

**Y1 Weekly Learning Overview**  
**Week beginning 7.6.2021**

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 the 4th join to set 2 letters. M - wl T - rl W - growl Th - n/a F - prowl</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>Focus text for RWI: <b>Group 1</b> - starting Blue books, Barker</li> <li>Ext - A celebration on planet Zox</li> <li><b>Group 2</b> - starting Orange books, Playday</li> <li>Group/Individual reading with levelled books/flashcards</li> </ul> <p>Continue HFW &amp; CEW reading &amp; spelling assessments</p> <p><b>Spelling</b> New spellings: The vowel digraph 'er': better; under; summer; winter; sister; rubber; her; term; verb; person.</p> <p>HFW/CEW focus: M - are T - asked W - called Th - children F - could</p>	<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 be practising the 4th join to set 2 letters using the letter pairs and words below:</li> <li>wl, rl, growl, prowl</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><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' activities linked to RWI focus texts</li> <li>○ Proof read and edit given sentences for spelling and grammar.</li> <li>○ Independent sentence level work</li> </ul> <p><b>Group 1:</b> Grammar focus - noun phrases Writing - A newspaper report recounting Mr Brown's thoughts about having a dog and how his feelings changed. Ext - Grammar focus - adjectives Writing - a recount about being poorly on a school trip (imaginary or actual).</p> <p><b>Group 2:</b> To write in role, speech bubbles about what each character might say to each other as they play.</p> <p><b>Wider curriculum:</b></p> <ul style="list-style-type: none"> <li>● Recount linked to an aspect of their half term holiday.</li> <li>● Science - observations linked to the sun cream experiment (Thursday looks like the hottest day this week!)</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> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● Spellings this week: The vowel digraph 'er': better; under; summer; winter; sister; rubber; her; term; verb; person.</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: are; asked; called; children; could. It is really important that your child can read and spell these words.</li> </ul> <p><b>Writing</b> 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"> <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 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:</p>
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<b>Maths</b>	<p><b>Measure - Length and Height.</b></p> <ul style="list-style-type: none"> <li>• Making a quarter activity</li> <li>• Find a quarter task 1</li> <li>• Find a quarter of a quantity activity</li> <li>• Find a quarter task 2</li> <li>• Describe turns activity</li> </ul>	<p>Video lessons for each of the objectives are available here: <a href="#">Fractions</a> and <a href="#">Position and Direction</a></p> <p>Please note that Monday, Wednesday and Friday sessions are practical activities only and will not require any recording. 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/science</b> - Sun safety - sunscreen experiment using sugar paper and sunscreen.</p> <p><b>Music</b> - Singing with Flora.</p>	<p><b>PSHE/Science</b> - Using a high factor suncream, allow your child to 'paint' a simple picture such as a smiley face or create a handprint on a sheet of coloured sugar paper or card. Then leave it in direct sunlight, outdoors if possible, for the day. At the end of the day, take it back indoors and look to see what has changed. In theory, the area where the sun cream was applied should have remained close to the original colour, whilst the rest of the page will have faded/sun bleached. Use this as a way to highlight the effectiveness of sunscreen to protect our skin and discuss the damage over exposure to sun in the summer months can have on our skin.</p> <p>See the resources available on our class remote learning webpage too.</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>Physical</b></p>	<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</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 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><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></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>