

Year 1 Home Learning: Summer 2 – Week 7

'Working together to achieve success'



Hello Y1.

We're really sad that we haven't seen some of you for so long and that we haven't had chance to say goodbye. You're a fabulous class and we know that you will be great as you move into year 2. We hope that you all have a super break. Take care, stay safe and most importantly have lots of fun. See you all in September.

This is the last week of your home learning. Well done for keeping going!

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 are two for this week: The Trout Fishing song and Dressed for the Job. This week the main focus is oi and oy

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 money. Visit <https://whiterosemaths.com/homelearning/year-1/> w/c 29th June and find the worksheets on our school website.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	<p>Counting in 2s,5s and 10s Use the scratch garden songs that we use in class; https://www.youtube.com/watch?v=GvTcpfSnOMQ https://www.youtube.com/watch?v=Ftati8iGQcs&list=PL34kTbST-mgh-srBAxvCTNTfLTW6UvfqB https://www.youtube.com/watch?v=EemjeA2Djjw Use splat number square or the number square in your home learning pack and find the numbers you say when counting in 2s, 5s or 10s from 0. https://www.primarygames.co.uk/pg2/splat/splatsq100.html Play this duck shoot game on ICT games. 1. Choose the steps you wish to count in. 2. Look at the target number. 3. Look at the starting number. 4. Count in steps of __ from the starting number and press the correct duck. https://www.ictgames.com/mobilePage/duckShoot/index.html</p>				
White Rose Maths Year 1 Week 10	Ordering Numbers	Recognising Coins	Recognising Notes	Counting Coins	Friday Maths See resources below.

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

English

Theme: Robots

Do you still love your old toys? Watch a short film and discover the story of a little robot cast aside by his owner. Find out how their relationship is rekindled when the owner realises that he has made the wrong decision.

Listen to instructions on how to build your own robot. Try to make your own and have a go at some story writing too!

Mon	<p>Watch <i>CBeebies: Build your own Robot</i>: https://www.bbc.co.uk/cbeebies/makes/cbeebies-house-robot-make</p> <p>Discuss how the robot was made by pausing the clip after every section and talking about each stage using the words <i>first, next then, finally</i>, etc. along with bossy verbs such as: <i>put, stick, draw, glue</i>, etc.</p> <p>With an adult, create your own robot either following the instructions from the clip or using your own junk materials. This could be drawn or painted if you prefer.</p> <p>As you are completing this task, talk together about what you are doing at each stage, using some of the time words and bossy verbs from earlier. Imagine that you might need to provide instructions for someone later, about how to make your robot, <i>e.g.</i></p> <p><i>First you need to paint a big box.</i></p> <p><i>Then stick on two tubes for legs.</i></p> <p><i>Next glue on a smaller box for a head, etc.</i></p> <p>Challenge Activity</p> <p>Can you now write down your instructions for someone else to follow?</p> <p>Remember to include a 'What you need' section at the start. Use numbers or bullet points for each instruction, so that they can be followed easily in the correct order.</p> <p>Check for capital letters and full stops. Use your phonics to help you spell and ensure you have written each instruction on a new line.</p> <p>Give your instructions to someone to follow!</p>
Tues	<p>Watch and enjoy CGI Animated Shorts: 'Playmate' – by Sen Liu & KunZhan Tao from 0:13 mins up to 2:44 mins: https://www.youtube.com/watch?v=2fR9HqilmKM</p> <p>Predict what the little boy does at the end of the film. Why do you think he does this? Now watch to the end of the film. Was your prediction correct?</p> <p>Watch again, this time stopping to consider what is happening at certain parts.</p> <p>Adults can use the prompts 'What do you know?' and 'Tell me more' as you pause for discussion. (Pause at 0:44 mins, 1:10 mins, 2:07 mins and 3:00 mins). Consider what you can see happening and what might be being said at each point.</p> <p>Make connections with other films which also have a toy cast aside to make way for a new one, <i>e.g.</i> in <i>Toy Story</i>, when Woody gets put aside for Buzz Lightyear.</p> <p>Can you explain what the little boy is doing at each of the paused sections and why? Using the prompt, 'I think that ... because ...' might help your child to structure their response, <i>e.g.</i> I think that the robot is his favourite toy because he plays with him a lot.</p> <p>Write down a timeline (four sentences) of what you think is happening for these four paused parts. These could be written on a story string or a line which represents the thread of the story.</p> <p>Check for capital letters and full stops, use your phonics to help with your spelling. Remember to use the word 'because' in your sentences to give your opinion and say why.</p>

