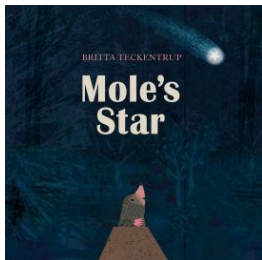
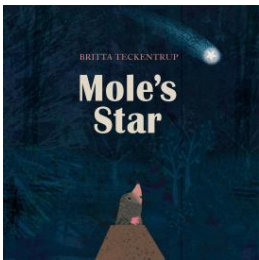
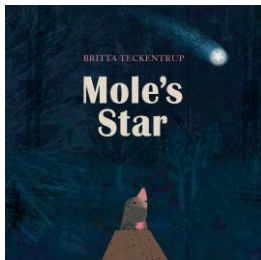


Year Group: 1

Week beginning: 19th March 2024

Weekly overview of learning

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Year 1 Weekly overview	Tuesday	Thursday	Friday
Reading text			
Reading LI	LI: (1) To make links between events in text and events in real life	LI: (1) To compare a text	LI: (1) To compare a text
Reading Introduction and task	<p>Today we are going to discuss what happens in the story of <i>Mole's Star</i>. We understand that the mole made a mistake by taking all the stars. We will talk about what the mole did to resolve the problem.</p> <p>The task today is to write about a time that we have made a mistake. We will talk about what we did to make things better.</p>	<p>Today we are going to be introduced to another text; <i>The Highway Rat</i> which encompasses similar themes to <i>Mole's Star</i>. We will compare to see how they are different and how they are similar.</p>	<p>Today we will review what we did yesterday. We will discuss the similarities and differences between <i>Mole's Star</i> and <i>The Highway Rat</i>.</p> <p>The task today is to choose one of the two stories and create a poster. The poster will show what is good about the story.</p>

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English	<i>To understand what a letter is</i>	To read and learn the features of a letter.	To learn about questions	<i>To plan a letter by boxing it up.</i>	<i>To write a letter to the zookeeper.</i>
English Text		<p>Dear Year 1,</p> <p>I am a zookeeper from London Zoo! We heard that you love learning about animals! Have you been reading the story of owl babies? We love that story here at the zoo. It makes us so happy when the mummy owl comes back to her babies. I am very lucky that I get to work with owls in our owl enclosure every day. Do you have any questions for me as a zookeeper?</p> <p>Sincerely, Jack the Zookeeper</p>			
Key vocabulary and key questions	<p>Key vocabulary:</p> <p>Letter Send Received Today Post Postman</p>	<p>Key vocabulary</p> <p>Greeting Questions Information End Letter Salutation Post receive</p>	<p>Key vocabulary</p> <p>Greeting Questions Information End Letter Salutation Post Receive Questions Question words</p>	<p>Key vocabulary</p> <p>Greeting Questions Information End Letter Salutation Post Receive Box it up</p>	<p>Key vocabulary</p> <p>Greeting Questions Information End Letter Salutation Post receive</p>

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Introduction	Today we will be looking at a letter that was sent by the Zoo. We are going to talk why we get letters and what is the purpose for them.	Today we will be looking at a letter we got from the zookeeper of London Zoo. We are going to read it and look at the different features. We are also going to learn the journey that a letter follows. We are going to have a look at different letters to see if they have the same features.	Today we will be recapping the features of a letter and we are going to look at the letter if it has questions. How do you know it is a question? We are will learn that a question has question words at the beginning. Write questions to a zookeeper	Today we will look at the questions we looked at yesterday. We are going to work in pairs and imagine one of us is the zookeeper and the other one will ask questions. We are going to look at the zookeeper letter and box it up.	Today we will be looking at the features of a letter. We will be reading the letter that the zookeeper sent us and then looking at the box it up template we did yesterday.
Activities	Today we will write a letter of what happened today. We are going to write it in the first person because it is something that happened to us.	Today we will label the features of a letter in our books.	Today we are going to think of questions we can ask the zookeeper. In partners, we are going to think about them and then we are going to write in our books.	Today we will write our letters to the zookeeper by boxing it up and following the features of a letter.	In their books, the children will write a letter. We will think about the features of a letter. We will also write some questions in our letter thinking about question marks and question words.

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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To compare length	LI: To compare height	LI: To measure length (practical)	LI: To measure using a ruler
Key vocabulary and key questions	<u>Key Vocabulary:</u> length long longer longest short shorter shortest <u>Key Questions:</u> What is the longest? What is the shortest? How can we compare? Can you find 3 things that are longer/shorter?	<u>Key Vocabulary:</u> height tall taller tallest short shorter shortest same <u>Key Questions:</u> Who is the tallest? Who is the shortest? How tall are you? Can you find someone who is taller/shorter than you?	<u>Key Vocabulary:</u> non-standard unit measure length height ruler longer/shorter measurement <u>Key Questions:</u> What things can you use to measure a pencil? What could you use to measure yourself? Why is it important to start on a straight line? Where do you start when measuring?	<u>Key Vocabulary:</u> measure length height ruler standard unit measurement <u>Key Questions:</u> What can you use to measure? Why do we use a ruler? What do you notice about rulers? Where do you start when you measure with a ruler?
Introduction	This week we are learning all about measuring length and height. Today children will be learning about length. We will discuss the vocabulary we can use when we talk about length such as long, longer, longest.	Today children will learn about height. They will use vocabulary such as tall, short and the same. We will look at pictures and decide who is tallest and how do we know. We will compare heights.	Today children will learn how to measure length in the classroom using a non-standard unit of measure such as a cube or their hands. They will think about what size the object is and what would be good to measure it with.	Today children will be introduced to measuring with a ruler. We will discuss why we use rulers to measure and what sort of things we could measure with a ruler.

