

Year 1: Home-School Learning Menu: Summer Week 2

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
<p>Click on Home Learning choose Year 1 and select Summer Term Week 2</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: Find a half</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: Find a quarter</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: Find a quarter</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: Problem Solving</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: Maths Challenge</p> <p>If the video link is not available for today practise counting and writing down steps of 2, 5, 10.</p> <p>2, 4, 6 etc 5, 10, 15 etc 10, 20, 30 etc</p>

Weekly English Tasks

Spellings

Spend 10 mins a day/every other doing something with these words.

I have picked 6, Year 1 common exception words or words which are regularly spelt wrong.

have with all are our one

Encourage the children to learn them by writing in lists, use different colours, draw bubbles around the word to support recalling where tall, small and tail letters are.

Play games with the words as well as writing them, eg: scatter correct and incorrect spellings around the garden; put correctly and incorrectly in sentences for the children to identify the correctly spelling, do this as a hunt around the garden.

Also ensure the children use in their own sentences or dictated sentences from you, in order that they are applying in writing.

Writing

This can be completed over a few days.

Prior to finishing school, we were looking at (a shortened version) the story of Peter Rabbit. Use the images below to write a sentence or two about each picture or challenge yourself to write it as a story.

If you are not familiar with the characters the children can make up their own or use these: Mrs Rabbit, Flopsy, Mopsy, Cotton Tale, Peter, Mr. McGregor.



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.

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<p>Phonics:</p> <p>Continue to use the suggested games 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 'ow' you will get words which the children decide are the same as: <i>down or low</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>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 'When Animals Invade'</p> <p>Please discuss the word invade. Support reading of country names.</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. (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>

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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>

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Reading Comprehension Questions about 'When Animals Invade.'

1. Is this book a fiction or non-fiction book, how do you know that?
2. What does invade mean? (You will need to discuss with your adult.)
3. Looking at the contents, tell me what pages I need to look at to find out about: monkeys and rats. Pg. 1
4. True or false: It is really good when animals invade! Pg. 3
5. What do rabbits do when they invade? Pg. 4
6. What happens to the ice for polar bears to invade? Pg. 7
7. In India, where do monkeys live? Pg. 8
8. How do racoons get into houses? Pg. 10
9. True or false: There are about 60 million rats in the United Kingdom (UK). Pg. 12
10. On pages 14 and 15 in tells us about humans invading animals homes. What do humans do to the trees which are animal homes?