



AVANTI HALL

Primary Weekly Overview

Primary Planning

Class: Year 1

Week beginning: 18.1.2021

Outline: This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga. All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Reading:

Please read with your child for 10 – 15 minutes each day.

This link provides plenty of books to choose from: Oxford Owl: <https://www.oxfordowl.co.uk/> – free reading scheme books to read on-line – you may have to set up an account. They have lots of age appropriate books available.

What have you been reading recently? Comics, books, instructions to a game or the back of a cereal packet? Reading is really important. Learning to read accurately, fluidly, and with good comprehension (understanding) will help you learn in all of your lessons. Did you know..., learning to read is also about listening and understanding as well as working out what's printed on the page? Through hearing stories, you learn about a wide range of words; this helps you to build your own vocabulary: the more words you know the more you will learn!

This week, there will be a new reading resource in your google classroom that you can choose to use to help you practise your reading skills; it uses lots of different types of text including stories, pictures, stories to listen to, and video clips. I think you will find this reading adventure exciting as you will learn about a different destination (place) in the U.K (United Kingdom). I wonder what you will find out about London Year 1. How many new words will you learn? Remember the more words you know, the more you will learn.



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English

<p>Phonics/ Letters and Sounds (Group 1) Sound of the day 'qu' Write this sound 5 times. Write 4 words with this sound in. Read 5 red words. Write: 'The queen was quick.'</p> <p>Learning Goal: I can begin to identify pairs of opposites I can read sentences and answer questions about them.</p> <p>Activity</p> <ul style="list-style-type: none"> • Provide children with the illustrated sentences (<i>see resources</i>). • They work in pairs to read each pair of sentences and discuss the animal superheroes. • They then answer the questions about the sentences (<i>see</i> 	<p>Phonics /Letters and Sounds (Group 1) Sound of the day 'x' Write this sound 10 times. Write 4 words with this sound in. Read 5 red words. Write: 'The fox sat in a box.'</p> <p>Learning Goal: I can make up superheroes I can write comparative sentences. I can write comparative sentences using opposites</p> <ul style="list-style-type: none"> • In pairs, children make up superheroes and then write comparative sentences about them, comparing their chosen superhero to 	<p>Phonics/Letters and Sounds (Group 1) Sound of the day 'nk' Write this sound 5 times. Write 4 words with this sound in. Read 5 red words. Write: 'I think I had a drink.'</p> <p>Learning Goal: I can create a superhero. I can identify and say opposites. I can write a comparative sentence.</p> <p>Activity</p> <ul style="list-style-type: none"> • Children work in pairs to invent superhero <u>opposites</u> using 	<p>Phonics/ Letters and Sound (Group 1) Sound of the day 'ay' Write this sound 5 times. Write 4 words with this sound in. Read 5 red words. Write: 'I play at the end of the day.'</p> <p>Learning Goal: I can create a superhero. I can identify and say opposites. I can write a comparative sentence.</p> <p>Activity: Children to continue with finding opposite pairs and writing comparative sentences. Support: Use the illustrations to help them think of opposite pairs.</p>	<p>Phonics/ Letters and Sounds (Group 1) Sound of the day 'ee' Write this sound 5 times. Write 4 words with this sound in. Read 5 red words. Write: 'Feet are to keep.'</p> <p>Learning Goal: I can read back my work.</p> <p>Activity: Children to re visit the pairs and or comparative sentences that they have written this week. Read them back and make any changes, or finish any pictures that they didn't get to finish. Children in school share with the rest of the group.</p>
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<p><i>resources</i>), e.g. <i>Which superhero is slow and steady?</i></p> <ul style="list-style-type: none"> Encourage children to talk through their ideas with their partner and to talk through reading strategies if they become stuck on any words. <p>Support: Children read through the sentences with an adult and answer the second set of questions e.g. <i>Who is super dog's friend?</i></p> <p>Expected: Answer the questions</p> <p>Challenge: Can you write your own sentence, and then a question about that sentence?</p>	<p>something which shows how strong their power is.</p> <ul style="list-style-type: none"> Provide children with the Helpful words sheet (<i>see resources</i>). They look through the words, pick one and generate a superhero, e.g. <i>Bendy superhero</i>. They then make up a comparison sentence to match e.g. <i>Bendy superhero is as bendy as a snake</i>. Encourage them to come up with a few ideas for each, then pick one and write this as a sentence. They repeat with other superheroes generated from the words. 	<p>either superheroes from comics/films they know e.g. <i>fiery superhero</i>, <i>freezing superhero</i>. Or they might choose to invert an animal superhero e.g. <i>slithery snake superhero</i>, <i>jumping kangaroo superhero</i>.</p> <ul style="list-style-type: none"> They can also use the Opposite Superhero Illustrations (see resources) or the Superhero Words (see resources) to help them. Once they have discussed and invented their opposites, they decide on their favourite opposite 	<p>Draw out more opposites with questions e.g. <i>Would 'loud superhero' be the opposite of 'screaming superhero'? No, so what is the opposite of loud?</i> Show me. Quiet! They write one comparative sentence about one superhero.</p> <p>Expected: Draw the opposite pairs, then write a sentence about each.</p> <p>Challenge: Encourage children to join their sentences with 'but'. Sleepy sloth is as lazy as my brother but lively kangaroo is as energetic as me.</p>	<p>Support: Read with an adult.</p> <p>Expected: Read back work and make any changes.</p> <p>Challenge: Think of one more opposite pair and write a comparative sentence to go with the picture.</p>



