

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 23.09.24

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
Speaking and Listening Focus	<p><u>LI: We are learning to recall a real-life event.</u></p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p><u>The Language of Sequencing</u></p> <p>I After that I...</p>	<p><u>LI: We are learning to write a recount about a real-life event.</u></p> <p>To use vocabulary appropriate specific to the topic at hand.</p> <p><u>The Language of retelling</u></p> <p>First I ... Next I ...</p>	<p><u>LI: We are learning to write a recount about a real-life event.</u></p> <p>To use vocabulary appropriate specific to the topic at hand</p> <p><u>The Language of retelling</u></p> <p>Later I ... Finally I ...</p>	<p><u>LI: We are learning to recall key facts about an event.</u></p> <p>To speak clearly and confidently in a range of contexts</p> <p><u>The Language of Description</u></p> <p>They are... because... It is a (adjective) / (noun)</p>	<p><u>LI: We are learning to justify our opinions.</u></p> <p>To offer reasons for their opinions.</p> <p><u>The Language of Argument</u></p> <p>I like... because... and...</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> museum workshop toys old new past present first next after</p> <p><u>Key questions:</u> Can you recall who visited us on Friday? What were your favourite parts? What facts did you find out? Can you sequence the events of the day?</p>	<p><u>Key Vocabulary:</u> first next finally after later activity feelings excited/amazed/curious I</p> <p><u>Key questions:</u> What was the event you took part in first? How did you feel during the activities? Did your feelings change throughout the session? Can you recall the correct order of events?</p>	<p><u>Key Vocabulary:</u> first next finally after later activity museum workshop I</p> <p><u>Key questions:</u> Where would I place this image in the sequence of our day? Why is it important to tell our reader about how we felt? Will all of our recounts have the same feeling words in? Which time connective is the most suitable for the end?</p>	<p><u>Key Vocabulary:</u> recall facts past remember information share toy old precious</p> <p><u>Key questions:</u> What facts can you recall? Which fact surprised you? Can you share something that you didn't know before? Why is it important to share historical information? Is there anything else you wish to find out?</p>	<p><u>Key Vocabulary:</u> likes dislikes facts workshop thank you thankful grateful museum</p> <p><u>Key questions:</u> What did you like/dislike about the workshop? Did anything change your mind? How can we show our gratitude? Can you explain why you are thankful? Can you share how you think toys have improved from the past?</p>

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Activities							
<p>Activities</p>	<p>Children to sequence events from the workshop. Children will look at examples of time connectives and discuss what they are used for.</p> <p>What do you think time connectives are used for?</p> <p>Next children will apply the appropriate time connectives in the correct place in the sequenced images from the workshop.</p> <p>Children will look at a range of pre-written sentences and identify how they can be edited to ensure they are reflective of the time when the events took place.</p> <p>What is wrong with my sentence?</p> <p>On Saturday we went to the hall.</p> <p>Table top activity: Complete observational drawings of old toys and add adjectives to describe them.</p>	<p>Children will sequence further images from the workshop (from a muddled order) and apply time connectives.</p> <p>Next children will scribe a sentence explaining how they felt during the workshop 'talk'. Pupils will be encouraged to share explanations about why they felt that way at that particular time. Children will recall key facts and information the visitor shared.</p> <p>What did we do first? In the morning we went into the hall.</p> <p>How did you feel?</p> <p>Table top activity:</p> <p>Sorting emotions to match colours (colour monster text to support).</p> <p>Matching photo cards to feelings to record and use within their recount.</p> <p>Recording Children begin scribing their recount of the workshop visit by using time connectives, the pronoun 'I' and real</p>	<p><u>What did you do yesterday in school?</u></p> <p>Children can verbally recall what they did yesterday in school. Children will be encouraged to use time connectives when verbally sharing their recount.</p> <p>What words help us to sequence time?</p> <p>The class will record a list of time connectives and add them to the working wall. The class teacher will continue to model recount sentences for the next part of the toy workshop the children experienced.</p> <p>Table top activity:</p> <p>Children can sequence and order their school day and apply a range of time connectives.</p> <p>Recording Children continue scribing their recount of the workshop visit by using time connectives, the pronoun 'I' and real images.</p>	<p>Children to verbally recall and share information from the toy workshop with their partners and class teacher.</p> <p>Next children will look at some surprising facts shared by the teacher.</p> <p>Children will then write a sentence and record some of the facts using sentence starters to support them.</p> <p>Table top: To create a mini fact book with information about the toys explored during the workshop.</p> <p>Recording: Children continue scribing their recount of the workshop visit by using time connectives, the pronoun 'I' and real images.</p>	<p>Children will reflect on their experience at the workshop. They will consider their likes and dislikes with regards to toys or facts shared at the workshop.</p> <p>Children will discuss a range of ways we can show gratitude and why we should be thankful for learning these historical facts. The teacher will then model writing simple sentences about the museum's likes to share with the museum and apply these to a 'thank you' card.</p> <table border="1" data-bbox="1818 641 2177 849"> <tr> <td>To Chertsey Museum, My name is _____ Thank you for _____ I liked _____</td> <td>I found out _____ From _____</td> </tr> </table> <p>Table top:</p> <p>To create a thank you card to the museum host. Children will write a sentence about one thing they learned and read this to their partner.</p> <p>Toy A _____ Toy B _____</p> <p>What is Toy A made of? _____ What is Toy B made of? _____</p> <p>Children will answer simple</p>	To Chertsey Museum, My name is _____ Thank you for _____ I liked _____	I found out _____ From _____
To Chertsey Museum, My name is _____ Thank you for _____ I liked _____	I found out _____ From _____						

