

Weekly Overview of Learning













Year Group: Year 1 Week beginning: 7.10.24

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
	<p>LI: We are learning to make simple predictions.</p>	<p>LI: We are learning to identify the features of a letter.</p>	<p>LI: We are learning to write an address.</p>	<p>LI: We are learning to compose a letter.</p>	<p>LI: We are learning to compose a letter.</p>
<p>Speaking and Listening Focus</p>	<p>To offer reasons for their opinions. <u>The Language of prediction</u> I think that... because... It</p>	<p>To use vocabulary appropriate specific to the topic at hand. <u>The Language of Explanation</u> I... because... It is...</p>	<p>To use vocabulary appropriate specific to the topic at hand. <u>The Language of Explanation</u> I... because... It is...</p>	<p>To take opportunities to try out new language. <u>The Language of description</u> They are... because...</p>	<p>To take opportunities to try out new language. <u>The Language of description</u> They are... because...</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: toys space predict guess clues idea Key questions: What do you think will happen next? What clues are in the picture? Do you think each character will react the same? Where do you think all of the toys have come from?</p>	<p>Key Vocabulary: date sender receiver address letter feature Key questions: Why do people send letters? What needs to be included in a letter? Why does a letter need to have an address on it ? What ways did children try and find their toys?</p>	<p>Key Vocabulary: address postcode name location letter space Hoctopize Key questions: Where would we address our letter to? What do we need to have on an envelope? Why is it important to include the whole address?</p>	<p>Key Vocabulary: address missing lost toy dear from space Hoctopize Key questions: What does your missing monster look like? How do you feel about your monster? What features of a letter have you included?</p>	<p>Key Vocabulary: address missing lost toy dear from space Hoctopize Key questions: What does your missing monster look like? How do you feel about your monster? What features of a letter have you included?</p>






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<p>Activities</p>	<p>Children will recall the story and reflect on their favourite parts.</p> <p>Children will then be taught the meaning of prediction and have it modelled to them.</p>  <p>Children will then make simple predictions based on the images they are presented with.</p>  <p>Table top: To complete simple predictions about different stages of the story.</p> 	<p>Pupils will recall the ways the toys and children were attempted to be reunited.</p>  <p>Children will then look at a model letter of a child asking for their missing toy back. Children will learn the simple features of a letter:</p> <ul style="list-style-type: none"> • date • address • sender/receiver name  <p>Children will then locate those features on a model letter.</p> <p>Table top: Children look at model letters and identify the features by highlighting them.</p>	<p>Recall the features of a letter with the children. Explain to children that our Monster Phonics toys have gone missing! We are going to write a letter to see if we can find them. Remind children that to post a letter we need an envelope and an address.</p>  <p>Model writing a 'space address' on an envelope. Discuss the purpose of a stamp and model where a stamp is applied.</p>  <p>Table top: Design a space stamp.</p>  <p>Recording Children begin writing the address to space on their envelopes and adding a space stamp.</p>	<p>Recall the features of a letter with the children and highlight them in the example. Children will then take part in a shared write and compose a letter for a missing monster (Angry Red A).</p>  <p>Once they have composed their shared letter the children will highlight and identify the features and read their letter to a friend.</p> <p>Table top: MAKE YOUR OWN ALIEN IN PYJAMAS. Includes instructions and drawings of alien toys.</p> <p>Make your own alien and describe him.</p> <p>Recording Children begin writing their own letters to Hoctopize including the features of the letter.</p>	<p>Children will then take part in a shared write and compose a letter for a missing monster (Silent ghost).</p>  <p>Once they have composed their shared letter the children will highlight and identify the features and read their letter to a friend.</p> <p>Table top:</p>  <p>Make a list for the party (using plural rules when writing your list)</p>  <p>Recording Children continue writing their own letters to Hoctopize including the features of the letter.</p>
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Literacy Learning					
<p>Phonics</p> 	<p>Review Words: matches boats plate Encourage fluent independent reading.</p> <p>Teach introduce 'e-e'. Words: these theme compete complete extreme Challenge: complete: competes-competing-competed complete: completing-completed</p> <p>Activity Model segmenting to spell using phoneme fingers.</p> <p>Words: theme these compete complete extreme Use whiteboards to spell.</p>	<p>Review Words: foxes gate Encourage independent spelling of words. Reveal correct spelling for children to check</p> <p>Teach <u>Introduce 'i-e'.</u> Encourage children to listen and identify the words that have 'i-e' in. five slide hide outside time five nine line mine sunshine drive arrive alive bike mice time ride like smile while. Is the 'i-e' at the start, in the middle or at the end of the words?</p> <p>Activity </p>	<p>Review Words: cakes buzzes snake Encourage fluent independent reading.</p> <p>Teach Introduce 'o-e'. Words: home joke note hope woke spoke bone hole nose rose stone Challenge: hope: hopes-hoping-hoped joke: jokes-joking-joked</p> <p>Dictation: I am home. I woke up alone. I want to play and joke. I hope you can play at my home.</p> <p>Activity Writing a note to Miss Oh No </p>	<p>Review Words: came same 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.</p> <p>Words: fobe zote hode fose chope kete stefo shede vete dete dite mide gike chike slipe</p> <p>Activity </p>	<p>Review Words: where were are they says house our ask put pull full push from help back will animal this that then them with went children just off</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: these like note theme five cone compete shine stone complete prize nose extreme mine home.</p> <p>Activity Review spellings using this week's graphemes by creating flashcards using colour coding.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the classes will be reading a range of non-fiction books in their reading aloud sessions.</p> 				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning about fact families for addition. (Understanding)	LI: We are learning about number bonds to 10 using our fingers (Remembering)	LI: We are learning to make number bonds to 10 using ten frames and counters. (Creating)	LI: We are learning to make number bonds to 10 using part whole model (Applying)	LI: We are learning to deepen our understanding of fact families and number bonds (Analyzing)

