

Weekly Maths Tasks

White Rose Maths has changed the resources which are free, so our link has changed to bbc bitesize daily home learning. However, we can only see lesson titles and are not able to view the lessons prior to the day. The link will give you some maths learning and any is better than nothing. Have a look, let the children watch the clips and complete any work you are able to access.

BBC Bitesize: Ensure you are on the appropriate year group and day.

Alternatively, I have included a link to a website called 'Top Marks' which has a range of ICT games available in a range of subjects.

BBC Bitesize Daily Home Learning:
 Monday: Part, part whole relationships: number bonds.
 Tuesday: Fact families: Linking addition and subtraction.
 Wednesday: Add together and find a part.
 Thursday: Add more and count on within 20
 Friday: Challenge of the Week

Continue to practise counting and writing down steps of 2, 5, 10. 2, 4, 6 etc 5, 10, 15 etc 10, 20, 30 etc up to 100

<https://www.topmarks.co.uk/maths-games/5-7-years/> then select the category: addition and subtraction

*Mental maths train - select addition or subtraction symbol: choose bonds to make 10 or 20, up to 10, 20 or 25.
 *Funky Mummy - bonds 10, 20 or missing number all one digit; doubles and halves to 10/20
 *Alien Addition - keep it in the range up to 12 then increase dependent on successfulness.

Weekly English Tasks

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

Again this week I have picked some Year 1 common exception words.

come some there here house

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. If you do dictate a sentence try and include some words from last week, in order to reinforce and overlearn, which supports securing in our memory.
 Last week's words: **all, are, one, our, have, with**

Year 1: Home-School Learning Menu: Summer Week 3

<p>Writing</p>	<p>This week your child (and/or whole family!) can make a time capsule so they can look back in years from now about this time in our history. Encourage the children to include a photograph of them and your family or they and everyone could draw and label a picture of your family (compare your results). Your child can then write about who everyone is, then about themselves: age, favourites - toy, teddy, book, film, hobby, colour, food etc. Write a few sentences about what they have been doing so far during lockdown and why we have been in lockdown. Finish with what they are most looking forward to after lockdown.</p> <p>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.</p>
<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>Continue with any games I have previously mentioned New games today:</p> <p>*Phase 5a: Sentence substitution phase 5a (the space background). The children read the sentence, then exchange words so the sentence still makes sense.</p> <p>*Phase 5b: Cheeky chimps or Acorn adventure for alternative pronunciations eg ie = pie or chief or ea = sea or head</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 'Tom, Dad and Colin' There are some activities which your child could have a go at.</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>

Year 1: Home-School Learning Menu: Summer Week 3

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: Summer Week 3

Reading Comprehension Questions about 'Tom, Dad and Colin.'

1. Who drew the pictures or illustrated this book? Pg. 1
2. Who is Colin? Pg. 3
3. Which adjective describes the road? Bumpy or hard Pg. 4
4. On page 7, how far is it to 'Little Town?'
5. On page 9, when Dad and Tom are both riding Colin, what noise do Colin's feet make? Clap, clap, clap or Plod, plod, plod.
6. When they met the man on the bench, who needed a rest? Pg. 10
7. How did he get a rest? Pg. 11
8. As they arrived at the town, who was looking at them? Pg. 13
9. Which word, meaning the same as silly, tells us how Dad, Tom and Colin felt? Pg. 13
10. What happened to Dad, Tom and Colin at the end of the story? Pg. 14/15