


# Year 1 Home Learning Spring 2 Week 1

Here is the curriculum home learning for this week. Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning




You need to complete all of the subjects over the week; you can choose the order or follow the schedule below.

You can upload all of your work to Seesaw, pieces of work with a  symbol must be uploaded for the teacher to see as a priority.




**NEW:**
























Please can you draw a face at the bottom of your work to show how difficult you found it so that your teacher knows if they need to change your work:

-  This was about right for me
-  A bit too hard
-  Much too hard

### Independent Curriculum

During the week, you will need to complete these subjects when you are not reading with your teacher:

<p><b>Phonics</b></p> 	<p><a href="#">Click here</a> to watch this week's phonics lesson (alternate phonemes for the grapheme 'ow')</p> <p><b>Phonics resources</b> – Try ** first then move to * if this is too challenging, or *** if you'd like more of a challenge.</p> <p><a href="#">*Phonics resource</a></p> <p><a href="#">**Phonics resource</a></p> <p><a href="#">***Phonics resource</a></p> <p>You can find additional Phonics resources by clicking on the following links:  <a href="https://www.lettersandsounds.org.uk/for-home/year-1">https://www.lettersandsounds.org.uk/for-home/year-1</a>  <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p>
<p><b>Words to learn</b></p>	<p>Practise reading and writing these words:</p> <p><b>their</b> <b>your</b></p> <p>Use the <a href="#">spelling grid</a> to help you.</p>

<p><b>PSCHE</b> <u>Explanation video</u></p>	<p><b>Safer Internet Week- How do you stay safe when searching for something online?</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – How can we stay safe when searching for something online?</li> <li>• <a href="#">Listen</a> to the Detective Digi Duck story.</li> <li>• <b>Think</b> - What does Wise Owl tell the group to do if they are unsure about something online? Look at his <a href="#">top tips for searching online</a>.</li> <li>• <b>Present</b> Wise Owl's advice for being safe online. You could create a poster, record a video or even create your own song.</li> </ul>																											
<p><b>Art</b></p>	<p><b>Colour, Texture and Pattern – Jim Dine</b></p>  <ul style="list-style-type: none"> <li>• Watch Ms Green's <a href="#">video</a> to see how artist Jim Dine uses colour, texture and pattern in his work.</li> <li>• Make a 'Happy Heart' artwork by experimenting with materials to explore colour, texture and pattern. Ms Green will show you lots of different ways you can do this.</li> <li>• Deepening: Look at the work you have made to see what colours go well together and textures you like. What is your favourite and why?</li> </ul>																											
<p><b>Music</b></p>	<p><b>Introduction to Tempo</b></p> <ul style="list-style-type: none"> <li>• Follow the instructional video from Ms Hughes: <a href="#">Click Here</a></li> <li>• Draw a picture of your favourite tempo animals with the speed name written on it.</li> </ul>  <table border="1"> <thead> <tr> <th colspan="3">TEMPO</th> </tr> <tr> <th colspan="3">Tempo is how fast or slow a piece of music is played.</th> </tr> </thead> <tbody> <tr> <td><i>Lento</i></td> <td>Slowly</td> <td></td> </tr> <tr> <td><i>Largo</i></td> <td>Slow and stately</td> <td></td> </tr> <tr> <td><i>Adagio</i></td> <td>Leisurely</td> <td></td> </tr> <tr> <td><i>Andante</i></td> <td>At a walking pace</td> <td></td> </tr> <tr> <td><i>Allegro</i></td> <td>Fast</td> <td></td> </tr> <tr> <td><i>Vivace</i></td> <td>Lively</td> <td></td> </tr> <tr> <td><i>Presto</i></td> <td>Very quickly</td> <td></td> </tr> </tbody> </table>	TEMPO			Tempo is how fast or slow a piece of music is played.			<i>Lento</i>	Slowly		<i>Largo</i>	Slow and stately		<i>Adagio</i>	Leisurely		<i>Andante</i>	At a walking pace		<i>Allegro</i>	Fast		<i>Vivace</i>	Lively		<i>Presto</i>	Very quickly	
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PE

**Warm up:** Listen and Move

Let's have fun! Remember the song? Be creative and move! Watch the video [here](#).

