

Year 1 Home Learning: Summer 2 – Week 3

'Working together to achieve success'



Hello Y1. We have created a timetable to support learning at home which combines online learning platforms with paper based activities you can view on screen and complete in your exercise book from school. **We do not expect families to print resources off!** We also want to know what you have been busy doing, so please email us at year-1@mossgate.lancs.sch.uk and we will share these on our school's FaceBook page. Please use the email address if you have any questions about the learning as well. Take care and keep safe. Mrs Robinson and Mrs Lyon

Daily PE

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson Natasha Butler Daily Workout / Just Dance videos in YouTube. Additional physical activity ideas will be uploaded to our website www.mossgate.lancs.sch.uk > Home Learning

Daily Newsround

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click 'Watch Newsround' in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround updated daily.

Daily Reading

Read from the phonics PowerPoint books each day. There is one for this week: The Deer and the Earwig. This book practises lots of different sounds but the main focus this week is the ear family (ear, eer and ere)

Reading Book PowerPoints

You will find one PowerPoint file that contains the pages from reading scheme books. The first few slides recap phonics sounds and show words with these sounds in that appear in the book itself. It is important for your child to read these words using their phonics skills as it will help them to gain greater fluency when reading the sentences. Some of the sentences are easier than others. If your child struggles at first, model reading it to them or help them to read the more difficult parts.

Key points to remember:

- Say the sounds and read the words before attempting the sentences.
- Always get them to re-read the whole sentence again at least once to build reading fluency.
- Ask them simple questions after reading 2 or 3 pages using what, who, when, where.
- Check they understand the meaning of new words.
- Return to the words in the first few slides and try speed reading them.
- Use the same words to practise spelling.
- Once your child can read the text fluently, there are some questions on the final slides that can be answered using the text. The children are familiar with the reading characters; Rocket Retriever and Crimson Clue Hunter. Rocket Retriever retrieves her answer from the text. Crimson Clue Hunter has to find clues within the text to answer the question. Encourage your child to use these skills to help them answer the questions.

Re-read the book as many times as you like. The children read our guided reading text every day for a week before answering questions about the text. The more they read, the more fluent they get!

Maths

This week we are learning about measurements.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--------------|-------------------------------|------------------|---|
| Mental Maths | Counting forwards and backwards in ones. One more and one less than a given number (up to 100) | | | | |
| White Rose Maths Year 1 Week 6 | Measure Mass | Compare Mass | Introduce Capacity and Volume | Measure Capacity | Counting to 100 See maths resource below. Use your number square to help you. |

Please also use the number resources in the original Home Learning Pack.

English

This week our focus text will be: Mr Men and Little Miss.

Discover the world of the Mr Men and Little Miss characters. Find out about their original author Roger Hargreaves and discover how he created them. Read their stories and create a new story based on Mr Strong!

| | |
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| Mon | <p>Ask your child if they have heard of the Mr Men or Little Miss characters? Do they know any of their names? What do they look like? Can they describe the ones they know? Watch: https://www.youtube.com/watch?v=1cs1OrGUtBY (up until 0:42 mins) Can they spot any that they know?</p> <p>Look on the webpage: https://www.mrmen.com/characters/ Find out more about the ones you know by clicking on their picture. Discover some new ones and read with an adult all about them. Can you describe them orally? What do they enjoy/like? What do they look like?</p> <p>Choose one of your favourites. Make a character profile poster by drawing a picture of them and then write some sentences which describe their appearance, what they like/dislike and anything else you find out about them, e.g.</p> <p><i>Little Miss Chatterbox</i></p> <p><i>Little Miss Chatterbox loves to talk. She talks all the time and more than a lot. She even talks in her sleep! Her friend Mr Chatterbox ran out of things to talk to her about. He was speechless!</i></p> <p>Check capital letters for names/Mr/Mrs and at the start of the sentence. Full stops and exclamation marks are used at the end. Try to include the word 'and' in some of your sentences joining two ideas together.</p> |
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| Tues | <p>Consider how some of the Mr Men or Little Miss characters are drawn. Read some of the instructions for how to draw some of the characters: https://www.mrmen.com/activities/ Read with an adult and follow the instructions on how to draw Mr Strong: https://www.mrmen.com/how-to-draw-mr-strong/ Can you make him look the same by following the instructions in the correct order? Can you colour him in the same colours to bring him to life? Select another character and follow the instructions to draw that character.</p> <p>Additional challenge Imagine that you've been asked to write a set of instructions for another character on this page who hasn't got any instructions. https://www.mrmen.com/activities/ or Design your own character using some of the ideas by looking at some of the other characters. If you opt for the latter, draw the character first, telling an adult how you did it using words such as, first, next, then etc. and bossy verbs such as draw, put, wiggle etc. Remember to order your instructions with numbers so they are easy to follow. Check for capital letters and full stops. Can someone follow your instructions to make the character?</p> |
| Wed | <p>Watch the story of Mr Strong: https://www.youtube.com/watch?v=8aZ3SDzKKqk Discuss what they have read by asking questions, e.g. What can he do because he is so strong? What does he love to eat? Why did he break his toothbrush? How do you think he felt when everything he touched was breaking? Etc. Retell the story orally in your own words by looking at the story of Mr Strong again but potentially muting the words being read aloud https://www.youtube.com/watch?v=8aZ3SDzKKqk Discuss what other healthy food could make Mr Strong so strong? Watch Bananaman Cartoon Intro Opening Theme: https://www.youtube.com/watch?v=lg70brsVHyo and Popeye Theme Song: https://www.youtube.com/watch?v=2pbcieG3Tec to gain inspiration. Decide on a healthy food that Mr Strong could eat to make him strong to change the story. Make a list of all the foods that he could eat to make him strong or draw them on a paper plate/ round piece of paper and label them, e.g. carrots, cabbage, apples, beans, oily fish etc. This could be a healthy meal for Mr Strong! Encourage your child to independently use their phonics to help them spell the words.</p> |
| Thurs | <p>Look at the list of healthy foods created in the previous session. Replace the eggs in the story of Mr Strong with an item from the list of food you made yesterday. Over the next two days, write your own version of the story of Mr Strong, changing what he eats to become strong and including two things that he breaks because he is so strong, e.g. <i>This is the story of Mr Strong. He is the strongest person in the whole wide world!</i> <i>He can bend an iron bar with his bare hands and throw a cannonball. He can hammer nails into the wall using his finger!</i> <i>The secret of his strength is ... (input new food here)!</i> <i>The more ...</i> <i>That morning he was having ...</i> <i>After his breakfast he ...</i> Check for capital letters, full stops and use of an exclamation mark. Ensure the word 'and' has been used to join ideas in a sentence.</p> |

