

## Home Learning Year One

### Week 14

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.

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

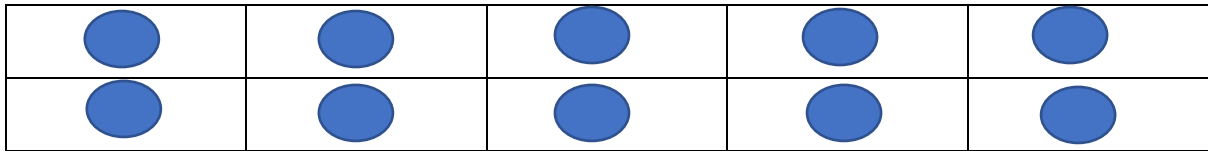
### **Maths – Number Bonds to 20**

This week you will be looking at Number bonds to 10 and then 20. We will be following the White Rose Maths teaching and learning scheme and BBC bitesize resources which are free for you to use at home. If it is not possible for you to watch the videos at home then there are some alternative activities for you to follow.

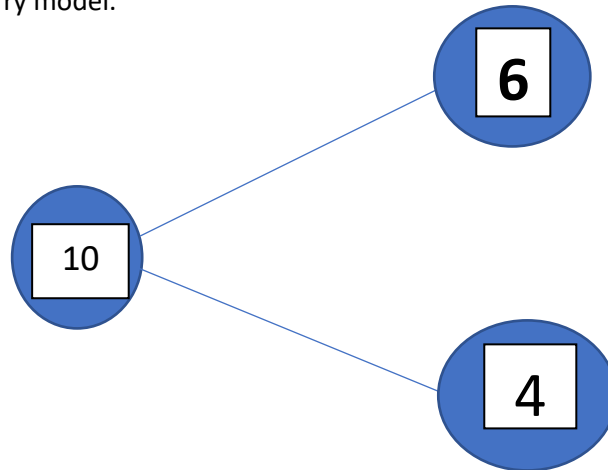
Monday	<p><a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Please click onto Summer Term week 3 w/c 4<sup>th</sup> of May and follow lesson 1.</p> <p>Follow lesson one by watching the video and using the available resources. If you can not access these resources please ask your child to count out ten objects. Put them in a row and talk about the wholeness of the number ten. Take one away and ask how many are left (9) and how many you took away (1). So, <math>9 + 1 = 10</math>, they are a number bond that makes 10. Repeat but this time take away 2 objects, how many are left and how many did you take away? 8 and 2, together they make 10 so they are also a number bond to 10. Repeat again, but this time take away 3 objects and repeat until you get to 0. Now make a tens frame (see below for an example) and put your ten objects onto the tens frame, take one away and see what your child notices (there are 9 objects left) and so on. Can they spot the pattern?</p>
Tuesday	<p><a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Please click onto Summer Term week 3 w/c 4<sup>th</sup> May and follow lesson 2.</p> <p>Follow lesson 2 by watching the video and using the available resources. If you cannot access White Rose then please use the following plan as an alternative. Today you are going to look at fact families. Ask your child to draw a part, part whole cherry model (see below for an example) which they can use to make fact families. Thinking about their learning yesterday, can they think of two numbers that bond together to make 10? Can they put them in their part, part whole model? Repeat with two other numbers. You could draw out a large part, part whole model and count objects into each circle if this is easier for your child.</p>
Wednesday	<p><a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Please click onto Summer Term week 3 w/c 4<sup>th</sup> May and follow lesson 3.</p> <p>Follow lesson 3 by watching the video and use the available resources. If you can not access White Rose then please use the following plan as an alternative. With your child make number cards up to 10 by writing the numerals 0 – 10 on different pieces of paper. Ask your child to choose a card (e.g. 9) and count out this number</p>

