

Y1 Weekly Learning Overview
Week beginning 10.5.2021

Subject	In school learning	Remote learning
English	<p>Handwriting</p> <ul style="list-style-type: none"> Nelson Handwriting - to practise the horizontal join. M - oo, oon T - moon W - room Th - n/a F - broom <p>Reading</p> <ul style="list-style-type: none"> Daily storytime /shared book, chosen by children for pleasure Focus text for RWI: Group 1 - Robin Hood Ext - Dear Vampire Group 2 - Tab's kitten Group/Individual reading with levelled books/flashcards <p>Spelling New spellings: The new consonant spelling 'ph' and 'wh': dolphin; alphabet; phonics; elephant; when; where; which; wheel; while HFW/CEW focus: M - people T - that W - this Th - them F - for</p> <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 practising the horizontal join using the letter pairs and words below: oo, oon, moon, room, broom. 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 - prefix - un Writing - To write about falling out, a recount of an imaginary argument they had with a brother, sister or friend. Ext - Grammar focus - suffixes -ful and -less Writing - To write about a trip to the fair, retelling what Sam did and felt when he went to the fair/theme park.</p> <p>Group 2: To write about the kitten - composing descriptive sentences about where the kitten will sleep, what it will eat and where it will play.</p> <p>Wider curriculum:</p> <ul style="list-style-type: none"> ● Sentences linked the pocket money debate. 	<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: 'ph' and 'wh': dolphin; alphabet; phonics; elephant; when; where; which; wheel; while 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: people, that, this, them, for <p>Writing</p> <p>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"> ● 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. Perhaps use a picture from a story book, newspaper or a drawing. Think of it as a 'freeze frame'. Discuss what you</p>
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Maths	<p>Measure - Length and Height.</p> <ul style="list-style-type: none"> • Make equal groups activity • Make equal groups task • Add equal groups task • Make arrays activity • Make arrays task 	<p>Video lessons for each of the objectives are available here. Multiplication and Division lessons</p> <p>Please note that Monday and Thursday 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. Year 1 Remote Learning</p>
Knowledge and Understanding	<p>PSHE - To understand that money comes from different sources and can be used for different purposes including spending and saving. Discuss the concept of pocket money. Should older siblings get more pocket money? Should children 'work' in order to receive pocket money? Should there be a set amount of pocket money? Who should decide set amounts? What implications could there be for families?</p> <p>Music - Singing with Flora.</p> <p>Art -</p>	<p>PSHE - Aim to help your child to understand that money comes from different sources (such as wages and/or benefits) and can be used for different purposes including spending and saving. Discuss the concept of pocket money. Use the questions below to facilitate discussion: Who should get pocket money? Should older siblings get more pocket money? Should children 'work' in order to receive pocket money? Should there be a set amount of pocket money? Who should decide set amounts? What implications could there be for families?</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 - 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>

	<p>Sunflowers artwork - individual pieces to create whole class composition, carried over from last week.</p> <p>The Big Ask Survey - all children to complete 1:1 with a member of staff</p>	
Physical	<p>Daily mile - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p>Multiskills - with Jess from 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 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>

Y4 Lexplore assessments - Wednesday PM