

Weekly Overview of Learning

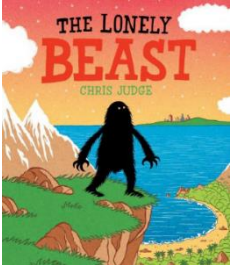
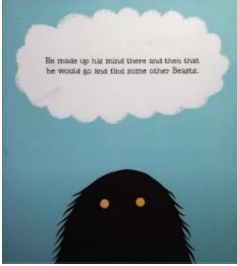
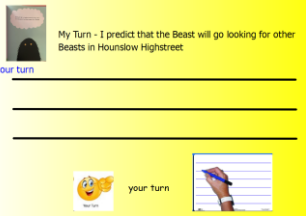
Year Group: Year 1 Week beginning: 6.1.25

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><u>LI: We are learning to recall key events and details from the text to help us make a prediction.</u></p> <p>We are focusing on listening carefully to key details in the text and retelling them to our partner.</p> | <p><u>LI: We are learning to use the information we have read so far to make a reasonable prediction about what might happen next..</u></p> <p>We are focusing on discussing with a partner why specific events in the text might lead to particular outcomes.</p> | <p><u>LI: We are learning to explain why a specific event or detail might lead to a particular outcome</u></p> <p>We are focusing on sharing our predictions about what might happen next and explaining our reasons to the group.</p> | <p><u>LI: We are learning to identify patterns or clues in the text to support our predictions.</u></p> <p>We are focusing on identifying and discussing patterns or clues in the text during group conversations.</p> | <p><u>LI: We are learning to justify our predictions by comparing them with evidence from the text.</u></p> <p>We are focusing on listening to others' predictions and giving feedback by comparing them to evidence from the text.</p> |
| Key vocabulary and Key Blooms higher order thinking questions | <p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> • Predication • Clues • Evidence • Key details • Infer <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What has happened so far in the story? • What clues in the text help us think about what might happen next? • How do the pictures or words help us make a prediction? • Do you think your prediction is reasonable? | <p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> • Explain • Reason • Event • Outcome <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Why do you think that might happen next? • What part of the story made you think that? • Can you find a specific detail in the story to support your prediction? | <p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> • Pattern • Clue • Evidence • Support <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Can you find a pattern in the events of the story? • What clues in the text or pictures help you make your prediction? • How does the sequence of events so far guide your thinking? • Why do you think this pattern or clue is important? | <p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> • justify • text evidence • reasoning • reasonable • prove <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • How does the evidence you found prove your prediction is reasonable? • Can you explain why your prediction fits with what has already happened in the story? • What part of the story do you think is most important for justifying your idea? | <p><u>Key Vocabulary: (specific to lesson)</u></p> <ul style="list-style-type: none"> • Outcome • Compare • Accurate • Reflection <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • How does the outcome of the story compare to your prediction? • What was different, and why do you think that happened? • What can you learn from reflecting on your prediction and the story outcome? |


Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

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| <p>Activities</p> | <p>The lesson begins with a shared reading of a simple, engaging story. The teacher introduces the concept of making predictions using textual clues and models a prediction, explaining the reasoning behind it. Children then work in pairs to discuss what might happen next in the story, using evidence from the text and illustrations. They will share their predictions with the class, practicing using the key vocabulary to justify their ideas. The lesson concludes with the teacher reading further to reveal what happens next, allowing children to compare the outcome with their predictions</p> <p>Table Top:</p>  | <p>The lesson starts with a quick recap of the previous lesson's concept of making predictions. The teacher reads a new section of a story, stopping at a key moment. The focus now shifts to explaining <i>why</i> predictions are made, emphasizing using evidence from the text. The teacher models an explanation of a prediction, explicitly pointing to a specific detail in the text or illustrations. The lesson ends with the teacher reading the next part of the story, comparing the outcome to children's predictions, and reflecting on the importance of evidence in making reasonable predictions.</p>  | <p>The lesson begins with a discussion about how stories often have patterns (e.g., repeated actions or phrases, or predictable character behaviour).</p>  <p>The teacher encourages children to use sentence starters like, "I noticed that ___ happened more than once, so I think ___." children share their predictions and explanations with the class, ensuring they reference specific patterns or clues to justify their thinking. The lesson concludes with reading the next part of the story, allowing children to reflect on how well their predictions matched the outcome and how patterns helped guide their ideas.</p> | <p>The lesson begins with the teacher reviewing the concept of text evidence and why it's important to justify predictions. The teacher models how to locate specific details in the text and use them to support a prediction, using think-aloud strategies like, "This part of the story shows that ___, so I think ___." children read a new segment of the story in pairs or groups, identifying specific evidence that supports their own predictions. They practice justifying their ideas using sentence stems such as, "I think ___ because the text says ___." The teacher reads the next part of the story, and children evaluate whether their justifications were strong and reasonable. The lesson concludes with a reflection on why using text evidence makes predictions stronger.</p> | <p>The lesson starts with the teacher reading the conclusion of a story. Children's are asked to recall their predictions and discuss how their ideas compare to the actual outcome. The teacher models comparing a prediction to the outcome, highlighting similarities and differences and reflecting on what made the prediction accurate or inaccurate. The class reflects on how using evidence and patterns helped make their predictions stronger. The lesson concludes with a discussion about how making predictions improves understanding of stories and encourages active reading. children write a short reflection on how they can use these skills in future reading.</p> |
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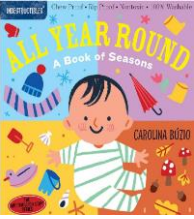
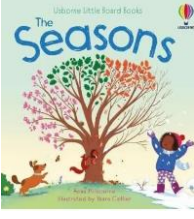

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

| Additional Literacy Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|--|---|---|---|---|
| <p>Phonics</p>  | <p>Review <i>GPC Review</i> Review graphemes using PPT or flashcards. Use random order.</p> <p>Teach 'ue is a rare grapheme. This spelling is usually used when the 'oo' sound is at the end of a word.</p> <p>Action: Make a round mouth and show by circling with your finger without touching. Sound Cue: blue glue</p> <p>Activity Model segmenting to spell.</p> <p>Words: roof blue flute glue prune hoop clue brown rude Use exercise book, individual whiteboards or create own flashcards. You may wish to print out pictures for children to select and spell. Use colour coding to highlight grapheme within word. OR Record on the downloadable sheet. Children to sort words</p> | <p>Review Words: bow shout Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach Blend to read words using scaffolded-whisper-independent. Words: due cue value statue argue venue pursue fuel Tuesday tissue</p> <p>Challenge: values valued argues argued</p> <p>Activity Read the sentences and add the missing 'ue' words. Read along with the children to identify missing words.</p> <p>The park is full of <u>statues</u>. I used a <u>tissue</u> to blow my nose. They <u>rescued</u> the kitten from the tree. I will not <u>argue</u> with my</p> | <p>Review Words: house flower pillow Encourage fluent independent reading.</p> <p>Teach Blend to read words using scaffolded-whisper-independent. Words: grew flew drew threw blew chew crew screw</p> <p>Challenge: chews chewed chewing</p> <p><i>Reading Sentences</i> The birds flew high in the sky. On Tuesday a few of the crew argued.</p> <p>Activity Model segmenting to spell using phoneme fingers.</p> <p>Words: grew flew drew chew crew screw Use exercise book or individual whiteboards. OR Use the downloadable sheet- ew activity.</p> | <p>Review Words: crown throw 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: Cool Blue: plue zue U-Hoo: tue fue igue zalue Cool Blue: prew slew zew gew shew clew</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><i>Writing Sentences – Dictation</i> Sentence: The crew argued about the statue.</p> | <p>Review Words: powder mouth window 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: true value flew clue statue blew glued pursue screw blue chew argues Tuesday grew</p> <p><i>Reading Questions</i> Is it true that glue is blue? Can you use a tissue to clean a statue? Can you chew on a screw?</p> <p>Activity <i>Review:</i> play way say may away been need keep feet snow grow window know three tree trees green sleep queen please</p> |

