Weekly Curriculum Overview

Year Group: 1 Week beginning: 09.11.2026

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: pupils to have created a story map, understood what a conjunction and noun phrase is.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): conjunction, noun phrase.

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To create a story map	*To know 5 W'S.* • *To use a question mark accurately.*	**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.*

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 2: To retell the story orally	• To use time connectives • To retell the story using 5 key parts.	**Think Back Task- (Recap) - You do**	*What are the 5 key parts of the story? What are the 5 time connectives we used?*
		Introduction - I do	*Today we are discussing how stories start and end. Pupils will have a variety of different stories, and pupils will identify what phrase it used to start/end the story. Show the pupils an example: 'Once upon a time', 'they all lived happily ever after'*
		Modelling and Explanation - I do/We do	*Pupils to read their story with a partner and to identify the start and end phrase.*
		Guided Practice - We do- You do	*Pupils to feedback and write a list of starting and ending phrases.*
		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 use key words and adult support.*	**GDS CHALLENGE** / *Pupils to add describe words.* — *Pupils to use their story maps, and puppets to retell the story using story language.*
		Hinge Point Question	*What happens first? Then? Next?*
		Plenary / Next Steps	*Pupils to share their story with the class.*

<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 3: To use the conjunctions 'and', 'so', 'but'.

Deep mark</td><td rowspan="11">• To know why we use each conjunction.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Discuss with your partner what happened in the book. Feedback a sentence. For example: The king blew a kiss to the prince.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Explicitly teach about conjunctions. Teacher to explain a conjunction and what they are – a conjunction is used to join 2 ideas together, we are going to use 'and, so, but'.
Show the pupils how 2 ideas can be put together using the correct conjunction.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Show the pupil 2 ideas and ask them to discuss with their partner how they could join them using the correct conjunction.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Get them to repeat the prior step and this time write it on a whiteboard.</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
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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 write sentences about the book using the appropriate conjunction.</td></tr>
<tr><td>Pupils to out in the correct conjunction, read it with an adult and write it independently.</td><td>Can pupils add adjectives 'the brave knight' instead of 'the knight'.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What is a conjunction?
What are some examples of conjunctions?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Read their sentences to their partner, peer read for capital letters and full stops.</td></tr>
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<tr><td rowspan="7">Day 4: To create noun phrases.</td><td rowspan="7">To know different adjectives.
To know what a noun is
To be able to use a comma between 2 adjectives.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">What are the 3 conjunctions we used yesterday?</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Show the pupils a photo of the prince's bedroom.
Look with the children at the image and ask what they see, get feedback and support if they are unsure of the name.
Once you have written down the things in the room, get pupils to describe them using adjectives.
Model putting the adjective before the item and draw attention to the comma.
Talk through thinking - I am thinking of the chandelier, now i need to describe it, shiny and big. Big, shiny chandelier.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Get pupils to discuss and practice with their partner.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Get pupils to repeat prior step and write on whiteboards.</td></tr>
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What is the expected outcome/ what resources will be needed?
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to write noun phrases around the image of the prince's bedroom.</td></tr>
<tr><td>Pupils to have 2 gaps before the item and to chose an appropriate adjective.</td><td>Pupils to write a full sentence: in the prince's bedroom there was a ___, ___ _____.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What adjective is better to use for this item?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Create working wall of their ideas.</td></tr>
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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		Torecognise and create repeating patterns.	To recognise and describe repeating patterns.	To use language of position.	TO USE THE LANGUAGE OF POSITION, MOVEMENT AND DUIRECTION.
Lesson Overview		Pupils explore and create shape and colour patterns using 2d shapes.	Pupils recognise and create shape patterns using 2d and 3d shapes. They continue patterns, identify missing shapes in patterns and describe patterns.	Pupils learn and use language of potion, including describe 2d and 3d contexts. Trhey give and follow instructions using the language before solving a position problem.	PUPILS PTRACTICE GIVIGN AMND FOLLOWING DIRECTIONS. THERY PROGRAMME FLOOR TOYS USING LANGUAGE OF DIRECTION.
Key Vocabulary		Pattern Repeating pattern Before After	Pattern Repeating pattern Before After	Position Up down Lefty Right Clockwise Anticlockwise	Position Up down Lefty Right Clockwise Anticlockwise
Hinge Point Question		What pattern is this?	What is missing? What is different? What is the same?	SHOW ME LEFT. SHOW ME RIGHT. SHOW ME	What algorithm would we use to get here?
Adaptations to Independent Activity- You do- We do					
	Core Task	*Pupils to create shape and colour repeating patterns.*	*Pupils to finish patterns.*	*Work with an adult to discuss the algorithm first and support programming.*	*Work with an adult to discuss the algorithm first and support programming.*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH	**SUPPORT**	*Finish a pattern.*	*Use cut outs to finish pattern.*	*Use bee bots to create an algorithm.*	*Use bee bots to create an algorithm.*
	GDS CHALLENGE	*Explain what pattern it is.*	*Explain what is the same and what is different.*	*Explain the algorithm and predict.*	*Explain the algorithm and predict.*

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

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. **Activity: Pupils to create a seasonal weather wheel.**	**LI: To think carefully about the steps of grouping items.** **Assessment focus: To explain why they have grouped animals.** **Recap: What does the term 'quiz' mean?** **Link this learning to maths learning of grouping 3D shapes.** **Introduction:** verbally describe different animals. **Activity: group different animals in different ways**	**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.** **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 create a map of the classroom. **Assessment focus:** Make a map of the classroom with four key features and representing the distance and direction of objects in the classroom.	**LI: To explore wide and narrow bases by building a tower.** **Assessment focus:** Explain that the towers with a wider base are more stable than those that have a narrow base or a wider top; apply their knowledge by making sure that their group's tower has a wide base before building height.	**LI: To explain how some Muslim people express their views about God.** **Assessment focus:** Recognise that different people have different beliefs about God's form and appearance; show respect for everyone's beliefs; explain how art can be used to express feelings towards God.

Recap: Ask pupils what features they can see in the images. **Introduction:** Pupils to have a variety of different maps and to answer different questions: What is a map? What can they be used for? Which map tell us ....? **Activity: Pupils to create a map of their classroom.**	**Recap: Discuss with your partner 5 things you learnt last lesson.** **Introduction:** Show pupils different structures in the world and ask what they have in common. **Activity: Pupils to build 3 different towers in groups.**	**Recap: What ways might people express their views about God? What did you draw last lesson?** **Introduction:** Pupils to draw an image to describe an abstract noun. **Activity: Pupils to design a pre-made tile and everybody put them together at the end.**
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 explore travelling movements **Skills being focused on: high and low, different body parts being used.** **Warm Up: Moving around the room being explorers.** **Skill Development:** Balancing and jumping.	**LI: To use counts of 8 to move in time.** **Skills being focused on: count evenly to the beat, clear actions and using levels.** **Warm Up: movement as weather** **Skill Development:** add counts of 8.	**LI: To practice a rhyme using fast and slow beats on instruments.** **Assessment focus:** Demonstrate fast and slow beats while saying a rhyme and using an instrument. **Warm Up: which words in the rhyme relate to speed?** **Skill Development: keep tempo using our voices and a small drum.**