

Weekly Overview of Learning


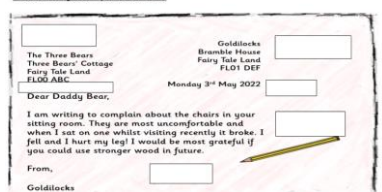


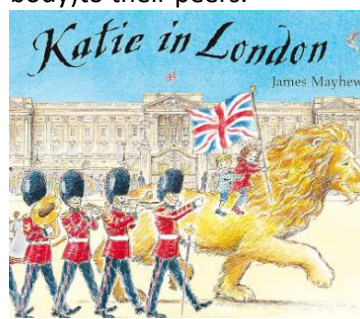
Year Group: Year 1 Week beginning: 29.04.24

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 identify features of a letter.</u>	<u>LI: We are learning to describe different settings in the story- Katie in London.</u>	<u>LI: We are writing our own letters using adjectives and punctuation.</u>	<u>LI: We are learning to write a letter using adjectives and punctuation.</u>	<u>LI: We are learning to orally read our letters.</u>
Speaking and Listening Focus	Make a range of contributions to discussions which extend knowledge and understanding	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Ask relevant questions to expand their understanding and knowledge	Ask relevant questions to expand their understanding and knowledge	Read easily, fluently and with good understanding
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Letter Features Recipient Address Main body</p> <p><u>Key questions:</u> What do you know about writing a letter? Have you ever seen a letter? Did you ever write a letter to someone? What are the main features of a letter?</p>	<p><u>Key Vocabulary:</u> Tall pillars Larger gates Beautiful Flags/crests Tour Royal guardsmen</p> <p><u>Key questions:</u> What was your favourite parts of the story? and Why? What famous sights did Katie visit in London? How can you describe that famous sight?</p>	<p><u>Key Vocabulary:</u> Letter Features Recipient Address Main body Tour Famous sights Visited buildings</p> <p><u>Key questions:</u> What are the main features of a letter? Who are you writing your letter to? What comes at the beginning of the letter?</p>	<p><u>Key Vocabulary:</u> Tour Famous sights Visited Buildings Letter Features Recipient Address Main body</p> <p><u>Key questions:</u> What are the main features of a letter? Who are you writing your letter to? What comes at the beginning of the letter?</p>	<p><u>Key Vocabulary:</u> Retell Visited London Famous sights Tour Crowded Rainy Excited nervous</p> <p><u>Key questions:</u> How will I make sure everyone can hear you? Will you use a different tone of voice?</p>


