

**'SPORTS WEEK'**

**Y1 Weekly Learning Overview  
Week beginning 28.6.2021**

Subject	In school learning	Remote learning
<b>English</b>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Nelson Handwriting - to practise break letters - sport theme. M - enjoy, zoom T - sport, W - goal Th - n/a F - jump</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Daily storytime /shared book, chosen by children for pleasure</li> <li>Whole class literacy - Focus text: The Tortoise and the Hare to include story mapping to orally retell</li> <li>Group/Individual reading with levelled books/flashcards</li> </ul> <p><b>Spelling</b> New spellings: The vowel digraphs 'ai' and 'oi' - rain, wait, train, paid, afraid, oil, join, coin, point, soil</p> <p>HFW/CEW focus: M - you T - your W - with Th - very F - all</p> <p><b>Writing</b> Sessions to provide opportunity for application of phonics and to develop sentence structure through:</p> <ul style="list-style-type: none"> <li>'Hold a sentence'</li> </ul>	<p><b>Handwriting</b> 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'. <a href="#">Handwriting in Year 1 (age 5–6)   Oxford Owl</a></p> <ul style="list-style-type: none"> <li>This week we will continue to practise break letters using words linked to sports week: enjoy, zoom, sport, goal, jump</li> <li>Letters should be written along/on a line with clear ascenders and descenders.</li> <li>Ask your child to explain what we mean by ascenders and descenders - Do they mimic my silly voice and actions to help us remember?!</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li><a href="#">Home reading</a></li> <li>Use the videos provided in the above link to look at Set 1, Set 2 or Set 3 Speed Sounds together with your child.</li> <li>Read the 'Fred Games' guidance to see how you can support your child if they are struggling to blend words consistently.</li> <li>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 sponds? 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.</li> <li>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.</li> <li>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')</li> <li>Discuss any new or unfamiliar words</li> <li>Once confident, then begin reading the story.</li> <li>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.</li> <li>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?</li> </ul>

	<p>activities linked to The Tortoise and the Hare</p> <ul style="list-style-type: none"> <li>○ Proof read and edit given sentences for spelling and grammar.</li> <li>○ Independent sentence level work - retell the story in their own words.</li> </ul> <p><b>Wider curriculum:</b></p> <ul style="list-style-type: none"> <li>● PSHE - Linked to what it means to be a good team player / teammate - qualities, personality traits</li> <li>● Compose team / house mottos</li> </ul>	<p>- 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.</p> <ul style="list-style-type: none"> <li>● Continue to share <i>any</i> stories to promote a <b>love</b> 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?</li> <li>● Remember we also have access to <a href="#">Oxford Owl Reading Books</a>, 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.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● Spellings this week: The vowel digraphs 'ai' and 'oi' - rain, wait, train, paid, afraid, oil, join, coin, point, soil</li> <li>● Use the words in sentences orally and/or written down</li> <li>● Write words on post it notes and hide for child to find</li> <li>● Match words to pictures</li> <li>● 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?</li> <li>● See additional activities you may wish to download too available on the Year1 Remote Learning page of the website. <a href="#">Year 1 remote Learning</a></li> <li>● HfW and CEW for the week: you, your, with, very, all. It is really important that your child can read and spell these words.</li> </ul> <p><b>Writing</b></p> <p>Linked to The Tortoise and the Hare:</p> <p>'Hold a sentence' activities really help build children's confidence and understanding of sentence structure. Using your child's reading book or the Tortoise and the Hare text as a guide to expected level, write a simple sentence together, modelling and emphasising:</p> <ul style="list-style-type: none"> <li>● Capital letters</li> <li>● Spaces between words</li> <li>● All words in the sentence</li> <li>● All sounds in each word</li> <li>● Punctuation - full stop, exclamation or question mark</li> <li>● Use Think it - Say it - Write it - Check it strategy</li> </ul> <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 '<b>red</b>' words (common exception words).</p> <p>Next hide/cover the sentence and encourage your child to</p>
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		<p>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 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 you create sentences or a story to go with the image?</p> <p><b>Writing</b> Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> <li>• What makes a good team player / teammate? - Discuss the qualities a good teammate needs - think about their personality as well as skill. Use the 'being a good sport' resource on the Year 1 Remote Learning page.</li> </ul>
<b>Maths</b>	<p><b>Place Value to 100</b></p> <ul style="list-style-type: none"> <li>• Ordering numbers</li> <li>• One more, one less</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Recognising coins</li> <li>• Recognising notes</li> <li>• Counting in coins (activity)</li> </ul>	<p>Video lessons for each of the objectives are available here: <a href="#">Place Value within 100</a> and <a href="#">Money</a></p> <p>Please note that Friday's session is a practical activity 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. <a href="#">Year 1 Remote Learning</a></p>
<b>Knowledge and Understanding</b>	<p><b>PSHE</b> - what it means to be a good teammate or team player - qualities and personalities</p> <p><b>Music</b> - Singing with Flora.</p> <p><b>Art/design</b> - Design a flag for our class bubble and/or each house team - incorporate mascots</p> <p>Design a class bubble strip and/or a new team kit for houses</p> <p>Design a medal - either for events or sportsmanship qualities</p>	<p><b>PSHE</b> - Use the 'being a good sport' resource on the Year 1 Remote Learning page as a discussion prompt with your child.</p> <p><b>Music</b> - 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><b>Art/Design</b> - use the templates available on the Year 1 Remote Learning page to design:</p> <ul style="list-style-type: none"> <li>• A team flag</li> <li>• Team kit for houses</li> <li>• A medal or medals for different sports day events or the sportsmanship qualities you would expect to see</li> </ul>

<b>Physical</b>	<p><b>Daily mile</b> - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p><b>Dance</b> - led by NUFC Foundation (Monday)</p> <p><b>Skills practice</b> - throwing, catching, aiming, dribbling, passing, shooting</p> <p><b>Sports day</b> - fun activities incorporating all of the skills we have practiced this week plus agility, balance and speed activities</p> <p><b>Sponsored event</b> - Friday - lead by Mr Routledge</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><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></p> <p>Could you set up a mini sports day in your pwn garden? You could include:</p> <ul style="list-style-type: none"> <li>• egg and spoon race</li> <li>• Sack race - using pillow cases</li> <li>• Throwing - aiming at a target</li> <li>• Dribbling a ball round a course</li> <li>• An obstacle course using cushions, chairs and anything else you may have!</li> </ul>
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