

Y1 Weekly Learning Overview
Week beginning 12.10.2020

| Subject | In school learning | Remote learning |
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| English | <p>Reading</p> <ul style="list-style-type: none"> RWI/phonics: Group 1: o-e, u-e, aw, are Group 2: ar, or, air, ir Group 3 & 4: review digraph sounds th, sh, ch All groups to read associated words using Fred Talk, Fred in Your head & Speed Read Daily storytime/shared book. Group/Individual reading with levelled books/flashcards <p>Spelling</p> <ul style="list-style-type: none"> Teach new spelling trigraph 'igh'. <p>Writing</p> <ul style="list-style-type: none"> Geography link - Information text about the United Kingdom and its 4 countries and capital cities. Reference to New Hartley Village. Build class word bank over the week - place names and key vocabulary. Orally build sentences / phrases Understanding how many words in the sentence/ phrase before breaking words into sounds. Capital letters - why we must use them for place names | <p>Reading</p> <ul style="list-style-type: none"> Use the videos provided to look at Set 1, Set 2 or Set 3 Speed Sounds together with your child. Also see the poetry time videos including 'Zanzibar' and 'The Sound of Music' https://www.ruthmiskin.com/en/find-out-more/parents/ Share <i>any</i> stories to promote a love of books and reading, picking out any unusual or new words, discussing their meaning. We have these in school and call the the 'WOW words'. If you can also share any stories that may involve travelling within the UK or going on a car journey. One example is Katie in London - follow this video link to see and hear the story: https://www.youtube.com/watch?v=ImrNxvC9bb4 <p>Spelling</p> <ul style="list-style-type: none"> Words used this week -right, bright, light, night, fright, tight, high, I, by, my Draw pictures to match each word Use words in sentences orally and/or written down Write words on post it notes and hide for child to find Match words to pictures - you can use the poster from the class webpage to help with this. <p>Writing</p> <ul style="list-style-type: none"> Compose simple sentences about the UK. Name the four countries that make up the UK and their capital cities. Include a sentence about where New Hartley Village is too. Use the word bank from the class webpage to support writing. Focus on orally building phrases/sentences. Understanding how many words in the sentence before breaking words into sounds. Spaces between words Full stops to end sentences Use Think it - Say it - Write it - Check it strategy <p>Handwriting</p> <p>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'.</p> |

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| | <p>regardless of where they are in a sentence.</p> <ul style="list-style-type: none"> • Spaces between words • Full stops • Use Think it - Say it - Write it - Check it strategy <p>Handwriting Using RWI formation rhymes to revise letter formation - following Set 1 Speed Sound order.</p> <ul style="list-style-type: none"> • h, sh, r, v | <p>https://home.oxfordowl.co.uk/english/primary-handwriting/handwriting-year-1-age-5-6/</p> <p>Use the letter formation phrases below to develop correct letter formation of the specific letters for this week:</p> <ul style="list-style-type: none"> • h - down the head to the hooves and over his back • sh - story to help remember letters used rather than a formation phrase - The snake is hissing and the horse says 'sh' • v - down a wing, up a wing • r - down his back and then curl over his arm |
| Maths | <p>White Rose Maths Hub</p> <ul style="list-style-type: none"> • Part-Whole model with images and objects • Part-Whole model • Addition Symbol • Fact Families | <p>Video lessons for each of the objectives are available here. One per day. Look at Week 5 & Week 6 https://whiterosemaths.com/homelearning/year-1/week-5/</p> <p>Linked worksheets available on the Y1 class web page to print and use at home or to copy if printing unavailable.</p> |
| Knowledge and Understanding | <p>Aspirations - overarching theme and referred to as appropriate / growth mindset etc.</p> <p>Geography -</p> <ul style="list-style-type: none"> • 4 countries of UK & capital cities • Surrounding seas • Simple compass directions • Aerial maps - landmarks • Physical & human features <p>Music - Singing with Flora</p> <p>RE - with Mr Benefield</p> <ul style="list-style-type: none"> • Christian communities - Key Question: What is it like to be left out? • Share the parable of the Lost Sheep. | <p>Aspirations - linked to everyday activities with a focus on resilience.</p> <ul style="list-style-type: none"> • Challenge your child to become more independent in their everyday tasks, such as fastening their coat or shoes, 'sticking' with an activity for an agreed length of time, practising activities that they find challenging, such as handwriting, maths or reading. • Developing a growth mindset to challenge and understand that mistakes help our brains to grow and that everything is difficult before it gets 'easy'. <p>Geography In KS1 children are expected to be able to name and locate the four countries of the UK, their capital cities and the surrounding seas/bodies of water. You can make this fun by using:</p> <ul style="list-style-type: none"> • Google Maps to locate and name the 4 countries of UK (Scotland, England, Wales & Northern Ireland) & their capital cities (Edinburgh, London, Cardiff, Belfast). • Discuss any places you may have visited or would like to visit and find them on a map of the UK too. Children usually love to search for places they have been too and watch as the map zooms in. This helps begin a discussion |

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| | | <p>about the human (manmade) and physical (naturally occurring) features of a place too.</p> <ul style="list-style-type: none"> • Next use Google Maps to show your child the UK's surrounding seas (North Sea, Atlantic Ocean, English Channel, Irish Sea). • Whilst doing this try to include the language of simple compass directions (North, South, East and West) to describe where one place/landmark/body of water is in relation to another. • Find New Hartley on a map and discuss where we are in the UK. Include reference to the coastline and that when we go paddling in the sea we are standing in the North Sea! <p>Music - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p> <p>RE -Christian communities - Key Question: What is it like to be left out? Talk about how this can feel and why people may feel left out even when others don't necessarily mean to be unkind. Consider our own behaviours towards others. Use the following link to share the parable of the Lost Sheep. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyz</p> |
| Physical | <p>Commando Joes - team building and problem solving activity using Simba from the Lion King as stimulus. Links to aspirations and resilience. Mission 6 - 'Water is the driving force of all nature.'</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. 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. https://family.gonoodle.com/</p> <p>Linked to Mission 6, Outdoors, space and weather permitting, can you set up a challenge that requires water from one container to be transported to another? We will be doing this in teams in school, however it can be a challenge set for an individual child/siblings or for parents to get involved with too! The idea is to encourage thinking skills and communication about what and how it could/should be done. This could get messy but should be lots of fun!</p> |