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

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| | <p>into correct grapheme 'oo', 'u-e' or 'ue'</p> | <p>friend. The car ran out of <u>fuel</u>.</p> | <p>Model segmenting to spell as above. Ensure children have opportunities to correct any errors.</p> | | <p>ever never river under better after</p> |
| <p>Class Text – Reading Aloud 10-15 mins each day</p> | <p>This week the classes will be reading a range of books about Science during their reading aloud session.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> | | | | |

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

| Maths | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|-------|--|---|---|--|--|
| | <p><u>LI: We are learning to deepen our understanding of comparing numbers (learn)</u></p> | <p><u>LI: We are learning to deepen our understanding of comparison symbols. (Understand)</u></p> | <p><u>LI: We are learning to order numbers. (Apply)</u></p> | <p><u>LI: We are learning to apply our knowledge of ordering numbers when solving simple word problems (Apply)</u></p> | <p><u>LI: We are learning to practice ordering numbers using objects. (Evaluate)</u></p> |

| 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"> • Compare • greater • smaller • more • less • equal to <p>Key Questions: When you count from zero, which of the numbers do you say first? Which number is further along the number line? Which number is greater? How do you know? Which is the smaller number? How do you know?</p> | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • crocodile symbols • greater than • smaller than • equal to • increase • decrease <p>Key Questions: Which number is greater? How do you know? Which is the smaller number? How do you know? What does each symbol mean? Can you tell me a number that is less/greater than?</p> | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • ordering • compare • Symbol • Greater than • Less than • Equal to • Value <p>Key Questions: How did you compare the groups? How do you know that group has the most/fewest? How do you know that group is the greatest/smallest? How can you show the numbers using cubes or counters?</p> | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • ordering • compare • Symbol • Greater than • Less than • Equal to • Value <p>Key Questions: Do you need to start with the smallest or the greatest number? Which number is the greatest/smallest? How do you know? Do all the numbers have tens? How does this help?</p> | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Order • value • greatest • smallest • most • fewest • less • place value <p>Key Questions: Which number is greater? How do you know? Which is the smaller number? How do you know? Which is the greater number? How do you know?</p> |

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

Activities

In this lesson, children will practice comparing numbers to deepen their understanding. They will determine which is greater, smaller, or if they are equal.

Whitney and Jack have each made a number.

Who has made the greater number?

Children can use their knowledge of counting to support them. For example, because they say 16 after 15, they know that 16 is greater than 15.

Write smaller or greater to compare the numbers.

15 is ___ than 11
11 is ___ than 15

Through hands-on activities using number cards, counters, and number lines, they will develop their

In this lesson, children will be reminded of the greater than, less than and equal to crocodile symbols. They will understand that crocodiles always eat the greater number!

Let's use the symbols $>$, $<$, and $=$ to compare numbers. You and your friend.

Symbol Greater than, Less than, Equal to, Compare Value.

Which way will the alligator face?
What number will the alligator eat?

Children will practice using a number line and work in pairs to solve comparison problems with cards or manipulatives. The lesson will end with a short quiz or game to check understanding.

Let's play a fun game

42 >

| | |
|----|----|
| 50 | 45 |
| 15 | 44 |
| 52 | 42 |

Today, the children will learn to order numbers. They will look at ordering numbers from smallest to greatest and greatest to smallest.

Let's order these numbers

49 36 55

a) Which number is the smallest?

b) Which number is the greatest?

c) Write the numbers in order. Start with the smallest number.

Children will be exposed to different methods for ordering such as comparing two groups initially and lining groups up. Children will be encouraged to use the language they used in the previous step as well as "greatest", "smallest", "most" and "fewest".