Key vocabulary and key questions	<p>Key Vocabulary: fact families addition equal to plus number sentences total</p> <p>Key Questions: What are fact families? What is the same/different about the four addition sentences? What happens when the parts are the same? Can the parts change place? Can the whole change place? Why/why not?</p>	<p>Key Vocabulary: Number bonds addition equal to plus number sentences total</p> <p>Key Questions: What are number bonds? Can we use our fingers to make number bonds to 10? How many am I holding? How many more do I need to get to...?</p>	<p>Key Vocabulary: Number bonds Ten frames counters addition equal to plus number sentences total</p> <p>Key Questions: How many red counters on the ten frame? How many yellow counters on the ten frame? Can you write the number sentences? Can you switch the numbers around? Does that change anything about our total number?</p>	<p>Key Vocabulary: Number bonds Parts whole addition equal to plus number sentences total</p> <p>Key Questions: What is the whole? What are the parts? Does the whole always stay the same? How can you partition the whole? Do the parts stay the same or change? If 8 is the whole, what could the parts be?</p>	<p>Key Vocabulary: Number bonds Addition fact families addition equal to plus number sentences total</p> <p>Key Questions: How many are there? How many more do you need to make 10? What number bond can you see? What is the same about 2 + 8 and 8 + 2? What is different? Can you write any of the bonds another way? How do you know that ?</p>
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Activities

Today, children are going to learn about Number fact families. In this small step, children build on their learning about writing number sentences by looking at addition fact families.

What do you see?

There are 4 red counters and 3 yellow counters

$$4 + 3 = 7$$

What did I do here?

$$3 + 4 = 7$$

Does that change anything about our total number?

Children will think about how are the three numbers related and switching the numbers around change anything about our total number.

A fact family is 3 numbers that are related

For example:

Are these numbers related?

Have a think

The children will explore number fact families using double sided counters and part whole model.

Today, the children are going to learn about number bonds. In this lesson the children will use their fingers to explore number bonds within 10.

$$4 + 3 = 7$$

How many fingers do we have altogether?

What will our number sentence be?

1 2 3 4 5 6 7 8 9 10

Then the children will make number bonds to 10 with their talk partners holding up their fingers.

With your talk partner take it in turns to hold up your fingers. Can you make number bonds to 10? CTs to model with the TA

$$4 + 3 = 7$$

$$5 + 5 = 10$$

Children will then share the number bonds they made with their partners and will look for a pattern.

Today, the children are going to make number bonds to 10 using ten frames and counters. Children will explore dot patterns to encourage discussion and expose children to different ways of thinking.

Now let's use ten frames and counters to make our number bonds to 10

Encourage children to say the number sentences or can write them on their whiteboards

Children will also be encouraged to write the number sentences on their whiteboards.

Let's put these jigsaw pieces together to make our number bonds to 10

Example:

Double-sided counters and ten frames are useful concrete resources, together with dot patterns.

In this lesson, the children will be reminded about the part whole model. Children will then apply their knowledge of part whole model to make number bonds to 10.

On your white boards, show me which number is the whole and which numbers are the parts

Does it make a difference if we switch our parts?

and write the number sentence

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Children will use the white boards to make their number bonds to 10 and write their number sentences.

Can you think of more number bonds to 10?

