

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 - to form and join from letter 'w': M - n/a T - wa, wo W - was Th - n/a F - want <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure Focus text for RWI: Group 1 - The gingerbread man Ext - Andrew Group 2 - The dressing up box Group/Individual reading with levelled books/flashcards <p>Spelling New spellings: The vowel digraphs 'aw' and 'au': saw; draw; ywan; crawl; claw; author; August; dinosaur; astronaut; your</p> <ul style="list-style-type: none"> HFW/CEW focus: M - n/a T - back W - now Th - old F - saw <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' 	<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 learning to form and join from the letter 'w' using the letter pairs and words below: wa, wo, was, want 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 on their memory of what they have read.

	<p>activities linked to RWI focus texts</p> <ul style="list-style-type: none"> ○ Proof read and edit given sentences for spelling and grammar. ○ Independent sentence level work <p>Group 1: Grammar focus - past tense: suffixes for verbs, no change to root word when adding -ing, -ed,-er. Adjectives -er and -est.</p> <p>Writing - To write about the Gingerbread Man. Writing in role as Seth, describing what happened when they chased the gingerbread man.</p> <p>Ext - Grammar focus: commands</p> <p>Writing - To write about what Stewart said. In role as Stewart, answering questions about why he didn't look after Andrew properly at the beach.</p> <p>Group 2: To write about dressing up. Composing questions and descriptive responses about teachers in fancy dress.</p> <p>Wider curriculum:</p> <ul style="list-style-type: none"> ● Sentences linked to what the children notice when making tints and tones. ● Sentences work linked to the importance of brushing our teeth. 	<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? ● Also see the reading comprehension activity on our Year 1 Remote Learning page for additional reading material. <p>Spelling</p> <ul style="list-style-type: none"> ● Spellings this week: aw; draw; yawn; crawl; claw; author; August; dinosaur; astronaut; your ● 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: back, now, oh, old, saw <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.</p> <p>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</p>
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Maths	<p>Measure - Length and Height.</p> <ul style="list-style-type: none"> • Compare capacity • Recap count in 2s • Recap counting in 5s • Activity count in 10s & Count in 10s. 	<p>Video lessons for each of the objectives are available here. Measurement: Weight and Volume</p> <p>Please note that Friday's session has 2 videos and only one task.</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 why we need to brush our teeth.</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. - carried over from last week. Add to as appropriate.</p> <p>Music - Singing with Flora & music with Mrs Matthews - to be able to perform a pulse and perform simple rhythms.</p> <p>Art - Children will learn to add white to colours to make tints and black to colours to make tones - adult led. Sunflowers artwork - individual pieces to create whole class composition, linked to Van Gogh work from last week.</p>	<p>PSHE - Use the resources available on the Year 1 Remote Learning page to learn about why we need to brush our teeth.</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. (carried over from last week)</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 - If you have paints available at home, teach your child how to make tints and tones by completing the following activity. Pick a colour (not white or black) and paint a stripe across the top of a page. Next add a small amount of white (one drip) and mix until you have a consistent blend of the new shade. Paint a new stripe directly under the first one. Repeat this several times until you reach the bottom of the page or you have a very pale, tint of the original colour. Talk about</p>

		<p>what you see/notice. What is happening with each new brush stroke?</p> <p>Repeat from the beginning, but this time adding a drop of black to the base color. What happens this time? Stop when the final tone is almost completely black.</p> <p>Talk about how artists use tints and tones to create different shades to suit the mood or composition of their paintings. Perhaps allow time for your child to experiment with different colours.</p> <p>Using the downloadable sunflower image from our Remote Learning page, can your child paint/colour it applying tints or tones. This single sunflower may then be added to our class composition in school.</p>
Physical	<p>Daily mile - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</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>Daily mile - can you go for a walk, jog or run at 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> <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 ball/beanbag in doors to develop hand-eye coordination and catching.</p>