

Year 1



Week Beginning: 22.02.2021



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



On Wednesdays 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 – descriptive writing

<p>INSET day Monday <u>WALT: create our actions to tell a story</u></p>	<p>INSET day We're going on a bear hunt! Watch the story using the following link: https://www.youtube.com/watch?v=ogyI6ykDwds Join in with Michael Rosen to learn the actions to retell the story. Try creating your own actions to retell a story of your choice. You could record this and share it on Tapestry with your teacher.</p>
<p>Tuesday <u>WALT: identify the features in a scene description</u></p>	<p>This week we are describing a scene from Katie in Scotland. Watch, listen and read Katie in Scotland: https://www.youtube.com/watch?v=5EQ6Ap8gM-w Today you need to choose a scene (try and pick one that has lots of things to write about) and you are going to write a list of all the things that you could describe. Extension: As well as listing things you can see, use the other senses (touch, taste, hear, smell) to list what else you could describe.</p>
<p> <u>WALT: practise spelling with different sounds</u></p>	<p>Today you are going to practise spelling using sounds we have previously learnt. Please complete page 18, 19 and 34 from the KS1 English Grammar, Punctuation and Spelling Year 1 Targeted Question Book.</p>
<p>Thursday <u>WALT: list adjectives for a scene description</u></p>	<p>Today you are going to plan and list the describing words you could use in your scene description. Watch and listen to the story again (if you would like to) to spot adjectives you could use. Katie in Scotland: https://www.youtube.com/watch?v=5EQ6Ap8gM-w Also, use the lists of adjectives (attached at the end of this document and the daily timetable) to choose and list which words you would like to use tomorrow. So you understand and know how to use some of these new words, draw a picture to represent these words so you know what it means.</p>

	<p>Extension: Have a go at writing some of the trickier adjectives you have chosen in a full sentence. Remember capital letters, full stops and letter formation.</p>
<p><u>Assessment activity</u> (To be completed as independently as possible by your child).</p> <p>Friday <u>WALT: write a scene description</u></p>	<p>Today you are going to write a scene description for a scene you have chosen from Katie in Scotland. To help with your writing, have the scene that you have chosen in front of you. Use full sentences, that have at least one adjective in them, to write about each thing you listed from Tuesday's lesson. Use the writing checklist below to make sure you are successful with your writing today:</p> <p>Capital letters <input type="checkbox"/> Full stops <input type="checkbox"/> Finger Spaces <input type="checkbox"/> Adjectives <input type="checkbox"/></p> <p>Correct letter formation <input type="checkbox"/></p> <p>Extension: Use 'and' to join sentences together. <input type="checkbox"/></p> <p>Once you have finished your writing, draw a picture of the scene that you have described and colour it in.</p>



Phonics

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

<p>INSET day Monday <u>WALT: say and spell tricky words</u></p>	<p>INSET day</p> <p>Practise reading some of the phase 5 tricky words we have been learning: oh, people, their, looked, called, asked, were, there, out, water, where, again, who, thought, through, work, mouse. Fill in the blank word search grid with all of the tricky words, fill the gaps with any letters and give it to someone in your home to complete. (Blank word search grid attached at the end of this document and to the daily timetable).</p>
<p>Tuesday <u>WALT: say and spell the alternative grapheme /a/</u></p>	<p>Today we are learning the alternative pronunciation /a/ and /y/ graphemes.</p> <p>Practise reading and saying the tricky words we have previously learnt: water, where, who, again, thought, through, work, mouse</p>

