

Y1 Weekly Learning Overview
Week beginning 15.3.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - revisit initial joins: M - ed bed T - eg beg W - ad had Th - id hid F - ig dig <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure and with focus text for the week, Beans on Toast - sequencing production from plant/farm to plate/beans on toast Group/Individual reading with levelled books/flashcards <p>Spelling New spellings:</p> <ul style="list-style-type: none"> The vowel digraph 'ea' - sea, dream, meat, each, scream, read, head, bread, meant, instead. HFW/CEW focus: asked, called, when <p>Writing Sessions to provide opportunity for application of phonics and to develop sentence structure through:</p> <ul style="list-style-type: none"> Sequencing - the journey of beans from farm to beans on toast! 'Hold a sentence' activity linked to Beans 	<p>Handwriting Use the following link to view some practical tips on how to help your child improve their handwriting by learning how to 'get ready to write'. Handwriting in Year 1 (age 5–6) Oxford Owl</p> <ul style="list-style-type: none"> This week we will be revisiting initial joins using the letter pairs/simple words listed below: Ed - bed, eg - beg, ad - had, id - hid, ig - dig. Letters should be written along/on a line with clear ascenders and descenders. Ask your child to explain what we mean by ascenders and descenders - Do they mimic my silly voice and actions to help us remember?! Please also see the resource on our class web page. <p>Reading</p> <ul style="list-style-type: none"> Home reading Use the videos provided in the above link to look at Set 1, Set 2 or Set 3 Speed Sounds together with your child. Read the 'Fred Games' guidance to see how you can support your child if they are struggling to blend words consistently. Please look in your child's little yellow Speed Sounds book to see which sounds they have already covered (pages will be highlighted blue) and stick to these sounds only at home. Thank you. Look on the inside cover of your child's reading book to see the guidance on how to use the book to get the most out of the text. Practise the 'green' and 'red' words on the inside cover until your child can read them without overtly sounding out (they may still need to 'Fred in their head') Discuss any new or unfamiliar words Once confident, then begin reading the story. Aim for at least 3 read throughs - 1 to decode, 2 - to improve sight vocabulary and pace, 3 - to read 'like a storyteller' and fully understand what they have read. Finally use the suggested questions in the back of the reading book to ensure your child has fully understood what they have read. Can they find the correct page/word/phrase that answers the question - we call this 'Find it - Prove it' in school so that children develop their retrieval skills rather than rely