**Physical Activity:**

Arctic Yoga Adventure

- Have you enjoyed the snow recently? Did you make a snow man? Go for a walk in the snow?  
Why don't we imagine the animals and people who live in the Arctic for our yoga moves today!
- Watch the video [here](#) to see real photos of animals and things there.
- Now follow along on the video [here](#) to go on an adventure in the Arctic. Remember we will hold yoga poses in the shapes of the things we discover.
- Look at the **Arctic yoga cards** [below](#). There are some new poses for us to do!

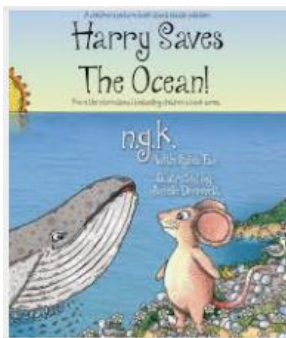
**Ready for a challenge?**

- Then see the '**Cross the river challenge**' below!  
Have fun & try the extra challenges too in the coloured circles.


**Heart healthy:** Make sure you remember to go on a daily walk, take a cycle or scooter ride, put on some music and dance to the beat or make an obstacle course in your room to keep active!

Click on the book to listen to a story from Ms. Latour.



Story Time  
With  
Ms. Latour




**Monday**  
22<sup>nd</sup> February 2021

<p style="text-align: center;"><b>English</b></p> <p>Live explanation at 9.30am See Parentmail for link <a href="#">Explanation video</a></p>	<p><b>READ: Look up!</b></p> <p>Read <a href="#">Look up!</a></p> <p><b>Look</b> at the pictures in <a href="#">English resource 1a</a>. <b>Order</b> the pictures correctly. You can cut them out and stick them in the correct order, or write numbers next to each picture.</p> <p>As a challenge, <b>clarify</b> the words in <a href="#">English resource 1b</a> and <b>match</b> them to the correct definition.</p> <p><b>Special guest speaker!</b> <a href="#">Click here</a> to hear Belleville Year 1 children interviewing Dapo Adeola, the illustrator of <i>Look up</i> and <i>Clean up!</i></p> 																
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<p style="text-align: center;"><b>Circle Time with your class</b></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1B</td> <td>1.30pm</td> <td><a href="#">See Parentmail for link</a></td> </tr> <tr> <td>1S</td> <td>1.30pm</td> <td><a href="#">See Parentmail for link</a></td> </tr> <tr> <td>1W</td> <td>1.30pm</td> <td><a href="#">See Parentmail for link</a></td> </tr> <tr> <td>1G</td> <td>1.30pm</td> <td><a href="#">See Parentmail for link</a></td> </tr> </table>	1B	1.30pm	<a href="#">See Parentmail for link</a>	1S	1.30pm	<a href="#">See Parentmail for link</a>	1W	1.30pm	<a href="#">See Parentmail for link</a>	1G	1.30pm	<a href="#">See Parentmail for link</a>				
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**Tuesday**  
23rd February 2021




<p style="text-align: center;"><b>English</b></p> <p>Live explanation at 9.30am See Parentmail for link <a href="#">Explanation video</a></p> 	<p><b>EXPLORE: Use 'ed' suffixes correctly</b></p> <p><b>Recap - Read <a href="#">Look up!</a></b> again and check that you sequenced your pictures correctly yesterday.</p> <p><b>Look</b> at the page from the book in <a href="#">English resource 2a</a>, where Rocket is describing what is happening in this part of the story. Some of the verbs (doing words) have been highlighted.</p> <p><a href="#">Click here</a> to learn about how to change verbs from the present tense (happening now) to the past tense (already happened), by adding the 'ed' suffix.</p> <p>Look at <a href="#">English resource 2b</a> and match the verbs with their past tense form (<a href="#">activity 1</a>) Next, have a go at writing the past tense verbs (<a href="#">activity 2</a>). Try to use these words in sentences. Click here for support (<a href="#">English resource 2c</a>)</p>																
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<p style="text-align: center;"><b>Science</b></p> <p><a href="#">Explanation video</a></p> <p>Live explanation at 1.30pm See Parentmail for link</p> 	<p><b>What is happening outside?</b></p> <ul style="list-style-type: none"> <li>• When you go outside, look and see how many different plants and trees you can name. Listen and look to see if you can hear any animals. What is the weather like?</li> <li>• Record what you can see and hear using <a href="#">science resource 1</a>.</li> <li>• Use as much scientific vocabulary as you can when you record your ideas.</li> </ul>																
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**Wednesday**  
24<sup>th</sup> February 2021


