Weekly Curriculum Overview

Year Group: 1 Week beginning: 21.9.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

English Writing

LINKED TEXT: SNAIL AND THE WHALE

By the end of the week, I want the children to have: wrote a simple letter

Necessary Prior Learning and Key Vocabulary (for pre-teaching): letter, address, opening, beginning, middle, end.

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To retell the story.	To retell events in order. To use sequencing words I can clearly communicate the main points in a journey.	**Think Back Task- (Recap) - You do**	*What happens in the story? Recap with your partner using first, next, then, finally.*
		Introduction - I do	*Recap last lesson and show the images again. Think out loud and write a sentence for the first image.*
		Modelling and Explanation - I do/We do	*Pupils to pair-share retelling the story using the sequencing language prompts. Teacher to take ideas from pupils.*
		Guided Practice - We do- You do	*Pupils to have sequencing cards and put them in order, explaining each part as they go with their group.*
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH *What is the expected outcome/ what resources will be needed?* (INCLUDE NAMED CHILDREN)	**Core Task**
		SUPPORT / *Pupils to have prewritten sentences, to decide which one fits the image best.*	**GDS CHALLENGE** / *Pupils to include additional information and describe emotions at each stage.*	*Pupils to work together in a group to sequence story visuals and write short sentences to describe each part.* *Images for books to show learning.*

			Pupils to write what happens at each part.	
		Hinge Point Question	*What happened in the beginning?* *What happened in the middle?* *Wh5t happened in the end?*	
		Plenary / Next Steps	*Tell the person next to you the key parts of the story.*	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**		
Day 2: To write a letter from the snail (beginning / middle)	• *To use correct letter layout* • *To write in snail's perspective* • *To clearly express snails' thoughts and feelings.*	**Think Back Task- (Recap) - You do**	*Ask the children to discuss the story with a partner. Wat happened at each key part? What happened at the beginning, middle and end? Can you use time connectives (first, next, then, finally).*	
		Introduction - I do	*Explain to the children they will be writing a letter from the snail to the whale saying thank you for the lift around the world.* *Show the children a WAGOLL and explicitly identify each part of a letter. (Address, dear. Beginning, middle, end, sign off). Pick out key vocabulary.* *Explain today we will be writing the beginning of the letter and show them the beginning on its own.*	
		Modelling and Explanation - I do/We do	*Ask the children for ideas about what they can write to the whale and write together. Give the children sentence starters to use.* *'Dear whale,* *I am writing this letter _____'.*	
		Guided Practice - We do- You do	*Get the pupils to brainstorm 3 things the snail can thank the snail for and brainstorm.*	
		Adaptations to Independent Writing- You do- We do		
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**		**Core Task**
		SUPPORT	**GDS CHALLENGE**	*Pupils to write the beginning of their letter. Dear whale and explain why they are writing.*
		Pupils to have sentences and fill in missing gaps with accurate words.	*Pupils to expand on the reasons the snail is happy with the whale.*	
		Hinge Point Question	*Should this go in the beginning/middle or end?* *What happened next?* *What 3 things did the snail enjoy doing?*	
		Plenary / Next Steps	*Read your letter with your patner, is there anything you can edit.*	

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="8">Day 3: To write a letter from the snail (middle / end)</td><td rowspan="8">• To use correct letter layout
• To write in snail's perspective
• To clearly express snails' thoughts and feelings.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Recap the prior letter writing letter. Show the children the WAGOLL again and get them to discuss the beginning middle and end.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Show them the middle and end of the letter and read it to them. Highlight the key ideas.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Ask the children to discuss with their partner other sentences they could use for their letter, 3 things the snail liked about his trip. Brainstorm ideas.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Get pupils to orally rehearse their middle and end.</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to finish the letter.</td></tr>
<tr><td>Pupils to have sentences and fill in missing gaps with accurate words.</td><td>Pupils to add a question to ask the whale.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">How do you start a letter?
What are the features of a letter?
How do you end a letter?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Read the letter with your partner, what can you edit?</td></tr>
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<tr><td rowspan="3">Day 4: To sequence the story</td><td rowspan="3">• To recall story events
• To arrange events in order
• To use sequential language</td><td>Think Back Task- (Recap) - You do</td><td>Ask the children to discuss the story with a partner. Wat happened at each key part? What happened at the beginning, middle and end? Can you use time connectives (first, next, then, finally).</td></tr>
<tr><td>Introduction - I do</td><td>Think out loud when remembering the story and ay that you remember, do not write. Stop at each part and see if the pupils can add details.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Ask the children to continue the next part of the story orally with their partner. Feedback to teacher and teacher carry on using their ideas.</td></tr>
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		Guided Practice - We do- You do	*Pupils finish the story.*

Adaptations to Independent Writing- You do- We do

SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH *What is the expected outcome/ what resources will be needed?* **(INCLUDE NAMED CHILDREN)**		**Core Task**
SUPPORT	**GDS CHALLENGE**	*Pupils to write short sentences for each image.*
Draw a story map and add words to describe.	*Draw what happened in the story over 6 main parts.*	

Hinge Point Question	*What happens first?* *What happens next?*
Plenary / Next Steps	*Explain to your partner what you learnt this week.*

Maths

Unit focus: Numbers within 10

By the end of the week I want the children to have learnt these key mathematical skills:

Key Vocabulary: less than, greater than

Key Models and Resources needed: number lines, counters, cubes, sentence stems.

