

Weekly Overview of Learning

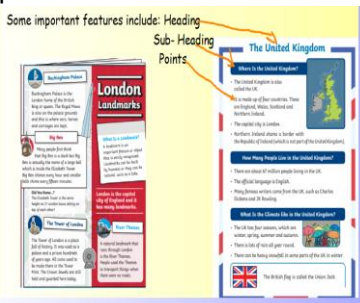
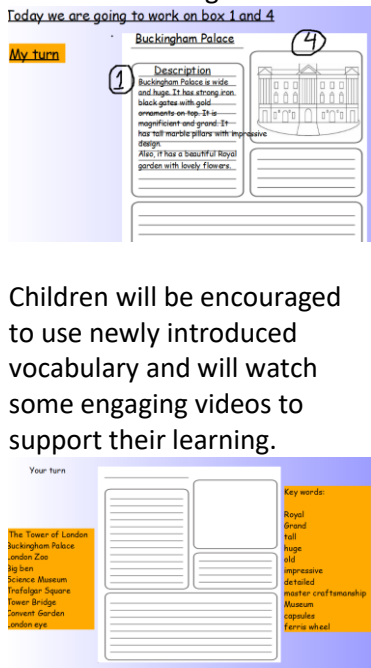
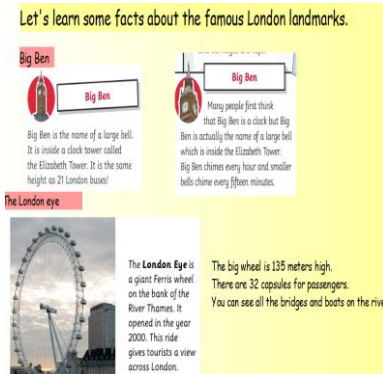
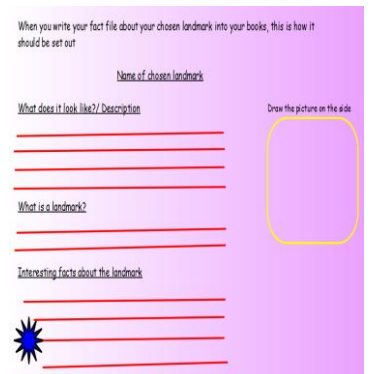
Year Group: Year 1 Week beginning: 20.05.24

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 recall the main events in our book- My First Book of London.</p>	<p>LI: We are learning to gain a better understanding of Fact files.</p>	<p>LI: We are learning how to plan and write a fact file using a template.</p>	<p>LI: We are creating a fact file about a famous landmark in London.</p>	<p>LI: We are creating a fact file about a famous landmark in London.</p>
<p>Speaking and Listening Focus</p>	<p>Make a range of contributions to discussions which extend knowledge and understanding</p>	<p>Ask relevant questions to expand their understanding and knowledge</p>	<p>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p>	<p>Listen and respond appropriately to adults and peers.</p>	<p>Give detailed explanations, making use of newly introduced vocabulary.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Non-fiction Settings Trafalgar square Tower Bridge London zoo Museum The Tower of London</p> <p>Key questions: What famous landmarks did we see in the book? What do you know about them? Can you tell some interesting facts about London? What special things you might spot in London?</p>	<p>Key Vocabulary: Fact file Headings Sub-headings Bullet points Famous landmarks</p> <p>Key questions: What is a fact file? How it is set out? What are the important features of a fact file? What are headings? What are sub-headings?</p>	<p>Key Vocabulary: Template Fact file Headings Sub-headings Bullet points Famous landmarks</p> <p>Key questions: What famous sights in London have we read about so far? What do you know about them? What other landmarks you know?</p>	<p>Key Vocabulary: Trafalgar square Tower Bridge London zoo Museum The Tower of London Convent Garden The National History Museum Science Museum</p> <p>Key questions: What famous landmarks did we see in the book? What do you know about them? Can you tell some interesting facts about London? What special things you might</p>	<p>Key Vocabulary: Cathedral Column Dome Church Gallery museum</p> <p>Key questions: What famous landmarks did we see in the book? What do you know about them? Can you tell some interesting facts about London? What special things you might spot in London?</p>


