

Y1 Weekly Learning Overview
Week beginning 14.6.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - to practise the 4th join to set 2 letters. M - bowl T - dark W - hark Th - n/a F - park <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 Poor Goose Ext - A very dangerous dinosaur Group 2 - I think I want to be a bee Group/Individual reading with levelled books/flashcards <p>Continue HFW & CEW reading assessments</p> <p>Spelling New spellings: Adding er and est to adjectives where no change is needed to the root word: grander; grandest; fresher; freshest; quicker; quickest; taller; tallest; slower; slowest.</p> <p>HFW/CEW focus: M - here T - house W - said Th - their F - there</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 4th join to set 2 letters using the letter words below: bowl, dark, hark, park Letters should be written along/on a line with clear ascenders and descenders. See the photo provided on the Year1 remote learning page. Please note that the 'b' in bowl and 'p' in park do not join and are classed as 'break letters'. 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"> Follow all RWI daily lesson plans using the resources provided on our remote learning page. Each group has a powerpoint and pdf version of each lesson to ensure everyone has access. Children know which group they are in! 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 - alternatively, use their little yellow Speed Sounds book. 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 sounds? 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

	<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 - verbs / past tense verbs with 'ed' endings. Writing - To write about winning. Rewrite the story from the sheepdog's perspective. Ext - Grammar focus - past tense verbs 'ed' ending and - was, saw, taught, ran. Writing - To write about a new kind of dinosaur, choosing from: Courageousaurus; Furiousaurus; Silliosaurus; Gorgousaurus and Hideousaurus.</p> <p>Group 2: To write about what you want to be when you grow up - real or fanciful.</p> <p>Wider curriculum: Writing linked to comparing school life today with that of the 1980s and 1990s.</p>	<p>head').</p> <ul style="list-style-type: none"> ● 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. If at any point your child needs to overtly sound out words in a sentence, encourage them to go back and re-read that sentence until they can read all words on sight. This will increase their own confidence, but crucially improve their understanding of what they have read too. ● It is also beneficial for struggling readers, to hear what it 'should' sound like. So please feel free to take turns reading the pages aloud. This way you are modelling fluency, pace, expression and tone. ● 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: Adding er and est to adjectives where no change is needed to the root word: grander; grandest; fresher; freshest; quicker; quickest; taller; tallest; slower; slowest. ● Use the words in sentences orally and/or written down. This will ensure your child understands the meaning of the words and can use them correctly in context. ● Write words on post-it notes and hide them for your child to find. Can they read the word when they find it? If they can they keep it, if not you get to hide it again. ● Match the 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: here; house; said; their;
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		<p>there. It is really important that your child can read and spell these words.</p> <p>Writing - Follow the RWI lesson plans using the provided resources for incidental and sentence level writing tasks. Each day follows on from the previous one, so if you miss a day be sure to continue from where you left off.</p> <p>Writing Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> • A poster, fact file or series of sentences showing differences between school days in the 80s/90s and today.
Maths	<p>Measure - Length and Height.</p> <ul style="list-style-type: none"> • Describe turns - task • Describe position (1) - task • Describe position (2) - task • Counting to 100 by making 10s - activity • Counting to 100 - task 	<p>Video lessons for each of the objectives are available here: Position and Direction</p> <p>Please note that Thursday'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>History - Changes in education/school life, comparing 80s/90s to today.</p> <p>History/Music - Music from the 80s & 90s. Pop/Teen pop/Rock</p>	<p>History - Changes in living memory (that's parents and/or grandparents). Please use the bullet points below to prompt discussion with your child. The intention was to focus on school life for children, exploring the eighties and nineties in comparison to now. If you did not attend school during the 80s or 90s, just talk about your own experience, it is still historic for our children!</p> <p>I hope some of these will bring back memories - and feel free to add anything else that was significant for you.</p> <p>Sticky knowledge - (what children need to be able to talk about)</p> <p>Blackboard/chalkboards – A blackboard would be seen in almost every classroom in the 1980s. Today we have screens or an interactive whiteboard.</p> <p>Chalk – Chalk was used by teachers to write on the blackboard. It was mainly white but there were many colours of chalk.</p> <p>Overhead Projector - An overhead projector (OHP), like a film or slide projector, used light to project an enlarged image onto a screen, allowing small documents or pictures to be viewed by the whole school or class.</p> <p>Berol ink pens – In many schools in the 1980s children wrote in their school books using these pens. This was a</p>

recent and more convenient upgrade to fountain pens or pens and nibs and is still used today. Nit nurse – The name given to the nurse who came to school to check hair for lice.

Milk bottles – individual glass bottles with silver foil lids. In the 1980s children under seven were given milk in school.

Skipping – A very popular game in the 1980s. It was a long piece of rope which was turned by two children or individual skipping ropes.

Top Trumps - A card game first published in 1978 and very popular in the 80s and 90s. Each card contains a list of numerical data, and the aim of the game is to compare these values to try to trump and win an opponent's card. Still popular today, with a wide variety of different packs of Top Trumps have been published.

TV/Video trolley - to be able to show pre-recorded educational programs in classrooms. No internet or streaming to interactive whiteboards/screens.

PE - in primary school, children stripped down to their vest and underwear to do PE in the school hall.

Showers - in high school, all children were expected to shower after their PE lessons before getting dressed and off to their next lessons.

Punishments/sanctions – In schools there were strict rules and expectations of behaviour, (though not as strict as those we have learned about in Victorian schools), with consequences including detentions (break times and after school), writing lines, standing facing the wall, standing outside classrooms or the head teacher's office.

The National Curriculum - required that all schools teach the same subject content from the age of 7-16. From 1988 all schools were required to teach the core subjects English, Maths, Science etc at GCSE level. GCSE's and SAT's were also introduced as part of the National Curriculum. These changes allowed both boys and girls to take all subjects/lessons including home economics and CDT (craft design and technology).

Music - 80s and 90s, comparison of top ten chart music then and now. Who was big in:

Pop (e.g. Michael Jackson, Prince, Madonna and Whitney Houston)

Teen Pop (e.g. Tiffany, New Kids on the Block, Bros, The Bangles)

Rock (e.g. AC/DC, Queen, Bon Jovi, Guns n Roses, Aerosmith)

Can you use a streaming service or you may even have

		<p>some of this on disc/vinyl to listen to and discuss the music. Do the children recognise any of the songs? Where have they heard them? Compare this to popular music today. What do the children listen to? Where do they listen to it/on what devices? Talk about how changes in technology have changed how we are able to listen to music too.</p>
Physical	<p>Daily mile - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p>Dance - led by Sophie from NUFC Foundation - building on routine started last week.</p>	<p>Even though we are all being restricted to our home and gardens this week, encourage your child to remain active whilst not at school. Plenty of 'wobble 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>