<p><u>WALT: say and spell the alternative grapheme /y/</u></p>	<p>Use sound buttons and robot arms to read the following words to practise the alternative /a/ sound: hat, splash, band, grand, apron, angel, fast, bath, grass, after, path, was, what, want. Sort and write these words into lists depending on how the /a/ is pronounced in the words.</p> <p>Use sound buttons and robot arms to read the following words to practise the alternative /y/ sound: yes, yawn, yet, by, why, dry, sky, gym, crystal, pyramid, myth, happy, funny, hairy. Sort and write these words into lists depending on how the /y/ sound is pronounced in the words.</p> <p>Read aloud the following sentences then have a go at writing them yourself – use sound buttons if you need to: Will you wear a hat when you eat a bacon sandwich in the bath? Would an angel want to visit a bank in the afternoon? Is the gym a happy place to be?</p> <p>Play Acorn Adventures on PhonicsPlay for both alternative sounds.</p>
 <p><u>WALT: say and spell tricky words</u></p>	<p>Today we are learning the following tricky words: many, laughed, because, different, any, eyes, friends, once, please.</p> <p>Practise reading each tricky word to learn what it says. Use look, cover, write, check to practise spelling each word. Use your finger to write a tricky word on a grownups back. Can they guess which word it is? Read aloud the following sentences then have a go at writing them yourself – use sound buttons if you need to: Many of my friends laughed because I had on two different shoes. I opened my eyes, laughed once and said please.</p>
<p>Thursday</p> <p><u>WALT: say and spell the alternative /ch/ sound</u></p>	<p>Today we are learning the alternative pronunciation of the /ch/ grapheme. Practise writing this grapheme in the air with your finger.</p> <p>Practise reading and saying the tricky words we have previously learnt: water, where, who, again, thought, through, work, mouse. Have a go at spelling these words today by using look, cover, write, check.</p> <p>Use sound buttons and robot arms to read the following words: church, chick, crunch, pinch, chirping, school, chemist, chord, chorus, technical, chef, chalet, brochure, machine. Using a colouring pencil, shade in the /ch/ sound and say it how it is pronounced as you colour in. Read aloud the following sentences then have a go at writing them yourself – use sounds buttons if you need to: Will the chef cook chicken for school dinner? Can a chuckling chicken sing in a chorus? Will a chemist use a machine to check chemicals?</p> <p>Play Acorn Adventures on PhonicsPlay.</p>

<p>Friday</p> <p><u>WALT: say and spell the alternative /ou/ sound</u></p>	<p>Today we are learning the alternative pronunciation of the /ou/ grapheme. Quick write this grapheme, how many times can you write it in one minute? Have a go at joining the letters of this sound to make super speedy writing! Use sound buttons and robot arms to read the following words: loud, proud, sound, round, mountain, you, soup, group, could, would, should, shoulder, boulder. Use a colouring pencil to shade in the /ou/ sound in each word – say it how it is pronounced as you colour it in. Read aloud the following sentences then have a go at writing them yourself – use sound buttons if you need to: Could you carry a boulder on your shoulder? Would you eat soup with a trout? Can you go round a mountain and be proud?</p>
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 Handwriting	
<p>Tuesday</p> <p><u>WALT: form small letters correctly</u></p>	<p>Today we are focussing on forming small letters correctly. Please complete page 14 and 15 from KS1 English Handwriting Year 1 Targeted Practice Book.</p>
<p>Thursday</p> <p><u>WALT: form tall letters correctly.</u></p>	<p>Today we are focussing on forming tall letters correctly. Please complete page 16 and 17 from KS1 English Handwriting Year 1 Targeted Practice Book.</p>

 VIPERS	
<p>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>	
<p>Wednesday</p>	<p>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 15 from the Year 1 Targeted Question Book – Comprehension.</p>

WALT: retrieve information from a picture	Alternative task: Log into Oxford Owl and access the free eBook library. Read or listen to ‘Everyone got wet’. https://www.oxfordowl.co.uk/api/digital_books/1357.html Complete activity 1 and 2.
Friday WALT: retrieve information from a picture	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 17 from the Year 1 Targeted Question Book – Comprehension. Extension: Create two of your own characters – write one full sentence for each character saying one thing that they could be doing in the picture. Try not to use an activity that has already been mentioned. Alternative task: Log into Oxford Owl and access the free eBook library. Read or listen to ‘The Scarf’. https://www.oxfordowl.co.uk/api/digital_books/1428.html Complete activity 1 and 2.



Assembly

A recorded assembly will be available everyday via Tapestry.

Monday	INSET day – no assembly	
Tuesday	Who: Mrs Farmer	Theme: Birthdays
Wednesday	Who: Mrs Hanson	Theme: Owl Code focus of being kind and gentle
Thursday	Who: Mrs Bentham	Theme: Owl code focus of being kind and gentle
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	INSET day – no virtual playtime
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Tuesday	Let's share what we did over half-term.
Wednesday	What is one thing that you do that makes other people happy?
Thursday	Would you rather drive a train or fly a plane?
Friday	Let's share our favourite jokes.



