Weekly Curriculum Overview

Year Group: 1 Week beginning: 5.10.2026

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: The snail and the whale

By the end of the week, I want the children to have: understood what a question and statement is and write a recount.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): what is a question and a statement. What is a recount?

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To use question marks.	• *To identify questions* • *To use a question mark correctly.* • *To write questions clearly.*	**Think Back Task- (Recap) - You do**	*What happens in the snail and the whale?* *When we did the hot seating, what did we ask the whale?*
		Introduction - I do	*Explain to the pupils we will be exploring the difference between questions and statements.* *Show the children a variety of sentences, questions and statements about the book. Think out loud and show the pupils how you know which ones are questions and which ones are statements. (I know this is a statement because this is something that happened in the book. I know this is a question because it is asking something about the book and it has a question mark.)*
		Modelling and Explanation - I do/We do	*Give children different statements and questions, and ask them to order them, do this in groups on the carpet.* *Teacher to take feedback and create a working wall.*
		Guided Practice - We do- You do	*Ask pupils to come up with one question and one statements and take feedack.*
		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 4 questions about the book.*
		Pupils to sort premade questions and statements.	*Pupils to write 4 questions and 4 statements.*	
		Hinge Point Question	*Is this a question?* *Is this a statement?*	
		Plenary / Next Steps	*Pupils to share their questions about the book and taker part in some hot seating.*	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**		
Day 2: To understand a problem.	• To identify the problem in the story • To explain why the problem occurred. • To discuss how the characters responded.	**Think Back Task- (Recap) - You do**	*Retell the story to your partner.*	
		Introduction - I do	*Teacher to explain what 'problem' means in the story.* *Teacher to explain the problem in the story.* *Ask the pupils: Why did the problem happen? How did the characters respond?*	
		Modelling and Explanation - I do/We do	*Show the children an image of the problem in the book. Write some simple sentences together.*	
		Guided Practice - We do- You do	*How else could the characters have responded?*	
		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 be given the images from the story and to write what happened.*
		Pupils to fill in gaps and write simple words they can spell, with help of a word bank.	*Can pupils think of an alternative solution.*	
		Hinge Point Question	*What happened first?* *Did this happen next? What happened after?* *Did this happen at the end?*	
		Plenary / Next Steps	*Share alternative endings.*	

<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 recount (plan)</td><td rowspan="8">To use first person
To recall and sequence events accurately
To include the snails thoughts and feelings.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Pretend you are the snail, what happened in the story from your point of view?</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Teacher to recap the difference between 1st and 3rd person and model a sentence of each.
Teacher to model a first-person recount from snails' perspective using past tense.
Show the children how we plan to write independently with a WAGOLL plan.
Explicitly find good parts.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Show the children the thought process of how to plan to use images and bullet points.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">What things will you include in your plan?</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">Create a simple plan to write their recount.</td></tr>
<tr><td>Scaffold
Use images and simple words
Support by using a word bank</td><td>Include figurative language in their plan</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What are you going to include in the plan? What are the key parts?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Share your plan with your partner, what else can you include?</td></tr>
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<tr><td rowspan="8">Day 4: To write a recount (write)</td><td rowspan="8">To use first person
To recall and sequence events accurately
To include the snails thoughts and feelings.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">What happened in the story from the snails perspective.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Model to the children how you use a plan to write an account. Show them how the bullet points have turned into sentences.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">How could I turn this bullet point into a sentence? What sentence is better? Ask them to give feedback.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">What could we write next? Use a full sentence.</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">To write a short recount.</td></tr>
<tr><td>Pupils to be provided with a scaffold and to write 2 simple sentences within the recount.</td><td>To add figurative language and personal reflections.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What is first person?
What is third person? Give me 2 adjectives to describe the adventure.</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Read each others work.</td></tr>
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Maths

UNIT FOCUS: Addition and subtraction within 10.

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

Key Vocabulary: Equation, Plus, Altogether, Add , Addition, Count on, Is equal to , Sign, Symbol

Key Models and Resources needed: part whole models, number line.

