

Weekly Maths Tasks

This week have a look at [bbc bitesize](#), [maths links to measuring weight and volume/capacity](#).

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, but if you and your child do not understand, please don't pursue, use some of the ICT games for measuring as I have suggested and practise writing the number bond equation and counting in 2, 5, 10 as suggested below.

Have a look bitesize, let the children watch the clips and complete any work you are able to access.
There ICT games available on topmarks: <https://www.topmarks.co.uk/maths-games/5-7-years/measures>

Topmarks games:

- *[Coconut ordering](#), select mass: (up to 10, 20, 100g) length (up to 10, 20 or 100cm) Capacity (up to 10, 20 or 100ml)
- *[Measuring in cm](#): level 1
- *[Let's compare](#)
- *[Happy Camel](#)

BBC Bitesize Daily Home Learning:

- Monday: Measure mass
- Tuesday: Compare volume and capacity.
- Wednesday: Measure capacity and volume.
- Thursday: Solving problems involving mass and capacity.
- 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

Continue to practise number bonds to 10 and 20. Do numbers which add together to make 10 or 20 and subtractions from 10 and 20. Can you see the link? For example $13+7=20$, $7+13=20$, $20-13=7$, $20-7=13$. How quickly can you write all of these down for 10 and 20?

Weekly English Tasks

Spellings

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

As part of the national curriculum in year 1 the children should learn to spell the days of the week. As these are quite tricky, we will look at them this week and return to them in a few weeks time and the writing this week will practise these.

Look at any patterns in the word the children can identify. For example, they all end in 'day'. As long as the children select the correct 'ay' grapheme, this part of the word is easy.

Then look at other parts. Allow the children to copy the words initially and get them to sound them out as they are writing. Encourage them to use a different coloured pen for the tricky part and sound dot or underline any graphemes. Eg

Monday - you can't hear the **o** in Monday; the children know **ay** is a digraph.

Wednesday - you actually hear Wensday when the word is spoken, so encourage the red letters for bits they can't hear, which they need to learn.

Reminder of all the previous spellings completed:

all, are, one, our, have, with,

Year 1: Home-School Learning Menu: Summer Week 6: 1/6/20

	<p>come, some, there, here, house, by, friend, of, said, they, today, you, your, says, was, were, where</p> <p>Reminder: These are all common exception words, which are key words children are expected to read and spell correctly in the appropriate year group, so when you read your children's written work through, encourage them to check these spellings if they are incorrect.</p>
<p>Writing Link to spellings.</p>	<p>This week in order to practise spelling the days of the week I would like the children to write a diary about what they do each day. Start with the day and date, then write a few sentences about what they have done.</p> <p>Encourage the children to make their sentences a little longer by using 'and, because, but' to give some more information. For example: On Tuesday morning I went outside. EXTEND: On Tuesday morning I went outside because I wanted to practise on my bike without stabilizers.</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 the children enjoy, but the game set last time allows the children can change the sentences in different ways, so will not only practise reading skills, but ensuring the sentence makes sense.</p> <p>**Phase 5a (in the top section of the games, under the red car flashcards): Sentence substitution phase 5b (the green background with a flower with the word menu on it in the top left corner). Click on a sentence, get the children to read it, then read the alternative words at the bottom of the screen. Can the children exchange words so they create a new sentence that still makes sense</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>(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>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>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page</p>

You will find it in the free ebooks: age 5-6 section of the website

This week's challenge. Read and answer questions 'The Magic Paintbrush' (It is on page 2 of the choices).

Reading Comprehension Questions about 'The Magic Paintbrush.'

1. Before you begin reading the book, tell me what you would like to do with a magic paintbrush.
2. What was Ho's job? Pg. 2
3. Give me **one** adjective used to describe the man who Ho gave his bread to. Pg. 4
4. What did the man give to Ho as a thank you for the bread? Pg. 5
5. How did Ho make paint? Pg. 6
6. Tell me 4 things Ho painted which became real. Pg. 7 - 13
7. What did the rich farmer do to Ho, so that he could have the paintbrush? Pg. 14
8. The farmer made himself some gold. **True or false** Pg. 15/16
9. What did Ho paint for the farmer to travel in? Pg. 19
10. Ho got rid of the farmer by drawing strong winds. What is another word for strong winds. Pg. 22

Online resources/links:

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

<https://padlet.com/WorlabYAcademy/uuw1511rjah0>

<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 6: 1/6/20

Topic Project Menu 2: 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@worlabbyacademy.org.uk

	I like to explore	I like being creative	I like communicating!	Time to get physical!
Strengthen your learning	<p>Play the alphabet game with your grown up, list any plants or minibeasts, which begin with different letters of the alphabet. For example: ant, beetle, carrots, (Find out which letters are tricky to find an answer)</p>	<p>Practise your ICT skills to colour a picture online. Or - click on the puzzles page and complete an online jigsaw Or - click on drawing and draw and colour your own picture Or - click on puzzles and complete the dot to dot https://www.coloring4all.com/</p>	<p>Telephone or video call a family member or friend. Tell them 5 things you have done this week AND Ask them 5 things they have done.</p>	<p>Learn to tie you shoe laces. If you don't have shoes with laces try this:</p> 
Deepen your learning	<p>Look outside: a micro habitat is somewhere very small which has it's own living things - creatures or plants. It could be a hedgerow, under a rock or log. Watch this clip: https://www.youtube.com/watch?v=Eul6x1lomns Tell me the habitat and list the creatures the children find.</p>	<p>Collect bits of cardboard or plastic bottles and create your own musical instruments. Fill bottles or cartons with different small objects like small stones, sand, rice or pasta and make different shakers. What sounds do they make? Use tissue boxes or cut a hole in a cuboid shaped box and cover the hole with string. Can you strum it like a guitar? Does it make a difference if the hole is larger, or there is more string on?</p>	<p>Play charades! Think of books, sports, tv programmes, films, animals or subjects of your choice. Act them out for someone else to guess - but no talking!</p>	<p>Practise your hand eye co-ordination skills. If you have a tennis racket, how many times in 1 minute can you repeatedly hit the ball up off the racket? If you keep dropping it change the ball for a pair of socks. If you don't have a racket, use your hand and a pair of socks!</p>
Take the challenge!	<p>Identify a microhabitat in your garden or when out for a walk with your grown up. Look at the area for a few minutes and make note of what you find. Next, draw the microhabitat and add anything you find in it. Make sure you label your picture.</p>	<p>In your garden or out for a walk, collect any loose twigs, leaves and pebbles/stones. From home collect bits of cardboard instead of putting into your recycling, such as toilet roll tubes, egg boxes, tissue boxes etc. Put them together in your garden to make your own bug hotel. https://montessorifromtheheart.com/2019/05/06/nature-inspired-tpr-bug-hotel-kids-activity/ http://www.gardenplotters.org.uk/making-a-simple-bug-hotel</p>	<p>Play the game: I'm going to the shop to buy..... The first person states something, the next person has to recall the first person's item and add one of their own; then next person states the 1st and 2nd items and adds one of their own. Continue until someone forgets - how many items can you do? Can you get more next time? You could do it with family over a video call.</p>	<p>Complete the Active School Challenge mentioned in the newsletter. Challenge yourself to complete more of the activities you like best within this challenge. Can you get your grown-ups to complete some?</p>