		Day 1	Day 2	Day 3	Day 4
Learning Objective		To compare and order 2 or more numbers within 10. (continue from Friday)	To explore number bonds to 5, 6, 7, 8, 9, and 10. (consolidation)	To compare and order 2 or more numbers within 10. Consolidation	To explore number bonds to 5, 6, 7, 8, 9, and 10. To compare and order 2 or more numbers within 10.
Lesson Overview		Pupils compare and order numbers as quantities using concrete representations and on the number line.	Pupils to explore all number bonds previously taught to gain fluency.	Pupils compare and order numbers as quantities using concrete representations and on the number line.	Pupils compare and order numbers as quantities using concrete representations and on the number line. Pupils to explore all number bonds previously taught to gain fluency.
Key Vocabulary		Compare Order Quantities Concrete representations Number line Greater then Equal to Less than Fewer than	Number bonds	Compare Order Quantities Concrete representations Number line Greater then Equal to Less than Fewer than	Compare Order Quantities Concrete representations Number line Greater then Equal to Less than Fewer than
Hinge Point Question		Order these numbers from biggest to smallest, what can you tell me?	Why do we learn number bonds?	Order these numbers from biggest to smallest, what can you tell me?	What can you tell me about these 2 numbers?
Adaptations to Independent Activity- You do- We do					
	Core Task	*Pupils have an activity task where they are exploring*	*Pupils to work with a partner to show number bonds to different numbers 5-10, in*	*Pupils to complete different tasks surrounding comparing numbers.*	*Pupils to have different questions for depth to complete.*

		different values and answering questions.	*different ways using different tools.*		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	*Simple questions with visual representations to support.*	*Pupils to work with an adult to support pupil voice.*	*Pupils to use manipulatives to support their independence and understanding.*	*Pupils to have activities where they can circle to the answer and verbally tell an adult.*
	GDS CHALLENGE	*Independent questions where they will need to think of their own numbers to input.*	*Pupils to explore how many different ways they can make that number.*	*Pupils to write a sentence explaining.*	*Pupils to write a sentence justifying their answer.*

Science	Computing	PSHE
LI: To learn about your ears and hearing. **Assessment focus: understand that ears allow us to hear, know that our ears help us tell the direction the sound is coming from** **Understand that sound is made up of vibrations** **Recap:** What sense did we learn about last week? What is an iris? What is a pupil? **Introduction:** Introduce sound to the children and explain how we hear. Show the children some sign language and see if they can spell their name. **Activity: Pupils to make different noises and to put a thumbs up or down for if the noise is pleasant or unpleasant.** **Challenge: Some pupils to record what the noise was and other words to describe it.**	**LI: To use paint tools to draw a picture.** **Assessment focus: I can choose colours and tools to use to create a picture on the computer. I can control the computer mouse, or my finger presses to achieve the effect i want.** **Recap: Ask the pupils what they can tell you about computing so far. What skills have they learnt?** **Introduction:** Introduce the tools section n purple mash and sow them 2 paint. Remind them how to move the mouse and click. **Activity: Pupils to use 2Paint to create digital art.**	**LI: To know my views are valued and contribute to the learning charter.** **Assessment focus: Recognise how it feels to be proud of an achievement.** **Key vocabulary: proud, achievement, valued** **Introduction:** Pupils to discuss different feelings and receive a 'I am proud of you' ticket. Pupils to discuss what proud means and things they are proud of. **Activity: Pupils to draw (and write) something they are proud of.**
History / Geography	**Art / DT**	**Religious Education**
LI: To explore how we remember events.	**LI: To connect lines to create shapes**	**LI: To express ideas about what a creator might be like based on creation stories.**

Assessment focus: I can recall 4 events celebrate throughout the year. I know 3 ways in which i celebrated my birthday. I can begin to recognise similarities and differences between how people celebrate events. **Recap: What is a memory? How can you find out more about the past?** **Introduction:** How are special events remember – explore with the pupils. **Activity: Pupils to draw 3 ways in which they celebrate their birthday.**	**Assessment focus: I can identify organic shapes, I can connect lines to create shapes, I can use different types of lines to create shapes.** **Recap: What have you learnt about lines?** **Introduction:** Show the children the powerpoint and discuss what shapes are hidden. How can you describe the lines being used. **Activity: Pupils will have a selection of lines already drawn and they will finish it using different lines. Pupils will then colour them using different materials.**	**Assessment focus: to recognise that stories help some believers understand what god might be like, I can identify what a story might suggest about God, I can use adjectives to describe a creator.** **Recap: Retell the Hindu and Christian/Jewish stories to your partner. What can you remember? What does it tell us about Gods.** **Introduction:** Show the children the image of the lady painting and ask them what 3 words they can use to describe her? What are her talents? What kind of person is she? **Activity: Pupils to have the question 'What do you think a creator would be like... and a word bank. Pupils to choose what words and cut/stick them. Pupils can write their own words if they want to.**
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Reminder: Earrings and other jewellery are not to be worn in school	Music
LI: To roll a ball to hit a target. **Skills being focused on: rolling (bending knees, opposite leg to arm, low), control of the ball (arm going to the direction it needs to go in)** **Warm Up: Pupils move around the hall in different ways - practicing he fundamental skills** **Skill Development:** rolling, control.	**LI: To explore jumping, skipping and hopping actions.** **Skills being focused on: jumping, skipping, hopping** **Warm Up: Move around the room in different ways, guess the animal that the action belongs to.** **Skill Development:** swing your arms and bend your knees	**LI: To play short rhythms in time with the pulse** **Assessment focus: I can read and interpret simple sound patterns, I can use a percussion instrument to play simple sound patterns, I can keep the pulse while playing a sound pattern.** **Warm Up: Listening to a song and moving to the song keeping the pulse.** **Skill Development:** Pupils to use an instrument to keep a pulse, rhythms, beat.