



Year 1 Home Learning Spring 1 Week 4




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	
Live explanations at 9.30am each day – See link on Parentmail.	
Monday <u>Explanation video</u>	<p>LAUNCH and EXPLORE: What is a fable?</p> <p>Read The tortoise and the hare. Click here to listen to the story.</p> <p>This story is a fable. This means the story has a message or moral, which gives us important advice.</p> <p>Read this fable of The Lion and the Mouse. Click here to listen to the story being read aloud.</p> <p>Explain what the moral or message is in this story. You could tell a grownup at home or write it down.</p> <p>Can you think of any other fables that you have read?</p>
Tuesday <u>Explanation video</u> 	<p>READ: Answer comprehension questions about the story</p> <p>Read and listen to The Fate of Fausto.</p> <p>This is another example of a fable where a man learns an important lesson about looking after the environment.</p> <p>Answer these questions about the story.</p>
Wednesday <u>Explanation video</u>	<p>PLAN: Your own Fate of Fausto fable</p> <p>Re-read The Fate of Fausto.</p> <p>Tomorrow, you are going to be writing your own version of <i>The Fate of Fausto</i>. Today you will be planning your story.</p> <p>Click here to read an example plan.</p> <p>Think of three different animals Fausto could meet.</p> <p>Think of what Fausto might try to do when he meets them and what problem there might be.</p> <p>Think of how the problem could be solved and how the story could end.</p> <p>Use this planning grid to write your own ideas.</p>

<p>Thursday Explanation video</p> 	<p>WRITE: your own Fate of Fausto fable</p> <p>Look at your plan from yesterday. Re-read your ideas and practise saying your ideas aloud in full sentences.</p> <p>Read the model text below. Click here to listen to it being read aloud.</p> <p>Write your own story. Click here for a word bank or here for a writing support.</p> <p>Remember to say each sentence aloud, use full stops and capital letters and check your writing after you have written it.</p>
<p>Friday Explanation video</p> 	<p>PRESENT: Publish your writing</p> <p>Read your work from yesterday.</p> <p>Check you have used full stops and capital letters.</p> <p>Publish your writing.</p> <p>Remember to sit at a table if possible with both feet on floor, write slowly and try to keep your letters neat and the same size.</p> <p>Decorate your published work with pictures from the story (e.g. animals or the setting you have chosen).</p>
<p>Phonics</p> 	<p>Click here to watch this week's phonics lesson (alternate pronunciation of the 'ea' grapheme)</p> <p>Phonics resources – Try ** first then move to * if this is too challenging, or *** if you would like more of a challenge.</p> <p>*Phonics resource</p> <p>**Phonics resource</p> <p>***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>
<p>Words to learn</p>	<p>REVISE: Practise reading and spelling these words:</p> <p>when, what, little, one, Mr, Mrs</p> <p>Use the spelling grid to help you.</p>

Reading Group Links – please attend on your child's usual reading day

1B	1.30pm	See link on Parentmail
1S	1.30pm	See link on Parentmail
1W	3.00pm	See link on Parentmail
1G	3.00pm	See link on Parentmail



Maths


Live explanations at 11am each day – See link on Parentmail.

For Wednesday Lesson B:

Live explanation at 1.30pm for 1W and 1G – See link on Parentmail.


Live explanation at 3pm for 1B and 1S – See link on Parentmail.

Monday <u>Explanation video</u>	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 4: Comparing Numbers (part 1)
	Video link <u>Learn the strategy 1</u>
Tuesday <u>Explanation video</u> 	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 4: Comparing Numbers (part 2)
	Video link <u>Learn the strategy 2</u>
	Deepening activity My friend says that 29 is bigger than 35 because there are more ones. Is he correct? Draw and write an explanation to show me why he is right or wrong.
Wednesday A <u>Explanation video</u>	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 5: Finding How Much More (part 1)
	Video link <u>Learn the strategy 1</u>
Wednesday B <u>Explanation video</u> 	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 5: Finding How Much More (part 2)
	<u>Learn the strategy 2</u>
	Deepening activity <u>Click here</u> for the deepening activity.
Thursday <u>Explanation video</u>	Textbook chapter and pages Textbook 1B, Chapter 10, Lesson 6: Making Number Patterns (part 1)
	<u>Learn the strategy</u>
Friday	Textbook chapter and pages

Explanation video 	Textbook 1B, Chapter 10, Lesson 6: Making Number Patterns (part 2)
	Learn the strategy
	Deepening activity Click here for the deepening activity.

