

Year 1

Week starting: Friday, 20th April 2020

Hello everybody! We hope you are all well and had a lovely Easter. We are now using this format for your home school learning activities. Please try and do some of the activities when you can. It has been good to see some of you already do the tasks set on 'Purple Mash' and 'Doodle Maths'. If you have not had chance to do any yet, then maybe you could have a go this week.

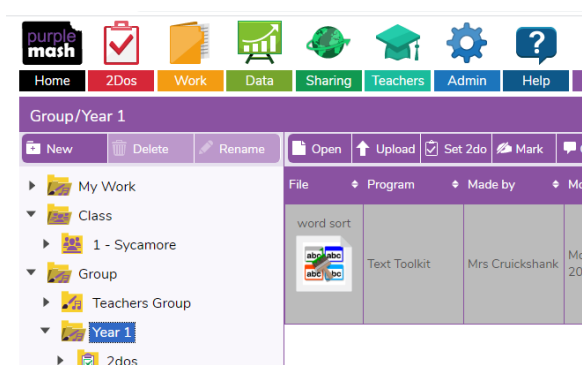
There will also be a different topic theme each week for the whole school (see below) so that you can choose to do some activities based on that. Each week, the theme will be put onto the website, with some suggested activities. You may also have some great ideas of your own that you could try.

Have fun!

Doodle Maths Tasks : Add and subtract one-digit and two-digit numbers to 20, including 0

Purple Mash Tasks : 2Dos already set (the end date for these is this week) plus the new activity, 'Word Sort'.

Open the orange Work folder
(go to the Group folder then Year 1 to open
Word Sort)



English

Reading: Remember to keep **reading** – there are lots of virtual reading books on the websites we have given you, if you have nothing suitable at home.

Please also practise **reading the common exception words** on the word list at the back of your purple Home-School Reading Record. If there are any you are unsure of, make flashcards for the words and keep working on your recognition of them until you are confident. (Choose a few words at a time to focus on.)

Keeping practising reading the phonic sounds too, especially the digraphs.

Writing/ Phonics:

Session 1 : Write some sentences in your **Superhero log** about something you did over Easter. Remember to use one 'and' in at least one of your sentences.

Session 2 : **Phonics** – see in the folder on the website the separate phonics sheet. This week it is a phonics hunt. Read the word on the list, go to that item/place in your house.

Your grown up can check you got it right.

Session 3 : Write the words you read in your phonic hunt yesterday into your book using your best letter formation.

If you scroll to the bottom of the Year 1 introduction page on the website it will remind you of the lead-ins/formation for each letter and the different letter groups.

Remember to think carefully whether it is a tall or short letter or has a tail that goes below the line.

Session 4 : **Create a friendly sea creature.** You could paint, draw or use junk modelling to create Your own creature. What colours will it have? How many legs? Write some sentences using adjectives to describe it. Have you given it a name? You could draw it on Purple Mash too!

Session 5 : Ocean poem

Rewrite the poem in your book – remember your handwriting formation. Use the best words you can where the lines are, one word (adjective) to describe how they look and the second (verb) to show how they move (eg I can see the brown duck paddling) Then can you add some more lines using other senses? I have used sight. Can you add extra lines about feeling and hearing?



The Ocean

I can see the fish

I can see the seaweed

I can see the crabs

I can see the dolphins

Maths:

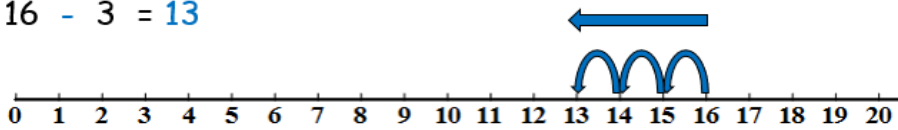
Ideas for **counting (ongoing)**: (Choose one idea on different days as a “warm up “ for home learning in Maths or just as a quick 5 min activity during the day. We like to march on the spot sometimes or stretch our arms up and down as we count along !)

- Count forward and backwards in **1s from** and **to** different numbers.
- Count in **2s,5s** and **10s** to 50 and extend to 100.
- Ask an adult to count aloud in 2s, 5s or 10s to a given number and then miss out one or two numbers in the count. Can you work out which numbers are missing? (Keep the range of the count quite small!) e.g “I will count in 2s to 20. Listen carefully. Which numbers are missing? 2,4,6,10,12,14,18,20”
- Play imaginary “ping pong” where one of you “bats” the ball to their partner and gives the first number in the count (choose first to count in 2s, 5s or 10s) , e.g, Counting in 5s: First person says “5”. Your partner then “bats” the next number back to you, ie. “10”. How long can you keep the rally going?

