

Weekly Overview of Learning


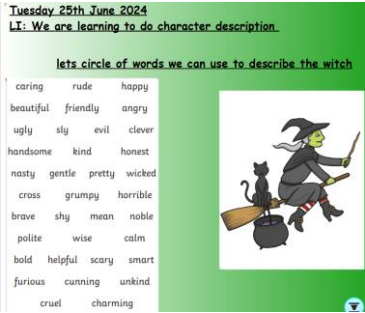
Year Group: Year 1 Week beginning: 24.06.24

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 |
|---|--|---|---|---|---|
| <p>Reading and Writing</p> | <p>LI: We are leaning to predict what the book 'Where the wild things are' is about</p> | <p>LI: We are learning what character description is</p> | <p>LI: We are learning to describe the main character from the book 'Where the wild things are'</p> | <p>LI: We are learning to use comparative language to compare wild things</p> | <p>School Trip</p> <p>We will be learning the following at the zoo:</p> |
| <p>Speaking and Listening Focus</p> | <p>participate in group discussion, listening and sharing ideas.</p> | <p>identify and discuss the main character in a story.</p> | <p>identify and discuss the main character in a story.</p> | <p>Listen and respond appropriately to adults and peers.</p> | <p>Identify Different Types of Animals:</p> |
| <p>Key vocabulary and Key Blooms higher order thinking questions</p> | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • I predict • I think • Because • Explain • Guess • picture <p>Key questions:</p> <p>Can you predict what the book might be about?</p> <p>Can you explain why</p> <p>What do you see in the picture?</p> | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • description • character • looks • features <p>Key questions:</p> <p>How does the character look?</p> <p>What are the features?</p> <p>What words can we use to describe this character?</p> | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • description • character • looks • features <p>Key questions:</p> <p>How does the character look?</p> <p>What adjectives can we use to describe the character?</p> | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • compare • character • looks • bigger • smaller • larger <p>Key questions:</p> <p>What is comparative language?</p> <p>What things can we compare?</p> <p>What wild things can we compare?</p> | <p>Students will be able to recognise and name a variety of animals (mammals, birds, reptiles, amphibians, and fish) observed at the zoo.</p> |

