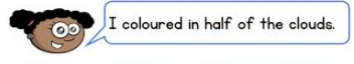
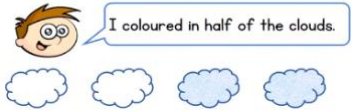




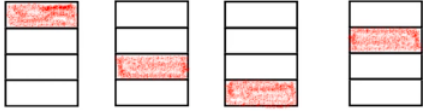

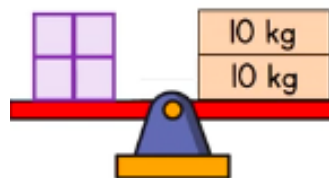





Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> oo ew u-e</p> <p>oo – poo at the zoo</p> <p>ew – chew the stew</p> <p>u-e – huge brute</p> <p>Remember to use your yellow speed sounds book.</p> <p><b>Words to learn this week:</b></p> <p>tooth</p> <p>food</p> <p>chew</p> <p>grew</p> <p>include</p> <p>huge</p> <p>was</p> <p>the</p> <p>Can you find any other words that use these sounds and add them to your list?</p>	<p><b>Objective:</b> To listen to an information text.</p> <p>Link to lesson video and activities: <a href="https://www.thenational.academy/year-1/english/terrifying-t-rex-year-1-wk5-1#slide-2">https://www.thenational.academy/year-1/english/terrifying-t-rex-year-1-wk5-1#slide-2</a></p> <p>An information text give us more knowledge/information about a certain thing. This week we will focus on an information text about a T-Rex. Focus words/vocabulary: <b>Tyrannosaurus Rex or T-Rex dinosaur</b> <b>appearance</b> – what something looks like <b>habitat</b> – where something lives <b>diet</b> – what something eats <b>skull</b> – bone inside head <b>carnivore</b> – animals that only eat meat/other animals <b>forest</b> – collection of trees <b>swamp</b> – area with lots of water that is boggy <b>prey</b> – the animal eaten by another animal</p> <p>Share the information text – provided at the end of this planning. Can you answer these questions? 1. What does the word appearance mean? 2. What does the word habitat mean? 3. What does the word diet mean?</p>	<p><b>Objective:</b> To find a half (2)</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-2,lesson-1-Find-a-half-(2)">https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-2,lesson-1-Find-a-half-(2)</a></p> <p>This session build on the one before half term ‘Find a half’ using pictures and objects to find one half.</p> <p><b>Reasoning and problem solving:</b></p> <p>Whitney </p> <p>Teddy </p> <p>What is the same? What is different? Who is correct? How do you know? Discuss.</p> <p> If <b>this is half of the buttons</b>, how many are there altogether? How could you work this out? What is the question asking? What do you know? Could you use the sentence below to help you work this out? Remember, start with what you do know to work out what you don’t know.</p> <p>Half of ____ is ____.</p> <p>Grown-ups – please pose other examples like the ones shown here to develop your child’s problem solving and reasoning skills.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle</p> <p>Complete Monday 1<sup>st</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>How might a dinosaur move? Can you stomp like a Triceratops, glide like a Pterodactyl or roar like a Tyrannosaurus? Ask someone to shout out fast, slow or stop. Can you: go slower / faster / stop and always listen carefully? How else could you move like a dinosaur?</p> <p>Can you find pictures of different dinosaurs online or in a book and pose like them? Ask someone in your house to guess which dinosaur you are.</p>	<p><b>Objective:</b> To use shapes to draw.</p> <p>Can you follow this drawing tutorial to create your own dinosaur? <a href="https://www.youtube.com/watch?v=EZ2h6W4YVz0">https://www.youtube.com/watch?v=EZ2h6W4YVz0</a></p> <p>Alternatively, can you draw your own dinosaur using your imagination? Perhaps imagine you have just discovered a brand-new dinosaur – what would it look like?</p> <p>You could use any resources you have to create this – so get as creative as you feel!</p>

