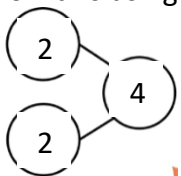


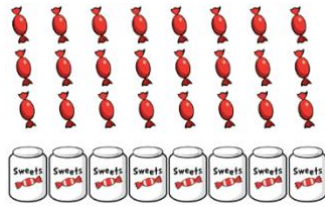
Week Beginning 18th May 2020

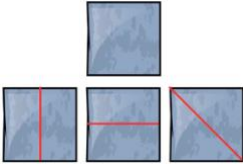

Monday 18th May 2020

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p><i>Different ways of spelling the same sound:</i> ee - ea - y</p> <p>ee – What can you see? ea – cup of tea y – happy (Can you make an action for this?)</p> <p>Remember to use your yellow speed sounds book.</p> <p><i>Words to learn this week:</i> street sweet tea treat worry mummy all one</p> <p>Can you find any other words that use these sounds and add them to your list?</p>	<p>Objective: To listen to a story.</p> <p>Link to lesson video and activities: https://www.thenational.academy/year-1/english/the-tiger-who-came-to-tea-year-1-wk4-1#slide-2</p> <p>Look at the front over of the book (image attached below) and make some predictions. Who might the characters be? What do you think the tiger does? Do you think the tiger was meant to come to tea?</p> <p>Key words for this text: Sophie, Mummy, Daddy, tiger, tea, sandwich, kitchen, fridge, water, café</p> <p>Listen to your grown up tell the story of 'The Tiger Who Came to Tea'. If you do not have the book, I have provided the text at the end of this week's plans.</p> <p>Questions to answer: Who are the main characters in the story? What does the tiger eat? - How many can you remember? Do you think the tiger is friendly? Why or why not?</p>	<p>Objective: To be able to find and make doubles.</p> <p>Link to lesson video and activities: https://whiterosemaths.com/homelearning/year-1/ Make sure to scroll to the correct lesson – Summer Term - Week 1, lesson 1 - Make doubles</p> <p>Doubling just means adding the same amount again. e.g. If I have 2 apples, to double it I need another 2 apples. Double 2 is 4.</p> <p>We can show this is different ways:</p> <p>Make it – using apples (or any objects) Draw it – draw 2 apples and another 2 apples Represent it – show this using a part whole model</p>  <p>Write it – Double 2 is 4.</p> <p>Repeat this for the numbers: 5, 8, 4, 1, 3, 6, 7, 9 and 10.</p>	<p>Objective: To be active as part of a healthy lifestyle</p> <p>Complete Monday 18th Joe Wicks work out here: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Alternatively, turn on the radio or pop a CD on and dance!</p> <p>Can you make your body move in time the music?</p> <p>Can you come up with some repetitive movements to use each time the chorus plays in the song?</p> <p>Can you teach your dance to someone else in your family?</p> <p>Make sure you are moving enough to raise your heart rate and wake your body up!</p> <p>Have fun!</p>	<p>Objective: To draw a tiger.</p> <p>Tomorrow you will need to be able to draw a tiger in your story map.</p> <p>Can you practice drawing a simple tiger so that you can do it quickly in your own story map and know exactly what it is?</p> <p>Next, can you draw a really detailed picture of a tiger? You may want to have a look at some pictures in books or online with your grown up first.</p> <p>Remember – only use the internet with an adult's permission and if you see something you were not expecting or that makes you uncomfortable – ZIP it, BLOCK it, FLAG it.</p>


Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound: ee ea y</p> <p>Reading words with our focus sounds. Sound out and blend.</p> <p>Read these words and underline all the different 'ee' sounds. see, eat, happy, silly, tea, street,</p> <p>Recap sounds from previous weeks: ay, igh and ow</p> <p>Read these words: site, rate, snow</p> <p>Spellings: Focus: mummy note that the 'm' is double 'mm' and the 'ee' sound is 'y'. Hide the word and write it three times.</p>	<p>Objective: To commit a story to memory. (Draw pictures to help us remember the story)</p> <p>Use this link to complete today's lesson: https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk4-2#slide-2</p> <p>Recap the story 'The Tiger Who Came to Tea'. Use the text provided if you do not have the book at home. Grown ups – pause in places to see if your child can fill some of the gaps. Encourage them to say what happens next before you read it. On a blank piece of paper draw your own story map. Make sure to include each of the events in the story. 1. table, Sophie, Mummy, cup of tea, cake 2. door, knock!(note the spelling of this) 3. door, big stripy tiger, hungry 4. sweet cake, sandwich, cup of tea 5. in the kitchen, fridge, tins, cupboard 6. thirsty – tap, water 7. waves, leaves, Mummy, big mess 8. bath time, no water, sad Sophie 9. Daddy home, café, sausages, chips, ice-cream Use your story map to retell the story to someone in your house. Did you remember all of the main details? Do you need to add any extra clues to your story map? You can do this now.</p>	<p>Objective: To be able to make equal groups.</p> <p>Link to lesson video and activities: https://whiterosemaths.com/homelearning/year-1/ Make sure to scroll to the correct lesson – Summer Term - Week 1, lesson 2 - Make equal groups (Grouping)</p> <p>You will need objects such as small toys (the same), Lego, dried pasta – anything small you have plenty of! Count out 12 <i>objects</i>. Can you put these <i>objects</i> into groups of 4? How many groups have you made? Summarise the learning using these sentences: There are 12 objects. There are 3 groups with 4 objects in each group. Grouping is easier if you make rows and columns – just like the arrays we looked at last week. Using the array can you say how many groups of 3 there are? Using the same arrangement of objects, how many groups of 6 are there? Repeat for: 15 objects – making equal groups of 3. Then making equal groups of 5 20 objects – how many equal groups of 5 / 4 / 10 can you make? 30 objects – how many equal groups of 2 / 5 / 10 can you make? Remember to summarise the learning using the sentences above.</p>	<p>Objective: To be active as part of a healthy lifestyle.</p> <p>Complete Tuesday 19th Joe Wicks work out here: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Alternatively, try 'Transport Tuesday'</p> <p>Can you stay active for at least 30 minutes using; 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>Objective: To use reclaimed/recycled materials</p> <p>Jane Perkins is a British artist who uses recycled materials to make portraits. You can learn more about her here: https://www.thenational.academy/year-1/foundation/to-make-a-self-portrait-using-natural-or-recycled-materials-year-1-wk3-5#slide-2</p> <p>Can you collect items from your house that would usually end up in the recycling bin to create self-portrait?</p> <p>Think about the colours, shapes and textures you will need.</p> <p>Can you cut, rip, tear the materials to help reach the desired effect?</p> <p>I would love to see them, so feel free to end me photographs.</p>

Wednesday 20th May 2020

Phonics / Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound: ee, ea, y</p> <p>Read these words, can you underline the different 'ee' sounds?</p> <p>bleed, cheat, cheeky, tea, Daddy</p> <p>Recap previous sounds.</p> <p>Can you read and spot the ow, igh, ay, i-e sounds in the sentence?</p> <p><i>The snow fell on the high hill, while the children played.</i></p> <p>Make sure you can read this sentence fluently, with no sounding out before you move on.</p> <p>Spelling focus: worry – notice the 'o' says 'u', the double rr and the y for 'ee'. all – a for 'or', double 'll'.</p>	<p>Objective: To understand how to identify and write questions.</p> <p>Use this link to complete today's lesson: https://www.thenational.academy/year-1/english/to-understand-how-to-identify-and-write-questions-year-1-wk4-3#slide-2</p> <p>What is a question? - A question is a sentence that needs an answer. e.g. What is your name? or Do you have a dog?</p> <p>A question ends in a question mark.</p> <p>Practice drawing a question mark, make sure it faces the correct way.</p> <p>Activity: . or ?</p> <p>Read the sentences and decide if they are questions or not. Write them out and include a question mark if they are a question and a full stop if not.</p> <ol style="list-style-type: none"> 1. Do you like cheese 2. I am six 3. Do you want a cake 4. How old are you 5. My name is Sam 6. What is the date 7. Who are you 8. I am very big 9. Do you want a sweet 10. I like maths <p>Remember if you can give an answer, it is a question and needs a question mark.</p> <p>Can you write two questions that Sophie asks the tiger in our story?</p>	<p>Objective: To be able to make equal groups by sharing.</p> <p>Link to lesson video and activities: https://whiterosemaths.com/homelearning/year-1/</p> <p>Make sure to scroll to the correct lesson – Summer Term - Week 1, lesson 3 - Make equal groups (sharing)</p> <p>Building on from yesterday's session, making equal groups. Focus today is sharing.</p> <p>You will need the small objects and containers or bowls.</p> <p>Can you share 6 objects between 3 containers? How many in each?</p> <p>Can you share 24 objects between 3 containers? How many in each?</p> <p>Can you share 24 objects between 8 containers? How many in each?</p> <p>Use the sentence below to summarise what you find out:</p> <p>___ shared equally between ___ is ___.</p> <p>Remember, if you arrange the objects into arrays (columns/rows) it might help you.</p>  <p>Repeat for 20 / 30 objects shared between 2 / 5 / 10 containers.</p>	<p>Objective: To be active as part of a healthy lifestyle.</p> <p>Complete Wednesday 20th Joe Wicks work out here: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Alternatively, using the 'What's your name?' image at the end of this document, spell the name of the person or people you most want to hug when you finally get to see them again and complete the activities listed for each letter.</p> <p>Mine would be my baby twin nephews Arthur and James. It will help me get very fit if I complete all the activities for their both names!</p> <p>Take care to make sure you are in a safe space first!</p>	<p>Objective: To think about the seasons.</p> <p>As we enter into the season of summer can you think about how the world around us changes depending in the season we are in?</p> <p>Close your eyes and imagine what your garden/street/local parkland looks like in Spring / Summer / Autumn / Winter.</p> <p>Can you imagine all the different colours?</p> <p>Can you draw / paint / make / describe in writing what a deciduous tree might look like in each season?</p> <p>I look forward to seeing what you might come up with.</p> <p>You may want to use this online lesson too: https://www.thenational.academy/year-1/foundation/how-do-trees-change-across-the-seasons-year-1-wk3-3#slide-1</p>

Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound: ee, ea, y</p> <p>Can you read these sentences and spot all the different 'ee' sound spellings? He eats sweets with his teeth. Billy eats meat in the street.</p> <p>Spellings – focus on the word 'one'. Try saying "1 'O' 1 'N' 1 'E'. Using letter names rather than sounds. Write the words 3 times. Cover the list from this week and see how many you can spell correctly. Can you write each word three times?</p>	<p>Objective: To begin to write a story.</p> <p>Use this link to complete today's lesson: https://www.thenational.academy/year-1/english/to-start-to-write-our-story-year-1-wk4-4#slide-2</p>	<p>Objective: To be able to find a half.</p> <p>Link to lesson video and activities: https://whiterosemaths.com/homelearning/year-1/ Make sure to scroll to the correct lesson – Summer Term - Week 1, lesson 4 – Find a half (1)</p>	<p>Objective: To be active as part of a healthy lifestyle.</p> <p>Complete Thursday 21st Joe Wicks work out here: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>Objective: To play and compose music</p> <p>If you have some 'toy' instruments hiding at the bottom of the toy box, get them out or, can you junk model a new instrument? Is it a stringed instrument? Do you have to blow into it? Do you hit it?</p>
	<p>Write the title 'The Tiger who came to Tea' Using your story map from Tuesday, begin to write your own version of this story. Aim to complete at least half of the story today.</p> <p>You must remember:</p> <ul style="list-style-type: none"> • Capital letters to start sentences • Capital letters for proper nouns (last week's focus!) • Small spaces between words • All sounds in words • All words in sentences • Full stops, question marks (this week's focus) or exclamation marks to show the end of sentences <p>Take your time and remember to: THINK your sentence – use your story map pictures to help, SAY your sentence – out loud a couple of times to help you remember it, WRITE your sentence – one word, one sound at a time! CHECK your sentence – does it make sense? Have you used all of the words you intended to? Do this for each sentence as you go to be the best you can be!</p>	<p>The aim is to understand that to find half we must make 2 equal groups/pieces. To be a half each half must be exactly the same.</p> <p>Draw a square and find different ways of cutting in in half.</p>  <p>Perhaps you could make a sandwich and cut it in half. If one side is bigger than the other, is it in half or just 2 pieces? If you have playdough can you make shapes and cut them in half? Can you draw different shapes and cut them in half? Try circles, triangles, rectangles. If you are given half of a shape can you draw or names the whole shape? E.g.</p> 	<p>Alternatively, Make yourself an obstacle course around your house or garden (check with your grown up first!)</p> <p>Can you find things to: jump over - crawl under walk along - balance on</p> <p>Can you include a range of movements: jump – skip – hop – bunny hop – side step – log roll, egg roll, teddy roll</p> <p>Can you include a range of directions: forwards – backwards - zig zag</p> <p>Can you include a range of levels: low to the ground – crouched – standing - tip toes</p>	<p>Can you make up your own tunes or rhythms?</p> <p>Remember to be respectful of others too – pick a time that is not going to disturb other people working in your house. If it is a nice day perhaps you can do this one outdoors.</p> <p>Alternatively, if you have an iPad you may want to give the GarageBand app a try!</p>