	<p>of different objects (e.g. pieces of lego, buttons etc..) now split the objects into two piles, how many have they got in one pile? How many have they got in the other pile? These two numbers make a total of 9 (e.g. <math>4 + 5 = 9</math>). Repeat to find another way of making 9 (e.g. <math>3 + 6 = 9</math>) Continue until you have found all the possible ways of making 9. Now choose another number card and find all the different ways to make that number. Your child can record this as number sentences or by using the part, part whole model shown below.</p>
Thursday	<p><a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> Please click onto Summer Term week 3 w/c 4<sup>th</sup> of May and follow lesson 4.</p> <p>Follow lesson 4 by watching the video and using the available resources. If you can not access White Rose then please use the following plan as an alternative. Ask you child to choose a number between 0 and 10 and count to that number, then choose another number and count to that number. Now ask them to start on a different number (e.g. start counting on from 3 to 10) and repeat by starting at another number. Now ask the question, what is 4 more than 5? Start on the number 5 and count on 4 more. You should end up at 9. You can draw a number line to help you count on. Continue to ask the following questions:          What is 3 more than 3?          What is 5 more than 2?          What is 6 more than 1?</p> <p>Now move onto numbers up to 20. First ask your child to count to 20, starting at 0. Then ask them to start at different numbers (e.g. 5) and count all the way up to 20. Now ask them what is 3 more than 9? Can you work it out? Hold 9 in your head and count on 3. Again, drawing a number line to 20 will help with this.          What is 5 more than 12?          What is 6 more than 5?          What is 4 more than 7?</p> <p>Challenge:          First there were five frogs in the pond, then four more jumped in. Now there are ___ many frogs are in the pond.</p> <p>First there were 7 children playing the game, then 3 more children joined in. Now there are ___ more children playing the game.</p> <p>First there were 14 ladybirds on the leaf, then 3 more landed on the lead. Now there are ___ ladybirds on the leaf.</p>
Friday	<p><a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Please click onto Summer Term week 3, w/c 4<sup>th</sup> May and follow Friday Challenge by watching the video. You may wish to look at the challenge beforehand as it involves cooking a pizza. If you do not have all of the ingredients, please substitute for the ingredients you do have in the cupboard. If you cannot access the video please see the link below to find an alternative recipe.</p> <p><a href="https://www.bbcgoodfood.com/recipes/collection/kids-pizza">https://www.bbcgoodfood.com/recipes/collection/kids-pizza</a></p>

Tens frame with ten circles on it.



Part, part, whole cherry model.



### English – Snail and the Whale

<p>Monday</p>	<p>This week you will carry on exploring “The Snail and the Whale” story by Julia Donaldson. Start the session by asking your child to tell you what they remember from the story. There are some of the questions you might ask your child to help them:</p> <ul style="list-style-type: none"> <li>➤ Who are the main characters in the story?</li> <li>➤ Where does the snail live?</li> <li>➤ Why the humpback whale is offering the snail to come with him?</li> <li>➤ Where do the snail and the humpback whale travel?</li> <li>➤ Why does the whale say: “I can’t move on land! I’m too big”?</li> <li>➤ What does the snail do to save the whale?</li> <li>➤ What do you think, why the other snails at the end of the story decided to crawl on the tail of the humpback whale?</li> </ul> <p>The task for today is to draw a map of the journey the snail and the whale travelled.</p> <p>You can watch the video of the story again to remind the children of all the places the animals visited:</p> <p><a href="https://www.bbc.co.uk/programmes/m000cslw">https://www.bbc.co.uk/programmes/m000cslw</a></p> <p><a href="https://www.youtube.com/watch?v=x887mPO9X9c">https://www.youtube.com/watch?v=x887mPO9X9c</a></p>
<p>Tuesday</p>	<p>Look back at the map your child created yesterday. Together think of a caption or statement that you can write for each point on the map.</p> <p>Helpful point to discuss are: What are the animals feeling or saying as they travel around the world? Can the children remember some of the lines from the story?</p>

	<p>Once you have decided what you are going to write at each point on the map ask your child to start writing their statements or captions. If it is easier they can write them on a separate piece of paper and stick them onto your map. Remind your child that they need to use capital letters at the beginning of their sentence, finger spaces and full stops. Can they include an adjective in their sentences?</p>
Wednesday	<p>Start today's session with creating or drawing your own whale and a snail. You can make them out of paper, card or playdough. There is a video instruction to help you should you decide to create one out of playdough or plasticine: <a href="https://www.youtube.com/watch?v=IB_P5TLGM1Y">https://www.youtube.com/watch?v=IB_P5TLGM1Y</a> (a Whale)</p> <p><a href="https://www.youtube.com/watch?v=GTT49AME-K8">https://www.youtube.com/watch?v=GTT49AME-K8</a> (a Snail)</p> <p>Once finished, look back at the map and the captions your child has created on Monday and Tuesday. Tell your child that today you are going to act out the story using the puppets/playdough toys you created and the story map to guide you. Try different voices or maybe create a small video to watch afterwards.</p>
Thursday	<p>Start today's lesson by revisiting the end of the story where the humpback whale and the snail return to the dock. You can refer to your map or watch the end bit of the story again.</p> <p>As the snail and the whale are talking about their journey what are the questions the other snails might ask them? What would other snails like to know about their travel? (e.g. the weather, the animals, or when the whale gets stuck on the beach)</p> <p>Once discussed, can the children create their own questions to the snail and the whale?</p> <p>Ask your child if they remember what goes at the end of the question? Is it a full stop or something else? Remind your child that they need a capital letter at the beginning of the sentence, finger spaces, and instead of the full stop they would need to put a question mark. Ask your child to show you how to write a question mark. If they are not sure, model it for them. Try to come up with at least 3 questions they would like to ask the snail and the whale.</p>
Friday	<p>Tell your child that the snail and the whale were very thankful to the children from the school in the bay and decided that they would like to write a postcard to say thank you. Can they help the snail and the whale? Below, there is a template of a postcard should you need one. The children can design the postcard and then write a few sentences to say thank you to the children for saving the whale. They can draw a picture on the other side of the postcard. <u>(There is a template at the end of this word document if needed)</u></p>