Children can also use rekenreks or beads for further support.

In this lesson, the children are going to deepen their understanding of number bonds and fact families. Children will combine their knowledge of the part-whole model and addition facts to write their number bonds to 10.

Can you find the relationship between these three numbers?

+

+

Starting with the whole, children break numbers into parts and explore how many different ways a number can be partitioned.

We know our number bonds to 10. Here's a little trick to write all our number bonds to 20.

$1 + 9 = 10$	$11 + 9 = 20$
$2 + 8 = 10$	$12 + 8 = 20$
$3 + 7 = 10$	$13 + 7 = 20$
$4 + 6 = 10$	$14 + 6 = 20$
$5 + 5 = 10$	$15 + 5 = 20$

What is the same? What is different?

Table top activity:

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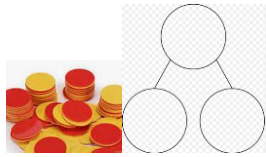


Table top activity:

1	2	3
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1	+	2	=	3
2	+	1	=	3

Let's all share what number bonds we made using our fingers

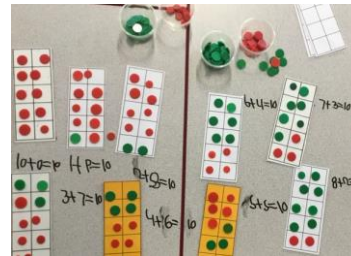
	+		=	10
	+		=	10
	+		=	10
	+		=	10
	+		=	10

Do you notice something?
What is happening to the numbers?

Table top activity:



Table top activity:

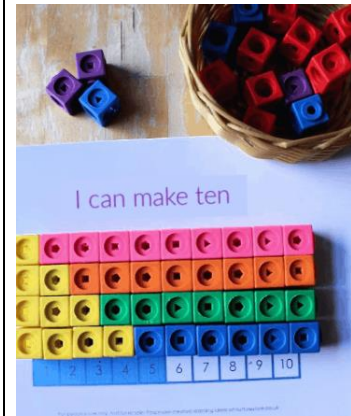


0 + <u> </u> = 10	1 + <u> </u> = 10
2 + <u> </u> = 10	3 + <u> </u> = 10
4 + <u> </u> = 10	5 + <u> </u> = 10
6 + <u> </u> = 10	7 + <u> </u> = 10
8 + <u> </u> = 10	9 + <u> </u> = 10
10 + <u> </u> = 10	<u> </u> + 0 = 10

can use Rekenrek or beads for support

Key words
plus
equal

Table top activity:



Number Bonds to 20

Fill in the missing number so that the numbers on the clouds add up to 20.

a)	b)
c)	d)
e)	f)
g)	h)

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
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LI: We are learning to listen actively to 'Aquarium' and refine our aquarium-inspired compositions. (lesson 2)


Key Vocab: beat, compositions, musical,

Key Questions: can you remember how to play or sing; a gentle ripple? A fishy tune? A vocal swoop downwards?

In this lesson we will:

- Listen and move to a piece of music called 'Aquarium'.
- Use symbols to remember and play our compositions.
- Perform a class magical musical aquarium piece, record it, listen back and talk about it.
- Listen to *Down there under the sea*, creating actions, and joining in.

Listen and move



Listen for two ideas:

1. A gentle tune that moves in step. When you hear it use your arms to swim.
2. A sinking, falling sound. When you hear it slowly sink to a sitting position on the floor.


LI: We are learning to explore the key features of a Buddhist temple.

Key Vocab: temple, worship, faith, religion, features, Wheel of life, meditation area

Key Questions: what are the features of a Buddhist temple? Can you label the Buddhist temple?

The children will be learning about what is it like inside a Buddhist temple. They will look at some important features of a Buddhist temple such as the statue of Buddha, lectern, wheel of life and Meditation area. We will discuss about why do people go to the Buddhist temple and that worshippers give offerings to Buddha such as flowers or candles. Children will then identify and label the features of the temple.

Important Features of a Buddhist Temple



Buddha: All Buddhist temples contain an image or statue of Buddha.

Lectern: From here, the head monk may give a talk to the worshippers.

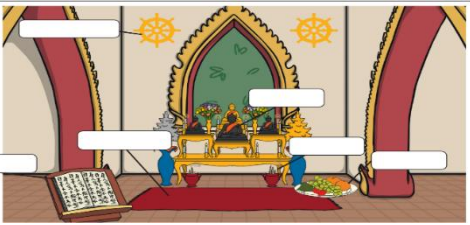
Wheel of Life: This is the Buddhist symbol. You might see this if you are ever visiting a Buddhist temple.