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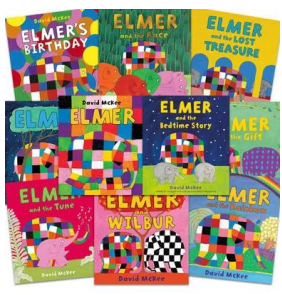
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		images.			questions about old and new toys to support making comparisons.
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review</p> <p>Words: fetch live sail Encourage fluent independent reading.</p> <p>Teach</p> <p>Use PPT or grapheme card to introduce 'oi'</p> <p>Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words: oil boil coin join soil toilet point poison foil spoil</p> <p>Activity Recipe for Oil Model segmenting to spell -</p>	<p>Review</p> <p>Words: pitch wait Encourage independent spelling of words.</p> <p>Teach</p> <p>Use PPT or grapheme card to review 'ay'. Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words: day play way stay may say pay crayon today tray away spray delay</p> <p>Activity Angry Red Ai's Dinner Plates. Model segmenting to spell</p>	<p>Review</p> <p>Words: ditch give paid Encourage fluent independent reading.</p> <p>Teach</p> <p>Use PPT or grapheme card to review 'oy'. Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words: boy toy joy royal annoy enjoy</p> <p>Activity <i>Dictation:</i> The boy has a toy train. He will annoy them. He will destroy the toy.</p>	<p>Review</p> <p>Words: have tail Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p>Encourage children to blend to read the alien words using this week's graphemes.</p> <p>Remind the children with alien words they need to blend carefully.</p> <p>Words: fay tay shay abay layob boik loil noilat goint soist doy noy grey chog</p> <p>Activity Encourage children to add sound buttons to the words, identifying this week's target graphemes.</p>	<p>Review</p> <p>Words: patch love stain 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?</p> <p>Words: boil play boy join tray toy spoil say joy coin away enjoy foil spray royal poison crayon</p> <p>Activity With a selection of decodable words and HFWs/CEWs Write colour-coded words in exercise book.</p>
<p>Class Text – Reading</p>	<p>This week the classes will be reading a range of Elmer Books</p>				