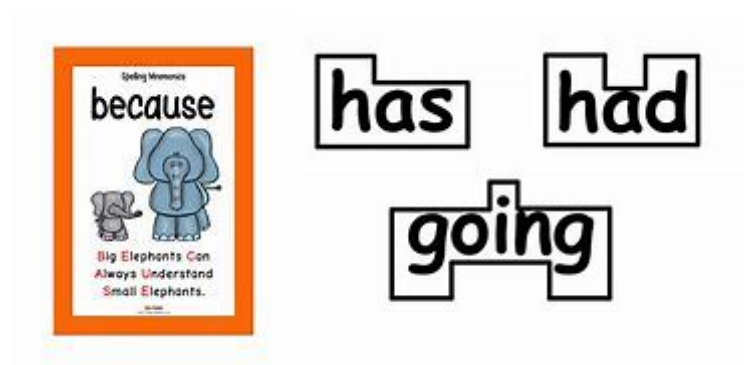
### Spellings and Phonics

Please continue to 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

Remind your child of the discussions you had about seasons last week. Watch the video from last week and discuss the four different seasons we have. Can they tell you about the season we are in at the moment? Here are some activities that you could explore for the remaining three seasons.

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

### **Autumn**

Talk about autumn with your child. What do they know about autumn? It is when the leaves begin to fall and change colour, the weather begins to get colder and wetter and the nights start to get darker. We have bonfire night and Halloween. We begin to wear warmer clothes and start to do more activities indoors.

<https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd>

Extra activity!

As the weather in Autumn is generally wetter than in Summer the children will create their own rain in the bottle. Visit this website for the details:  
<http://www.sciencefun.org/kidszone/experiments/make-it-rain/>

## **Winter**

Ask your child if they know what the coldest season is (winter). What is the weather like during winter? How does it compare to summer? What happens to the plants? What clothes do they need to wear? Gloves, scarf, coat etc.. Talk about the darker evenings and shorter days. What major events happen during winter? You could draw a picture of your child in these clothes or in the snow etc..

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-winter-weather-behaviour-british-animals-plants/zbcg92p>

## **Spring**

Talk about the past few months. How has the weather changed compared to the winter season? What special occasions did we have (Easter). Discuss Spring being when new life begins after the winter season, plants begin to grow, trees begin to get green leaves again (except evergreens who have them all year round) and lambs, chicks are born. The days begin to get lighter and warmer.

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-seasonal-changes-behaviour-animals-growth-cycle-plants/zfynvk7>

## **Geography - Continents**

Explain that you are going to look at the whole world and how it is broken up into seven continents. If you have them at home you can look at a globe or an atlas, if not google and look at a world map online. At first just ask your child to explore and see what they notice. Then start to look at the different land masses name them. Explain there are seven continents in the world, Asia is the largest.

You can explore the different continents electronically by using this link. Just click on each continent and the BBC have made a video about a city or country in that continent.

<https://www.bbc.co.uk/bitesize/subjects/zcdqxnbn>

Google Earth is a useful resource to explore different continent.

<https://www.google.com/earth/>

This is a song that will help your child learn the names of the seven continents.

<https://www.bing.com/videos/search?q=7+continents+song&view=detail&mid=47E7995C68251D1B968747E7995C68251D1B9687&FORM=VIRE0&ru=%2fsearch%3fq%3d7%2bcontinents%2bsong%26qs%3dn%26form%3dQBRE%26sp%3d-1%26pq%3d7%2bcontinents%2bsong%26sc%3d8-17%26sk%3d%26cvid%3dB2DF212A20784018A1FC3E6846AE8597>

This link takes you to interactive games to help your child learn about the different continents:

[http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)

## **PE**

This week you are going to boogie with beebies!

<https://www.bbc.co.uk/programmes/b006mvsc>

Try to click on this link everyday and choose a video, be a pirate, a monkey or do the dino! Each video is only a few minutes long but they will get you moving and learning.

Or you could try these ten-minute shake ups by the NHS that involve lots of different Disney characters and will engage your child!

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