Courtyard or Meditation Area: A temple may have a slant area for meditation.

Places of Worship: Buddhist Temple

Fill in the blanks from the list.

Buddha	Wheel of Life	lectern	offerings	incense	meditation area
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Fundamental Skills - Coach:

LI: We are learning to explore co-ordination and combination jumps.

Key Vocab: knees, bend, body upright, jump, land, skipping

Key Questions: what do you have to do with your body when the rope was raised higher?

Up the ladder: Place the ladders and cones around the teaching space (use cones or hurdles if ladders are not available). Pupils travel around the area and through the ladders. Once they have travelled through a ladder, they must jog around three cones before travelling to another ladder. Pupils to travel through the ladders in the following ways. Repeat the activity a few times to gain confidence in the footwork patterns. Place alternating feet in each gap up the ladder. Step on the balls of your feet. Jump two footed up the ladder. Jump and land with soft bent knees. Hopscotch up the ladder. Land one foot, two feet, one foot, two feet.

Invasion Games - Teacher:

LI: We are learning to move into space showing an awareness of defenders

Key Vocab: jogging, hopping, skipping, side steps, backwards jogging

Key Questions: what is the role of a defender? How do you stop the attacker? Where can you move to?

attackers work in pairs to score points by bouncing the ball in the hoops. Defenders can stop the attackers scoring by standing inside the hoop. Attackers must not move when they have the ball. Give pupils time to talk to their partner to create a plan / tactic. After a few minutes, swap the defenders over.

Art – Kapow	PSHE - Jigsaw
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LI: We are learning to apply an understanding of drawing materials and mark making to draw from observation.

Key Vocab: charcoal, crayon, paint, pencil, observation, drawing

Key Questions: can you observe and draw the item in front of you? What technique of drawing are you going to use? Will you shade in? does your object have a shadow?

Children are going to be using all the skills learnt in mark making to create a drawing of an object of their choice.

When drawing they can use:
use a range of different lines (vertical, horizontal, wavy, diagonal, cross-hatch, broken)
drawing tools (paint, crayons, charcoal, pencils)

Pupil video: Drawing from observation



LI: We are learning about our rights and responsibilities within the Class Charter.

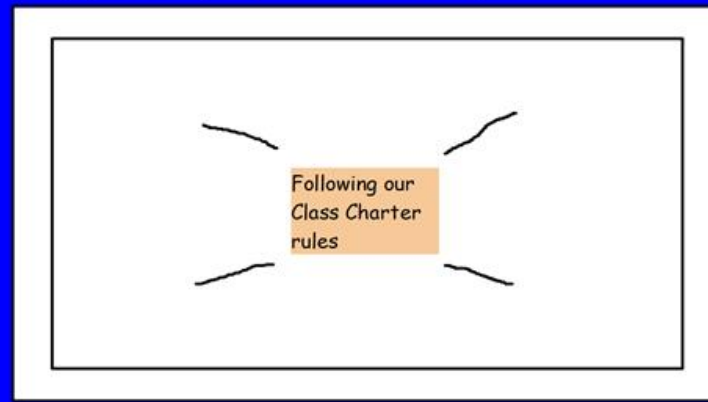
Key Vocab: rights, responsibilities, class charter, team work, working together

Key Questions: what are our rights inside the classroom? What is on our class charter? What can we do to follow our class charter?

The children will be reminded of the rights they voted for. Teachers will then circle the rights on the class charter asking questions such as why is it important to follow the rules of Class Charter. Going around in a circle, children will talk about one of the rights or rules and share their ideas on how they could be followed.




As a class, children will go through the class charter and discuss the importance of following the class charter.

