

Home Learning Year One

Week 15

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 10 and 20

This week you will continue looking at Number bonds to 10 and then 20 and finding a half and quarter of a number. 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>Continue to practice your number bonds to 20 as described last week and by playing these online games.</p> <p>https://www.ictgames.com/mobilePage/rekenrek/index.html http://www.ictgames.com/funkyMummy/index.html https://www.ictgames.com/saveTheWhale/index.html https://mathszone.co.uk/number-facts/number-bonds-to-10/beaver-catch-10-ict-games/</p>
Tuesday	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Please click on week 2 w/c 27th April and follow lesson one, finding half. There is a video and worksheets to support your child's learning. If you can not access white rose please follow the following teaching sequence to support your child's learning.</p> <p>Explain that today you are going to find a half of an object or number. Count out ten objects (e.g. grapes, raisins, lego bricks). Explain we are going to split them into half by sharing them into two equal groups. Draw two circles or have two plates and share the objects equally between each group. How many objects are in each circle or plates? You have five. Half of ten is five, you have shared the ten objects into two equal groups. Repeat with six objects and then with eight objects and so on. Ask your child to write out their learning (e.g. half of 10 = 5 or $\frac{1}{2}$ of 10 = 5). Continue to explore halving numbers. What happens when you try to make two equal groups out of an odd number?</p>
Wednesday	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Please click on week 2 w/c 27th April and follow lesson two. There is a video and worksheets to support your child's learning. If you can not access white rose please follow the following teaching sequence to support your child's learning.</p> <p>Remind your child about their learning yesterday. Can they tell you what they did to find a half of a number? That's right, when you half a number you split the</p>

	<p>whole number into two equal groups. Count out ten objects again, this time instead of sharing them between two plates can they put them into rows with equal numbers in each row? So there should be five in each row – see below for an example.</p> <p>X X X X X X X X X X</p> <p>This is called an array. You can see that half of ten is five by circling half of the X. Can you do this again for six objects? See below for an example.</p> <p>X X X X X X</p> <p>Again, you can easily see that half of six is three. Now try working out half of these numbers by making or drawing arrays.</p> <p>Half of 8. Half of 12. Half of 14.</p>
Thursday	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Please click on week 2 w/c 27th April and follow lesson three, finding a quarter. There is a video and worksheets to support your child’s learning. If you can not access white rose please follow the following teaching sequence to support your child’s learning.</p> <p>Ask your child what a half is. If you had a cookie and you wanted to share it between two people equally you would break it in half by splitting it right down the middle so there were two equal pieces. One of these pieces is half of the cookie. When you a quarter you split an object of number into four equal pieces. So, if you are sharing your cooking equally between four people you would split it in half and then half again so you had four equal pieces, one of these pieces is a quarter. It might be helpful to draw a circle and demonstrate splitting it into half and then half again. Now try drawing another shape such as a square, try splitting it into half and then into quarters. Are all the pieces equal? Now try drawing a triangle, can you split it in half? How about into quarters? Do you get four equal pieces? Explore drawing different shapes and seeing if you can split it into four equal pieces, if you can split it into four equal pieces ask your child to colour in one of those pieces to demonstrate what one quarter is. Here are some ideas of different shapes you can draw.</p> <p>Square Rectangle Triangle Heart Circle</p>
Friday	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Please click onto week 2 w/c 27th April lesson four, problem solving. There is a video and some worksheets for you to follow. If you are not able to access white rose please follow the teaching sequence below to support your child’s learning. Remind your child that to find a quarter of shapes they were splitting it into four equal pieces. Today they are going to find one quarter of an amount. Ask them to count out 8 objects, how could they find half of 8? That’s right you split it into two equal groups. To find a quarter they will need to split it into four equal groups. You can do this by using four plates to share the objects onto or by drawing four circles</p>

	<p>and sharing the objects out equally. Did they find one quarter? Can they write it down? $\frac{1}{4}$ of 8 = 2</p> <p>Now try finding one quarter of 12 ($\frac{1}{4}$ of 12 = 3).</p> <p>Then find one quarter of 16 ($\frac{1}{4}$ of 16 = 4).</p> <p>Challenge! Can your child draw an array to show how they can find one quarter of a number? When they were drawing an array to find a half they drew two lines, now they will need to draw four lines (because they are splitting the number into four equal parts). See below for an example showing $\frac{1}{4}$ of 8.</p> <p>X X X X X X X X</p> <p>Now ask your child to draw an array to show $\frac{1}{4}$ of 12.</p>
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English – Capital Letters and full stops

This week we would have been focusing on grammar and in particular using a capital letters when writing a proper noun (person or place) and using full stops at the end of a sentence.

Monday	<p>Today you are going to talk to your child about capital letters. Can your child remember when you use them? That's right, you use them at the start of your sentence. Do they also know that you use them when you write someone's name or the name of a place? What goes at the end of a sentence? That's right, a full stop. Ask them to write a simple sentence using a capital letter at the start and a full stop at the end. If they want a challenge they can use some of the common exception words they have practiced over the past few weeks. This game will help your child spot where capital letters should go in a sentence.</p> <p>https://www.roythezebra.com/reading-games/capital-letter-1.html</p>
Tuesday	<p>Talk to your child about capital letters and full stops again. Then click onto this link and ask your child to join in with Captain Capital defeat Captain Chaos.</p> <p>https://www.bbc.co.uk/bitesize/articles/zv78jvh</p> <p>Once you have finished watching Captain Capital ask your child to complete activity one by helping MC Ernie punctuate sentences. You will need a pencil and some paper to play along.</p> <p>If you can not access BBC bitesize you can still do this activity at home. Look at these sentences below (or write them out on pieces of paper for your child to look at) and see if they can work out what is wrong with them. Can they correct them?</p> <p>the orange was Tasty. I like Red graPes can sarah come for Tea?</p>