<h3>Curriculum</h3> <p>Live explanations at 1.30pm for 1W and 1G – See link on Parentmail. Live explanations at 3pm for 1B and 1S – See link on Parentmail.</p>
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RE Monday Explanation video	What is the sacred text of Christianity? The Bible is a special book for Christians. <ul style="list-style-type: none"> • Watch this video about the Bible and list 3 facts • Listen to this famous story The Lost Son, from the bible. See RE resource and order the pictures to retell the Lost Son story.
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Science Tuesday Explanation video 	What can we re-use? (part 1) We can re-use items to reduce the amount of materials that we waste and throw away. For example, we can use a re-usable water bottle, instead of buying a plastic one each time. Re-using materials are better for the environment because it reduces waste. <p>Make a list of everything you can think of that is re-usable.</p> <p>Design a reusable shopping bag that promotes the importance of protecting the environment. See science resource.</p>
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History Thursday Explanation video	How has London changed? Look at these pictures and think about what you observed in the first lesson about how London has changed. <p>Do you think people always drove in cars around London?</p> <p>Write some sentences to explain how people moved around the town. Use the history resource to help.</p>
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<h3>Curriculum</h3> <p>You can complete these independently over the week e.g. when you are not reading with your teacher</p>

PSCHE Explanation video	How to be a lion Read the story <i>How to be a lion</i> (PDF attachment) <p>After you have read the story, look at PSCHE resource 1 and write some advice to Leonard about how he can be brave.</p> <p>Next, look at PSCHE resource 2 and write down how you are different to somebody you live with.</p>
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Art	<p>Artists and their animal friends</p> <ul style="list-style-type: none"> • Watch Ms Green on THIS VIDEO to see some artists and their pet portraits. She will show you how to make your own portrait using scraps of paper. • Make a portrait of your pet or an imaginary pet. • Deepening: Use your portrait to illustrate a story about your pet and why they are a special friend.
Music	<p>The Ducks</p> <p>Watch and join in with Ms Hughes on the video CLICK HERE</p> <p>You can get a free xylophone app to download for lessons on phones/tablets or computers:</p> <p>GOOGLE APPLE</p>
PE	<p>Warm up: Listen and Move</p> <p>Let's have fun! Remember the song? Be creative and move! Watch the video here.</p> <p>Physical Activity: Stretch and strength</p> <p>Time to get out of your chair and exercise! Watch the video here to try some pilates. Follow along and enjoy!</p> <p>Dance: Animal moves</p> <p>Let's do our dance based on how animals move – try these ideas on the video</p> <ul style="list-style-type: none"> • Run on the spot superfast like a tiger • Huge heavy elephant like stomps, swinging side to side • Jump and bounce high and low just like a kangaroo • Stretch as wide, long and low as a crocodile's jaw • Glide, hover and swoop like an eagle • Stretch and balance like a tall giraffe

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

1B	3.00pm Friday	See link on Parentmail
1S	3.00pm Friday	See link on Parentmail
1W	1.30pm Friday	See link on Parentmail
1G	1.30pm Friday	See link on Parentmail

Resources

English Monday

The Tortoise and the Hare



There once was a speedy hare, who bragged about how fast he could run. Tired of hearing him boast, Slow and Steady, the tortoise, challenged him to a race. All the animals in the forest gathered to watch.

Hare ran down the road for a while and then and paused to rest. He looked back at Slow and Steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."

Slow and Steady walked and walked. He never, ever stopped until he came to the finish line.

The animals who were watching cheered so loudly for Tortoise, they woke up Hare.

Hare stretched, yawned, and began to run again, but it was too late. Tortoise was over the line.

