

Weekly Curriculum Overview

Year Group: 1

Week beginning: 21.9.2026

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: SNAIL AND THE WHALE

By the end of the week, I want the children to have: explored time connectives and feelings for a diary, used adjectives to describe a setting and begin to be able to retell the story.

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 write a diary entry in the perspective of snail.	To write in the first person. To describe events and emotions clearly. To use time connectives.	Think Back Task- (Recap) - You do	What do we include in a diary entry? Give me an example of an adjective. What are the main events of the story?
		Introduction - I do	Show the children to example of the diary that I shared last week. Read it together and pick out the key parts of a diary.
		Modelling and Explanation - I do/We do	Write the next part together.
		Guided Practice - We do- You do	Get the children to discuss their sentences.
		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)	
		SUPPORT	GDS CHALLENGE
		Children to have a fill in the gap with word bank activity.	Pupils to include adjectives and 'and'.
		Pupils to have a simple lay out of a diary entry with sentence starters to encourage independent writing. Give pupils a word bank of words they could use.	
		Hinge Point Question	What time connectives can we use in our diary?

		Plenary / Next Steps	Pupils to share their diary entry with one another person.
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LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To describe a setting	- To use sense to describe a setting - To use adjectives and descriptive phrases. - To write descriptive sentences clearly.	Think Back Task- (Recap) - You do	Recap the story with your partner. Tell your partner what an adjective is. Describe this image (show image on the board and get them to describe with adjectives)
		Introduction - I do	Show the pupils an image from the book. Discuss what we might see/hear/think. Teacher explicitly model 'I see waves crashing and birds calling.' Get pupils to discuss what they might see/hear/imagine.
		Modelling and Explanation - I do/We do	Show pupils another scene. In pairs, get the children to discuss what they might see/hear and get them to orally rehearse their sentence 'i can see...' 'i can hear...' Get ideas and write together.
		Guided Practice - We do- You do	Pupils to be given a different scene to describe and write on their whiteboards.
		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)	
		SUPPORT	GDS CHALLENGE
		Word banks to be given to support ideas Sentence starters to aid writing. Pupils to be given a range of words and to fill in the gaps in their sentence that best describes the scene.	Pupils to use more complex language. Pupils to include a similie.
		Pupils to be given a scene from the book and to write some sentences to describe it.	
		Hinge Point Question	Tell your partner an adjective that best describes these settings.
		Plenary / Next Steps	Pupils to read their description to another person and see if they can add anything to make it better.

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>	
Day 3: To retell part of a story	To retell events in order. To use sequencing words I can clearly communicate the main points in a journey.	Think Back Task- (Recap) - You do	<i>How can we describe this scene? What adjectives would you use? What can you see/hear?</i>
		Introduction - I do	<i>Today we will be retelling part of the story 'The snail and the whale'. Teacher to explicitly model retelling a section of the story using sequencing words.</i>
		Modelling and Explanation - I do/We do	<i>Pupils to pair-share retelling the story using the sequencing language prompts. Teacher to take ideas from pupils.</i>
		Guided Practice - We do- You do	<i>Pupils to have sequencing cards and put them in order, explaining each part as they go with their group.</i>
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	
		SUPPORT	GDS CHALLENGE
		Sequence connector cards, working with teacher or TA. Images for books with sentences written together on whiteboards with the adult.	<i>Pupils to include additional information and describe emotions at each stage. Pupils to write what happens at each part.</i>
		Hinge Point Question	<i>What happened in the beginning? What happened in the middle? What happened in the end?</i>
		Plenary / Next Steps	<i>Tell the person next to you the key parts of the story.</i>

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4: To write a letter from the snail (part 1 - planning the letter)	- To use correct letter layout - To write in snail's perspective - To clearly express snails' thoughts and feelings.	Think Back Task- (Recap) - You do	What is an adjective? What do we need to include in our sentences?
		Introduction - I do	Show the children an example of a letter and discuss the parts/layout. Teacher to explicitly teach this. Teacher to explain to the children that we are going to write a letter to the whale saying thank you. Discuss with the children what things we could say in our letter and brainstorm together, give them an example 'thank you for taking me to see the world'
		Modelling and Explanation - I do/We do	From the brainstorm, ask the children to orally rehearse putting them into full sentences. 'dear Whale, Thank you for.... I had lots of ...'
		Guided Practice - We do- You do	Get pupils to finish their sentences on whiteboards.
		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 have a plan with only tick boxes. To work with an adult to help access reading it and so teacher can model.	Pupils to complete their plan - it will not include tick boxes but they will be provided with a word mat for the to use to independently access and complete their plan. Working with an adult to model how to complete it.
		Hinge Point Question	Why do we use letters?
		Plenary / Next Steps	Share with your partner? Is there anything you can add to your plan?