<p style="text-align: center;"><b>English</b></p> <p>Live explanation at 9.30am See Parentmail for link <a href="#">Explanation video</a></p>	<p><b>PLAN: Recount of Rocket's day</b></p> <p><b>Recap</b> - <a href="#">Click here</a> to remind yourself how to change verbs from the present tense (happening now) to the past tense (already happened) by adding the 'ed' suffix.</p> <p><b>Read</b> <a href="#">Look up!</a> again.</p> <p><b>Look</b> at these examples of time words in <a href="#">English resource 3a</a>. Next, <b>use</b> your sequenced pictures to retell the story in the past tense, using the time words (e.g. First, rocket handed <b>ed</b> out flyers she had made. She wanted <b>ed</b> everyone to know about the meteor shower!)</p> <p><b>Plan</b> your recount of Rocket's day using <a href="#">English resource 3b</a>. Click here for support (<a href="#">English resource 3c</a>)</p> <p><b>Remember to</b></p> <ul style="list-style-type: none"> <li>- write in the past tense</li> <li>- use words with ed suffixes</li> <li>- add extra details to each part of your plan</li> </ul>																
<p style="text-align: center;"><b>Maths A</b></p> <p>Live explanation at 11am See Parentmail for link <a href="#">Explanation video</a></p> 	<p>Textbook chapter and pages <b>Textbook 1B, chapter 12, lesson 1, making equal groups – part 2 (workbook and deepening)</b></p> <p>Video link <a href="#">Making equal groups</a></p> <p><b>Deepening activity</b> What does <i>equal</i> mean? Draw some pictures and write some sentences to explain.</p>																
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<b>Thursday</b> 25 <sup>th</sup> February 2021	
<p><b>English</b>            Live explanation at 9.30am            See Parentmail for link  <a href="#">Explanation video</a></p> 	<p><b>WRITE : Recount of Rocket's day</b></p> <p><b>Look</b> at your plan from yesterday and use it to re-tell the story again. Try to add some extra details to make your story even more interesting.</p> <p><b>Read</b> an example recount in <a href="#">English resource 4a</a>. <a href="#">Click here</a> to hear it being read aloud.</p> <p><b>Write</b> your recount of Rocket's day. Click here for support (<a href="#">English resource 4b</a>)</p> <p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>- Use your plan</li> <li>- Write in the past tense (use words with 'ed' suffixes)</li> <li>- Use capital letters for pronouns (names of people and places)</li> </ul> <p>Try to include an <a href="#">exclamation mark</a> to show something is surprising or important.</p>
<p><b>Maths</b>            Live explanation at 11am            See Parentmail for link  <a href="#">Explanation video</a></p> 	<p>Textbook chapter and pages  <b>Textbook 1B, chapter 12, lesson 2, adding equal groups – part 2 (workbook and deepening)</b></p> <p>Video link  <a href="#">Adding equal groups</a></p> <p><b>Deepening activity</b> – see maths resource 4</p>
<p><b>Geography</b>            Live explanation at 1.30pm            See Parentmail for link  <a href="#">Explanation video</a></p> 	<p><b>What is the world made up of?</b></p> <ul style="list-style-type: none"> <li>• Spend some time exploring this <a href="#">3D globe</a> to identify what the world is made up of. Be sure to click on the photorealistic globe. Write down a list of what you saw when you looked at the 3D globe.</li> <li>• Look at the picture of the globe or the map of the World in the <a href="#">geography resource 1</a>. Colour and label it using these words: <i>ocean, land, equator</i>. Can you explain how a globe and a map are different?</li> </ul> <p>Write down 2 or 3 questions you would like to find out about the Earth. You might use these question stems: <i>What is...? Who...? What does...? Where is...? What can...? Where can...?</i></p>

