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| This week’s learning for Year 1 Date: 22.2.21 |
| Hello children.  I hope you all had a lovely half term and that you’re raring and ready to go!  Please do keep sending me in your home learning! If you are having trouble uploading work to classdojo, you can send any files or videos to our class email address at: [Class1@fep.jmat.org.uk](mailto:Class1@fep.jmat.org.uk) , or you can bring in any work in to school and leave it in the box at reception  If you have any questions or worries, please don’t hesitate to contact us on class dojo, or ring school on 01709 740962.  Take care,  Miss Platts and Mrs. Gregory x |
| **Monday**  **9.15 - Success for All**  **Phonics**  Miss Platts – watch the video on class dojo and complete the activities. We will looking at the trigraph ‘air’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, and choose to recap all sounds up to phase 5.  Mrs Gregory – watch the video on class dojo and follow the instructions. We will be looking at the phoneme ‘v’. After the session you can practise them again on [www.phonicsplay.co.uk-](http://www.phonicsplay.co.uk-) choose a game to play such as ‘trash or treasure’, recapping all phase 2.  **Roots Group 1 – Miss Platts**  Our shared story is ‘The Ice Storm’ (this will be uploaded to class dojo and the school website) Todays objective is to blend the sounds that we know to read, including ‘soft c’  We will be reading ‘Winnie in Winter’ by Valerie Thomas and Korky Paul as our STaR story.  You can listen to the story here: <https://www.youtube.com/watch?v=QZNLatGX0ms> Today you will describe the characters in the story.  **Roots group 2 – Mrs Gregory**  Our shared story is ‘The Fancy Dress Party’ (this will be uploaded to class dojo and the school website) Read the story to your grown up, talking about what you have read and the events. Your objective today is to blend the sounds that you know to read words, including those ending in ‘-s’  We will be reading ‘Stanley’s Stick’ by Neal Layton as our STAR story. You can listen to the story here: <https://www.youtube.com/watch?v=HfIuIQaOLlY> When you have listened to the story, review what happens in the beginning, the middle and the end by drawing a story map to show these events.  **11.00 - Assembly – see school website**  **11.15 - Maths - 1 more, 1 less**  Today we are going to look at finding 1 more, and 1 less than, a number up to 50 using objects to represent them.  The video you need for today is here: <https://vimeo.com/503093120>  Watch the video all the way through until the end. Today, you will only need to answer question 1, do not answer any more as these are for tomorrow’s learning. Look at question 1. It asks you to find 1 more or 1 less than a given number, using counters or cubes to show your answer. If you don’t have any counters/cubes, use anything you have to hand such as buttons/pencils/sweets/lego bricks etc.  How do I find 1 more? Will the number be bigger or smaller? (count on 1, bigger) How do I find 1 less? Will the number be bigger or smaller?(count back 1, smaller)  Remember to show the tens in the number you are making as clear groups of 10, and the one’s as singles, not as just a whole group. If you need to, use your 50 grid to help you find the number.  **Afternoon -RE: Myself- What am I Like?**  Ask the children to think of a time when they lost something. It could be a toy, their Mum or Dad in a Supermarket or even a tooth!  How did they feel?  Encourage your child to describe how they felt when they lost an item, and when they found it again  Tell children the parable of the lost sheep, a story from the Bible. A parable means a story with a meaning. Jesus liked to tell parables to teach lessons. <https://www.youtube.com/watch?v=094upaf4BME>  What happy and sad feelings come up in this story?  How would they feel if they were the shepherd / the lost sheep?  What message do you think Jesus was trying to tell by telling this story?  This story tells Christian people that God loves them like the shepherd loves the sheep, no matter what.  Can you retell the story? Stick the text under the correct picture to re-tell the parable. |