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> oo ew u-e</p> <p>Can you spot the 'oo' sound in these words. Sound them out and then blend the words: food, grew, rude, chew, tooth, include</p> <p>Recap sounds from previous weeks: ay, igh, ow, ee – read these words: meat, survive, read</p> <p><b>Spellings:</b> Focus: huge – emphasise the 'g' saying 'j' in this word as well as the split digraph. Read it, cover it and write it three times.</p>	<p><b>Objective:</b> To commit an information text to memory.</p> <p>Use this link to complete today's lesson: <a href="https://www.thenational.academy/year-1/english/to-commit-an-information-text-to-memory-year-1-wk5-2#slide-2">https://www.thenational.academy/year-1/english/to-commit-an-information-text-to-memory-year-1-wk5-2#slide-2</a></p> <p>Recap the focus words highlighted in yesterday's plan then share the information text again too. Picture mapping an information text. At the top of the page write the title: Terrifying T-Rex Next divide your page into 5 sections to represent each section of the information text (Introduction, three paragraphs and the conclusion/closing question) Next look at the opening question sentence and draw pictures to represent it. <b>Do you want to learn about dinosaurs?</b> E.g. brain (knowledge) dinosaur, question mark. Continue this for each sentence in the introduction before moving onto the next sections of your page using subheadings for each: 'Appearance', 'Habitat', 'Diet'. Subheadings help us to organise information. The final section of the picture map is for the conclusion. Just like the introduction, this does not need a subheading. Can you 'read' your information text map?</p>	<p><b>Objective:</b> To find a quarter (!)</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer Term - Week 2, lesson 2 – Find a quarter (1)">https://whiterosemaths.com/homelearning/year-1/Summer Term - Week 2, lesson 2 – Find a quarter (1)</a></p> <p>What is a quarter? One of 4 equal pieces. e.g. cookie/pizza using two cuts to make four equal pieces. Important to note that not all shapes can be cut into quarters this way. We can cut into 4 pieces but they are not all <b>equal</b>.</p>   <p>Draw 3 circles (use a coin or object to draw around to make it accurate) Show half on circle 2 and a quarter on circle 3.</p>  <p>What is the same? What is different? Can you do this again for a rectangle? Now look at these rectangles:</p>  <p>What is the same? What is different? Can you make shapes using dough and find different ways of cutting them into halves, then quarters? Try to think of a quarter as 'half of a half'.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Tuesday 2<sup>nd</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, try <b>'Transport Tuesday'</b></p> <p>Can you stay active for at least 30 minutes using;</p> <p>a scooter a bike a pogo stick a skateboard</p> <p>Remember to be careful and stay safe, always and stay in your garden or with an adult if you are outside your home.</p> <p>Can you learn any new tricks?</p>	<p><b>Objective:</b> To be able to identify and classify</p> <p>We found out yesterday that T-Rex was a carnivore – this means they only ate meat.</p> <p>Some animals, including humans eat meat and plants, these are known as omnivores.</p> <p>Some animals only eat plants, these are known as herbivores.</p> <p>Can you find out about some of your favourite animals or research other dinosaurs and group them according to their diet (the food they eat)?</p> <p>You can choose how to record this. This link can help you find out more: <a href="https://www.bbc.co.uk/bitesize/topics/z6882/hv/articles/z96vb9q">https://www.bbc.co.uk/bitesize/topics/z6882/hv/articles/z96vb9q</a></p>