After that, Hare always reminded himself, "Don't brag about your lightning pace, for Slow and Steady won the race!"

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English Tuesday

1. What animal character does Fausto meet in the story?
2. What does Fausto tell all of the animals and natural things?
3. What kind of character do you think Fausto is? Why do you think that?
4. What did Fausto not understand?
5. What lesson did Fausto learn?

























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English resource 1 Wednesday

Setting	Jungle
3 characters	parrot, leopard, river
Problem	Fausto tries to make the river his
Resolution	Fausto stamps his foot on the river and gets swept away

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English resource 2 Wednesday

Setting	 jungle  forest  ocean
3 characters	 monkey  parrot  tiger  horse  deer  squirrel  crab  dolphin  seagull  river  waterfall  waves
Problem	Falsto tries to make the  river  waterfall  waves his.
Resolution	 carried  away  fell  down  pulled  under

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English Thursday

There was once a man who thought everything belonged to him and so he set out in the jungle to check on what was his. The jungle was hot and damp with plants and animals all around.

Fausto saw a parrot and decided that the parrot was his. The parrot had red and blue feathers and a curved yellow beak. The parrot agreed so Fausto walked on to see what else he owned.

Next, he saw a leopard and decided that he owned it too. The leopard was not sure but Fausto stamped his foot and shouted. He shouted so loud that his face went red. The leopard finally agreed so Fausto walked on to see what else he owned.

Lastly, Fausto came to a river. The river was wide and the water rushed fast over the pointy rocks. Fausto told the river that he owned it but the river did not agree.

Fausto stamped his foot and waved his fists but the river did not change its mind. He decided to stamp on the river to show it who was boss but Fausto could not swim. He did not understand.

The river swept Fausto away and the jungle went back to its peace and quiet.

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English support Thursday

There was once a man called _____ who thought everything belonged to him.



