Weekly Curriculum Overview

Year Group: 1 Week beginning: 19.10.2026

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 plan a news report.	• *To choose a headline and write a plan using the 5 w's.* • *TO decide on key events and order them.* • *To use a planning template to organise my ideas.*	**Think Back Task- (Recap) - You do**	*What are some key features of a newspaper?*
		Introduction - I do	*Show the children a WAGOLL of a newspaper report.* *Point out key features: headline, image, caption, main body of writing.* *Show them the planning document and plan the first part together.*
		Modelling and Explanation - I do/We do	*ENCOURAGE PUPILS TO DISCUSS each part.* *Take feedback and model completing planning document.*
		Guided Practice - We do- You do	*What do we need here?*
		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: *CUT AND STICK EACH PART.* **GDS CHALLENGE**: *Encourage full sentences.*	*To complete newspaper plan.*
		Hinge Point Question	*What important information needs to be included?*
		Plenary / Next Steps	*Tell your partner the 5 w's.*

<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 2: To write a news report. (introduction)</td><td rowspan="8">To include who, what, where, when, why.
To use clear formal language</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">What are the 5 W’S?</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Model a good introduction and use the planning sheet to write a shared example, including the 5 w’S.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Ask pupils to say a sentence to a their partner what they are going to write for their introduction.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Give feedback, is the information clear, ordered and factual?</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">Write the headline, caption and introduction of their news report.</td></tr>
<tr><td>Give them paragraphs to order/headline to choose from/ caption to choose from.</td><td>Use full sentences with emotive language</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Can you make our headline better?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Read your introduction to your partner.</td></tr>
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<tr><td rowspan="8">Day 3: To write a news report (continue)
(main body)</td><td rowspan="8">To include important details in chronological order.
To use past tense and third person.
To write clear, formal sentences.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">What are the 5 w's?</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Show the pupils a wagoll of a main paragraph.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Use the plan to write one together, getting pupils to discuss with their partner.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Feedback full sentences.</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">Finish news report.</td></tr>
<tr><td>Give them paragraphs to order/headline to choose from/ caption to choose from.</td><td>Use full sentences with emotive language</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Can you add anything to your news report?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Reread your news report.</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 subtract by counting back in ones.	To understand how equations can be linked to stories	To explore addition and subtraction facts.	
Lesson Overview		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.	Pupils count back by moving one part, one at a time, from the whole to a part of a part whole model, before representing this by jumping back on a number line.	Pupils recognise that we can write questions for stories, using images and that each number represents something in the story.	
Key Vocabulary		Equation Minus Subtract Number line Count back Partition	Equation Minus Subtract Number line Count back Partition Is equal to Whole	Equation Minus Subtract Whole Add Plus Related	
Hinge Point Question		How do we subtract?	How can we do this on a numberline?	Is this add or subtract?	
Adaptations to Independent Activity- You do- We do					
	Core Task	*Pupils to be given some subtraction equations, to colour in the correct corresponding colour.*	*Look at an image and tell stories, writing matching equations.*	*Complete equations using the images.*	
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH	**SUPPORT**	*Number line and part whole model to support.*	*Provide equations and match the ones related to the story.*	*Use a part whole model to support.*	
	GDS CHALLENGE	*Can you think of another equation for each answer.*	*Write them in another format Eg*	*Spot the mistake activity*	

What is the expected outcome/ what resources will be needed? **(INCLUDE NAMED CHILDREN)**			*7-2=5* *7-5=2*		

Science	Computing	PSHE
LI: Understand that we can smell many different flavours Assessment focus: Pupils to be able to name different smells. Recap: Recap other senses we have learnt in a short quiz. Introduction: Introduce new vocabulary and explain why we have the sense of smell. Activity: Pupils to smell different foods and match labels. Then to describe them.	LI: To create a placing game in 2DIY. Assessment focus: Pupils can open paint, save work and use the mouse accurately. Recap: How do we use a mouse? Drag and drop? Introduction: DICUSS VOCABULARY AND KNOWLDGE. Activity: Create their own game.	
History / Geography	**Art / DT**	**Religious Education**
LI: To compare childhood now to childhood in the past. Assessment focus: Know one similarity and one difference between childhood now and in the past. Recap: How long ago is living memory? (The past 100 years.)	LI: To create an artist-inspired artwork using lines and shapes. Assessment focus: Choose and draw different line types lines and shapes inspired by Brianna McCarthy and vary pressure and materials.	**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.**

What was childhood like for your parents and grandparents? What is a timeline? (A line to show the order of important events in the past.) Where do you start looking on a timeline? (Now, then look back.) Introduction: Past, present/both activity Activity: Pupils to draw/write one idea in each box for past, present, both.	Recap: What types of lines have we learnt? What is control? What is pressure? Introduction: What can you see? What does it make you wonder? What do you like about her artwork? Activity: Create a piece of artwork inspired by Brianna McCarthy.	**Introduction:** Recap the stories we have learnt about creation. **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 develop throwing/bouncing and catching over a short distance. **Skills being focused on: throwing/bouncing/catching.** **Warm Up: Pupils to move around the roome moving in and out of the cones, when they freeze, find a cone with a beanbag and practicing their catching.** **Skill Development:** Throwing and catching over a short distance.	**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.