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<p>Aloud 10-15 mins each day</p>	
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to order objects.</u>	<u>LI: We are learning to order numbers.</u>	<u>LI: We are learning to order numbers using a number line</u>	<u>LI: We are learning to use a number line.</u>	<u>LI: We are learning to reflect on our learning using De Bono's 'Thinking hats'</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>Key Vocabulary:</u> Order Numbers Bigger Smaller Less than Greater than</p> <p><u>Key Questions:</u> Can you order the number of objects from smallest to greatest ? Can you order the number of objects from greatest to</p>	<p><u>Key Vocabulary:</u> Group Order Next After Before Forwards Backwards</p> <p><u>Key Questions:</u> How did you compare the piles/groups? How many answers are there? How can you show</p>	<p><u>Key Vocabulary:</u> number line smallest number greatest number more less</p> <p><u>Key Questions:</u> Where is number 10 on the number line? What number is greater 4</p>	<p><u>Key Vocabulary:</u> numbers number line 0 – 20 Ordering numbers Greater than Smaller than</p> <p><u>Key Questions:</u> How can you label the number line?</p>	<p><u>Key Vocabulary:</u> Reflect Thinking hats Mathematical language Ordering numbers Symbols Counting</p> <p><u>Key Questions:</u> What was the most difficult part of the unit?</p>

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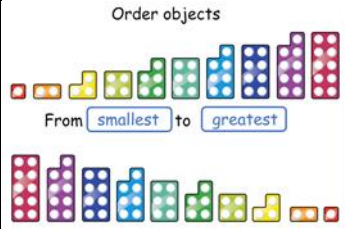
	<p>smallest? How do you know that group is the greatest? How do you know that group is the smallest?</p>	<p>this with cubes? How have these objects/numbers been ordered?</p>	<p>or 9? Why? Why is 6 a smaller number than 8?</p>	<p>How do you know where to put the numbers? What does each mark on the number line represent? Where does the number line start/end? How do you find 1 more/less on a number line? How can you use a number line to decide which number is greater? How much is each jump on the number line?</p>	<p>What did you enjoy learning the most? What did you find so helpful?</p>
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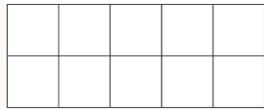
Activities

Today the children will be using different objects and will be ordering them in either smallest to greatest or greatest to smallest.



Children will be encouraged to use mathematical language such as greater, smaller, ordering. Children will then Think, pair and share how to order objects in the correct order.

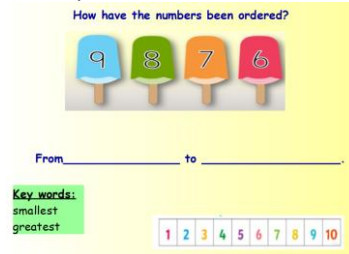
Let's put these objects in the correct order in the ten frame



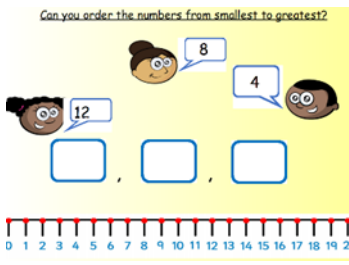
Manipulatives used:



Today, the children will be learning how to order numbers. Children will use their prior knowledge of greater and smaller numbers to help them order.



Here, they will be ordering numbers to smallest to greatest.

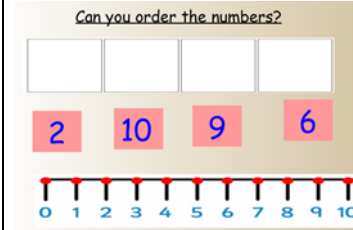


Children's learning will be supported by using number track.



Table top activity:

In this lesson, the children will be learning how to use a number line to support them in ordering numbers. Children will be given 2 / 4 different numbers from 0-10 which they will have to order from smallest to greatest number.



To develop children's learning further they will be challenged to number 20.

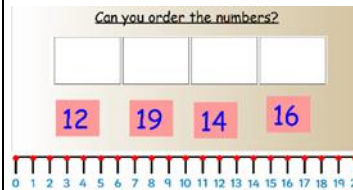
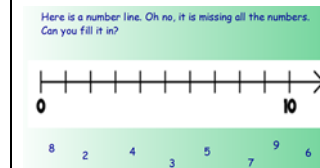


Table top activity:



Today, children will be learning how to use a number line 0-10. To challenge the higher ability children, they will be using a number line that goes up to 20.



