Weekly Curriculum Overview

Year Group: 1 Week beginning: 2.11.2026

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 kiss that missed

By the end of the week, I want the children to have:

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To ask questions.	• *To know 5 W'S.* • *To use a question mark accurately.*	**Think Back Task- (Recap) - You do**	*What are the 5 W'S?*
		Introduction - I do	*Explain to the pupils we will be starting a new story today.* *Teacher to create a jigsaw with the front cover and get pupils to create it.* *Ask the children that they think the story might be able and discuss.* *Write predictions together and get them to write them on sugar paper.* *Teacher to read the story to the pupils and see if their predictions were correct.* *Teacher pupils that questions can start with different words (the 5 W'S).* *Ask if they can remember any of them.* *Teacher to show pupils examples of questions by thinking aloud.* *Model writing one, using accurate punctuation, with an emphasis on capital letters.*
		Modelling and Explanation - I do/We do	*Get some of the pupil's questions and get feedback on how to write it, emphasis on capital letters and punctuation.*
		Guided Practice - We do- You do	*Get pupils to orally rehearse some questions ready for them to write them.*
		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 some questions that they have about the new book.*
		Pupils to orally ask questions about the story and an adult scribes them.	*Pupils to write questions using each 5 W (who, what, where, when, why)*	
		Hinge Point Question	*What are the 5 W'S?*	
		Plenary / Next Steps	*Pupils to share their questions with their partner.*	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**		
Day 2: To sequence the story.	• Order the story in chronological order. • Use time connectives	**Think Back Task- (Recap) - You do**	*Recap what happened in the story with your partner.*	
		Introduction - I do	*Teacher to reread the story to remind the children.* *Explain today they will be sequencing the main events in the story. While teacher is reading, TA, to order the main parts.*	
		Modelling and Explanation - I do/We do	*Once the story is finished, take the, away and get the pupils to help reorder them, encouraging them to use time connectives - first, then, next, etc, finally.*	
		Guided Practice - We do- You do	*Pupils to discuss with their partner the story orally, using time connectives.*	
		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 order images from the book and use time connectives in between the images.*
		Pupils to order the images and then together with an adult decide with time connectives to use.	*Can the pupils think of a more exciting way to start their story.*	
		Hinge Point Question	*What happened first?* *What happened next?* *Then?* *After that?* *Finally?* *Did this happen next? Why? Why not?*	
		Plenary / Next Steps	*Use the images and time connective to orally retell the story.*	

<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 simple sentences.</td><td rowspan="8">Use capital letters, finger spaces and full stop correctly.
Use a verb and a noun accurately.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">What were the 5 key events from the story that we ordered?</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Introduce nouns - nouns are a person, place or thing. Then introduce the new nouns form the story (prince, king, knight, forest, dragon, castle) Show the pupil images from the book with these nouns.
Get pupils to write the nouns and draw a picture to create a class word treasure chest.
Then introduce verbs - verbs are doing / action words (rattled, mounted, galloped, w=swooped, floating, sniff, blink, sneeze, lumbered). Check meaning for these words to ensure pupils understand.
Get pupils to move around/do the word.

Model to the pupils how to use a noun and a verb in a sentence. 'The horse galloped', 'The king blew a kiss'</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Get pupils to discuss sentences within the story and orally rehearse a sentence (have sentence stems ready in case pupils cannot do this independently) Get feedback and how to write the sentence, emphasis on the capital letters and full stops.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Give pupils time to orally rehearse their sentences ready for writing in their book.</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 sentence stem, making sure they have used capital letters and full tops.</td></tr>
<tr><td>Work with an adult to add key words - adult works with children and reads the sentence, then pupils determine which words goes into the gap.</td><td>Extend their ideas.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What word is a noun?</td></tr>
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			What word is a verb?
		Plenary / Next Steps	*Share sentences with partner.*

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 4: To create a story map.	• *Know the story in chronological order.*	**Think Back Task- (Recap) - You do**	*What are the 5 main parts of the story.*
		Introduction - I do	*Tell the pupils that they are going to create story maps which help them stay on track when telling the story orally.* *Show pupils story maps of traditional tales with simple illustrations and that they happen in order. Get pupils to tell you one part at a time what happens and draw simple illustrations.*
		Modelling and Explanation - I do/We do	*Get pupils to discuss the next part before feeding back to you.* *Ask them what time connectives they can use.*
		Guided Practice - We do- You do	*Discuss with your partner what you are going to draw and the time connectives.*
		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 / *Work with an adult to make sure it is in order.*	**GDS CHALLENGE** / *Add a starting and ending phrase.* — *Pupils to create a story map with simple illustrations and time connectives.*
		Hinge Point Question	*What happens first?* *What happens next?*

			What time connective can you use?
		Plenary / Next Steps	*Show your story map to your partner.*