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| <p>Activities</p> | <p>In this lesson, children will be looking at the front cover of our new book.</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Children will then predict what the book might be about and write sentences to justify their reasons.</p> | <p>In this lesson, children will be given different characters that they need to describe.</p> <p>Children will not just be describing on how they look but would be describing the characters itself.</p>  <p>Children will choose the words that best describes the character and will then write sentences using 'and' 'because' and 'also'</p> | <p>In this lesson, children will look at the main character from the book 'Where the Wild Things Are' and will use character description words to describe the main character.</p> <p>The teacher will scribe the ideas from the children and children will write the ideas in the books.</p> <p>After, children will use the words to write sentences and will then write sentences using 'and' 'because' and 'also'</p> | <p>In this lesson, children will learn about comparative language.</p> <p>Children will learn how and when to use comparative language.</p> <p>Children will use comparative language to write sentences when comparing the wild things.</p> | <p>Understand Animal Habitats:</p> <p>Students will learn about the different habitats animals live in and why these habitats are suitable for them (e.g., savannas, rainforests, deserts, and aquatic environments).</p> <p>Observe Animal Behaviors:</p> <p>Students will observe and describe various behaviors exhibited by animals (e.g., feeding, playing, sleeping) and understand the reasons behind these behaviors.</p> <p>Learn About Animal Diets:</p> <p>Students will understand what different animals eat (herbivores, carnivores, omnivores) and how their diets are provided for in the zoo.</p> |
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| <p>Additional Literacy Learning</p> | <p>Lesson 1</p> | <p>Lesson 2</p> | <p>Lesson 3</p> | <p>Lesson 4</p> | <p>Lesson 5</p> |
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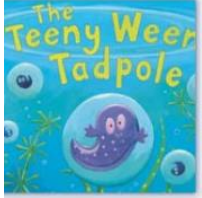
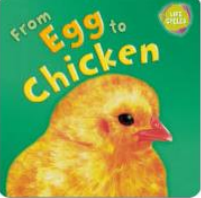
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| <p>Phonics</p>  | <p>Review Teacher to dictate words for children to spell.</p> <p>Words: hair fear pear dare</p> <p>Teach E Smile.</p> <p>Read through the words in the PowerPoint.</p> <p>Focus on how suffixes are added (-ies, ing, -ied)</p> <p>Activity Children to work in pairs to read words. Each child points to words for their partner to read. Encourage fluency to develop confidence and independence. 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><i>Sentences:</i></p> | <p>Review Teacher to dictate words for children to spell.</p> <p>Words: dear bear share stairs</p> <p>Teach black Cats walking.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s)</p> <p>Activity Children to work in pairs. Have grammar machines and paper for children to make their own flashcards.</p> <p>Taking turns one child chooses a word from the PowerPoint slide. They then read and write the word on a flashcard. They pass it over the machine and their partner adds the correct suffix and reads the completed word. Use</p> | <p>Review Teacher to dictate words for children to spell.</p> <p>Words: tear scared chair beard</p> <p>Teach Fingers to your lips, ghost letter e makes no sound.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s)</p> <p>Watch the video 'The wheel fell off' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss.</p> <p>Activity 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><i>Sentences:</i></p> <p><i>Why not wait a while?</i></p> | <p>Review Teacher to dictate words for children to spell.</p> <p>Words: square fairy year wear</p> <p>Teach Read through the words in the PowerPoint.</p> <p>Watch the video 'Deep Beneath the Sea' 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 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><i>It will be a sunny day for the party.</i></p> | <p>Review Use the flashcards to review the graphemes covered this week.</p> <p>1. Download the PowerPoint. Use this to read the focus words below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>down now – in both words, Brown Owl makes the ow sound.</p> <p>look looked asked – Tricky Witch changes the sound of the oo grapheme to 'u' and the 'ed' suffix to 't'.</p> <p>could – the 'o' and the 'l' are silent.</p> <p>saw all – Tricky Witch changes the 'aw' and the 'al' to an 'or' sound.</p> |
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| | <p><i>The happy bunny was pretty.</i></p> <p><i>The funny baby was silly.</i></p> | <p>MP colours to support choice.</p> <p>Repeat with other words.</p> | <p><i>Which wheel fell off?</i></p> | <p>Also have this week's flashcards available as support for children to use.</p> | |
| <p>Class Text – Reading Aloud 10-15 mins each day</p> | <p>This week the children will be reading books about life cycles.</p>   | | | | |

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| Maths | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
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| | <u>LI: We are learning to count using coins.</u> | <u>LI: We are learning to use our knowledge of the values of coins to solve problems.</u> | <u>LI: We are learning to recognise notes.</u> | <u>LI: We are learning to understand the value of notes</u> | <u>LI: We are learning to deepen our understanding of coins and notes.</u> |

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| Key vocabulary and key questions | <p><u>Key vocabulary</u> Money Coins Pence Pound 1p,5p,10p,20p,50p,£1,£2</p> <p><u>Key Questions:</u> How can you count in 2s, 5s, 10s? How many coins are there? What is the value of each coin? What is the total amount?</p> | <p><u>Key Vocabulary:</u> Money Coins Pence Pound 1p,5p,10p,20p,50p,£1,£2</p> <p><u>Key Questions:</u> How can you count in 2s, 5s, 10s? How many coins are there? What is the value of each coin? What is the total amount?</p> | <p><u>Key Vocabulary:</u> Money Coins Pound Notes £5, £10, £20, £50</p> <p><u>Key Questions:</u> What is this note? What is the same about each note? What is different about each note? Which note has the highest/lowest value? How do you know?</p> | <p><u>Key Vocabulary:</u> Money Coins Pound Notes £5, £10, £20, £50</p> <p><u>Key Questions:</u> What is this note? What is the same about each note? What is different about each note? Which note has the highest/lowest value? How do you know?</p> | <p><u>Key Vocabulary:</u> Pence Money Coins Pound Notes £5, £10, £20, £50, 1p,5p,10p,20p,50p</p> <p><u>Key Questions:</u> How many coins are there? What is the value of each coin? What is the total amount? What is this note? Which note has the highest/lowest value? How do you know?</p> |
| Activities | This week the children continue to learn about the money. Children will use their knowledge of 2s, 5s | In this lesson the children will use their knowledge of | In this lesson, the children will work with the different notes and learn about them and their value. | In this lesson, the children are going to continue to explore a range of different notes. They will deepen their | In this lesson, the children are going to deepen their understanding of coins and notes. They will have coins and |

