

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 30.09.24

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>To use conjunctions to organise and sequence ideas.</p> <p><u>The Language of Sequencing</u></p> <p>First.. Next... After that...</p>	<p>To take opportunities to try out new language.</p> <p><u>The Language of Description</u></p> <p>They are... because... It is a (adjective) / (noun) ... has ...</p>	<p>To take opportunities to try out new language.</p> <p><u>The Language of Description</u></p> <p>They are... because... It is a (adjective) / (noun) ... has ...</p>	<p>To take opportunities to try out new language.</p> <p><u>The Language of Description</u></p> <p>They are... because... It is a (adjective) / (noun) ... has ...</p>	<p>Ask a question to help with understanding.</p> <p><u>The Language of Explanation</u></p> <p>How? Why? Where? When?</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u></p> <p>toys space resourceful thoughtful spaceship abandoned brave first next finally</p> <p><u>Key questions:</u></p> <p>Can you locate the characters from the story? Why do you think the character is brave? How did the character's feelings change throughout the story? Were the toys really in space?</p>	<p><u>Key Vocabulary:</u></p> <p>space stars planets moon spaceship dark twinkly bright glowing</p> <p><u>Key questions:</u></p> <p>Can you describe the setting? What adjectives can you use to describe stars? How did the characters feel in space? How did the garden change as time passed? Why had the toys not seen space before?</p>	<p><u>Key Vocabulary:</u></p> <p>adjective noun space planet earth moon sky star huge</p> <p><u>Key questions:</u></p> <p>How does this setting make you feel? Can you explain the difference between a noun and an adjective? What can you see/hear in this setting? How can you create a picture in the reader's mind?</p>	<p><u>Key Vocabulary:</u></p> <p>adjective noun space planet earth moon sky star huge</p> <p><u>Key questions:</u></p> <p>Can you describe one feature of space? What colours can you see? What do you think you can hear? Would you like to visit space? What are your most powerful adjectives?</p>	<p><u>Key Vocabulary:</u></p> <p>how what who where when why question Hoctopize</p> <p><u>Key questions:</u></p> <p>What would you like to ask Hoctopize? How is he different from the other characters? Where do you think he was before the spaceship? Why does he get upset? How did the character's support him?</p>

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Activities



Show the

children the front cover of their new book. Children will make predictions about what might take place in the story. Children will then identify and locate the characters in the story (recalling their names).

Children will then discuss key events in the book and identify where the story is taking place.



Table top activity:

Matching each character to their names.



Creating a lost poster for a toy that is missing from Earth.



Children will discuss where the story initially began and how the setting changed.

They will look at a range of images of space and explore key vocabulary associated with space e.g. stars, planets, moon, sky, universe.

Once children have explored the vocabulary they will then collect adjectives to describe nouns e.g. the bright shining stars.

Table top activity:

Creating a space themed drawing and composing a space word mat for WonderDoll.



Recording- children to create a setting description of space using adjectives and their photograph of their space art.

Using their own word mat from yesterday children will recall their adjectives.

Children will identify the difference between a noun and an adjective.

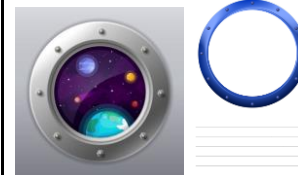


Next children will then compose their own sentences to describe the space setting.



Table top activity:

Children describe space from looking out of a 'rocket' window.



Recording- children to create a setting description of space using adjectives and their photograph of their space art.

Children will record their adjectives from their word mats and working wall on a defining frame.

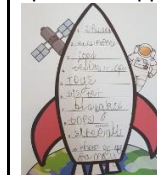


The children will then discuss which adjectives are more 'powerful' than others. Children will then compose their own sentences about a feature of space e.g. the moon and include a 'powerful' adjective, capital letter and full stop.



Table top activity:

Creating a list of what they will see in space and applying adjectives.



Recording- children to create a setting description of space using adjectives and their photograph of their space art.

Children will recall the role Hootpize played in the story.

Children will then learn that questions require a question mark.



The children will then look at question start words and begin to record a range of questions they would like Hootpize to answer.