Maths

Unit focus: Numbers within 10

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

Key Vocabulary:

Key Models and Resources needed:

		Day 1	Day 2	Day 3	Day 4
Learning Objective		Find one more and one less	Compare and order 2 or more numbers within 10.	To explore number bonds to 5, 6, 7, 8, 9, and 10. (consolidation)	To compare and order 2 or more numbers within 10.
Lesson Overview		Pupils explore representations of one more and one less including concrete representations and the number line.	Pupils compare and order numbers as quantities using concrete representations and on the number line.	Pupils to explore all number bonds previously taught to gain fluency.	Pupils compare and order numbers as quantities using concrete representations and on the number line.
Key Vocabulary		One more One less Representations Number line	Compare Order Quantities Concrete representations Number line Greater than Equal to Less than Fewer than	Number bonds	Compare Order Quantities Concrete representations Number line Greater than Equal to Less than Fewer than
Hinge Point Question		What is one more? What is one less?	Order these numbers from smallest to biggest, what can you tell me?	Why do we learn number bonds?	Order these numbers from biggest to smallest, what can you tell me?
Adaptations to Independent Activity- You do- We do					
	Core Task	<i>Pupils to choose a number card (between 1 and 9) and circle it on a number line.</i>	<i>Pupils to complete task sheet about compared numbers within 10.</i>	<i>Pupils to work with a partner to show number bonds to different numbers 5-10, in</i>	<i>Pupils to complete different tasks surrounding compa5ring numbers.</i>

				<i>different ways using different tools.</i>	
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	<i>Pupils to choose a number card (between 1 and 9) and circle it on a number line. Underneath pupils have sentences given to them and they fill in the gap with the numbers. Pupils to have cubes to make towers to physically see how to work out one more and one less.</i>	<i>Task sheet has pictural representations of the numbers underneath so the children can visually see the numbers.</i>	<i>Pupils to work with an adult to support pupil voice.</i>	<i>Pupils to use manipulatives to support their independence and understanding.</i>
	GDS CHALLENGE	<i>Underneath pupils to write 'One more than ___ is ___' and 'One less than ___ is ___'.</i>	<i>Pupils task sheet does not include any visual representations.</i>	<i>Pupils to explore how many different ways they can make that number.</i>	<i>Pupils to write a sentence explaining.</i>

Science	Computing	PSHE
LI: To know the basic parts of the eye. Assessment focus: Can pupils remember and use the 3 parts of the eye correctly. Recap: What are we learning in Science? What parts of the body can you remember? Can you remember the parts of the eye from last week? Introduction: Show the children the eye again and ask them if they can remember what each part is and it's name. Activity: Pupils will label 3 parts of the eye (iris, pupil, eyelashes)	LI: To understand how to complete work in the 2DO's area of purple mash. Assessment focus: Can pupils access their 2Do's folder and complete a task. Recap: What did we learn last week? Can you log into purple mash? Introduction: Pupils to be shown where 2Do is and how to launch their activity. Activity: pupils to complete their own gingerbread man.	LI: To understand the rights and responsibilities for being a member of my class. Assessment focus: What is happy learning? How might this look in the classroom? Key Vocabulary: safe place, calm, happy, special, Introduction: ask the pupils to complete the sentence, 'i like learning when...'. show children the preplanned 6 images and get children to put thumbs up or thumbs down to show good learning or not. Activity: Pupils to think of one rule they think is important for happy learning. Pupils can share in circle time. Challenge: Pupils to write/draw their rule.

History / Geography	Art / DT	Religious Education
LI: To learn more about my history. Assessment focus: Can pupils explain 3 different special events that have happened in their life and put them into order. Recap: what is past? What is present? What special occasions did we discuss last week? Introduction: Pupils to recap ‘Teddy’s memory box’ and discuss his memories with their partner. Activity: Pupils to continue drawing and writing their 3 memories from last week.	LI: To practice drawing different lines using music as a stimulus. Assessment focus: Can identify different lines in a drawing, draw lines reflecting what they hear, changing pressure and control, select different materials to make lines. Recap: 3, 2 1 activity (3 different types of lines you learnt last lesson, 2 different ways to use a drawing material, one thing you can draw using lines) Introduction: Introduce another artist ‘Paul Klee’. Tell the children about Paul Klee and ask them what they can see in his artwork. Activity: Pupil’s will listen to different pieces of music and draw different lines with different pressure and control. Pupils can use a range of materials; crayon, pencil, charcoal.	LI: What do some Hindus believe about creation? Assessment focus: correctly order key events in the hindu story, how it is similar to other creation stories and how they are different. Recap: Tell your partner the Christian/Jewish creation story. What are the key parts. Encourage key language. What is a torah? What is a bible? Introduction: Introduce Hinduism and ask what similarities they notice between christian/judaism. Activity: Pupils to order the story images and number them. Challenge: can pupils write short phrases/words that they remember.
PE	PE	Music
Reminder: Earrings and other jewellery are not to be worn in school LI: To be able to roll the ball to a partner. Skills being focused on: control of rolling, action of rolling. Warm Up: Embedding routines, moving around the hall in different ways, building the fundamental skills to. Skill Development: bending low, opposite arm to leg , rolling through a target.	Reminder: Earrings and other jewellery are not to be worn in school LI: To explore changing direction and dodging. Skills being focused on: direction, moving feet to change direction, push off in a new direction. Warm Up: what colour next game. Pupils to run to different colour cones using their skill of changing direction. Skill Development: how to move around a room changing direction to dodge something.	LI: To explore using a thinking voice to show the pulse. Assessment focus: print to the pulse while speaking a sound pattern, show they are using their thinking voice by not speaking while keeping the pulse. Warm Up: Pupils to listen to a song and encourage pupils to move along using movement. Explain to the children you will pause the music, but they need to keep the pulse going. (Aim is for children to retain the pulse in time with the music, without counting alot or making sound but feeling with their body) Skill Development: keeping a pulse withrout music.