

Year 1



Week Beginning: 08.02.2021



WALT = We are learning to (focus of the lesson)



On Wednesday's we will be recognising 'Wellbeing Wednesday' by limiting the lessons that day that involve screen time and will be encouraging you to complete the tasks without using a device.



English - instructions

<p>Monday <u>Page 9 task - WALT: use finger spaces</u> <u>Page 10 and 11 task - WALT: use question and exclamation marks</u></p>	<p>Today's grammar tasks will help with our writing later this week. Please complete page 9, 10 and 11 from the KS1 English: Grammar, Punctuation and Spelling book - Year 1. Extension: Think of your own three questions. Write these as full sentences using the correct punctuation. Draw three pictures that shows someone speaking loudly or shows someone feeling surprised or angry. Write three full sentences for each picture using the correct punctuation.</p>
<p>Tuesday <u>WALT: learning facts about a palace guard</u></p>	<p>This week we are writing instructions of how to be a palace guard. Read or watch 'Katie in London' to learn some facts about a palace guard. Watch the following video which is all about changing of the guard to learn even more facts. Make sure you make notes! Katie in London story: https://www.youtube.com/watch?v=lmrNxvC9bb4 Espresso video – Changing of the guard: https://central.espresso.co.uk/espresso/primary_uk/subject/news/video/item1105277/grade2/index.html?source=search-all-all-all&source-keywords=queen%27s%20guard</p>
<p> <u>WALT: know the features of instructions</u></p>	<p>Watch, listen and follow the PowerPoint to learn everything you will need to include in your instructions. Now we know the features, you are going to list everything you will need to tell someone how to be a palace guard. List the words that you plan to use in your writing under subheadings; each feature can be a subheading. The features you could use are: title, you will need, top tips, what to do, illustrations. Extension: Can you include adverbs in your writing? Make a list of some you could use. Have a go at writing an introduction for your instructions – this would be a great opportunity to include questions.</p>
<p>Thursday <u>WALT: plan instructions</u></p>	<p>Today you are going to plan your instructions by using our ideas from yesterday to form full sentences. Practise writing each step of your instructions in full sentences. Make sure they are in order! This will help</p>

	<p>with your writing tomorrow. Practise dressing up (with whatever you have at home) and walk and march like a palace guard – this will help to give you more ideas for your writing. Extension: Include ‘and’ and adverbs in your sentences.</p>
<p><u>Assessment activity</u> (To be completed as independently as possible by your child). Friday <u>WALT: write instructions</u></p>	<p>Today you are going to write your own instructions. You will need your plan from Wednesday and Thursday’s lesson. You can watch either of the videos from Tuesday’s lesson to remind you of the role of a palace guard if you need it. You are going to write instructions using all of the features. Use the writing checklist to make sure you are successful with your writing:</p> <p>Full sentences <input type="checkbox"/> Capital letters <input type="checkbox"/> Adverbs <input type="checkbox"/> Title <input type="checkbox"/> What you will need <input type="checkbox"/> Written in order <input type="checkbox"/> Good letter formation <input type="checkbox"/> Imperative verbs (bossy words) <input type="checkbox"/> Time words <input type="checkbox"/> Extension: Use ‘and’ to join words and sentences <input type="checkbox"/> Use question marks <input type="checkbox"/></p>



Phonics

Revise phase 2 and 3 sounds using flash cards and phase 2 and 3 tricky words every day.

<p>Monday <u>WALT: say and spell the alternative /ow/ sound</u></p>	<p>New grapheme: alternative /ow/ sound Practise writing this sound in the air. Can you make it as big as you can? What about as small as you can? Read aloud the following words: cow, owl, brown, crown, frown, low, bowl, snow, window, show. Sort them into lists depending on how you pronounce the /ow/ sound. Recap saying and spelling these tricky words: little, one, do. Read aloud the following sentences and then have a go at writing them yourself: Is a brown owl at the window? Did the cow put his food in a bowl? Can a shadow be brown? Complete page 21 from KS1 English: Grammar, Punctuation and Spelling Year 1 Targeted Question Book.</p>
<p>Tuesday <u>WALT: say and spell the alternative /ie/ sound</u></p>	<p>New grapheme: alternative /ie/ sound Practise saying this sound aloud. Speed write this sound – how many times can you write this sound in one minute? Practise reading these words using robot arms or sound buttons: pie, fried, cried, denied, replied, chief, thief, shield, belief, shriek. Play Acorn Adventures on PhonicsPlay. Read aloud the following sentences then have a go at writing them yourself: Will a</p>

