

Y1 Weekly Learning Overview
Week beginning 5.10.2020

Subject	In school learning	Remote learning
English	<p>Reading</p> <ul style="list-style-type: none"> RWI/phonics: <ul style="list-style-type: none"> Group 1: ea, oi, a-e, i-e. Group 2: ay, igh, ow, oo (u) Group 3: qu, ng, nk, review SS Set 1 Group 4: i, n, p, g All 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</p> <ul style="list-style-type: none"> Recap and assess ch/tch Teach new spelling rules 'v' and 've'. <p>Writing</p> <ul style="list-style-type: none"> Science link - Seasons, focus on Autumn. Build class word bank over the week linked to Autumn colours and weather Acrostic poem written outcome Orally build sentences / phrases Understanding how many words in the sentence/ phrase before breaking words into sounds. Capital letters - why we DON'T need them on the acrostic template. Spaces between words Full stops Use Think it - Say it - Write it - Check it strategy <p>Handwriting</p> <p>Using RWI formation rhymes to revise letter formation - following Set 1 Speed Sound order.</p> <ul style="list-style-type: none"> u, b, f, e, l 	<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. Also see the poetry time videos including 'Cake-o-saurus' and 'If I were a hawk' to help children experience poetry. https://www.ruthmiskin.com/en/find-out-more/parents/ Share any Autumnal based texts - even if the link is due to setting rather than content of the story. <p>Spelling</p> <ul style="list-style-type: none"> Words used this week - van, vet, visit, have, nerve, give, love, glove, above, live. Draw pictures to match each word 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 <p>Writing</p> <ul style="list-style-type: none"> Make lists of words linked to Autumn colours, weather or events such as darker nights or halloween. Encourage and work with your child to think of short phrases or sentences about autumn that start with each of the letters in the word AUTUMN. E.g. All the leaves tumbling down. Umbrellas blown inside out! Tractors gathering the harvest. Under the leaves hedgehogs sleep. My coat is fastened tight! Nuts and berries ready to eat A template/writing frame is available to view or download on our class page of the website. Focus on orally building phrases/sentences. Understanding how many words in the sentence before breaking words

		<p>into sounds.</p> <ul style="list-style-type: none"> • Spaces between words • Full stops to end sentences • Use Think it - Say it - Write it - Check it strategy <p>Handwriting</p> <p>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'.</p> <p>https://home.oxfordowl.co.uk/english/primary-handwriting/handwriting-year-1-age-5-6/</p> <p>Use the letter formation phrases below to develop correct letter formation of the specific letters for this week:</p> <ul style="list-style-type: none"> • u - down and under the umbrella, up to the top and down to the puddle • b - down the laces to the heel, round the toe • f - down the stem and draw the leaves • e - lift off the top and scoop out the egg • l - down the long leg
Maths	<p>White Rose Maths Hub</p> <ul style="list-style-type: none"> • Order numbers • Ordinal numbers • The number line • Introducing parts and wholes • Activity - Parts and wholes 	<p>Video lessons for each of the objectives are available here. One per day. Look at Week 4 & Week 5</p> <p>https://whiterosemaths.com/homelearning/year-1/week-4/</p> <p>Linked worksheets available on the Y1 class web page to print and use at home or to copy if printing unavailable.</p>
Knowledge and Understanding	<p>Aspirations - overarching theme and referred to as appropriate / growth mindset etc.</p> <p>Science - Seasonal Change</p> <ul style="list-style-type: none"> • naming and cycle • focus on Autumn • Weather / Temperature / symbols • Deciduous & Coniferous trees <p>Coding - using code-a-pillars and iPads, understanding simple instructions and what is meant by an algorithm.</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, such as fastening their coat or shoes, 'sticking' with an activity for an agreed length of time, practising activities that they find challenging, such as handwriting, maths or reading. • 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>De-bugging - what we do when things don't work as we expect them to - overcoming challenges.</p> <p>Music - Singing with Flora</p> <p>RE - with Mr Benefield</p> <ul style="list-style-type: none"> • Christian Communities. 	<p>Science - Seasonal Change</p> <ul style="list-style-type: none"> • Naming the 4 seasons and the cycle. • Understanding which season we are in now. • Focus on Autumn • Talk about the expected as well as 'unseasonal' weather. Watch a weather report together, make note of the weather symbols used to show wind, rain, sunshine, temperature and so on • Talk about the physical changes we see and feel such as the temperature dropping, starting to get dark earlier, leaves on trees changing colour and then falling from the trees. • Spot deciduous and coniferous/evergreen trees in your local area/garden <p>Coding - continue to use any coding apps available on the technology you have at home. Suggestions would be Coding Safari, Code-a-pillar, BeeBots or programmable toys such as remote control car/robot. An algorithm is a set of instructions designed to perform a specific task. Computers can only follow the instructions we give them.</p> <p>Debugging - is what we do when a robot/sprite on screen doesn't appear to do what we expected. We need to look at the code/instructions and work out which bit we need to change and then try to run the code again. It can sometimes take many tries and lots of resilience to fully debug a program.</p> <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p> <p>RE -Christian communities, discussion opportunities and things to think about:</p> <ul style="list-style-type: none"> • What groups do you (children and parents) belong to? (Pre Covid!) Rainbows, choirs, Karate etc • Do you or anyone you know go to church? Help your child to see that a church community (or any place of
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		<p>worship) is another group or community that you can belong to.</p> <ul style="list-style-type: none"> • How are these groups/communities different? • Do we dress differently to attend/meet? • How do we identify that we belong to these groups?
Physical	<p>Commando Joes - team building and problem solving activity using Simba from the Lion King as stimulus. Links to aspirations and resilience.</p> <p>Mission 5 - 'An obstacle is often a stepping stone'.</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. 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>Linked to Mission 5, If you have space and it is safe to do so; set up a simple, floor level obstacle course in your living room/garden. You may use cushions as 'rocks' or other things to avoid, paper as 'stepping stones', a dressing gown chord as a 'tightrope' - be imaginative. Then one person is blindfolded while the other tries to communicate clearly to help the person 'in the dark' to navigate the course to get to safety. Have fun!</p>