TPS: What does our class look like if everyone follows our charter? What are the children doing on the carpet? What are the children doing around the room? What are the children doing by the coat pegs? Talk to your partner and then share your ideas with the class.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing												
<p><u>LI: We are learning to identify the functions of our 5 senses – part 2</u></p> <p><u>Key Vocab</u> : 5 senses, smell, hear, touch, feel, taste,</p> <p><u>Key Questions</u>: how does our sense of smell work? Who else had the same favourite smell as you? Why did they like it too? Was their least favourite smell also the same as yours?</p> <p>This week the children are going to investigate our sense of smell and touch. Children will discuss what body part they use to smell and how some of us have a better sense of smell than others. The children will also look at how our nostrils warm, moistens filters air and septum separates the nostrils. Children will also learn how our touch is connected to our brain and sends signals.</p> <p>Then we will investigate our sense of smell, the children will be given six different “smelly jars” to record what they are tasting without looking at what is inside the jar.</p> <p>Taste</p> <ol style="list-style-type: none"> Which body part do we use to taste? _____ Taste each food. Record what you can taste. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Answer</th> </tr> </thead> <tbody> <tr> <td>Food 1</td> <td></td> </tr> <tr> <td>Food 2</td> <td></td> </tr> <tr> <td>Food 3</td> <td></td> </tr> <tr> <td>Food 4</td> <td></td> </tr> <tr> <td>Food 5</td> <td></td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Useful words</p> <ul style="list-style-type: none"> • lemon • melon • orange • pear • raspberry </div>		Answer	Food 1		Food 2		Food 3		Food 4		Food 5		<p><u>LI: We are learning to explore everyday life in the 1950s.</u></p> <p><u>Key Vocab</u>: 1950, entertainment, jobs, transport, houses, shopping</p> <p><u>Key Questions</u>: what entertainment did they have in the 1950s? What jobs did they have? What transport did they use?</p> <p>Class teacher will explain that they are going to delve more deeply into the 1950s. This is to find out more about everyday life during the decade. Class teacher will then organise the children into small groups and give each group one of the Everyday life in the 1950s.</p> <p>Class teachers will encourage children to work together to read the information and analyse the images. Each group to feed back their findings and compare across the groups.</p> <p>Children will then identify any similarities and differences between life in the 1950s and today. As an additional challenge, children will complete a recording sheet for a different aspect of everyday life.</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Shopping in the 1950s</p>  <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>Useful words</p> <ul style="list-style-type: none"> • bakery • greengrocer's • milkman • sweet shop </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Entertainment in the 1950s</p>  <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>Useful words</p> <ul style="list-style-type: none"> • black and white • dance • play • teenager </div> </div>	<p><u>LI: We are learning to use the computer responsibly.</u></p> <p><u>Key Vocab</u>: computer, responsibility, safety, keyboard, mouse, screen</p> <p><u>Key Questions</u>: what can we do to keep safe online? What is our responsibility when using the computer? How can we keep safe online?</p> <p>children will create rules for using technology responsibly. They will identify rules to keep them safe and healthy when using technology in and outside their home. children will give examples of some of these rules. children will then have a discussion on how they can benefit from these rules.</p> <ul style="list-style-type: none"> ● To stay safe ● To make sure we are all happy ● So that we can learn ● To help us to be kind to each other <div style="border: 1px solid black; padding: 10px; margin-top: 20px; background-color: #fff9c4;"> <p>Rules for using computer technology</p> <ul style="list-style-type: none"> • Hold your device carefully • Stop using your device when someone is talking to you • Take turns with your partner • Use only the apps you have been asked to used • Don't share your passwords  </div>
	Answer													
Food 1														
Food 2														
Food 3														
Food 4														
Food 5														

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Independent activities the children will access this week

English

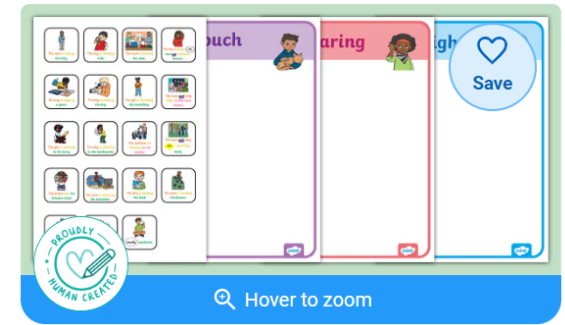


Design a character for the book 'Toys in Space'

Maths



Weekly Colourful Semantics Animals Including Humans Senses Sorting



Creative task



Creative task



Sponge paint Jupiter (World Space Week)


Creative task



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Phonics




Sorting words into treasure or trash (real and alien)

Phonics



Identifying split vowel digraphs.

Phonics




Phonics sounds on the balls

Homework

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

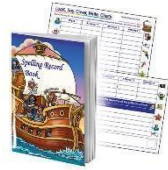


Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p style="text-align: center;"><u>Reading</u></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.</p> <p>Your teacher will check, mark and sign your work once a week.</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. Remember to write your spelling sentences in your purple reading task book.</p>	<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</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</p>

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Try and login to Bug Club and Reading Eggs.



most!!

Work to reach your target – are you in the green zone yet?

can return them.

Please remember to bring book bags in everyday!

Forthcoming Trips/events for this term;
World Space week - 4th-10th October

Reading Café dates for specific classes
Week 5 - 28.01.25 Willow
Week 6 - 04.02.25 Maple
Week 7 - 11.02.25 Beech