real name was Siddhartha Gautama. (which means Enlightened)</p>  </div>	<p>LI: To explore how the body moves differently when running at different speeds.</p> <p>Key Vocabulary: Walk faster? Speed Walk Jog Sprint Run Super Sprint</p> <p>Key Questions: What would you do to run? Which gear do you enjoy? Which gear would you use to walk? What happened if you swings your arms?</p> <p>Ask the yellow cars to move in gear 1, the red cars in gear 3, the blue cars in gear 6 and the other colours to freeze at a stop sign and balance on one leg. Ask the cars who were at a stop sign what they noticed about the other cars. How did they know they were travelling at different speeds?</p> <p>Class Teacher LI: To recognise who to pass to and why.</p> <p>Key Vocabulary: Space Challenge Direction Pairs Communication ball</p> <p>Key Questions: Can you run with small steps? What is a team called if they have the ball? How does your body feel? What has happened to your heart beat?</p> <p>Attackers move with their ball either dribbling with feet, hands or carrying it. Defenders jog tapping the</p>

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shoulders of the attackers they see. When the teacher calls 'goal', attackers give the ball to a defender and swap roles. Stop the pupils at regular intervals to ensure pupils know when they are an attacker or defender. Attackers look for space away from the defenders. Keep your ball close to you with soft touches for good control. Repeating the game and asking them to beat their score

Art – Kapow

LI: We are learning to explore line and mark making to draw water (waves).

Key Vocabulary:

Horizontal

Diagonal

Vertical

Wavy

Key Questions:

Can you name each line type?

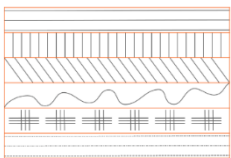
How can you make the line cross over?

What animals and plants live in the ocean?

How does the ocean make you feel?

Children will identify and name different line types.

Next children will look at videos and images of waves and discuss what they hear, see and how it makes them feel.



PSHE - Jigsaw

LI: We are learning to feel special and safe in my class.

Key Vocabulary:

special

safe

caring

classroom

respect

Key Questions:

Can you recall what makes you feel safe?

How do you make others feel safe?

What makes you feel special?

How do you make others feel special?



Children will reflect on why they are special and share their reasons with the class. Next children will look at different scenarios at school and explain why they are safe or unsafe.

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Next children will begin drawing large waves lines on a shared piece of paper. Children will then consider what could live in the ocean and begin drawing sea creatures and plants in the blank spaces.



Children will then reflect on when and why they feel safe in the classroom. Next they will draw an image of themselves feeling safe and happy when in their new classroom.

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to name and identify different parts of the body.</u></p> <p><u>Key Vocabulary:</u></p> <p>Eyes</p> <p>Nose</p> <p>Mouth</p> <p>Head</p>  <p>Children will recap parts of the body and locate them on themselves.</p> <p><u>Key Questions:</u></p> <p>Can you locate your eyes?</p> <p>What part of the body allows you to smell?</p> <p>Can you identify what your 5 senses are?</p>	<p><u>LI: We are learning to sequence a timeline.</u></p> <p><u>Key Vocabulary:</u></p> <p>Old</p> <p>New</p> <p>Past</p> <p>Present</p> <p><u>Key Questions:</u></p> <p>How have you changed over time?</p> <p>What words best describe the past?</p> <p>How can you tell if something is from the past?</p> <p>Can you explain what a timeline is?</p> <p>Children will read and explore a range of words that describe time.</p>	<p><u>LI: We are learning to identify a computer and its main parts</u></p> <p><u>Key Vocab :</u></p> <ul style="list-style-type: none"> ● Screen ● Mouse ● Keyboard ● Monitor  <p><u>Key questions:</u></p> <p>Can you name some of the computer? What this part is</p> <p>Can you switch on and off the computer?</p> <p>Children will be learning the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their</p>

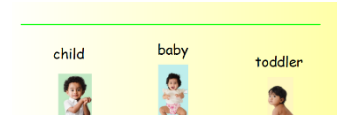
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Children will draw an outline of a body and label as many parts of the body as they can. Children will then use a diagram to label parts of the body using vocabulary cards.



Children will look at various images of the past and present and decide which 'time' word best fits the picture.



Next children will draw a timeline to identify how they have changed over time (baby, toddler, present day). Children will stick their own photographs on their timeline and add the accurate words to their timeline.

knowledge of the different parts of a computer, to complete a mouse-based task.



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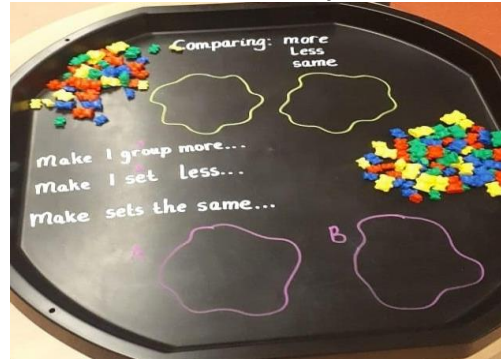
Independent activities the children will access this week

English – tuff spot

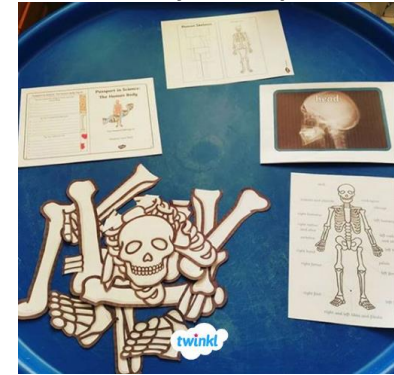


Sensory exploration based on the setting of our text.

Maths – tuff spot



Weekly – tuff spot

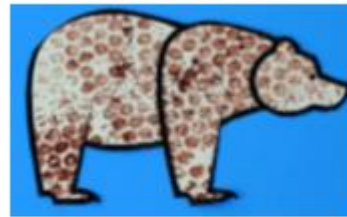


Creative task



Pasta bears

Creative task



Bubble wrap bears

Creative task



Bear collage

Phonics

Phonics

Phonics

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Find the phase 2 alien words in the tuff spot.

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 Monday.

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

Try and login to Bug Club and Reading Eggs.

Spellings

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

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

Maths



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

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the green zone





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 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

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 	 	yet?	<p>can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p>Forthcoming Trips/events for this term;</p> <p>Welcome meeting 18th September 2024 Toy workshop (in school) – 20th September 2024</p> <p>Reading Café dates for specific classes Willow – 1st October Beech – 15th October Maple - 8th October</p>
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