



Year 1 Home Learning Spring 1 Week 2



Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

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




English	
<p>Monday <u>Explanation video</u></p>	<p>LAUNCH: Research endangered animals</p> <p>Endangered means that animals are at risk of extinction (there won't be any more of these animals left).</p> <p>Read this information about endangered animals. Make a list of some of the endangered animals you read about.</p> <p>Read the information below about why animals become endangered. Click here to hear the information read out loud.</p> <p>Draw pictures to show why some animals become endangered.</p>
<p>Tuesday <u>Explanation video</u></p>	<p>EXPLORE: Research endangered animals</p> <p>Read facts about the three endangered animals (turtles, gorillas, blue whales)</p> <p>Write down any words you'd like to clarify. Can you look up the meanings of these or ask a grown up at home?</p> <p>Look at this example of couplets about sea turtles.</p> <p>Write 5 facts about the animal your have chosen. Try to write couplets for each fact.</p>
<p>Wednesday <u>Explanation video</u></p>	<p>READ: Answer comprehension questions about <i>Dear Greenpeace</i></p> <p>Think about what we have learned about endangered animals so far.</p> <p>Listen to the story Dear Greenpeace or click here to read it yourself.</p> <p>Answer the comprehension questions below.</p>
<p>Thursday <u>Explanation video</u></p> <p></p>	<p>WRITE: A letter to Greenpeace</p> <p>You will be writing a letter to Greenpeace explaining to them that you have found a gorilla, turtle or whale in your garden or pond!</p> <p>Watch this video of how to write a letter to Greenpeace.</p> <p>Read the example letter to Greenpeace.</p> <p>Write your own letter to Greenpeace (click here for more support).</p>

<p>Friday <u>Explanation</u> <u>video</u></p> 	<p>WRITE: A reply from Greenpeace</p> <p>You will be writing a letter from Greenpeace, explaining why the animal cannot be a whale, gorilla or turtle!</p> <p>Watch this video of how to write a letter from Greenpeace. Read the example letter from Greenpeace. Write your own reply from Greenpeace (click here for more support).</p>
<p>Words to learn</p>	<p>Practise reading and spelling these words:</p> <p>little one</p> <p>Write each word in a sentence.</p>
<p>Phonics</p> 	<p>Click here to watch this week's phonics lesson</p> <p>Phonics resources – Try ** first then move to * if this is too challenging, or *** if you'd like more of a challenge.</p> <p>*Phonics resource **Phonics resource ***Phonics resource</p> <p>You can find additional Phonics resources by clicking on the following links: https://www.lettersandsounds.org.uk/for-home/year-1 https://www.phonicsplay.co.uk/resources</p>

Maths

Monday Explanation video 	Textbook chapter and pages Textbook 1A, Chapter 9, Lesson 3: Measuring Height and Length Using Body Parts
	Learn the strategy
	Deepening activity Click here for deepening question
Tuesday Explanation video 	Textbook chapter and pages Textbook 1A, Chapter 9, Lesson 4: Measuring Height and Length Using a Ruler To introduce the concept of using rulers for measuring.
	Learn the strategy: (up to 6 minutes and 2 seconds)
	Deepening activity Click here for deepening question
Wednesday Explanation video 	Textbook chapter and pages Textbook 1A, Chapter 9, review
	Use the strategies we have learnt in this chapter. Go back to watch the videos if you are not sure.
	Deepening activity Click here for deepening question
Wednesday Explanation video 	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 1: Counting to 40 (part 1)
	Video link Learn the strategy
Thursday Explanation video 	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 1: Counting to 40 (part 2)
	Video link Learn the strategy
	Deepening activity Click here for deepening question
Friday Explanation video 	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 2: Writing Numbers to 40 (part 1)
	Video link Learn the strategy: (up to 6 minutes and 55 seconds)

