

Year 1



Week Beginning: 01.02.2021



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 – National storytelling week

<p>Monday Page 6 task - <u>WALT: sequence sentences</u> Page 7 task – <u>WALT: use capital letters for names and I</u></p>	<p>Today's grammar tasks will help with our writing later this week. Please complete page 6 and 7 from the KS1 English: Grammar, Punctuation and Spelling book - Year 1. Extension: practise using capital letters by writing the names of three people in your family, two teachers, three days of the week and four months.</p>
<p>Tuesday <u>WALT: make a story map</u></p>	<p>This week's English lessons are all about stories; we are going to use our favourite stories to help us plan and write our very own. Today we are going to plan: the setting, the characters, the start, the middle and the end. Extension: Use full sentences to write about what happens at the start, in the middle and at the end.</p>
 <u>WALT: make characters for a story</u>	<p>Today we are going to make the characters for our story. Look at your story map from yesterday and list the characters you will need to make. Using any materials or objects from around the home, make your characters. These could be in the style of puppets, junk model creations or you could use existing toys and create new outfits for them. Or you could simply design, draw and colour in your characters.</p>
<p>Thursday <u>WALT: plan a story</u></p>	<p>Today we are going to plan our story by creating a vocabulary word bank. You'll need lots of story books for today's lesson. Look through your books and make a list of words you could use in your story. You could list adjectives, nouns, verbs, places your characters could visit, time words Extension: use the look, cover, write, check strategy for words that you find tricky or any new exciting words you would like to use in your story. This will help you tomorrow as you are going to have a go at writing the story on your own as best as you can!</p>

<p>Assessment activity Friday WALT: write a story To be completed as independently as possible by your child.</p>	<p>Today we are going to write our own story. You will need your plan (from Tuesday and Thursday's lesson) as well as the characters that you made/drew. You are going to write a three-part story – use the writing checklist to make sure you do your best story writing: Full sentences <input type="checkbox"/> Capital letters for names and I <input type="checkbox"/> Adjectives <input type="checkbox"/> Opening <input type="checkbox"/> Middle <input type="checkbox"/> End <input type="checkbox"/> Good letter formation <input type="checkbox"/> Time words <input type="checkbox"/> Extension: Use 'and' to join words and sentences <input type="checkbox"/> Use more than one adjective in a sentence <input type="checkbox"/></p>
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Phonics

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

<p>Monday WALT: say and spell the alternative pronunciation i</p>	<p>New grapheme: alternative pronunciation of i Practise writing this grapheme in the air. Practise writing the alternative pronunciation of i and saying it as you go. Read aloud the following words and sort them into lists depending on how the grapheme i is pronounced: tin, pin, his, milk, link, mild, wild, blind, behind, remind. Read these sentences aloud – can you hear and spot the words that have different pronunciations of i in them? The wild child did a trick. You will find a big stick behind the tree. Remind me to stick things in my mind. Have a go at writing these sentences on your own.</p>
<p>Tuesday WALT: say and spell the alternative pronunciation o</p>	<p>New grapheme: alternative pronunciation of o Use your favourite colour pencil or pen to practise writing this alternative pronunciation – make sure you say it as you write. Use robot arms to sound out the following words: hot, spot, shock, clock, golf, so, don't, hold, gold, both. Can you sort them into lists depending on how the o is pronounced? Play Acorn Adventures on PhonicsPlay. Read and aloud and write the following sentences: Don't go the hot spot. Can we both hold the gold block? Don't get a shock if it is too cold or too hot. Supporting video: https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item100038/grade1/module63427/index.html</p>

 <p>WALT: say and spell tricky words</p>	<p>We are learning to say and spell the tricky words: little, one, do, when, what, out</p> <p>Practise saying these words aloud. Write these words in the air – can you write them as small as you can or as big as you can? Using your finger, write one of the tricky words on your grown-up’s back. Can they guess the word you have written? Keep going until you have practised them all. Use the strategy – look, cover, write, check – to practise spelling these tricky words. Read aloud then have a go at writing these sentences: One little frog jumped into a pond. He likes to do that when it gets hot. What do you think will make him get out?</p>
<p>Thursday</p> <p>WALT: say and spell alternative pronunciation g and c</p>	<p>New graphemes: alternative pronunciation of g and c</p> <p>Time yourself for 30 seconds – how many times can you say the alternative g sound? Now try and beat your score by timing yourself again for 30 seconds and saying the alternative c sound. Read aloud these words (use your robot arms if you need to): gap, gas, pig, plug, golf, gent, ginger, magic, danger, germ. Sort them into lists depending on how you pronounce the g. Read aloud these words (use your robot arms if you need to): crisp, coat, curls, clock, cell, acid, success, accent, ice. Sort the words into lists depending on how you pronounce the c. Play Acorn Adventures on PhonicsPlay. Then read aloud the following sentences and have a go at writing them: Can you cycle and cling onto a clock? Can an accent bring success? Can you grow ginger in a magic garden?</p>
<p>Friday</p> <p>WALT: say and spell alternative pronunciation of u</p>	<p>New grapheme: alternative pronunciation of u</p> <p>Practise writing this grapheme on a line – how many can you fit on one line? Read the following words and sort them into lists depending on how you pronounce the u: plug, hump, but, gust, under, unit, unicorn, music, tuba, stupid, pull, bull, pudding, full, awful. Go on a phonics hunt around your home and garden – can you find items/objects with the alternative u sound. Make a list of these of draw them. Read aloud the following sentences and have a go at writing them yourself. Can a unicorn play music on a tuba? Will a human get stuck in a pudding if they eat it sitting on a muddy cushion? Will it be fun for a duck to use a computer?</p>



