

Weekly Overview of Learning





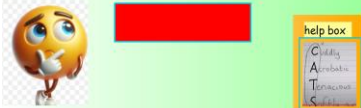


Year Group: Year 1 Week beginning: 09.12.24

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	<u>LI: We are learning to recall the key events in the book.</u>	<u>LI: We are learning about acrostic poems</u>	<u>LI: We are learning to recognise the features of an acrostic poem</u>	<u>LI: We are learning to create a simple acrostic poem.</u>	<u>LI: We are learning to read our writing aloud to our peers.</u>
Speaking and Listening Focus	Use simple language and sentence stems. The Earth has.... The land is....	Use relevant strategies to build vocabulary.	To be able to give detailed explanations.	To share ideas confidently and clearly	To be able to listen and share ideas about their acrostic poems.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u> Earth land ocean city planet personalities</p> <p><u>Key questions:</u> What do we know about planet Earth? What are the two parts of the earth? What things can you find on the land? What do we know about the sea?</p>	<p><u>Key Vocabulary:</u> Acrostic subject theme topic brainstorm features</p> <p><u>Key questions:</u> What is an acrostic poem? What are the main features of an acrostic poem? Can you think of an example? What words can you think of to write an acrostic poem?</p>	<p><u>Key Vocabulary:</u> Acrostic subject theme topic brainstorm features adjectives</p> <p><u>Key questions:</u> What is an acrostic poem? What are the main features of an acrostic poem? Can you think of an example? What words can you think of to write an acrostic poem?</p>	<p><u>Key Vocabulary:</u> Acrostic poem Earth Planet Animals land sea mountains ocean</p> <p><u>Key questions:</u> What are the important steps to write an acrostic poem? What is so special about acrostic poems? What does the first letter of</p>	<p><u>Key Vocabulary:</u> Acrostic poem Earth Planet Animals land sea mountains ocean</p> <p><u>Key questions:</u> Can you tell the theme of this acrostic poem? Can you highlight the subject of the poem? How do you know?</p>

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				<p>each word tell us?</p>	
<p>Activities</p>	<p>In this lesson, the children will discuss their new book - 'Here we are'. They will share their ideas about what they have learned about planet Earth.</p> <p><small>Monday 9th December 2024 T: We are learning to recall the key events in the book.</small></p> <p>What can you say about the picture?</p>  <p>The children will look at different pictures from the book and will verbally explain what they see in each picture using adjectives.</p> <p><small>Monday 9th December 2024 T: We are learning to recall the key events in the book.</small></p> <p>Can you describe this picture using adjectives?</p> <p>Things can sometimes move slowly here on Earth.</p> 	<p>In this lesson, the children will be learning about acrostic poems. The children will first look at some examples of acrostic poems and will think about what is so special about these poems.</p> <p>What are acrostic poems?</p> <p>Lets watch this video</p>  <p>Children will look at different acrostic poems and will discuss the subject/theme of the poem and highlighting them too.</p> <p>An acrostic poem is a poem where the first letter of each line spells out a word.</p> <p>For example:</p> 	<p>In this lesson, the children will be recognising the features of an acrostic poem. The children will be asked to first choose the theme of the poem.</p> <p>Let's try to write our own acrostic poem!!</p> <p>What is the first thing we need?</p>  <p>The theme of my Acrostic poem will be: <u>Sea</u></p> <p>Then the children will brainstorm words or phrases related to their chosen acrostic poems and will write the first letters vertically.</p> <p>Let's write the letters of our theme vertically</p> <p>S _____ E _____ A _____</p> <p>The children will look at</p> <ul style="list-style-type: none"> shining shells sparkling sea scary sharks erie sounds eating seaweed animals with sharps teeth amazing animals 	<p>In this lesson, the children will be asked to think about the words or phrases to write their acrostic poems on 'EARTH'. They will be reminded about everything they learned about earth so far in the book.</p> <p>Today we are going to write an acrostic poem about our planet Earth</p>  <p>The children will look at what their poems on Earth should look like and will share their own ideas.</p>	<p>In this lesson, children will get an opportunity to discuss their acrostic poems. they will read their poems aloud to their peers.</p>  <p>The children will discuss the important features of an acrostic poem and what the highlighted letters tell us. They will share the main steps to write their acrostic poems.</p>

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The children will then use whiteboards to write some sentences to describe each picture using adjectives.

What do you see in this picture?
Can you write a sentence on your white boards?

key words
busy roads
bustling
crowded cities
traffic
tall buildings
long bridges

Table top:

Name: _____ Make a list!

I ♥ the Earth!

Make a list of things you can do to help the Earth.

After highlighting the theme of the poems, they will be given a chance to read the poems together to understand them better.

What is the theme of the poem?