		Day 1	Day 2	Day 3	Day 4
Learning Objective		To combine two sets to find out how many altogether.	To combine two sets to find out how many altogether.	To understand how equations can link to stories.	To learn how to count on effectively.
Lesson Overview		Pupils combine two groups of objects together to find a total.	Pupils combine two groups of objects to find the total using a count on strategy.	Pupils recognise that we can write equations for stories, using images, to generate math stories,	Pupils identify that the order in which we add two parts does not make a difference and apply this to identify the most effective way of counting on.
Key Vocabulary		Equation Plus Altogether Add Addition Count on Is equal to Sign Symbol	Equation Plus Altogether Add Addition Count on Is equal to Sign Symbol	Equation Plus Altogether Add Whole Is equal to Part Sign Symbol	Equation Plus Altogether Add Efficient Is equal to Part Symbol Sign
Hinge Point Question		What does altogether mean? Does this show altogether? Is this correct?	What does altogether mean? Does this show altogether? Is this correct?	How can we show this? What is the equation?	Does it matter which way we add the numbers?
Adaptations to Independent Activity- You do- We do					
	Core Task	*To complete a part whole model and equation for different sets of objects.*	*Pupils to complete task where they have 4 sweets and they*	*Pupils to complete equations for an image.*	*Pupils to create the equation on a number line.*

			need to count on until the target number.		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	*Examples done together to show the children how to complete it independently.*	*Pupils to use manipulatives to help them solve independently.*	*Pupils to be given some numbers to help support.*	*Pupils to match the correct number line to the equation.*
	GDS CHALLENGE	*Pupils to complete independently.*	*Pupils to show this on a number line.*	*Pupils to create their own image and write their own equations.*	*To complete the answer and show me questions.*

Science	Computing	PSHE
LI: Research and setting up a test. **LI: Understand how the tongue allows us to taste, describe a range of flavours, understand why our sense of taste is important.** **Assessment focus:** **Recap:** How do we hear sounds? What is sound made up of? What is sign language? What are the 5 senses? **Introduction:** Introduce them to the sense of taste. Ask them why do we need taste? **Activity: Pupils to taste test a variety of different foods.**	**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: Recognise the choices I make and understand the consequences. Recognise the range of feelings when I face certain consequences.** **Assessment focus: Can children explain what they are proud of?** **Key Vocabulary: Rights, responsibilities, learning charter, consequences, upset, disappointed** **Introduction:** Talk to pupils about making good choices, in the classroom and on the playground and explain we can feel proud in many situations. **Activity: Should we have consequences for children who choose not to be kind, or to listen, or make it hard or others to learn?**
History / Geography	**Art / DT**	**Religious Education**
LI: To find out what childhood was like for our parents and grandparents. **Assessment focus: I can ask questions about the past, I can compare the past to today.** **Recap: What special events do you celebrate? How do we celebrate special events?** **Introduction:** Read the enquiry question: What was it like for children in the past? **Activity: Pupils to think of questions they could ask and what they want to find out.**	**LI: To explore lines and shapes in pictures for portrait drawing.** **Assessment focus: I can identify basic shapes in works of art and everyday objects, I can talk about what i like and dislike in a piece of art, I can use shapes to draw a shape.** **Recap: Odd one out - Which shape could be the odd one out?** **Introduction:** shape hunt - What shapes can you see? Point out everyday objects. **Activity: Pupils to use an image of them and identify different shapes on their face.**	**LI: To know that many humanists use science to understand how the world began.** **Assessment focus: I can share something i wonder about, I understand that many humanists think the world can by explained y science.** **Recap: Give the children the clues so they can complete the anagram.** **Introduction:** Show the pupils images of the world and play the clips. Ask the pupils what they can see, what does the photo make you think of or wonder about. Explain explicitly what humanists believe and have a class discussion. **Activity: Pupils to work in groups to do a jigsaw about the world and colour it in.**
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 develop receiving and tracking skills **Skills being focused on: rolling, receiving, tracking** **Warm Up: Pupils to move around a space outside in different ways, staying within the area.** **Skill Development:** check the receiver is looking before passing, move from the ready position to track the ball, watch the ball and get your body behind it by moving your feet as it comes to you.	**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.