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Activities	Children will compare different lengths of objects in the classroom and use words such as long, longer, longest, and short, shorter, shortest. They will find things that are longer and shorter than each other.	The children will practise comparing heights of their classmates. They will use words such as tall, taller, tallest, short, shorter, shortest.	Children will practise measuring length of how far they jump using their feet. They will record their answers and compare them with their partner.	Children will practise using a ruler to measure objects in the class. They will learn how to use it properly (starting from 0cm).
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Reading	Science	Geography	RE
<p><u>Daily for 20 minutes</u></p> <p>Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games and the reading books sent home.</p> <p><u>Phonics</u> <u>APS Phonics- Phase 5 – Taught daily</u> This week, the children will be continuing phase 5 alternative spellings. First, they will be shown the original graphemes and phonemes before moving onto the alternative spelling. The alternative spellings for this week are: ee, ear, ar.</p> <p>Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative spellings. Finally, they will use their phonic knowledge to write word associated sentences.</p> <p>Friday's lesson will focus on tricky words and high frequency words.</p> <p>This week's tricky words are: most, really. This week's high frequency words are: why, told.</p> <p>Alternative pronunciations this week: /ee/ spelt ey (as in donkey) /ear/ spelt ere (as in here) /ear/ spelt eer (as in cheer) /ar/ spelt a (as in Father)</p>	<p><u>L1: To understand the types of weather.</u></p> <p>Introduction: Recap on the learning so far.</p> <p>Task: The children will learn about and identify the different types of weather. They will observe the weather today and discuss what it is like. They will then learn the symbols used to represent them in a weather forecast.</p> <p>The children will use their knowledge of the weather symbols and the map of the UK (linked to Geography) and create a weather forecast.</p> <p>What is the weather like? What happens when the weather is like this? Which symbols are used to represent this weather?</p> <p>Key words: weather, sunny, cloudy, rain, light rain, winds, warm, snow, foggy, bright, thunder, lightning, storm, symbol, Hounslow, England, Northern Ireland, Wales, Scotland.</p>	<p><u>L1: To Learn about Scotland and its landmarks</u></p> <p>Introduction: Today we are going to be focusing on Scotland. We will learn about the capital city and different landmarks from around the country. We will then focus on Loch Ness; learn about what it is, where it is and its historic significance.</p> <p>Task: The children will write sentences on what they learned today and what they found fascinating. They will then draw a picture to accompany what they wrote.</p> <p>Key words Country Landmark City Countryside Town Village</p>	<p><u>L1: To understand the Easter Story</u></p> <p>Introduction: This week we will read the Easter Story. We will recap on our learning about why Jesus is special to Christians and why he was welcomed in such a special way.</p> <p>Task: Children will sequence the story of Easter using drawings and simple sentences.</p> <p>Key words: Easter Christians king Celebrity Special Romans</p> <p>Key questions: What is Easter? Why do Christians celebrate Easter? Does the Easter story show why Jesus is so special?</p>






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Art	PSHE	Homework
<p><u>LI: To plan an environmental art piece</u></p> <p>Today we are going to continue to learn about the environmental artist Andy Goldsworthy. We will continue to learn about his history and what inspires him to make his art. We will discuss his process how he makes his art</p> <p>This week we are going to discuss what it means to make art out of materials found in the environment. We are going to go outside and collect things from our environment to make our 3D structure. We will then take photos of our sculptures and show our friends.</p> 	<p><u>LI: To know how to keep safe when crossing the road, and about the people who can help us to stay safe.</u></p> <p>This week in our PSHE lesson the children will be discussing their understanding of road safety with Jigsaw Jack, they will also be discussing the people who can help them stay safe.</p>  <p><u>Introduction:</u> We will start the lesson with a warm up game of 'Pass the Squeeze'. When a child receives the squeeze, they will tell us "Somewhere I feel safe is..." and somebody I feel safe with is..."</p> <p><u>Task:</u> To create a road safety instructions leaflet, we could give to other children to help them keep safe.</p> <p><u>Key questions:</u> How can you cross the road safely? Should you cross the road by yourself? Who can help you? Where should you cross? What is the Green Cross Code?</p> <p><u>Key Vocabulary:</u> Safe, safety, Green Cross Code, eyes, ears, look, listen, wait, adult, zebra crossing, green man, red man, traffic lights.</p>	<p><i>Homework is set on a Tuesday and is expected to be completed by the following Monday.</i></p> <p><u>English:</u> For English this week we would like you to <i>write a letter</i> to your friend telling them all about your weekend. Once you have finished your letter you can draw a picture of your weekend if you like. Please return your letter and picture together in an envelope so we can share these with our friends. (This is optional, and you can use an old envelope- if you have one)</p> <p>Remember to include all the features of a letter such as: -Saying hello to who the letter is for (Dear...) -Information (about your weekend) -Ending the letter (sincerely) (your name) -Always try to write in full sentences with capital letters and full stops. Use your phonics to help you spell words.</p> <p><u>Maths:</u> This week we have been counting in 5s. We would like you to create a <i>poster</i> of counting in 5s from 0- 50 or 0-100, that we can display in our Maths area. Remember to make it bright and colourful.</p>  <p>Here are some examples:</p> 