One day he went to _____



It was _____



First _____ met a _____



He said _____

The _____ said _____



Next _____ met a _____



He said _____

The _____ said _____



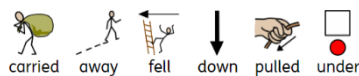
Finally he came to a _____



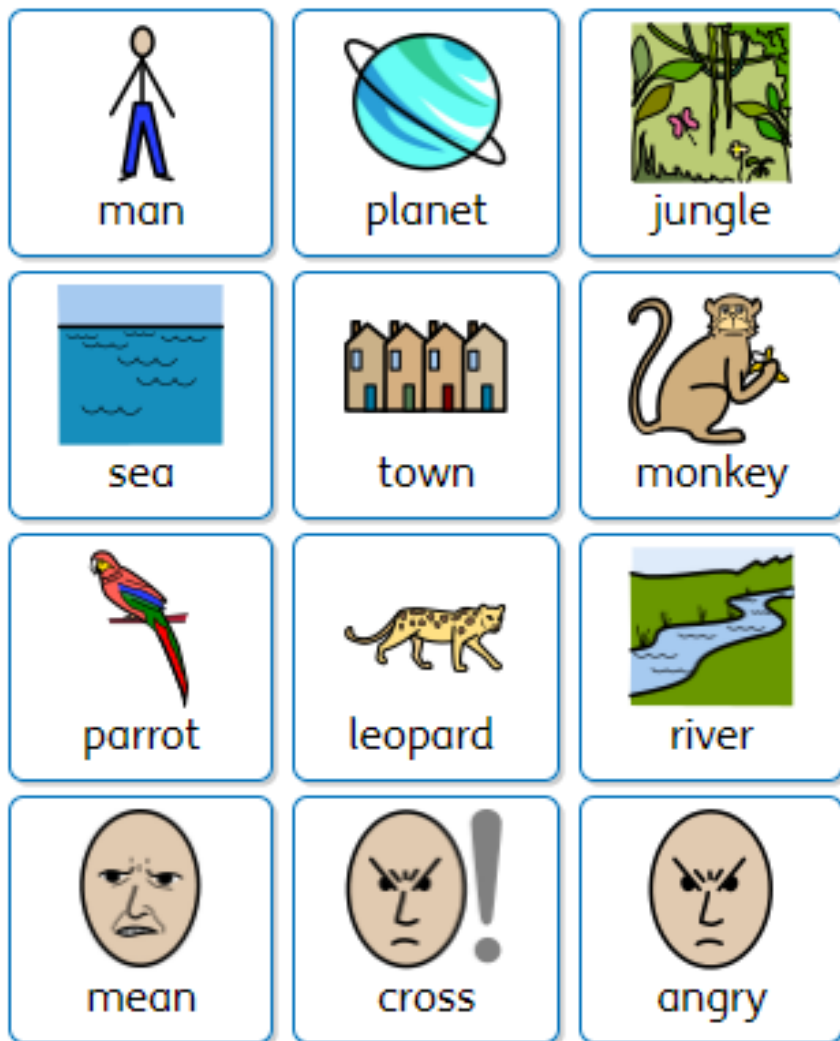
He said _____

The _____ said _____

All of a sudden _____ was _____



Word Bank



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Phonics *

Add sound buttons

Read the word

Draw a picture



Add sound buttons	Draw a picture
 head ● — ●	
 bread	
 thread	
 meat	
 seat	
 treat	

seat head treat bread

Now write a sentence using each of these words.

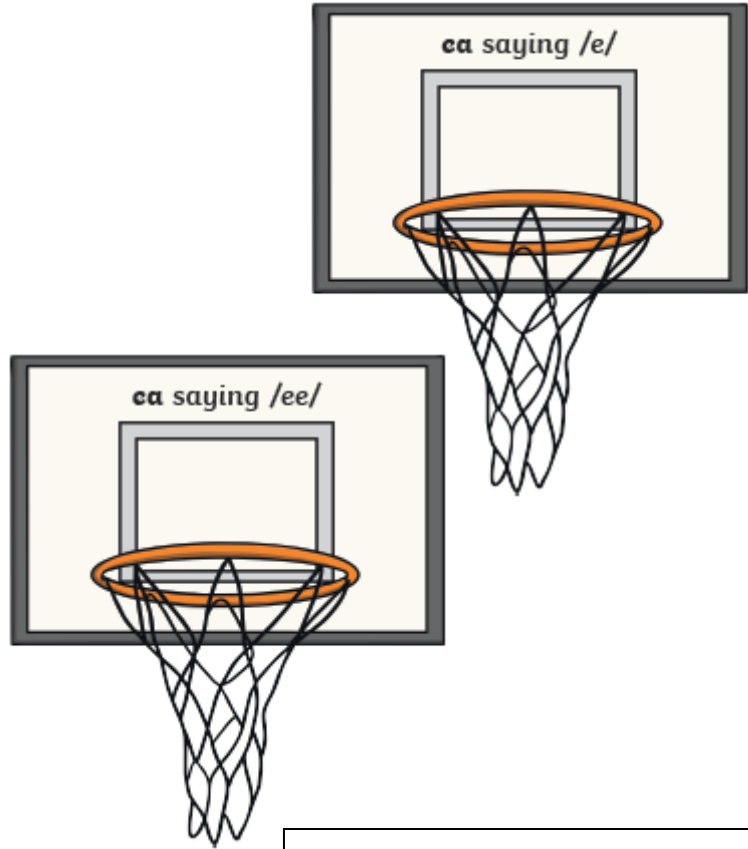
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Phonics **

Add sound buttons
Read the word
Draw a picture



Add sound buttons	Draw a picture
head	
meat	
bread	
seat	
thread	
treat	



Can you sort the words into the correct basket?



threat feast ahead neat

Write a sentence using each of these words. [Go back to lesson](#)

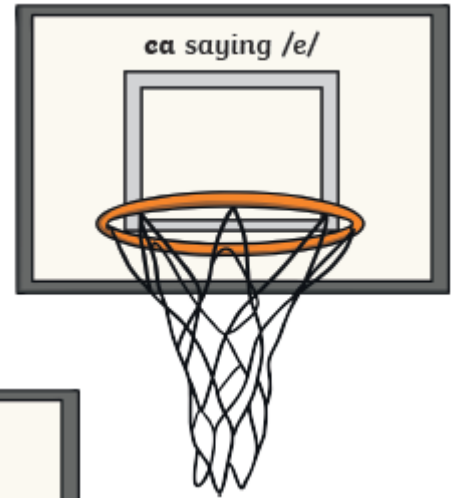
Phonics ***



Read the story below. Can you spot the **ea** grapheme and read the correct phoneme?