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			<p>What will be the main body?</p>	<p>What will be the main body?</p>	
<p>Activities</p>	<p>The children this week are going to pretend to be Katie or Jack from the story and will write a letter to their friends telling them about their magical tour in London with their special guide.</p> <p>In this lesson the children will first learn about the important features of a letter. They will look at some examples.</p>  <p>My Turn - can we identify the features of a letter?</p> <p>Who you are writing to Recipient address Date Ending</p> <p>Your address What the letter is about (main body)</p> <p>TASK:</p> <p>Your task: Non-recording</p> 	<p>In this lesson, the children will think about all the famous sights Katie visited in London. They will discuss what adjectives they can use to describe those settings.</p> <p>Your Turn</p> <p>big/huge tall pillars impressive beautiful old big gates marching Royal guardsmen flags and crests</p>  <p>Then the children will use categorising frame to describe each setting.</p> 	<p>In this lesson, the children will start writing their letters. They will write the beginning of the letter such as Katie's address, recipients address, date and who they are writing their letter to.</p> <p>Let's begin with the start of the letter.</p> <p>Your address</p> <p>Recipient address</p> <p>Date</p> <p>My Writing Checklist</p> <p>Task:</p> <p>YOUR TASK: Children to write the first part of the letter.</p> <p>Katie/Jack's address:</p> <p>Recipient address</p> <p>Date</p> <p>Dear</p>	<p>The children in this lesson will write the second part of their letters which is the main body. They will write about their fun-packed journey - how the city looked like, what places did Katie or Jack go to visit and how were they feeling. They will also write about their special guide who showed them around.</p> <p>Who you are writing to</p> <p>Describe the famous sights using the categorising frame from Tuesday.</p> <p>What the letter is about (main body)</p>	<p>In this lesson, the children will read their letters (main body)to their peers.</p>  <p>The children will also discuss about the important features they have added to their letters.</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: close include use scarf</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ee</p> <p>Action: E Smiley face.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s, -er, -est) and on how some words change completely in the past tense.</p> <p>Watch the video 'Meet Me at the Green Tree' 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>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: tube bone hope barked</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ea</p> <p>Action: E Smiley face.</p> <p>Read through the 'rules' and words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p>Watch the video 'If I was' 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</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: garden ruled cute pole</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ea</p> <p>Action: Fingers to your lips, ghost letter a makes no sound.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p>Watch</p> <p>Watch the video 'Ghost Dog Feather' 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</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: stone flute confuse farmer</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review er</p> <p>Action: Tricky Witch's wand.</p> <p>Read through the words in the PowerPoint. Recap the difference in articulation between stressed and unstressed er. Focus on how suffixes are added (-s, -er, -est)</p> <p>Watch the video 'Tricky Witch Birthday Girl' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p>	<p>Review</p> <p>Use the flashcards to review the graphemes covered this week.</p> <p>Teach</p> <p>Download the Year 1 CEW PowerPoint. Use this to read the focus CEWs below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>Tricky Witch is changing a lot of sounds!</p> <p>be he me she – Green Froggy makes the long E sound in the open syllable 'e'.</p> <p>no go so – Angry Red A makes the long A sound in the open syllable 'o'.</p> <p>do to today – Cool Blue makes the long oo sound in the open syllable 'o'.</p>

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Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.


Sentences:

We eat sweet treats.

Watch out for the tricky letters!

teeth sweet street
weekend asleep three

Write the words in the spaces provided



two sentences to write. Encourage 'look-cover-write-check'.

Sentences:


We eat sweet treats.

Read-Colour-Write

Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!

heat each really clean
scream please clean

Write the words in the spaces provided



write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.


Sentences:

I dreamt about the weather

Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!

head sweat heavy bread
dreamt ready bread

Write the words in the spaces provided



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:

The monsters were having dinner at the weekend.

Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!

better under brother ever
after dinner ever

Write the words in the spaces provided



I by my – Yellow I makes the long I sound in the open syllable 'y' or 'i'.

Activity

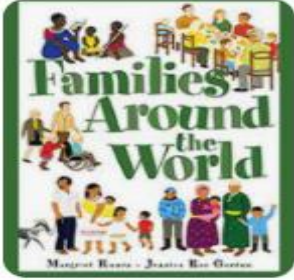

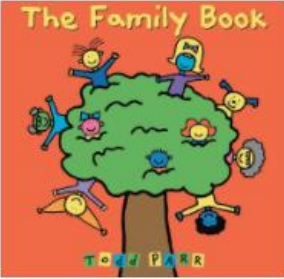
Children create their own flashcards using colourful media to display in the classroom.

Children write colour-coded words in their Monster Phonics exercise book.



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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the children will be reading stories to help us think about our families.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to recognise arrays</u>	<u>LI: We are learning to make arrays</u>	<u>LI: We are learning to consolidate our understanding of arrays</u>	<u>LI: We are learning to make equal groups by grouping</u>	<u>LI: We are learning to consolidate our understanding of making equal groups by grouping</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"> columns rows down across <p>Key Questions:</p> <ul style="list-style-type: none"> What is a column? Can you show me a column in the array? What is a row? Can you show me a row 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> row column total <p>Key Questions:</p> <ul style="list-style-type: none"> What is a column? Can you show me a column in the array? What is a row? Can you show me a row in the array? How many equal 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> column row altogether number sentence <p>Key Questions:</p> <ul style="list-style-type: none"> How many equal rows/columns are there? How many are there in each row/column? 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> equal even same how many in each groups <p>Key Questions:</p> <ul style="list-style-type: none"> Are the groups equal? How do you know? Do the groups have 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> equal even same how many in each <p>Key Questions:</p> <ul style="list-style-type: none"> How many are there altogether? How many are there in each

