

Weekly Overview of Learning



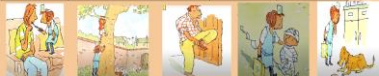


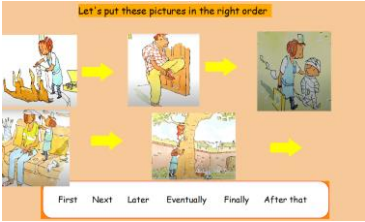
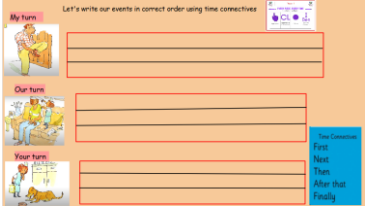
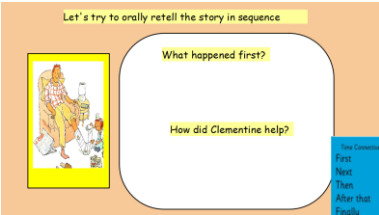
Year Group: Year 1 Week beginning: 25.11.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to recall key events in the story.</u> ◀	<u>LI: We are learning to use time connectives.</u>	<u>LI: We are learning to sequence the key events of the story</u>	<u>LI: We are learning to orally retell the events of the story.</u>	
Speaking and Listening Focus	Use simple language and sentence stems. First Clementine helped... Then she helped...	Use relevant strategies to build vocabulary.	To be able to listen and share ideas about the key events in the story in order.	To share ideas confidently and clearly	INSET DAY
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> bandaged emergency temperature headache sore first aid kit <p><u>Key questions:</u></p> <ul style="list-style-type: none"> Who is the main character in the story? Who are the other characters? What is she dressed like? Why do you think she is dressed like this? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Time connectives First Later Then Finally Eventually After that <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What are time connectives? What are they used for? Where in a sentence do we use them? Can you name some 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Sequence order Time connectives First Later Then Finally <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What happened at the beginning of the story? Who did Clementine help first? What happened to Mum and Dad? What happened in 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Retell emergencies medical kit bandage First Then Later <p><u>Key questions:</u></p> <ul style="list-style-type: none"> Can you tell what the story is about? What happened in the middle of the story? What happened in the end? 	

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		Time connectives?	the middle of the story?		
<p>Activities</p>	<p>In this lesson, children will recall all the events in the story. They will be asked questions such as Who are the characters in the book? Can you remember what emergencies Nurse Clementine helped to fix? What happened to the brother?</p>  <p>The children will look at the different scenes in the story and will be encouraged to put the pictures in the correct order.</p>  <p>Table top:</p> 	<p>Today, the children will be learning about Time connectives. They will discuss what they are used for and if they can name any time connectives such as First, Next, finally and so on.</p>  <p>The children will then put the pictures from the story in correct order using time connectives.</p>  <p>They will also look at different sentences and will use the correct time connectives to put the story in order.</p>	<p>In this lesson, the children are going to use a sequencing frame to sequence the key events of the story. The children will be encouraged to use time connectives.</p>  <p>The children will then use their white boards to write the key events of the story in order using time connectives. They will be reminded of the rules to write a sentence. CTs will model.</p> 	<p>In this lesson, Children will be orally retelling the events of the story. They will discuss what happened at the beginning, middle and end of the story using newly introduced vocabulary.</p>  <p>The children will also be encouraged to describe how each character is feeling in the story and what did Clementine use to make her family feel better.</p>	