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| Fri | <p>Read over the start of the story which you started yesterday. Check for capital letters for the start of sentences and names. Check for full stops, exclamation marks and the use of the word '<i>and</i>'.</p> <p>Continue to write the second part of your story to complete it.</p> <p>First he went through his front door ...</p> <p>Then he ...</p> <p>Finally he ...</p> <p>Make sure that the reward for helping the farmer is the new food that you've chosen for Mr Strong to eat.</p> <p>Finish your story by including a different food to trick your readers, just like ice-cream was used in the original such as: chocolate, crisps, sweets, ice lolly etc.</p> <p>Check for capital letters, full stops and use of an exclamation mark. Ensure the word '<i>and</i>' has been used to join ideas in a sentence.</p> |
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Phonics

This week we are practising the ear family (ear, eer and ere)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| fluency grid and the phonics PowerPoint each day (English resources) | | | | |
| Read the real words with the graphemes in (see English resources) | | | | |
| <p>Spellings</p> <ol style="list-style-type: none"> 1. dear 2. hear 3. beard 4. year 5. near 6. of 7. said 8. says 9. are 10. were <p>Use the say, look, cover, write and check strategy like you do on your spelling bee.</p> | | | | |

Topic

| | |
|-------|--|
| Mon | <p>Online Safety – Sharing Pictures</p> <p>Rewatch Jessie & Friends Episode 2: Sharing Pictures at www.thinkuknow.co.uk/parents/jessie-and-friends</p> <p>If you have access to a printer, print the Sharing Pictures quiz and ask your child to fill it in with your support. No printer? Read the questions and answer choices out loud and ask your child to tell you the answers.</p> <p>After finishing the quiz, talk to your child about how sometimes things that happen online can make us feel worried, scared or sad - just like Jessie, Tia and Mo in this episode. Tell them that if anything ever worries or upsets them, they can always come to you or another trusted adult for help, no matter what.</p> <p>Activity 2: Draw what makes you feel happy!</p> <p>Jessie, Tia and Mo love playing superheroes – it makes them feel happy.</p> <p>Take a sheet of blank paper and help your child fold it into quarters. Open the paper up again. There are now four spaces on the paper.</p> <p>In each space, ask your child to draw themselves doing something that makes them feel happy – a total of four different activities. These could be things they like to do on their own, or activities they enjoy with friends or family.</p> <p>They can write what they are doing under each picture if they'd like.</p> |
| Tues | <p>Geography – The United Kingdom.</p> <p>Before you watch the video see if you can name the four countries in the UK and their capital cities.</p> <p>Watch the video on the BBC https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6</p> |
| Wed | <p>Choose one of the capital cities from the video and create a poster to explain what you can see and do in that city. Try and persuade people to visit.</p> <p>Try to include:</p> <p>Where the city is</p> <p>Things you can go and visit e.g. the zoo, museum, river, lake.</p> <p>Use the internet to safely search the city and the different things you can do there.</p> |
| Thurs | <p>Complete an activity from the 'Topic Tasks' grid from the school website.</p> |
| Fri | <p>PE – Garden Games- Balancing Act. (This activity can be done inside or outside)</p> <p>See the PE plan attached below to complete the activity.</p> |

Phonics Resources








Fluency Grid

Fluency Grid
Alternative 'ere'

| | | | | |
|--|--|------------|------------|------------|
| ear  | ear  | ear | ear | ear |
| <u>eer</u>  | <u>eer</u>  | <u>eer</u> | <u>eer</u> | <u>eer</u> |
| ere | ere | ere | ere | ere |