	<p>chief shriek with relief in a field? A thief cried and denied his crime. A priest and a chief ate fried pies.</p>
 <p><u>WALT: say and spell tricky words</u></p>	<p>We are learning to say and spell the tricky words: water, where, who, again, thought, through, work, mouse. Practise reading the tricky words aloud then write them onto a piece of paper. Ask your grown up to show one word at a time, how quickly can you recall and call out the words. Play tricky word bingo by choosing four words and write these down. Get your grown up to call out one of the tricky words – how quickly can you cross all four words off? Read aloud the following sentences and then have at writing them yourself: Who thought they saw a mouse swimming through the water again? Where do you work? Where is the little mouse who likes to splash?</p>
<p>Thursday</p> <p><u>WALT: sat and spell the alternative sound /ea/</u></p>	<p>New grapheme: alternative /ea/ sound</p> <p>Write this sound as many times as you can on one line – say the sound each time you write it. Read aloud the following words using robot arms or sound buttons to help you: sea, meat, treat, steam, repeat, head, deaf, bread, feather, instead. Sort the words into lists depending on how you pronounce the sound. Recap these tricky words: when, what, out. Read aloud the following sentences then have a go at writing them yourself: Is bread a treat or do you dread it? Will a deaf cat bleat to get treats? Can reading a book freak you out? Colour in the /ea/ sound in the different words in the sentence – which sentence contains the most alternative sounds?</p> <p>Play Acorn Adventures on PhonicsPlay.</p>
<p>Friday</p> <p><u>WALT: say and spell the alternative /er/ sound</u></p>	<p>New grapheme: alternative /er/ sound.</p> <p>Use your best handwriting to practise writing this sound. Use robot arms or sound buttons to read the following words: letter, hammer, ladder, feather, boxer, herbs, stern, jerk, germ, her. Use your finger to write these words on someone’s back – can they guess which word you have written? Read aloud the following sentences then have a go at writing them yourself: Can a farmer grow herbs? Did a boxer hit a fern with a hammer? Can a stern rocker get up a ladder?</p> <p>Supporting video: https://www.youtube.com/watch?v=DUwkOZzL4oQ</p>

Handwriting

Tuesday	This week's handwriting session will focus on letter formation as well as spelling practice of tricky words. The tricky words we will practise: one little some were are
Thursday	This week's handwriting session will focus on letter formation as well as spelling practice of tricky words. The tricky words we will practise: asked people there their called

VIPERS

This is the reading comprehension strategy that we use in school. It teaches us to ask questions about what we have read and helps us to understand what we have just read.

Wednesday <u>WALT: use the reading skill inference</u>	Today's task focuses on the reading skill 'inference'. This skill teaches us to understand a text or picture in more detail using clues that we have read or can see. For today's session please complete page 22 from the Year 1 Targeted Question Book – Comprehension. Extension: Write a third full sentence for each picture using clues from the pictures and the other two sentences. Alternative task: Log into Oxford Owl and access the free eBook library. Read or listen to 'Zac and Zee'. https://www.oxfordowl.co.uk/api/digital_books/1475.html Complete activity 1 and 2.
Friday <u>WALT: retrieve information from a text</u>	Today we will focus on the reading skill 'retrieval'. This skill means we need to look at and read the text and find the answers from what we have just read and what we can see. For today's lesson please complete page 23 from the Year 1 Targeted Question Book – Comprehension. Alternative task: Log into Oxford Owl and access the free eBook library. Read or listen to 'No tricks, Gran!'. https://www.oxfordowl.co.uk/api/digital_books/1355.html Complete activity 1 and 2.



Assembly

A recorded assembly will be available everyday via Tapestry.

Monday	Who: Mrs Farmer	Theme: Birthday
Tuesday	Who: Mr Williams	Theme: Safer Internet Day
Wednesday	Who: Mrs White	Theme: Chinese New Year
Thursday	Who: Mrs Bentham	Theme: Shrove Tuesday
Friday	Who: Mrs Farmer	Theme: Celebration



PurpleMash Playtime

Log onto PurpleMash at 10.30am for a virtual playtime with your class and class teacher.