Daily story time

A recorded story will be available everyday via Tapestry.



Maths

	INSET day
INSET day Monday <u>WALT: use shapes to create a picture</u>	<p>Shape hunt! Go on a hunt around your home to find as many shapes as you can. If you need to recap shapes and their names watch the following videos. Draw the shapes that you find and make a shape picture.</p> <p>2D shapes: https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item883111/grade1/module883106/index.html</p> <p>3D shapes: https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item883113/grade1/module883106/index.html</p>
Tuesday <u>WALT: write equations to show comparison</u>	<p>Writing equations to show comparison (part 1) https://teachers.thenational.academy/lessons/writing-equations-to-show-comparison-part-1-7ouk6e</p> <p>You will need a number line, something to write with, something to write on, cubes, lego or something similar. After watching the videos, make and express 1 equation for these sets of numbers: (8, 10) (12, 15) (20, 24) (33, 34) The equations can be addition or subtraction. Use the number to help.</p>

<p>Wednesday WALT: write equations to show comparison</p>	<p>Writing equations to show comparison (part 2) https://teachers.thenational.academy/lessons/writing-equations-to-show-comparison-part-2-6nj3ec You will need a number line, something to write with, something to write on, cubes, lego or something similar. Using your learning from yesterday's lesson, make and write equations for these set of numbers: (6, 9) (14, 18) (22, 24) (30, 35) You should have aim for at least 2 equations for each set. Extension: Use place value grid to help with these larger numbers: (60, 70) (72, 83) (85, 97)</p>
<p>Thursday WALT: solve comparison problems</p>	<p>Solving comparison problems (part 1) https://teachers.thenational.academy/lessons/solving-comparison-problems-part-1-crw34r You can use a number line, cubes, lego or pasta to create a pictorial of these problems. <ul style="list-style-type: none"> • John has 8 pencils. Larry has 3 fewer pencils than John. How many marbles does Larry have? • Lola has 7 lollypops. She has 4 fewer than Grace. How many lollypops does Grace have? • Mr Williams eats 14 slices of pizza. His wife has 8 less. How many slices does she eat? Extension: Sophie and Ted are collecting football stickers. Ted had 25 stickers. Sophie has 36. How many do they have in total? How many more stickers does Sophie have than Ted?</p>
<p>Friday WALT: solve comparison problems</p>	<p>Solving comparison problems (part 2) https://teachers.thenational.academy/lessons/solving-comparison-problems-part-2-75j3jr You can use a number line, cubes, lego or pasta to a pictorial of these problems and then write addition and subtraction equations for each word problem. <ul style="list-style-type: none"> • Kristoff has 12 carrots for his reindeer. Anna gives his 4 more. How many does he have now? • Jafar was playing marbles and started with 26. His friend gave him 12 more. How many does he now have? </p>

	<ul style="list-style-type: none"> Rachel has 18 stamp. Jake has 7 more. How many does Jake have? <p>Extension: Jasmine is helping her mum make 30 bracelets for the market stall. She makes 8 on the first day. 6 on the second day and 6 on the third day. How many bracelets did Jasmin make altogether? How many more does she still need to make?</p>
<p>Assessment activity To be completed as independently as possible by your child.</p>	<p>Please complete pages 10 and 11 (Autumn Term: Workout 5) from KS1 Maths: Year 1 10-minute weekly workouts.</p> <p>Please complete pages 12 and 13 (Autumn Term: Workout 6) 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.

INSET day - Monday	Activity: Warthogs Hippo Hops
Tuesday	Activity: Lift off!
Wednesday	Activity: Whizzy Speed Challenge
Thursday	Activity: Keep Dancing – then freeze!
Friday	Activity: Hopathon

Topic		
 Active Tasks	 Art/Design Technology	Science 
Cosmic Kids yoda: Sonic The Hedgehog A Cosmic Kids Yoga Adventure! - Bing video	We are creating a collage of the Loch Ness Monster. Over two weeks, create a collage/coloured/painted background then next week we will cut out and	Watch the teaching video that explains why plants are so important to us. Go on a spring walk in your local area. Count how many different plants you see. Can you name them all? When you are back

