

Weekly Overview of Learning

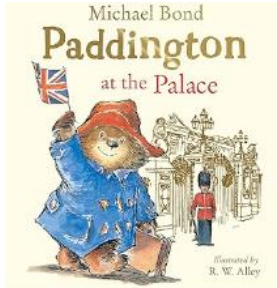
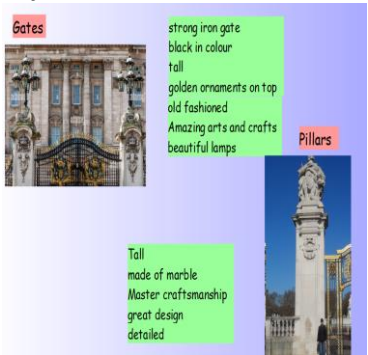
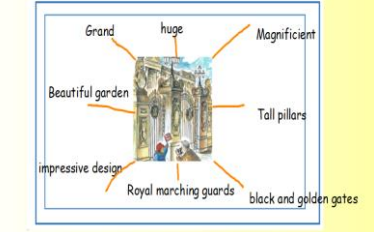


Year Group: Year 1 Week beginning: 06.05.24

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	BANK HOLIDAY	<u>LI: We are learning to explore and discuss our new book- Paddington at the Palace</u>	<u>LI: We are learning to describe a setting from the book using rich adjectives.</u>	<u>LI: We are learning to create a description of Buckingham Palace using rich adjectives.</u>	<u>LI: We are learning to describe the main character from the story using rich adjectives.</u>
Speaking and Listening Focus		Listen and respond appropriately to adults and peers.	Ask relevant questions to expand their understanding and knowledge	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Make a range of contributions to discussions which extend knowledge and understanding.
Key vocabulary and Key Blooms higher order thinking questions		<p><u>Key Vocabulary:</u> Prediction Paddington Palace Royal Park scrapbook</p> <p><u>Key questions:</u> What do you see on the front cover of the book? What might the book be about? Who could be in the book? Where does it take place?</p>	<p><u>Key Vocabulary:</u> Grand Magnificent Majestic Royal Immense Detailed craftsmanship</p> <p><u>Key questions:</u> Who is the main character? What famous sight in London did Paddington go to visit? What happened when he got there?</p>	<p><u>Key Vocabulary:</u> Buckingham Palace Strong iron gates Detailed statues Beautiful garden Marching guards Tall pillars</p> <p><u>Key questions:</u> What words can you think of when you look at the Palace? What colour is the gate? What is it made of? Is it tall or short? What things can you see on top of the gate?</p>	<p><u>Key Vocabulary:</u> Paddington Lovely Excited Nervous Shiny red hat Bright blue jacket</p> <p><u>Key questions:</u> What are adjectives? Can you think of some adjectives to describe Paddington? What adjectives can you use for his jacket or hat? How is feeling?</p>







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			<p>What happens in the middle? What happens at the end?</p>	<p>Is it new or old? Is the palace huge or small? What colour uniform are the Royal guards are wearing? What are they doing in the picture on the board?</p>	<p>How does he look like?</p>
<p>Activities</p>		<p>This week the children will be introduced to a new book- Paddington at the Palace. In this lesson, we will be exploring and discussing the new book. The children will make predictions about the book.</p>  <p>Then the children are going to remind themselves of adjectives. When and why do we use them. The children will then look at some examples and will spot the adjectives.</p> <p>Task:</p>	<p>In this lesson, the children will first have a quick recap of the story. Then the children will look at the different features of the Palace for example: gates, main entrance, the Palace, statues, pillars, marching Royal guards and so on and will try to describe them using rich adjectives.</p>  <p>Task: The children will then use a defining frame to write their adjectives to describe the Buckingham Palace.</p>	<p>In this lesson the children will think about all the different features of the Buckingham Palace that they have learned about in their previous lesson. Then they will look at their defining frames from yesterday to write sentences to describe the Buckingham Palace.</p>  <p>Task: the children are going to write sentences to describe the Buckingham Palace.</p>	<p>In this lesson, the children are going to watch different videos to deepen their understanding on adjectives.</p> <p>Watch this video from 4:45</p>  <p>They will learn how for character description, we need to use a range of adjectives to describe character's features, visual appearance and their personality.</p> <p>Task: Children to use defining frame to describe Paddington.</p> <p>Non-Recording</p> 

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		<p>Task: Spot the adjectives.</p>  <p>"I'm afraid that's against the law," said Mr Gruber. "This is what is known as a Royal Park, and all the flowers belong to the Queen's majesty. Besides, it would spoil it for other."</p> <p>"If you like I'll take a picture for your scrapbook, mummy!"</p>  <p>"The boy took down most of the wiggly stems they had to walk through St James's Park. It was a lovely sunny morning and there were flowers everywhere."</p> <p>"I think I may just stay for the Queen," said Paddington.</p>	<p>Task: Today we are going to use the defining frame to write our adjectives describe the Buckingham Palace.</p> <p>Have a look at the pictures to help you think of your adjectives</p> <p>Note for CTA: Check next slide for differentiation</p>     	<p>Your turn</p> <p>Grand Majestic Royal Tall pillars detailed statues huge wide beautiful gardens black and golden gates Marching guards</p> <p>Buckingham Palace is _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>BANK HOLIDAY</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: monster sleeping spread dream</p>	<p>Review</p> <p>Quick Mix Review</p> <p>Teacher to dictate words for children to spell.</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p> <p>Words: eating treats ready forever</p>	<p>Review</p> <p>Use the flashcards to review the graphemes covered this week.</p>

