

Y1 Weekly Learning Overview
Week beginning 8.3.2021

Subject	In school learning	Remote learning
English	<p>Reading</p> <ul style="list-style-type: none"> • Daily storytime /shared book, chosen by children for pleasure and with focus text for the week, Oliver's Vegetables. • Group/Individual reading with levelled books/flashcards <p>Spelling New spellings:</p> <ul style="list-style-type: none"> • Days of the week (last week's focus too and fit with chosen text) • HFW/CEW focus: what, your, all, very <p>Writing Sessions to provide opportunity for application of phonics and to develop sentence structure through:</p> <ul style="list-style-type: none"> ○ Story mapping ○ Lists ○ 'Hold a sentence' activities linked to Oliver's Vegetables. ○ Proof read and edit given sentences. ○ Independent labelling and/or sentences <p>Wider curriculum:</p> <ul style="list-style-type: none"> • Science week links - Instructions on how to chit and plant potatoes and how to care for plants. <p>Handwriting</p>	<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 on their memory of what they have read. • 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: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday • Draw pictures of specific things you may do on these days or create a menu using pictures and label them with the days of the week. • Use the words in sentences orally and/or written

	<ul style="list-style-type: none"> Nelson Handwriting - review of letter families and formation. 	<p>down</p> <ul style="list-style-type: none"> Write words on post it notes and hide for child to find Match words to pictures - you can use the posters from the class webpage to help with this. Can you find days of the week used in print elsewhere such as calendars, diaries, newspapers, mobile phone screensavers and so on. See additional activities on our class page you may wish to download too. <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 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 adjectives. E.g. Start: 'I eat chips.' Extend to : 'I eat hot chips with ketchup.'</p> <p>Writing Ideas linked to theme/topic: Oliver's Vegetables - after sharing the story can you help your child to write a list of all the vegetables Oliver ate, in order. Perhaps draw and label the vegetables - this will help any further sentence work linked to the text. Can your child use the list to help structure a retell of the story? E.g. Oliver went to stay with his Gran and Grandpa. On Monday Oliver ate crunch orange carrots for lunch. For supper on Tuesday he tried Spinach. And so on.</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 revisiting all letter families to
--	---	---

		<p>consolidate letter formation.</p> <ul style="list-style-type: none"> • Letter family 1: c o a d g f s q e • Letter family 2: i l t j u y • Letter family 3: b h k m n p r • Letter family 4: v w x z • 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?! • Please also see the resource on our class web page.
Maths	<p>Review of Place Value within 50 so far.</p> <ul style="list-style-type: none"> • Counting to 50 • Representing numbers to 50 using objects and pictures • One more. One less • Reading and writing numbers to 50 in numerals • Ordering numbers 	<p>Video lessons for each of the objectives are available here. Number: Place Value (within 50)</p> <ul style="list-style-type: none"> • Can your child count to 50, starting at 0 or any other number? • Find objects in your house that you can group into tens (beads, pasta, lego, coins) and play by making different representations of numbers to 50. Can your child make a given number and/or say what number you have made? • Can your child say what one more or one less than the number would be? • The main aim is to establish that children can read two digit numbers and understand that the '4' in '45' is worth 4 tens, it's value is 40. • Children need to know that when we write two digit numbers we always write the tens first followed by the ones. • Can your child order 3 or 5 different numbers between 10 and 50? This can be done with objects, pictures or numerals.
Knowledge and Understanding	<p>Sustainability - links this week will be made to growing our own vegetables in science as well as considering the environmental impact of greetings cards.</p> <p>PSHE - Main focus on settling children back into school. Talking about and acknowledging feelings and emotions. Sharing books such as 'The Big Bag of Worries' to generate discussion.</p> <p>Science - Linked to English</p>	<p>Sustainability - think about some of the different ways we can be more mindful about our environment and use of plastics/paper for packaging of foods. Why might it be better for our environment if we were all able to grow all our own vegetables? Also discuss the impact that could have on shops / supermarkets / delivery drivers and so on. Consider why sending an email is better for the environment than sending a handwritten letter. Also discuss the reasons why people may need to or prefer to receive 'hard' copies of things rather than digital versions.</p> <p>Science - In school we will be chitting potatoes and looking at instructions on how to plant the chitted potatoes when they are ready. Take a look at this website: How to Grow Potatoes in Containers</p> <p>Computing - In school we will be editing photos by adding text and 'stickers' to create Mother's Day card inserts. Can</p>

	<p>text, 'Oliver's Vegetables' and our work on Plants. We will start chitting potatoes and discuss what we can do to nurture their growth.</p> <p>Computing - Inserting and editing images and text. Using photos of children and their mothers as part of Mother's Day cards.</p> <p>Art - Mother's Day cards, using collage to complete colourful and unique hearts. These will either become the front or insert of the cards</p> <p>RE - with Mr Benefield</p> <p>Music - with Mr Benefield Singing fun, repetitive songs that everyone can join in with. Make links to the benefits of singing, especially with others, for positive mental health.</p>	<p>you use free apps such as PicCollage to edit your own photos? Show your child how to pinch and stretch images to create a different look.</p> <p>Art - gather together a range of coloured paper or paper with different textures. Draw a heart shape to use as an outline. Approximately A5 size. Rip the papers into small pieces and then use them to make a unique collage, staying within the heart shaped outline using PVA or a glue stick to secure papers in place.</p> <p>RE - Research and/or discuss with your child what Palm Sunday means to Christians. You may choose to use the PDF available to download from our class webpage to support you with this.</p> <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p>
Physical	<p>Commando Joes - Multi skills sessions lead by Newcastle United Foundation - building on from last half term's skills of teamwork, resilience and communications</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 skills, resilience and respectful attitude through multi-skills sessions. These will include missions and 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 ball/beanbag in doors to develop hand-eye coordination and catching.</p>