

Weekly Overview of Learning


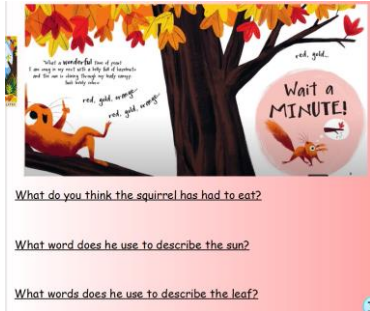

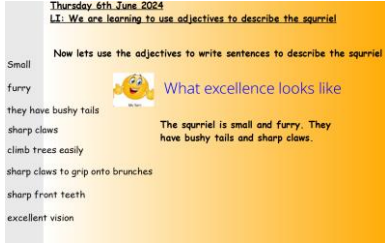
Year Group: Year 1 Week beginning: 03.06.24


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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to predict what the book 'The Leaf Thief' might be about	LI: We are learning how to answer comprehension questions	LI: We are learning to investigate where the leaf went	LI: We are learning to use adjectives to describe the squirrel	LI: We are learning to use the adjectives to describe the leaf
Speaking and Listening Focus	Listen and discuss to predict the book	Listen and respond appropriately to peers and adults	Discuss and listen to peers and adults	Give well-structured descriptions.	Give well-structured descriptions. Make a range of contributions to discussions which extend knowledge and understanding.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • I predict • I think • Because • Explain • Guess • picture <p>Key questions: Can you predict what the book might be about? Can you explain why What do you see in the picture?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • comprehension • answers • questions • justification • inference <p>Key questions: Why does the squirrel think it is a wonderful time of the year? Why would the squirrel be snug in his nest? What words are used to describe the leaf?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • I think • I believe • I reckon • Because <p>Key questions: Where do you think the leaf has gone? Who could have taken the leaf? Who do you think would want the leaf?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Colour • Texture • Length • Size <p>Key questions: what adjectives can we use to describe the leaf? What is the colour? What is the size? How do you think it feels?</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Adjectives • Description • Full stops • Capital letters • Connectives <p>Key questions: what adjectives can we use to describe the leaf? What is the colour? What is the size? How do you think it feels?</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>Children will then predict what the book might be about and write sentences to justify their reasons.</p>	<p>In this lesson children will learn how to answer comprehension questions.</p> <p>The class teacher will read the first page of the book and ask questions to deepen their understanding.</p> <p>The children will learn that the answers are in the book and it is important to understand what we are reading.</p> 	<p>In this lesson, children will discuss and share their ideas and thoughts on where they think the leaf mat have gone.</p>  <p>Children will then write sentences to explain why.</p> <p>e.g. I think the leaf has gone to New Zealand because the weather is warmer there and the leaf might like it.</p>	<p>In this lesson, children will be coming up with their adjectives to describe the squirrel.</p> <p>children will be shown different pictures of squirrels and will think of their own words to describe the squirrel.</p>  <p>Children will then write sentences to describe the squirrel.</p>	<p>In this lesson, children will use the descriptive words from yesterday's lesson to write their sentences to describe the leaf.</p> <p>Children will be told about the different seasons and what happens to the leaves.</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>
<p>Phonics</p> 	<p>Review</p> <p>Recap the e-e i-e o-e graphemes learnt last week.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the u-e grapheme that</p>	<p>Review</p> <p>Recap the u-e long oo grapheme by sharing The Rules from yesterday's group work.</p> <p>Recap made make came.</p>	<p>Review</p> <p>Recap the u-e long U grapheme by reading through the flashcards.</p> <p>Recap like time my by.</p>	<p>Review</p> <p>Recap the ar words by singing the ar song.</p> <p>Teach</p> <p>1. Download the 'alien' nonsense words. Use this to recap ar, u-e (long oo) and u-e (long U)</p>	<p>Review</p> <p>Use the flashcards to review the graphemes taught this week. Review the class display of HFWs and the HFW chart.</p>