What numbers are these?

Tens Ones

a) Which number is the smallest?

b) Which number is the greatest?

c) Write the numbers in order. Start with the greatest number.

In this lesson, the children will be applying their knowledge of ordering numbers to solve simple word problems.

Here are three groups of sweets.

Put the groups in order. Start with the one that has the most sweets.

Children need to apply their knowledge of tens and ones to help them work abstractly. For example, when ordering 8, 17 and 14 children should recognise that 8 is the only number that does not have 1 ten, therefore 8 is the smallest of the three numbers.

Mo, Max and Kim use counters to make numbers.

Mo:

Max:

Kim:

What numbers have they made?
Who has made the greatest number? How do you know?
Who has made the smallest number? How do you know?
Write the numbers in order. Start with the smallest number.

Table Top Activity:

Today, the children will use objects to deepen their understanding of ordering numbers. The class will start with a review of the key concepts, followed by challenges that require reasoning and explanation.

a) Which number is the smallest?

b) Which number is the greatest?

c) Write the numbers in order. Start with the greatest number.

Children will work independently and in pairs to solve problems and explain their reasoning behind each comparison

a) Which number is the smallest?

b) Which number is the greatest?

c) Write the numbers in order. Start with the greatest number.

Table Top Activity:

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

understanding of numerical value.

Table Top Activity:

Write the missing phrase.

less than greater than equal to

15 is _____ nine.

24 is _____ twenty-four.

Thirty is _____ 13.

44 is _____ 52.

17 is _____ 28.

Thirty-five is _____ ~~fourty~~-four.

50 is _____ to fifty.

62 is _____ 49.

Table Top Activity:

COMPARING NUMBERS

Fill each circle with the correct sign.



45 ○ 48 49 ○ 49

41 ○ 25 37 ○ 44

24 ○ 39 16 ○ 46

35 ○ 31 34 ○ 34

37 ○ 47 15 ○ 35

42 ○ 19 24 ○ 42

Name: _____

Table Top Activity:

ordering numbers

- | | |
|--------------------------|---|
| 1) 15, 12, 42, 18 _____ | Order the numbers from least to greatest. |
| 2) 22, 23, 24, 20 _____ | 2) 47, 17, 25, 100 _____ |
| 3) 62, 17, 25, 100 _____ | 3) 88, 78, 42, 51 _____ |
| 4) 88, 78, 68, 58 _____ | 4) 42, 26, 71, 5 _____ |
| 5) 1, 100, 30, 59 _____ | Order the numbers from greatest to least. |
| 6) 59, 20, 21, 22 _____ | 5) 42, 17, 48, 29 _____ |
| 7) 42, 46, 71, 5 _____ | 6) 42, 26, 71, 5 _____ |
| 8) 5, 40, 13, 0 _____ | 7) 9, 40, 13, 52 _____ |
| | 8) 73, 92, 24, 17 _____ |

Write the numbers in order from least to greatest.

| | |
|--|-------|
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

End of block assessment

How many buttons are there?



There are _____ buttons.

Match the numbers.

eleven 12 13 fourteen

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

Music – Sing Up

LI: We are learning to listen actively to sounds and music.

Key Vocabulary: pitch, loud, instrument, composer, sound, beat

Key Questions: What does this music make you think of? Can you describe what sounds the instrument makes?

Introduce the concept of a ‘pitch pencil’, explaining that children are going to use them to draw a ‘noisy picture’. Children create an image based on the pitch of the music.



Children listen to a range of instruments and move to the beat.