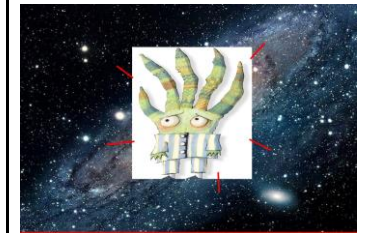


Table top activity:

Recording questions for Hootpize using a question mark.


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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review Words: coin way toy Encourage fluent independent reading.</p> <p>Teach Use PPT to teach the plural spelling rule. Refer back to previous teaching, can the children remember the rules for plurals? Focus on the difference in pronunciation between s and es (iz) and when you add 'e' before the 's'. <i>NB: words ending in ch/sh/x/zz/ss/s add 'es'.</i></p> <p>Activity The monsters are preparing for a disco and they need to buy more than one of everything. Help write the shopping list. Words: dishes pizzas glasses plates bunches (of flowers) chairs (party) hats drinks sandwiches</p>	<p>Review Words: join play Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach Teach Blending to Read Use PPT to review decodable words using weeks 1-3 target GPCs. Words: well fuss buzz sack sink match live have main wait coin foil day way toy enjoy</p> <p>Activity 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</p>	<p>Review Fluency Reading Words: soil tray annoy Encourage fluent independent reading.</p> <p>Teach Use PPT or grapheme card to review 'a-e'. Words: made take snake same late came make wave gate name blame. Challenge: wave: waves-waving-waved blame: blames-blaming-blamed</p> <p>Activity Practise Blending & Segmenting Use the a-e flashcards for the children to sort into 'family groups': 'ave' 'ate' 'ale' 'ake'. Encourage children to blend each word before sorting and recording. Words: take late make cake snake fake lake wake ate sale gave wave brave shake gate date plate</p>	<p>Review Words: boil boy Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach Encourage children to blend to read the alien words using this week's graphemes. Remind the children with alien words they need to blend carefully. Words: mape sabe chake yame dape bafe dake snate slape faste temale slape plame grabe</p> <p>Activity Encourage children to add sound buttons to the words, identifying this week's target graphemes. Encourage children to blend to read words.</p>	<p>Review Fluency Reading Words: point away enjoy Encourage fluent independent reading.</p> <p>Teach Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: boxes goats catches toys lives dishes chains cakes bakes shape brave waves same planes plates</p> <p>Activity Words and HFWs/CEWs from this week's learning or use words selected to create flashcards using colour coding.</p>

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of Judith Kerr books</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to understand the part whole model. (Understanding)</u>	<u>LI: We are learning to use the part whole model. (Applying)</u>	<u>LI: We are learning to write number sentences (Understanding)</u>	<u>LI: We are learning to use the part whole model for addition. (Creating)</u>	<u>LI: We are learning to add 2 numbers together. (Applying)</u>

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>Key Vocabulary:</u> Part Whole How many Altogether Total adding</p> <p><u>Key Questions:</u> Where is the whole? Where are the parts? Is the whole greater than the part? Is the whole always greater?</p>	<p><u>Key Vocabulary:</u> Part Whole How many Altogether Total adding</p> <p><u>Key Questions:</u> What can you see? Have you still got 5? What do you notice about the whole and the parts? What happens when you put the parts back together?</p>	<p><u>Key Vocabulary:</u> Number sentences Addition Equal to Part Whole</p> <p><u>Key Questions:</u> What symbol is +? What does the addition symbol mean? Do numbers get smaller or bigger with the addition symbol?</p>	<p><u>Key Vocabulary:</u> Number sentences Addition Equal to Part Whole</p> <p><u>Key Questions:</u> How many parts make a whole? Is there another way to add numbers together?</p>	<p><u>Key Vocabulary:</u> Whole number 2 parts Equal Addition</p> <p><u>Key questions:</u> Which number tells you how many you had to start with? Which number shows what has been added?</p>

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	Can zero be a part? Can the parts be swapped around?	How many different ways can you split the whole in to two parts?	What does '=' mean?		Which number shows the total?
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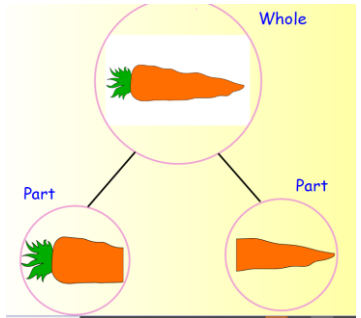
Activities

In this lesson, the children begin to think about parts and wholes. At this stage, children should be given the opportunity to explore this concept through play and physical activities.