Sound and light fills the air
Thunder rumbling in the distance
One by one
Raindrops come splashing down
Muddy puddles left behind

THINK PAIR SHARE
How do you know?

Table top:

Nature Walk Acrostic Poems

Acrostic poems are simple poems in which the first letter of each line forms a word or phrase. An acrostic poem can describe the subject or even tell a brief story about it. Write an acrostic poem that describes each word provided.

T _____
R _____
E _____
E _____

S _____
U _____
N _____

C _____
L _____
O _____
U _____
D _____

B _____
I _____
R _____
D _____

F _____
L _____
O _____
W _____
E _____
R _____

another example and will write the theme of their poems and words related on their whiteboards.

What is our final step?

THINK PAIR SHARE

C _____ crowded cities
I _____ cars on the road
T _____ interesting people
Y _____ I love bridges
_____ traffic on the streets
_____ You will fall in love with the city life.
_____ yellow taxi cabs
_____ Yayyyyy! lol

Table top:

An Acrostic Poem About _____

□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____
□ _____

This is what excellence looks like

Earth is our home
Animals should be treated nicely
Remember to recycle
Trees help us to breathe
Help save the planet

Then the children will have a go at writing on their whiteboards .CTs to model.

Let's write our acrostic poem together

My turn
E _____
A _____
Our turn
P _____
Your turn
T _____
H _____

Table top:

P
L
A
N
E
T
S

Let's try another acrostic poem

What do you need to do first?



This time our theme will be :
City



Table top:

Can you highlight the theme of this ACROSTIC poem?

An acrostic poem
Creating
Relates the letters
Of a word with
Spells a message about
The topic
In a
Creative way!


help box

C
C
A
T
S

What does the highlighted letters tell you?

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Literacy Learning					
<p>Phonics</p> 	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Fluency Reading Words: ground brown snow Encourage fluent independent reading.</p> <p>Teach</p> <p>Teach GPC – ue (Cool Blue) Use PPT or grapheme card to introduce ‘ue’. ‘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</p> <p>Practise Segmenting to Spell Model segmenting to spell.</p> <p>Words: roof blue flute glue prune hoop clue brown rude Use exercise book, individual whiteboards or create your</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Quick Write Words: bow shout Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach Teach GPC – ue (U-Hoo) Use PPT or grapheme card to introduce ‘ue’.</p> <p>Action: Point forward. Sound Cue: rescue the tissue</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent. Words: due cue value statue argue venue pursue fuel Tuesday tissue</p> <p>Activity</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Fluency Reading Words: house flower pillow Encourage fluent independent reading.</p> <p>Teach</p> <p>Teach GPC – ew (Cool Blue) Use PPT or grapheme card to review ‘ew’.</p> <p>Action: Make a round mouth and show by circling with your finger without touching. Sound Cue: he drew a screw</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent. Words: grew flew drew threw blew chew crew screw</p> <p>Activity</p> <p>Practise Segmenting to Spell</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Quick Write Words: crown throw Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p>Teaching Blending to Read 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</p> <p>Activity</p> <p>Practice Blending to Read Use the downloadable ‘Alien Word Grid’. These words are in black text.</p>	<p>Review</p> <p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Fluency Reading Words: powder mouth window Encourage fluent independent reading.</p> <p>Teach</p> <p>Teaching Blending to Read 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>Reading Questions Is it true that glue is blue?</p> <p>Activity</p> <p>Spelling Review</p>

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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 into correct grapheme 'oo', 'u-e' or 'ue'

Segmenting to spell

Write the word for each image in the correct column.

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Phonics 18/06/24

Practise Blending to Read
Read the sentences and add the missing 'ue' words. Read along with the children to identify missing words.

The park is full of statues.
I used a tissue to blow my nose.

They rescued the kitten from the tree.

I will not argue with my friend.
The car ran out of fuel.

Reading and Spelling with ue

Read the sentences and fill in the missing ue words.

The park is full of _____

I use a _____ to blow my nose.

They _____ a kitten from the tree.

I will not _____ with my friend.

The car has run out of _____.

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Model segmenting to spell using phoneme fingers.

Words: grew flew drew chew crew screw

Use exercise book or individual whiteboards.

OR

Use the downloadable sheet-ew activity.

Segmenting to Spell - ew

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Encourage children to add sound buttons to the words, identifying this week's target graphemes.

Encourage children to blend to read words.

Writing Sentences – Dictation
Sentence: The crew argued about the statue.

Alien words

siue	kue	plew
gue	lew	prue
rew	shue	spue
frue	tew	tatue
vew	wue	bue
lue	frew	lue

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Choose a selection of decodable words and HFWs/CEWs from this week's learning or use words selected from spelling log 1b.

Choose one of the following activities to review spellings using this week's graphemes.

