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?

<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="11">Day 1: To write a recount (write)</td><td rowspan="11">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 parts of a short recount.</td></tr>
<tr><td>Pupils to be provided with words and images to order.</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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<tr><td rowspan="8">Day 2: To identify features of a newspaper report.</td><td rowspan="8">• To spot headlines, pictures and captions.
• To find the 5 W’S.
• TO DESCRIBE THE SCRUCTURE OF A NEWSPAPER REPORT.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Describe the snail is 3 adjectives.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Teacher to show the pupils an example of a newspaper report.
Explicitly explain and point out the key parts: pictures, captions, headlines, 5 W’S.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Go through each part and discuss why it is used and what it is called.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Give another example and ask them to find the features with their partner.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children to find and label features of a newspaper on ana example.</td></tr>
<tr><td>Provide them with an annotated example and word bank to fill out features.</td><td>Pupils to explain each feature.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Is this a headline?
Is this a caption?
What are the 5 W’S?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Matching game to check understanding.</td></tr>
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<tr><td rowspan="8">Day 3: To write news headlines.</td><td rowspan="8">To summarise the story in a few words.
To use exciting and attention grabbing language
To write in the style of a newspaper headline.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Describe the snail and the whale story in 5 words.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Show the pupils 3 different headlines.
Tell them why they are good.
Read a summary of a newspaper to the children and think aloud to turn it into a news headline.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Ask pupils to think back to their think back task and give me the 5 words they used to describe the story.
Use those words to create a headline.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Ask pupils to feedback their headlines and brainstorm them.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">In small groups, brainstorm headline ideas.</td></tr>
<tr><td>To write a headline with an adult using the exciting words they come up with.</td><td>Pupils to explain why their headline is exciting, what language device have they used.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Is this a good headline? Why?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Pupils to share their headlines with other groups.</td></tr>
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<tr><td rowspan="8">Day 4: To write captions.</td><td rowspan="8">To describe what is happening in an image.
To write short and informative captions.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Describe this image in 3 words.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Show the children one image with a caption and one without. Get them to discuss what is the same and what is different. Which one is clearer?
Teacher to have a scene from the story and model writing a caption.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Show the pupils another image and get them to work in pairs to write a caption on their whiteboard.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Pupils to roally discuss captions for another image.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">To write captions for scenes from snail and the whale.</td></tr>
<tr><td>Provide pupils with caption frames and sentence starters.
Choose caption which best describes the image.</td><td>Captions to include time and location references.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Is this a good caption? What can makes it better?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Share with one another.</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 understand how equations can link to stories.	To learn how to count on effectively.	To understand that partitioning can be written as subtraction.	To subtract by counting back in ones.
Lesson Overview		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.	Pupils understand that a whole can be partitioned into 2 parts and this relationship can be written as subtraction.	Pupils count ack to subtract by moving one part, one at a time, from the whole, to a part of the part-whole model, before representing this by jumping back on a number line.
Key Vocabulary		Equation Plus Altogether Add Whole Is equal to Part Sign Symbol	Equation Plus Altogether Add Efficient Is equal to Part Symbol Sign	Equation Minus Whole Subtract Partition Is equal to Part	Equation Minus Subtract Number line Count back Partition
Hinge Point Question		How can we show this? What is the equation?	Does it matter which way we add the numbers?	Does this show addition or subtraction?	How do we subtract?
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 create the equation on a number line.*	*Pupils to have 8 cubes and to investigate how 8 can be partitioned.*	*Pupils to be given some subtraction equations, to colour in the correct corresponding colour.*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH	**SUPPORT**	*Examples done together to show the children how to complete it independently.*	*Pupils to match the correct number line to the equation.*	*Pupils to use a part whole model to show the equation.*	*Number line and part whole model to support.*
	GDS CHALLENGE	*Pupils to complete independently.*	*To complete the answer and show me questions.*	*What would it look like if there was 9 cubes?*	*Can you think of another equation for each answer.*

What is the expected outcome/ what resources will be needed? **(INCLUDE NAMED CHILDREN)**					

Science	Computing	PSHE
LI: To explore sense of touch. **Assessment focus: To understand that our skin helps us to feel.** **Recap: Taste quiz.** **Introduction:** Introduce pupils to the sensation of touch and the science behind how we feel things. **Activity: To choose objects around the room that are warm, cold, smooth, rough.**	**LI:** To create a jigsaw using a digital device and share it so that others can play. **Assessment focus:** I can use drag and drop on my device. I can create a jigsaw using the 2DIY tool. **Recap: How do we log on? Where do we find to dos? Where is the caps lock button?** **Introduction:** Introduce the aim of the lesson which is drag and drop. **Activity: Pupils to complete a puzzle.**	**LI: I understand my rights and responsibilities within our learning charter.** **I understand my choices in following the learning charter.** **Assessment focus: To understand how role in the classroom.** **Key Vocabulary: rights, responsibilities, learning charter, choices.** **Introduction:** Recap the rules of the classroom we came up with in lesson 3. Ask pupils to explain in their own words the learning charter. **Activity: DRAW A PICTURE OF ONE OF THE THINGS ON THE LEARNING CHARTER.** **Complete sentence stems in a circle.**
History / Geography	**Art / DT**	**Religious Education**
	LI: To use control and pressure skills to add colour to a drawing. **Assessment focus:** Make colour lighter or darker with pressure, colour consistently within the lines and discus why they have chosen particular colours. **Recap: Recap different shapes and colour them in using different pressure and control.** **Introduction:** Show the pupils how Paul Klee does his artwork portrait pieces.	**LI: To explore and express ideas about how the world began.** **Assessment focus:** Using art to express their ideas about how they think the world began; explaining their ideas verbally or in writing. **Recap: Ask your partner 3 questions about this unit of work.** **Introduction:** Recap the stories we have learnt about creation.

	Activity: Pupils to use their portraits from last week to create their own and add colour.	**Activity: Pupils to create an image which represents their view as to how the world was made.**
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 practice catching. **Skills being focused on: catching with 2 hands and then one hand, throwing to a partner in different ways.** **Warm Up: Shadow your partner moving around an area in different ways.** **Skill Development:** start by throwing and catching with 2 hands, then one hand. Move onto throwing to a partner and catching with 2 hands or one hand.	**LI: To explore coordination and combination jumps.** **Skills being focused on: bending knees and landing.** **Warm Up:** Travel in different ways across a ladder: 2 footed, hopscotch. **Skill Development: Applying jumping skill to a game with a rope.**	**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.