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	<p>Table top</p> <p>Children to look at all these pictures on the table and orally tell each other which incident happened first.</p>	<p>Table top:</p> <p>What is wrong with my sentence?</p> <p>Finally, Clementine helped mummy to make her feel better when she had a headache.</p> <p>First Next Later Eventually Finally After that</p> <p>Table top:</p> <p>Spot the time connectives</p> <p>Last Tuesday I got up early and went to the airport. A few hours later I was on my way in the aeroplane to Dublin, which is in Ireland. One evening we went to a lovely restaurant and I felt so excited to see some Irish dancers and a wonderful band. Later on in the holidays I went to London with my best friend. First we went shopping and then we went to the theatre to see a wonderful, magical play. I felt excited but also very tired on the way home. I had a brilliant holiday!</p>	<p>Table top:</p>	<p>Table top:</p> <p>Let's try to orally retell the story in sequence</p> <p>Finally what happened?</p> <p>How did Clementine help?</p> <p>Time Connectives: First, Next, Then, After, Finally</p> <p>Table top:</p> <p>Ordering Our School Day</p> <p>Cut out the events of a school day and glue them in order of when you do these things. Below each square, write if you do the event in the morning, in the middle of the day, in the afternoon, in the evening or at night.</p>	
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	Review Review GPC Review	Review Review GPC Review	Review GPC Review	Review GPC Review	INSET DAY

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<p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Fluency Reading Words: broom cooks loaded Encourage fluent independent reading.</p> <p>Teach</p> <p>Teach Spelling Rule – er/est Explain why it is useful to add er to compare qualities and to add est to describe highest quality or order.</p> <p>er (comparing) greener, shorter, bigger est (comparing) quickest, tallest, grandest</p> <p>Blending to Read</p> <p>Blend to read words using scaffolded-whisper-independent method as appropriate. Words: (er) grander fresher quicker Words: (est) grandest freshest quickest</p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Quick Write Words: food stood Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Pre-Assessment REVIEW</p> <p>Teach</p> <p>Teach Blending to Read Use PPT to review decodable words using weeks 8-10 target GPCs. Words: leaf bread dreamt butter bird turn soon flood coat dreamt term shirt burp spoon hook groan. Repeat in black text.</p> <p>Plus: burped moaning spoon coaches turning coated</p> <p>Reading Sentences The girl hurt her head and foot at school. The room had a wooden bookshelf.</p> <p>Activity</p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Fluency Reading Words: toast hooting woods Encourage fluent independent reading.</p> <p>Teach</p> <p>Teach GPC – oe Use PPT or grapheme card to review ‘oe’</p> <p>Action: Look surprised and put your hands out. Sound Cue: tomatoes and potatoes</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent. Words: toe toes goes potatoes tomatoes heroes echoes</p> <p>Reading Sentences Burt likes to eat tomatoes with potatoes. The car goes quicker than the boat.</p> <p>Activity</p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed.</p> <p>Quick Write Words: hood coast Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p>Teaching Blending to Read Encourage children to blend to read using this week’s spelling rule and focus grapheme.</p> <p>Words: higher highest louder loudest quicker quickest toes goes heroes tomatoes potatoes</p> <p>Activity</p> <p>Practise Writing Sentences Write sentences to complete Miss Oh No’s dance.</p> <p>Dictation: Big toes get potatoes. They are the toe heroes.</p>	
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Activity

Practise Writing Sentences
Yellow I and Angry Red A are very competitive. Write sentences to compare them.

quickest

grandest

freshest

fastest

Practise Blending to Read
Use the downloadable 'Word Grid'. These words are in black text.

Encourage children to add sound buttons to the words, identifying digraphs/trigraphs within the words.

Word Grid		
meat	sweet	herb
skirt	hurt	room
foot	float	beach
head	winter	third
burn	zoom	shock
snip	steam	spread
dinner	first	fur
school	good	moon

Practise Writing Sentences
Write sentences to start Miss Oh No's dance. Complete dance Thursday.

Dictation:
The little toe goes out.
The big toe goes in.
Little toes get tomatoes.

Writing Sentences - oe

Spot the difference - oa

Can you find the 5 differences in the picture below?

potatoes toe tomatoes heroes

Can you write about what is happening in the picture?