Children should be able to recognise smaller number and greater numbers. Children should be able to orally explain why 18 is greater than 3. As on the number line 3 comes before 18.

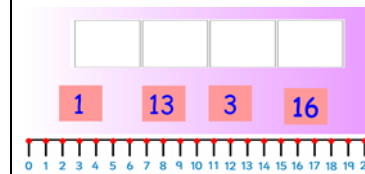


Table top activity:



As the place value unit has ended, the children will learn about thinking hats and what are they used for.



This week children will use the yellow and black hat to talk about the what they found difficult and what they enjoyed learning the most.

Today we are going to use

Today we are going to choose the ...

Yellow Hat (Benefits and Positives)

- I really enjoyed...
- A positive thing about this lesson was...
- I found it helpful when...
- I succeeded in...
- I was proud of...

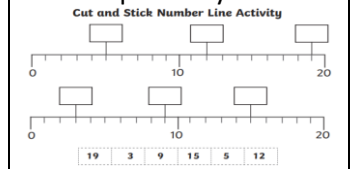
Teachers to scribe pupils responses

Black Hat (How can we improve?)

- A difficult part of the lesson was...
- The challenge I found was...
- I think this could be better if...
- I didn't understand...
- A problem I encountered was...

Teachers to scribe pupils responses

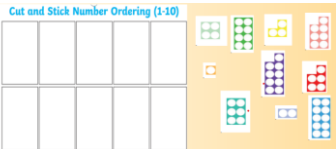
Table top activity:



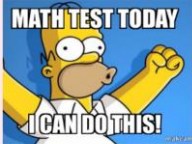
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Table top activity:



End of block assessment:






We are going to answer a few questions about all the amazing things we have learned in Maths so far!



Children will answer a few questions regarding what they have learned in this unit.

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: To compose music to march to</u></p> <p><u>Key Vocab:</u> Compose, tuned, untuned, instruments, movement,</p> <p><u>Key Questions:</u> what instruments do we need? What is the beat of the songs? What is the difference between low and high instruments?</p> <p>In this lesson, children will compose music to march on, they will use tuned and untuned percussion instruments and respond to the character of music with movement. Children will then describe the features of a march using musical vocabulary.</p> <div data-bbox="116 965 698 1284" style="border: 1px solid black; padding: 5px;">  <p>'Colonel Hathi's march' Sing Up Music Year 1</p> </div>	<p><u>LI: We are learning to recognise Buddhist symbols and their meaning.</u></p> <p><u>Key Vocab:</u> symbols, believe, religion, identification</p> <p><u>Key Questions:</u> What do we know about Buddhism? Who was Buddha? What was his story? What do Buddhists believe about him? Children will be learning about what a symbol is and what it is used for.</p> <p>Symbols are pictures, words, or other objects that are used to represent words, ideas or beliefs. Children will be learning about two Buddhist Symbols</p> <div data-bbox="728 821 1227 1129" style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>The Buddha image</p> </div> <div style="text-align: center;">  <p>The wheel</p> </div> </div> <p>The Buddha image reminds Buddhists of an ordinary man who became a very holy man known as the Buddha.</p> <p>The Wheel -This symbol is known as the wheel of life because Buddhists believe in a cycle of birth, death and re-birth.</p>	<p><u>LI: To explore changing direction and dodging.</u></p> <p><u>Key Vocab:</u> direction, dodging, safety, balance, <u>Key Questions:</u> What must you do to change direction? Was it hard or easy to copy your partner?</p> <p>Superhero and villains: Superheroes choose a colour for their superhero cape. The villain stands in the middle of the area with the superheroes behind a line. Teacher calls a colour and all matching superheroes try and get past the villain to the opposite side of the space. If caught, they become a villain also. When six superheroes remain, start the game again.</p> <p><u>LI: To move towards goal with the ball.</u></p> <p><u>Key Vocab:</u> high knee, jogging, skipping, slide steps, backward jogging, <u>Key Questions:</u> Why is it important to dribble the ball at waist height? What part of your hand did you use to dribble?</p> <p>Ball familiarisation: Pupils stand in their own space with one ball each and complete the following: Using hands, roll the ball around the ankles. Use fingertips to roll the ball. Pass the ball around the waist. Use wide fingers to control the ball. Pass the ball from hand to hand. Look at the ball and use cupped hands. Throw the ball up to head height and catch it. Watch the ball, pull it in to your body when you catch.</p>

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Art – Kapow

LI: We are learning to explore and draw with different forms of media.