Wednesday	<p>Talk to your child about where you use capital letters and full stops in a sentence and think about how you corrected different sentences yesterday.</p> <p>Go back onto the BBC bitesize website and move onto activity two. You will need a pencil and some paper to complete the activity. If you have time you can move onto activity 3.</p> <p>https://www.bbc.co.uk/bitesize/articles/zv78jvh</p> <p>If you can not access BBC bitesize you can complete the same activity by choosing a book that you and your child have not read before. Ask them what they think it is about. Can they write down three sentences to describe what they think it is about, using capital letters and full stops? Afterwards, read the book together – where they right? Can they write three more sentences to tell you what the book is about now?</p>
Thursday	<p>Today you are going to look at using capital letters for proper nouns. Explain to your child that you use a capital letter for a name of a person or a place, these are called proper nouns. These are different to common nouns which are the name of things like a tree, chair or table. Give some examples by writing down the names of people you know and places you have visited. Can you put them into a sentence? For example:</p> <p>Bob loves to visit us in Plymouth because we live by the sea. I like to visit Rose in Exeter because she makes delicious cakes. Whenever we see Tim in Cornwall he always has his dog Pip with him.</p> <p>Can they think of any more sentences like these to write down?</p>
Friday	<p>Watch the video about proper and common nouns on BBC bitesize.</p> <p>https://www.bbc.co.uk/bitesize/topics/zrqqtf/articles/zpd8ng8</p> <p>There is also a game to play, choose the game that focusses on proper nouns which is our learning intention this week (it is underneath the common noun game).</p>

Spelling and phonics

This week in phonics we will be looking at the alternative spelling for the phoneme /igh/. Say the word light to yourself (l-igh-t) the /igh/ phoneme is in the middle. This week we are looking at alternative spellings for this phoneme (sound) such as these:

Fried /ie/ Kite /i-e/ Fly /y/ and Kind /i/

Please watch this video to start with as it will remind your child of the /igh/ phoneme and spelling:

<https://www.bing.com/videos/search?q=alternative+igh+spelling+video&&view=detail&mid=7CB3F2A16AEEF38AB8547CB3F2A16AEEF38AB854&&FORM=VDRVRV>

Then watch these videos to learn about the alternative spellings (watch one video each day):

<https://www.bing.com/videos/search?q=alternative+igh+spelling+video&&view=detail&mid=D87F1B3ED999DF5017C7D87F1B3ED999DF5017C7&&FORM=VDRVRV>

<https://www.bing.com/videos/search?q=alternative+igh+spelling+video&&view=detail&mid=C0618DA8F3898CC27152C0618DA8F3898CC27152&&FORM=VDRVRV>

<https://www.bing.com/videos/search?q=alternative+igh+spelling+video&&view=detail&mid=EC3D326E5A86A4365D76EC3D326E5A86A4365D76&&FORM=VDRVRV>

<https://www.bing.com/videos/search?q=alternative+igh+spelling+video&&view=detail&mid=58CF137E22153577411858CF137E221535774118&&FORM=VDRVRV>

<https://www.bing.com/videos/search?q=alternative+igh+spelling+video&docid=608040834927297485&mid=5E84513ED63DED9ED3345E84513ED63DED9ED334&view=detail&FORM=VIRE>

Geography – Oceans and Art

Remind your child of the work you did last week, review the continents and what they learnt about them. If you have the resources look again at an atlas or a globe or use google maps. Explain that today you are going to look at the oceans (water) between each continent. Can they find them? Can they spot their names?

Watch these two videos and take the quiz on this link:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw>

Google Earth is a useful resource to explore different oceans

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

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

http://www.sheppardsoftware.com/World_Continents.htm

This link takes you to a quiz, you will need a world map or atlas to support your child when they are answering the questions.

<https://www.educationquizzes.com/ks1/geography/oceans-of-the-world/>

When you have finished exploring the oceans you can make a map of the world showing the different continents you looked at last week and the oceans you have learnt about this week. Some ideas of how to do this are below.



Discuss with your child what being healthy means to them. Ask them about a time they may have been off school poorly, how did they get better, did they just rest or did they need medicine? What medicines do the children know? What were they for? Explain to the children that all medicines have rules about taking them.

Watch <http://www.bbc.co.uk/programmes/p0119q1p> Explain that taking somebody else's medicine, taking too much medicine, or taking medicine when you are not poorly can be harmful. Remind your child washing their hands is a good way to stop them getting poorly.

Can your child remember when they were at school learning about how they can get better at something they do? This is a type of change we can make happen. Can your child give an example of how they have learned to do something: for instance, learning to read, to spell, play an instrument, to skateboard, learn French, or to dance. Was it quick and easy to get better at doing these things? Often getting better at something or changing ourselves isn't quick or easy. Can your child think what helps them to get better? This might include watching other people, trying things out different ways; asking others to tell us or show us; practising; keep going (persevere) when it becomes boring or frustrating; keep the goal in mind (the big picture); happy or hopeful thinking (saying encouraging things to ourselves); imagine yourself being able to do it.

Ask children what they would like to get better at as they get ready for year 2? Perhaps they could make a poster of what they are looking forward to improving or learning about in Year 2.

PE

If you have access to the internet, use youtube (link below) to follow the cosmic yoga sessions where your child can develop their balance and strength to a variety of high and low level balances. Your child can chose the yoga theme that they would enjoy the most.

https://www.youtube.com/results?search_query=cosmic+yoga

If you are unable to use the internet, your child could listen to their favourite song and create their own routine using different movements, balances and directions of travel.