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound: oo ew u-e</b></p> <p>Read the words, underline the 'oo' sounds: root, few, rule, zoom, threw</p> <p>Recap previous sounds. Read the sentence below and spot all of the 'ee' and 'igh' sounds used. <i>The tree was so high that he could see the sweet factory.</i></p> <p>Can you read this sentence fluently, with no sounding out before you move on?</p> <p><b>Spelling: include</b> – clap the syllables inc/lude sound out and then write three times. <b>was</b> – highlight the 'a' as 'o' and 's' as 'z'. Write it three times.</p>	<p><b>Objective:</b> To be able to write regular verbs in the past tense.</p> <p>Use this link to complete today's lesson <a href="https://www.thenational.academy/year-1/english/to-understand-how-to-use-the-past-tense-year-1-wk5-3#slide-2">https://www.thenational.academy/year-1/english/to-understand-how-to-use-the-past-tense-year-1-wk5-3#slide-2</a></p> <p>The past tense tells us that something happened in the past. Recap: Noun – person, place or thing Adjective – describes a noun Today's focus on verbs – action/doing words e.g. walk, talk, throw, play, hunt To change regular verbs into the past tense we add 'ed' to the end of the word. e.g. kick (present tense) kicked (past tense), hunt - hunted. If the verb ends in 'e' just add 'd'. e.g. save (present tense), saved (past tense), live – lived. Identify the verbs in the sentences and change them to past tense: I <b>walk</b> to the park. - I <b>walked</b> to the park. I <b>hunt</b> for a beetle. - I <b>hunted</b> for a beetle. I <b>live</b> in Belfast. I <b>lived</b> in Belfast. Change these verbs into past tense verbs: 1 - walk 2 - live 3 - kick 4 - save 5 - want 6 – wish Change these sentences into past tense sentences: 1 – I hunt for bugs. 2 – I live in London. 3 – I smile at the dog. 4 – I play with a ball.</p>	<p><b>Objective:</b> To find a quarter (2)</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-2,lesson-3-find-a-quarter(2)">https://whiterosemaths.com/homelearning/year-1/Summer-Term-Week-2,lesson-3-find-a-quarter(2)</a></p> <p>Yesterday's focus was on finding a quarter of a shape or an object. 4 equal pieces. Today we are focusing on finding a quarter of an amount by sharing a number of objects into 4 equal groups.</p> <p>Start by finding one half of the amount. e.g. half of 8 is 4. Then to find one quarter, half the halves.</p> <p>One quarter of 8 is 2. Using objects and this method find one quarter of: 12, 20, 24, remember if you set your objects into neat rows/column it can help you see the halves and quarters too.</p> <p>Reasoning and Problem Solving: If this is a quarter, what is the whole?  You can use a picture like this or 2 objects. Start with what you do know to work out what you don't know. Talk about it and talk through your working out. e.g. if one quarter is 2, one half must be _____. And if one half is _____, then the whole must be _____. Repeat for other examples.</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Wednesday 3<sup>rd</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, in a safe outdoor space can you practice your throwing and catching skills?</p> <p>Try using different size balls (football, basketball, tennis ball, ball pit ball, beach ball, bouncy ball – anything you have!)</p> <p>Can you throw your ball up and catch in two hands? Now try catching in one hand.</p> <p>Can you throw and clap your hands before catching the ball? Can you clap more than once?</p> <p>Get creative – can you throw, sit down and stand up before catching? Have fun!</p>	<p><b>Objective:</b> To find out about hibernation.</p> <p>Follow this link to a lesson all about hibernation. <a href="https://www.thenational.academy/online-classroom/year-1/foundation#subjects">https://www.thenational.academy/online-classroom/year-1/foundation#subjects</a></p> <p>Can you do some research of your own to find out about animals that hibernate in the UK?</p> <p>What makes these animals similar? What makes them different?</p> <p>Think back to the dinosaur you designed on Monday. Do you think your dinosaur would need to hibernate? Why or why not?</p>

Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p><b>Different ways of spelling the same sound:</b> oo ew u-e</p> <p>Can you read these sentences and spot all the different 'oo' sound spellings? He was rude so he threw his food. Sam used her new ruler in the classroom.</p> <p><b>Spellings</b> – focus on 'the' – the 'u' sound made with 'e'. Write it three times.</p> <p>Cover the list from this week and see how many you can spell correctly. Can you write each word three times?</p>	<p><b>Objective:</b> To begin to write an information text</p> <p>Use this link to complete today's lesson: <a href="https://www.thenational.academy/year-1/english/to-start-to-write-our-information-text-year-1-wk5-4#slide-2">https://www.thenational.academy/year-1/english/to-start-to-write-our-information-text-year-1-wk5-4#slide-2</a></p> <p>Recap the key vocabulary for this week (listed in lesson 1) Make sure these are available to use as a word bank during this lesson.</p> <p>Write the title (remember T-Rex is a name and needs capital letters throughout the text)</p> <p>Using your information text picture map from Tuesday, begin to write your own version of this information text. Aim to complete the introduction and 'Appearance' section today.</p> <p>You must remember:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Small spaces between words</li> <li>Full stops, question marks or exclamation marks to show the end of sentences</li> <li><b>All verbs in past tense</b> (this week's focus)</li> <li>'was' not 'is' – past tense</li> <li>Subheadings for each section</li> <li>Leave a line between paragraphs/sections on the page.</li> </ul> <p>Take your time and remember to: <b>THINK - SAY - WRITE - CHECK</b> Do this for each sentence as you go to be the best you can be!</p>	<p><b>Objective:</b> To be able to problem solve</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/Summer Term - Week 2, lesson 4 – Problem Solving">https://whiterosemaths.com/homelearning/year-1/Summer Term - Week 2, lesson 4 – Problem Solving</a></p> <p>This session allows children to apply what they have learned about finding a quarter into a practical context. It is important to encourage children to make links to prior learning and transfer skills and understanding. This will may be challenging!</p> <p>Look at this picture. What do you notice? What could you find out?</p> <p>Each small block has the same mass. What is the mass of one of the small blocks?</p> <p>What do we know? <math>10 + 10 = 20</math></p> <p>So, 20 kg is the same as 4 small blocks. 20 divided by 4, or 20 shared equally into quarters. (You could use small objects to help you count, share/group.) Can you work out the mass of each small block?</p> <p>Now try this one: Each sphere has the same mass. What is the mass of one sphere?</p>	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Thursday 4<sup>th</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, using a skipping rope or hula hoop, can you improve your skipping / hoop skills?</p> <p>We will all be starting from different skill levels here! Leila tried to teach me how to hula hoop in school last week! I'm still not great, but I'm definitely better than I was!</p> <p>This is not a competition with others, only yourself. And as Leila said to me last week – "Keep trying, don't give up. You have to be resilient!"</p>	<p><b>Objective:</b> To keep a food diary</p> <p>This week we have looked at different animals and their diets. Today we are going to think about our own diets. Are you an omnivore or a herbivore? What is your favourite meal?</p> <p>Can you keep a food diary for at least one day, record all your meals, including drinks and snacks. What influenced your choices? This could be dependent on what was available, who was cooking and also the weather! We have been really lucky with hot weather recently. Would your food/snack choices have been different if the weather was really cold instead?</p>