1. Create flashcards using colour coding.
2. Write colour-coded words in exercise book.
3. Spelling test

Class Text
– Reading Aloud
10-15 mins each day

This week the classes will be reading a range of non-fiction books about the World.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to understand 20. (learn)	LI: We are learning 1 more and 1 less than a number. (Understand)	LI: We are learning to explore number lines. (Apply)	LI: We are learning to identify number line to 20. (Apply)	LI: We are learning to compare 2 numbers. (Evaluate)

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"> Count Number Sequence Forward Backward <p>Key Questions:</p> <ul style="list-style-type: none"> What number comes after ___ when counting? Can you show me how to count up to 20 using the number line? How do we know we haven't skipped any numbers? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Order Smallest Biggest Compare Ascending <p>Key Questions:</p> <p>How can you tell which number is the smallest? What strategy can we use to arrange numbers in order? What comes next if we are ordering numbers from smallest to biggest?</p>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Order Biggest Smallest Compare Number line <p>Key Questions:</p> <ul style="list-style-type: none"> How can you tell which number is the biggest? What steps do we follow to order numbers from biggest to smallest? What happens if two numbers are the same when ordering them? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Number line Tens Ones Digit <p>Key Questions:</p> <ul style="list-style-type: none"> Why do we use a number line? What number is missing What number goes between 11 and 13? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Compare Greater Smaller Equal Value <p>Key Questions:</p> <p>How can you tell which number is greater or smaller? What does the symbol < or > mean when comparing numbers? Can you explain why ___ is greater than ___?</p>

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Activities

In this lesson, children will build their counting skills by learning to count accurately up to 20. Through engaging activities, they will practise counting objects, sequencing numbers, and recognizing patterns within the numbers. The focus will be on developing their confidence and fluency in counting, using visual aids like number lines and counting charts to support their understanding. Interactive games and hands-on tasks will help make the learning experience fun and meaningful.

Table Top Activity:

Monday 9th December 2024
LI - We are learning to understand 20.

Children to use different resources to make 20.

In this lesson, children will learn how to order numbers from smallest to biggest. They will practise comparing numbers to identify their size and arranging them in ascending order.

Using number cards, counting activities, and interactive games, children will develop their understanding of numerical order and build confidence in recognising patterns in numbers

Table Top Activity:

Tuesday 10th December 2024
LI - We are learning 1 more and 1 less than a number.

Let's find 1 more and 1 less.

Dojo Activity

In this lesson, children will learn how to order numbers from biggest to smallest. They will explore comparing numbers to determine their size and arranging them in descending order by using a number line.

Activities will include using number cards, interactive sorting games, and practical exercises to strengthen their understanding of numerical order and develop their confidence in comparing and arranging numbers.

Table Top Activity:

Wednesday 11th December 2024
LI - We are learning to explore number lines.

Dojo Activity

In this lesson, children build on their understanding of the number line to 20. All the number lines in this step count in 1s. Children continue to use the number line to practise and consolidate the skills learnt so far in this block. Children see that 1 more is the next number along the number line, while 1 less is the previous number. They identify all the numbers lying between two given numbers and work out and label numbers on partially labelled number line.

Table Top Activity:

Thursday 12th December 2024
LI - We are learning to use number line to 20.

Challenge - number line to 50!

Dojo Activity

In this lesson, children will learn to compare two numbers to determine which is greater, smaller, or if they are equal. Through hands-on activities using number cards, counters, and number lines, they will develop their understanding of numerical value. Visual aids and symbols such as $<$, $>$, and $=$ will be introduced to support their comparisons, helping to build their confidence in explaining their reasoning

Table Top Activity:

Friday 13th December 2024
LI - We are learning to compare numbers to 20.






Let's compare these numbers.

Dojo Activity

Greater than & Less than			
Use the symbols > and < to compare the numbers.			
12	22	14	13
8	9	25	15
30	20	27	28
19	18	21	22
9	10	29	26
9	6	17	16
2	3	23	24

