

Y1 Weekly Learning Overview
Week beginning 23.11.2020

| Subject | In school learning | Remote learning |
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| English | <p>Reading</p> <ul style="list-style-type: none"> • RWI/phonics: Group 1: <i>Main</i> - Orange Bk2 - I think I want to be a bee <i>E</i> - Grey Bk4 - Looking after a Hamster <i>Phonics:</i> Review Set 2 and Set 3 taught so far (target gaps). New this week: oa, ew, ire, ear Group 2: Ditty 25 - A big black dog, updated in line with Y1 objectives and differentiated as appropriate <i>Phonics:</i> Review Set 2 taught so far. - particularly ar, or, air New sound this week: oy (final Set 2 sound) 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 vowel digraph 'oo' – very few words have oo at the end • Play matching games with words | <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: food, pool, moon, soon, zoo, book, took, foot, wood, good - it is important to note that some of the words that use 'oo' digraph sound more like an 'u' sound when we say them, depending on our accent, took and foot are good examples of these. • Draw pictures to match each word |

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| | <p>and pictures, labelling of images, cloze activities and/or sentence work to assess.</p> <p>HFW/CEW focus:</p> <ul style="list-style-type: none"> • be, he, me, she (also linked to last week's spellings) <p>Writing</p> <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"> • Labelling and describing materials • Clue poems to describe materials. <p>Handwriting</p> <ul style="list-style-type: none"> • Nelson Handwriting Unit 2 continued - letter family 1 words and phrases: good, dog, a good dog, dad, sad, dad is sad • Unit 18 - first joins:aw, paw, ew, stew, ex, next, ux, tux, Mum saw a huge paw. | <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</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: 'The dog sat on a rug.' Extend to : 'The black dog sat on the soft red rug.'</p> <p>Writing</p> <p>Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> • Science - After handling and sorting materials, draw and label pictures/group of materials. (wood, metal, plastic, glass, rock, fabric) • Science - Write clues using descriptions of the material (not the object) try to engage the senses of sight and touch as well as scientific vocabulary linked to materials. These can be set out as a poem too e.g. I am cold. I am hard. I am often smooth. I am transparent. I am good for making windows. What am I? <p>Handwriting Use the following link to view some practical</p> |
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| | | <p>tips on how to help your child improve their handwriting by learning how to 'get ready to write'.</p> <p>https://home.oxfordowl.co.uk/english/primary-handwriting/handwriting-year-1-age-5-6/</p> <ul style="list-style-type: none"> • This week we will be continuing our work with letter family 1; c, o, a, d, g, f, s, q, e - writing simple words and phrases (good, dog, a good dog, dad, sad, dad is sad) • Words should be written with letters close together and small 'finger gaps' between each word. • 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. |
| Maths | <p>White Rose Maths Hub</p> <ul style="list-style-type: none"> • Subtraction - Fact families • Subtraction - counting back • Subtraction - finding the difference (pt1 & pt2) | <p>Video lessons for each of the objectives are available here. One per day. Look at Weeks 8 & 9 .</p> <p>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. Building 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"> • Discussion on why it is important to have scientists • Girls in science, not just for boys • Share stories with science themes <p>Music</p> <ul style="list-style-type: none"> • Singing with Flora - Rehearse christmas/winter performance songs. | <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>Science - In Year 1 it is expected that children will be able to distinguish between an object and the material from which it is made.</p> <ul style="list-style-type: none"> • Can you help your child identify and name a variety of everyday materials, including wood, plastic, glass, metal, fabric, water and rock? • Help them to describe the simple physical properties of a variety of these everyday materials by allowing them to touch and see objects as well as using images. • Can you gather a range of items from around the house and then group them according to the material they are made from? Perhaps your child could draw and label these groups. • Look up words such as opaque, transparent, smooth, rough, shiny and dull. • Which objects would these words be most suited to |

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| | <p>Computing</p> <ul style="list-style-type: none"> Using apps and online games to improve mental maths skills Quick Math Numbots <p>Science</p> <ul style="list-style-type: none"> Materials Sorting and grouping - natural and manufactured forms Distinguish object and material Describing materials Experiment next week <p>RE - with Mr Benefield</p> <ul style="list-style-type: none"> Advent Make and advent ring | <p>describing? Could some of the words be used to describe more than one material?</p> <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 home! <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 what Advent means to christians. Could you make an advent ring at home?</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> |