Our class likes sport because we like to be healthy. One day, Heather came in to school to teach our class how to play basketball. She plays for the British Deaf Basketball Team.

Basketball Misadventures



She was so happy with our class that, instead of our usual PE lesson, she took us to see some basketball games. We saw her deaf basketball team getting ready to play. There were many other teams too!



Can you sort the words into the correct basket?



threat feast ahead neat

Write a sentence using each of these words.

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Spelling Grid

My spellings to practise:

Rainbow writing (write each letter in a different colour)

Pyramid Writing - practise writing each word like this: w

w
wo
wor
word
words

Look, say, cover, write, check:



Maths

Deepening (lesson 5 part 2)

WALT – find numbers using a number chart

My friend was not here yesterday. Can you explain how to use the number chart to find one less than 21?

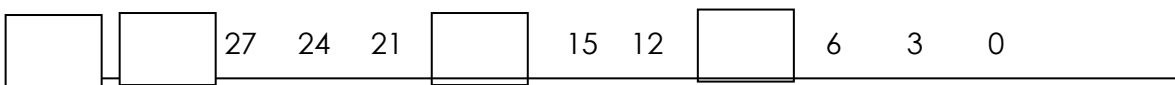
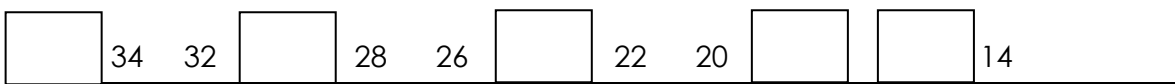
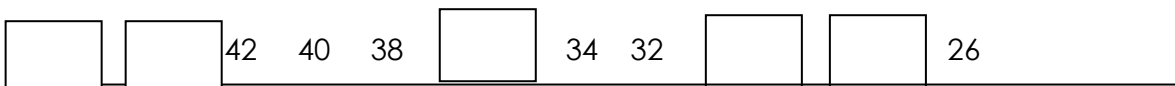
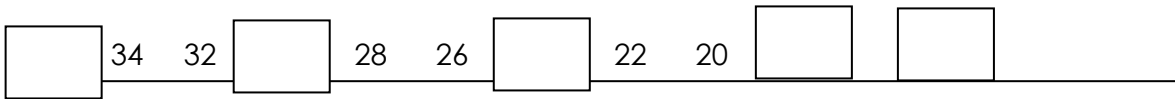
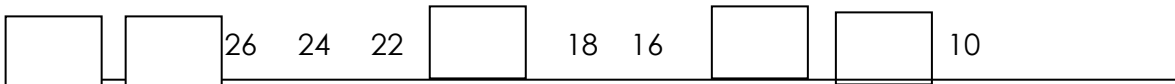
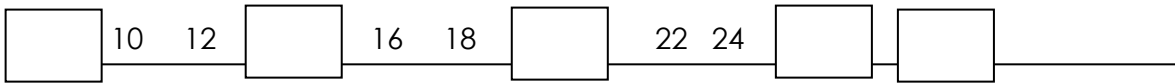
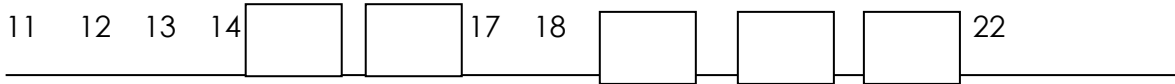
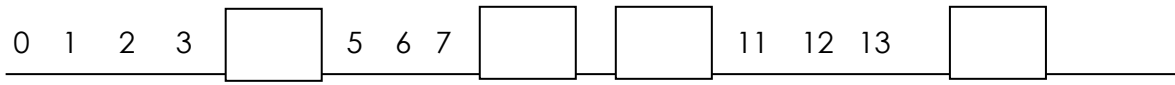
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

What else can it help you with? (10 more, 10 less etc)

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Deepening (lesson 6 part 2)

Complete these number lines by filling in the missing numbers.

