

Y1 Weekly Learning Overview
Week beginning 24.5.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - to practise the fourth join. M - of T - ff W - off Th - n/a F - fluff <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure Focus text for RWI: <ul style="list-style-type: none"> Group 1 - Lost Ext - Vulture Culture Group 2 - Sanjay stays in bed Group/Individual reading with levelled books/flashcards <p>Spelling</p> <p>New spellings: The vowel digraphs ir and ur. Girl; bird; shirt; first; third; turn; hurt; church; burst; burn.</p> <p>HFW/CEW focus:</p> <ul style="list-style-type: none"> M - out T - see W - then Th - time F - will <p>Writing</p> <p>Sessions to provide opportunity for application of phonics and to develop sentence structure through:</p> <ul style="list-style-type: none"> Proof read and edit given sentences for 	<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 practising the fourth join using the letter pairs and words below: of, ff, off, fluff. 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?! <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 on their memory of what they have read.

	<p>spelling and grammar.</p> <ul style="list-style-type: none"> Independent sentence level work <p>Group 1: Grammar focus - plurals using suffixes - s and -es. Write about the new kitten. In the role as Ray. writing a letter to Fred describing his new kitten.</p> <p>Ext - Grammar focus - subordination - using when, if, that, because. Write about the Marabou Stork. Writing a clear and engaging fact file about what the Marabou Stork looks like, how it eats and breeds and where it lives.</p> <p>Group 2: Write about what mum says to Sanjay. Writing commands in role as Sanjay's mum.</p> <p>Wider curriculum:</p> <ul style="list-style-type: none"> Our Covid heroes 	<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: The vowel digraphs 'ir' and 'ur'. girl; bird; shirt; first; third; turn; hurt; church; burst; burn. 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 Create sentences using these words, but deliberately miss them out - Can your child tell you which word would fit each sentence? Can they write it down? See additional activities you may wish to download too available on the Year1 Remote Learning page of the website. Year 1 remote Learning HfW and CEW for the week: out, see, then, time, will <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.</p> <p>If your child is confident you may start adding to the length of the sentences you use by adding additional detail through use of interesting adjectives or using conjunctions such as: and, so, but, because - to create more complex sentences.</p> <p>Perhaps use a picture from a story book, newspaper or a drawing. Think of it as a 'freeze frame'. Discuss what you</p>
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		<p>can see, imagine what you could hear and smell. Think of how the people/character feel - this could be emotions or temperature related. What might have just happened before the picture was taken? What might be about to happen? Can you create sentences or a story to go with the image?</p> <p>Writing Our Covid heroes - please see the PSHE outline below. Use these discussions to write a series of sentences about who you would choose as your Covid hero/heroes and why.</p>
Maths	<p>Fractions</p> <ul style="list-style-type: none"> • Activity - making a half • Activity - understanding 'whole' • Task - find a half part 1 • Activity - find half of a quantity • Task - find a half part 2 	<p>Video lessons for each of the objectives are available here. Y1 Fractions</p> <p>Please note that Monday, Tuesday and Thursday sessions are practical activities only and will not require any recording. Where any recording is necessary, please use the question prompts available in the maths section on the Year 1 Remote Learning page of the website. Year 1 Remote Learning</p>
Knowledge and Understanding	<p>PSHE - Our Covid Heroes - Stamp competition design and related discussion.</p> <p>Music - Singing with Flora.</p>	<p>PSHE - Postage stamp competition - We will be doing this in school and posting all entries as a class/school. If your child is absent/self isolating please feel free to use this link to watch the video introduction with your child. Use it as a prompt to facilitate discussion about who your covid heroes are and ask them about their own thoughts and ideas. Using the official entry form, available to download here, your child can enter the competition too. Please ensure you read all of the competition rules and be sure to post your entries in plenty of time to arrive by Friday's 5pm deadline.</p> <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes. Can your child keep time/rhythm by tapping along to the beat of the music?</p>
Physical	<p>Daily mile - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p>Multiskills - with Jess from NUFC Foundation</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>Daily mile - can you go for a walk, jog or run at keep active for at least one mile?</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. https://family.gonoodle.com/</p> <p>This half term we will be developing our resilience,</p>

		determination and growth mindset in PE as well as our fitness through multi-skills sessions. These will include 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.
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- HFW & CEW reading and spelling assessment - begin**
- RWI assessments**
- PSC**
- Counting on and back in 1s, 2s, 5s and 10s - assessments**