

Weekly Maths Tasks

This week have a look at [bbc bitesize](#), maths links to counting in 2s, 5s and 10s, preparation ready for learning times tables.

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 numbers, addition + subtraction and counting in 2, 5, 10

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>

BBC Bitesize Daily Home Learning:

Monday: Counting in 2s.

Tuesday: Counting in 5s.

Wednesday: Counting in 10s.

Thursday: Equal groups and repeated addition.

Friday: Maths in Football.

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.

This week's spellings are compound words. Compound words are words which are made up of 2 or more syllables which could be words on their own, eg: **rainbow** = **rain** and **bow**

I will give you compound words. Encourage the children to play games with them: such as writing them out in full or cutting them up to encourage the children to identify the two parts correctly. Get them to write the words in sentences or you dictate sentences to the children.

farmyard strawberry greenhouse butterfly bedroom moonlight football snowman

Reminder of all the previous spellings completed:

**all, are, one, our, have, with,
come, some, there, here, house,
by, friend, of, said, they, today,
you, your, says, was, were, where**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Reminder: Prior to the days of the week, the words 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>Writing Link to spellings.</p>	 <p>I am sure many of you will know this famous character and may have the story at home. If you haven't got the story follow this link to watch the story on YouTube. https://www.youtube.com/watch?v=QYiZnuKmY9Q</p> <p>In the story, the mouse is walking through the woods and meets creatures along the way. He tells them about the Gruffalo's favourite foods, then meets the Gruffalo himself.</p> <p>I would like you to draw the Gruffalo or cut out this image, then create a wanted poster, using the adjectives (descriptions) from the story about how he looks. You can decide why he is wanted; perhaps he has just not been seen for a while after going out for a walk one day or he has eaten some owl ice cream or roasted fox!</p> <p>As a challenge, read or listen to the story again and write down words which rhyme. For example on the first page: wood and good, mouse and house. Can you think of an extra word to go with each pair of rhyming words?</p>
<p>Phonics:</p> <p>Continue to use the suggested games from previous weeks on the website 'Phonics Play.'</p> <p>These 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 and a compound word game to link to spellings. https://www.phonicsplay.co.uk/member-only/CompoundWords.html</p> <p>**Phase 5d (at the bottom section of the games): Compound word splat.</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. (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>As the children are using <i>The Gruffalo</i> for their written work this week, I have also created some comprehension questions for this story. There are no page numbers as the book doesn't have them, so work through the story to find the answers.</p>

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Reading Comprehension Questions about 'The Gruffalo.'

1. The word stroll is used to describe what the mouse is doing at the beginning of the story.
What does the word stroll mean: skip and run or walk slowly and leisurely
2. Match the characters and how the Gruffalo likes them as food:

Fox	Scrambled
Owl	Roasted
Snake	Ice cream
3. Tell me the homes that the fox, the owl and the snake live in.
4. Match the colours to the correct body part:

Orange	Tongue
Black	Prickles
Purple	Eyes
5. Which adjective describes the Gruffalo's knees?
6. What other food would the Gruffalo like to eat the mouse with?
7. Which creature was the first one that the Gruffalo and mouse saw together?
8. Which verb describes how the snake went back to his house after seeing the mouse and Gruffalo?
9. After the mouse and Gruffalo had met the snake, owl and fox, what happened to the mouse's tummy?
10. What did the mouse say was his favourite food?
11. Why did the Gruffalo run away?
12. What did the mouse actually enjoy eating?