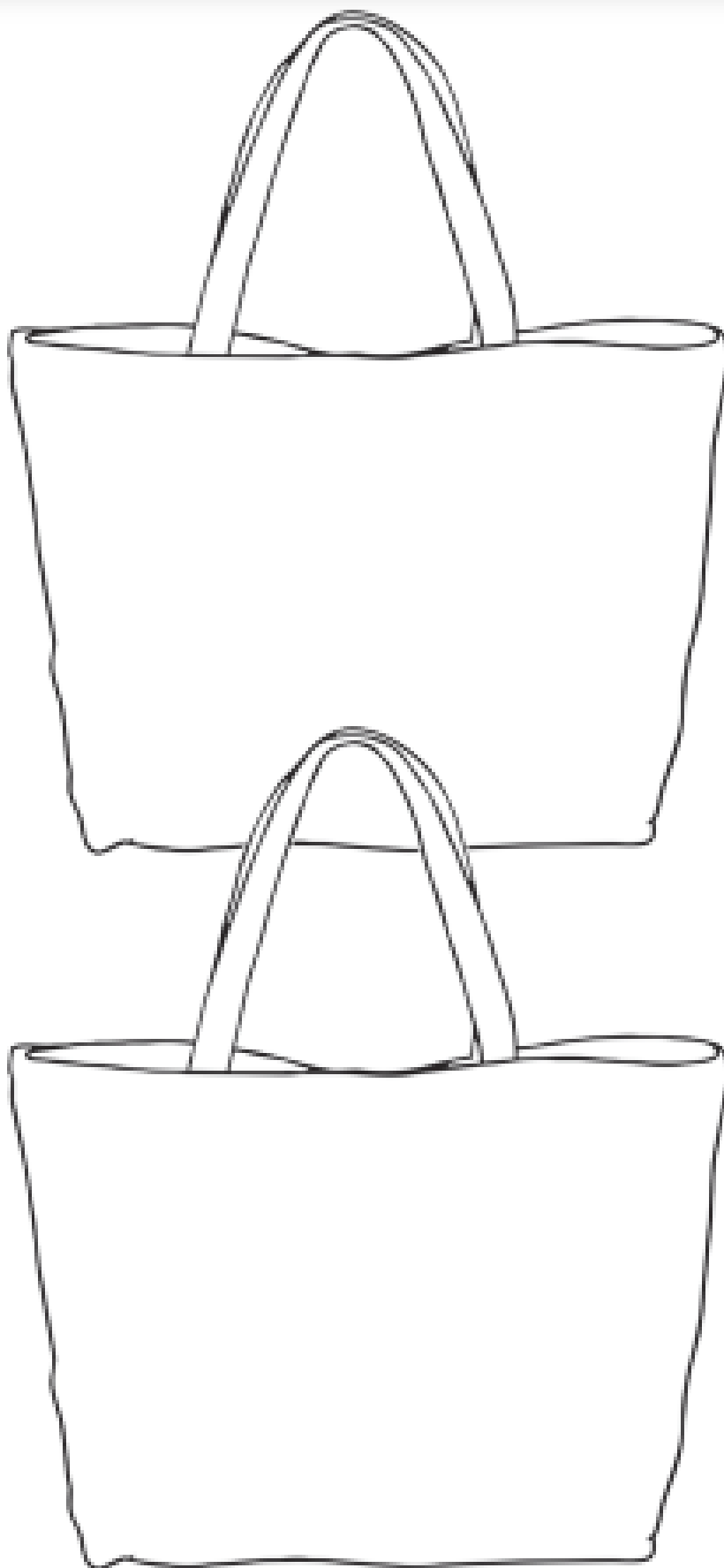


Can you write your own number patterns for a friend to solve?

