

Y1 Weekly Learning Overview
Week beginning 26.4.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - diagonal joins to the top of Set 3 letters: M - ck / tch T - back W - catch Th - n/a F - patch <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure Focus text for RWI: Group 1 - Tom Thumb Ext - Toad Group 2 - In the Sun Group/Individual reading with levelled books/flashcards <p>Spelling New spellings:</p> <ul style="list-style-type: none"> The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e': June, rule, rude, flute, use, tube, tune, huge, cute, cube. HFW/CEW focus: M - made T - make W - Mr Th - Mrs F - as <p>Writing Sessions to provide opportunity for application of phonics and to develop sentence structure through:</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 week we will be practising the diagonal joins to the top of Set 2 letters using the letter pairs and words below: ll, ai, tail,tale, mail, male 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

	<ul style="list-style-type: none"> ○ 'Hold a sentence' activities linked to RWI focus texts ○ Proof read and edit given sentences for spelling and grammar. ○ Independent sentence level work <p>Group 1: To write a 'Lost' poster for Tom Thumb - focus on descriptive sentences. Ext - To write about a character's thoughts at different points in a story.</p> <p>Group 2: To write a postcard to a friend</p> <p>Wider curriculum:</p> <ul style="list-style-type: none"> ● Camille and the Sunflowers - retell of the main points ● Factual sentences about Vincent Van Gogh 	<p>on their memory of what they have read.</p> <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: lie, tie, pie, cried, tried, dried, chief, field, thief ● 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 <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. Perhaps use a picture from a story book, newspaper or a drawing. Think of it as a 'freeze frame'. Discuss what you 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</p>
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		<p>you create sentences or a story to go with the image?</p> <p>Writing Ideas linked to theme/topic: Factual sentences - Building on from the work covered last week - use the Rosa Parks PDF, available on our remote learning page, to share information about Rosa's life. Focusing on the bus ride she became most famous for. Write a series of sentences that tell us what happened. Why did she refuse to give up her seat? What happened next (arrested) and the additional impact her actions had. (protest and the early changes in segregation laws).</p>
Maths	<p>Measure - Length and Height.</p> <ul style="list-style-type: none"> • Compare mass task • Weight and mass problems task • Introducing capacity and volume activity • Introducing capacity and volume task • Measure capacity task 	<p>Video lessons for each of the objectives are available here. Measurement: Weight and Volume</p> <p>Please note that Wednesday's session is practical and is intended for hands-on exploration of understanding the concept of capacity/volume. Your child will be able to learn and understand the vocabulary associated with capacity and be able to make comparisons. The video explains this clearly.</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 - To understand the difference between healthy and unhealthy foods.</p> <p>History - To learn about the life and struggles of Rosa Parks, segregation in America and how the actions of Rosa and her supporters began to change history. Throughout this work we will refer to equality/inequality and the reasons people may be treated differently in society. <i>Key vocabulary:</i> racism, inclusion, protest, equality, courageous</p> <p>Computing - Chatterpix app. Use photos or illustrations of Rosa Parks to add speech to. This week focus on the famous incident on the bus.</p>	<p>PSHE - Use the resources available on the Year 1 Remote Learning page to learn about healthy and unhealthy foods. Look at food packaging to see how many green/amber/red labels they have - do any of these surprise you? What about intended portion size? Use these resources to promote discussion and dialogue with your child about the foods they enjoy most and their overall diet. Are there any tweaks or changes that could be made or do they have a healthy balanced diet?</p> <p>History - Use the PDF on the Year 1 Remote Learning page to learn about Rosa Parks and 'the' bus incident that she has become famous for. The aim of our work in history is to help children understand the key vocabulary outlined below and the 'sticky knowledge' too.</p> <p>Key Vocabulary: discrimination – unfair treatment of people because of their colour, age, religion, disability or sex; disability – a physical or mental condition that limits a person's movements, senses or activities; racism – treating someone unfairly because of their race based on the belief that your own race is superior and can also be the belief that their religion or beliefs are not as good as yours; inclusion – to include someone within your group however different they may seem;</p>

	<p>Music - Singing with Flora & music with Mrs Matthews - to be able to play or sing long and short sounds.</p> <p>Art - Children will learn about the work of Van Gogh and a little about his life through the stories Katie and the Sunflowers and Camille and the Sunflowers alongside photographs of his most famous artworks. Discussion and writing opportunities.</p>	<p>protest – to take action to show disapproval or objection to something;</p> <p>equality – ensuring. that every individual has an equal opportunity to make the most of their lives and talents;</p> <p>courageous – to face danger, or stand up against the odds without flinching</p> <p>Sticky Knowledge: Rosa Parks fought for the rights of black people in the USA. She became very well known for not giving up her seat to a white person on a bus.</p> <p>Computing - Catterpix Kids is a free downloadable app that allows you to animate and add voices to photographs/images . In school we will be uploading and using pictures/illustrations of Rosa Parks as an adult on the bus. We will add voice overs to our pictures to talk about the incident on the bus that she became most famous for and led to the beginning of changes to segregation law in America at the time.</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>Art/English/PSHE - Share the story of Camille and the Sunflowers which is a child friendly books that helps us to imagine what life was like for the artist, Vincent Van Gogh when he was alive. There are many opportunities for discussion about being treated fairly and with kindness. Talk about the different characters in the story - how their actions tell us about their personalities. Are they good/kind people? How do we know? In school we will be writing sentences about Vincent Van Gogh and/or a retell of the main points of the story. You may want to encourage your child to do the same.</p>
Physical	<p>Multi-skills - lead by 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>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 resilience, 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</p>

		ball/beanbag in doors to develop hand-eye coordination and catching.
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