Counting back (subtracting) on a number line.)

Example:

$$16 - 3 = 13$$



Session 1: Begin by drawing a number line from **0-20**. Make sure that the numbers are clearly spaced out and you have the tens and units/ones in the correct place. Try to write the numbers the correct way round!

Make a set of number cards for the numbers **10-20**. Shuffle them and put them face down in pile 1.

Then make a set for the numbers **0-9** and put them in pile 2.

Select the top card from pile 1 and put your finger (or small object) on that number on your number line. Then turn the top card over in pile 2 and jump back that number of spaces.

(Remember not to count the number you start from but begin counting from the first jump back!)

You can record what you have done as a number sentence, e.g,
Starting on 15 and jumping back 4 spaces would be written as :

$$15 - 4 = 11$$

Repeat this a few more times.

Session 2: Use the number line to work out the missing numbers in the number sentences below.

Copy each one into your book.

$$13 - 7 = \square$$

$$18 - 11 = \square$$

$$10 - 6 = \square$$

$$12 - 4 = \square$$

$$15 - \square = 4$$

$$9 - \square = 2$$

$$16 - \square = 5$$

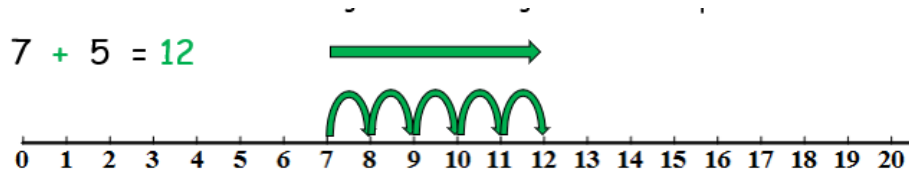
$$20 - \square = 8$$

Counting on/forwards (adding) on a number line.

Now try **adding** (jumping on/forwards) on the number line.

(Parents and carers, please note that we have not yet done this in class. Having done lots of practise using the number line to jump back for subtraction, the children need to be reminded that they are using the same principle but going **forwards** along the number line as they are adding. **Remind them not to count the number you start on but begin counting from the first jump forwards!**)

Example:



Session 3: Make **2** sets of numbers 1-10. Turn a number over from one set and put your finger/counter/object on that number. Turn over the top card from the other set and jump on that number of spaces and see where you land. You can record them as **addition** number sentences in your book if you like. E.g,

Starting on 8 and jumping on 9 spaces would be written as :

$$8 + 9 = 17$$

Session 4: Use the number line to work out the missing numbers in the number sentences below. Copy each one into your book.

$$6 + 7 = \square$$

$$11 + 7 = \square$$

$$9 + 6 = \square$$

$$8 + 12 = \square$$

$$5 + \square = 9$$

$$3 + \square = 11$$

$$15 \square 19$$

$$10 + \square = 18$$

Session 5: Race to 20

Use a number line to 20

You will also need a “counter” for each player

Take it in turns to roll a die (or if you can't find one, pick numbers on paper from a pot).

Jump on that number of spaces on the number line - so if you roll a 5, jump forwards to 5 on your number line.

Let the other players take their turns.

Then roll again and continue jumping on. BUT, if you roll a 6 - you must start all over again!

Who will get to 20 first?

(Parents: While you play take the opportunity to ask questions such as "How many more do you need? Which number will you be on now? What number comes next?" Have fun!)

You can also play this in reverse, starting on 20 and counting back towards 0.

RE:

Last term we were focusing on the value of compassion and we heard about The Good Samaritan during our assemblies. This week we would like you read the story again and answer some of the questions that have been set for you. (See the RE document in this week’s folder in the Year 1 section of the website.) Can you retell the story in a different way and share what you have done on Purple Mash?

Topic: Whole school topic this week – Oceans.

We will be setting you optional topic based learning until we go back to school. The topics will be the same for each year group so that children within the same family can work as a team and learn together if they would like to. How much you do together is your choice; it could be you complete the whole project together, with children taking on different roles or that they share smaller tasks together and then decide to present their learning separately in different formats. Look in the whole school folder on the website for ideas and/or you could design a habitat for your creature you wrote about in English. You could paint or use junk modelling.