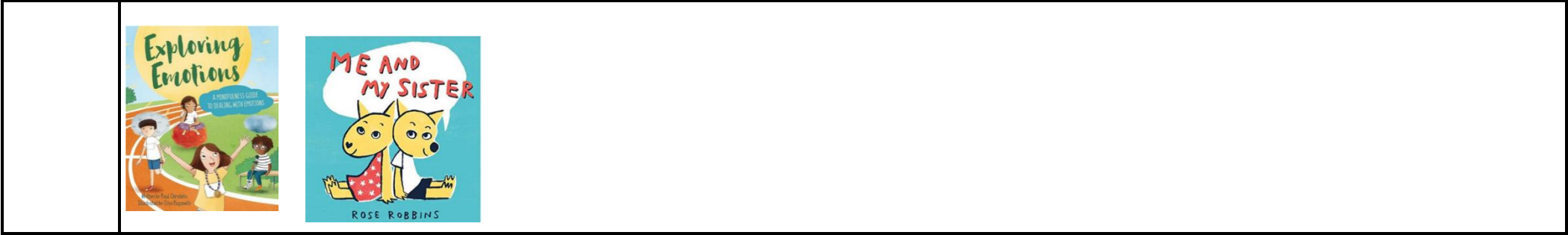
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	<p>makes the long Cool Blue oo sound.</p> <p>2. Watch the ‘The Rules’ video. Ask the children to jump each time they hear a u-e word. At the end of the video, ask the class how many u-e words are in the song.</p> <p>Activity</p> <p>On large pieces of paper, write ‘The Rules’ using either single words or sentences. Use the Flashcards to support where necessary. Make the words stand out with blue pastel, marker pen or paint. Cut and paste the u-e pictures from the activity sheet.</p>	<p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the u-e grapheme that makes the long U sound. Look at how the past tense is formed.</p> <p>2. Watch the video ‘U-Hoo is a Really Friendly Guy’. Ask the children to wave their hands in the air every time they hear a u-e word that makes the long U sound.</p> <p>Activity</p> <p>Using u-e words, complete the character profile for U-Hoo.</p>	<p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the ar grapheme. Look at the different sounds of ed shown in the PowerPoint.</p> <p>2. Watch the video ‘Just a Little Bit of Magic’. Ask the children to wave pretend magic wands every time they hear an ar word. After the video, ask the class if they can recall the ar words. Pick 2 words and write them on the board, sound talk to model segmenting for spelling.</p> <p>Activity</p> <p>Children play the Word-Picture Match Treasure Hunt. Tricky Witch challenges the children to find the hidden pictures and words in the room and match them together. Children record the pairs found by writing the ar words on the Record Sheet.</p>	<p>graphemes. Explain that these words are not real and that they rely on our phonics knowledge to read them rather than our memory.</p> <p>2. Select a <u>flashcard game</u> to play. Use a mixture of the flashcards to play the games.</p> <p>Activity</p> <p>Complete one this session. They may continue these in a later session or for home learning.</p>	<p>Review HFWs – made make came like time by my I I’m</p> <p>Teach</p> <p>1. Use the 100 HFW PowerPoint. Use this to read the focus HFWs below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>made make came – Angry Red A</p> <p>like time by my I I’m – Yellow I</p> <p>into too – Cool Blue</p> <p>Activity</p> <p>Children create their own flashcards using colourful media to display in the classroom.</p> <p>Children write colour-coded words in their Monster Phonics exercise book.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the children will be reading</p>				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to count from 50 to 100.</u>	<u>LI: We are learning to use a number line to 100.</u>	<u>LI: We are learning to partition into tens and ones.</u>	<u>LI: We are learning to compare any two numbers.</u>	<u>LI: We are learning to count one more and one less.</u>

Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Counting Before After</p> <p><u>Key Questions:</u> What number comes after __? What number comes before _? Which numbers sound similar?</p>	<p><u>Key Vocabulary:</u> Number line Jumps After</p> <p><u>Key Questions:</u> What number comes before or after? How many jumps are we going to make? What number is halfway along the number line?</p>	<p><u>Key Vocabulary:</u> Tens Ones Place value Part whole model Partition</p> <p><u>Key Questions:</u> How many tens are there? How many ones are there? What is the whole? What is the parts?</p>	<p><u>Key Vocabulary:</u> Tens Ones Compare Same Different Greater than Less than Equal to</p> <p><u>Key Questions:</u> How many tens does each number have? How many ones does each number have? Which number has more/fewer tens and ones?</p>	<p><u>Key Vocabulary:</u> Number Place value One more One less Number square Number line</p> <p><u>Key Questions:</u> Can you show the number __? What does one more/one less mean? How can you find one more/one less? How can you use a number line/number square to find it?</p>
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Activities

This week the children will recap counting from 50 to 100. They will use a number square to identify what numbers come before and after.

CT to ask children to come up and highlight a number before or after a number from 50-100. Encourage children to speak in full sentences.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Possible sentence stems

- The number that comes after _____ is _____.
- The number that comes before _____ is _____.

