

Year One Home Learning

Week 13

Year one Summer Term home learning activities. This is the programme of teaching and learning for children both in and out of school. You can use the White Rose Maths party as they have daily lessons with videos which can support both you and your child at home. Links to both these websites are below:

<https://whiterosemaths.com/homelearning/year-1/>

Maths – Measurement and counting.

We are following White Rose. See the link below and click on week 2, follow one lesson each day by watching the video and completing the accompanying worksheets (if possible). If you cannot access White Rose then please follow the sequence of lessons set out below

Monday Comparing Capacity	You will need lots of different shaped containers (e.g. a cup, a bottle, a bowl, a bucket). Spend some time exploring their shape and size. Talk about which container holds the most and which one holds the least? Why do they think this? Then put them in the order of smallest capacity to greatest capacity. First find the one you think has the smallest capacity, talk about why they think this. If there is time, your child can draw the containers in this order. You will need these containers again tomorrow.
Tuesday Comparing Capacity	Return to the containers you had yesterday, put them back in the order of smallest capacity to greatest capacity again. Now you need a jug to measure how much liquid each container can hold. Where you correct? Did you put them in the correct order? Record your measurements underneath the pictures you drew yesterday. Challenge – can you find two containers that hold the same amount of liquid?
Wednesday Counting in 10s	Count in 10s all the way up to 100. Then count back from 100 to 0 in 10s. Ask your child to count out ten objects (e.g. lego bricks, buttons, pencils, straws etc..). ask them how many items they have (10). Then count out ten more objects, now how many objects do they have (20). Is it easier to count each object one at a time or in groups of 10? Ask them to do both (counting each object individually or as two groups of ten) which was easier? Not count out ten more objects, how many objects do they have now (30). Explain that it is easier to group their objects into groups or bundles of tens rather than count them one at a time. Keep putting objects into groups of ten, can they keep going until they have ten groups of ten (making 100)?
Thursday Equal Groups	Ask your child to count out 8 objects (e.g. lego bricks, grapes, buttons). Put out two plates, can they share the 8 objects equally onto the plates so there are the same on each plate? How many objects are there on each plate? There are four objects on each plate so there are two equal groups of four. Now put out a third plate. Can they share the 8 objects equally onto the plates? No, they cannot – these are unequal groups because there are not the same number of objects on each plate. Now put out a fourth plate, now can they share the 8 objects equally onto the four plates? Yes, they can there should now be four equal groups of 2 (four plates with two objects in

	<p>each group). Now, can they find equal groups using different numbers of objects? You can use the following ideas to help you.</p> <p>12 objects shared equally between 3 plates 10 objects shared equally between 2 plates 6 objects shared equally between 3 plates 15 objects shared equally between 5 plates</p>
Friday Equal Groups	<p>Remind your child of the equal groups you made yesterday. Explain that to be an equal group they must all have the same amount in them. Today they are going to draw their equal groups.</p> <p>There are four equal groups of two. How could they draw this? They could draw four plates, each plate with two cookies on them. They could draw four cakes with two candles on each cake. There are four vases, each with two flowers in them. Four fish tanks, with two fish in each tank. If it helps your child continue to count the objects out onto plates to help them see what it looks like.</p> <p>Now try drawing (or counting out) these:</p> <p>Five equal groups of two. Three equal groups of five. Two equal groups of four.</p>

