

Y1 Weekly Learning Overview
Week beginning 30.11.2020
Assessment Week

Subject	In school learning	Remote learning
English	<p>Reading</p> <ul style="list-style-type: none"> • RWI/phonics: Update RWI assessments and regroup accordingly, including home/school reading • High Frequency Word and Common Exception Word assessment - can children read these words? How many? <p>Spelling</p> <ul style="list-style-type: none"> • High Frequency and Common Exception Word spelling assessments <p>Writing</p> <ul style="list-style-type: none"> • Assessed write - list/clue poetry linked to winter. <p>Wider curriculum:</p> <ul style="list-style-type: none"> • Independent writing opportunities linked to this term's themes and topics. Including questions to ask Sir John Hall/Little Mix if we could interview them. • Science - linked to experiment, predictions and findings. <p>Handwriting</p> <ul style="list-style-type: none"> • Nelson Handwriting letter family 1 words and phrases - continuous provision 	<p>Reading</p> <ul style="list-style-type: none"> • Your child's little yellow Speed Sounds book will help you to consolidate the sounds taught so far. Can you use the example words as well as others using these sounds to support your child in identifying 'special friend' sounds (digraphs and trigraphs such as 'ay', 'ee' and 'igh' and split digraphs such as 'a-e' in cake). • Use the flash card files on the class web page to help your child become familiar with the first 100 HFW and CEW for Y1. Where words are not phonetically plausible, can your child read these on sight? These words must be learned as whole words rather than relying on segmenting and blending. • Can your child spot these words in the books they share with you or on print in the environment (packaging, adverts, TV, newspapers, magazines and so on) • You will find other tips and suggestions at the website below to further support your child at home with reading. https://www.ruthmiskin.com/en/find-out-more/parents/ • 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 then once confident 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. • 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

	<p>/ independent activities.</p>	<p>in school and call them 'WOW words' - can you keep a collection of words you like/find in a notebook?</p> <p>Spelling</p> <ul style="list-style-type: none"> • Focus on HFW and Y1 CEW - can your child spell these words independently? You may choose to make up sentences using these words or in short sessions look at the words in smaller groups. • Read them then use look, cover, write and check to work on a selection at a time. • 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: '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: 'The dog sat on a rug.' Extend to : 'The black dog sat on the soft red rug.'</p> <p>Writing</p> <ul style="list-style-type: none"> • Building on from the work on clue / list poems last week, can your child write a list or words that reminds them of winter? Or perhaps a specific thing linked to winter such as a snowman? • Use these words to build short phrases or sentences that could describe or give clues as to the season or object. For example; I have eyes but I cannot see. I have a nose but cannot smell. I wear a scarf but I am cold. When it is warm I disappear. What am I?
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Maths	<p>White Rose Maths Hub</p> <ul style="list-style-type: none"> • Assessments - using WRMH end of term paper - small groups with JB • Continuous provision activities linked to place value, addition and subtraction, including challenge cards to promote reasoning and problem solving - supervised by VH • Small group or 1:1 intervention with MD 	<p>Video lessons for each of the Y1 objectives are available here. .</p> <p>https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Additional maths activity sheets and games are available to download from our class webpage too.</p>
Knowledge and Understanding	<p>Aspirations - continue overarching themes and referred to as appropriate / growth mindset etc. Continuing on from last week thinking about careers and employment aspirations linked to the work in Science.</p> <p>PSHE - linked to aspirations</p> <ul style="list-style-type: none"> • Importance of science in the current circumstances. 	<p>Aspirations - linked to everyday activities with a focus on resilience.</p> <ul style="list-style-type: none"> • Talk with your child about employment aspirations. Tell them about all the jobs you and your family have done since childhood, including any responsibilities you may have had as a child such as gardening, paper rounds, cooking etc. • Why is it important to work - for us as individuals/personally / for our families / our communities? Do we always enjoy going to work? Is it always easy? What personal qualities do we need to have to be successful. • Essentially help children to see that there are so many different employment opportunities and that as

	<p>Discuss what children think of as science and jobs in science.</p> <p>Music</p> <ul style="list-style-type: none"> • Singing with Flora - Rehearse christmas/winter performance songs - penultimate rehearsal before recording! <p>Computing</p> <ul style="list-style-type: none"> • Draw and Tell - create a simple story using pictures and voice overs. <p>Science</p> <ul style="list-style-type: none"> • Science experiment - What is the best material (from a selection given) to protect Santa and the presents on his sleigh from the rain/snow? • What are we looking for? - Waterproof - to stay dry / flexible - to pull over the sack/sleigh; Light - to make it easy to move & not add too much to the sleigh; strong - so that will not break/tear easily. • Children to make predictions - adults to scribe where necessary. • Test - whole class activity - take photos! • Review findings. Were our predictions correct? What did we find out? 	<p>a society all jobs are important to help communities thrive.</p> <p>Science - What do we mean by waterproof?</p> <ul style="list-style-type: none"> • Use the pictures on the class webpage to sort objects into waterproof and not waterproof. • What things do we use at home that are waterproof? When do we use them? Experiment: • Using a variety of everyday materials such as plastic (bag or clingfilm), tin foil, kitchen roll, paper etc ask your child to predict which would be the best material to make a rain cover for Santa's sleigh. Can they say why, making reference to the material's properties? • How could you test this? - In school we will be using clear plastic cups with small characters inside (Santa and his helpers!) and we will secure each of the different 'covers' with elastic bands over the top of the cup. Next we will pour a measured amount of water over each cup. To introduce the idea of 'fair testing' in science, we will make sure this is poured from the same height with the same volume of water over the centre of the cup. We will then look to see if the characters inside the cups remain dry, or if they have got wet. This could be messy - so we will do this inside a tray! • Further discussion will include looking at the durability of the chosen cover - for example: whilst tin foil may be waterproof, would it be any good for repeatedly taking on and off the sleigh to access the presents? Why not? <p>Computing - using computing/apps to improve mental maths skills and number formation.</p> <ul style="list-style-type: none"> • Using the ipad/tablet app Quick Math, focus on addition within 10 (addition/beginner). This app not only requires children to be able to calculate an answer, but also to form the numerals correctly in order to tell the ipad/tablet the answer. Incorrect formation, including reversals will not be recognised and your child will be expected to repeat until formed accurately in order to progress to the next question. This is a fun and engaging way to encourage accuracy and to remove bad habits. • Numbots online game - all children have now been given personal log in details. You will find these stuck to the inside back cover of their reading records. Once logged on children help Rusty the robot to build a shiny new body by completing simple maths tasks. The children are very excited about playing this at
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	RE - with Mr Benefield <ul style="list-style-type: none"> Christmas story 	<p>home!</p> <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p> <p>RE - Share the Christmas Story with your child. One example is available on our class webpage.</p>
Physical	Commando Joes - Multi skills sessions lead by Newcastle United Foundation - building on from last half term's skills of teamwork, resilience and communications	<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>