**Class Text –
Reading
Aloud
10-15 mins
each day**

This week the classes will be reading a range of books about different feelings.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to identify 3D shapes. <u>(learn)</u>	LI: We are learning to recognise and name 3D shapes. <u>(Understand)</u>	LI: We are learning to identify properties of 3D shapes. <u>(Apply)</u>	LI: We are learning to make patterns using 2D and 3D shapes. <u>(Apply)</u>	INSET DAY

Key vocabulary and key questions	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • 3D Shape • Cube • Sphere • Cone • Cylinder • Pyramid <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the name of this 3D shape? • How many faces does this shape have? • How many edges and vertices does this shape have? • 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Face • Edge • Vertex (Vertices for plural) • Curved • Flat <p>Key Questions:</p> <ul style="list-style-type: none"> • Which shapes have both flat and curved faces? • What makes this shape different from a 2D shape? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • 3D Shape • Cube • Sphere • Cone • Cylinder • Pyramid <p>Key Questions:</p> <ul style="list-style-type: none"> • How many edges and vertices does this shape have? • Can you name this 3D shape? • Can you label the 3D shape? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Pattern • Repeating • Sequence • 2D Shape • 3D Shape <p>Key Questions:</p> <ul style="list-style-type: none"> • What shapes are in this pattern? • What is the next shape in this pattern? • Can you describe the pattern you made? • What happens if you change one of the shapes in the pattern? 	INSET DAY
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Activities

In this lesson, children will explore and identify common 3D shapes by learning their names and properties. Starting with familiar shapes—such as cubes, spheres, cones, cylinders, and pyramids—children will learn to recognize each one by its unique features, including faces, edges, and vertices. Using shape models and real-life objects, we will discuss how these shapes look and feel different from 2D shapes and observe how they occupy space.

Table Top Activity:



In this lesson, children will be doing hands-on activity. Children will examine each 3D shape, count its faces, edges, and vertices, and compare shapes based on these properties.



By the end of the lesson, students should be able to identify and name 3D shapes and understand the characteristics that make each shape unique.

Table Top Activity:



In this lesson, the children will learn to identify the properties of 3D shapes. They will name common 3D shapes such as cubes, spheres, cylinders, and cones, and begin to explore their properties, including faces, edges, and vertices. Through hands-on activities using shape models, the children will compare and sort shapes into groups based on their features, building their understanding of 3D shapes in an engaging and interactive way.

Table Top Activity:





In this lesson, children will explore creating patterns by arranging both 2D and 3D shapes in repeating sequences. Starting with simple AB patterns (e.g., square, circle, square, circle) and moving to more complex patterns (e.g., ABC or ABB), children will practice identifying, copying, and extending patterns using various shapes. They will have hands-on opportunities to work with shape cut-outs, blocks, and everyday objects to build sequences and recognize how shapes and patterns can repeat in predictable ways.

Table Top Activity:



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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Christmas Concert and Nativity Preparation</u></p>	<p><u>LI: We are learning to understand what advent is and how it is celebrated.</u></p> <p><u>Key Vocabulary:</u> advent, hope, love, joy. peace, sharing, giving. kindness, countdown, calendar</p> <p><u>Key Questions:</u> How do you countdown to a special occasion? What does each candle represent? What dates are important to Christians before Christmas day?</p> <p>Explore the tradition of advent through discussion on advent calendars and candles, explaining their cultural and religious significance. understand</p> <p>Learn the symbolism and purpose of the advent period in Christianity, emphasising preparation for Christmas</p> <p>Children will create their own advent wreath.</p> 	<p><u>Team building - Lesson 4</u></p> <p><u>LI – We are learning to use speaking and listening skills to lead a partner.</u></p> <p><u>Key Vocabulary:</u> communicate, guide, lead, team, locate, find, instruction</p> <p><u>Key Questions:</u> How can you ensure that all people in the team have followed the instruction? How can you ensure that your partner has understood the instruction?</p> <p>Children will begin the session by playing ‘mirror, mirror’. They will need to mirror their partner’s actions. Children will then participate in a team game where they cannot let go of each other's hands. The aim is to collect as many items as possible and place it in their hoop (they change position each time they collect an item so they have a new leader).</p>  <p><u>Target Games - Lesson 4</u></p> <p><u>LI – We are learning to develop throwing for accuracy and distance using underarm and overarm.</u></p> <p><u>Key Vocabulary:</u> underarm, overarm, distance, target, aim, throw, far</p> <p><u>Key Questions:</u> How can you maximise the amount of points you can achieve? What throw is more effective for the furthest distance?</p> <p>Pupils will continue to practise the skills of throwing overarm and underarm. They will then assess which throw will allow them to hit a target to achieve the most points.</p>

