

Year 1 Home Learning: Summer 2 – Week 4

'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: Kat's Great Act. This book practises lots of different sounds but the main focus this week is the soft c.

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. Visit

<https://whiterosemaths.com/homelearning/year-1/> and find the worksheets on our school website.


	Monday	Tuesday	Wednesday	Thursday	Friday																																												
Mental Maths	Counting backwards from 100 Listen to the songs and join in when you can https://www.youtube.com/watch?v=-iwgJmW1uvq https://www.youtube.com/watch?v=8jMmZaFvRpE Use your number square from your maths pack and count back from 100. Try counting backwards in ones from these numbers																																																
	<div>Count back in ones from these numbers.</div> 																																																
	<table><tr><td>37</td><td>45</td><td>51</td><td>62</td></tr><tr><td>↓</td><td>↓</td><td>↓</td><td>↓</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>↓</td><td>↓</td><td>↓</td><td>↓</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>↓</td><td>↓</td><td>↓</td><td>↓</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>↓</td><td>↓</td><td>↓</td><td>↓</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>↓</td><td>↓</td><td>↓</td><td>↓</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>					37	45	51	62	↓	↓	↓	↓					↓	↓	↓	↓					↓	↓	↓	↓					↓	↓	↓	↓					↓	↓	↓	↓				
	37	45	51	62																																													
	↓	↓	↓	↓																																													
↓	↓	↓	↓																																														
↓	↓	↓	↓																																														
↓	↓	↓	↓																																														
↓	↓	↓	↓																																														
White Rose Maths	Count in 2s	Count in 5s	Count in 10s	Add equal groups	Friday Maths Counting in 2s See resources below.																																												
Year 1 Week 7																																																	

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


English

This week our focus theme will be: To Infinity and Beyond!

Discover this week all about the real person behind this famous catchphrase. Read the book *Whatever Next* by Jill Murphy and write your own story based in space.

Mon	<p>Say together the phrase: to infinity and beyond! Do you know who says this? Ask your child if they know anything about the character Buzz Lightyear.</p> <p>Watch: https://www.youtube.com/watch?v=2VSYmGSJtCA</p> <p>Talk about what Buzz Lightyear looks like and who his friends are. <i>Is he a good character or a bad character?</i></p> <p>With an adult, read some fun facts about Buzz Lightyear here: https://kids.kiddle.co/Buzz_Lightyear and https://www.celebrationspress.com/2017/09/11/ten-things-you-may-not-know-about-buzz-lightyear/</p> <p>Play <i>Ask the Expert!</i> where siblings or other adults ask your child about Buzz Lightyear. <i>Can they talk like an expert, saying everything they know about him?</i></p> <p>Write a Buzz Lightyear fact file for someone to read. It could include answers to these prompts:</p> <p><i>What does he look like?</i></p> <p><i>Where did he get his name from?</i></p> <p><i>How does he act?</i></p> <p><i>Who are his friends?</i></p> <p>Challenge</p> <p>Can they include a special <i>Did you know ...?</i> fact box using a question mark.</p> <p>Check for a capital letter at the start of a sentence/character name and a full stop at the end of each sentence. Encourage your child to use their phonics to help them spell and try to include the word 'and' to join ideas in some sentences.</p>
Tues	<p>Remind your child of the man the Buzz Lightyear character is named after: Buzz Aldrin. <i>Do they know who he is?</i> Watch the clip of Buzz Aldrin and Neil Armstrong walking on the moon here: https://www.bbc.co.uk/bitesize/clips/zy89wmn</p> <p>With an adult, discover all about Buzz Aldrin by reading some facts contained in the webpages below. Consider the vocabulary you may need to discuss such as: <i>mission, lunar, military</i> etc.</p> <p>https://kids.kiddle.co/Buzz_Aldrin</p> <p>https://www.dkfindout.com/uk/space/moon-landings/buzz-aldrin/</p> <p>Using the information they now know, play <i>Ask the Expert</i> again with a grown up or sibling.</p> <p>Write a brief quiz for your family to answer. Consider using a question hand to help you think of question words to start your question with.</p>  <p>Remember to include a question mark at the end of each question.</p> <p>Check for capital letters and question marks. Ensure phonics is used to help with spelling.</p>