Children will record a listening map after listening to Dawn - Benjamin Britten

| | | | | | |
|---|---------------------------------------|------------------------------|-------------------|---------------------|---------------------|
| 0:06 Sea birds Played in violins and flutes | 0:38 Ocean spray Harp, clarinet | 0:47 Ocean wavel Brass | 1:04 Sea bird | 1:37 Ocean spray | 1:50 Ocean wavel |
| 2:18 Sea birds | 2:23 Sea birds | 2:39 Sea birds | 2:55 Sea birds | 3:01 Ocean wavel | 3:17 fade out |

RE – Widening Horizons

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

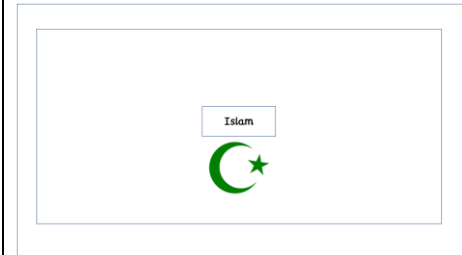
Key Vocabulary: Islam, religion, mosque, recall, remember, Eid

Key Questions: What have you previously learned about Islam? How can I find out more information about Islam?

Children will discuss their focus question for this half term - why are some places special?



Children will record what they already know about Islam and discuss what questions they would like to ask about Islam.



PE – Get Set 4 PE

LI: We are learning to explore yoga and mindfulness

Key Vocabulary: flexibility, mindfulness, calm, stretch, reach

Key Questions: How can yoga help your body and mind? Has your breathing changed? How do you feel?



Children will explore and discuss what yoga is and where it comes from. Children will look and mirror a range of ‘Monkey moves’ on their yoga mat. Children will then create monkey poses on their yoga mat e.g. reaching monkey, climbing monkey.

LI: We are learning to use counts of 8 to move in time.

Key Vocabulary: beat, even action, interesting, counts, perform **Key Questions:** How can I make my dance interesting?

Children will be creating a dance based around snow. They will use counts of 8 to stay in time with the music. Children will be introducing to the term pose and begging creating their own poses to resemble a snowflake,



Art – Kapow

PSHE - Jigsaw

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

LI: We are learning to shape paper to make a 3D drawing.

Key Vocabulary: roll, fold, wrap, shape, curl, stick, attach, paper. 3D

Key Questions: How do you think this effect was created? How can I make my creation more eye-catching?

Children will recall what 3D means. They will reflect on their creations from last week - tube towers. They will discuss what worked well and what they found difficult.

Children will look at the steps they need to create their 3D drawing.

They will explore rolling, folding, curling and wrapping paper to create different effects. Children will select coloured paper strips or white paper strips (which they will add a pattern to) to create their 3D drawing.



LI: We are learning to celebrate our differences.

Key Vocabulary: celebration, difference, inclusive, special, unique

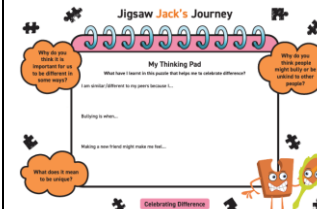
Key Questions: How are you kind to others in your class? How are you different from your friends? What makes you special?

Children will recall what they have learned about celebrating differences so far in the unit. Children will then learn the song 'There's a place' and they will discuss the lyrics of the song.



Children will then discuss what the meaning of inclusion is and identify ways we are inclusive in our school community. Children will then create their own 'tags' and record why they are

special.



Children will then reflect on the unit: celebrating differences.

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

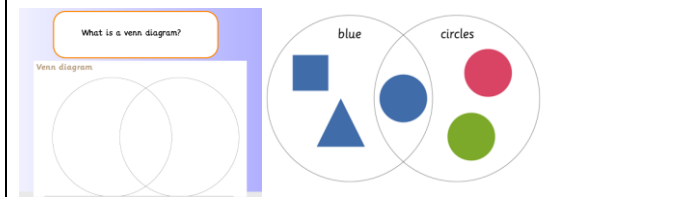
Science - Wellington Curriculum

LI - We are learning to test and record the properties of a material using a Venn diagram.

Key Vocabulary: sort, compare, similar, different, transparent, absorbent, stretchy, hard, soft, same

Key Questions: What are the properties of this material? Do they have any properties in common? What might I use this material for?

Children will explore what Venn diagrams are and sort different objects using the diagram.