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and 10s to count coins more quickly and easier.

Watch this money story video

We are going to use our 2s, 5s and 10s knowledge to help us count money more quickly.

Can we practice counting in 2s 5s and 10s as a class?

Then, children will work out the value of the coins altogether.

Our turn

Complete the number track.

| | | | | | | | | | |
|---|----|----|--|--|--|--|--|--|--|
| 5 | 10 | 15 | | | | | | | |
|---|----|----|--|--|--|--|--|--|--|

What is the value of the coin?

Task:

the values of coins to solve problems.

Mo, Kim and Jo all have some money. Have a think

I have 2 silver coins.

I have 5 bronze coins.

I have 1 silver coin.

They all have the same amount of money. Which coins do they each have?

The children will also be comparing different amounts using $<$, $>$ or $=$

My turn

Compare the amounts using $<$, $>$ or $=$

Have a think

Your turn

Compare the amounts using $<$, $>$ or $=$

Have a think

Task:

How much money is there?

a) _____

b) _____

c) _____

d) _____

Use the $>$ and $<$ symbols to compare the value of the notes.

They will use the $>$ and $<$ symbols to compare the value of the notes. They will also learn their value compared to coins.

Task: Children to have notes on each table. CTs to have them examine the coins, look at the front and back and encourage them to discuss their value.

They will put them in order from smallest to biggest.

Task: Children to have notes on each table. Have them examine the coins, look at the front and back and encourage them to discuss their value. Put them in order from smallest to biggest.

understanding of each of its value and how are they different to each other.

Explore a range of different notes.

10 pounds

What is the name of each note?

Children will be encouraged to use sentence stems to be able to find the total amount.

Task:

Match each note to its value.

Which note has the smaller value?

a)

b)

Don has 2 ten pound notes and 1 five pound note. Which notes has Don got?

notes at each table to examine. They will discuss its value, how are they different in size, shape, colour.

Task:

Draw different coins and notes on a plain sheet of paper



Task:

Draw different coins and notes on a plain sheet of paper



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Music – Sing Up

LI: We are learning to play a singing game, experiencing how music creates a mood.

Children will:

- Explore using different voices for different characters.
- Play a singing game with mood and tone changes.
- Copy short rhythm patterns.

The old grey cat

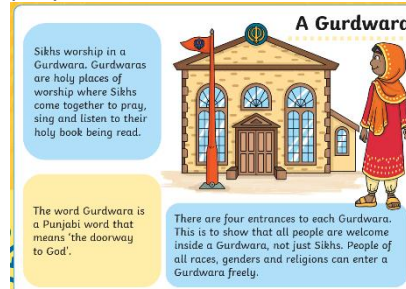


- You are going to play a game involving wary, scampering mice and a fierce hungry cat! You should use your hands, posture, and facial expressions to express these two contrasting things.
- Listen to the audio of *The old grey cat* and make the gestures in time with the music. Then play the track again and join in with the singing.

RE – Widening Horizons

LI: LI: We are learning about Sikhs place of worship.

In the lesson, children will be exploring where Sikhs go to pray, which is the Gurudwara.



Your task



PE – Get Set 4 PE

LI: We are learning to explore hopping, jumping and leaping for distance.

Jump the cone:

Give the pupils one cone each and ask them to stand next to it in a space. Demonstrate the following: hop - one foot to the same foot, jump - two feet to two feet, leap - one foot to the other foot. Bend your knees on take-off and landing.

Pupils to practise jumping forwards and then backwards over their cone.