Wed	<p>Read and enjoy <i>Whatever Next</i> by Jill Murphy: https://www.youtube.com/watch?v=6c5cb0u0rPM</p>  <p>Repeat, this time trying to join in with the retelling as the book is read aloud.</p> <p>Finally read again, this time with the sound muted so that you and your child can retell the story in your own words. Encourage your child to include the <i>words first, next, then, after a while, finally</i> etc. to help them in their retelling.</p> <p>After orally retelling the story, with an adult you are now going to make a zigzag book of the story for your family to read.</p> <p>Follow the simple instructions together here on how to make a zigzag book: https://www.youtube.com/watch?v=21qi9ZcQVto (Adult supervision required).</p> <p>Remember to use capital letters, full stops and phonics for spelling.</p> <p>Aim to include 'and' and 'but' in some of your sentences, e.g. <i>He packed his teddy and some food for the journey. He landed on the moon but nobody was there.</i></p> <p>Keep re-reading your sentences to check that they make sense and that you haven't missed any words out!</p>
Thurs	<p>Read again <i>Whatever Next</i> by Jill Murphy: https://www.youtube.com/watch?v=6c5cb0u0rPM</p> <p>Imagine that you are Baby Bear and you want to tell someone about your day.</p> <p>Go through your zigzag book of the story and think about how Baby Bear would be feeling and what he might be thinking at each part of the journey, e.g. <i>He would be feeling disappointed that his mum wouldn't let him go to the moon, or he would be excited as he took off up the chimney.</i></p> <p>Orally say what his thoughts and feelings would be as you go through your zigzag story book.</p> <p>Write a diary entry now as if you are Baby Bear and you have just come back from your day on the moon. Remember to include the thoughts and feelings throughout and use the word 'I' as if you are writing as Baby Bear. E.g. <i>Last night my mum asked me to have a bath but I wanted to go to the moon. I was disappointed that she wouldn't let me go. I made a rocket from a box under the stairs, put on my space helmet and books and flew up the chimney. I felt so excited to start my trip ...</i></p> <p>Check for capital letters for the start of sentences and for the word 'I.' Try to use phonics for the spelling of new words and re-read your sentences each time to check they make sense. Can you include the word 'and' and 'but', and maybe an exclamation mark to show some excitement or surprise.</p>

	<p>With an adult, using one of the weblinks below, follow instructions on how to make a rocket: https://www.youtube.com/watch?v=Z3mHbI96Aqw or https://www.youtube.com/watch?v=HlZ2yyrooS8 or https://www.youtube.com/watch?v=ZPdbS_JNoqY</p> <p>Once your rocket is complete, talk about how you made it using sequencing words such as: <i>first, next, then, finally</i> and doing words such as <i>cut, stick, glue, tape, put</i> etc.</p> <p>Remember to retell the instructions in the correct order!</p> <p>Write down your instructions in full sentences for someone else to follow. Make sure they are in the correct order using the words discussed previously.</p> <p>Include a 'what you need' section at the top of the page and make sure you number each instruction. You could add diagrams or even video yourself making the rocket to go with your instructions too!</p> <p>Check for capital letters and full stops.</p> <p>Read through the instructions to check that they make sense before giving them to someone to follow.</p>
---	--

Additional activities:

- Find out about what astronauts do here: <https://www.youtube.com/watch?v=jhD8GFwy734> . Write some sentences about what you've found out.
- Listen to *If I Were an Astronaut* by Eric Braun being read from the International Space Station! <https://www.youtube.com/watch?v=9wV8yw7iV8w> . Can you retell the story to a grown up?
- Take a tour of a space station: <https://www.youtube.com/watch?v=SOCixRhRGDw> . Play the *Ask the Expert* game about what you've heard.
- Listen to *The Space Rap – Out Here in Outer Space*: <https://www.youtube.com/watch?v=Xqy8acwT3jI> or *Outer Space: We are the Planets, The Solar System Song* by StoryBots: <https://www.youtube.com/watch?v=ZHAqT4hXnMw> to learn the names and order of the planets.