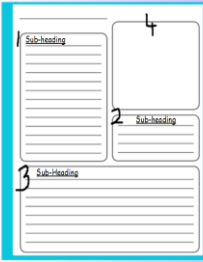
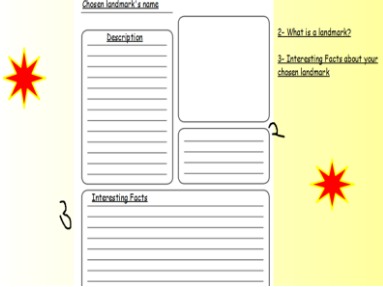
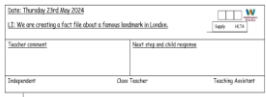
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				spot in London?	
<p>Activities</p>	<p>This week the children will continue to learn about the book- My first book of London. In this lesson, they will remind themselves of all the things they have learned in the book. Then they will try to identify and name the different landmarks in London.</p> <p>Let's match the pictures to the correct landmarks</p> <p>Buckingham Palace</p> <p>The National History Museum</p> <p>Trafalgar Square</p> <p>The London Eye</p> <p>The Tower of London</p> <p>Task: Children will take turns to discuss their famous London Landmark and will explain why using full sentences and newly introduced vocabulary.</p>	<p>In this lesson, the children will look at some more examples of fact files to deepen their understanding. They will identify some important features of a fact file such as heading, sub-heading and points.</p> <p>Some important features include: Heading Sub-Heading Points</p>  <p>The children will then have a think of their headings and sub-headings to create our fact files about a famous London landmark.</p>	<p>The children will use the first two columns of their template to create fact files about a landmark. They will select a landmark to create a fact file on, and then describe it in the first column with a headline and a subheading.</p> <p>Today we are going to work on box 1 and 4</p>  <p>Children will be encouraged to use newly introduced vocabulary and will watch some engaging videos to support their learning.</p>	<p>In this lesson the children first discuss what a landmark is. They will watch a video to help them understand better. Then they will work on the other two columns of their templates. They will have a look at some interesting facts about famous landmarks in London.</p> <p>Let's learn some facts about the famous London landmarks.</p>  <p>Task:</p>	<p>In this lesson, the children are going to look at their templates from previous lessons. Then they will have a go at writing their fact files straight into their books. CTS to model how the fact file should be set out.</p>  <p>Task:</p>

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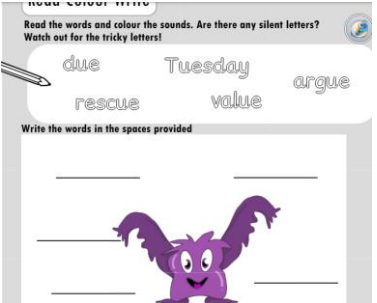
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	<p>Task:</p> <p>Children will take turns to discuss their famous London Landmark and will explain why using full sentences and newly introduced vocabulary.</p>  <p>Non-recording</p>	<p>Let's have a look at the template</p>  <p>At the top, write the name of the landmark you have chosen</p> <p>Box 1- describe the landmark chosen using adjectives.</p> <p>Box 2- what a landmark is</p> <p>Box 3- write interesting facts about the landmark</p> <p>Box 4- draw a picture of the landmark</p>		<p>Task: Today we are going to work on boxes 2 and 3.</p> 	<p>Task:</p>  <p>Note:</p> <p>Greens will be provided with a word bank Oranges will be provided with the fact cards to support their learning (Saved in folder)</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>Teacher to dictate words for children to spell.</p> <p>Words: float heroes cloud frowned</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: croaked sound loaded toes</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: goes loudest boasted flowers</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: growling house echoes foamed</p>	<p>Review</p> <p>Use the flashcards to review the graphemes covered this week.</p> <p>Teach</p>