Put the sound buttons on and read the real and nonsense words.



| | |
|---|--------|
| blear  | beard |
| jeer  | year |
| mere  | near |
| chearg  | here |
| zeer  | cheer |
| learp  | steer |
| vere  | spear |
| lear  | nearby |



U – To count to 100 and beyond forwards and backwards

Start at number 28.

| | |
|--|---|
| Count forwards 6 <input type="text"/> | Count forwards 10 <input type="text"/> |
| Count backwards 9 <input type="text"/> | Count backwards 10 <input type="text"/> |

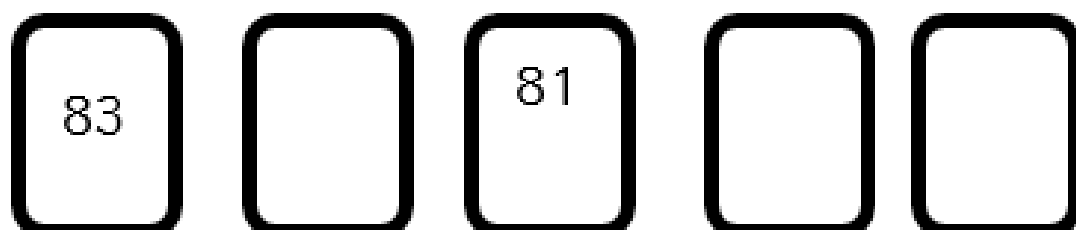
The number before

| | | |
|-------|--------|-------|
| 20 is | 56 is | 70 is |
| 74 is | 100 is | 81 is |

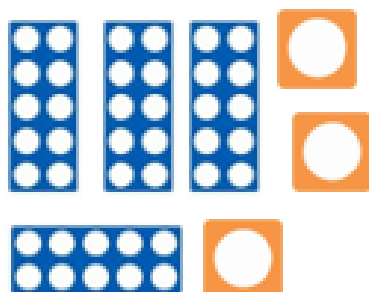
The number after

| | | |
|-------|--------|-------|
| 29 is | 56 is | 49 is |
| 74 is | 100 is | 69 is |

Fill in the missing card



Friday
Maths



What is the number shown?

Challenge

Mrs Robinson is thinking of a number.

The number has more than 3 tens but less than 6 tens.

It has less than 8 ones but more than 2 ones.

It is an even number.

Which numbers could she be thinking of?

Topic resources

Year 1 Topic Tasks

| | | |
|--|--|---|
| <p>Listen to and sing along to the continents song on YouTube (the children in Year 1 should know this very well!)</p> <p>https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <p>Try to find a simple picture online showing the 7 continents of the world. Can you draw and label them?</p> | <p>Try to find a simple map online that shows the Equator. Can you write a list of countries that the equator passes through? What is the weather like near the equator?</p>  | <p>Watch a recent weather forecast. Talk about how the weather is different across all parts of the United Kingdom.</p>  |
| <p>Can you make a musical instrument using items from your kitchen? For example, rice, cups, pots, spoons, etc. Now can you create a rhythm using your instrument?</p>  | <p>Make a robot that moves using materials that you have at home. Can you use your phonics to give it a silly, nonsense name?</p>  | <p>Follow a recipe online or from a cookbook that you have at home. Take some pictures of your end product.</p>  |
| <p>Follow the link below & choose a PE activity to complete.</p> <p>https://drive.google.com/open?id=18gVWKgm_pj1ZKBjVJE8vKqyhuxgiVmsMHs</p>  | <p>Draw a picture of something you can find in your house or garden. Can you use different thicknesses of lines, different shapes or colours in your picture?</p>  | <p>An idea of your own...</p>  |

We look forward to seeing your work...

Balancing Act

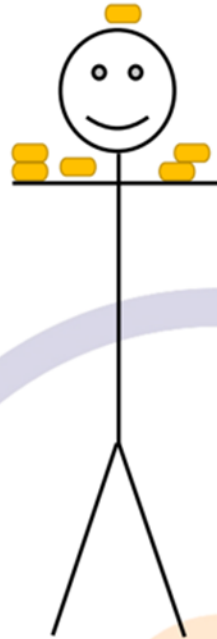
How to Play:

Playing in pairs:

- ✓ One player stands with their arms outstretched.
- ✓ The other player has 1 minute to safely balance as many items on the first player as possible.
- ✓ When the time is up, count how many items are balanced and then swap over. Who can balance the most items on their partner?
- ✓ To progress – difficult items can be worth more points.

Playing in teams (e.g. 2v2):

- ✓ One person from each team stands with their arms outstretched.
- ✓ The other players race to safely balance as many items as possible on their teammate.
- ✓ The team with the most items balanced, wins a point for the round.
- ✓ Play 3-5 rounds to see who can win the most points.



Equipment:

- ✓ Socks, tea-towels, books, coat-hangers, toys, etc.

How to score:

- ✓ Award 1 point for each item balanced successfully. Or 1 point for easy items and 2 points for difficult items.
- ✓ The player with the most points wins.
- ✓ If an item falls off, it must not be counted.