Phonics

This week we are practising soft c (like in circus), tch (witch) and gn (gnome)

Monday	Tuesday	Wednesday	Thursday	Friday
fluency grid and the phonics PowerPoint each day (English resources)				
Read the real words at the beginning of Kat's Great Act powerpoint book each day				
<p>Spellings</p> <ol style="list-style-type: none"> catch fetch kitchen witch here there where love said once <p>Use the say, look, cover, write and check strategy like you do on your spelling bee.</p>				









Topic

Mon	<p>Online Safety – Episode 3 Playing games.</p> <p>Watch Jessie & Friends, Episode 3: Playing Games with your child. You can find the animations at www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p> <p>Use questions to chat about the cartoon and check your child’s understanding of the story. For example:</p> <ul style="list-style-type: none">o What were Jessie, Tia and Mo’s power words in the Avelzon game?o How did the ‘stranger’ trick Jessie and her friends into telling her their power words?o What did Jessie do when the ‘stranger’ tricked them in the game?o When did Jessie find out that the ‘stranger’ was really her sister Amber?o What did Dad tell Jessie, Tia and Mo to do with their power words after they were shared and no longer private? <p>Explain to your child that ‘power words’ are just like passwords in real life. If your child uses any apps or websites which require a password, or see you doing so on your accounts, tell them that it is really important to keep passwords private so that no one else can use them.</p> <p>If you have a printer, print out the colouring in sheet. No printer? Encourage your child to copy the picture (attached below).</p> <p>In the box, ask your child to write one piece of online safety advice for children their age. Give them some ideas: for example, it could be about who to talk to if you are worried; how to make sure no one else can use your ‘power words’; being kind online.</p>				
Tues	<p>History – The Moon Landing.</p> <p>Read the information sheet below about Neil Armstrong.</p> <p>Circle any words you don’t know and use word hippo to search what they mean or ask an adult.</p> <p>Create your own timeline of Neil Armstrong’s life.</p>				
Wed	<p>Use the statements below and put them into ‘chronological order’ from the beginning of Neil Armstrong’s life to the end.</p> <p>There is a blank timeline below that you could print and fill in – if you don’t have a printer, you could draw your own. Draw a picture to match each event in Buzz Aldrin’s life.</p> <table><tr><td>In 1969, he flew to the moon with Buzz Aldrin.</td></tr><tr><td>He was born in 1930.</td></tr><tr><td>He was 15 years old when he got his first pilots license.</td></tr><tr><td>He said “That’s one small step for man, one giant leap for mankind.”</td></tr></table>	In 1969, he flew to the moon with Buzz Aldrin.	He was born in 1930.	He was 15 years old when he got his first pilots license.	He said “That’s one small step for man, one giant leap for mankind.”
In 1969, he flew to the moon with Buzz Aldrin.					
He was born in 1930.					
He was 15 years old when he got his first pilots license.					
He said “That’s one small step for man, one giant leap for mankind.”					
Thurs	<p>Complete an activity from the new ‘Topic Tasks’ grid from the school website- also attached below.</p>				
Fri	<p>PE --Green Bowls. (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