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Topic Project Menu 3: 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 communicating and being helpful.	Time to get physical!
Strengthen your learning	<p><u>History:</u> Go for a walk with your grown-ups and take some paper and a pen. Look for any dates on buildings, to show when they were built and write them down. When you get home, draw a line and with help from your grown-up plot the buildings so you have created a timeline to see how old things are. (I have seen some buildings in Worlaby and Bonby with dates on, but if you struggle, do a timeline with years people were born in your family, encourage the children to contact extended members of your family.)</p>	<p><u>Drawing Workshop</u></p> <p>Click on the link below and follow his step by step instructions to draw some characters. He does suggest to pause the clips after he's done a little, so you can then draw. http://www.robbiddulph.com/draw-with-rob</p>	<p><u>Singing</u> Use this link and copy the actions and sing the song, you'll recognize it from Miss Reeder's singing assembly and the video the staff made to show you all we are missing you. https://www.youtube.com/watch?v=jw2d2LALKg8 We are singing it in school at 9am every morning, so if you sing at home at the same time we will be doing it together.</p>	<p>In school for our morning Wake n Shake we use a website called Go Noodle. It is free to join and as well as dance there are some mindful activities and active links to subjects on it. To get the routines we do at school, scroll down to the section 'Movement type' and select guided dance. The children will recognise some of the titles.</p>
Deepen your learning	<p><u>Science/Geography:</u> At the beginning of June it was national environment day. It is important to help our planet by recycling everything we can. Help your grown ups in your house to put rubbish into the correct recycling. Is the rubbish paper, cardboard, plastic, metal, glass, garden waste or other? Create a chart to show what material your rubbish is and make sure you recycle it!</p>	<p>In school we would have completed a topic 'What's in the Garden' Sketch, paint, chalk or use bits of paper/magazines to create a flower or mini-beast picture.</p>	<p><u>Memory skills</u> Collect 15 - 20 objects (or start less and build up to this number) and put them on a tray or a towel. Get the children to look at them closely, say the items together. Think of reasons to talk about the objects to support storing them in the memory. Get the children to turn away and remove 3-5. Can they recall the items. Adults join in too, test your memory!</p>	<p>In PE, prior to lockdown, we had been creating our own dances. We were using the 1980 disco song: Funky Town as it had a good beat. We put different sports actions to it in a sequence. Have a go at home, use different sports actions such as swimming, kicking a ball, hitting a ball, bouncing a basketball or create your own dance steps.</p>
Take the challenge!	<p><u>Science/Geography/DT:</u> Recycle some of the rubbish you are about to throw away and create animal, bird or insect feeders. It could be a plastic milk carton cut (with help from a grown up) for a bird feeder. You may want to create a wormery from an old juice bottle. When you have made it can you write the steps of what you did as a set of instructions.</p>	<p><u>Famous Artist</u> Use the internet to research a French artist called Claude Monet. He liked painting lots of outside pictures. Use paint and sponges or gentle brush strokes to recreate one of his pictures. Suggestions to type into google for images Monet poppy fields Monet water lilies Monet's garden painting irises</p>	<p><u>DT/Cooking</u> Help your grown up to make simple, healthy pitta bread pizza. Use a knife carefully to cut. (recipe below) Can you write the instructions and send them to another family member so they can try it. If you cook any other food, can you write the instructions and send to me at school to share with other people.</p>	<p>Complete a scavenger hunt around your house and garden. Take turns with your adult. Make a list of items to collect from all around the house and garden. In turn, complete the list bringing one thing at a time back to the base. Use a timer to see who can complete the list in the quickest time. Take care on stairs or slippery floors!</p>

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Monet poppy fields (when you paint you could leave out the people)



Monet water lilies



Monet's garden painting irises

Pitta Bread Pizza

Ingredients:

Wholemeal pitta bread

Tinned tomatoes

Cheese

Toppings:

Spinach, onion, mushroom, pepper, pineapple, sweetcorn, ham, chicken (anything you fancy as long as you have 2 bits of fruit and veg!)

Method:

1. Blend the tomatoes into a puree.
2. Put 2 or 3 spoons of the tomato on top of your pitta bread and spread to cover.
3. Sprinkle grated cheese on the top.
4. Add any of the toppings on to the tomato and cheese.
5. Finish with another layer of cheese.
6. Put into the oven (180 degrees) for approx. 10-15 mins until cheese bubbles and is golden.

Online resources/links:

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

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

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<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>