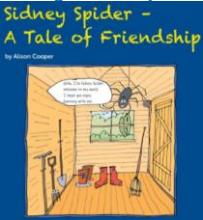

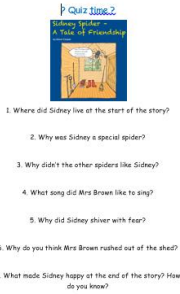


Year 1 - Home Learning Plan Weeks Beginning 6<sup>th</sup> and 13th July 2020

Day 56 – Mon 6 <sup>th</sup> July	Day 57 – Tues 7 <sup>th</sup> July	Day 58 – Wed 8 <sup>th</sup> July	Day 59 – Thurs 9 <sup>th</sup> July	Day 60 – Fri 10 <sup>th</sup> July
<p>Daily Activities – Only select one or two from this section.</p> <p>*Reading Books – Oxfordowl    *Spelling shed – Year 1 Common Exception Words – Game/ Spelling games (use pupil login)    * Maths Shed – Number games – Games (use pupil login)</p> <ul style="list-style-type: none"> <li>PE - YouTube – just dance - <a href="https://www.youtube.com/results?search_query=just+dance+kids/">https://www.youtube.com/results?search_query=just+dance+kids/</a> or Body Coach Live at 9am Mon – Fri <a href="https://www.youtube.com/watch?v=K6r99N3kXME">https://www.youtube.com/watch?v=K6r99N3kXME</a> or Mindfulness – Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> <li>DFE – Phonics – Reception/ Year 1 - <a href="https://www.youtube.com/channel/UCP_FbJYUP_UtldV2K_-niWw/videos">https://www.youtube.com/channel/UCP_FbJYUP_UtldV2K_-niWw/videos</a>    *BBC – Bitesize – home learning - <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li> <li>Weekly Talk Homework: Picture News – please access this from the school website: <a href="http://stbrigidprimary.co.uk/parents/picture-news-at-home/">http://stbrigidprimary.co.uk/parents/picture-news-at-home/</a></li> </ul>				
<p>PhonicsPlay - <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a> Username: march20 Password: home</p> <p>Mrs Glascott/ Miss Jones' group – Picnic on Pluto - Focus on blending phase 3 words – th/ ng/ ai/ ee/igh or ear/air/ure/er</p> <p>Mrs Lally/ Mrs Hunter's group – Picnic on Pluto - Focus on blending phase 4/ 5 words - Phase 4 – ccvcc, ccvc and cccvc - Set 1-7 Phase 5 – ew/oe/au/ey/a-e</p>				
<p>Fiction – Sidney Spider. The tasks are designed to inspire and support your child to develop skills and confidence in English – speaking, listening, reading and writing. These tasks are to be shared with an adult so please support your child so that they enjoy the tasks set e.g. read the text to them/ allow them to respond to questions orally. Remember to upload photographs/ recordings/ videos to SeeSaw so that we can celebrate their hard work.</p>				
<p>English Activity – Discussion</p> <p>Listen or read the story of Sidney Spider. (Weekly resources 12 &amp; 13)</p> <p>Discuss the story at the end.</p> <p>Audio - Sidney Spider – A Tale of Friendship here: <a href="https://soundcloud.com/talkforwriting/sidney/s-cFsQUMech3">https://soundcloud.com/talkforwriting/sidney/s-cFsQUMech3</a></p>  <p>Discuss – What did you like best about the story? What surprised you? How would you describe Sidney Spider?</p>	<p>English Activity – Who said what?</p> <p>Re-Read/ listen to the story of Sidney Spider.</p> <p><i>*Read the story together again Can you work out who said what?</i></p>  <p>Can you write down on the sheet or record on Seesaw who said what? Session 2 resource</p>	<p>English Activity – Quiz time</p> <p>Re-Read/ listen to the story of Sidney Spider.</p>  <p>Ask your child to answer the questions. Your child can answer the questions orally or they can write down their responses underneath the question.</p> <p>Session 3 resource</p>	<p>English Activity – Exploring words</p> <p>Re-Read/ listen to the story of Sidney Spider.</p> <p>Discuss with your child what the following words from the story mean.</p> <p><b>Ancient – something very old</b></p> <p><b>Prey – an animal that is hunted or killed for food</b></p> <p>Say these words slowly, quickly, loudly and softly!</p> <p>Can you find four things in your house that are ancient?</p> <p>Can you name four animals that hunt for prey?</p> <p>Draw a picture of each one and label it.</p>	<p>English Activity – Sing along!</p> <p>Mrs Brown liked to sing Incy, Wincy Spider. Can you learn or join in with a line from this special song?</p> <p><i>Incy Wincy Spider climbed up the water spout Down came the rain and washed the spider out Out came the sun and dried up all the rain So, Incy Wincy Spider climbed up the spout again.</i></p> <p>Can you add actions?</p> <p>Session 5 resource</p> <p>Challenge: Write your very own spider song.</p>
<p>Maths – Basic Skill – Recognising numbers – read a write numbers within 20/30/50/100 Children need to practise reading and writing numbers. They also need to recall the value of each digit e.g. 3 in 39 has a value of 3 tens. I have repeated the starter for this reason.</p>				