Handwriting

Tuesday	Complete page 18 and 19 from KS1 English: Handwriting Year 1 Targeted Practice Book.
Thursday	Complete page 20 and 21 from KS1 English: Handwriting Year 1 Targeted Practice Book. (Read the words as you write them for today's handwriting task).



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.

<p>Wednesday</p> <p><u>WALT: use the reading skill inference</u></p>	<p>This week we will continue to focus 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 6 from the Year 1 Targeted Question Book – Comprehension.</p> <p>Extension: Write a full sentence for each picture you have chosen to draw and explain why you chose that picture. Try using the words because in your sentence.</p> <p>Alternative task: Log into Oxford Owl and access the free eBook library. Read or listen to 'Silver Foil Rocket'. https://www.oxfordowl.co.uk/api/digital_books/1373.html Complete activity 1 and 2.</p>
<p>Friday</p> <p><u>WALT: use the reading skill inference</u></p>	<p>This week we will continue to focus 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 14 from the Year 1 Targeted Question Book – Comprehension.</p> <p>Extension: Create two of your own characters – write one full sentence for each character saying one thing that they could be doing in the park. You cannot use an activity that has already been mentioned.</p> <p>Alternative task: Log into Oxford Owl and access the free eBook library. Read or listen to 'By the Stream'. https://www.oxfordowl.co.uk/api/digital_books/1156.html Complete activity 1 and 2.</p>



Assembly

A recorded assembly will be available everyday via Tapestry.

Monday	Who: Mrs Farmer	Theme: Birthday
Tuesday	Who: Mrs Robinson	Theme: Children's Mental Health week
Wednesday	Who: Miss Crussell	Theme: Children's Mental Health week
Thursday	Who: Miss Hook	Theme: Children's Mental Health week
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	If you had a camera with you today, what picture would you have taken?
Wednesday	If you could dance all the time without getting tired, would you?
Thursday	Who is your favourite Disney character and why?
Friday	Who would you rather spend the day with? Spiderman or Cinderella?



Daily story time

A recorded story will be available everyday via Tapestry.



Maths

<p>Monday <u>WALT: compare and order numbers within 50.</u></p>	<p>Today we are learning to compare and order numbers within 50 - part 1.</p> <p>Compare these two numbers: 14 and 34 on a place value grid. What is the same? What is different? How many tens? How many ones? The number with more tens is the greatest number. Now compare these two numbers: 27 and 46. What is the same? What is different? Look at the tens and ones and say which one is greatest.</p> <p>Using a place value grid, compare the following numbers: (26, 43) (33, 12) (32, 23) (12, 21) (48, 28)</p> <p>Extension: Compare and order the following: 24, 32, 18</p> <p>Supporting video: https://teachers.thenational.academy/lessons/comparing-and-ordering-numbers-within-50-part-1-6or3ot</p>
<p>Tuesday <u>WALT: compare and order numbers within 50.</u></p>	<p>Today we are learning to compare and order numbers within 50 - part 2.</p> <p>Let's continue to compare and order numbers to 50. Make the following on a place value grid: 22 and 32. What is the same? What is different? How many tens and how many ones? Which is the greatest number? Compare and <u>order</u> the following numbers:</p> <p>13, 11, 14 24, 19, 28 38, 29, 34 49, 45, 44</p> <p>Extension: Compare and order the following: 22, 32, 28, 34 43, 12, 36, 44</p> <p>Supporting video: https://teachers.thenational.academy/lessons/comparing-and-ordering-numbers-within-50-part-2-7ovkjc</p>
 <p>Wellbeing Wednesday</p> <p>Wednesday <u>WALT: count in twos and fives.</u></p>	<p>Today we are learning to count in twos and fives.</p> <p>Practise counting in twos and fives forwards and backwards to 50. Make 5 tens frames on paper or print the tens frame attachment so you have 5 tens frames. Using objects such as lego, coins, cubes, paste etc. make the following numbers on the tens frame: 12, 25, 37, 44, 50.</p>