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Christmas Concert and Nativity Preparation</u></p>	<p><u>LI: We are learning to express individual experiences of celebrations.</u></p> <p><u>Key Vocabulary:</u> celebrate, special, fun, stories, presents, giving</p> <p><u>Key Questions:</u> What do you celebrate? How do you feel when you celebrate this special occasion? Do you give/receive presents?</p> <p>Children will share personal celebration stories, focusing on the acts of giving and receiving, and discuss the associated feelings, stressing the positivity of giving.</p>  <p>Sharing Circle: Each child shares a story of a memorable gift they have given or received.</p>  <p>Children will record their experiences of a special occasion by drawing a picture of their special celebration.</p>	<p><u>Team building - Lesson 6 - over 2 weeks</u></p> <p><u>LI – We are learning to use talking, listening and sharing skills to complete challenges.</u></p> <p><u>Key Vocabulary:</u> communicate, teamwork, listen, share, turn taking</p> <p><u>Key Questions:</u> What does good listening look like? How can we communicate clearly with our team?</p>  <p>Children will take part in an under the arches game. Children need to work in pairs to ‘free’ someone if they are caught - children must go under the arches to be freed.</p> <p>Children will work in small teams to pass the tennis ball down the line on a racket. Children will try and complete this as a whole class.</p>  <p><u>Target Games - Lesson 6 - over 2 weeks</u></p> <p><u>LI: We are learning to develop throwing for accuracy and distance.</u></p> <p><u>Key Vocabulary:</u> distance, throw, underarm, overarm, aim, target</p> <p><u>Key Questions:</u> Which throw would you use for this distance? How can I ensure I am throwing with precision?</p> <p>Children will recap how to perform an underarm and overarm throw. Children will work in groups of 4 to throw coloured bean bags into a matching hoop - children will swap places to throw from different distances.</p> 

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Art – Kapow

LI: We are learning to create a calendar.

Key Vocabulary: new year, calendar, 2025, design, months, years

Key Questions: What is the purpose of a calendar? What year will it be next year? How can we design a calendar that is not specific to a season?

Children will add their photograph portrait to their card backing - this image will include children with a 2025 celebration poster.

They will add a print of their hand and apply glitter - careful selecting the appropriate colours.

Children will then add their paper calendar to the card and complete it with ribbon for hanging.



PSHE - Jigsaw

LI: We are learning to understand what bullying is and how to help others being bullied.

Piece 3 & 4

Key Vocabulary: bully, bullying, feelings, hurt, help, kindness

Key Questions : Can explain what the key features of bullying are? What can you do to help someone that is being bullied? How do you think it makes a person feel?



Think, pair, share:
Which one is the bully? Why?
How can you help?

Children discuss what they think bullying is and what the key features of bullying are e.g. more than once. Children will then look at different scenarios and discuss how they would help a child in that situation e.g. get the teacher, tell a trusted adult.



Next children will create a range of anti - bullying slogans and create mini posters of them for our classrooms e.g. no bullying here!

Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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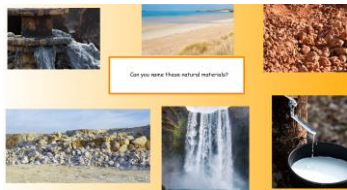
LI - We are learning to identify human-made materials.

LI: We are learning to sort and classify materials.

Key Vocabulary: sort, compare, natural, man made, material.

Key Questions: Can you recall what materials are man-made or natural? How do you know that material belongs in that group? Can you explain your reasoning?

Children will recall the names of natural materials and identify what they are used for in everyday life.



Children will then look at what human-made materials are.



Children will record what human made materials are created from.

Next children will look at ways we can sort the materials into groups e.g. soft, hard.

LI: We are learning to use simple directional and positional language.

Key Vocabulary: North, West, South, East, compass, direction, location

Key Questions : Can you describe the position of the shop? Can you explain where the school is located? How Can I travel from the school to the library?

Children to discuss what the word 'location' means. Children will explore locational and directional language by describing the location of items in the classroom.



Children to locate North, West, South, East on a compass.



Children will then look at the image of a map and describe the location of different places on the map e.g. the cafe is next to the newsagent'.

Children will then describe the location of different features on the map using compass points.

LI: We are learning to create a seasonal image using the paint program.

Key Vocabulary: season, year. paint, select, tool, shape

Key Questions: What skills have you learned this half term will support you in creating your image? What tool is useful when editing my image?

Children will look at the image of a snowman and consider how the image was created.



Children will then locate the paint programme and select the tools to create their own seasonal image of a snowman.



Once children have created their snowman using the shape tool. Children will then generate a background for their snowman picture.



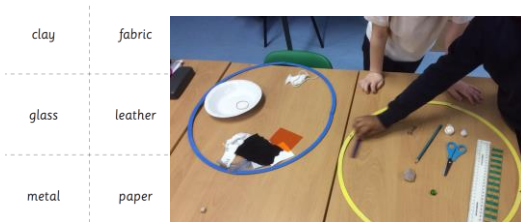
Children will then save and name their picture.

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Next children will sort the materials into hoops using material grouping cards.



Children sort materials into hoops using the correct criteria.

Independent activities the children will access this week

English



Maths



Weekly



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Creative task



Creative task



Creating 2025 poster for calendar photographs

Creative task



Phonics



Treasure real words and bin alien words.

Phonics



Phonics



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Homework

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

Reading and spelling.

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.



Bug Club

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.



Maths



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?

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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.

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!