Curriculum

<p>Science <u>Explanation video</u></p> 	<p>How can we reduce food waste?</p> <p>Watch this video about how we can waste less food. What did you learn? Compare this video. Which video gives you the best information. – which video would you choose to share at school with year 1 and 2. Why?</p> <p>Think about what you and your friends eat and throw away. Add your own ideas to the table in the science resource about some ways you could do this.</p>
<p>History <u>Explanation video</u></p>	<p>Have parks always had playgrounds?</p> <p>Look at the pictures and information below.</p> <p>Why do you think there are different playgrounds in our parks now? You could discuss with an adult or write some sentences to explain.</p>
<p>RE <u>Explanation video</u></p>	<p>What do Christians believe about God?</p> <p>Christians believe that there is one God and he created the world and everything in it. He also sent his son, Jesus , to show people how to live.</p> <p>Watch and listen to the story of Jesus</p> <p>On the RE resource below write down 3 or more things that were said about Jesus in the story.</p> <p>How do Christians celebrate Jesus' birth?</p>
<p>PSCHE <u>Explanation video</u></p>	<p>Read 'The huge bag of worries' (PDF attachment) and think about the messages in the story.</p> <p>Use the PSCHE resource and draw all of your worries in the bag. Label them to show what each worry is.</p> <p>Next week you'll be thinking about how to fix some of your worries.</p>
<p>Art</p>	<p>Wild Things</p> <p>Watch Where the Wild Things Are</p> <p>Take a look at this video to see how Ms Green creates texture in a drawing. Draw a 'Wild Things' monster of your own design.</p>
<p>Music</p>	<p><u>Pitch Jumping Patterns</u></p> <p>Watch and follow instruction video: here</p> <p>Complete the pitch grid on the resource page and colour in the correct sounds for the first part of the song.</p>
<p>PE</p>	<p>Warm up and Stretching</p> <p>In a space practice creeping on the spot lifting up your knees and using your arms. What else can you do, can you make yourself small and hide or surprise me with a big shape? How about turning around to chase your tail, look for it through your legs, look side to side and swing your tail. Bounce small and pounce with a high jump! Can you shake your hands and feet, circle your shoulders, wave your arms, stretch your arms and legs, reach sideways and melt slowly? Now repeat it all again!</p> <p>Click here to follow a video.</p> <p>Physical Activity:</p> <p>Choose 3 or more of the action words above in red and join together to make a short movement phrase. Try it again really slowly in parts and with lots of energy. Perform it to someone else at home. Use some music of your own to inspire your moves!</p> <p>What did your audience think you performed well?</p>

Resources

English

Resource 1

Why Do Animals Become Endangered?

Humans are largely responsible when animals become extinct, endangered or threatened. Here are some reasons why animals become endangered:

Destruction of Habitat Humans destroy animals habitat--the natural environment of a living thing--when they fill swamps and marshes, or cut down trees to build homes, roads and other man made things.

Pollution Oil spills, acid rain and water pollution have been devastating for many species of fish and birds and can make it hard for them to survive.

Hunting and Fishing Many animals are over-hunted because their meat, fur and other parts are very valuable.

Exotic animals When animals or plants arrive into a new habitat from a new place they sometimes bring diseases that the animals who live there can't fight. These "exotic" animals can also hunt the animals who live there.

Resource 2



Turtles don't have **teeth**. They use their beak-like mouth to grasp their food.



Turtle shells are made of over 50 **bones** fused together. They have light, spongy bones that help them float.

Resource 3

1. What animal does Emily think is in her pond?
2. Why does she think it is a blue whale?
3. What does Emily feed the whale?
4. What does migratory mean?
5. How do you know Greenpeace don't believe Emily?
6. How do Emily's feelings change throughout the book? How do you know?

Resource 4

Letter to Greenpeace

Dear Greenpeace,

I am writing this letter to tell you that there is a gorilla living in my garden.

I know it must be a gorilla because it is enormous. Gorillas are one of the biggest mammals on earth. Yesterday I saw it sitting underneath the tree and eating leaves from plants. It was using its sharp teeth to chew the leaves. Finally I know it must be a gorilla because it makes lots of different calls and noises. Sometimes they are short and sound like a dog barking!

I think you should help me return the gorilla to its rainforest home.

Love,

Emily

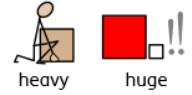


Support - letter to Greenpeace

Dear Greenpeace,



I am writing this letter to tell you _____



I know it must be a _____ because _____



Yesterday I saw it _____ under _____



It was looking for _____ to _____



Finally I know it's a _____ because _____



I think you should help _____

Love

Resource 5

Dear Emily,

Thank you for your letter.