| Tuesday  **9.15 - Success for All**  **Phonics**  Miss Platts – watch the video on class dojo and complete the activities as modelled in the video. We will be continuing to look at the trigraph ‘air’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, and choose to recap all sounds up to phase 5.  Mrs Gregory – watch the video on class dojo and follow the instructions. We will be looking at the phoneme ‘y’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, and choose to recap all sounds in phase 2.  **Roots Group 1 – Miss Platts**  Our shared story is ‘The Ice Storm’ (this will be uploaded to class dojo and the school website) Todays objective is to blend the sounds that we know to read, including ‘soft c’  We will be reading ‘Winnie in Winter’ by Valerie Thomas and Korky Paul as our STaR story.  You can listen to the story here: <https://www.youtube.com/watch?v=QZNLatGX0ms> Today you will write sentences describing what it is like in winter.  **Roots group 2 – Mrs Gregory**  Our shared story is ‘The Fancy Dress Party’ (this will be uploaded to class dojo and the school website) Read the story to your grown up, talking about what you have read and the events. Your objective today is to blend the sounds that you know to read words, including those ending in ‘-s’  We will be reading ‘Stanley’s Stick’ by Neal Layton as our STAR story. You can listen to the story here: <https://www.youtube.com/watch?v=HfIuIQaOLlY> Today you will write sentences about possible uses for Stanley’s stick.  **11.00 - Assembly – see school website**  **11.15 - Maths – 1 more, 1 less**  We are going to continue looking at finding 1 more than, and 1 less than, a number to 50.  The video you need for today is here: <https://vimeo.com/503098045>  Watch the video and pause it when it asks you to, to answer question 2 on the worksheet you started yesterday. Use 4 different coloured crayons to show the answers for 2a, b, c and d. Remember, you need to colour 1 more or 1 less than the number it asks you ….don’t colour the number in the question! Which way do we go for 1 more? (count on 1) Which way do we go for 1 less? (count back 1)  Continue watching the video and pause it when it asks you to, to answer question 3. Complete the grid by filling in the missing numbers. You will need to look at the information already in the grid to help you work out the numbers to complete it. Such as in the second row of the grid, you have ‘31’ in the ‘1 less than’ column, only. To find the other numbers in that row, we need to use that as our starting point – Which number is 31 1 less than? Do the same for the other rows – 31 is one more than\_\_\_\_?, 47 is one less than \_\_\_? 47 is one more than \_\_\_\_?  Continue watching the video to the end and answer question 4. Work out Whitney’s number – if she counts on one more than her number, and it changes the tens digit from 4 tens, what will it change it to? (if she counts on one more, then it will change to 10’s to 5 ten’s, this makes the number 50) Work out Dexter’s number – what is one more than 45? (46)  Who has the greater number, Whitney or Dexter? (Whitney, because 50 is bigger than 46)  **Extension activity**: 1 more/1 less to 50. Mrs Gregory’s group – 1 more/1 less to 20.  **Afternoon: Geography – Earth and the 7 continents** Look at earth from space using google earth: <https://earth.google.com/web/>  What can you see on earth? What can you identify? (land, sea etc)  Discuss how all the land on earth is divided up in to continents, and there are 7.Watch the video here which describes what a continent is: <https://classroom.thenational.academy/lessons/what-is-a-continent-c9k32d?step=1&activity=video>  What are some of the 7 continents?  Which continent do we live on? (Europe)  Label the map of the world and the 7 continents. |
| Wednesday  **9.15 - Success for All**  **Phonics**  Miss Platts – watch the video on class dojo and complete the activities as modelled in the video. We will be looking at the trigraph ‘are’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, and choose to recap all sounds up to phase 5.  Mrs Gregory – watch the video on class dojo and follow the instructions. We will be looking at the digraph ‘th’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, recapping all phase 2  **Roots Group 1 – Miss Platts**  Our shared story is ‘The Ice Storm’ (this will be uploaded to class dojo and the school website) Todays objective is to re-read for fluency, and to build confidence in word reading.  We will be reading ‘Winnie in Winter’ by Valerie Thomas and Korky Paul as our STaR story.  You can listen to the story here: <https://www.youtube.com/watch?v=QZNLatGX0ms> Today you will write sentences to explain why summer is special.  **Roots group 2 – Mrs Gregory**  Our shared story is ‘The Fancy Dress Party’ (this will be uploaded to class dojo and the school website) Read the story to your grown up, talking about what you have read and the events. Your objective today is to re-read for accuracy and fluency.  We will be reading ‘Stanley’s Stick’ by Neal Layton as our STAR story. You can listen to the story here: <https://www.youtube.com/watch?v=HfIuIQaOLlY> Today you will write sentences about what you can find at the beach.  **11.00 - Assembly – see school website**  **11.15 - Maths –compare objects within 50**  The video you need for today is here: <https://vimeo.com/503099894>  Watch the video, and pause it when it asks you to answer question 1.  **1 a, b)** Record the number of apples and children in the 10’s frames.  **1 c)** How many apples are there? (12) How many children are there? (14) ‘There are fewer \_\_\_\_\_\_ than \_\_\_\_\_\_\_\_\_\_’ What does fewer mean? (less, least, smaller etc) Which has the fewest – apples or children? How do you know? (there are 12 apples and 14 children, so apples has the fewest because 12 is smaller than 14) **There are fewer apples than children.  1d) ‘**All the children can have one apple – is Teddy correct?’ Can all the children have an apple? Why/why not? (Teddy is not correct because there are 14 children and only 12 apples. 12 is smaller than 14, so there isn’t enough apples for everyone to have one)  Continue watching the video until the end, and then answer question 2.  **2a)** Look at the first 10’s frame – how many counters are there? (17) There is the symbol > between the 10 frames, what does > mean? ( > = more than/greater than/bigger than) Do the empty 10’s frames need to have a number that is smaller or bigger than 17? (smaller, because the symbol is showing us that the first number is bigger than the second) How many counters could you put in the empty 10’s frame, how do you know? (any number smaller than 17) Could I put 18 in the empty 10’s frame, why/ why not? (no, because 18 is bigger than 17, not smaller) Could you put 17, why/ why not? (no, 17 cannot be bigger than 17 because they are equal, it would have to have an = sign instead of >)  **2b)** Look at the second 10’s frames – how many counters are there? (19) There is the symbol > between the 10 frames, what does > mean? ( > = more than/greater than/bigger than) Do the empty 10’s frames need to have a number that is smaller or bigger than 19, why? (bigger, because the symbol is showing us that the first number is bigger than the second) How many counters could you put in the empty 10’s frames, how do you know? ( only 20, because that is the only number bigger than 19 that we can record in the 2 frames) Could you put 12 counters, why/ why not? (no, because 12 is not bigger than 19)  **2c)** Look at the first 10’s frames – how many counters are there? (24) It has the symbol < between the frames, what does < mean? ( < = less than/smaller than) Do the empty 10’s frames need to have a number that is smaller or bigger than 24, why? (bigger, because the symbol is showing us that the first number is the smaller number) How many counters could you put in the empty 10’s frames, how do you know? (any number bigger than 24) Could you put 15 in the empty 10’s frames, why/why not? (no, because 15 is smaller than 24)  **2d)** Look at the first 10’s frame – how many counters are there? (6) It has the symbol =, what does = mean? ( = equal to, the same) How many counters do you need put in the empty 10’s frame, why? (6, because the = sign tells us that the other number is equal to the first number, so it has to be the same) Could you put 3 in the empty 10’s frame, why/why not? (no, because 3 is not equal to 6, it is smaller) Could you put 9 in the empty 10’s frame, why/why not? (no because 9 is not equal to 6, it is bigger)  Is there more than one answer we could have for each a, b, c, d? **yes - 2 a, c) –** we can have different for these, because for a) we can choose any number from 16 – 0, for c) we can have any number from 25– 30 **no - 2 b)** we can only choose 20 because it is the only number higher than 19 from 0-20. **no - 2d)** we can only choose 6, because 6 is only equal to itself.  **Afternoon: Science- How can the shape of solid objects be changed?**  In this lesson, we will be learning about solid objects. What does solid mean?  Solid means firm and stable in shape; something that is not a liquid  You will be investigating how you can change the shape of solid objects using items in your home. You will need a piece of paper, a pencil and some household objects which will be explained in the video**.** Watch the video lesson here: <https://classroom.thenational.academy/lessons/how-can-the-shape-of-solid-objects-be-changed-74uk2c?step=2&activity=video>  Afterwards, complete the activity sheet by seeing if the shape of objects can be changed by squashing, bending, twisting and stretching. You could choose to look at a pencil, or a spoon, as these are solid objects too.  Can the shape of the objects you’ve chosen be changed in any way? Can any not be changed at all? |