<p>Just Dance Kids: Trolls: Can't Stop The Feeling GoNoodle - Bing video</p>	<p>decorate a loch ness monster. Example attached.</p>	<p>home, you could draw all the different plants you have seen. Teaching video: Discovery Education Espresso - Why are plants important? Extension - research the names of the flowers or plants that you found in different books or on the internet and label your drawings naming them.</p>
<p> History/Geography </p>	<p>PSHE/Act of Kindness </p>	<p> RE</p>
<p>Find a picture of the Scottish flag and design your own Scottish flag using the same colours. You could use some paper and colour your flag or use other materials to decorate it. If you have a straw or a lollipop stick you could use this by attaching it to the paper. Then you can wave your flag! EXT- Find out about the Scottish culture- what Scottish people wear eg quilts, traditional foods etc. Draw a picture of what they wear or have a go at making your own shortbread!</p>	<p>We are learning about healthy eating. If you have access to a printer please print out the board game and cards. Find a dice and move around the board. When you land on a food picture, pick up the corresponding card. Discuss the type of food and whether we should eat lots of that type of food or just a small amount and why. The aim is to get to the end of the game with all of the food group cards. If you cannot print then you could draw a picture of your favourite foods and discuss whether these are healthy or unhealthy.</p>	<p>Christians are brought up to follow the example of Jesus and to live by his teachings. Think about all the things in the world that you are thankful for including food, clothes, family, homes etc. Design your own prayer on a piece of paper to say thank you to God for anything you want to say thank you for and decorate it or you could design a cross and decorate it. Extension - People enjoy special things in their lives including chocolate, computer games, takeaways etc. What would you give up for Lent? Draw a picture of something you might give up for Lent and write a sentence to say what you would give up for Lent. Supporting video: Discovery Education Espresso - Easter time</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>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>Watch BBC bitesize – ‘Cara and Martin – Sound effects and talking about sound’. See if you can make any sounds with everyday objects as they did.</p> <p>Supporting video: https://www.bbc.co.uk/bitesize/topics/zk86qfr/articles/zk7wr2p</p>	<p>Join in with the Virtual Playtime every day and say hello to your class.</p>
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Settings Adjectives



warm / sunny / pleasant



cold / snowy / wintry



hot / humid / sticky



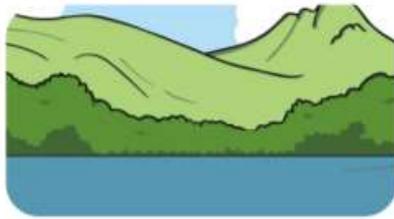
windy / gusty / stormy



spooky / haunted / creepy



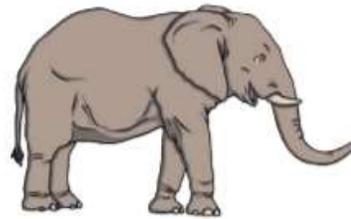
scary / terrifying



restful / peaceful



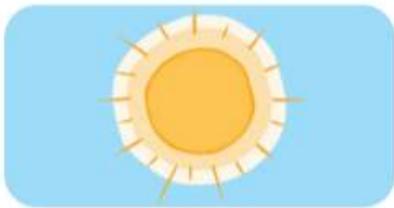
crowded / busy



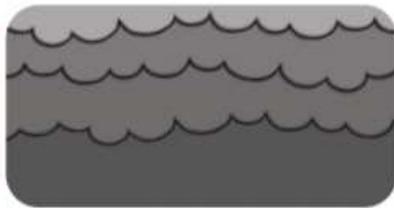
enormous / huge



tiny / miniscule



dazzling / bright



gloomy / dark



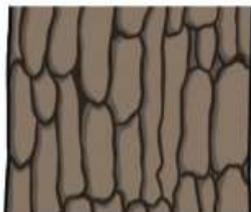
quiet / peaceful



noisy / loud



smooth



rough



dirty



clean



tidy / neat



untidy / messy

Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd talented thoughtless timid handsome	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely scared terrified worried	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short tall teeny tiny	ancient brief early fast late modern old quick rapid short slow swift young

My Senses Mat

It tastes...



sweet
sour
bitter
crunchy
salty
chewy
dry
juicy
hot
fizzy
tasteless
delicious

It feels ...



prickly
smooth
rough
soft
hard
silky
thick
sticky
heavy
light
bumpy
spiky

It looks...



dark
shiny
long
skinny
fat
thin
small
large
speckled
light
bright
dotted

It smells...