They will also watch engaging videos about counting to 100

Today we are going to learn to count on from 50 to 100.

Listen to the counting song

What number comes after 57?
 What number comes before 73?
 What number comes after 66?
 What number comes before 99?

Task:

Today children will use a number line to fill in the missing numbers up to 100.

2 Complete the number lines.

a)

b)

c)

Children will listen to the 100 song and warm up video!

Task:

Children will recap partitioning tens and ones using a part part whole model.

Our turn
Practise together

There are ___ tens.
 There are ___ ones.
 The number is ___

Children explore the link between the number names, the digits used and the tens and ones structure to support their understanding of numbers up to 100

Task:

1 Here are 63 cakes.

Complete the sentences.
 There are trays of 10 cakes.
 There are more single cakes.

2 Here are 57 sweets.

Complete the sentences.
 There are bags of 10 sweets.
 There are single sweets.

3 The base 10 shows the number 74

Complete the sentence.
 74 has tens and ones.

In this lesson children will use base 10 to identify and compare the tens and ones of a number. They will use the $>$ $<$ $=$ symbols.

Today we are going to focus on comparing two numbers...

Let's recap the greater than, less than and equal symbol in the song.

Children will also listen to the greater than, less than and equal symbol song.

Task:

2 Write $<$ or $>$ to compare the numbers.

a)

b)

c)

Today children will refresh one more and one less. They will use number squares and number lines to work together and identify one more and one less of a given number.

Today we are going to recap one more and one less.

One more means the number is getting _____

One less means the number is getting _____

Let's listen to the one more and one less song!

Task:

Key learning

Choose a number. On a hundred square, remove or cover up the numbers before and after your number. Ask children to tell you 1 more and 1 less than your number.

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15. Monday 10th June 2024
 1.1. You are learning to count from 50 to 100.

Teacher's response: _____
 All children: _____

Independent Clear Teacher Looking Assistant

Try counts forwards from 57
 Run counts forwards from 50
 Run counts backwards from 75

Complete the number tracks.

a)

65	66	68	69	70
----	----	----	----	----

b)

80			84	86
----	--	--	----	----

c)

	57	58	59	
--	----	----	----	--

d)

95	94	93				
----	----	----	--	--	--	--

Write the next three numbers, complete the empty squares.
 Write the next three numbers.
 Join the balloons in order, start at 78.
 Order the numbers that Tug will say.

Missing Numbers: Number Line Activity 0 - 100

There are some numbers missing on the number lines below.
 Can you work out what the missing numbers are and write them in the spaces to complete the number line?

- | | | | | | | |
|----|----|--|----|----|--|----|
| 67 | 68 | | 71 | 72 | | 75 |
|----|----|--|----|----|--|----|
- | | | | | | | | |
|----|----|--|----|--|----|--|----|
| 50 | 51 | | 54 | | 56 | | 59 |
|----|----|--|----|--|----|--|----|
- | | | | | | | | |
|----|----|--|----|--|----|--|----|
| 18 | 19 | | 23 | | 25 | | 27 |
|----|----|--|----|--|----|--|----|
- | | | | | | | |
|----|----|--|----|----|--|----|
| 38 | 37 | | 34 | 33 | | 30 |
|----|----|--|----|----|--|----|
- | | | | | | | | |
|----|--|----|--|----|--|----|----|
| 89 | | 91 | | 93 | | 95 | 96 |
|----|--|----|--|----|--|----|----|
- | | | | | | | | | |
|-----|--|--|----|----|--|----|----|----|
| 100 | | | 96 | 95 | | 93 | 92 | 91 |
|-----|--|--|----|----|--|----|----|----|
- | | | | | | | | |
|----|--|----|----|--|--|----|----|
| 46 | | 48 | 49 | | | 53 | 54 |
|----|--|----|----|--|--|----|----|
- | | | | | | | | | |
|----|----|--|--|--|----|----|--|----|
| 93 | 92 | | | | 88 | 87 | | 84 |
|----|----|--|--|--|----|----|--|----|
- | | | | | | | | | |
|---|--|--|---|--|--|---|----|----|
| 3 | | | 6 | | | 9 | 10 | 11 |
|---|--|--|---|--|--|---|----|----|
- | | | | | | | | |
|----|--|--|----|----|--|--|----|
| 29 | | | 26 | 25 | | | 22 |
|----|--|--|----|----|--|--|----|

Challenge

- | | | | | | | | | | | |
|----|----|--|--|----|--|--|----|--|----|----|
| 80 | 82 | | | 88 | | | 92 | | 96 | 98 |
|----|----|--|--|----|--|--|----|--|----|----|
- | | | | | | | | | |
|----|----|--|----|--|--|----|--|----|
| 58 | 56 | | 52 | | | 46 | | 42 |
|----|----|--|----|--|--|----|--|----|

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Music – Sing Up

LI: We are learning to explore Nautilus through movement and active listening

Children will:

- Learn about composer Anna Meredith.
- Explore the piece using movement.
- Feel the beat using whole body movements.