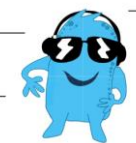








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	<p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ow</p> <p>Action: Surprised Oh!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p>Watch the video 'The ow Song' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p> <p>It was glowing yellow.</p>	<p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ue (Cool Blue)</p> <p>Action: oo round mouth.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed) and that this is a grapheme that is used less frequently.</p> <p>Watch the video 'UE ooh Cool Blue' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p> <p>It is true that the sky is blue.</p>	<p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ue (U-Hoo)</p> <p>Action: You!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -s, -ing)</p> <p>Activity</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p> <p>I will queue to see the statue.</p> 	<p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ew (Cool Blue)</p> <p>Action: oo round mouth.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ing, -ed)</p> <p>2. Watch</p> <p>Watch the video 'Monster Phonics Crew' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video</p> <p>Activity</p> <p>Children to write sentences about the picture. Before writing, orally rehearse sentences, getting ideas from children. Encourage them to use the prompt words around the picture. Model writing one sentence:</p> <p>They played in the snow.</p>	<p>Download the Year 1 CEW PowerPoint. Use this to read the focus HFWS below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>where were are – the 'ere' in 'where' and 'were' makes a different sound.</p> <p>where – silent 'h' common to question words.</p> <p>are – tricky 'ar' and silent 'e'.</p> <p>they – the 'ey' makes a long Angry Red A sound.</p> <p>says – the 'ay' makes the long Angry Red A sound and the final 's' makes a 'z' sound.</p> <p>Activity</p> <p>Download the Year 1 CEW Flashcards.</p> <p>Choose one of the following activities. Use the flashcards to support.</p>
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	<p>Write the words in the spaces provided</p> 	<p>Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>blue glue true blue clue true</p> <p>Write the words in the spaces provided</p> 		<p>Read-Colour-Write</p> <p>Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>grew drew threw screw flew jewels</p> <p>Write the words in the spaces provided</p> 	<p>Children create their own flashcards using colourful media to display in the classroom. Children write colour-coded words in their Monster Phonics exercise book.</p>    
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the children will be reading a range of non-fiction books.</p>   				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to recognise and find a quarter of a quantity.</u>	<u>LI: We are learning to describe turns and the position left and right.</u>	<u>LI: We are learning to recap turns and the positions left and right.</u>	<u>LI: We are learning to describe the positions forwards and backwards, above and below.</u>	<u>LI: We are learning that numbers can be used to describe the position of something (ordinal numbers).</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • How many • Parts • 4 pieces • Whole • Split <p>Key Questions:</p> <ul style="list-style-type: none"> • When you find a quarter, how many equal groups are there? • How many are there in each group? So what is a quarter of ? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Quarter • Half • Whole • Left • Right • Side <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a turn? • How do you make a full turn? • How do you make a half/quarter turn? • Which is your left/right hand/foot? • What do you notice when you hold up the thumb and index finger of your left hand? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Position • Side • Places <p>Key Questions:</p> <ul style="list-style-type: none"> • How can you get to the ? How can you get from the to the ? • Is the to the left or right of the ? • Which shape(s) is/are to the left/right of the ? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Forward • Backwards • Above • Below <p>Key Questions:</p> <ul style="list-style-type: none"> • How can you get from the to the ? • How could you describe the movement? • If two objects both move forwards/backwards, are they moving in the same direction? • How many squares forwards/backwards /left/right has the moved? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • First • Move • Place • Last <p>Key Questions:</p> <ul style="list-style-type: none"> • What does “first” mean? • When would you use the word “last”? • When might you use ordinal numbers? • Is there always fourth? Is there always first and last? Why? • Where is the cube in the tower? • How can you work out where is?

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Activities

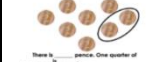
In the lesson children will be looking into how to find a quarter of a number

Complete the statement based on the picture below.



There are _____ pairs. One quarter of _____ is _____.

Complete the statement based on the picture below.



There is _____ pence. One quarter of _____ is _____.

Complete the sentences.



There are _____ grapes. One quarter of _____ is _____.

b) A quarter of 16 is

Complete the sentences.

a) Half of 12 is

A quarter of 12 is

b) Half of 16 is

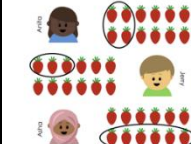
A quarter of 16 is

c) Half of 8 is

A quarter of 8 is

What do you notice?

The children are showing a quarter of the strawberries.



Who do you agree with?

Alicia thinks he has coloured in one quarter of the squares. Is he correct?



How do you know?

In the lesson children will be introduced to different turns, such as half, full and quarter turn, as well as the positions left and right.

Match the shapes to the turns.

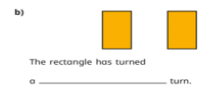


Draw what the shapes will look like after each turn.

- a) a half turn
- b) a quarter turn
- c) a three-quarter turn

Complete the sentences to describe the turns.

quarter half three-quarter full



Use the words to complete the sentences.

- a) The circle is to the _____ of the square.
- b) The star is to the _____ of the triangle.
- c) The triangle is to the _____ of the circle.
- d) The square is to the _____ of the star.

The triangle moves 2 spaces to the left. Where is the triangle now?



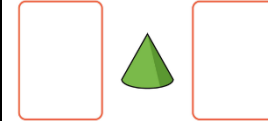
The circle moves 1 space to the left. The square moves 3 spaces to the right.



- a) Where are the shapes now? Draw them on the track.
- b) Complete the sentences to describe where the shapes are now. The square is to the _____ of the circle. The circle is to the _____ of the square.
- c) Draw a rectangle to the right of the square.

Children will be recapping and securing their understanding of the different turns and positions of left and right.

Here is a cone.



- a) Draw a circle to the left of the cone.
- b) Draw a triangle to the right of the cone.

The triangle moves 2 spaces to the left. Where is the triangle now? Draw it on the track.



The circle moves 1 space to the left. The square moves 3 spaces to the right.



- a) Where are the shapes now? Draw them on the track.

- b) Complete the sentences to describe where the shapes are now.

The square is to the _____ of the circle.

The circle is to the _____ of the square.

- c) Draw a rectangle to the right of the square.

In the lesson children will be exploring more positions. They will be looking at forwards, backwards, above and below.

Use the words to complete the sentences.

Max is at the park.

a) Max moves 3 squares _____.

b) Max moves 2 squares _____.

c) Max moves _____ squares.

Use the words to complete the sentences.