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		<p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review ur</p> <p>Action: Black Cat walking.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing)</p> <p>Watch the video 'A Burp in Church' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after the video.</p> <p>Activity</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p> <p>My skin hurt when I had sunburn.</p>	<p>Words: under bread teacher free</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review oo</p> <p>Action: oo round mouth.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -s)</p> <p>Watch the video 'At the Zoo' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after the video.</p> <p>Activity</p> <p>Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p>	<p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach</p> <p>Review oo</p> <p>Action: Tricky Witch's wand.</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s, -ed, ing)</p> <p>Activity</p> <p>Children 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:</p> <p>They went to the zoo on Thursday.</p> 	<p>1. Download the Year 1 CEW PowerPoint. Use this to read the focus HFWS below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>Teach</p> <p>Download the Year 1 CEW Flashcards.</p> <p>Choose one of the following activities. Use the flashcards to support.</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>Spelling test.</p> <p>Activity</p>
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Turn left after the church.

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

hurt fur turn burn
Thursday burst

Write the words in the spaces provided




I can zoom to the moon.

Baboons don't go moo!

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

room spoon zoom food
pool soon

Write the words in the spaces provided



Watch out for the tricky letters!

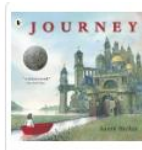
shook stood book
football woolly

Write the words in the spaces provided




Class Text
– Reading
Aloud
10-15
mins each
day

This week we will be reading stories on exploring!



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	BANK HOLIDAY	<u>LI: We are learning to make equal groups by sharing.</u>	<u>LI: We are learning to recap making equal groups by sharing.</u>	<u>LI: We are learning to recognise and find half of an object and shapes.</u>	<u>LI: We are learning to recap how to find half of an object and shapes.</u>

Key vocabulary and key questions		<p><u>Key Vocabulary:</u> Share Equal Give out Same Amount</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What does “sharing” mean? What does “sharing equally” mean? • How many are there altogether? • How many equal groups are you sharing them into? • How many are there in each group? • Are there any left over? • Can you share them into any other number of equal 	<p><u>Key Vocabulary:</u> Distribute Groups Same</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How do we share? • How many people are we sharing with? • Are the groups equal? • Do they have the same amount? 	<p><u>Key Vocabulary:</u> Equal Parts Whole Half Fraction</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is the whole? • How many parts are there? Are the parts equal? • Is this a half? How do you know? • How does this show half? • Is this a half or a whole? 	<p><u>Key Vocabulary:</u> Equal Parts Whole Half Fraction</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How many halves make a whole? • Are the parts equal? How do you know? • How do you know that you have found a half? • How can you find a half of this object/shape? • Is there more than one way to show half of this shape? • How can you tell
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		groups?			if an object or shape has not been split in half?
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Activities

Children will be looking into how to make equal groups by sharing the number objects or items they have.

Jo and Max are sharing some sweets.

a) Share the sweets equally between Jo and Max.
b) How many sweets does each child get?
Each child gets sweets.
8 sweets shared equally between 2 is

Five children share some grapes.

a) Share the grapes equally between the children.
b) How many grapes does each child get?
Each child gets grapes.
10 grapes shared equally between 5 is

Ron needs to share 20 bananas between 5 boxes.

How many bananas will there be in each box?
20 bananas shared between 5 boxes is
There will be bananas in each box.

Farah has shared 18 cupcakes between 3 plates.

Has she shared them equally?
Harry has shared 15 sweets between 5 plates.
Zoe has 30 toys. She shares them between 2 boxes. Can they be shared equally? How many toys should be in each box?
Has he shared them equally?

Tiny makes some groups of apples.

Caroline has 30 cards. She shares them between 3 players. Can they be shared equally? How many cards should go to each player?
10 shared between 3 is 4
Do you agree with Tiny? Explain your answer.

Children will be going over and recapping how to make equal groups by sharing. Share the muffins equally between 2 groups.

Share the apples equally between the horses.

The 9 apples are shared equally between horses.
Each horse has apples.
Share the sweets equally into 3 bags.

Each bag has sweets.

Children will begin to explore fractions.

In the lesson children will be learning to recognise and find what half is.

Which shapes show one half?

a)

b)

c)

Jo thinks that she has coloured half of each shape.

Do you agree with Jo? Explain your answer.

Sam and Mia are eating cookies.

Do you agree with Tina? Explain your answer.

Which orange is cut in half?

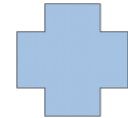
Which cake is cut in half?