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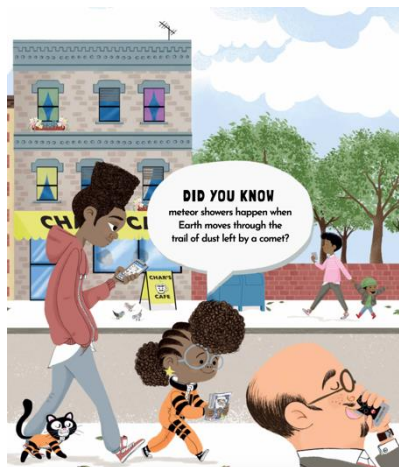
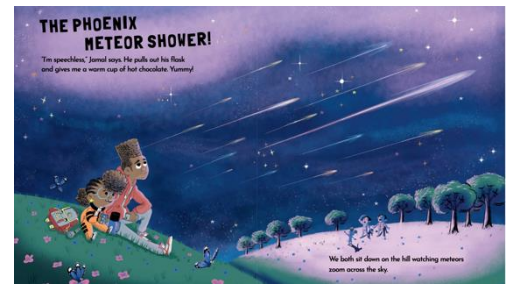
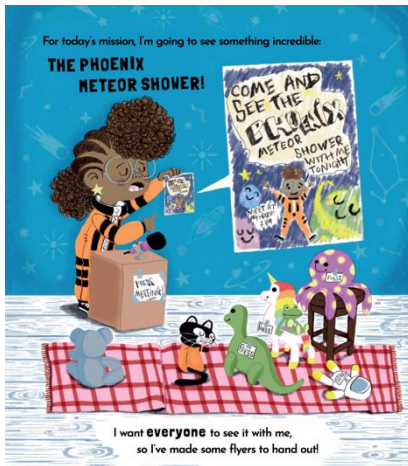
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<b>English</b> Live explanation at 9.30am See Parentmail for link <a href="#">Explanation video</a> 	<b>PUBLISH or PRESENT: Recount of Rocket's day</b>  <b>Check</b> your writing from yesterday. Check you have followed the 'remember tos' from Thursday's lesson.  <b>Choose</b> – you can either <b>publish</b> your writing at home and <b>decorate</b> your writing with lots of pictures inspired by the book, or <b>record</b> yourself reading your recount and upload it to SeeSaw.  If you are publishing, <b>remember</b> to: <ul style="list-style-type: none"> <li>- Sit correctly (at a table if possible)</li> <li>- Write on the lines</li> <li>- Form letters correctly</li> <li>- Keep letters the same size</li> </ul>												
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## Resources – Monday


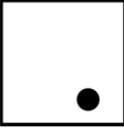



### English resource 1a







[Return to lesson](#)

## English resource 1b

 <p>meteor</p>	<p>Angry and/or upset</p>
 <p>rare</p>	<p>A chunk of rock or metal from space that falls through the atmosphere, or layer of gases, surrounding Earth.</p>
 <p>cross</p>	<p>Not often found or seen</p>
 <p>victory</p>	<p>Pain in the body</p>
 <p>grumble</p>	<p>SUCCESS</p>




 <p>aching</p>	To complain in a low voice
 <p>speechless</p>	Unable to speak because of strong emotion