Year 1 - Home Learning Plan Weeks Beginning 6<sup>th</sup> and 13th July 2020

Maths – Focus – Time

This week children will be learning to read and make the o'clock and half past times on an analogue clock. To develop their knowledge of time children will be asked to add and subtract an hour either side a set time. If you have an analogue clock in your house ask your child to pay special attention to the time it displays on the hour and half past the hour. Adapt the task to support your child. Make it fun and give lots of praise!

**Starter** – Using the 100 square as a support – Ask children to find specific numbers e.g. 23/ 12, 50, 15, 60, 16, 57 etc. Adjust the number range to suit your child's needs.

**Challenge** – Say what number is one more or one less than the given number.

**Further challenge** – Say what number is ten more or ten less than a given number.

**Practical Maths Activities** – Make an analogue clock!  
Using maths resource – make an analogue clock – follow the instruction and together make the clock. As you are making the clock talk about the numbers representing the hour of the day. The shorter hand which points to the hour and the longer hand points to the minutes and o'clock.

Once the clock is made, create 3 o'clock, talk about the hands. Longer hand – o'clock and shorter hand – hour.

Repeat with other examples. Give your child the clock and ask them to make a set number of o'clock times.

**Challenge:** If the time is 2 o'clock, what will the time be one hour later? If the time is 5 o'clock, what time was it one hour earlier? Repeat with other examples.

Session 1

**Starter** – Using the 100 square as a support – Ask children to write down specific numbers e.g. 13/ 30, 70, 17, 19, 90, 44 etc. Adjust the number range to suit your child's needs.

**Challenge** – Ask your child to write the number one more or one less than the given number.

**Further challenge** – Ask your child to write the number ten more or ten less than the given number.

**Practical Maths Activities** – Reading half past the hour on an analogue clock.  
Using the clock made yesterday, revise making o'clock times. Continue to focus on this if your child needs more time to secure their understanding.

Today, move on their learning and introduce half past the hour. Explain to the children that when the minute hand moves past the numbers 1,2,3,4,5 and lands on number 6 that it half way and we call this half past the hour. Set the clock at 3 o'clock – ask them to read the time. Now move the minute hand past 1,2,3,4,5 and land on 6- half past. Ask – What hour did we read? 3 o'clock. How far has the minute hand travelled? Half way around. What time is it? Half past 3 o'clock – explain that we call this, half past 3. Repeat with other examples – always starting with the o'clock and then turning the minute hand to half past.

**Challenge:** If the time is half past 1, what will the time be one hour later? If the time is half past 7, what time was it one hour earlier? Repeat with other examples.