Monday	Let's share what we did over the weekend.
Tuesday	What would the world be like if children were in charge of parents for a day?
Wednesday	Who would win a dance battle: Snow White or Winnie the Pooh?
Thursday	Who would win in a singing contest: Olaf or Elsa?
Friday	What do crocodiles say to each other?



Daily story time

A recorded story will be available everyday via Tapestry.



Maths

<p>Monday <u>WALT: compare sets using the language 'more', 'fewer' and 'difference'.</u></p>	<p>We are going to be learning to use language such as 'more', 'fewer' and 'difference' to compare sets of objects. Get a set of 20 objects from around your home eg dried pasta, toy cars etc and put them into 2 groups- 1 group with 12 objects and the other with 8. How many more are there in group 1? How many fewer are there? What is the difference between both? Can you say a sentence to compare the objects using 'more', 'fewer' and 'difference'? For example, 'Group 1 has 12 pieces of pasta and it has 4 more than group 2, there is a difference of 4'.</p> <p>Extension: Use objects up to 50 and split into 2 groups to compare sets. Then have a go at making your own 'maths story' for someone to work out!</p> <p>Supporting video: Comparing sets using 'more' or 'fewer'</p>
<p>Tuesday <u>WALT: compare sets by finding the difference</u></p>	<p>Today you are going to draw your two groups of objects for example, draw 11 circles for smarties and 5 lines for sticks (make sure you set your drawing out clearly in lines). Write 3 sentences using the vocabulary 'fewer', 'more' and 'difference' to compare the two sets you have drawn. For example 'There are 6 more smarties than sticks'. 'There are 6 fewer sticks so there is a difference of 6'.</p> <p>Extension: Complete some word problems such as 'If the greater number is 15 and the difference is 3, what will the smaller number be? For a real challenge use numbers above 20 up to 50.</p> <p>Supporting video: Comparing two sets by finding the difference (thenational.academy)</p>
<p> Wednesday <u>WALT: Explore the difference with numbers of one and two on a number line.</u></p>	<p>Draw your own number line from 0-20. If you started at 17 and jumped 1 space forward, what would you land on? Now try 2 steps more than 17? Have a go at jumps two steps backwards from 17 and 2 forwards and draw the lines to show the jumps above the number line. Then have a go at starting at a new number on the number line and jump two steps forwards and then two steps backwards, what number do you now land on?</p> <p>Extension: Make a number line to 50 and show 1 to two jumps forwards and backwards on the number line from a number. Show how you would record your calculations such as $21 + 2 = 23$ or $23 = 21 + 2$ or $23 - 2 = 21$.</p> <p>Supporting video: Exploring numbers with a difference of one or two on a number line (thenational.academy)</p>

<p>Thursday</p> <p><u>WALT: compare two numbers using 'greater', 'less' and 'difference'.</u></p>	<p>Make a number line from 0-20 on a piece of paper. If you have a dice you can use a dice or just choose a number from 1-6. Circle 4 on your number line, if I rolled 3 where would I land? Three greater than 4 is seven. Four is three less than seven. Try this with other numbers using your number line.</p> <p>We are going to solve problems using difference. I'm thinking of two numbers with a difference of three. One of the numbers is seven. What could the other number be? Use the number line to help you to solve this problem. Begin by putting your finger or a small object on number 7 so that you know where to start. Then you need to draw 3 hops forward- what number do you land on? Then 3 hops back- what number do you land on? Come up with some of your own problems to work out.</p> <p>Extension: Use a number line up to 50 find two numbers with a difference of four for each of these numbers below: 39, 46 and 32.</p> <p>Supporting video: Comparing numbers (thenational.academy)</p>
<p>Friday</p> <p><u>WALT: use the make ten strategy to find difference on a number line.</u></p>	<p>Make a number line from 0-20 on a piece of paper. Find out the difference between 8 and 13 using your number line. Start at number 8 and count how many jumps forwards you need to make to get to 13, jump 5 spaces forward to land on 13. The difference between 8 and 13 is 5. Using the Make Ten Strategy, if you start on number 8 and then use the make ten strategy to jump to number 10 we know that $10+3=13$ so $3+2=5$. We can do the same to find the difference between 14 and 9 by taking away and going down the number line. Find number 14 and jump to 10, we jump 4 as we know $10+4=14$, we then need to make 1 more jump to 9. So $4+1=5$ so there is a difference of 5 between 14 and 9.</p> <p>Have a go at finding the difference between these numbers using the make ten strategy: 9 and 16, 6 and 15, 14 and 8, 16 and 7.</p> <p>Extension: Have a go at finding your own differences in numbers of your choice!</p> <p>Supporting video: Applying 'make ten' to differences (Part 1) (thenational.academy)</p>
<p><u>Assessment activity</u></p> <p>To be completed as independently as possible by your child.</p>	<p>Please complete pages 20 and 21 (Autumn Term: Workout 10) from KS1 Maths: Year 1 10-minute weekly workouts.</p> <p>Please complete pages 22 and 23 (Autumn Term: Workout 11) from KS1 Maths: Year 1 10-minute weekly workouts.</p>