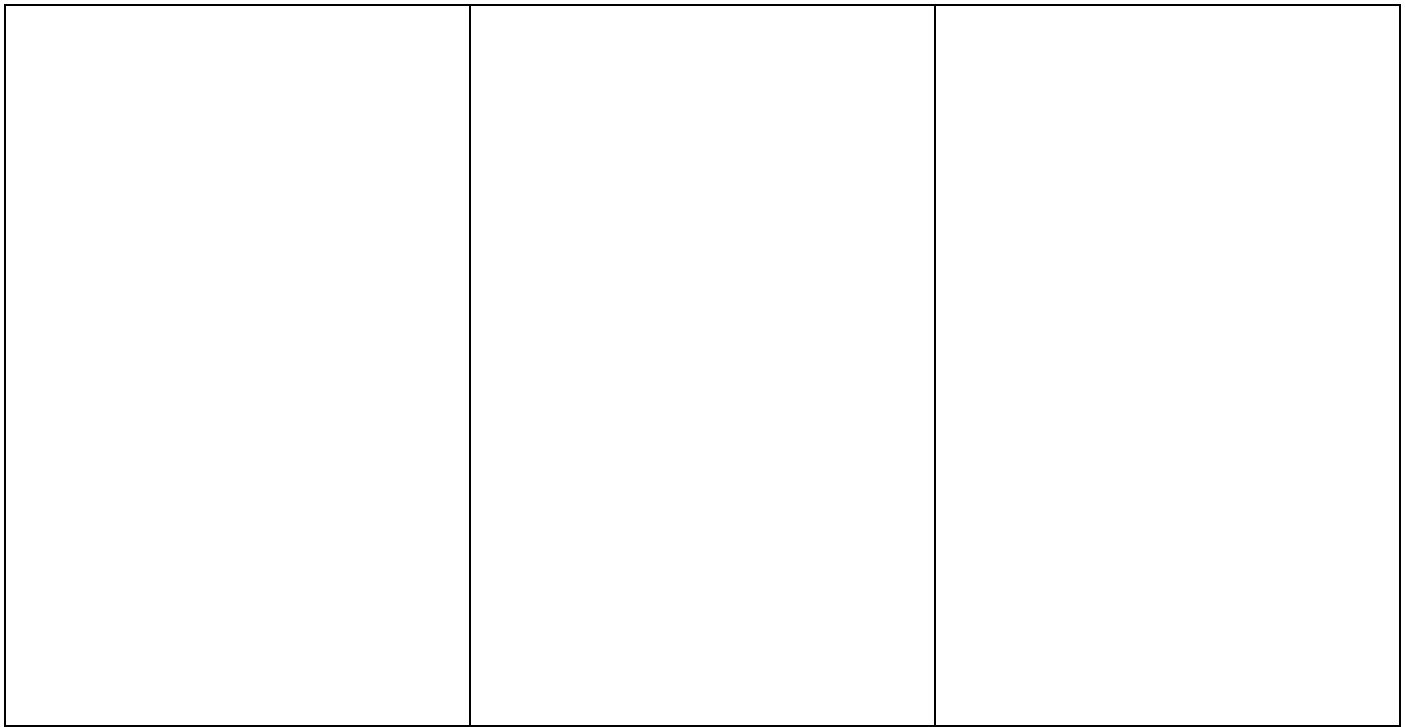
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## Science resource 1

### What is happening outside?

Draw or write in the table below:

What is the weather like?	What animals can you see and hear?	What plants can you see?
		



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## Resources – Tuesday







### English resource 2a





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## English resource 2b

**Activity 1:** Match the verb with the past tense. The words in red are a challenge!





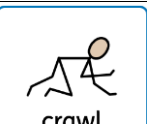
verb	past tense verb
 ache	saw *
 stare	thought *
 stop	went *
 miss	pointed
 point	ached
 see *	missed



 <p>think *</p>	<p>stared</p>
 <p>go *</p>	<p>stopped</p>

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**Activity 2:** One of the ways of changing a verb to the past tense is by adding 'ed'. Add ed to these verbs to change them into the past tense:

 <p>jump</p>		
 <p>climb</p>		
 <p>talk</p>		
 <p>walk</p>		
 <p>crawl</p>		

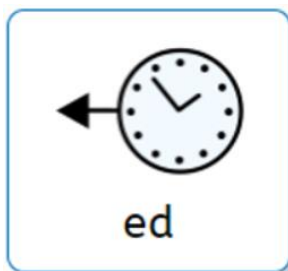
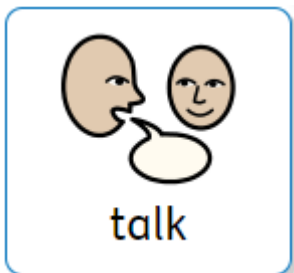
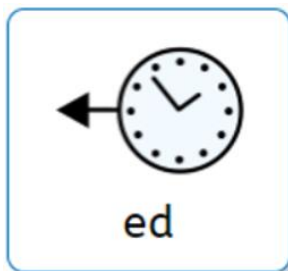
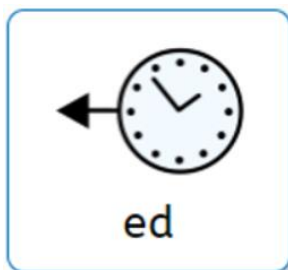
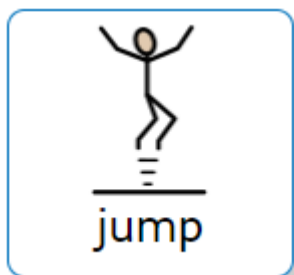
Use the past tense verbs in sentences, e.g. I jump<sup>ed</sup> high in the air.