Which chocolate bar is cut in half?

Draw three rectangles.

Children will be recapping how to find half of a shape.

Draw a line to split the shape in half.



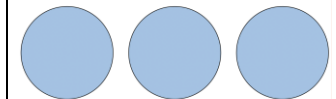
To find a half, I need to split the whole into equal parts.

Draw a line to split the shape in half.



To find a half, I need to split the whole into equal parts.


Show one half in three different ways.



If the whole has been split into two equal parts, these are called .

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to Practise the chant and create a simple ostinato on untuned percussion</u></p> <p>Perform the chant with clear words and a strong beat. Clap a rhythm together in time with the chant. Play a simple ostinato on untuned percussion. Children will then Perform the ‘rain’ actions to <i>Rain is falling down</i>.</p> <ul style="list-style-type: none">● Dribble an imaginary football carefully around the room.● Try some knee ups.● Pretend to ‘head’ the ball.● Act out scoring a goal and celebrating.	<p><u>LI: We are learning to name the Hindu’s place of worship and identify its features.</u></p> <p>Key Vocabulary:</p> <p>Mandir, aum (symbol), murtis (statue), shrine, bell, vedas (ancient text).</p> <p>We will be explaining the key features in a Hindu temple and explain its importance.</p> <p>Activity:</p> <div data-bbox="728 810 1444 1220"><p>Fill in the blanks from the list.</p><p>Vedas main shrine Murtis bell shoe rack Aum</p></div>	<p><u>LI – We are learning to develop out understanding of how exercise can make you strong and healthy.</u></p> <p>In this lesson, pupils will stand in a space. The speed of their movements/exercise will follow the tempo of the teacher’s clap e.g. fast clap = working very hard and slow clap = calm, slow movements. <i>Teacher note: a drum or tambourine could be used to replace the clap.</i></p> <p>Tell the pupils the movement allocated for numbers 1-6: 1=run 2=jump 3=star jump 4=punch the air 5=squat 6=dance. Roll the dice, pupils to move in the selected way, following the speed of the clap. Stop pupils regularly, rewarding pupils with the opportunity to roll the dice for the next movement. Listen carefully to the speed of the clap and notice the different levels of intensity in your exercise. Persevere when you get tired. Make this easier by selecting pupils to demonstrate how the pace is followed, placing these pupils in spaces at the front of the teaching space. Ask the pupils to follow the pace of these chosen ‘pace setters’. Make this harder by calling the numbers of the movements during the clap, giving pupils an opportunity to recall and change movements frequently.</p>

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Art – Kapow

LI: We are learning to create abstract ART

In this lesson, children will be creating abstract ART using shapes of Circles.

“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).



PSHE - Jigsaw

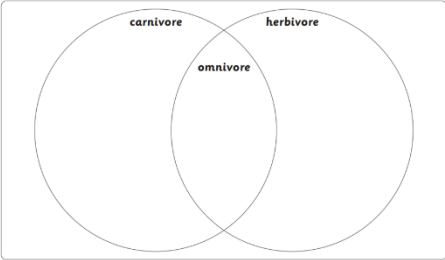


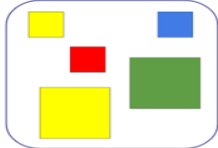

LI: We are learning about the different relationships we have.

Relationships Session 1

This is the first lesson in our new topic. We will complete a defining frame to show everything we already know about this topic. (Drawing and naming the people in our family and our friendship group. We will remind the children of the importance of having a trusted adult we can speak to if we are ever worried or frightened. We will learn that our families come in all different shapes and sizes. The important thing is that we all feel safe, loved and cared for.

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>LI: We are learning to define Carnivore, herbivore, omnivore and look at the groups features such as teeth.</p> <p>In this lesson, children will be introduced to the terms 'carnivore', 'herbivore' and 'omnivore' and some of their characteristic features. We will discuss the information and ask, 'Are humans carnivores, herbivores or omnivores, and how do you know?' CT will encourage them to answer based on what they eat and to examine their teeth and the position of their eyes to confirm their thinking.</p> <p>By the end of this lesson children should know:</p> <ul style="list-style-type: none"> Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants. <p>Task</p> <p>Venn diagram</p> 	<p>LI: We are learning to name important buildings and explain their importance.</p> <ul style="list-style-type: none"> A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. <p>Geography coverage</p> <ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <div style="border: 1px solid black; width: 150px; height: 50px; margin-top: 5px;"></div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; width: 150px; height: 50px; margin-top: 5px;"></div> </div> </div>	<p>LI: We are learning to compare groups of objects.</p> <ul style="list-style-type: none"> I can choose how to group objects I can describe groups of objects I can record how many objects are in a group <p>Activity: Compare the groups</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;"> <p>A</p>  </div> <div style="text-align: center;"> <p>B</p>  </div> </div> <p>Group A is squares and group B _____.</p> <p>Group A has 5 and group B _____.</p>

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Homework



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

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

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

Try and login to **Bug Club** and **Reading Eggs**.



Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.



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?



Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.

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



Half term – week beginning Monday 27th May