

Y1 Weekly Learning Overview
Week beginning 21.6.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - to practise break letters. M - point, book T - good, queen W - you, join Th - n/a F - enjoy, zoom <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure Focus text for RWI: <ul style="list-style-type: none"> Group 1 - Hairy Fairy Ext - The invisible clothes Group 2 - A bad fright Group/Individual reading with levelled books/flashcards <p>Continue HFW & CEW reading assessments. Catch up on any absentees</p> <p>Spelling</p> <p>New spellings: The vowel digraphs 'ow' and 'ou': now; how; brown; down; town; out; about; mouth; sound; you*</p> <p>HFW/CEW focus:</p> <p>M - was T - went W - were Th - what F - when</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 following break letters: p, b, g, q, y, j, z by writing the words below: point, book, good, queen, you, join, enjoy, zoom. 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 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. 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?

	<p>Writing 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 RWI focus texts ○ Proof read and edit given sentences for spelling and grammar. ○ Independent sentence level work <p>Group 1: Grammar focus - adjectives Writing - To write a letter. In role as the Hairy Fairy, writing a letter to ask the Fairy Queen for a job with Father Christmas. Ext - Grammar focus - verbs Writing - To write about choosing a mayor. In role as Vain Vincent and Normal Nancy, writing answers to questions in an interview to become mayor.</p> <p>Group 2: Write about a wicked witch. Composing descriptive sentences about what an imagined witch looks like and does.</p> <p>Wider curriculum:</p> <ul style="list-style-type: none"> ● Writing linked to comparing school life today with that of the 1980s and 1990s. ● New Hartley Highlights - first draft 	<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"> ● 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: The vowel digraphs 'ow' and 'ou': now; how; brown; down; town; out; about; mouth; sound; you* ● 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 the week: was, went, were, what, when. It is really important that your child can read and spell these words. <p>Writing Linked to your child's reading/RWI level: '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, exclamation 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). 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 interesting adjectives or using conjunctions such as:</p>
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		<p>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>Writing Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> • Use what you find out about Live Aid to create a fact file or poster. Can you cover the When? What? Why? Who? and Where?
Maths	<p>Measure - Length and Height.</p> <ul style="list-style-type: none"> • Counting forwards and backwards within 100 • Introducing the 100 square (activity) • Partitioning numbers • Comparing numbers (1) • Comparing numbers (2) 	<p>Video lessons for each of the objectives are available here: Place Value within 100</p> <p>Please note that Tuesday'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. Year 1 Remote Learning</p>
Knowledge and Understanding	<p>PSHE/science - briefly recap and discuss the sun safety experiment set before isolation. Discuss what happened and record findings.</p> <p>Music - Singing with Flora.</p> <p>History - Opportunity to recap from last week's remote learning - Changes in education/school life, comparing 80s/90s to today.</p> <p>Also: Live Aid - What? When? Why? Who? Where? Links to equality themes and history lessons.</p>	<p>History: Can you use your own recollection or online sources such as Google or Youtube to research and learn about Live Aid with your child. This fits with the period of history 'within living memory' that we have been focusing on this half term as well as providing an opportunity to think about our overarching theme of 'equality and fairness'.</p> <p>Use the following questions as prompts to focus your discussions and research:</p> <ul style="list-style-type: none"> • What was Live Aid? • When did it take place? • Why did it take place? • Who made it happen and who was involved? • Where did it take place? <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>
Physical	Daily mile - practice	Encourage your child to remain active whilst not at school.

	<p>7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p>Dance - led by NUFC Foundation</p>	<p>Plenty of 'wiggle breaks' during the day to avoid sitting for too long.</p> <p>Daily mile - can you go for a walk, jog or run to keep active for at least one mile?</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>
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