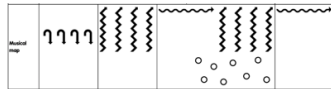
About the composer



- This is the composer of *Nautilus*, Anna Meredith.
- She is also a producer and performer.
- She is Scottish.
- Her music covers lots of different styles.

Explore *Nautilus* – match movements to music

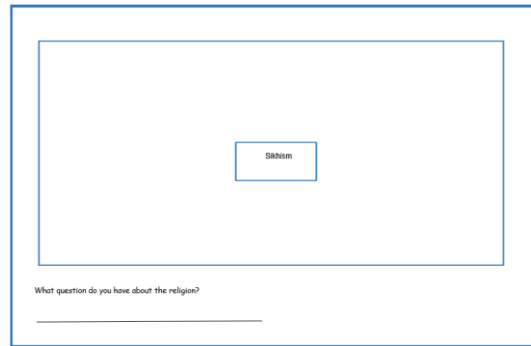
Match your movement to the music. Focus on the low, high, and rising sounds in the piece. Use the listening map as a guide:



RE – Widening Horizons

LI: We are learning to brainstorm what we already know about Sikhism.

This half-term in RE we are going to be looking at Sikhism. Children to write what they already know about the religion.



PE – Get Set 4 PE

Athletics

LI: We are learning to move at different speeds over varying distances.

Pupils work in pairs with one cone between them. They start behind a line with an end line approx. 20m in front. Pupil A begins a step behind the start line with the cone at their feet. Pupil B is going to see how many times they can walk to the end line and back in the time it takes for their partner to complete 10 jumps. Change roles. Repeat the activity this time the pupils see how many times they can jog to and from the lines in the time it takes for their partner to complete 10 jumps over the cone. Change roles. Repeat the activity this time, pupils see how many times they can run to and from the lines



in the time it takes for their partner to jump 10 times. Ask the pupils to guess how many of their partners' jumps they think they can run for. Explain they must maintain a running pace through the entirety of the challenge, so guess appropriately. Pupil A to tell pupil B the number of jumps they want them to make and then to try to run until their partner has completed the jumps.

Striking and fielding

LI: We are learning to develop underarm throwing and catching.

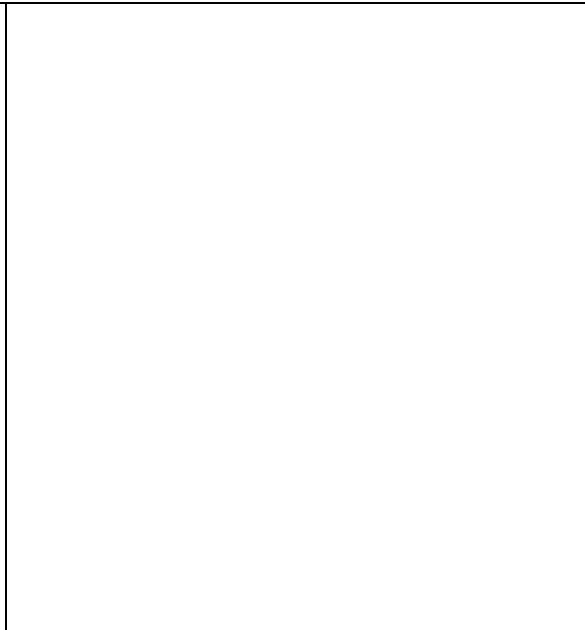
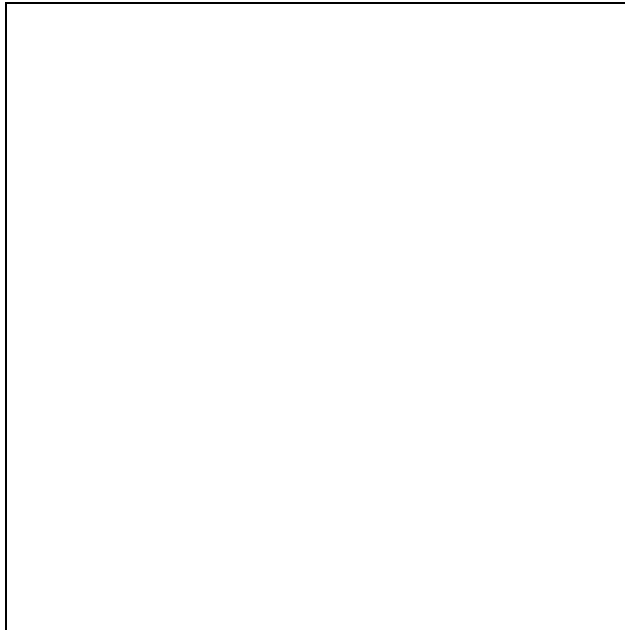
In groups of three with one beanbag. Introduce the teaching points of throwing and catching.