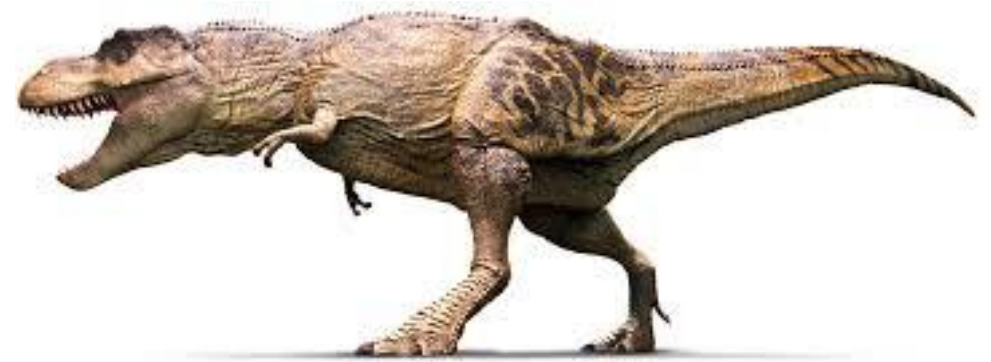


Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound – oo ew u-e</p> <p>Can you write the three different ways of spelling 'oo' we have been learning this week?</p> <p>Spelling quiz/check. Write each of the words your grown up tells you from the list we have been learning.</p> <p>Think carefully about which spelling of the 'oo' sound you need.</p> <p>You may want to write these words in sentences or phrases too.</p>	<p><b>Objective:</b> To continue to write an information text, edit and improve</p> <p>Use this link to complete today's lesson: <a href="https://www.thenational.academy/year-1/english/to-continue-to-write-out-information-text-year-1-wk5-5#slide-2">https://www.thenational.academy/year-1/english/to-continue-to-write-out-information-text-year-1-wk5-5#slide-2</a></p> <p>Read your writing from yesterday's session before you continue to write today. Finish the information text. Look back at yesterday's plan to see the tips on how to be successful.</p> <p>When you have completed your information text use a different coloured pencil to check and edit your work. Read each sentence carefully and give yourself a tick if you have used capital letters correctly. If you have missed any add them in now.</p> <p>Give yourself a tick if you used a full stop or question mark at the end of sentence. If any are missing, add them in now.</p> <p>Give yourself a tick if you used subheading 'Appearance' 'Habitat' and 'Diet'. If you missed any, add them now. Give yourself a tick if you remembered to write in the past tense. If you spot anything else you would like to change, edit or improve, such as spelling or missing words, do that now.</p> <p>Remember, all writers have to do this to make their work the best it possibly can be, Edit and improve is an important step in the writing process.</p>	<p><b>Objective:</b> To be able to reason and problem solve applying maths skills.</p> <p>Link to lesson video and activities: <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> Summer Term - Week 2, lesson 5 – Friday Maths Challenge</p> <p>These challenges may be tricky, but discuss them with your grown up. What do you know? How can you use what you do know to find out what you don't know?</p> <p><b>Remember:</b> Start with what you do know to work out what you don't know. Mistakes are proof that you are trying. When we make mistakes, our brains grow!</p> <p><b>Challenge 1 :</b> This is half of Lee's strawberries. How many strawberries does Lee have?</p>  <p>This is half of Lee's shape. What could the whole shape look like? Is there more than one possibility?</p>  <p><b>Challenge 2:</b> Tim buys a lolly and a chew. The lolly costs 12p more than the chew. The total cost of the two items is 82p. How much does the lolly cost?</p> 	<p><b>Objective:</b> To be active as part of a healthy lifestyle.</p> <p>Complete Friday 5<sup>th</sup> Joe Wicks work out here: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Alternatively, hop around your garden or an outdoor space like a bunny. Can you think of any other animals you could move like? How might they move in the wild?</p> <p>Can you think of animals that move close to the ground or high in the air?</p> <p>How might tiny insects move or enormous elephants?</p> <p>See if someone can guess what animal you are pretending to be based on how you are moving.</p>	<p><b>Objective:</b> To relax and find calm</p> <p>In order to be happy and healthy we need to look after ourselves both physically and mentally.</p> <p>Today I would love for you to take some time to be kind to yourself and nurture your mental health. We all have different ways of doing this – for example I love listening to calming music, meditation, reading a book or walking in the countryside with my dogs.</p> <p>Think about what calm, non-screen, activities you enjoy doing, this might be drawing or colouring in, meditating, yoga or other mindfulness activities and do your best to allow yourself at least 30 minutes of this.</p> <p>That includes grown-ups too!</p>

## Terrifying T-Rex

### **Do you want to learn about dinosaurs?**

Dinosaurs lived a long time ago. The Tyrannosaurus-Rex or T-Rex for short, was the king of the dinosaurs. Read on to learn more about its appearance, habitat and diet.



### **Appearance**

The T-Rex was the largest dinosaur. It grew to be taller than a double decker bus. Its skull was as big as a child.

### **Habitat**

The T-Rex needed water to survive. It lived in forests near rivers or swamps by the sea. It hunted for prey that lived in the forests.



### **Diet**

The T-Rex was huge. It needed lots of food to survive. It was a carnivore. That means that it only ate meat. The T-Rex could eat ten adults or fifteen children a day!



*Now you know lots more about the T-Rex, which dinosaur will you learn about next?*