Key Vocab: media, shapes, paint, colouring pencils, pencil, imagination, creativity

Key Questions: Can you draw around a variety of shapes? How do you think we can overlap shapes? How can you experiment with a variety of different media?

In this lesson, children will look at the work of the artists Wassily Kandinsky, Renata Bernal and Ilya Bolowsky. Children will be exposed to various drawing mediums and children will understand the effects to create and build.



PSHE - Jigsaw

LI: We are learning to recognise how it feels to be proud.

Key Vocab: proud, achievement, success, happiness.

Key Questions: What is your biggest achievement? When have you felt proud? What have you done to make you proud?

It is important to recognise our achievements and be proud of ourselves and other people. This will encourage us to continue doing well in the future and trying our best!

Children will take turns around the circle, lets share a moment in your life where you have felt proud of yourself. This could be a time where you did really well in class, learnt a new skill or when you help your family at home.

An example: "I felt proud when I worked hard on my school summer project".
Use the sentence starter "I felt/feel proud when..."



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Science - Wellington Curriculum

LI: We are learning how many of each body part we have.

Key Vocab : body parts, arms, legs, hands, eyes, nose, ears, fingers

Key Questions: how many of each body part we have? Which body parts are there 10 of? What is the most common number of body parts, 1, 2 or 10?

This week children will count the number of different body parts they have and see if they can find a pattern in the numbers. The children then will add data to the table independently. After completing the table, they will discuss any patterns or relationships the children have spotted, asking key questions.

BODY PARTS

Counting body parts

Count how many of each body part you have. Write the number in the table.

Body part	Number of parts
head	
eye	
ear	
nose	
mouth	
chin	
neck	
arm	
leg	
finger	
foot	
hand	
knee	
toe	

The children will also learn that even though all the humans have the same body parts, each human is unique.

Topic (History) – Wellington Curriculum

LI: We are learning about the important life events we will experience.

Key Vocab: life events, birthday, celebration, achievement, important events

Key Questions: What important event has happened in your life? What important events do you celebrate?

The children will be learning about important events in our lives, for example, a special birthday, christening, family celebration or personal achievement. The children will be invited to share and describe their event and why it is important to them. They will also be encouraged to consider how long ago the event happened and describe this using time-related words and phrases. Then the children will record information about their event using the My important event recording sheet and the Time words and phrases word mat.

Birthdays happen every year.

Weddings happen when two adults get married.

Retirement happens when an elderly person leaves work.

Your task

My important event

What is your important life event?

When did it happen?

Who was there?

Why is it important?

Computing – Barefoot and Teach Computing

LI: We are learning to use a keyboard to type on a computer.

Key Vocab: computer, keyboard, programme.

Key Questions: What do we use a keyboard for? Can you type your name using a keyboard?

Children will begin to use the computer keyboard for a purpose. They will understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Children will then save their work using the save icon and understand that this icon is used in lots of different programs.

The keyboard

Not all keyboards look the same, but they do the same thing.