I am writing to explain to you why the animal in your garden is not a gorilla. Gorillas are the largest primates in the world and would not fit in your garden. They are too big and heavy. You live in London. Gorillas live in the bamboo forests of Africa! Finally, you said that the gorilla was eating leaves. Gorillas can eat all day long and would eat your whole garden and still be hungry!

I'm sorry to disappoint you. I think it is a very large cat.

Yours sincerely,
Greenpeace

Support – letter from Greenpeace

Dear _____



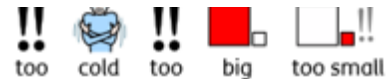
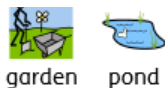
I am going to tell you why _____



_____ are _____



_____ live _____



Your _____ is _____



They _____ to _____



I think it is a _____

Phonics resource *

I can read words with 'i' alternates

Add sound buttons

Read the word

Draw a picture



Add sound buttons	Draw a picture
pie	
night	
tie	
sight	
like	
lies	

bike

fries

lie

Now write a sentence using each of these words.

Phonics resource **

I can spell words with 'i' alternates.

Add sound buttons

Read the word


Draw a picture




Add sound buttons	Draw a picture
pie	
night	
tie	
sight	
like	
lies	
kite	

Circle the correct spelling:


flighs	flies	flise
--------	-------	-------



tights	tiets	tites
--------	-------	-------



spighks	spieks	spikes
---------	--------	--------



alright white ties

Write a sentence using each of these words.

Phonics resource ***

I can spell words with 'i' alternates



Circle the correct spelling:

flighs	flies	flise
--------	-------	-------





















tights	tiets	tites
--------	-------	-------



spighks	spieks	spikes
---------	--------	--------



igh		ie		i-e	
					
					
					
					
					
					

Have a go at spelling the words in the grid. Write some sentences or a short story to show that you understand them.

Maths

Deepening (Chapter 9, lesson 3)

Measure lengths and heights

I would like to measure the length of these objects.

table

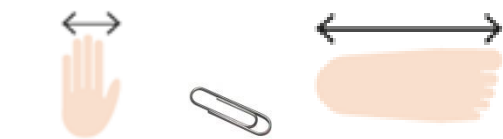
ten-frame

pencil

carpet



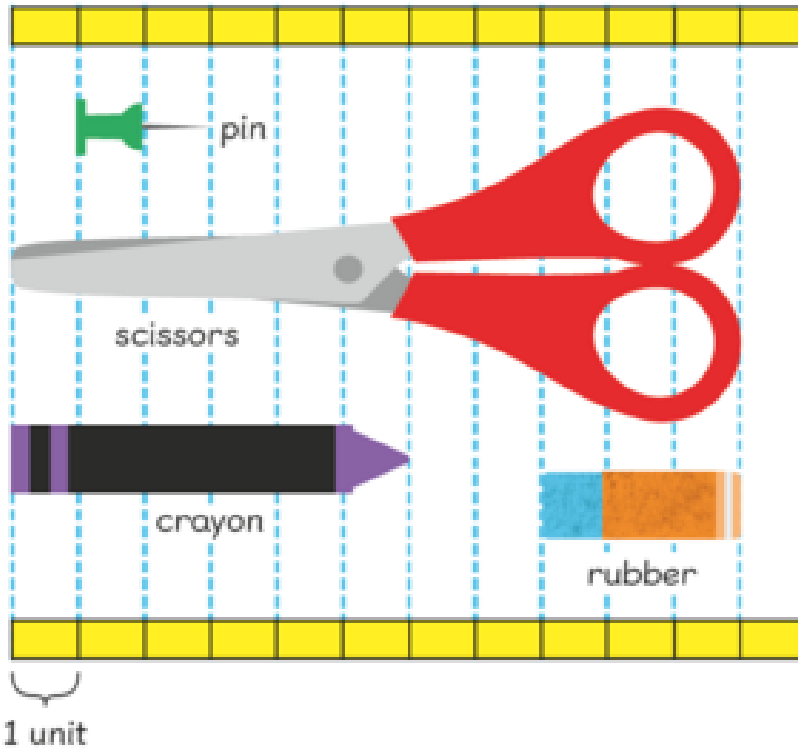
Which unit of measurement should I use and why?