**Starter** – Using the 100 square as a support – Ask children to find specific numbers e.g. 11/ 35, 71, 67, 23, 94, 84 etc. Now ask then the value of each digit e.g. you have found 34, well done! What is the value of the number 3 in 34 – is it 3 tens or 3 ones? Repeat with other examples.

Adjust the number range to suit your child's needs.

**Challenge** – Ask your child to write the number one more or one less than the given number.

**Further challenge** – Ask your child to write the number ten more or ten less than the given number.

**Practical Maths Activities** – Drawing the hands on an analogue clock to represent o'clock or half past times.

Repeat activities from the previous days planning – making o'clock and half past times. (Repeat this task for the session if your child is not ready to move on.)

Use blank clock faces (resource file) to record the hands on a clock to represent a given time. Ask your child to make the time on the clock first and then draw the hands. Ask your child to pay attention to the length of the hands.

Session 3




Year 1 - Home Learning Plan Weeks Beginning 6<sup>th</sup> and 13th July 2020

Science – Animals including humans				
<p>Science</p> <p>Can you join in with this rap about the parts of our body? <a href="https://www.youtube.com/watch?v=BwHMMZQGFoM">https://www.youtube.com/watch?v=BwHMMZQGFoM</a></p>	<p>Science:</p> <p>Label the parts of the body on this interactive game. There are three different games for you to enjoy! <a href="http://resources.hwb.wales.gov.uk/VTC/our_bodies/eng/Introduction/whiteboard.htm">http://resources.hwb.wales.gov.uk/VTC/our_bodies/eng/Introduction/whiteboard.htm</a></p>	<p>Science</p> <p>Can you label a real body?</p> <p>Using post it notes or paper and sellotape label the parts of your adults/siblings body e.g. head, leg, finger etc.</p> <p>Take a photo and share on SeeSaw when you're finished.</p>	<p>Science:</p> <p>Time to use your senses! Which parts of the body do we use for each of our senses?</p> <p>Draw a picture of each body part and label it with the correct sense.</p>	<p>Science:</p> <p>Go on a sensory walk.</p> <p>What can you smell? What can you hear? What can you see? What can you touch? What can you taste?</p> <p>Take a photograph of your finds to share on SeeSaw.</p>

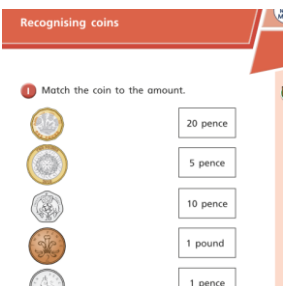

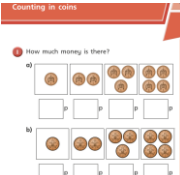
Year 1 Resource file attached to Year 1 file – Week 12 & 13– school website

Ongoing Maths – YouTube – JackHartmann – Hip Hop around the clock – Half past - [https://youtu.be/n\\_daAYx6krq](https://youtu.be/n_daAYx6krq)