English – Snail and the Whale

Monday	<p>https://www.bbc.co.uk/programmes/m000cslw</p> <p>https://www.bing.com/videos/search?q=snail+and+the+whale+video&docid=608017109439548047&mid=BCA48A5AC0E29A88C7BEBCA48A5AC0E29A88C7BE&view=detail&FORM=VIRE</p> <p>You will be focusing the snail and the whale for English lessons over the next two weeks. You may have already read the book, have it at home or have seen the BBC version of the book. If you have read the book before talk about the story and what they like/didn't like and what they can remember happening in the story. If you have not read the book before discuss what they think the story is about and what they think will happen. Watch the BBC animation of the story or the reading of the book. Talk about what they see as they watch either videos and encourage them to predict what happens next as you go through the story with questions such as 'what do you think will happen in this story?' 'If the character were talking what might they be saying?' 'Does this remind you of any other stories you know?'</p> <p>Listen to the story stopping at these key points;</p> <ul style="list-style-type: none"> ➤ When the whale says 'Come sail with me' and ➤ When the whale is beached <p>and ask what will happen next, focusing on the snail's decisions and choices:</p> <p><i>Should he have gone with the whale?</i> <i>What would the other snails have said to him would you go if you were him?</i> <i>What could the snail do to help the whale?</i> <i>Why was he so determined to help?</i> <i>What would you do if you were the snail?</i> <i>How will the story end?</i></p> <p>Listen to the end of the story.</p>
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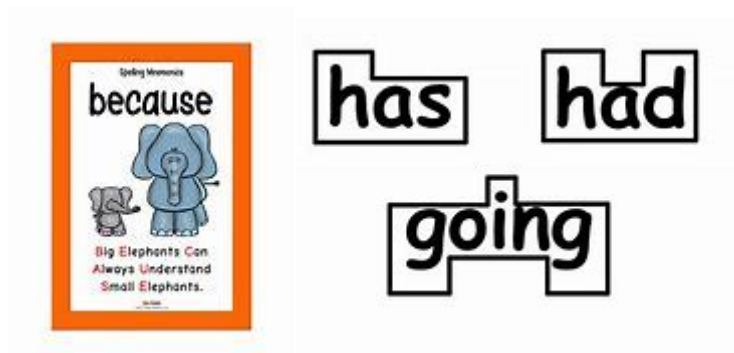
Tues day	Watch the story again, this time focus on the rhythm and rhyme of the words, encouraging your child to join in. Find a string of words that rhyme and say them over with your child. What part of the word rhymes? (e.g. tail, snail, whale) can your child spot the rhyme comes from the end of the word? Repeat with another rhyming string (e.g. caves and waves). After a few goes, ask your child to write down a rhyming string, focusing on the phoneme (sound) at the end of the word (remember there are different ways to spell the same sound). If your child wants to they can draw a whale and/or a snail and write their rhyming string on them.
Wed nes day	Ask your child to read through the rhyming strings they wrote down yesterday. Explain today they are going to think of their own rhyming string, they can choose one of the words in the book and build their rhyming string from there or make up one of their choosing. They can even make up some nonsense words that rhyme with real words. Children can think of as many rhyming strings as they like and decorate them with pictures afterwards.
Thurs day	Listen again to the first few pages to the children until the point when the whale appears. Ask the children to close their eyes and visualise the scene the whale describes: 'Who sang to the whale a wonderful song <i>Of shimmering ice and coral caves</i> And shooting stars and enormous waves' What does it make them think of? How can they show this in a drawing? Ask your child to talk you through the images they can see in their imagination and then draw it using colours and different materials to represent their ideas.
Frida y	Look back at the picture your child created yesterday. Ask them to describe it to you, what does it look like? What colours can they see? Encourage them to describe it to you using full sentences with exciting adjectives. You could even use the adjectives in the book (e.g. shimmering). Explain today they are going to write a few sentences describing their picture, using a capital letter, finger spaces, full stops and adjectives. Can they challenge themselves to use other punctuation (e.g. !?)

Phonics and Spellings

Please revisit all of the common exception words on the year one list that your child has practiced this term. Taking a few of these spellings each day test their spellings of these words. If there are words that they still spell incorrectly please ask them to practice these over the next few weeks. It is important that your child takes their time to think about spelling the word correctly rather than rush through the spellings. Some ideas of how they can remember to spell their common exception words are below.

