

Weekly Maths Tasks

Every Monday, White Rose Maths will release a sequence of Maths lessons. Follow this link: <https://whiterosemaths.com/>

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| <p>Click on Home Learning choose your Year 1 and select Summer Term Week 1</p> <p>Download the questions before you start the video as the video may ask you to pause as you go along and answer some questions. You do not need to print the sheet off, just get the children to draw/write the answers.</p> <p>The answers are provided on a separate sheet.</p> | <p>Lesson 1: Make Doubles</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. | <p>Lesson 2: Make Equal Groups (grouping)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. | <p>Lesson 3: Make Equal Groups (sharing)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. | <p>Lesson 4: Find a Half (1)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. | <p>Lesson 5: Find a Half (2)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. |

Weekly English Tasks

Writing

This can be completed over a few days.

I would like the children to write a character description about the Easter Bunny. First, they can draw a picture in the centre of the page of how they imagine the Easter bunny to look. (Or find one and cut/print it out and stick it in the centre). This can be used to create a spider diagram; the children write key words to describe the Easter bunny around the picture, include adjectives to describe what it looks like and its personality eg. - joyful, energetic, cheeky. Finally, the children use these words to put into sentences to write a character description. As a challenge, the children could tell the Easter bunny about their own Easter.



If the Easter bunny did not visit and you do not wish to complete the Easter bunny task, pick a favourite character from a book or film and complete the same process with your chosen character.

When writing, remind the children to use their best handwriting with cursive upstrokes, sat appropriately on the line; (This modelled writing was stuck in the beginning of the exercise book which came home in your pack.) Remind the children to only use capital letters for names and the beginning of sentences, not randomly in the middle of words and use appropriate punctuation at the end of a sentence.

Year 1: Home-School Learning Menu

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| <p>Phonics:</p> <p>This week I have suggested a range of games to have a go at on the website 'Phonics Play.'</p> <p>This will practise and recap new graphemes learned in Year 1 and how different graphemes can be pronounced in different ways.</p> | <p>https://www.phonicsplay.co.uk/ There is a free login and password given. (username: march20; password: home)</p> <p>In year 1 we are working on phase 5, so click on the tab down the left side of the page. There are lots of games which we have played at school, the children will recognise them. You may not be sure of all the sounds (phonemes) that the letters represent (graphemes) so I will suggest some games which will be helpful to support their learning which will make sense!</p> <p>*Phase 5a: Tricky word trucks - just practises reading 'tricky' words which are not usually phonetically decodable.</p> <p>*Phase 5a: Picnic on Pluto, Dragons Den or Buried Treasure practise reading words with graphemes learned in year 1, the children decide if the words are real or not.</p> <p>Scroll down further:</p> <p>*Phase 5b: Cheeky Chimps or Acorn Adventure practise reading words which contain learned graphemes making alternative pronunciations eg if you click on 'ch' you will get words which the children decide are the same as: <i>chin, school or chef</i>.</p> |
| <p>Reading task:</p> <p>You may complete this in stages or use as one/two day's English work rather than spelling and writing.</p> | <p><u>You will need to register free of charge to the website to be able to log in.</u> This is what I did to be able to choose a book and create some questions on it. There are many books to choose from, so choose different ones to read and I will just pick one each week and write some question on it.</p> <p>If your child needs support with reading the chosen text, please support them, in order that they can complete the answers, but encourage as much fluency practise as possible.</p> <p>In order to keep up their reading skills, please ensure you select other texts, which they can access, to read to you. Additionally you may wish to find further challenging texts to support their reading skills, in order to maintain interest.</p> <p>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page</p> <p>You will find it in the free ebooks: age 5-6 section of the website</p> <p>This week's challenge. Read and answer questions 'Flying High.' (The book is located a few lines down so keep scrolling.)</p> <p>In the front of many of the books are ideas and questions to share and complete whilst reading. Please ensure you discuss new or unusual vocabulary.</p> <p>(Some of the books are from a scheme called 'Read, Write Inc' which talks about red and green words. We do not use this for teaching phonics, but the books are still fine to read, however your child will not know what red and green words are.)</p> <p>Within the classroom, the children are able to talk about texts and complete verbal questions and answers. We were working together to complete written answers about the texts, so encourage them to read the questions I have written below and after discussion (if required) write an answer.</p> |

Year 1: Home-School Learning Menu

Topic Project Menu 1: These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. You can choose activities which you feel would be appropriate level of challenge for your child. We would love to see photographs of this completed work or examples of work or quotes about this work through our school email address: info@worlabyacademy.org.uk

| | I like to explore | I like being creative | I like being kind and helpful | Time to get physical! |
|---------------------------------|--|--|---|--|
| Strengthen your learning | Look outside, make a list of things which are living or never lived. Explain why you have put some things in each list. | At school, we were going to practise our observational skills by sketching your house. Have a go. Include details such as curtains, a door bell your house name or number. | Do the washing up or another job for your family. | How many times can you jog around your garden before you need a rest? Can you beat your record every few days? |
| Deepen your learning | Looking outside make a third list of things that once lived and explain why they are on this list. (eg fallen leaves off a tree are no longer living) | Create a picture of your dream bedroom. What colour would it be? What would you have in it? You could draw it or cut images out of any catalogues or magazines you have. | Draw a picture of a rainbow or something else and put it in your window to make you or your neighbours smile. | Use your 'It's Catching' ball to practise your throwing and catching. Challenge yourself to increase your steps every few days. Keep a diary of your progress. |
| Take the challenge! | Identify a creature whose normal habitat or place to live is in our/Britain's rural countryside. Draw the creature and write why their habitat is the British countryside. | In geography, we had looked at an aerial view of the school. Draw an aerial view of your house and garden and label the areas; remember to lift the roof off your house to see inside, so you might have an upstairs and downstairs to do. | Write and post or email a letter to someone in your family to tell them what you have been doing. | Design a race which includes hopping, jumping, skipping and jogging. Get everyone in your family to have a go! Write down the order of your race and share with us or a friend or family member. |

Online resources/links:

<https://www.deltatrust.org.uk/student-home-classroom-primary>

<https://padlet.com/WorlabyAcademy/uuwI511rjah0>

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

<https://www.phonicsplay.co.uk/>

Share your learning with us:

<https://info@worlabyacademy.org.uk>

Year 1: Home-School Learning Menu

Reading Comprehension Questions about 'Flying High.'

1. What are the names of the 2 children in the story? Pg. 2
2. Look at the pictures on page 3, what happens to the children?
3. What did Tiger want to do? Pg. 4
4. What made the dark shadow? Pg. 6 or 7
5. Where did Cat say to race to? Pg. 8
6. What was the first thing that made Cat and the dragon fly zig-zag away? Pg. 12

7. Which word on page 13 tells us how Tiger got away? Is it sped or zoomed
8. Who won the race? Pg. 15
9. How many wings do dragonflies have? Pg. 16
10. Which fact do you like best about dragonflies? Pg. 16