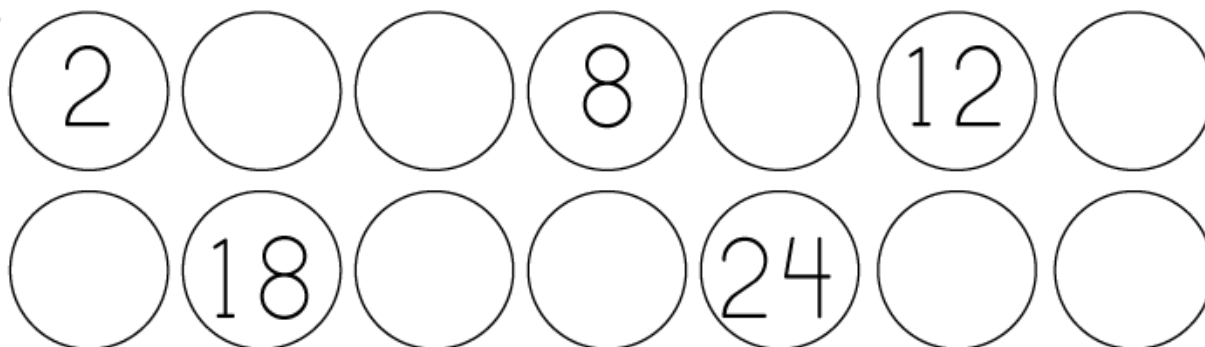
Fluency Grid

gn 	gn 	gn	gn	gn
tch 	tch 	tch	tch	tch
c 	c 	c	c	c
c 	c 	c	c	c

Maths Resources- Friday Maths

L1: To count forward in 2s

Count in 2s and fill in the missing numbers



Count in 2s to work out how many objects there are

How many wheels?



How many shoes?



How many footprints?



How many gloves?



Challenge

Mrs Robinson is thinking of a number.

She says:

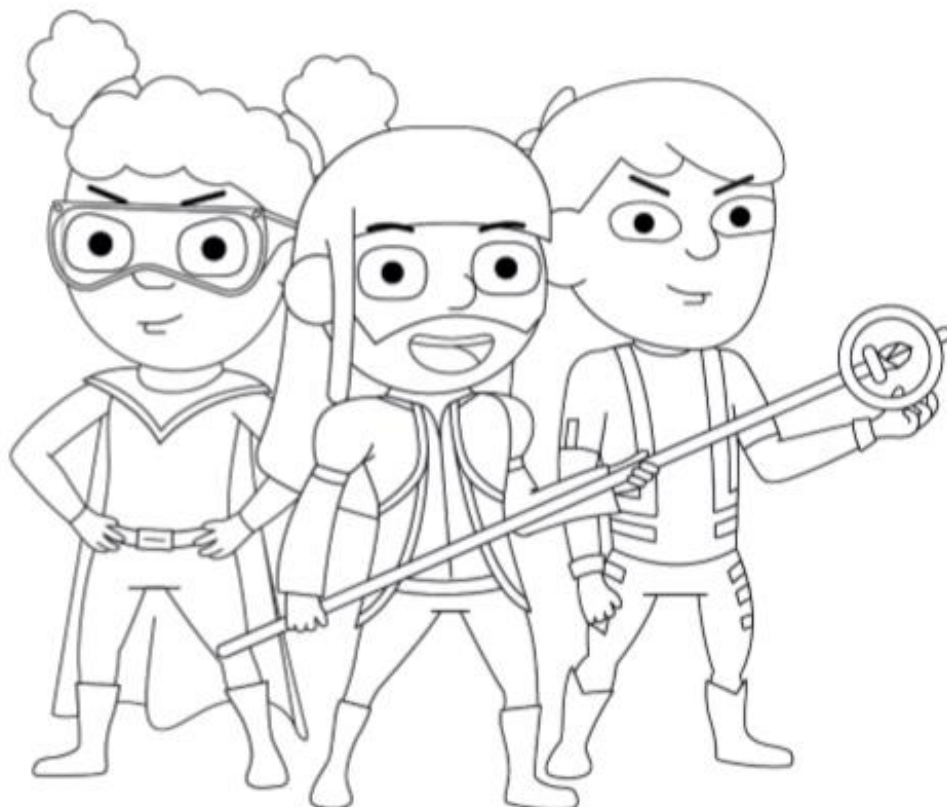
'I start on the number 2 and count on in 2s 3 times.' What number do I land on?

Miss Lyon is thinking of a number.

She says:

'I start on the number 8 and count on in 2s 5 times.' What number do I land on?

Colour me in!



My online safety advice to 5-7 year olds is...

Neil Armstrong

Who was Neil Armstrong?

Neil Armstrong was a famous American astronaut. He was the first man to walk on the moon!