Children will then look at a range of images of materials and sort them on a Venn diagram.



Next children will be presented with Venn diagrams and no images. Children will need to test each material based on the criteria of their Venn diagram e.g. hard/soft shiny/absorbent.

Topic (History) – Wellington Curriculum

LI: We are learning to name and locate the world's seven continents and five oceans on a world map.

Key Vocabulary: continent, land, sea, ocean, world, map, globe, North, South

Key Questions: Where on the globe is South America? Can you locate Antarctica? Can you explain what a continent is?



Children will discuss what continents are. Children will look at a world map and identify and label the continents of the world.

Children will then learn the names of the oceans of the world and label them on a map. They will identify which continents the oceans surround.

Computing – Barefoot and Teach Computing

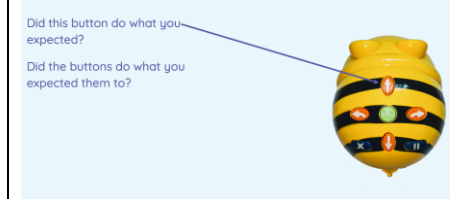
LI - We are learning to explain what a given command will do.

Key Vocabulary: command, direction, robot, sequence, order

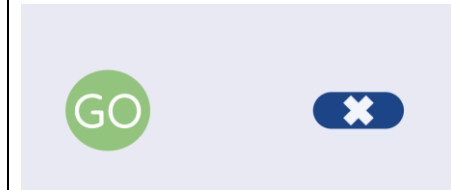
Key Questions: What are robots used for? Can you predict what each button will do? Did the robot respond how you expected?



Children will explore what robots are and what they require.



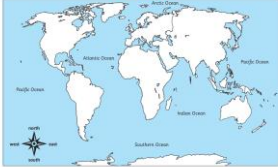
Children will then test each button to see which action the robot will perform. Children will then explore entering commands into the bee-bots and discussing the outcome.



Children will then identify the importance of these buttons and explain how they used them.

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

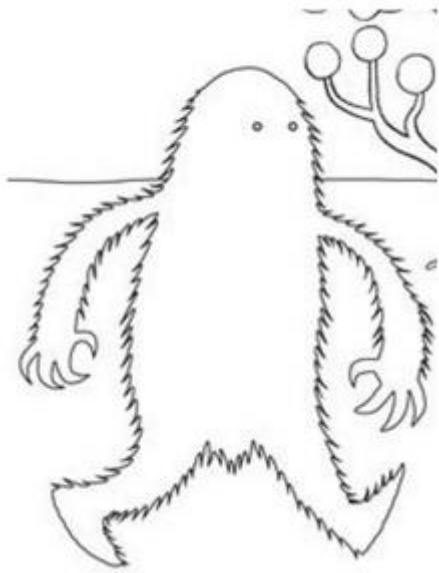
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| | <p style="text-align: center;">Oceans</p>  <p>The water on Earth is split into five oceans. An ocean is a large area of seawater.</p> | |
|--|--|--|

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

Independent activities the children will access this week

English



Draw and describe the lonely beast.

Maths



Weekly



Creative task



Creative task





Creative task




Weekly Overview of Learning


Year Group: Year 1 Week beginning: 6.1.25

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| <p style="text-align: center;"><u>Phonics</u></p>  <p style="text-align: center;">Ow/Ou</p> | <p style="text-align: center;"><u>Phonics</u></p> | <p style="text-align: center;"><u>Phonics</u></p>  <p style="text-align: center;">Read and rub out the sound.</p> |
|--|---|--|

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 Monday. Your teacher will check, mark and sign</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>Doodle Maths – Log on to your account at least three times this week. We will be checking to see who</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> |

Weekly Overview of Learning

Year Group: Year 1 Week beginning: 6.1.25

your work once a week.
Try and login to Bug Club.



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



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.

Hats and gloves please in this colder weather!

Please remember to bring book bags in everyday!