Year 1 - Home Learning Plan Weeks Beginning 6<sup>th</sup> and 13th July 2020

Day 61 – Mon 13 <sup>th</sup> July	Day 62 – Tues 14 <sup>th</sup> July	Day 63 – Wed 15 <sup>th</sup> July	Day 64 – Thurs 16 <sup>th</sup> July	Day 65 – Fri 17 <sup>th</sup> July
<p>Daily Activities – Only select one or two from this section.</p> <p>*Reading Books – Oxfordowl    *Spelling shed – Year 1 Common Exception Words – Game/ Spelling games (use pupil login)    * Maths Shed – Number games – Games (use pupil login)</p> <ul style="list-style-type: none"> <li>• PE - YouTube – just dance - <a href="https://www.youtube.com/results?search_query=just+dance+kids/">https://www.youtube.com/results?search_query=just+dance+kids/</a> or Body Coach Live at 9am Mon – Fri <a href="https://www.youtube.com/watch?v=K6r99N3kXME">https://www.youtube.com/watch?v=K6r99N3kXME</a> or Mindfulness – Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> <li>• DFE – Phonics – Reception/ Year 1 - <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos</a>    *BBC – Bitesize – home learning - <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li> <li>• Weekly Talk Homework: Picture News – please access this from the school website: <a href="http://stbrigidprimary.co.uk/parents/picture-news-at-home/">http://stbrigidprimary.co.uk/parents/picture-news-at-home/</a></li> </ul>				
<p>PhonicsPlay - <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a> Username: march20 Password: home</p> <p>Mrs Glascott/ Miss Jones' group – Picnic on Pluto - Focus on blending phase 3 words – oa/ oo/ ar/ or/ ur or Revise all Phase 3</p> <p>Mrs Lally/ Mrs Hunter's group – Picnic on Pluto - Focus on blending phase 4/ 5 words - Phase 4 – Revise all phase 4 or Phase 5 – e_e/ i_e/ o_e/ u_e</p>				
<p>Fiction – Sidney Spider. The tasks are designed to inspire and support your child to develop skills and confidence in English – speaking, listening, reading and writing. These tasks are to be shared with an adult so please support your child so that they enjoy the tasks set e.g. read the text to them/ allow them to respond to questions orally. Remember to upload photographs/ recordings/ videos to SeeSaw so that we can celebrate their hard work.</p>				
<p>English Activity – Hiding places! Re-Read/ listen to the story of Sidney Spider.</p> <p>Where would a spider hide in your house?</p>  <ul style="list-style-type: none"> <li>• I could hide in a _____</li> <li>• I could hide in a _____</li> <li>• I could hide under a _____</li> <li>• I could hide on top of a _____</li> <li>• I could hide next to a _____</li> </ul> <p>Can you write 3/4/5 sentences about where a spider might hide?</p> <p>Use the writing sheet to help you record your sentences.</p>	<p>English Activity – Story map Re-Read/ listen to the story of Sidney Spider.</p> <p><b>Draw a story map</b> which retells the story through your drawing. Draw an arrow to link each picture.</p>  <p>Retell the story of Sidney Spider to an adult using your story plan.</p>	<p>English Activity – Write the story.</p> <p>Using the story plan for Sidney Spider created in the previous session, record a retelling of the story or write the story using your plan.</p> <p>Can you include the following words in your story? Can you use <b>and/ because</b> in one or two sentences? First, Next, After that, Finally</p> <p>Or Act out the story</p>	<p>English Activity - Mini-beast hunting!</p> <p>Can you go outside and look for some different creatures?</p> <p>Write down/ or record what you found. Try to use <b>and</b> to make a longer sentence.</p> <p>Spider/ woodlouse/ caterpillar/ ladybird/ beetle/</p> <p>Write sentences about what you find. E.g. First, I went to the step and saw three black ants,</p> <p>First, Next,</p>	<p>English Activity – Spider biscuits</p>  <p>Party time!</p> <p>* Sidney wants to bake some very special spider biscuits for his party. Perhaps a grown up can help <a href="https://www.bbcgoodfood.com/recipes/spider-biscuits">https://www.bbcgoodfood.com/recipes/spider-biscuits</a></p> <p>Session 10 – resource</p> <p>Can you follow the instructions to make your very spider biscuits?</p> <p>Remember to take a photograph and upload it to Seesaw!</p>