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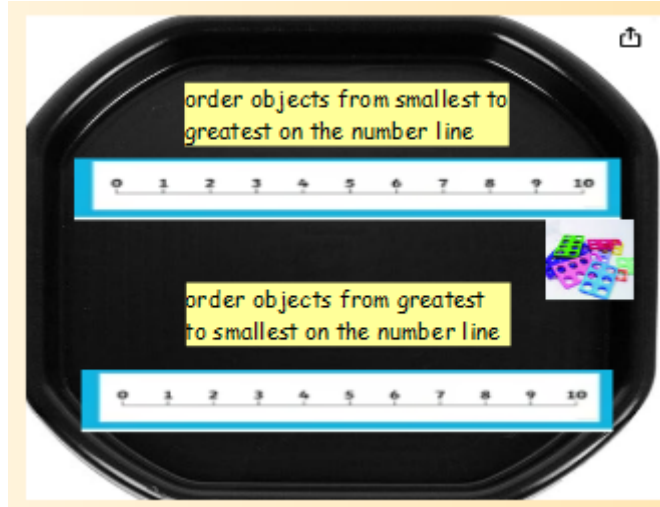
Independent activities the children will access this week

English – independent learning

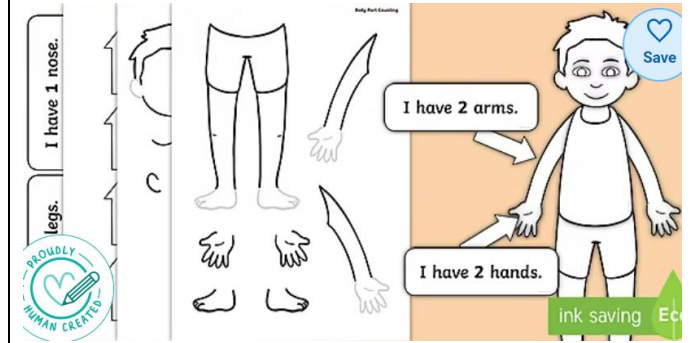


Exploring the toys from the past and recording their observations on a clipboard.

Maths – independent learning



Weekly – independent learning



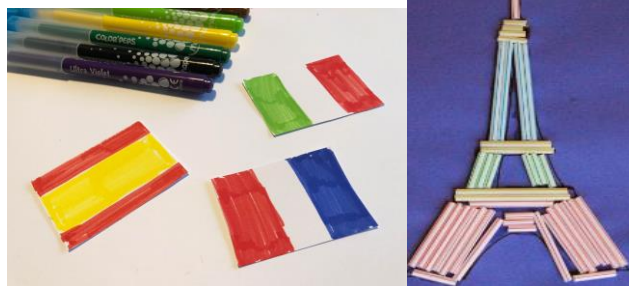
Creative task



Design and create their own rag doll using a range of media.

Creative task

Create a flag for Thursday 'European day of languages' (of chosen language for each class). Create a landmark using straws.



Creative task



Create table top penny spinners.

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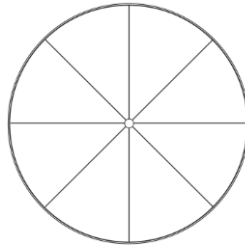
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Phonics



oi, ay, oy - daisy chains

Phonics



- | | | |
|--------|---------|---------|
| 1. b__ | 9. j__ | 17. j__ |
| 2. c__ | 10. s__ | 18. f__ |
| 3. t__ | 11. c__ | 19. b__ |
| 4. f__ | 12. f__ | 20. t__ |
| 5. j__ | 13. b__ | 21. b__ |
| 6. s__ | 14. t__ | 22. c__ |
| 7. b__ | 15. c__ | 23. s__ |
| 8. c__ | 16. b__ | 24. j__ |

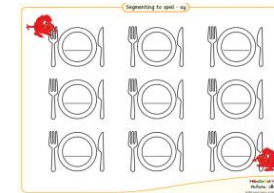
Spin the oi,ay,oy spinner and complete the missing parts of the words.
Which digraph is it?

Phonics



Reveal the number on the back of the matching digraph card and put in the right number on pom poms into the case (oi,ay,oy)

Add to angry a's dinner plates- ay



Homework

Homework is set on a **Thursday** and due back on a **Monday** in your child's homework book

Reading and spelling.

Maths

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

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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!

Forthcoming Trips/events for this term;

European Languages day (in school activities) - 26th September

Reading Café dates for specific classes

Week 5 - 28.01.25 Willow

Week 6 - 04.02.25 Maple

Week 7 - 11.02.25 Beech