They will be learning how to use the part-part whole method to add numbers.

CTs will do a carpet activity with the children to help them understand the concept better encouraging children to use the mathematical language- part and whole.

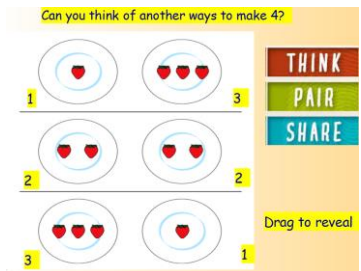
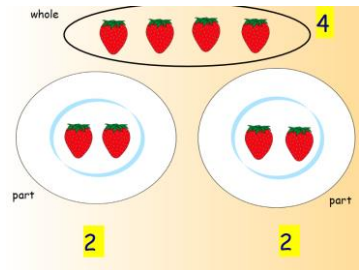
Resources: hoops, bean bags and other objects



In this lesson, the children will be learning different ways to use the part whole model. The main teaching point is for children to see that a whole group of objects can be composed of two or more parts and that they can represent this using a part-whole model.

Children will also think about the other ways to make that number.

CTs will do a carpet activity asking children questions such as:



Today the children will continue to practice part whole modelling but will also learn about the addition symbol. They will learn that the name of + is addition and plus. They will also learn about equal to symbol.

The + symbol 'plus'

Children will then use to + to work out the question. Children will also be encouraged to use the number sentence.

They will be encouraged to use the mathematical language- plus, equal to, altogether, total

Table top:

The + symbol 'plus'

$2 + 1 = 3$

Children will then use to + to work out the question. Children will also be encouraged to use the number sentence.

What happens when you put the parts back together? How many different ways can you split the whole into two parts?

Find three different ways to make 4

$4 = 2 + 2$

$4 = 1 + 3$

$4 = 3 + 1$

Have a think

How many apples are there in each circle? Let's count them.

How many do we have altogether?

$3 + 2 = 5$

Today, children will be learning how to write different number sentences. They will also think if there is another way to write the sum.

Children will also be asked questions such as:

What happens when you put the parts back together? How many different ways can you split the whole into two parts?

Table top activity:

Your turn

Is there another way to write the sum?

$4 + 1 = 5$

$1 + 4 = 5$

Children will also be asked questions such as:

What happens when you put the parts back together? How many different ways can you split the whole into two parts?

Find three different ways to make 4

$4 = 2 + 2$

$4 = 1 + 3$

$4 = 3 + 1$

Have a think

Table top activity:

In this lesson, children will learn how to add 2 numbers together using number sum and part whole method.

They will be watching engaging videos to help them understand better

Children will learn how to draw part-whole models to match the counters.

Table top activity:

8

Is there another way to write the sum?

$4 + 4 = 8$

How many horses add and move?

1 Draw part-whole models to match the counters. Write two addition sentences for each part-whole model.

a) $2 + 2 = 4$

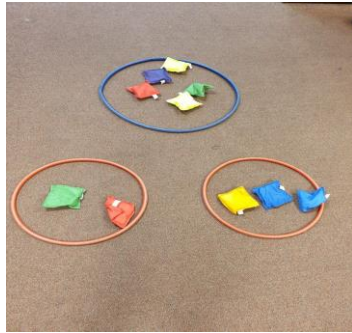
b) $3 + 1 = 4$

c) $1 + 3 = 4$

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Collect 7 cubes - Show me 1 is a part and 6 is a part, show me 5 is a part and 2 is a part.

Resources: cubes, hoops



Table top activity:



Table top activity:



Table top activity

Children to use objects to add numbers and then write the number sentence.

saved in folder

Children to use concrete objects such as number cubes.