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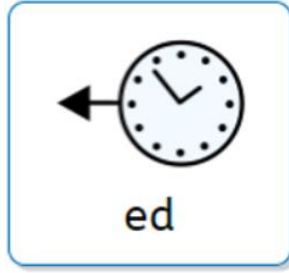
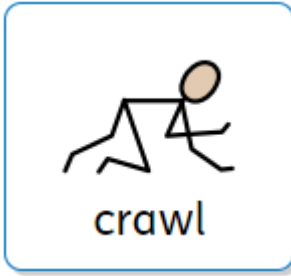
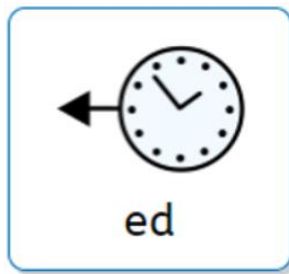
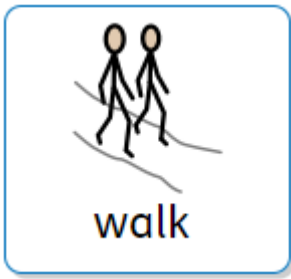
## English resource 2c – support

Match the word with the suffix and read.

Practice writing the word.





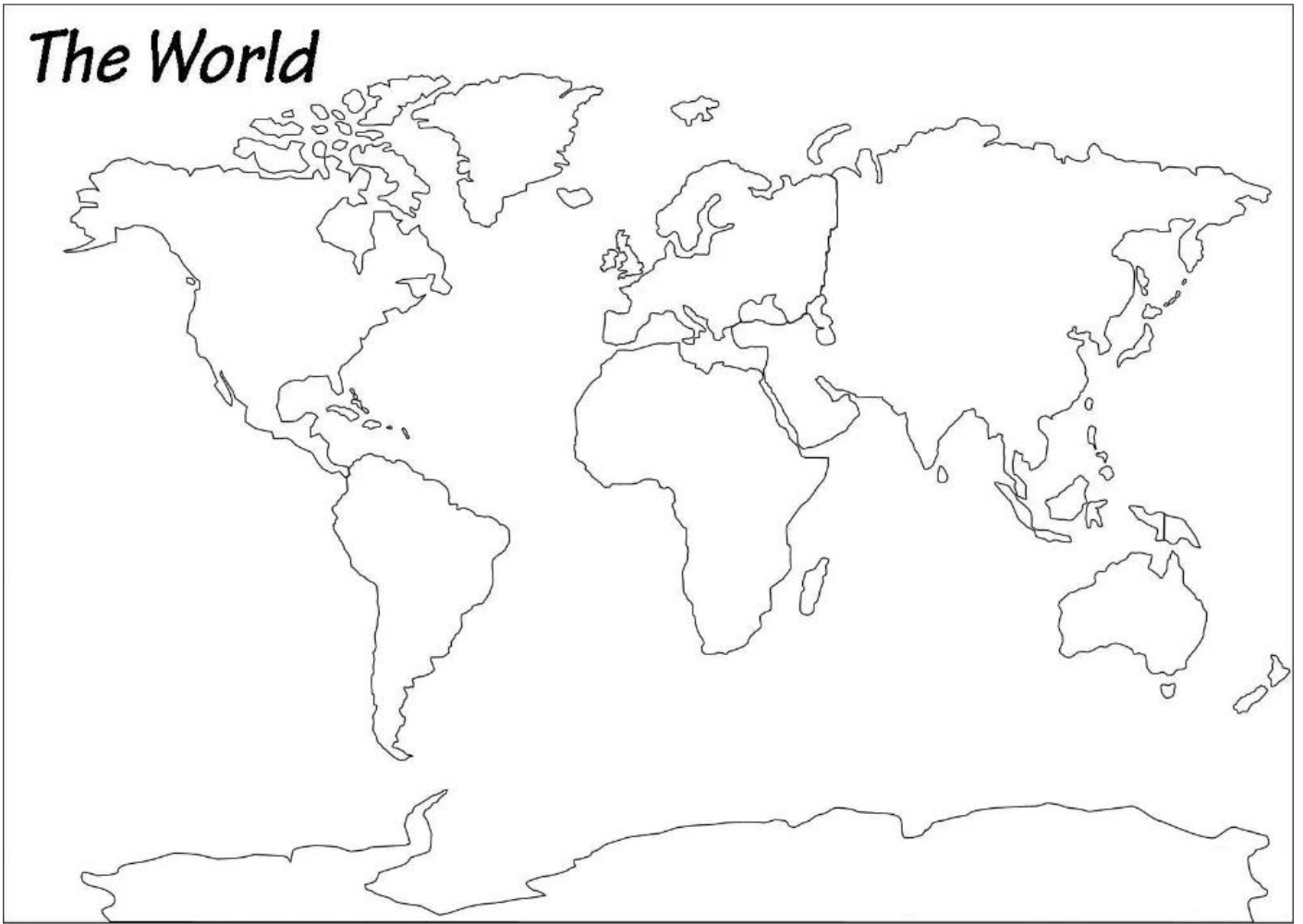


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## Geography resource 1



# *The World*

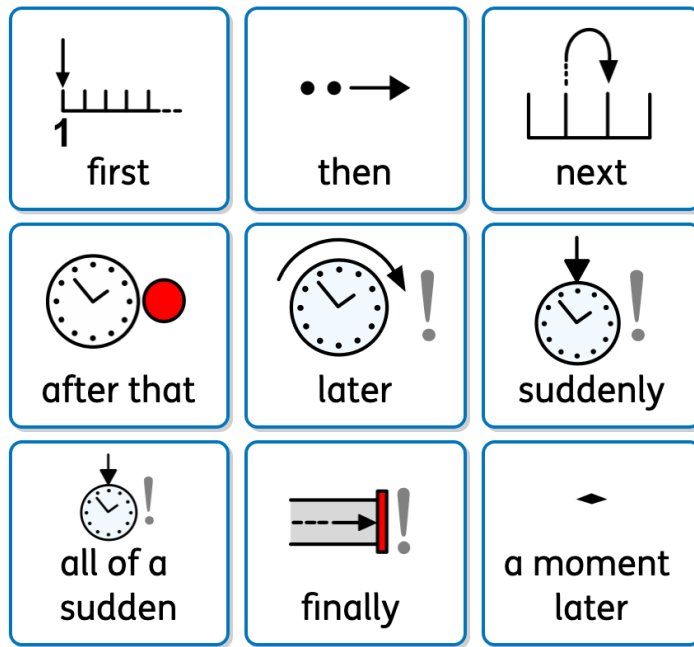


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## **Resources - Wednesday**


### **English resource 3a**


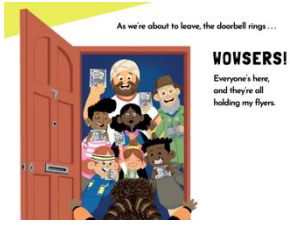



Time words



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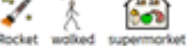


















### English resource 3b

Event	Time word (see <a href="#">resource 3a</a> )	What happened?
		

		Extra detail
		Extra detail
		Extra detail
		Extra detail
		Extra detail
		Extra detail

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English resource 3c – support

Event	Time word (see <a href="#">resource 3a</a> )	What happened?
	 <b>1</b>   early one morning first	 Rocket meteor shower flyer  <b>Extra detail</b> 
	  then next	 Rocket walked supermarket  <b>Extra detail</b> 
	   next after that	 smartphone ring people flyer  <b>Extra detail</b> 
	   later that evening	 walked park Jamal meteor shower  <b>Extra detail</b> 
	  then next	 walked nothing  <b>Extra detail</b> 
	  suddenly finally	 meteor shower bright lights sky  <b>Extra detail</b> 

# Resources Thursday

## English resource 4a

### Model text

ed suffixes

exclamation marks (!)

capital letters for names

Rocket was a little girl who loved to look up. She wanted to be the best astronaut in the world.

Early one morning, Rocket was ready for a special mission. The Phoenix meteor shower! Rocket made lots of flyers to tell everyone about the exciting event. She felt excited.

First, Rocket walked to the supermarket with her older brother Jamal. He never looked up and always looked down at his phone. While Jamal wasn't looking, Rocket grabbed the microphone and shouted to the whole shop that they should go to the park to see the meteor shower that night. She was so loud!

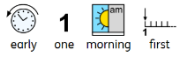
Next, they walked home and a car drove through an enormous puddle next to them. Jamal got completely soaked! After that, Jamal and Rocket walked to the park to see the meteor shower. Rocket was so excited that she danced a victory dance!

Suddenly, the doorbell rang and everyone who had flyers was at the house to join Rocket at the park. They all rushed to the park. They waited and waited but there was nothing to be seen. Rocket said they would see the meteors if they just looked up. Everyone moaned and groaned.