He was born in 1930 in the United States of America and was only 15 years old when he first got his pilot's licence.

In 1969, he flew on the Apollo 11 spacecraft to the moon with another astronaut, Buzz Aldrin.



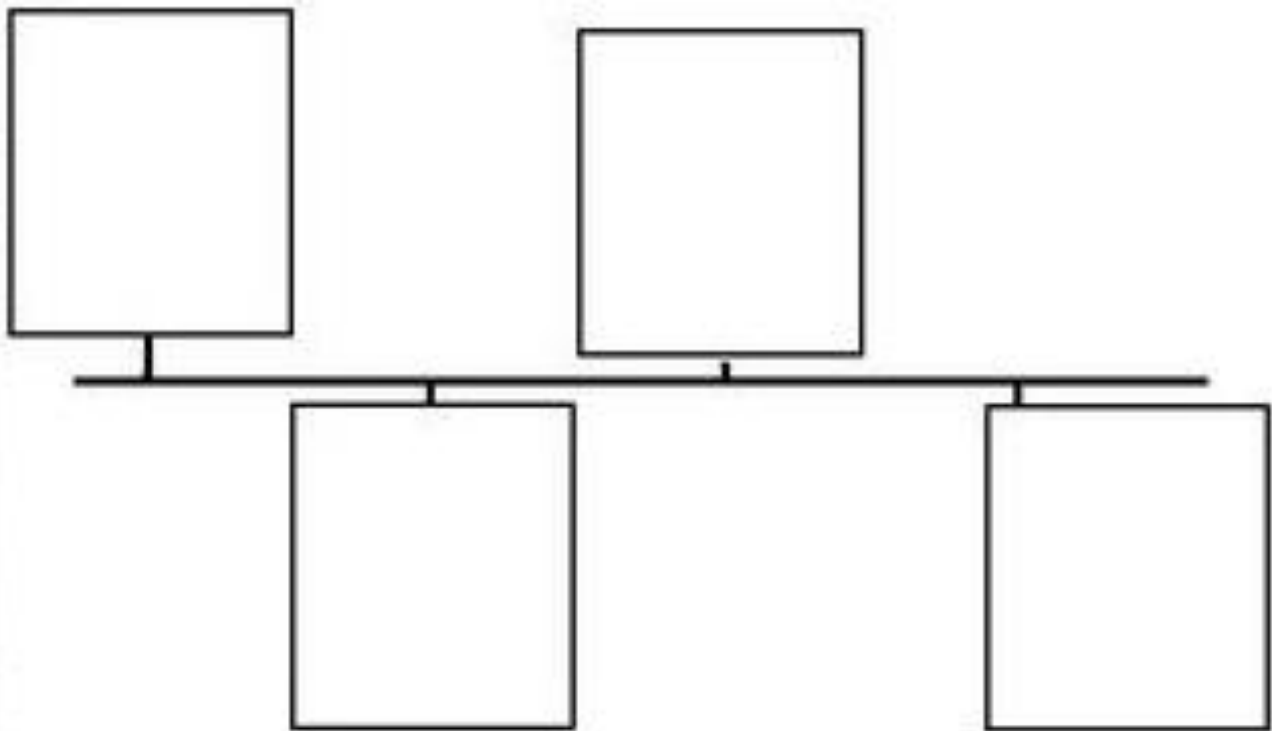
Famous words

When Neil stepped on the moon, he said "That's one small step for man, one giant leap for mankind."

Did You Know...?

He flew over 200 different aircraft in his career!


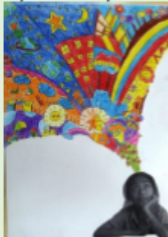

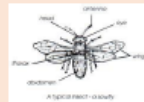







LI: To chronologically order events in Neil Armstrong's life



Summer 2 Home Learning Grid.

Over the next 5 weeks you need to complete one activity from each column; Mental Health and Well-being, Transition and Challenge.