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	in the array?	rows/columns are there? How many are there in each row/column? <ul style="list-style-type: none">• How many are there altogether?• How can you write a number sentence to match the array?	<ul style="list-style-type: none">• How many are there altogether?• How can you write a number sentence to match the array?	to be the same size/shape/pattern to be equal? <ul style="list-style-type: none">• How many are there altogether?• How many are there in each group?• How many groups are there? How many different ways can you put them into equal groups?	group? <ul style="list-style-type: none">• How many groups are there? How many different ways can you put them into equal groups?
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Activities

The children will be looking into arrays to show multiplication. An array in math's is an arrangement of objects, numbers or pictures in columns or rows.

Circle the rows and complete the stem sentences.

There are ___ rows of ___
There are ___ altogether.

Circle the columns and complete the stem sentences.

There are ___ columns of ___
There are ___ altogether.

Circle the columns and complete the stem sentences.

There are ___ columns of ___
There are ___ altogether.

Tom and Fay are making arrays with 14 counters.

What mistake has each child made?

Kim and Mo write number sentences to match the array.

Kim: $5 \times 5 + 5 + 5 = 20$

Mo: $4 \times 4 + 4 + 4 = 20$

Who is correct?
Explain your answer.

The children will be drawing their own arrays.

Make this array.

Complete the sentences.

a) There are counters in each row.
There are rows.
There are counters altogether.

b) There are counters in each column.
There are columns.
There are counters altogether.

Make 2 of your own arrays.

How many rows are there?
How many columns are there?

Use the stem sentences from previous page to help write the sentences.

The children will be recapping arrays.

Circle the rows and complete the stem sentences.

There are ___ rows of ___
There are ___ altogether.

Circle the rows and complete the stem sentences.

There are ___ rows of ___
There are ___ altogether.

Circle the columns and complete the stem sentences.

There are ___ columns of ___
There are ___ altogether.

Circle the columns and complete the stem sentences.

There are ___ columns of ___
There are ___ altogether.

The children will be looking into how to make equal groups by grouping the object.

Circle the rows and complete the stem sentences.

There are counters altogether.
There are equal groups of counters.

Complete the sentences to match the pictures.

There are ___ altogether.
There are ___ equal groups of ___

Draw a picture to match the sentence.
20 has been sorted into 4 equal groups of 5

Draw a picture to match the sentence.
30 has been sorted into 3 equal groups of 10

Here are some groups of cubes.

The cubes are not in equal groups.

Do you agree with Sam?

Here are some groups of cubes.

The cubes are in groups of 4.

The cubes are in groups of 3.

Who do you agree with?
Explain your answer.

The children will be recapping how to make equal groups by grouping the object.

Complete the sentences.

Have a think

There are ___ altogether.
There are ___ equal groups of ___

Complete the sentences.

Have a think

There are ___ altogether.
There are ___ equal groups of ___

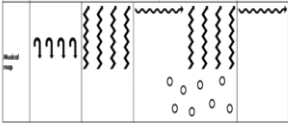



Circle groups of 2 mittens and complete the sentence.

Have a think

There are ___ groups of 2 mittens.