	<p>on Toast.</p> <ul style="list-style-type: none"> ○ Proof read and edit given sentences. ○ Independent labelling and/or sentences. <p>Wider curriculum:</p> <ul style="list-style-type: none"> ● DT links - food and nutrition. ● Instructions to plant potatoes. ● Balanced meal menu 	<p>on their memory of what they have read.</p> <ul style="list-style-type: none"> ● Continue to share <i>any</i> stories to promote a love of books and reading, picking out any unusual or new words and discussing their meaning. We have these in school and call them 'WOW words' - can you keep a collection of words you like/find in a notebook? <p>Spelling</p> <ul style="list-style-type: none"> ● Spellings this week: sea, dream, meat, each, scream, read, head, bread, meant, instead. ● Use the words in sentences orally and/or written down ● Write words on post it notes and hide for child to find ● Match words to pictures - you can use the posters from the class webpage to help with this. ● See additional activities on our class page you may wish to download too. <p>Writing</p> <p>Linked to your child's reading/RWI level:</p> <p>'Hold a sentence' activities really help build children's confidence and understanding of sentence structure. Using your child's reading book as a guide to expected level, write a simple sentence together, modelling and emphasising:</p> <ul style="list-style-type: none"> ● Capital letters ● Spaces between words ● All words in the sentence ● All sounds in each word ● Punctuation - full stop or question mark ● Use Think it - Say it - Write it - Check it strategy <p>Once you have written the sentence for your child to see what it should look like, read it together. Point out any 'special friend' sounds (digraphs/trigraphs) or 'red' words (common exception words).</p> <p>Next hide/cover the sentence and encourage your child to write the sentence for themselves. Repeat this several times across a week, making changes to the words you use. If your child is confident you may start adding to the length of the sentences you use by adding additional detail through use of adjectives. E.g. Start: 'I eat chips.'</p> <p>Extend to : 'I eat hot chips with ketchup.'</p> <p>Writing</p> <p>Ideas linked to theme/topic:</p> <p>Beans on Toast - after sharing the story can your child recall the stages a bean goes through to get from the plant to becoming beans on toast?</p> <p>Use simple drawings to 'map' out the stages and encourage your child to write labels, captions or sentences to explain what is happening at each stage.</p>
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Maths	<p>Place Value within 50.</p> <ul style="list-style-type: none"> Counting in 2s - grouping in 2s to count and find totals. Counting in 5s - grouping in 5s to count and find totals. Counting in 10s - grouping in 10s to count and find totals Understanding when to use counting in multiples for efficiency. 	<p>Video lessons for each of the objectives are available here. Number: Place Value (within 50)</p> <ul style="list-style-type: none"> Can your child count to 50, starting at 0 or any other number? Pair socks or gloves or use 2p coins and then count in 2s to find totals. Make up bags of 5 sweets/lego bricks or use 5p coins to count and find totals. As above in groups of 10 or using 10p coins to count and find totals. Try some reasoning and problem solving with 'Would you rather...?' style questioning. For example, Would you rather have six 2p coins or three 5p coins? - the aim is for children to demonstrate their understanding by explaining their thinking and justifying their reasons for their choices. In any activity where a child needs to record 2 digit numbers, do they write the tens number followed by the ones? This is place value and will show if your child understands what the digits in a number represent.
Knowledge and Understanding	<p>Sustainability - links this week will be made to how far our food travels to get from farm to fork and the impact this can have on our environment. We will consider what is meant by 'shop local'.</p> <p>PSHE - Using the text 'Have You Filled a Bucket Today?' we will look at how positive behaviours have a positive</p>	<p>Sustainability - think about some of the different ways we can be more mindful about our environment and use of plastics/paper for packaging of foods. Why might it be better for our environment if we were all able to grow all our own vegetables? Also discuss the impact that could have on shops / supermarkets / delivery drivers and so on. Consider why sending an email is better for the environment than sending a handwritten letter. Also discuss the reasons why people may need to or prefer to receive 'hard' copies of things rather than digital versions.</p> <p>PSHE - "Have You Filled a Bucket Today?" read aloud with author Carol McCloud Listen to the author read the story and</p>

	<p>impact on those around us and how doing something nice for other people has a positive impact on us too.</p> <p>DT - food and nutrition</p> <ul style="list-style-type: none"> • Where our food comes from • Food groups • Balanced diet/meals • Importance of hand hygiene • Fruit salad - use text Oliver's Fruit Salad • Model 'claw' and 'bridge' cutting grips for safe cutting. <p>RE - with Mr Benefield - Maundy Thursday & The Last Supper</p> <p>Music - Singing with Flora</p> <p>Red Nose Day - variety of activities including joke telling/writing, quiz, decorate biscuits for snack (COVID safe)</p>	<p>discuss how you could 'fill a bucket'. Could you draw what you think your bucket would look like?</p> <p>DT - Oliver's Fruit Salad - listen to the story. Support your child to make a list of the fruits in Oliver's fruit salad then tick all the fruits that they like. Can your child add some others that they would include?</p> <p>The Bridge Hold The Claw Grip</p> <p>Watch the videos in the above links to learn how to safely cut/chop fruits and vegetables. Could you work with your child to safely prepare their own fruit salad?</p> <p>RE - Research and/or discuss with your child what Maundy Thursday and The Last Supper mean to Christians. You may choose to use the PDF files available to download from our class webpage to support you with this.</p> <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p> <p>Red Nose Day / Comic Relief 2021 - smile and have fun, even better if you can make someone else laugh or giggle! Use the resources on our class page to think about the purpose of Comic relief, but also to take part in some fun activities too. Can you tell each other silly jokes? Who tells the funniest jokes? Can you make up some of your own?</p>
Physical	<p>Commando Joes - Multi skills sessions lead by Newcastle United Foundation - building on from last half term's skills of teamwork, resilience and communications</p>	<p>Encourage your child to remain active whilst not at school. Plenty of 'wiggle breaks' during the day to avoid sitting for too long.</p> <p>Have a look at the resources at GoNoodle on the link below. A range of guided dance, workouts, mindfulness and yoga videos are available. You can create an account or can view a selection of the videos without an account.</p> <p>https://family.gonoodle.com/</p> <p>This half term we will be developing our skills, resilience and respectful attitude through multi-skills sessions. These will include missions and challenges that involve throwing, catching, agility, balance amongst others. You can join in at home using things such as rolled up socks or a balloon as a safe alternative to a ball/beanbag in doors to develop hand-eye coordination and catching.</p>