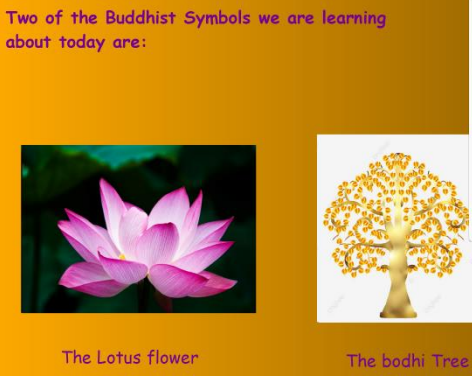
Table top activity

Children to write numbers to add the parts to make whole and then writing number sentences

Write all of the different pairs of numbers that add up to make the number the larger shape.

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to experiment with sound to create aquarium-inspired music.</u></p> <p><u>Key Vocab:</u> Dynamics: soft, loud. Tempo: fast, slow. Structure: ternary form.</p> <p><u>Key Questions:</u> How can we work together to create musical composition? Can you use the symbols to write down the compositions?</p> <p>In this lesson, we will Play percussion instruments gently, quietly, and slowly. Find out what an aquarium is and what lives in it. Work together in groups to create our own aquarium music and draw symbols to show our music.</p> <div data-bbox="136 932 685 1217" data-label="Image">  <p>Fish diving sounds</p> <p>Use your voice to make a sound like a fish swooping downwards.</p> </div>	<p><u>LI: We are learning about Buddhist symbols and their meaning</u></p> <p><u>Key Vocab:</u> symbols, The Lotus flower, pure, growth, religion, faith, Bodhi Tree</p> <p><u>Key Questions:</u> What do you know about Buddhism? Who was Buddha? What was his story? What are the Buddhist symbols?</p> <p>In this lesson, children will learn about the Buddhist symbols; The Lotus flower and The Bodhi Tree. The Bodhi tree is the tree under which Lord Buddha found the truth about life. Therefore, the Bodhi tree became a symbol of the Buddha's presence and an object of worship. The lotus flower is a sign of being pure. This flower begins in mud at the bottom of the water but grows tall and rises above the surface to be a beautiful flower, just like Buddhists should grow and live a good Buddhist life.</p> <p>Children will then draw the two symbols that they have learnt from this lesson and write about their meaning.</p> <div data-bbox="954 938 1424 1315" data-label="Image">  <p>Two of the Buddhist Symbols we are learning about today are:</p> <p>The Lotus flower The bodhi Tree</p> </div>	<p><u>LI: We are learning to explore changing directions and dodging.</u></p> <p><u>Key Vocab:</u> direction, dodging, balance, safety, teamwork</p> <p><u>Key Questions:</u> what movements can you do to escape faster? What do you have to do with your body to get away?</p> <p>Penguins and peacocks: Give each pupil a band (their feather), they are now a Peacock. One pupil begins without a feather, they are a Penguin. The aim of the game is to get as many feathers as possible. If they lose their feather they become a Penguin, if they gain a feather they are a Peacock. Only Penguins can steal feathers and they can only take one feather at a time from a peacock. All feathers must be visible.</p> <p><u>LI: To move towards goal with the ball</u></p> <p><u>Key Vocab:</u> High needs, jogging, skipping, side step, backwards jogging, goal.</p> <p><u>Key Questions:</u> How can you keep the ball close to you to keep control? What do you need to do to see the defender?</p> <p>Attackers have a ball each and start in between two cones 3m wide. When the defender says go, both attackers dribble their ball through the goal (two cones) on the opposite side. If the defender wins the ball by holding it in two hands, they swap roles with the attacker. Defenders can take a ball if the attackers lose control of it. Attackers score one-point every time they successfully dribble the ball through the goal. Keep your head up to see the defender and move into space away from the defender but towards the goal. Keep the ball close to you to keep control of it. Take turns at being the defender every few times the attackers get across.</p>

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Art – Kapow

LI: We are learning to develop an understanding of mark making

Key Vocab: observational, drawing, techniques

Key Questions: Do you think your drawing shows what the object feels like? How many different types of marks did you use? Do you like your finished drawing?

Explain to the children that they are now going to develop their drawing skills further by exploring ways to use drawing tools to make interesting marks and lines to add detail and texture when they draw. This is called mark making.

Continue playing the *Pupil video: Mark making* from 1:24 minutes to the end.