Maths				
UNIT FOCUS: shape and pattern				
By the end of the week I want the children to have learnt these key mathematical skills: DESCRIBE, NSMAE, SORT 2D AND 3D SHAPES.				
Key Vocabulary: FACE. VERTICIE, VERTEX, SURFACE				
Key Models and Resources needed: 2d AND 3d SHAPES,				
	Day 1	**Day 2**	**Day 3**	**Day 4**
Learning Objective	**To recognise, name and describe 3D shapes.**	**To describe and classify 3d shapes.**	**To identify 2d shapes.**	**To identify and sort 2d shapes.**
Lesson Overview	**Pupils explore 3D shapes and learn the vocabulary of properties to describe them.**	**Pupils describe 3D shapes and classify into 2 groups.**	**Pupils identify and name 2d shapes, including different orientations. Pupils begin to identify the key properties of 2d shapes.**	**Pupils describe 2D shapes using mathematic vocabulary and classify shapes in 2 groups.**
Key Vocabulary	**Face Surface Edge Straight Vertex Flat Vertices Flat**	**Face Surface Edge Straight Vertex Flat Vertices Flat**	**SIDE CURVED CORNER STRAIGHT SQUARE RECTANGLKE VERTEX VERTICIES**	**SIDE CURVED CORNER STRAIGHT SQUARE RECTANGLKE VERTEX VERTICIES**

		Pyramid Cylinder Cube Cone Sphere CURVED	Pyramid Cylinder Cube Cone Sphere CURVED CUBOID	ABLONG TRIANGLE CIRCLE	ABLONG TRIANGLE CIRCLE
Hinge Point Question		WHY IS THIS DIFFERENT?	Why is it sorted this way?	What is this shape?	Why is iot sorted this way?
Adaptations to Independent Activity- You do- We do					
	Core Task	*Pupils to create the tallest tower using 3d shapes in the room.*	*Sort shapes in 2 groups.*	*Pupils to create a drawing using different 2d shapes.*	*Sort shapes in 2 groups.*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** (INCLUDE NAMED CHILDREN)	**SUPPORT**	*Work with an adult to identify vocabulary.*	*Work with an adult to identify vocabulary.*	*Work with an adult to identify vocabulary.*	*Work with an adult to identify vocabulary.*
	GDS CHALLENGE	*Only use 2 3D shapes / use 5 different shapes.*	*Venn diagram to sort.* *One in the wrong place, explain why.*	*Limited selection of shapes to create an image.*	*Ask why they have been grouped a certain why.* *Whaty is the same, what is different.*

Science	Computing	PSHE
LI: Name, describe and compare the 4 seasons. LI: Observe and ask simple questions. **Assessment focus: Pupils can name and describe 4 seasons.** **Recap:** This is the first lesson for pupils. Explain to them we will be starting our new topic of seasonal changes. **Introduction:** Show pupils the 4 images on the first slide and ask them what they notice. Discuss with the pupils the 4 seasons and the reasons behind why we have seasons.	LI: **To create images and use them to make a game.** **Assessment focus: Pupils can use the mouse accurately.** **Recap: Discuss what we have learnt already in computing.** **Introduction:** Pupils to play th game o dragging and dropping with one correct solution. **Activity: *Pupils to complete the matching activity and them create their own animals to play a game*.**	LI: **I can identify similarities between people in my class.** **Assessment focus:** To tell you some ways that I am different and similar to other people in my class, and why this makes us all special. To explain what bullying is and how being bullied might make somebody feel. **Key Vocabulary: similar/similarity, same as, courtesy, manners.**

Activity: Pupils to create a seasonal weather wheel.		**Introduction:** Pupils to look at spot the difference between 2 images. **Activity:** ***Pupils to have an outline of a t-shirt with their name on and to write/draw 3 things that are the same as their partner.***
History / Geography	**Art / DT**	**Religious Education**
LI: To locate the school on an ariel photograph. **Assessment focus:** Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. **Recap: This is a new topic for the pupils.** **Introduction:** Discuss with the children about our local area and what an ariel photograph is. **Activity:** ***Pupils to have an ariel photo of the local area with the school in and add labels.***	**LI: To explore stability by balancing.** **Assessment focus:** Explain that structures are things that are built and have a purpose; understand that structures with a wider base are more stable than ones with a narrow base. **Recap: This is a new topic for the pupils.** **Introduction:** Discuss what a structure is and what they might look like in different contexts. **Activity:** ***Pupils to explore stable and unstable structures with their bodies by performing balances.***	**LI: To express ideas about God.** **Assessment focus:** Create artwork that reflects their idea of God; discus the ideas and inspiration behind their artwork; demonstrate basic understanding that different **Recap: This is a new topic for the pupils.** **Introduction:** Discuss with the pupils that in this lesson they will investigate how God is represented. **Activity:** ***Pupils to create an image that represents their thought about God.***
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: **Skills being focused on:** **Warm Up:** **Skill Development:**	**LI:** **Skills being focused on:** **Warm Up:** **Skill Development:**	**LI: To use voices and bodies expressively, while exploring tempo.** **Assessment focus:** Demonstrate slow and fast with their bodies and voices. **Warm Up: Ask pupils to listen to different pieces of music and move their bodies.** **Skill Development:** Pupils to explore with different tempo