Max is at the park.

a) If Max walks _____, he will get to the slide.

b) If Max walks to his _____, he will get to the see-saw.

c) If Max walks _____, he will get to the swings.

a) The cow moves 2 spaces forwards. Draw a cross (X) to show where the cow is now.

b) The horse moves 3 spaces backwards. Draw a circle (O) to show where the horse is now.

Max is at the park.

Use the words to complete the sentences.

a) If Max walks _____, he will get to the slide.

b) If Max walks to his _____, he will get to the see-saw.

c) If Max walks _____, he will get to the swings.

Tom makes this picture.

Use the words to complete the sentences.

a) The smiley face is _____ the star.

b) The heart is _____ the star.

c) The star is _____ the heart.

d) The sun is _____ the cloud.

Draw shapes on the grid to match the sentences.

- There is a star to the right of the circle.
- There is a smiley face to the left of the rectangle.
- There is a heart above the triangle.
- There is a square below the circle.

In the lesson the children will be looking at how numbers can be used to show the position of an object.

Here are some objects.

- a) Circle the 1st object.
- b) Underline the 3rd object.
- c) Tick the 2nd object.

Which flower is coloured? The _____ flower is coloured.

Colour the 5th flower.

Here are some shapes.

Complete the sentences.

The 2nd shape is a _____.

The 4th shape is a _____.

The star is the _____ shape.

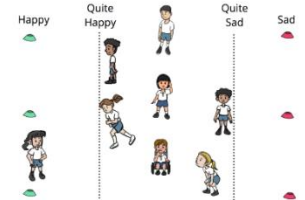
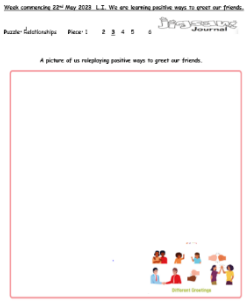
The square is the _____ shape.

Draw the shapes in order.

- The last shape is a square.
- The 1st shape is a triangle.
- The 3rd shape is a circle.
- The 2nd shape is a rectangle.


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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to compose and perform word patterns in groups.</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • Invent word patterns as a class and chant them to a steady beat. • Work in groups to compose their own word patterns. • Perform their word patterns as a group over a backing track. 	<p><u>LI: We are learning to design and understand the significance of Diya Lamps.</u></p> <p>Children have been learning the story of Diwali and what Hindus do during the festival of Diwali. One thing Hindus do is light Diya Lamps. They light Diya Lamps to welcome the Goddess Lakshmi into their homes so she can bring good luck into their homes. Children will design their own Diya and will explain their significance underneath.</p>	<p><u>LI – We are learning to develop our understanding of the importance of exercise.</u></p> <p>Remind the pupils of how the mood line works with some example scenarios e.g. I haven't slept or I've been playing with friends. Pupils to stand at the appropriate line, or somewhere in between to reflect how they would feel.</p> 
Art – Kapow		PSHE - Jigsaw
<p><u>LI: We are learning to explore line and mark-making to draw water</u></p> <p>In this lesson, children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination</p> <p>On the paper have laid out, ask the children to draw big lines representing water. Set up a space for yourself so that you can demonstrate this and join in with the activity too! Give them approximately three minutes to work, encouraging them to connect to each other's lines.</p>		<p><u>LI: We are learning positive ways to greet our friends.</u></p> <p>Today children will identify the different ways we greet our friends and how it makes us feel when we are greeted. We will discuss how physical contact can be comfortable/uncomfortable for some children and it is important to respect each other's boundaries.</p> <p>Task:</p> 

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to Identify, compare, group and sort a variety of common animals</u></p> <p>In this lesson children will identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.</p> <p>We will recap the names of the six main animal groups, then share the Grouping animals presentation to help children understand some of the characteristics of the groups. Class Teachers will provide children with the Grouping animals poster and the Animal sorting cards. They will then be asked to use the information on the poster to sort the animals pictured into the six groups based on their observable features. Put any they are unsure of to one side. Discuss the children's groupings, asking them to explain their sorting. Address any misconceptions and errors and help them to group any unknowns.</p>	<p><u>LI: We are learning to identify features and landmarks on an aerial photograph or plan perspective</u></p> <p>In this lesson, children will be shown the Aerial photographs presentation and explained that the images show places from above. CT's will ask the children what type of place they think the images show and where they think it might be in the United Kingdom. Establish that it is the city of London, the capital city of England and the United Kingdom. We will ask the children to study each image carefully, identifying geographical features and famous landmarks. Organise the children into pairs and give each pair one of the Aerial photographs picture cards.</p>	<p><u>Lesson 1- Digital Writing</u></p> <p>Children will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.</p> 

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Homework

Homework is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book.



Reading and spelling.

Maths

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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.



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 yet?

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 can return them.

Please remember to bring book bags in everyday!