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	<p>Support: Draw a picture of your comparative sentence and label it.</p> <p>Expected: Write your comparative sentence and then illustrate it.</p> <p>Challenge: Challenge children to write comparative sentences where the first word is not repeated; instead they use a synonym. E.g. Bendy superhero is as <u>flexible</u> as a snake.</p>	<p>pair. They write these.</p> <ul style="list-style-type: none"> • They orally compose, then write comparisons to stress each of their superheroes' special powers e.g. <i>Fiery superhero is as hot as the sun.</i> <i>Freezing superhero is as cold as the winter sea.</i> <i>Superhero kangaroo jumps as high as a double-decker bus.</i> <i>Slithery snake superhero slides as low as the daisies.</i> <p>Support: Use the illustrations to help them think of opposite pairs. Draw out more opposites with questions e.g. <i>Would 'loud superhero' be the opposite of 'screaming superhero'? No, so what is</i></p>		



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		<p><i>the opposite of loud?</i> Show me. Quiet! They write one comparative sentence about one superhero.</p> <p>Expected: Draw the opposite pairs, then write a sentence about each.</p> <p>Challenge: Encourage children to join their sentences with 'but'. Sleepy sloth is as lazy as my brother but lively kangaroo is as energetic as me.</p>		



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Maths

<p>Learning Goal: I can sort 3D shapes. Find the odd 3D shape!</p> <p>Watch the video or use the slides to help you answer the questions. Support: Use the attached shape sheet to help you with spellings and identification. Expected: Complete the work sheet. Challenge: Can you make a shape sorting activity using objects around the house. Maybe 10 books and one ball?</p>	<p>Learning Goal: I can recognize and name 2D shapes.</p> <p>Have a look at the shapes and see if you can name them!] Watch the video or use the slides to help you answer the questions. Support: Use the attached shape sheet to help you with spellings and identification. Expected: complete the work sheet. Challenge:</p>	<p>Learning Goal: I can sort 2D shapes.</p> <p>Sort the 2D shapes! Which ones do you recognize? Watch the video or use the slides to help you answer the questions.</p> <p>Support: Use the attached shape sheet to help you with spellings and identification. Expected: Complete the work sheet. Challenge: Do you know any other 2D shapes? Can you draw them?</p>	<p>Learning Goal: I can recognize patterns with 2D and 3D shapes.</p> <p>Finish the patterns on the work sheet! Watch the video or use the slides to help you answer the questions.</p> <p>Support: Complete the first two questions. Expected: Complete the sheet. Challenge: Can you create your own pattern with shapes?</p>	<p>Learning Goal: I can use 2D shapes to make a picture.</p> <p>Use the shapes you have learnt about this week to make a picture. Support: Label the shapes that are in the picture attached. Expected: Label the shapes that you have used in your picture. Challenge: Can you make a model using objects. Can you name the 3D shapes you have used?</p>
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Topic				
<p>Learning Goal: I can talk about real life Super heroes.</p> <p>Draw some real life superheroes. A police officer, a firefighter, A traffic warden, a nurse. What do these people do?</p> <p>Support: Can you talk about each one?</p> <p>Expected: Can you draw and label these heroes</p> <p>Challenge: Can you write a sentence or two about what each of these heroes does?</p>	<p>Learning Goal: I can make a poster about a real life Super hero.</p> <p>Choose a real life Super hero that you have heard of. It could be a the police officer from yesterday, Florence Nightingale, the creator of the internet. Someone you admire. Make a poster all about them. Maybe it's your big sister?</p> <p>Watch the slides about some other Superheroes first, they may inspire you.</p> <p>Support: Can you talk about the Superhero.</p> <p>Expected: Can you draw this Superhero? You could use your picture from yesterday, or did you choose someone else today?</p> <p>Challenge? Can you use the word because to tell us why they are so amazing?</p>	<p>Learning Goal: To increase wellbeing 😊</p> <p>Wednesday afternoon – Wellbeing afternoon 😊</p>	<p>Learning Goal: I can experiment with my body as a way of making art.</p> <p>Can you use your hands or feet to make some super heroes? Dip your hands or feet in paint to create these awesome superheroes!</p> <p>Support: Use the sheet attached to inspire you.</p> <p>Expected: Create two super heroes.</p> <p>Challenge: Can you create your own Superhero? How many can you create!?</p>	<p>Learning Goal: I can create a picture in the style of Picasso.</p> <p>Artists are superheroes too! With this kit you can 'roll a picasso'.</p> <p>Support: Use the face template and colour or paint it.</p> <p>Expected: Use the 'roll a picasso' instruction sheet. You will also need a dice or you can just choose the features of the face you want to use. The first roll of the dice will give you the face shape you need to draw, the second will give you the eyes, and so on. Finish it by colouring or painting it in lovely bright colours!</p> <p>Challenge: Can you design your own 'Picasso face?'</p>



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Additional – PSHE and RE

<p>Learning Goal: I can talk about my hopes and dreams.</p> <p>Follow this link to the story about Fowley’s wings.</p> <p>https://families.jigsawspshe.com/stuck-at-home/</p> <p>Support: Please use attached wings template.</p> <p>Expected: Draw your own wings</p> <p>Challenge: Record your hopes and dreams in the wings. They can be as big or as small as you like. Maybe you’re hoping to be able to go for a walk tonight or read some story. Maybe you want to visit the moon!</p>	<p>Learning Goal: I can understand forgiveness.</p> <p>Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is good news for Christians and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do?</p> <p>Support: Talk about forgiveness, how it is important and why it is important? How does it make us feel?</p> <p>Expected: Talk about a specific time that you did something, or someone else</p>	<p>Learning Goal:</p>	<p>Learning Goal:</p>	<p>Learning Goal:</p>
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	did, that needed 'forgiving'. Did you accidentally break something? Or hurt someone? Challenge: Can you write the word forgiveness. Can you illustrate it beautifully?			