Throwing: hold the beanbag in one hand, just like when rolling the ball, we use a straight arm to swing the beanbag back and then forwards. Step with the opposite foot to throwing hand. Finish with your hand pointing at your target.

Catching: begin in the ready position, feet shoulder width apart and knees bent. Look at the beanbag. Track the beanbag and move your feet to get in

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line with it. Meet the beanbag with hands out ready to catch, bring it in to your body.



Pupils stand approx. three big steps away from each other, practising throwing and catching. How many can they do in a row without dropping it?

Make this harder by increasing the distance they throw over or by using a tennis ball. Pupils throw and catch whilst counting in tens out loud. How many tens can they get to? Repeat counting in twos. Then they try to complete the alphabet whilst throwing and catching, saying a letter for each catch.

Art – Kapow

PSHE - Jigsaw

LI: We are learning to paint using different tints and shades.

In the lesson the children are going to be using watercolour paint to draw and paint one of the landmarks of London.

Choose from one of the landmarks.

First draw the landmark in your book, including the background.

Then use the watercolour paint to paint in your drawing.

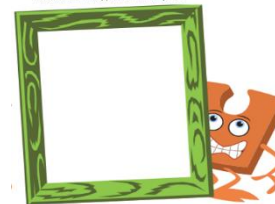


LI: We are learning to recognise our own qualities as a person and a friend.

Children are going to look at how we are a good friend towards other people and why we are incredible.

Week beginning: 2nd June 2024
LI: We are learning to recognise our own qualities as a person and a friend.

Draw a picture of yourself in the frame being a good friend.
Then underneath write why you are an incredible person.



I am incredible because

Week beginning: 3rd June 2024
LI: We are learning to recognise our own qualities as a person and a friend.

Draw a picture of yourself in the frame being a good friend and write one thing you do to be a good friend.



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Science - Wellington Curriculum

LI: We are learning to sort a range of animals into groups based on their physical characteristics.
We are learning to gather and record simple data.

Children will have a range of animals where they will sort into a Carrol Diagram based on their physical characteristics. First- children will have a Carrol diagram on A3 sheet and as a group they will have pictures of animals they will need to sort based on the headings they have on their sheet.

Next-children will use the diagrams they did on the table to help them write it into their books.

Topic (Geography) – Wellington Curriculum

LI: We are learning to compare the UK to Kuala Lumpur

In this lesson, children will learn that the capital city of Kuala Lumpur is Malaysia.

Children will learn the landmarks of Malaysia and what they are called.

Children will then compare what Malaysia has compared to the UK.

E.G. In London we are London underground, but in Malaysia they have the monorail.

Week beginning - Monday 20th May 2024

LI: We are learning to compare the UK to Kuala Lumpur

Computing – Barefoot and Teach Computing

LI: We are learning to identify that the look of text can be changed on a computer

Children will begin to explore the different tools that can be used in word processors to change the look of the text. They will use the Caps Lock key to add capital letters to their








writing and will begin thinking about how to use this successfully. Children will match simple descriptions to the related key. Finally, children will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.

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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
<p style="text-align: center;"><u>Reading</u></p> <p>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.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><u>Spellings</u></p> <p>Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.</p> <p>Remember to write your spelling sentences in your purple reading task book.</p> <div style="display: flex; justify-content: center; align-items: center;">   </div>	<div style="text-align: center;">  </div> <p><u>Doodle Maths</u> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p>	<p>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.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p>