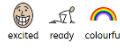
All of a sudden, there was a bright light in the sky and Rocket got everyone to look up. Jamal and Rocket watched the meteors zoom through the sky! Everyone smiled.

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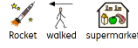




Rocket was \_\_\_\_\_



She was/ they were \_\_\_\_\_



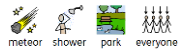
\_\_\_\_\_ Rocket \_\_\_\_\_



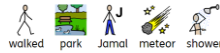
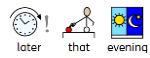
She \_\_\_\_\_



\_\_\_\_\_ the \_\_\_\_\_



Everyone \_\_\_\_\_



\_\_\_\_\_ everyone \_\_\_\_\_



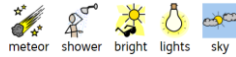
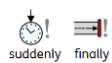
Rocket \_\_\_\_\_



\_\_\_\_\_ Rocket \_\_\_\_\_



They \_\_\_\_\_



\_\_\_\_\_ they \_\_\_\_\_



It was \_\_\_\_\_

# Maths resource 4

Draw pictures to represent:

1

There are 3 groups.

Each group has 4 apples.

3 fours = 12

There are 12 apples.

2

4 groups of 2 = 8

4 twos = 8

There are 8 ribbons altogether.





Spelling and Phonics resources



Quality First Education Trust

## Phonics resource \*

Match these words with the pictures.

<p>There were flowers on the ground.</p>		
<p>You cannot throw that ball.</p>		
<p>The big house was in the town.</p>		
<p>There is lots of snow today.</p>		

Use these words in sentences:

**blow**

**owl**

**show**

[Go back to lesson](#)



## Phonics resource \*\*

Read the passage and find the words with ow alternates and sort them into the table.






How did the slow cow eat the snow?  
You must not blow on a crow.



Now is the time to show the flowers to the town.

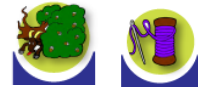
Look at the picture and spell the word. Can you use it in a sentence?

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**Phonics resource \*\*\***



Read the passage and find the words with ow alternates and sort them into the table.



How did the slow cow eat the snow?

You must not blow on a crow.

Now is the time to show the flowers to the town.

Look at the picture and spell the word. Can you use it in a sentence?

What do these **ow** words mean?

Bobby was cross with his sister. He looked at her and **scowled**.

---

---

Dad left the tap on and let the bath **overflow**.

[Go back to lesson](#)

**Spelling Grid**

My spellings to practise:

Rainbow writing (write each letter in a different colour)

Pyramid Writing - practise writing each word like this: w

wo  
wor  
word  
words

Look, say, cover, write, check:

[Return to lesson](#)

**Curriculum resources**



## Top Tips For Searching Online

Wise\_Owl's advice:

- ✓ Talk about it with an adult.
- ✓ Check another website.
- ✓ Use books to help.
- ✓ Look out for things that seem strange.
- ✓ Think about what you know already.

Can you think of any of your own?



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# P.E.



Aeroplanes pose



Boat pose



Arctic hare pose



Snow Goose pose



Iceburg pose



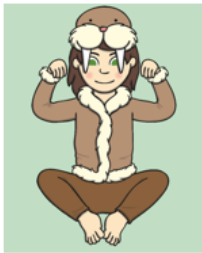
Whale pose



Arctic fox pose



Crescent moon pose



Walrus pose



Seal pup pose



Igloo pose



Relaxation pose



Polar bear pose

## [Back to the plan](#)



### Cross the River PE Home Learning

#### Time to Learn:

- Agree a start point (one side of a big river) and a finish point (the opposite side of the river).
- Using two objects (cushions, pillows, or other flat objects) can you cross the river without touching the floor?
- You are only allowed two objects to cross the river with.
- Can you complete the challenge and cross the river with out touching the floor!



Can you keep trying and work out a method for successfully crossing the river?



Start with a smaller river to cross. Once you feel confident, increase the size of your river to cross.



Place obstacles in the river to move around. You must not touch them when crossing the river!



Place treasure in the river (toys). Each piece of treasure is worth one point. How many points can you score?

#### Top Tips

##### Place the Pillows

- Place the pillows down on the floor. If you throw them you may over stretch and fall in.

#### Let's Reflect

What was the best method for crossing the river?  
How did you feel when you crossed successfully?