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Curriculum resources

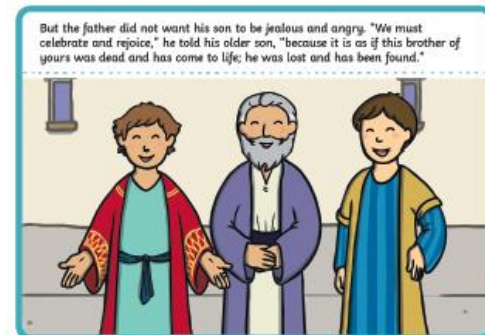
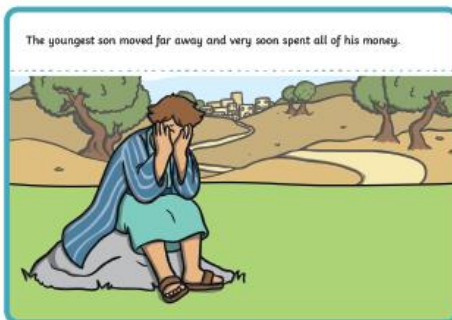
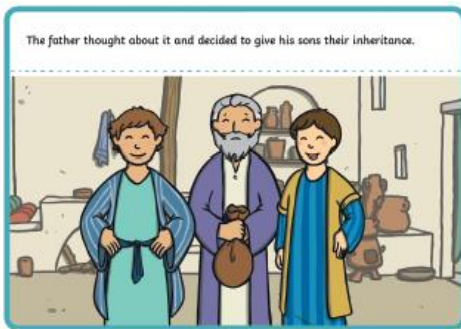
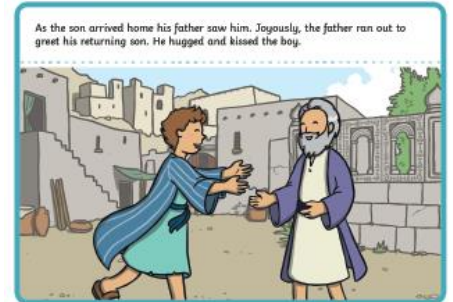
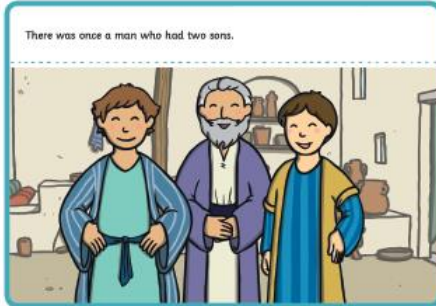
Science



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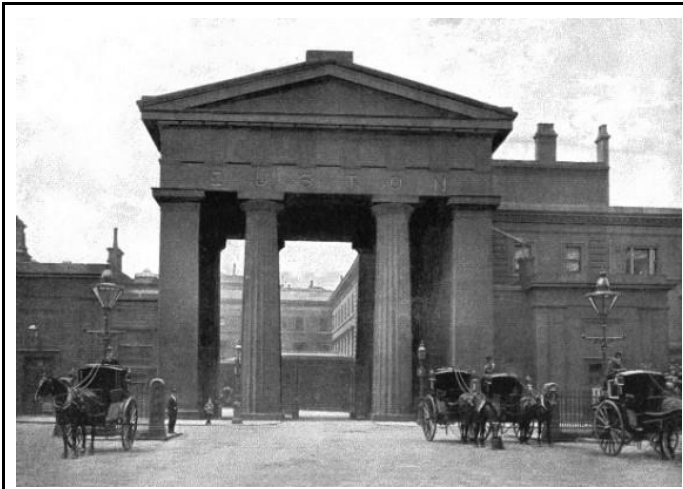
RE

Cut and order the pictures to retell the story of the Lost Son



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History



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Imagine that you are Leonard's friend, Marianne. What would your advice to Leonard be?
How would you make him feel better?

Start with the words:

You don't have to **ROAR** to be heard...



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How are you different to someone else in your house?

I am different because of the way I look (e.g. I have brown eyes etc.) ...

I am different because my favourite things are ...

I am different because my least favourite things are ...

I am different because my talents are ...

I am different because my family is ...

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