There are PE activities to complete every day – see separate sheet for activity details. These are to be completed at home with equipment you would have in your home.

Monday	Activity: Turtle Travel
Tuesday	Activity: Tea set Tidy Up
Wednesday	Activity: Yoga poses
Thursday	Activity: Antique Shop Dash
Friday	Activity: Jungle Skills

Topic

 Active Tasks	 Art/Design Technology	Science 
<p>The Dance Zone- moving within different seasons. Follow this link: Physical Education KS1 / KS2: Dance Zone - Simple Movement Patterns - BBC Teach</p> <p>Andy’s Wild Workouts: BBC iPlayer - Andys Wild Workouts - Series 1: 9. The Undergrowth</p>	<p><u>WALT: how to stay safe when we are online</u></p> <p>We will be talking about Internet Safety this week. Watch the PowerPoint presentation on e-safety and think about the different ways to keep safe when you are using a computer.</p> <p>Design a poster to show how you can stay safe using the internet. Make your poster as eye-catching as possible, remember to use bold headings and some pictures to make your poster interesting for the reader!</p>	<p><u>WALT: measure rainfall</u></p> <p>All week keep a record of how much rain has fallen each day in the week. Make a rain gauge using a large plastic bottle or any container from home and each day record how much rain has fallen. At the end of the week, see how much rain has fallen in total throughout the week.</p> <p>Extension: Make a chart for each day and record your results on the chart.</p>

 History/Geography 	PSHE/Act of Kindness 	 RE
<p><u>WALT: make our own map</u> Look at different types of maps including treasure maps or maps of the local area and see what you can see on them. Write a list of all the things that you think you would need to include on a map of Barnes Farm Infant School. Think about the playground, the office, the running track etc. Draw a map of Barnes Farm Infant School- what would you include? Extension: label your map with all of the different places you have drawn.</p>	<p><u>WALT: know who is special to you</u> Draw a picture of yourself in the middle of a piece of paper, around the outside of the picture draw people or things that are special to you. For example, a member of your family, a pet, a toy etc. Draw as many things as you like that are special to you and label your pictures. Extension: Write a sentence about each of these things that are special to you and why they are special.</p>	<p><u>WALT: know special symbols/objects in Judaism.</u> Hanukkah is the Jewish festival of light. Watch the supporting video: Discovery Education Espresso - Hanukkah Ebook: Discovery Education Espresso - Celebrating Hanukkah With paper or whatever you have at home make 8 candles and a menorah for them to sit on and decorate it. You could even have a go at making doughnuts too! Twinkl sheet to print as an alternative (see attachment via Tapestry).</p>
 Daily Reading	 Music	PurpleMash 2Do's 
<p>You should be reading for 20 minutes every day so please make sure you are recording this in your reading record. We are still giving out reading certificates virtually and will be able to give you all the certificates you have earned when we return to school. 😊 When you are reading this week, see how many of the different graphemes and tricky words we are learning this week appear in your books.</p>	<p><u>WALT: move in time to a beat</u> Listen to 'diggin' on James Brown song: Diggin' On James Brown - YouTube think about the different ways you can move to this piece of music. Can you move along to the beat of the music and show different ways of moving. What different instruments can you hear? Draw the different instruments you can hear in the music, or your favourite instrument.</p>	<p>Join in with the Virtual Playtime every day and say hello to your class.</p>