| Thursday  **9.15am - Success for All**  **Phonics**  Miss Platts – watch the video on class dojo and complete the activities as modelled in the video. We will continue looking at the trigraph ‘are’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, and choose to recap all sounds up to phase 5.  Mrs Gregory – watch the video on class dojo and follow the instructions. We will be looking at the digraph ‘qu’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, recapping all phase 2  **Roots Group 1 – Miss Platts**  Complete the reading comprehension, ‘The Three Little Pigs’. Read through the text, then answer the questions using information from the text.  We will be reading ‘Winnie in Winter’ by Valerie Thomas and Korky Paul as our STaR story.  You can listen to the story here: <https://www.youtube.com/watch?v=QZNLatGX0ms> Today you will write a presentation on which season you would like to change, and how you would change it.  **Roots group 2 – Mrs Gregory**  Complete the reading comprehension, ‘At the Top of the Hill’. Read through the text and answer the accompanying questions, using what you have read to help you.  We will be reading ‘Stanley’s Stick’ by Neal Layton as our STAR story. You can listen to the story here: <https://www.youtube.com/watch?v=HfIuIQaOLlY> Today you will write a diary entry about a visit to the beach, talking about what you did on Monday.  **11.00 – Assembly– see school website**     * 1. **– Maths: compare numbers within 50**   The video you need for today is here: <https://vimeo.com/503102857>  Pause the video when it asks you to, to answer questions 1 and 2.  **1**.Tick the sentences that are true (correct/right). You could use your number square to 50 to help you with this, or use visual objects such as buttons/pencils/lego bricks etc to help you. **a)** 12 is more than 13, true or false? (false, 12 is less than 13) **b)** 33 is less than 41, true or false? (true, so we can tick this one) **c)** 2 tens and 8 ones is equal to twenty eight, true or false? (true, 2 tens = 20, 20+8 ones = 28, so tick this one) **d)** 40 + 8 is more than 30 +9, true or false? (true, because 40 + 8 =48, 30 +9 = 39, and 48 is more than 39, so tick this one **e)** thirty one is less than 3 tens, true or false? (false, because 3 tens = 30, and thirty one is bigger than 30)  **2**. Write the missing phrase: ***greater to, less than, equal to –***discuss which it will be and why when deciding what to write, here are the answers: **a)** 22 is \_\_\_**less than**\_\_\_\_\_ 29 (because 22 is less than 29) **b)** 41 is \_\_\_\_\_**greater than**\_\_\_\_4 tens (4 tens = 40, and 41 is greater than 40) **c)** forty-six is \_\_\_\_**greater than**\_\_\_\_\_ 40 + 3 (40+3 = 43, and 46 is greater than 43) **d)** 40 + 8 is \_\_\_\_\_**equal to**\_\_\_\_\_ one more than 47 (40+8 = 48, 1 more than 47 is 48, so they are equal/the same)  Continue watching the video and pause it when it asks to answer question 3.  **3**. Write < = > in the circle **a)** how many counters are there? (20) Is 24 bigger or smaller than 20? Which sign do we need? (bigger, >) **b)** how many cubes are there? (44, 4 tens and 4 ones) 3 tens and 14 ones is equal to \_\_\_\_, 14 ones…..how many tens and ones are there in 14? (1 ten, 4 ones) So, we have 3 tens, and now another 10, and 4 ones, how many tens and ones is that altogether? (44) Which sign will we need? (=, because both are 44, so they are the same as each other)  Continue watching the video until the end, and then answer question 4. **4.** Complete the table. Write or draw your answers (this means you can either write the number, or draw a representation using towers of 10 and cubes for ones, 10’s frames and counters etc) For this, you can decide which numbers you use to fill in the table, as long as they are correct based on the symbol ( < = >) or what it says (more than, less than, equal to) between the 2 boxes.  **Afternoon: Art** We are going to explore how to make different textures and patterns when painting using household objects and materials. Adding texture to our paintings adds detail and makes them more interesting too look at.  Here are some suggestions for things you could use to experiment with to make different textures:  A range of art materials  You could also use things such as printing with bubble wrap, vegetables, or scrunched up tin foil, or rolling marbles across paper etc.  Try different techniques on paper using paint and different objects/materials to see what affects you can create.  Which worked well? Which did you like best? |
| Friday  **Success for All**  **Phonics**  Miss Platts – watch the power point and complete the activities as modelled in the video. We will be looking at the trigraph ’ear’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, and choose to recap all sounds up to phase 5.  Mrs Gregory – watch the powerpoint and follow the instructions. We will be looking at the digraph ‘ng’. After the session you can practise them again on [www.phonicsplay.co.uk](about:blank) - choose a game to play such as ‘trash or treasure’, recapping all phase 2  **Roots Group 1 – Miss Platts**  Read your colour banded reading book, or choose a favourite book at home to read .  We will be reading ‘Winnie in Winter’ by Valerie Thomas and Korky Paul as our STaR story.  You can listen to the story here: <https://www.youtube.com/watch?v=QZNLatGX0ms> Today you will write a presentation on which season you wouldn’t like to change, and why.  **Roots group 2 – Mrs Gregory**  Read your colour banded reading book from school, or choose a favourite book you have at home to read.  