Keep your feet together and land on the balls of your feet first, even when jumping backwards. Bend your knees on take-off and landing.

Make this harder by continuously jumping forwards and backwards over the cone.

Pupils to practise hopping forwards and then backwards over their cone.

Make this easier by hopping on the spot.

Pupils to practise leaping over their cone. Discuss which type of jump got them the furthest over their cone.

Pupils to jog around. When they reach a cone they stop and jump, hop or leap over it.

Ensure the landing area is clear of other people before jumping. Bent knees on take-off and landing.

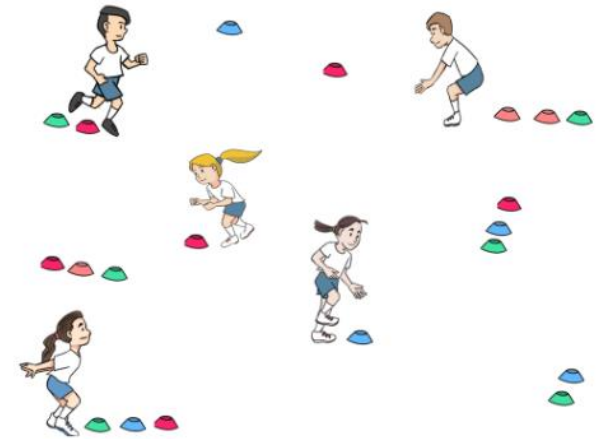
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Jumping for distance:

Using the cones laid out. Move some cones together to make lines of two and three cones. Q: Which type of jump should you use to jump over three cones? Leap.

Pupils travel around exploring jumping, leaping and hopping over the cones. They need to choose which jump to use for the varying distances.



Cross the stream:

In pairs, pupils sit one behind the other at the side of the teaching space.

Pupils take turns to jump to the other side of the teaching area. Their partner helps to count how many jumps it takes them to get to the other side. Ask the pupil watching to observe their partner and look out to see if their partner is using the teaching points.

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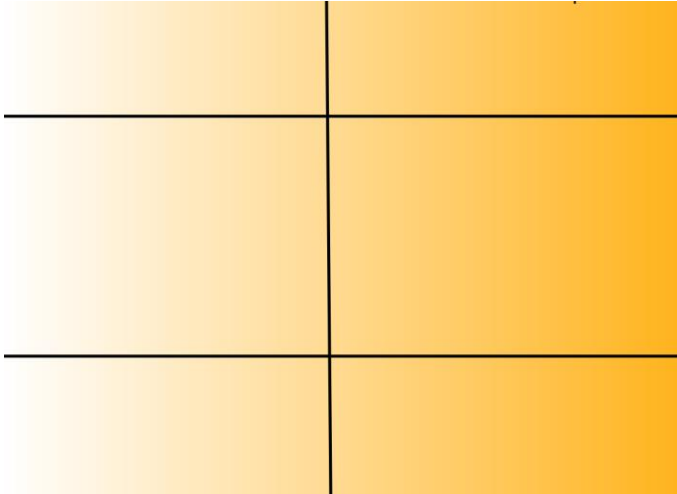
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| | | <p>Take off and land with two feet. Begin with your arms behind you and swing them up on take off to help with forwards momentum. Bend your knees as you jump and land.</p> <p>Make this easier by decreasing the length required to jump.</p> <p>Pupils experiment with hopping across the stream. Does it take them more or less hops than jumps to cross the stream?</p> <p>Bend your knees when landing to take the strain of the hop and improve the hop by bending your knees for a good take off.</p> <p>Pupils to experiment with leaping across the stream.</p> |
| Art – Kapow | PSHE - Jigsaw | |

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LI: We are learning to use tones and shades to draw animals.

In their books, children are going to be drawing 1 animal from each of the animal groups.