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Art – Kapow

LI: We are learning to apply our painting skills when working in the style of an artist.

Key Vocabulary: circle, paint, mix, spread, space, rainbow, design, blob

Key Questions: What do you think the artist was trying to paint? How did she ensure her colours did not mix?

Children will look at the artwork of Clarice Cliff and record initial responses to the art.



Clarice Cliff

- ✓ Started making pottery aged just 13.
- ✓ In the 1920s, she made brightly coloured pottery like the 'Circle tree' plate.
- ✓ Her pottery was not expensive. Many people had some in their kitchens.
- ✓ Her pottery features flowers, the sun and patterns.

Give each child a paper plate and ask them to paint concentric circles using bright rainbow colours, keeping in mind the circles in the Clarice Cliff designs. Next children will pour the black paint carefully into a blob on the paper and blow through a straw to create the tree trunk effect.

PSHE - Jigsaw

INSET DAY

Science - Wellington Curriculum

Topic (Geography) – Wellington Curriculum

Computing –
Barefoot and
Teach Computing

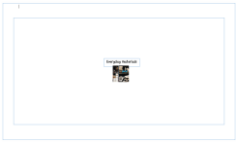
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LI: We are learning to recall what we already know about everyday materials.

Key Vocabulary: material, plastic, wood, property, glass, metal, use, observe, locate

Key Questions: What materials do we use everyday? Can you name different materials? What materials can you identify in the classroom? Why do you think that objects are made from that material?



Children will first record all the things they already know about everyday materials on a defining frame. Children will then pose questions about what they want to find out. Children will then look at the names of the different materials: wood, plastic, glass, fabric, stone, metal.

We are going on a material hunt around the school. Take a note of the different objects and the material they are made of!

Material	What did I find in my material hunt? Draw a note.
	
	
	
	
	
	
	

The class will then go on a material hunt around the school and record the materials they find (object names) in a table.

LI: We are learning to recall what we already know about our wonderful world.

Key Vocabulary: world, earth, country, continent, sea, ocean, land

Key Questions: What do you know about Earth? Where do we live? How many countries can you name? What oceans are there?

Children will be shown a range of images from around the world. They will discuss what they can see. Introducing the new topic of 'Our Wonderful World'.

Children will then record all the things they already know about 'Our Wonderful World' on a defining frame. Children will then pose questions about what they want to find out.



INSET DAY

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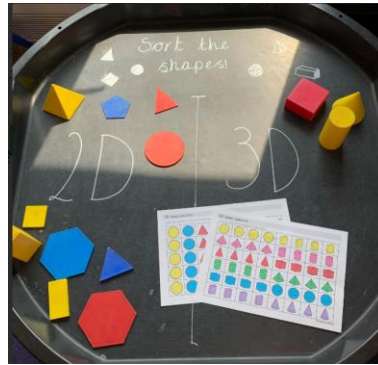
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Independent activities the children will access this week

English



Maths



Sort out 2D and 3D shapes.

Weekly



Sort materials into groups

Creative task



Creative task



Phonics

Phonics

Phonics

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Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.

Reading and spelling.

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.

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!!

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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		<p>Work to reach your target – are you in the <u>green</u> zone yet?</p>	<p>can return them.</p> <p>Please remember to bring book bags in everyday!</p>
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