We will be reading ‘Stanley’s Stick’ by Neal Layton as our STAR story. You can listen to the story here: <https://www.youtube.com/watch?v=HfIuIQaOLlY> Today you will write a diary entry about a visit to the beach, talking about what you did on a different day.  **11.00 – Assembly – see school website**  **11.15 – Maths: order numbers within 50**   The video you need for today is here: <https://vimeo.com/503093819>  Watch the video until it asks you to stop and answer question 1.  **1a)** What are the numbers? (19, 20, 11) Write the numbers in order from smallest to greatest: Which number is the smallest? (11) Which number is the greatest? (20) How will we write them in order from smallest to biggest? (11, 19, 20)  **1b)** What are the numbers? (30, 12, 22) Write the numbers in order from smallest to greatest: Which number is the smallest? (12) Which number is the greatest? (30) How will we write them in order from smallest to biggest? (12, 22, 30)  Continue watching the video until the end, and then answer questions 2, 3 and 4.  **2a)** Put the numbers in order, starting with the smallest:  which is the smallest number? (31) Which will come next? (32) Which is the greatest? (36)  **2b)** Put the numbers in order, starting with the smallest:  which is the smallest number? (29) Which will come next? (39) Which is the greatest? (49)  **3**. Put the numbers in order, starting with the greatest:  What does ‘greatest’ mean? (biggest) which is greatest number? (41) Which will come next? (28) Which is the smallest? (17)  **4**. Complete the number sentence: 2 tens and 3 ones < \_\_\_?????\_\_\_ < forty-one We need to find a number than we can write in the middle of the two numbers we have that is correct when looking at the < signs. We will break the number sentence down in to 2 parts to make it easier, 2tens and 3 ones < \_\_\_????\_\_\_ and \_\_\_????\_\_\_\_ < forty-one How much does 2 tens and 3 ones equal? (23) What does 23 < \_\_\_??????\_\_\_ mean? (23 is smaller/less than the next number, because the < sign tells us the first number is smaller) Will the next number be bigger or smaller than 23? (the number in the middle is bigger than 23) The next part of the number sentence is \_\_??????\_\_< forty one.  What does the < sign tell us about the missing number and forty one? (the missing number is smaller than 41) This means the middle number has to be something that is bigger than 23, but smaller than 41.  Can you think of a number than is bigger than 23, but smaller than 41 to write to complete the number sentence? Could I write 45? (no, because 45 is not smaller than 41) Could I write 17? (no, because 17 is not bigger than 23) Is the more than one answer? (yes, because you can choose any number from 24 – 40 to make the number sentence correct)  .   |  | | --- | | **Afternoon: PSHE : What effect does exercise have on our body?** | | Today we are going to think about what happens to our bodies when we exercise  What does exercise mean? What is it?  Exercise is any physical activity we do to keep fit – running, jogging, walking, dancing, swimming, football, boxing etc. Is sitting still or sleeping exercise? (no)  We’re going to explore the physical effects exercise has on us when we exercise, to do this you will need a timer (you can use the timer on your phone, or just use a clock). We are going to do exercise for different amounts of time, first for a minute, then 3 minutes, then 5 minutes, and see what happens to our body. First of all I want you to have a go at doing star jumps for 1 minute – time yourself and try and do it for as much of the minute as you can.  How do you feel? What’s happening to your heart and your breathing, has it got faster? Do you feel hot or cold? Do you feel thirsty? Now I want you to jog for 3 minutes- you could do this around your garden if it is nice outside, or inside if the weather is bad. Try and keep going for as long as you can.  How do you feel now? What’s happening to your heart and your breathing, has it got faster? Do you feel hot or cold? Do you feel thirsty? Is your face red? Do you feel more out a breath now, or when you did star jumps for 1 minute? If you need a little rest, have one before starting the next part.  Now run for 5 minutes. Again, try and keep going for as long as you can.  How do you feel now? What’s happening to your heart and your breathing? Do you feel hot or cold? Do you feel thirsty? Is your face red?  Which exercise made you feel the most out of breath? Why do you think exercise makes our heart beat faster?  This video shows us about the heart, and why it beats harder and faster when we exercise:  <https://www.youtube.com/watch?v=tF9-jLZNM10>  Complete the activity sheet that looks at what happens to us when we exercise. Tick the correct picture and statement that is true for the effects of exercise on our body. Think about what happened to your body when you exercised: | |  | |  | |