

Year 1

Week starting: 27<sup>th</sup> April 2020

Hello everybody!

We hope that you have all stayed well and have enjoyed doing some of last week's home learning activities. Please remember that we don't expect you to be able to complete all of the activities that we set each week. All families are different and we know how difficult it can be when your parents may be having to work from home, as well as help you with your learning and do all their other jobs around the house. We also hope that you are enjoying having time to do other activities, as well as getting outside for some fresh air and exercise when you can.

We have enjoyed seeing your work on 'Purple Mash'. If you have not had chance to look at the activities on there, maybe you could have a try this week but remember to ask your parent helper first. There are also some activities to try on 'Doodle Maths'.

Remember that there is whole school theme each week, if you would like to try some topic work. The next theme is **Rainforests**.



Mr. Hill has been chatting to some of the parents this week, who have said that they would find it really helpful to be told the most important things to focus on each week, so here they are :

1. **Reading** to yourself but also to an adult who can then ask you questions about what you have read. Remember to think about **what** might happen next, **why** characters are acting or feeling a particular way and **how** you know that (what is it in the text that gives you a clue?). Remember to keep practising the "tricky" words and do some phonics ('Phonics Play' website is great!)

2. **Writing**. Try and do some writing each week (even just a few sentences). This can be some of the activities that we suggest, writing in your Super Hero Log or choosing something you want to write about! When you do write, think carefully about any spellings that you have practised, use your phonics, and try to write your letters correctly.

3. **Maths**- Counting, (in 1s, 2s, 5s and 10s forwards and backwards) Use Doodle Maths, if you can, and keep practising the pairs of numbers that add together to make 10 and use that to help you with the pairs that make 20. (i.e If you know  $1 + 9 = 10$  then  $11 + 9 = 20$ )

Also, keep practising all the pairs of numbers that can be added together to make the other numbers between 1 and 10. Do you know all the pairs for each number?

## Activities:

**Doodle Maths Tasks** – Try and log onto to Doodle Maths and try some of the activities during the week.

**Purple Mash Tasks** – We have set some new “2 DO” activities which include reading, phonics and number so please have a go.

Miss Masters has also set up a St Paul’s ‘Eco Blog’ on Purple Mash. You can find it by clicking on the green ‘sharing’ tab at the top and then selecting ‘shared blogs’. You can post any pictures of wildlife or nature you spot in your garden or on a walk. You could also share any other eco – related activities that you may have done.

**English:** Remember to keep **reading** regularly (see previous weeks for suggestions of online resources)

**Session 1** Stay at Home Superheroes. Last Thursday was St George’s Day.

St George is the patron saint of England. Stories or legends about him tell us he fought a dragon to save a princess from being eaten!

Watch the video (if you can – it is about 4 minutes long) it tells one version of this legend. <https://vimeo.com/102942550> or if you have enabled access to Espresso at home there is a version there as well. You may even have a book at Home which has the story in it. Once you have heard the story of St George write two or three sentences about why he was a superhero like you too!



**Session 2** Phonics. Revise the split digraphs by reading the words below. The more adventurous might like to hide them in the sandpit, around the house in different places, or on the floor for children to aim a ball at each they read or..... over to you! You can add other words too! If your child finds these too hard start with simpler cvc words and build up to it! You could use some of them in sentences in your book.

**made      cube      these      like      code      cake      line      bone**  
**file      frame      phone**

**Session 3** If possible, watch the clip about rainforests on BBC Bitesize - link -

<https://www.bbc.co.uk/bitesize/clips/zb2jmp3> (about 3 minutes long) then draw a picture and write three sentences describe the snake, where it lives and what it does. If you can’t watch the clip draw your own snake and colour it then write sentences to describe it.

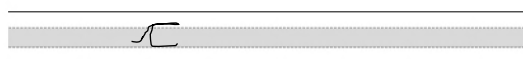
**Session 4** Look at this picture of a tree frog. We saw one in the video yesterday too, have another look at the video if you can't remember! If you haven't been able to watch the video just look at the picture. Write a list of the parts of the frog on the right hand side of the next page in your book – e.g.



_____	eyes
_____	legs
_____	feet

Then think of two or three words to describe each part. Use these words and the parts of the frog to write sentences about it. You may like to describe the rainforest where it lives as well and paint a picture of the scene.

**Session 5: Handwriting.** Today we are going to ensure we use the lead on strokes when we write letters in the curly caterpillar family.



Using a set of four lines helps to put the letters in the correct position and size, especially if the middle two are highlighted or shaded. If you have a printer, a sheet of these is on the Year 1 introductory page of the website (scroll right to the bottom of the section).

## **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?

This week, we would like you to revise **measuring length** and **the days of the week**.

*Parents/carers: In year 1, we use non-standard measures (we do not use centimetres/ metres yet) to estimate, measure and compare different objects.*

In class, we have learnt that the objects that we choose to use need to be the same to make it fair. For example if we choose to measure the length of something using coins, the coins would all need to be the same size. The children have also learnt that they need to measure carefully from one end of an object to the other. Sometimes, when using non-standard measures, we may have find that what we are measuring doesn't always end up being an exact number of objects long. (ie, a pencil may measure 6 and "a bit" coins long)



**Session 1:** **Measuring length** Draw carefully around one of your **hands or feet** on paper and cut it out. Use this to help you measure different objects around the house or garden. (Check with mum or dad first before you choose the objects to measure!) Make sure that you measure each object from one end to the other and place your hand or foot print carefully along the edge /side you are measuring. (It may help you to place a finger or small object to mark where each print ends before you move it along) Count the number of hand or foot prints carefully.

Draw the objects in order from shortest to longest and write the length of the objects next to/ under each picture. How many hand/ foot prints long were they?



**Session 2: Estimating.** You may remember that we did some estimating when we measured objects in the classroom. An estimate is when you make a sensible guess, using what you know to help you. It does not matter if your estimate is not always correct!

- Using your hand or footprint from last session, choose 5 different objects to measure today. Look at the first object and estimate how long you think it is. (How many hand or footprints long do you think it will be?) Draw it and write your estimate on the attached sheet. Then measure the object and write the number of prints in the table on the sheet.
- Choose object number 2 and use the length of number 1 to help you estimate how long object 2 will be. (Does the second object look longer or shorter than the first one? Will your estimate need to be a bigger or smaller number of prints?) Don't actually measure the second object until you have estimated! Then measure the object using your foot/ hand print and complete the next part of the table.
- Then repeat the steps with the last 3 objects and complete the table.

### Session 3

#### Snake challenge:



Draw a snake, colour it in and cut it out. It will be easier for the next part of the activity if your snake is straight and not curled! Now see if you can make another snake twice as long (double the length) of your first snake. If you have a big enough piece of paper, can you make a third snake that is double the length of the second snake?

### Session 4: Days of the Week Game

Firstly, make sure that you can recite the days of the week in the correct order.

Then play the attached game with an adult helper or maybe an older brother or sister, if you have one.

**Session 5: Days of the Week Book** As your weeks are probably quite different from a normal week at school, why not make a days of the week book and draw a picture with a caption to show what you have done on each day. Maybe you could make a zig-zag book by folding a strip of paper in half, then in half again, to make 4 equal sized parts. Start by drawing Monday's picture and then when you get to Friday, flip the paper over to continue on the other side.



Make sure you write the days of the week correctly and remember to start with a capital letter!

**RE:** Please see attached activity

**Topic:** Rainforests- Please see attached ideas