	<p>For each number, count in twos and fives and identify the groups of two or five. Use the supporting video to help with identifying the different groups.</p> <p>Extension: Count in twos and fives up to 50 starting from: 16, 30, 22 and 35</p> <p>Supporting video: https://teachers.thenational.academy/lessons/counting-in-twos-and-fives-chhkad</p>
<p>Thursday <u>WALT: count in fives and tens.</u></p>	<p>Today we are learning to count in fives and tens.</p> <p>Practise counting in twos, fives and tens forwards and backwards to 50. Using the tens frames from yesterday's lesson or by grouping in tens, make the following numbers: 15, 23, 34, 47 and 50. Identify how many groups of ten in each number. How many groups of five in each number?</p> <p>Extension: Count in tens up to 50 starting from: 16, 30, 22 and 35.</p> <p>Extension: Can you count in fives upto 50 starting from: 16, 30, 22 and 35.</p> <p>Supporting video: https://teachers.thenational.academy/lessons/counting-in-twos-fives-and-tens-65k34d</p>
<p>Friday <u>WALT: describe and complete number patterns.</u></p>	<p>Today we are learning to describe and complete number patterns.</p> <p>Look at the following number pattern? 21, 22, 23, 24, 25. What is happening in this pattern? What is the next number? How do you know? Copy and complete the following number patterns answering the above questions with each pattern:</p> <p style="text-align: center;">12, 13, 14, 15, 16 _ 16, 18, 20, 22, 24 _ 44, 45, 46, 47, 48 _ 33, 35, 37, 39, 41 _ 5, 10, 15, 20, _</p> <p>Extension: These patterns are tricky. You should write them down, find the pattern and write in the missing numbers:</p> <p style="text-align: center;">32, 34 _ 38, _ 12, 17, _ 27, _ 50, 48, _ , _ , 42</p> <p>Supporting video: https://teachers.thenational.academy/lessons/describing-and-completing-number-patterns-6wuk4r</p>

<p>Assessment activity</p> <p>To be completed as independently as possible by your child.</p>	<p>Complete the pages below from the following books: Key Stage One Maths – Year 1 Targeted Study and Question Book.</p> <p>Read page 8 to help you complete page 9</p> <p>Read page 14 to help you complete page 15</p> <p>Read page 16 to help you complete page 17</p>
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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: Bottle Bowling
Tuesday	Activity: Go Go Disc Throw
Wednesday	Activity: Snake Race
Thursday	Activity: Speedway Challenge
Friday	Activity: Ball Skills

Topic		
Active Tasks	Art/Design Technology	Science
<p>As well as the PE included, watch the story of Giraffes can't dance. https://www.youtube.com/watch?v=4UNRduYI_o4</p> <p>Can you try to move like Gerald and some of the other animals? Make your</p>	<p>WALT: evaluate our item of clothing.</p> <p>Last week you made an item of clothing for Katie to wear on her day trip. Find that item and evaluate it. Use these questions to guide you: What do you like about you item of clothing? What went well? What</p>	<p>WALT: identify features of winter around us.</p> <p>With your grown up, go on walk around your local area (as part of your daily exercise) and take with you the 'Winter Hunt checklist' sheet. How many of those things can you see on your walk.</p>

<p>own animal dance moves and put them into a routine.</p>	<p>would you do different next time to make it better?</p>	
<p>History/Geography </p>	<p>PSHE/Act of Kindness </p>	<p>RE </p>
<p><u>WALT: look at maps from a bird's eye view.</u> https://www.google.co.uk/maps Find Barnes Farm Infant School on the map. What do you notice? Can you identify and list different parts of the school? Can you find where you live and draw a bird's eye view map?</p>	<p>Thinking back to Gerald from the PE lesson, have a discussion around these points:</p> <ul style="list-style-type: none"> • The animals think that Gerald can't dance. Sometimes people say 'there is no such word as can't'. What does this mean? • How might Gerald feel when the other animals are laughing and waiting for him to dance? How should they behave instead? • Discuss what the difference is between laughing at someone and laughing with someone. 	<p><u>WALT: know the 5 pillars of Islam.</u> Watch the video 'Introduction to Islam'. Can you write down the 5 Pillars of Islam and sentence to say what each pillar is. Choose one of the pillars and draw a picture to go with it. Please remember that Muslims do not have images of Muhammad so please do not draw Muhammad. Complete the quiz to see how much you have remembered and learnt about Islam. Supporting video: https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item647846/grade2/index.html</p>
<p> Daily Reading</p>	<p> Music</p>	<p>PurpleMash 2Do's </p>
<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. 😊</p>	<p><u>WALT: identify instruments in a piece of music.</u> Listen to the following piece of music on the link: https://www.youtube.com/watch?v=QGJuMBdaqIw Firework – Katy Perry. What do you like/dislike about the song? Is there a sound/instrument you can hear</p>	<p>Join in with the Virtual Playtime every day and say hello to your class.</p>

<p>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>that you like? What do you think she means someone is like a firework? Can you draw a picture or make a collage to match the piece of music?</p>	
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