Deepening (Chapter 10, lesson 4)

Mind Workout

Compare the length of the objects.



(a) The is shorter than the rubber.

(b) The is shortest.



The length of the colouring pencil is about units.

Deepening: review lesson

Measure and begin to record lengths and heights

Maths Journal

Emma has a red ribbon and a blue ribbon.

She measures the length of each ribbon.



The red ribbon is about 7 paper clips long.



The blue ribbon is about 4 ice lolly sticks long.

I use more paper clips than ice lolly sticks.
So, the red ribbon is longer than the blue ribbon.

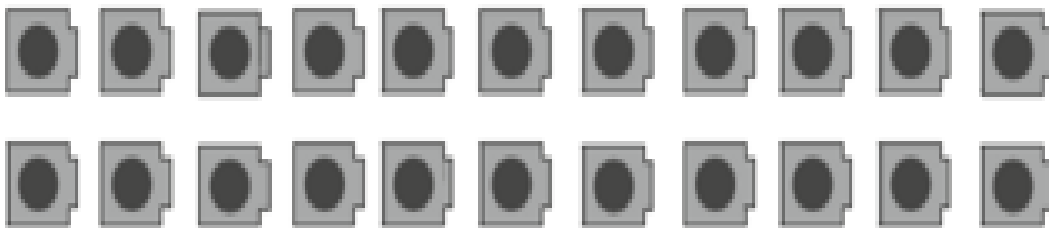


Is Emma correct?

Why?

Deepening (Chapter 10, lesson 1)

Deepening question:



Explain how to count these cubes.

History

Now



Then



Playgrounds in the early 1900's were built to help children build relationships with other children in the area but soon became a very unsafe place to be. Most of the equipment in the 1900's were made of metal and a hard stone and sand mix called asphalt, whereas now we have playground made out of rubber and plastic.

Science

Food I eat write or draw	How much ends up as waste	How could there be less waste
Bowl of cereal	A few spoonfuls	Pour what I need
Banana	The skin	Put in compost
Banana	Brown bits	Eat before it goes brown Make a cake
Sandwich	Crusts	Eat everything in my lunchbox Try something new

Making Compost

Compost is important for growing healthy crops on an allotment because it adds nutrients to the soil that are essential in supporting a range of plant functions. Many allotment gardeners choose to make their own compost, using up surplus waste. So, what will you need to make your own compost on your allotment?

Green organic matter should make up around half of your compost heap as this will **decompose** quickly and help to nourish the microbes turning your waste into compost.

Examples of this include:

- fruit and vegetables
- uncooked kitchen waste
- grass cuttings
- green leaves

Try researching other green organic matter that you could compost.

Compost bins come in varying shapes and sizes and can be made of either plastic or wood. Essentially, you just need a container that has a lid (this is important to prevent water creating a soggy mess) and a closing outlet at the bottom.

Brown organic matter can vary from twigs and wood chippings, brown leaves and stems to shredded paper, card and straw.

Turn your compost heap regularly to ensure the different matter is well mixed and to add air to your mixture. This is essential in making better compost.

What other brown organic matter can be composted?

Think carefully about the position of your compost bin on your allotment – too warm or cold a position prevents the **bacteria** turning your waste into compost while too little or too much humidity stops the **micro-organisms** from decomposing the waste.

It is best if the base of your compost bin is sitting on soil rather than a hard base as this will allow it to drain easily and will get the **decaying** process started much quicker.



Glossary

Bacteria

A form of micro-organism.

Micro-organisms

A microscopic living thing.

Brown organic matter

Matter from the remains of plants or animals high in carbon.

Nutrients

The substances required by plants and other living things to function, e.g. survive and grow.

Compost

The substance produced through composting (the recycling of organic matter through decomposition).

Compost bin

A container, often made of wood or plastic, where organic waste is recycled to make compost.