Year 1 - Home Learning Plan Weeks Beginning 6<sup>th</sup> and 13th July 2020

Session 6 – resource			After that, Finally,	
<p>Maths – Basic Skill – Find and name 2d/ 3d shapes Children need to spot 2d and 3d shapes in different orientations. Go on a shape scavenger hunt. Have lots of fun!                  Maths – Focus – Money                  This week children will be using their life skills to recognise and order coins and notes. To develop their money skills further children will then be asked to create set amounts linked to their number knowledge. Play lots of shop games to help secure their learning. Adapt the task to support your child. Make it fun and give lots of praise!</p>				
<p><b>Starter</b> – 2d shape scavenger hunt. Go on a 2d shape scavenger hunt a draw what you find. Look everywhere!</p> <p><b>Practical Maths Activities</b> – Give your child all the coins used in our currency. (1p, 2p, 5p, 10p, 20, 50p, £1 and £2. (resources file) Ask your child to name each coin in turn and ask them to look for number words or number values. Ask your child to order the coins in order of value smallest value to the highest.</p> <p>Talk about how many pennies are in 2p/ 5p/ 10p etc Talk about how many ten pence pieces are equivalent to 20p/ 50p/ £1/ £2</p> <p><b>Challenge:</b></p>  <p>Maths - Session 1 Wk 2 – Recognising coins</p>	<p><b>Starter</b> – 3d shape scavenger hunt. Go on a 3d shape scavenger hunt a draw what you find. Look everywhere!</p> <p><b>Practical Maths Activities</b> – Give your child the following notes: £5, £10 and £20. (resource file) Ask your child to name each note in turn ask them to look for the number value recorded. Ask your child to order the notes.</p> <p>Discuss how many £1 coins you would need make equivalent amounts. Challenge: How many £2 coins would we need to make £10? £20?</p> <p><b>Challenge:</b></p>  <p>Maths – Session 2 Wk 2 – Recognising notes</p>	<p><b>Starter</b> – I am thinking of a shape. Describe a 2d shape to your child e.g. This shape has 4 sides. Each side is equal to the others. What is my shape? Repeat using the properties of different 2d shapes.</p> <p><b>Practical Maths Activities</b> – Ask your child to count in 1s, 2s, 5s and finally 10s. Give your child a set of pennies. Ask: How much have I given you? Count this out with them and repeat with other amounts. Repeat the above activities using 2 pence pieces/ 5 pence pieces and 10 pence pieces. (Adjust this task to suit your child’s needs.) Now give your child two separate amounts e.g. 10p and 5p on one side and then 2p + 2p + 2p + 2p. Ask your child to tell you how much is on each side. Which is the greater amount / least amount? Repeat with other combinations. Keep number range within your child’s ability.</p> <p><b>Challenge:</b></p>  <p>Maths – Session 3 Wk 2 – Counting in coins</p>		

Year 1 - Home Learning Plan Weeks Beginning 6<sup>th</sup> and 13th July 2020



DT - Smoothies				
<p>DT</p> <p>This week you are going to be making smoothies.</p> <p>Where does our food come from?</p> <p>Watch:  <a href="https://www.youtube.com/watch?v=CdPRZ3wjCxA">https://www.youtube.com/watch?v=CdPRZ3wjCxA</a></p>	<p>DT</p> <p>With an adult, have a look on the websites of some of our supermarkets to see what smoothies they sell.</p> <p>What fruits or vegetables to they use?</p> <p>Which do you like the sound of?</p> <p>Which ones don't you like the sounds of?</p>	<p>DT</p> <p>It's time to plan your smoothie!</p> <p>Choose 2-3 of your favourite fruits and a juice or milk to mix them with.</p> <p>Write a list of your ingredients and draw a labelled picture of your smoothie. Think about your design criteria:</p> <p>Who are you making your smoothie for? Why did you choose them? What is special about your smoothie?</p>	<p>DT</p> <p>It's time to make your smoothie!</p> <p>With the help of an adult mix all of your ingredients together until they are nice and smooth using a blender or a fork to mash up the fruits/vegetables.</p> <p>Don't forget to take some photos to share on SeeSaw.</p>	<p>DT</p> <p>It's time to evaluate your smoothie!</p> <p>Talk to your adults about:</p> <p>Did you like your smoothie?</p> <p>What went well?</p> <p>Did you find anything tricky?</p> <p>If you could make another smoothie, what would you do differently?</p>

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