

We are getting close to the end of the academic year. Children will be getting tired and normally in school, we would be breaking up focussed work with enrichment activities and hands on tasks such as baking/cooking, science investigations and experiments and our sports week.

Please do not allow your child or yourself to become upset or frustrated with their learning because this is a very unusual time. For the children their place of formal education and home life has merged, as has mum/dad and teacher.

Please take your child's lead and whilst trying to continue anything small, (particularly reading) as we would normally encourage during the summer, please allow yourselves to have a break.

Weekly Maths Tasks

This week on bbc bitesize, the maths looks at fractions which was on the home learning plan in week 1 & 2, when we were using White Rose for the maths.

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,

Alternatively, you can try and complete some work on time, as we didn't complete any during school.

In year 1 the children need to be able to read and understand o'clock and half past on an analogue clock, they do not need to read or match to digital time.

They need to understand the placing of the hands and write down what it shows eg 2 o'clock, as well as be given a written time such as half past 4 and be able to draw the hands on in the correct place and correct length.

Some sites/games I have found which may help:

http://www.smartygames.com/games/time/game_show_clock.htm this is a clock for the children to set the time, but would need you to write down eg half past 3 or say it to them. Your up and down arrows on your computer move the hour hand and the left and right move the minute hand.

https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words# (when it has loaded and you play, it will give you different options of games to play. Focus on 1 and 2.

Within the school bubble we are doing lots of counting in ones, twos, fives and tens, with and without displays to help, so this will support your child's number development in preparation for times tables in year 2. Please ensure they are looking at or writing down numbers up to 100 to ensure they do not forget recognition of numbers. This is important because often, young children can reverse the image and think 31 is 13 (for example).

BBC Bitesize Daily Home Learning:

Monday: Find half of objects.

Tuesday: Find half of amounts.

Wednesday: Find quarter of objects.

Thursday: Find quarter of objects.

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?

Offer simple single digit equations such as 4+7, 5+2, 8+3 etc. Use all combinations of single digits, as I cannot stress enough how instant recall of these facts will support future learning.

Children should be able to recall the answers of the top of their heads for single digit and number bond to 10 equations, and not use fingers or anything else to answer these. So, if you do not use bitesize, please complete tasks such as this.

Weekly English Tasks

Spellings

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

Once again this week, spellings are linked to the phoneme (sound) 'or'.

When the children are in EYFS they learn the grapheme 'or' and what sound these 2 letters make. In year 1 they have already learned 2 more graphemes (ways to write) the 'or' phoneme (sound).

The children will know 'aw' and 'au' make the 'or' phoneme (sound) - like in saw, paw, author, August.

The last couple of weeks we have found 'al' = or 'our' = or 'ore' = or 'augh' = or

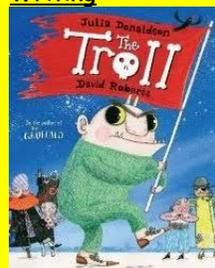
This week: 'oar' = or and 'oor' = or

Spellings this week: **roar**, **board**, **oars**, **abroad**, **springboard** (a compound word) **door**, **floor**, **poor**, **poorest**, **doorstep** (a compound word)

Previous spellings on previous weeks planning.

Reminder: the common exception words, are key words children are expected to read and spell correctly in the appropriate year group.

Writing



This week to support our English work, I have chosen a book called The Trolls, by Julia Donaldson.

It is about a troll and a group of pirates who eventually meet - find out what happens.

<https://www.youtube.com/watch?v=dZxWt4cFAyE>

At the end of the story, Peg Polkadot finds the troll's cookbook and they let the troll stay to be their chef.

I would like you to pretend they have all sat and eaten a tasty meal together and are telling the others about the adventures they have had.

Pick a character and pretend you are that character and write a few sentences about what you have done.

If you are the troll, tell the pirates where you were living, the creatures who crossed the different bridges and why you threw the gold away.

If you are a pirate, tell the troll what you cooked, what the other pirates thought of it, what the others cooked and why you were looking for the treasure.

Phonics:

Continue to use the suggested games from previous weeks on the website 'Phonics Play.'

These will practise and recap new graphemes learned in Year 1 and how different graphemes can be pronounced in different ways.

<https://www.phonicsplay.co.uk/> There is a free login and password given. (username: march20; password: home)

Continue with any games the children enjoy, but try reading some phonics comics as well. (see last week for how to locate the comics)

This week practise changing sentences so that they still make sense.

Choose phase 5, scroll down to phase 5b and select the game called sentence substitution. There are several sentences to click on.

When you do, it gives you alternative words to change the sentence. It doesn't matter if they want to be a sill sentence such as from: 'The thief was kept in prison' to 'The oyster was kept in jail' This still makes sense, just silly, but obviously something like 'oyster thief was kept put prison' wouldn't make sense.

Year 1: Home-School Learning Menu: Summer Week 11 : 6/7/20

Reading task:

You may complete this in stages or use as one/two day's English work rather than spelling and writing.

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.

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.)

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.

Use <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> ages 5-6

This week's challenge. Read and answer questions on 'A Scary Pirate Poem' found below.

A Scary Pirate

1. Once I saw a pirate.

He was so big and mean.

He had one arm and a hook

The scariest thing I've seen.

2. He had a friend sat on his shoulder

A colourful, bright parrot

I thought it was a little strange

When he fed him an orange carrot!

3. He wore a patch across his eye

And a hat upon his head,

His cutlass hung down by his side

And filled me with fear and dread

4. He looked at me and smiled wide,

I just shook in fear.

But then he said: Don't be afraid

It's just a costume my dear!

Year 1: Home-School Learning Menu: Summer Week 11 : 6/7/20

1. Write down all the pairs of rhyming words in the poem:
 - mean and
 - parrot and
 - head and
 - fear and

2. Which word describing the pirate, is the same as unkind?

3. Which words rhyme with hook?

cook hold look hard shook hump

4. Who or what is the pirate's friend?

5. Is this true or false:
The pirate's patch is on his head.

6. What was hung by the pirate's side and what would he use it for?

7. Circle 2 words below which show the author is frightened of the pirate.

cutlass fear smiled dread

8. Is the pirate real, how do you know?

Year 1: Home-School Learning Menu: Summer Week 11 : 6/7/20

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@worlabacademy.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 Worlab 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 in your house to put rubbish into the correct recycling. Is the rubbish paper, cardboard, plastic, metal, glass, garden waster 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>

Year 1: Home-School Learning Menu: Summer Week 11 : 6/7/20



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>