Decaying

The process whereby organic matter is broken down.

Decompose

To break down organic matter.

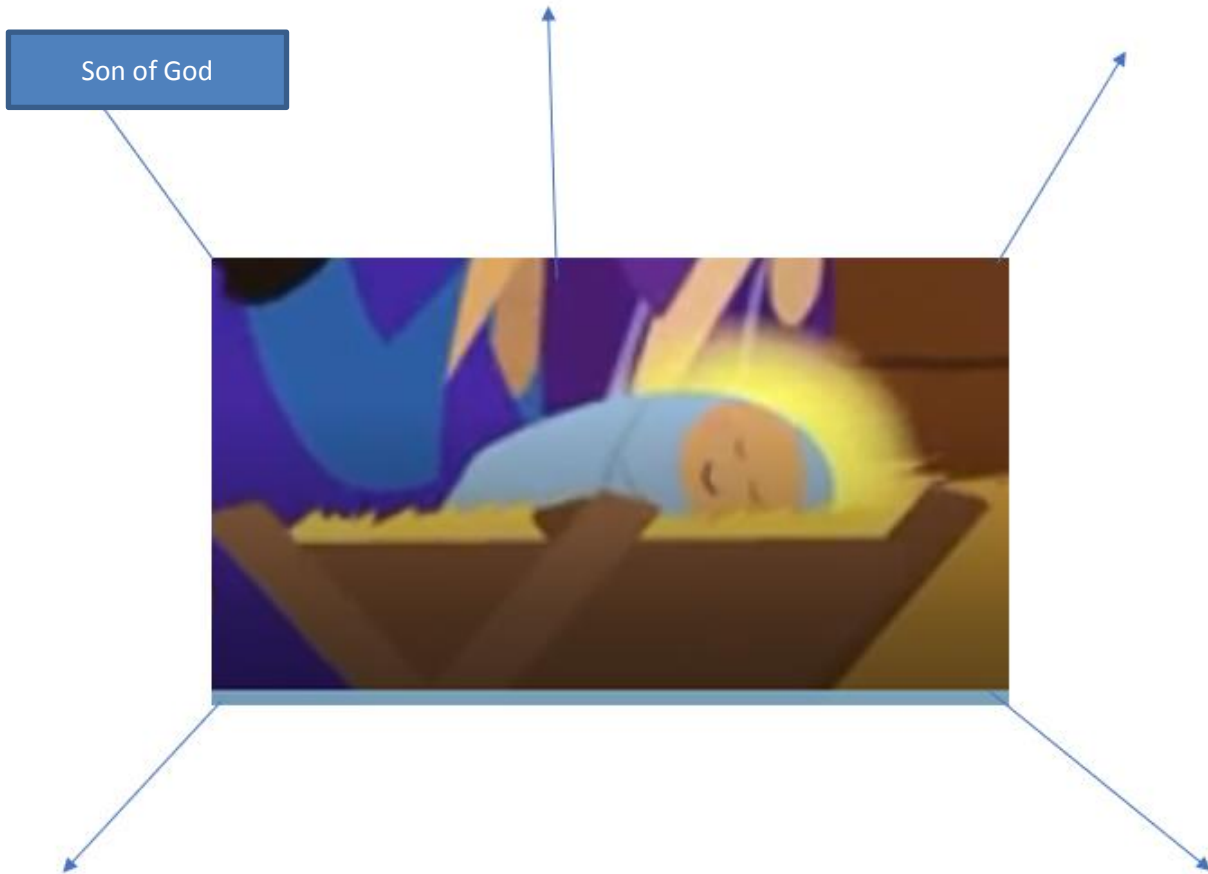
Green organic matter

Matter from the remains of plants or animals high in nitrogen.



RE

Write some of the things that people believe about Jesus on the spider web. One is done for you.



Music

COLOUR IN THE SONG SOUNDS TO MAKE THE SHAPE

SO (G)										
FA (F)										
MI (E)										
RA (D)										
DO (C)										

I jump out of bed in the morning. I jump out of bed in the morning. I jump out of bed in the morning. We'll All Be Happy and bright

PSCHE

Write or draw all the worries you have in the bag below.