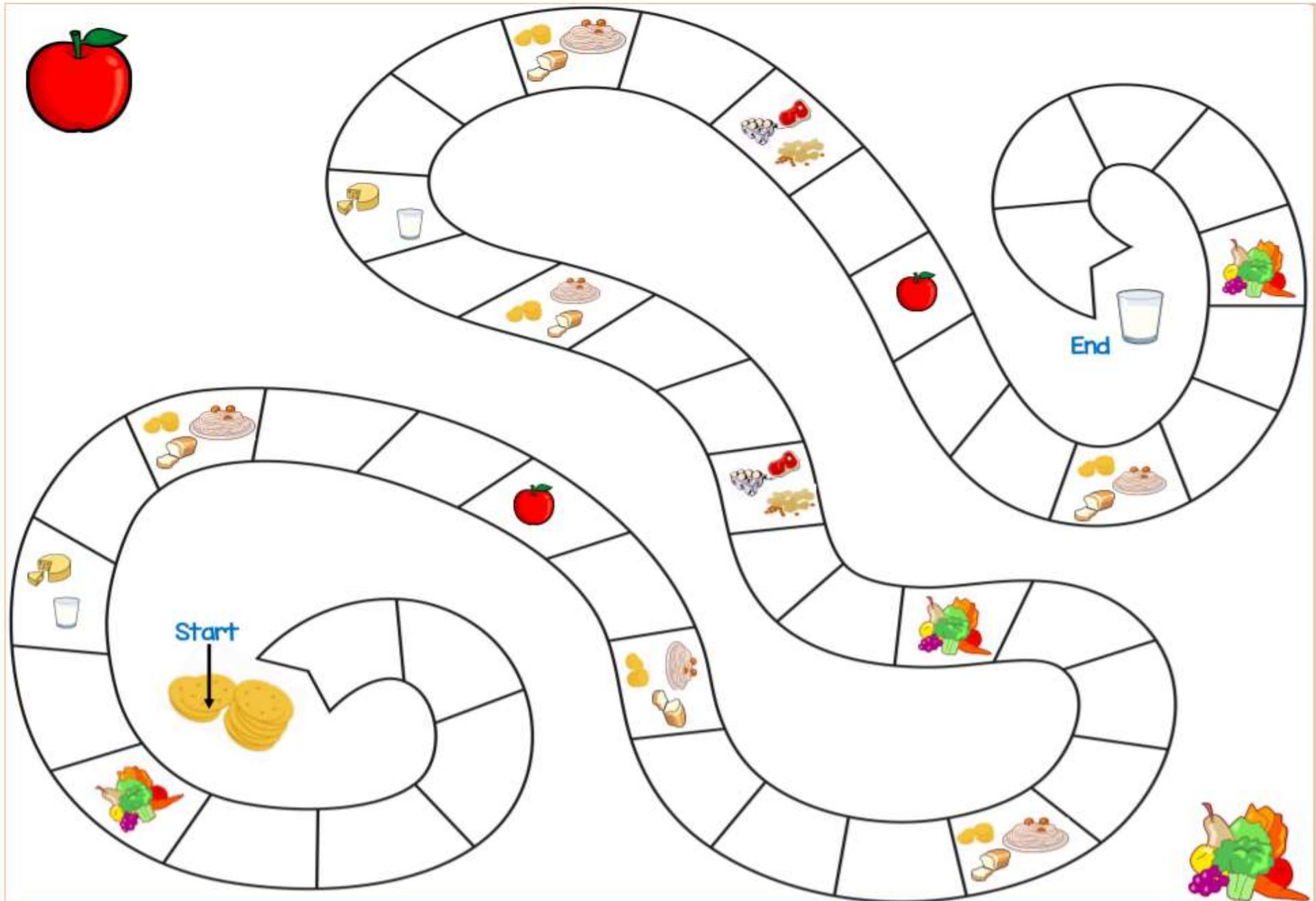
fresh
delicious
bitter
rotten
salty
smoky
sour
spicy
stale
stinky
sweet
smelly

It sounds...