Mental Health and Well-being	Transition	Challenge
<p>Feelings - we have different feelings all of the time and that's okay. Look at the list of feelings below, do you know what they all mean? Could you pull a face to try and show that feeling? Happy, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, confused, lonely, grumpy, comfortable, shy, confident</p> <p>Think about how you are feeling today. Draw a picture to show those feelings, think about the colours and what they show. Try and ask yourself how you are feeling everyday. Remember it is okay to feel in different ways - we all have good days and days when we don't feel as good.</p> 	<p>Your new teacher is very much looking forward to teaching you. Draw a picture of yourself and around the picture tell your new teacher all about you. You can use pictures or words. You could include:</p> <ul style="list-style-type: none"> Your favourite subjects The subjects you find challenging Your favourite hobby Which clubs you enjoy If you have any brothers and sisters What you are like in class- (confident, quiet, shy, happy) Who your best friends are 	<p>Be Scientists! Bug hotels</p> <p>Find a space outside. Observe the minibeasts that live there. Think about where they like to live and what the conditions are like. E.g. sheltered, dark. You might want to research what type of habitat (home) minibeasts like to live in.</p> <p>Using natural materials build a bug hotel for the minibeasts. Over the next few days visit your bug hotel and keep a diary of the minibeasts you observe. You could draw a picture of them and label them with the date they visited.</p>   
<p>Think about if you have any worries at the moment. Draw 5 thought bubbles on a piece of paper and draw or write down your worries in the thought bubbles. You can choose if you wish to share your worries with someone, sometimes it feels better to talk about the things we are worried about and when we have, it makes us feel better.</p> 	<p>'I am amazing' cloud.</p> <p>Create a cloud using paper and write your name on it. Think about 5 different things that you are amazing at. It could be that you are a good listener, you are brave, you are confident. Using strips of paper write down these words and stick them to your cloud. Share this with your new teacher when you go back to school.</p> 	<p>Historians!</p> <p>There are many significant individuals that have impacted how we live today. Choose someone from the names below and research the significant events in their life. Create a timeline of their life-you could draw this on paper or use string and attach information to this in order.</p> <p>Include - when and where they were born, early life, what they did that makes them significant, later life, when they died. Queen Victoria, Christopher Columbus, Neil Armstrong, Florence Nightingale</p> 
<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg</p> <p>Watch the clip and think about a time when you might have thought you weren't very good at something. It might have been some of your home learning tasks. Remember it is okay when things feel tricky as long as you put all your effort in and have a go! Remember the trysaurus dinosaur you learn about in school.</p> <p>Design a poster to display and look at when you are doing your home learning. You could include a useful motto e.g. 'I can do anything I put my mind to.' 'I can do it.' Look at your poster next time you find something tricky.</p> 	<p>A postcard</p> <p>Write a postcard to your new teacher. Tell them some of the things you have been doing over the last few weeks. Tell them how you feel about coming back to school and what you are looking forward to in your new class. Remember to tell them who it is from. You could make it look just like a postcard and draw a picture or put a photograph on the front.</p> 	<p>Art Attack!</p> <p>Collect a range of recyclable materials from around the house (that people have finished with). Design a sculpture that you could make using the materials. Think carefully about how you will connect the pieces together securely. You could choose to make an animal, plant, object etc.</p> <p>Research sculptures made from recyclable materials for some ideas. Remember to be a trysaurus and thinkasaurus when completing your sculpture.</p> 

Green Bowls

How to set up:

- ✓ Create a lane as shown in the diagram.
- ✓ Play in pairs or small groups.
- ✓ Give each player a small ball.
- ✓ You must also have 1 large ball (the jack).



Equipment:

- ✓ Soft balls
- ✓ Large balls

How to score:

- ✓ The player whose ball lands closest to the large ball wins 1 point.

How to Play:

- ✓ One player rolls the large ball (the jack) down the lane.
- ✓ When the jack stops, players take turns to roll their ball to get it as close to the jack as possible.
- ✓ Players can knock their opponents balls out of the way.
- ✓ Once everyone has rolled their ball down the lane, the player with the closest ball to the jack wins 1 point.
- ✓ Repeat the game for several rounds, counting points up each time.