Friday 22nd May 2020

Phonics/Spelling	Reading / Writing	Maths	Physical	Foundation
<p>Different ways of spelling the same sound – ee, ea, y</p> <p>Can you write the three different ways of spelling ‘ee’ 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 “ sound you need.</p> <p>You may want to write these words in sentences or phrases too.</p>	<p>Objective: To write a story, edit and improve</p> <p>Use this link to complete today’s lesson: https://www.thenational.academy/year-1/english/to-write-the-end-of-our-story-year-1-wk4-5#slide-2</p> <p>Read what you began writing in yesterday’s session before you continue to write today. Finish the story. Please look back at the plan for yesterday’s session to see the tips on how to be successful.</p> <p>When you have completed your story using your story map to help. Get yourself a different coloured pen or pencil to check and edit your work.</p> <p>Read each sentence carefully and give yourself a tick if you have used a capital letter to start sentences AND for names. If you have missed any add them in now.</p> <p>Give yourself a tick if you remembered to use a full stop at the end of each sentence, or question mark at the end of each question sentence. Again, if any are missing add them in now.</p> <p>If you spot anything else you would like to change, edit your 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>Objective: To be able to reason and problem solve applying maths skills.</p> <p>Link to lesson video and activities: https://whiterosemaths.com/homelearning/year-1/ Make sure to scroll to the correct lesson – Summer Term - Week 1, 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>Remember: 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>Challenge 1 - Can you work out the value of each shape?</p> $\star + \star = 20$ $\heartsuit - \star = 7$ $\heartsuit - \heartsuit = \blacktriangle$ <p>Challenge 2 - Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils. He has no money left. How much does a pencil cost?</p> 	<p>Objective: To be active as part of a healthy lifestyle.</p> <p>Complete Friday 22nd Joe Wicks work out here: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Alternatively, play some traditional playground games. Some can be done on your own, others you will need a partner such as:</p> <p>hopscotch skipping throwing / catching tag leap frog</p> <p>Can you keep active for a minimum of 30 minutes?</p>	<p>Objective: To find out about times gone by.</p> <p>In recent weeks we have heard and seen a lot on TV or in the news about VE Day and what life might have been like for people living all those years ago. Some of us may even have family members that were alive and celebrated VE Day the very first time 75 years ago.</p> <p>History doesn’t just have to be big, world changing historic events or from 75 year+ ago. Can you spend some time talking with your grown-ups (in your house or over the phone / facetime!) about what their life was like as a child? What do they remember and how was it different compared to your own experiences? Do they have old photographs you could look at too?</p>

The Tiger Who Came to Tea

Sophie and her mummy were sitting down to have some tea with cake for a treat. Just then, there was a knock at the door. “Who is that?” said Sophie.

She went to the door and opened it. And there was a big, stripy tiger in the street. He said that he was hungry. She asked him if he would like to come in and he said, “Yes.” They sat down at the table and Sophie said, “Do you want one sweet cake?” But he didn’t have one, he ate them all!

Sophie said, “Do you want one yummy sandwich?” But the tiger ate them all!

Sophie said, “Do you want a cup of tea?” The tiger drank it all!

He was still hungry so he went to the kitchen. He ate all the food in the fridge and all the tins in the cupboard. Next, he drank all the water in the tap.

Then, just like that, he waved and the tiger left. He left a big mess in the house. Sophie said, “Don’t worry, we can tidy.”

Next it was bath time. But Sophie could not have a bath because there was no water.

Daddy came home, and Sophie told him what had happened. “Do not worry,” said Daddy. “We can go to the café for some dinner.” So, they all put on their coats and off they went to the café. They had sausages and chips and ice-cream for tea. Yummy!

Wednesday’s Physical activity:

what's your name?

Fit activity for kids

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

A	jump up and down 10 times	N	pick up a ball without using your hands
B	spin round in a circle 3 times	O	walk backwards for 20 steps then skip back
C	hop on one foot 5 times	P	walk sideways 20 steps then hop back
D	run to the nearest door and back	Q	crawl like a crab for the count of 10
E	walk like an elephant for the count of 5	R	walk like a bear for the count of 5
F	do 3 cartwheels (make sure it is safe first!)	S	bend down and touch your toes 15 times
G	do 10 jumping jacks	T	pretend to pedal a bike with your hands for the count of 17
H	hop like a frog 10 times	U	roll a ball using only your head
I	balance on your left foot for a count of 10	V	flap your arms like a bird for the count of 25
J	balance on your right foot for a count of 10	W	pretend to ride a horse for a count of 15
K	march like a toy soldier for a count of 12	X	stretch up and try to touch the clouds for a count of 15
L	pretend to skip with a rope for a count of 20	Y	walk on your knees for a count of 10
M	do 3 tuck jumps	Z	do 10 push ups