

**Y1 Weekly Learning Overview**  
**Week beginning 02.11.2020**

Subject	In school learning	Remote learning
English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <b>RWI/phonics:</b>  <b>Group 1:</b> <i>Main</i> - Pink Bk 2 - Tab the cat  <i>E</i> - Grey Bk 1 - Rex to the rescue  <i>Phonics:</i> Set 3 - ea, oi, a-e, i-e  <b>Group 2:</b> Ditty 20 - In the bath, updated in line with Y1 objectives and differentiated as appropriate  <i>Phonics:</i> Review Set 1 daily and begin Set 2 - ay, ee, igh, ow</li> <li>● <b>Both groups</b> to read associated words using Fred Talk, Fred in Your head &amp; Speed Read</li> <li>● Daily storytime/shared book.</li> <li>● Group/Individual reading with levelled books/flashcards</li> </ul> <p><b>Spelling</b>  New spellings:</p> <ul style="list-style-type: none"> <li>● ing, ed, er endings where root words do not change.</li> <li>● Play matching games with words and pictures, labelling of images, cloze activities and/or sentence work to assess.</li> </ul> <p>HFW/CEW focus:</p> <ul style="list-style-type: none"> <li>● I, the, a, of</li> </ul> <p><b>Writing</b>  <b>RWI</b> - sessions to provide opportunity for application of phonics and to develop</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Use the videos provided 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) and stick to these sounds only at home. Thank you.</li> <li>● <a href="https://www.ruthmiskin.com/en/find-out-more/parents/">https://www.ruthmiskin.com/en/find-out-more/parents/</a></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 - 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.</li> <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>● New Spellings this week: hunting; hunted; hunter; buzzing; buzzed; buzzer; jumping; jumped; jumper</li> </ul>

	<p>sentence structure through:</p> <ul style="list-style-type: none"> <li>○ 'Hold a sentence' activities linked to texts.</li> <li>○ Proof read and edit given sentences</li> <li>○ Independent labelling and/or simple sentences</li> </ul> <p><b>Wider curriculum:</b></p> <ul style="list-style-type: none"> <li>● Firework Safety Instructions - using simple, bossy sentences.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Nelson Handwriting Unit 1 - introducing letter families: c, o, a, d, g, f, s, q</li> <li>● Unit 15 - first joins: ed, eg, ac</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how the word endings change the meaning of the words (verbs) and how we could use them in sentences.</li> <li>● Draw pictures to match each word</li> <li>● Use 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 - you can use the posters from the class webpage to help with this.</li> <li>● Can you find other words that match the spelling patterns/rule? Remember we are using words where the root word does not change when adding ing, ed or er.</li> </ul> <p><b>Writing</b></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"> <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 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 '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. 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: 'The dog sat on a rug.'</p> <p>Extend to : 'The black dog sat on the soft red rug.'</p> <p><b>Writing</b></p> <p>Ideas linked to theme/topic:</p> <ul style="list-style-type: none"> <li>● Can you compose a set of instructions to help keep a younger child safe during Bonfire Night?</li> <li>● Create a Bonfire/Firework safety poster - what key information would you need to include?</li> </ul>
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<b>Maths</b>	<p><b>White Rose Maths Hub</b></p> <ul style="list-style-type: none"> <li>• Systematic number bonds to 10</li> <li>• Number bonds to 10</li> <li>• Compare number bonds</li> <li>• Addition - adding together</li> </ul>	<p>Video lessons for each of the objectives are available here. One per day. Look at Week 6 and Week 7.</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/week-6-number-addition-subtraction/">https://whiterosemaths.com/homelearning/year-1/week-6-number-addition-subtraction/</a></p> <p>Linked worksheets available on the Y1 class web page to print and use at home or to copy/understand pitch and expectation, if printing is unavailable.</p>
<b>Knowledge and Understanding</b>	<p><b>Aspirations</b> - continue overarching themes and referred to as appropriate / growth mindset etc.</p> <p><b>PSHE</b> - focus on Firework / Bonfire Safety , with particular emphasis on using fireworks at home due to COVID restrictions and no organised displays this year.</p> <p><b>Art</b> - Firework pictures using chalks on black sugar paper, shape, space, colour, composition.</p> <p><b>Computing</b> - 'Illustrating a digital book'</p> <ul style="list-style-type: none"> <li>• Introduction to the iPad app 'Draw &amp; Tell'.</li> <li>• Creating images; changing colour; size; style of marks on the</li> </ul>	<p><b>Aspirations</b> - linked to everyday activities with a focus on resilience.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Developing a growth mindset to challenge and understand that mistakes help our brains to grow and that everything is difficult before it gets 'easy'.</li> </ul> <p><b>PSHE</b> - Firework / Bonfire Safety , with particular emphasis on using fireworks at home due to COVID restrictions and no organised displays this year. Look at the firework code online or see the resources on our class web page.</p> <p>Discuss the 'rules' and why they are so important. Talk about safe ways to enjoy fireworks and bonfires. Linked to writing above - create your own safety poster.</p> <p><b>Art</b> - Can you use chalks, pastels, crayons, paints or a mixture of these to create your own Bonfire Night</p>

	<p>page</p> <p><b>Music</b> - Singing with Flora</p> <p><b>RE</b> - with Mr Benefield</p> <ul style="list-style-type: none"> <li>• Diwali - story</li> </ul>	<p>artwork?</p> <p><b>Computing</b> - This half term in school we will be using the app 'Draw &amp; Tell' to build up skills in order to create a digital / ebook. Currently, this is a free app and you may wish to download it to your phone/tablet to use at home.</p> <p>Alternatively, any digital drawing app/tool will help your child learn about changing colour, lines, shapes, style, inserting 'stickers' and/or text, resizing and moving things on a page.</p> <p><b>Music</b> - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes.</p> <p><b>RE</b> - Can you help your child learn about aspects of the Hindi festival Diwali? Learning about the values and customs of those from different faiths and backgrounds helps develop tolerance, respect and understanding of what is meant by diversity; different cultures, customs and traditions of people in the UK.</p> <p>In school this week Mr Benefield will be sharing the story of Diwali. See our class webpage for an age appropriate version to share at home too.</p>
<b>Physical</b>	<p><b>Commando Joes</b> - 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><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></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>