

Y1 Weekly Learning Overview
Weeks beginning 5.7.2021 & 12.7.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - to practise break letters - sport theme. M - ai, raindrop T - ow, rainbow W - al, rainfall Th - n/a F - or, rainstorm <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure Whole class focus texts linked to science/animals: <ul style="list-style-type: none"> The Ugly Five The Ugly Duckling The Three Little Wolves and the Big Bad Pig Peace at Last The Tiger Who Came to Tea The Elephant and the Bad Baby <p>Spelling New spellings Wk 5: The /oa/ sound, spelt with 'oa', 'ow' and 'oe' - goal, coach, own, snow, grow, toe, goes, go, no, so</p> <p>New spellings Wk 6: The /oo/ and /yoo/ sound spelt with 'ue' and 'ew' - blue, clue, true, rescue, drew, new, few, grew, flew, threw</p> <p>HFW/CEW focus: M Wk5 - by Wk6 - me</p>	<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 next two weeks we will revise the four handwriting joins using the following letter pairs and words: ai, raindrop, ow, rainbow, al, rainfall, or, rainstorm 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). Can your child recognise on sight/speedily the sounds? Can they read and spell the example words given for each sound? Please practice these in and out of order, until your child is confident. We will be collecting all school reading books over the next two weeks, but please remember we also have access to Oxford Owl Reading Books, just use the link and log in with details previously shared. If you need help with this, please just send me an email and I'll be happy to give extra guidance. 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 5: goal, coach, own, snow, grow,

	<p>T Wk5 - came Wk6 - my W Wk5 - come Wk6 - no Th Wk5 - he Wk6 - of F Wk5 - his Wk6 - same</p> <p>Writing / Wider curriculum: Sessions to provide opportunity for application of phonics and to develop sentence structure through:</p> <ul style="list-style-type: none"> ○ Transition writing - All about me / What I want my teacher to know about me ○ Labelling and factual sentences about animal groups/diet ○ WOW facts linked to sticky knowledge in science ○ What am I? Clues / descriptive writing linked to different animal groups ○ Senses sentences ○ Letter to Molly Banks, local artist 	<p>toe, goes, go, no, so</p> <ul style="list-style-type: none"> ● Spellings week 6: blue, clue, true, rescue, drew, new, few, grew, flew, threw ● 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 week 5: by, come, came, he, his. ● HfW and CEW for week 6: me, my, no, of, same. ● It is really important that your child can read and spell these words. <p>Writing Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> ● Transition writing - All about me / What I want my teacher to know about me. Can your child draw a picture of themselves and their favourite things? Perhaps they may want to include who they live with, any pets or clues to hobbies they have. Then in their own words, compose sentences to introduce themselves to Mr Routledge. ● Labelling and factual sentences about animal groups/diet - please see the PowerPoints and PDFs to help with this. ● What am I? Clues / descriptive writing linked to different animal groups - Once you have shared the relevant information from the science work, can you child write a list of clues that describe an animal group (fish, birds, mammals, reptiles, amphibians). ● Senses sentences - after learning about humans and the 5 senses, can your child write about things they enjoy experiencing through their senses, making reference to the parts of their body associated with the senses. E.g. I twitch my nose as I smell the beautiful flowers. ● Take a look at some of the beautiful artwork produced by local artist Molly Banks on her Instagram account: @mollybdoodles Could you support your child to write a letter to Molly telling her about their favourite images/pieces? Do they have any questions they'd like to ask? This will give children the opportunity to apply question mark punctuation too.
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Maths	<p>Wk 5</p> <p>Money</p> <ul style="list-style-type: none"> • Recognising notes • Counting in coins (activity) • Counting in coins <p>Time</p> <ul style="list-style-type: none"> • Before and after (activity) <p>Wk 6</p> <ul style="list-style-type: none"> • Before and after • Dates • Time to the hour (activity) • Time to the hour • Time to the half hour (activity) 	<p>Video lessons for each of the objectives are available here: Money and Time</p> <p>Please note that some sessions are practical activities only and will not require any recording.</p> <p>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 - Transition - discussion about moving on to Y2 - opportunity to talk about what children are looking forward to and address any worries they may have.</p> <p>Music - Singing with Flora.</p> <p>Science -</p> <ul style="list-style-type: none"> • Identify and name common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name common animals that are carnivores, herbivores and omnivores • Describe and compare structure of common animals - fish, amphibians, reptiles, birds and mammals, including pets • Identify, name and label the basic parts of the human body and say which part of the body is associated with each 	<p>PSHE - Talk to your child about how they are feeling about the new school year and their transition to Year 2 with Mr Routledge. Do they have any concerns? What are they excited about? Do they have any questions? Feel free to share these with me and together we can do all we can to ensure a smooth and worry free end of Year 1 and start to Year 2.</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> <p>Science - Use the PowerPoints and PDFs available on the Year 1 Remote Learning page to learn all about different animal classes and how to identify them and what they eat. There is also a section about humans as animals focusing on senses.</p>

	<p>sense</p> <p>Art/design - explore techniques and effects using pencils</p> <ul style="list-style-type: none"> • thick and thin lines • light and dark tones • cross hatching • smudging • erasing <p>Observational drawing of animal ornaments Illustrate animal stories / animal sketches, using guided video lessons, including local artist/illustrator, Molly Banks</p>	<p>Art/Design -</p> <p>Explore techniques and effects using pencils. Can you use a pencil in different ways to create:</p> <ul style="list-style-type: none"> • thick and thin lines • light and dark tones • cross hatching • smudging • erasing <p>Observational drawing of animal ornaments or objects or even your pets if you have any or perhaps illustrate favourite animal stories. There are also guided videos available on YouTube to draw animals. Please see the links to suggested videos on our Year 1 Remote Learning page.</p>
Physical	<p>Daily mile - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p>Dance - led by NUFC Foundation (Monday)</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>Could you set up a mini sports day in your own garden? You could include:</p> <ul style="list-style-type: none"> • egg and spoon race • Sack race - using pillow cases • Throwing - aiming at a target • Dribbling a ball round a course • An obstacle course using cushions, chairs and anything else you may have!