

Y1 Weekly Learning Overview
Week beginning 16.11.2020

Subject	In school learning	Remote learning
English	<p>Reading</p> <ul style="list-style-type: none"> ● RWI/phonics: Group 1: <i>Main</i> - Orange Bk1 - Playday <i>E</i> - Grey Bk3 - I dare you <i>Phonics:</i> Review Set 2 and Set 3 taught so far. New this week: aw, are, ur, er Group 2: Ditty 22 - Up the hill, updated in line with Y1 objectives and differentiated as appropriate <i>Phonics:</i> Review Set 1 digraphs and Set 2 taught so far. New sounds this week: or, air, ir, ou ● Both groups to read associated words using Fred Talk, Fred in Your head & Speed Read ● Daily storytime/shared book. ● Group/Individual reading with levelled books/flashcards <p>Spelling New spellings:</p> <ul style="list-style-type: none"> ● The sound /ee/ spelt 'e' and with the vowel digraph 'ee' ● Play matching games with words and pictures, labelling of images, cloze activities and/or sentence work to assess. <p>HFW/CEW focus:</p> <ul style="list-style-type: none"> ● was, has, by, my <p>Writing</p>	<p>Reading</p> <ul style="list-style-type: none"> ● Use the videos provided 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. ● 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 ● 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. ● 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"> ● New Spellings this week: me, she, we, be, he, see, tree, green, meet, week. ● Draw pictures to match each word

	<p>RWI - sessions to provide opportunity for application of phonics and to develop sentence structure through:</p> <ul style="list-style-type: none"> ○ 'Hold a sentence' activities linked to texts. ○ Proof read and edit given sentences ○ Independent labelling and/or simple sentences <p>Wider curriculum:</p> <ul style="list-style-type: none"> ● Factual sentences about Sir John Hall. ● Should women be firefighters? - hook for writing after reading Charlie the Firefighter ● How to be a good friend - linked to work on Anti-bullying week <p>Handwriting</p> <ul style="list-style-type: none"> ● Nelson Handwriting Unit 2 - letter family 1 letter pairs: co, ad, gs, qu ● Unit 17 - first joins: ar, an, am, ap, nan, car, Nan has a nap. Dad is in Ben's car. 	<ul style="list-style-type: none"> ● Use 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. ● Can you find other words that match the spelling patterns/rule? ● See additional activities on our class page you may wish to download too. <p>Writing 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). 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 Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> ● Sir John Hall - wikipedia has some basic information you could choose to share with your child. Focus on simple facts such as who he is, where he was born, how old he is, where he grew up/went to school, why he is famous (his company built the metrocentre which opened in 1986, former chairman of Newcastle United). Consider the personal qualities he must have to be as successful/famous/rich as he is today - link to aspirations.
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Maths	<p>White Rose Maths Hub</p> <ul style="list-style-type: none"> • Subtraction - taking away, how many left? Crossing out • As above as well as introducing subtraction symbol • Subtraction - finding a part, breaking apart • Fact families - the 8 facts 	<p>Video lessons for each of the objectives are available here. One per day. Look at Week 7. https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Linked worksheets available on the Y1 class web page to print and use at home or to copy/understand pitch and expectation, if printing is unavailable.</p>
Knowledge and Understanding	<p>Aspirations - continue overarching themes and referred to as appropriate / growth mindset etc. Beginning to think about careers and employment aspirations linked to the work on Sir John Hall & our text Charlie the Firefighter.</p> <p>PSHE</p>	<p>Aspirations - linked to everyday activities with a focus on resilience.</p> <ul style="list-style-type: none"> • Challenge your child to become more independent in their everyday tasks as well as developing a growth mindset to challenge and understand that mistakes help our brains to grow and that everything is difficult before it gets 'easy'. <p>PSHE - Anti-bullying week - consider what it means to be a good friend. Understand that bullying is not just</p>

	<ul style="list-style-type: none"> • Anti-bullying week <p>Music</p> <ul style="list-style-type: none"> • Singing with Flora - new christmas/winter songs <p>Computing</p> <ul style="list-style-type: none"> • Adding voice overs to pictures & making images move. <p>History</p> <ul style="list-style-type: none"> • within living memory, • Sir John Hall - Who? What? Where? When? • Add to class timeline. <p>RE - with Mr Benefield</p> <ul style="list-style-type: none"> • Jesus as a special person to Christians. • Candles as 'light of the world' 	<p>about someone being unkind/falling out or even hurting another person when it is a 'one off' incident or in response to something. Help your child to understand that bullying is something that happens repeatedly and deliberately but can take many forms including teasing, excluding others from games, name calling or physically hurting another. Try to focus on how not to be a bully or how to be a good friend.</p> <p>Computing - This half term in school we will be using the app 'Draw & Tell' to build up skills in order to create a digital / ebook. Currently, this is a free app and you may wish to download it to your phone/tablet to use at home.</p> <p>Alternatively, any digital drawing app/tool will help your child learn about changing colour, lines, shapes, style, inserting 'stickers' and/or text, resizing and moving things on a page.</p> <p>If using Draw and Tell - focus on recording short voice overs/stories for an image created.</p> <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p> <p>RE - Research and/or discuss with your child why Jesus is a special person to Christians and the significance of candles in the christian faith - Jesus as the light of the world.</p>
<p>Physical</p>	<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>