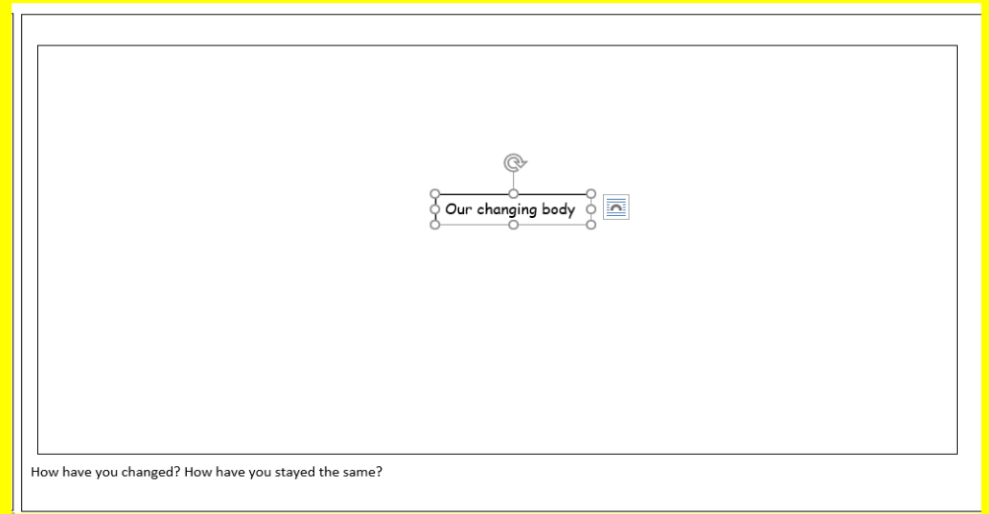


LI: We are learning to see how we have changed from being a baby to now.

Your task

In the frame, write down all the different ways we have changed since we were babies.

Write how your body has changed, your personality, what you can eat and drink






Our changing body

How have you changed? How have you stayed the same?

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| Science - Wellington Curriculum | Topic (Geography) – Wellington Curriculum | Computing – Barefoot and Teach Computing |
|---|--|---|
| <p><u>LI: We are learning to explore which animal to keep as a pet.</u> <u>We are learning how to care for animals.</u> Children will be looking at different animals we could keep as a pet. They will choose one and then explain how to take of the animal they have chosen for a pet.</p> <p>You are going to choose one of the animals we have looked at that you would like to have as a pet.</p> <div data-bbox="190 635 510 842"><p>My Pet</p><p>Picture of my pet</p></div> <p>First draw a picture of the animal you would choose.</p> <div data-bbox="107 917 313 949"><p>Description of my pet</p></div> <div data-bbox="107 973 414 1005"><p>Which animal group does it belong to?</p></div> <div data-bbox="107 1037 414 1069"><p>How do you take care of the animal?</p></div> <p>Next you will write down these subheadings and underneath you will answer them.</p> <ol style="list-style-type: none">1.describe what your animal looks like2. write the animal group it belongs to3.write what your animal needs to be safe and healthy and how you will take care of it | <p><u>LI: We are learning to create a leaflet about London.</u> Children will continue creating their leaflet. They will be choosing 2 landmarks to describe and attract tourists with.</p> <div data-bbox="817 494 1265 534"><p>Pages 1, 2 and 3 contain information</p></div> <div data-bbox="801 571 974 933"></div> <div data-bbox="1019 566 1265 662"><p>They all need a subheading</p></div> <div data-bbox="1019 678 1220 726"><p>A picture</p></div> <div data-bbox="996 782 1220 941"><p>Information - what you are writing about. A leaflet contains information that is true (facts).</p></div> <p>Today you will be choosing 2 landmarks of London to describe and write about.</p> <div data-bbox="795 1045 1288 1117"><p>Page 2 Write the subheading of one of the landmarks</p></div> <div data-bbox="795 1149 1198 1181"><p>Describe what the landmark looks like</p></div> <div data-bbox="795 1244 1198 1276"><p>Write some facts about the landmark</p></div> | <p><u>LI: We are learning to choose a command for a given purpose.</u> During these lesson children will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit.</p> <p>Starting ScratchJr</p> <div data-bbox="1500 925 1635 981"><p>Click on the house</p></div> <div data-bbox="1680 702 2139 1037"></div> |

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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!