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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to feel the beat of the music using whole body movements.</u></p> <p>We are continuing to look at the composer Anna Meredith. We will be listening to a piece of music she wrote. We will be looking at different instruments to recreate this piece of music.</p> <div data-bbox="107 608 450 699" style="background-color: #008080; color: white; padding: 5px;"> Explore Nautilus – match movements to music </div> <p style="font-size: small;">Match your movement to the music. Focus on the low, high, and rising sounds in the piece. Use the listening map as a guide:</p> 	<p>Hinduism <u>LI: We are learning to retell the story of Rama and Sita.</u></p> <div data-bbox="734 427 981 480" style="background-color: #002060; color: white; padding: 2px;"> For example: </div>  <div data-bbox="734 639 981 767" style="background-color: #ffff00; padding: 2px;"> There was a great warrior called Rama and he was married to Sita. </div> <div data-bbox="1003 692 1290 831" style="background-color: #002060; color: white; padding: 2px;">  The evil Ravana kidnapped Sita. </div> <p>We will be doing a quiz about the story of Rama and Sita.</p> <p>Activity: Children will be retelling the story of Rama and Sita.</p>	<p><u>LI – to explore accuracy when rolling a ball</u></p> <p>Give each pupil a ball and cone. They place their cone in a space and then dribble their ball around the teaching space avoiding the cones. On the teacher’s command, pupils stop and rest the ball on their ‘head’, ‘shoulder’ or ‘knee’. When the teacher calls ‘cone’, pupils travel to the nearest cone and rest their ball on top.</p> <p>On the teacher’s command (dribble), pupils move around the area, avoiding the cones and keeping their ball under control. When the instruction is given (roll), pupils stop and roll their ball, attempting to hit the nearest cone. The next time the teacher calls ‘go’, pupils collect their ball and continue dribbling. Repeat, giving pupils lots of opportunity to practise rolling.</p> 
Art – Kapow		PSHE - Jigsaw

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<p><u>LI: We are learning to use shapes to do abstract art</u></p> <p>In this lesson, we will do making “Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.” (Tate Modern).CT will explain to the children that the way Beatriz Milhaze has arranged the shapes is known as composition, “Composition is the arrangement of elements within a work of art.” (Tate Modern).</p> 	<p><u>Healthy Me Session 6</u> <u>LI: We are learning that our bodies are amazing and we are identifying ways to stay safe and healthy</u></p> <p>This is the final session in our Healthy Me topic. We will complete a thinking frame to show everything we have learned in the topic.</p> <p>We will identify the things we do in the morning, afternoon and evening to stay safe and healthy and reflect on how these healthy choices make us feel.</p>
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning about different weather.</u></p> <p>Give each group a different weather symbol and send them to the tables, challenging them to dress the teddy appropriately for the weather they have been given. Then give each group a weather symbol and ask them to place it in the centre of their large sheets of paper. Say: <i>I would like you to talk to each other about your weather symbol. Ask each other how it makes you feel, what facts you know about this weather, what clothes you need to wear, what experiences you have of this type of weather. Think of questions and things you would like to find out. Then draw and write these things all over the paper, keeping the weather symbol in the middle.</i> Allow the chn to discuss and have time</p>	<p><u>LI: We are learning about the physical features of the United Kingdom</u></p> <p>Children will Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Children will watch Physical features of the United Kingdom video. After watching, CT will encourage the children to recall the names of common physical features of the United Kingdom using the correct geographical vocabulary. CT will encourage them to describe some of the characteristics of each feature, for example, ‘A lake is a body of water surrounded by</p>	<p><u>LI: To count objects with the same properties</u></p> <ul style="list-style-type: none"> ● I can group similar objects ● I can group objects in more than one way ● I can count how many objects share a property <p>Key vocabulary Group, object, property, value, label, colour, data set</p> <p>Activity: Grouping and labelling different objects in colour and property.</p>

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to think and fill their paper. Then collect the sheets and display them so everyone can refer to them in future sessions. Show the children some weather forecasts from the Met Office website. Ask them to talk about what they notice (For example, the weather symbols, the way the forecaster stands to the side of a large map, the map shows the whole of the UK and then a local area).

Weather

cloud	sleet
cold	snow
fog	sun
hail	temperature
hot	warm
precipitation	weather
rain	wind

land'. Challenge the children to demonstrate their understanding using the Physical features matching sheet or Physical features labelling sheet. Invite the children to share their answers with the group. Children could also write a list of the physical features shown in the video to help them remember the different types.

mountain	
river	
flatland	
coastline	



How many **grey** objects are there?

Homework



Homework book (orange book) is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book. Purple task book is set on a **Monday** and due back on the following **Monday**.

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

Spellings



Fluoride dental treatment will take place next week

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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**.



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?

(Tuesday 30th April)

Scan the QR Code to find a dentist close to you or search find an NHS dentist:



Tuff Tray