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our

- 1) Mnemonics – a great way to remember how to spell a word, look at the example for the word ‘because’ below.
- 2) Rainbow writing – your child should write the word in one colour and then go over it in another colour and then choose another colour and so on, until they have used all the colours of the rainbow to write the word. This encourages muscle memory for writing words.
- 3) Write the word and draw around it so your child can see its shape, this will help children who work well with visual cues. See the examples below.



Science

We will be learning about the four seasons. Ask your child if they know what the four seasons are and can they describe them? Do they know what season we are in at the moment? Watch the following video and take the quiz on the same page.

<https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7>

Once you have watched the video discuss the order seasons go in.

Now we are in June we are officially in the Summer season (just coming out of Spring). Talk about how the weather has changed and is warmer. What else do they notice (e.g. plants in bloom, green leaves on lots of the trees, more sunshine, longer days etc...) If possible, take a walk and look for different signs of summer. Please note it is not safe to look directly at the sun, even when wearing sunglasses. Ask the children to draw a picture to show what summer looks like.

You could listen to Vivaldi “Four Seasons” – Summer <https://www.youtube.com/watch?v=KY1p-FmjT1M>. At the beginning ask: what can you hear? Then ask the same question again when the music speeds up.

Talk about natural signs that the season is changing using this video.

<https://www.bbc.com/teach/class-clips-video/the-changing-seasons/zh4rkmn> Maybe your child could draw and label something that they might see in each season.

Geography

We would have been looking at the differences between living in hot and cold areas of the world. Explain to your child that Barnaby Bear has been on holiday to the Caribbean island of St Lucia. Using Google maps as a class locate St Lucia on the map. Is it an island? How do you know? What is to the

North, South, East and West of St Lucia? Look at the weather on St Lucia today, <http://www.timeanddate.com/weather/saint-lucia/castries> and compare to Plymouth.

Explain that where ever you live (Plymouth, St Lucia) there are some features that are human and some that are physical. Remind children that human features are manmade (city, town, village, factory, farm, house, office, port, harbour, shop) and physical features are natural (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation). Can you make a list of human and physical features that you can see either by looking out your window or when you go for a walk?

Now Barnaby has been to visit a cold island, where on the map might this island be? Look together at <http://www.visitnorway.com/uk/where-to-go-uk/north/svalbard/key-facts-about-svalbard/> and read some of the information about Svalbard, scroll down to weather and climate. You can find some helpful videos here <http://www.spitsbergentravel.com/start/about-svalbard/videos/>. Then look at the weather <http://www.timeanddate.com/worldclock/norway/longyearbyen> and compare to Plymouth today.

Religious Education

Can your child remember the three religions that we have been learning about this year? (Christianity, Judaism and Islam) Remind your child that in each religion, there is a holy book that is very special to those who follow that religion.

Ask your child what they know about the Christian, Jewish and Muslim Creation story of Genesis? Watch https://www.youtube.com/watch?v=jB_Nbwc0LV0 and recap what some people believe God made on each of the 6 days, and that God rested on the 7th day (this is called Shabbat for Jewish people). Emphasise to pupils that this story is loved and retold by many millions of Jewish, Christian and Muslim people.

Watch <http://www.bbc.co.uk/education/clips/z62hyrd> Some people believe that God created the world that we live in. From the video, which things made them feel happy, amazed, sad or worried. Why? Explain how it is important that we look after the world that we live in.

Ask your child if they had the power to create something what would it be and why? They could draw a picture of the world as if they had created it, showing their ideas.

PE

<https://www.bbc.co.uk/bitesize/clips/zjyb9j6>

Watch the video from BBC about turning clockwise and anticlockwise. Ask your child to turn, which way did they go? What else turns? Clocks, cars, wheels etc... lots of things. Using a scarf or another piece of long material ask your child to make big circles with their arms, then go from side to side. What happens to the scarf? How does it move? Can they think of two or three movements to put together to make a dance? Can they use any movements they saw on the video of different dances last week? Do you have a favourite song you can perform the dance to?