PSHE - Jigsaw

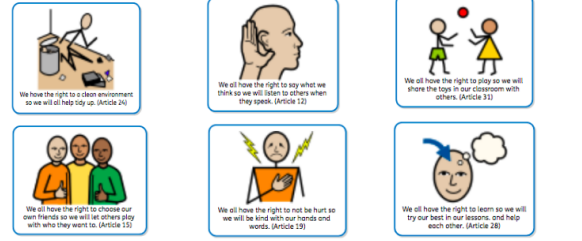
LI: We are learning to understand the consequences of our actions

Key Vocab: consequences, actions, behaviour, team work, dojo points, positive behaviour, negative behaviour

Key Questions: what do you think should be the consequences of negative behaviour? What does the word consequences mean?

At the start of term, we voted for our most important rights for the Class Charter. We can choose whether we want to follow the character or not, but there will be a consequence. If we made the wrong choice the consequences may not be good. Therefore, together as a class we will choose the consequences of negative behaviour.

Vote for the right and action you would like your class to remember this year. The four rights and actions with the most votes will become our class charter!



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
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LI: We are learning to investigate our sense of touch

Key Vocab : 5 senses, smell, hear, touch, feel, taste,

Key Questions: how does it feel? What does it feel like? what could it be? What are the 5 senses? Which body part helps us?

In this lesson, we will label body outlines from the Engage stage. Ask children to talk in their groups about what we use each body part for, adding relevant words around the labels if desired. Encourage children to feed back on the functions they discussed and address any misconceptions before focusing on the body parts associated with the senses.

We will then discuss each sensory body part and encourage children to describe in detail what their senses can do; for example, their ears can hear loud, quiet, low and high sounds, and their tongues can taste salty and sweet flavours.

Finally we will give each child an Exploring senses recording sheet and ask them to complete each task, providing support where necessary. Work through the children's answers and findings at the end of the session.

LI: We are learning about family trees

Key Vocab: family, family tree, brother, mother, sister, father, step dad, step mum, grand parents

Key Questions: who would you include in your family tree? who's in your family? Do you have any brothers or sisters in the family?

We will build the family tree as described in the story. Teachers will encourage the children to talk about William's family and the relationships between them. CT will invite them to ask and answer questions, such as 'Who are William's parents? Who are William's grandmothers? What is his Dad's mum called?' We will challenge the children to consider what their family tree would look like and explore the idea that everybody's family tree will look different because each family is unique. Children will use the My family tree template to create their family tree. When complete, the children will share their work, highlighting relationships between themselves and other family members.

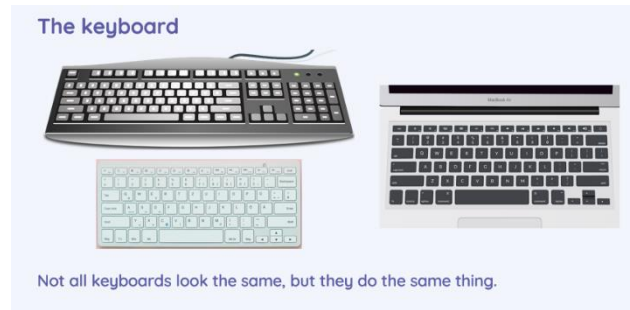


LI: We are learning to use a keyboard to type on a computer.

Key Vocab: keyboard, purpose, icon, programme, demonstrate

Key Questions: what is a keyboard used for? Can you type your name? what is a mouse used for?

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.



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Independent activities the children will access this week

English



Re-telling the story 'Toys in Space'

Maths



Weekly



Teeth cleaning activity

Creative task



Creative task






Re-creating illustrations from the text

Creative task




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Phonics	Phonics	Phonics
		

Homework

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

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</p>	<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><u>Doodle Maths</u> – Log on to your account at least three times this</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</p>

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Monday.

Your teacher will check, mark and sign your work once a week.

Try and login to Bug Club and Reading Eggs.



Remember to write your spelling sentences in your purple reading task book.



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?

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;

Reading Café dates for specific classes

Week 5 - 28.01.25 Willow

Week 6 - 04.02.25 Maple

Week 7 - 11.02.25 Beech