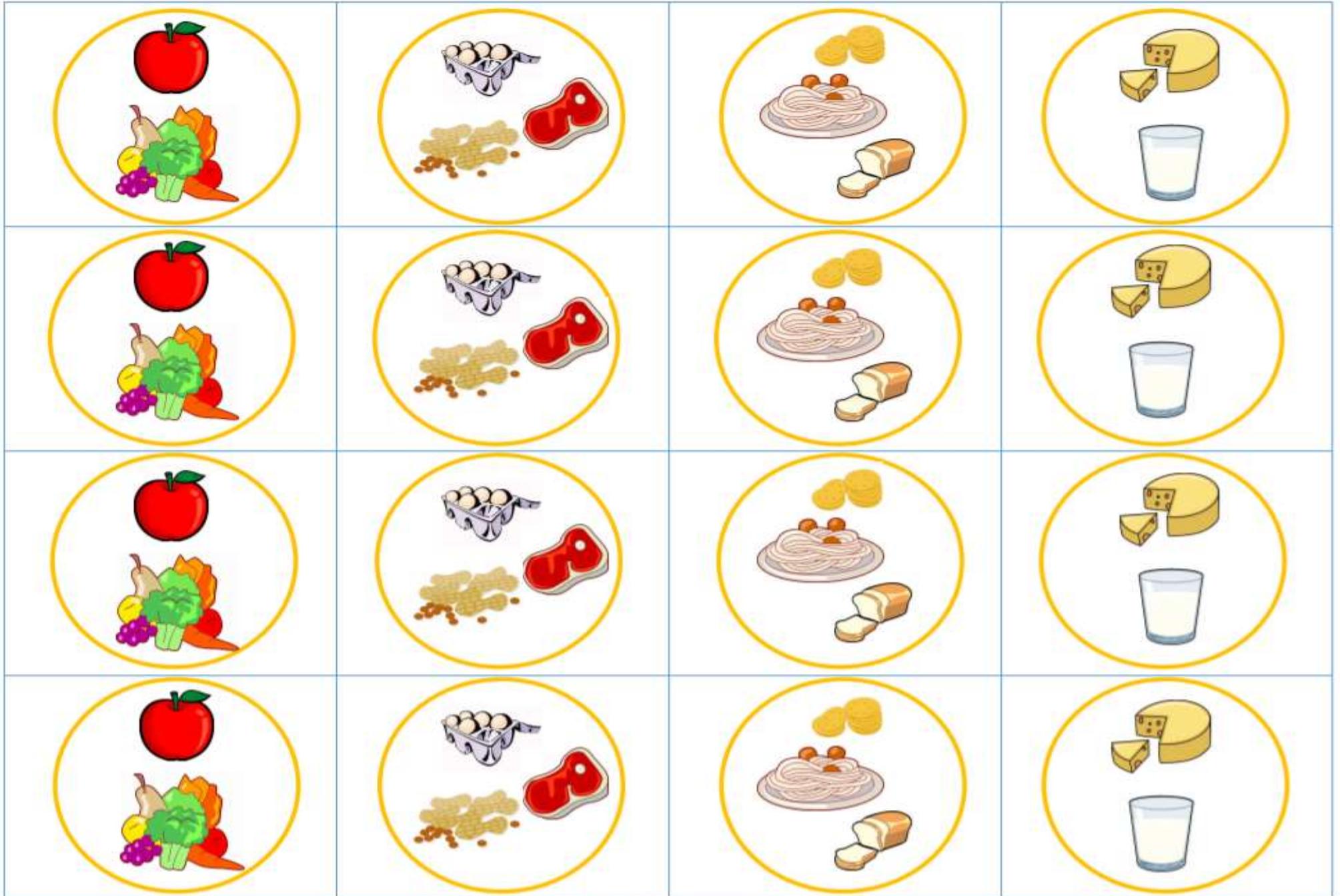


loud
noisy
quiet
silent
squeaky
creaky
melodic
fizzy
shrill
deafening
faint

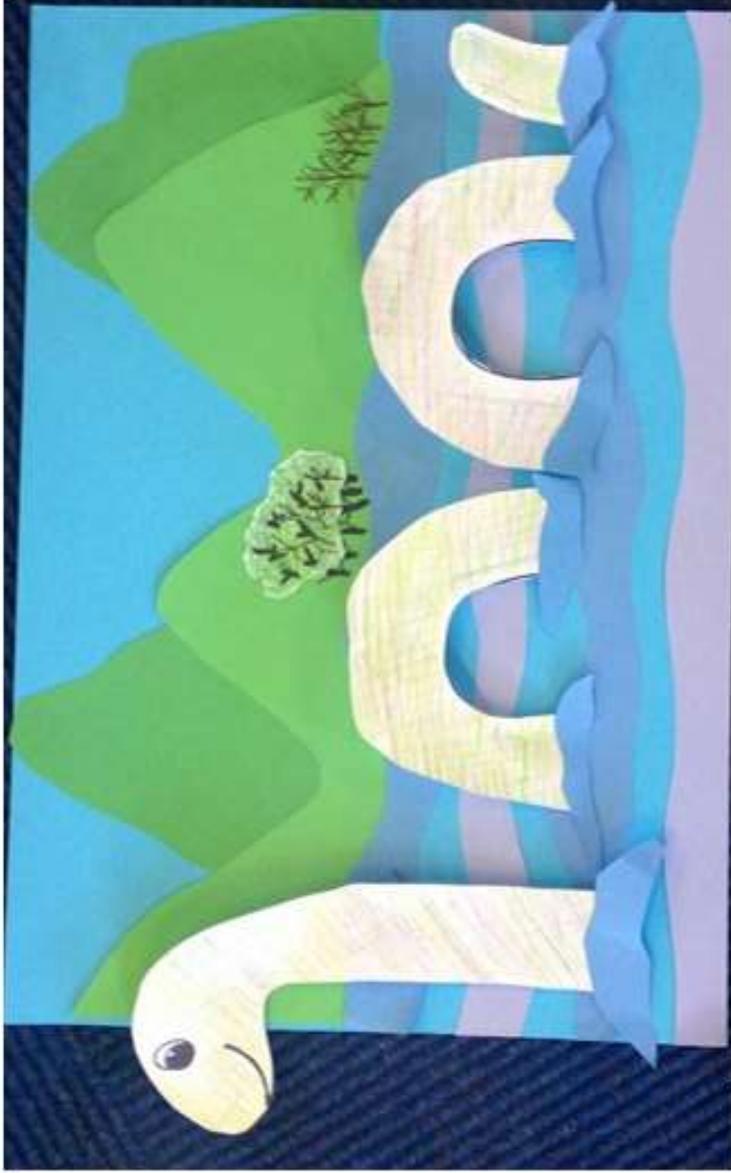
PSHE activity resources



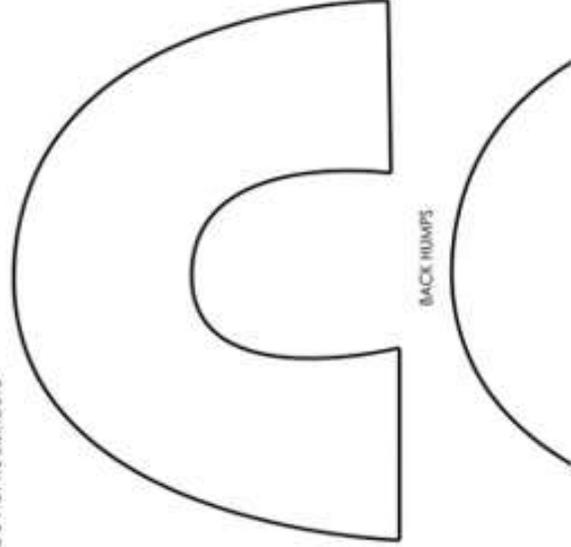
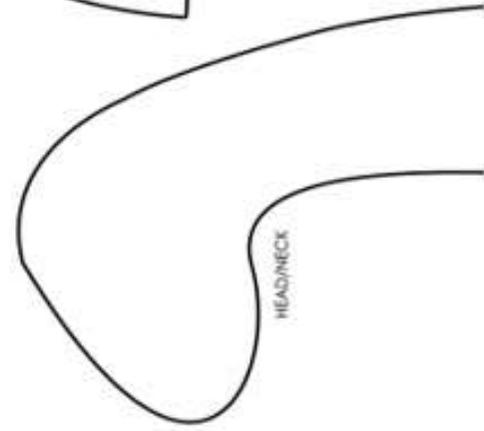
PSHE activity resources:



Art/DT activity:



Loch Ness Monster Craft
from LearnCreateLove.com
Do Not Redistribute



Geography activity:

Design a Flag