Wed	<p>Watch and enjoy again CGI Animated Shorts: 'Playmate' – by Sen Liu & KunZhan Tao from 0:13 mins: https://www.youtube.com/watch?v=2fR9HgilmKM</p> <p>Talk about – who is in the story? What is happening? Where is it taking place? When do the little boy's feelings for the robot change? Why do you think this is? How does the film end?</p> <p>Pause this time at 0:36 mins, 1:03 mins, 2:04 mins and finally at 2:54 mins. Consider what the little boy might be saying, e.g. I love playing with you. You are my favourite toy!</p> <p>Write down the speech bubble, as if you were the little boy, at each of these stages.</p> <p>Check for capital letters and full stops. Try to include an exclamation mark in your writing and use your phonics to help you spell the words.</p> <p>Repeat the activity from the view of the robot as if he could talk, e.g. I love playing with you! I like how you fly me around in the sky.</p>						
Thurs	<p>Consider watching again the film CGI Animated Shorts: 'Playmate' – by Sen Liu & KunZhan Tao from 0:13 mins: https://www.youtube.com/watch?v=2fR9HgilmKM</p> <p>Over the next two days you are going to write the story of the film.</p> <p>Using the chunked sections below to help you, begin to write the story using sentences.</p> <p><u>Chunked plan to help</u></p> <table><tr><td>A boy loved playing with his robot toy.</td></tr><tr><td>A year later the robot still wanted to play but the boy was getting annoyed with it.</td></tr><tr><td>The boy's friend came to play and the robot ruined the game. The boy threw the robot in the cupboard.</td></tr><tr><td>His friend (the little girl) was annoyed with the boy and stormed home.</td></tr><tr><td>The boy had a bad dream. In his dream, the robot tried to save him.</td></tr><tr><td>The boy woke up and started playing with the robot again. They were reunited.</td></tr></table> <p>You could give your characters names in the story too!</p> <p>Try to use the words 'and' and 'but' to join ideas in your sentences. Can some of your sentences include an exclamation mark? Don't forget capital letters at the start of sentences and for the characters' names too!</p> <p>Remember to think your sentence, say your sentence, write your sentence and check your sentence.</p> <p>Here is a story starter to get you started or you might choose to write your own!</p> <p>When Sam was eight, he loved to play with his little robot Blip. It was his favourite toy! They liked to play hide and seek.</p> <p>A year went by and Sam got fed up of Blip. This made Blip miserable ...</p> <p>Remember this task is for over the next two days, so you might only write half of your story today.</p>	A boy loved playing with his robot toy.	A year later the robot still wanted to play but the boy was getting annoyed with it.	The boy's friend came to play and the robot ruined the game. The boy threw the robot in the cupboard.	His friend (the little girl) was annoyed with the boy and stormed home.	The boy had a bad dream. In his dream, the robot tried to save him.	The boy woke up and started playing with the robot again. They were reunited.
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Fri	<p>Read over your story so far. Check for full sentences (using capital letters and full stops), the use of the words 'and' and 'but,' and maybe the use of an exclamation mark too. Also, check you have used capital letters for character names.</p> <p>Continue your story including all the above skills, remembering to think and say your sentences out loud before you write them down. You can continue to use the chunked plan from yesterday to help you.</p> <p>When you have finished, check again and then read your story to another family member or friend (you could even show your robot that you made on day one!). Then show them the film to enjoy the visual story!</p>						

Additional activities:

- Watch and find out, BBC Bitesize How do you program a robot?
<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zqnc4wx>

- Listen and join in with My Friend Robot! Barefoot Books Singalong
https://www.youtube.com/watch?v=9O_eaR-8bqI
- Listen and join in with BBC iPlayer – Sing with CBeebies : Robot Rhythm Song
<https://www.bbc.co.uk/iplayer/episode/p06r1z8n/sing-with-cbeebies-series-1-8-robot-rhythm-song>
- Watch and enjoy CGI 3D Animated Short Film 'Origins' Emotional Animation by Ringling
<https://www.youtube.com/watch?v=NimvfRfxdkc> Write the story and read to a member of your family or write a feelings bubble to state how the little robot might be feeling at different stages of the film.
- Listen to and enjoy No-Bot. The Robot with No Bottom! by Sue Hendra:
<https://www.youtube.com/watch?v=WEwhYANq7y8> Write a feelings bubble for how Bernard is feeling when he lost his bottom and another for when he found it again! Talk to an adult about things that are important to you and how you might feel if you lost them.
- Listen to and enjoy Robot Rumpus by Sean Taylor here: Robot Rumpus - Books for Kids Read Aloud:
<https://www.youtube.com/watch?v=XulzA738i1k> Come up with your own Bot! Draw, label and write about what it likes doing.

Phonics

This week we are practising oi and oy

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)				
Spellings <ol style="list-style-type: none"> oil boy join soil boil toys coins soil point enjoy annoy <p>Use the say, look, cover, write and check strategy like you do on your spelling bee.</p>				

Topic





Mon	<p>Online Safety</p> <p>Activity 1: Chatting online</p> <p>Many young children will now be using phones, tablets or laptops to stay in touch with friends and family via video-chat. Video-chatting can be a fun way for young children to engage with others. If your child is taking part in a video chat, always make sure the chat is password-protected, so that only invited people can join. If your child is taking part in video chats, ask what they think about it. What do they like and dislike about it? Explain that they should only video chat with family and trusted friends, and an adult should always be with them when they video chat.</p> <p>Remind your child to Tell a Grown Up (TAG) if they see or hear anything while video chatting that makes them feel worried, scared or sad.</p> <p>Ask your child to complete the 'Chatting Online' activity below. Help them to read the video-chatting scenarios and choose the correct response by pointing to it on screen or colouring/decorating the word– be as creative as you like!</p> <p>Activity 2: Being Kind Online</p> <p>Discuss with your child what being kind to others means – can they think of some examples of being kind? They might come up with: sharing toys with a friend, smiling at someone, saying something nice to someone etc.</p> <p>Let your child know that talking to friends and family online is the same as talking to friends and family offline. Discuss with them how they and others should behave whilst chatting online. Let them know that it's never ok for anyone to say nasty things on video chat or make them do anything they don't want to do. It's ALWAYS ok for your child to say 'No' and Tell a Grown-Up (TAG) if they ever feel uncomfortable online.</p> <p>Support your child to create an 'Acts of Kindness Jar' - you can use any jar or pot you have around the house. Help your child to write or draw acts of kindness on strips of paper, cut them out and put them in the jar. How many acts of kindness can they think of and do? Here are some ideas to help them:</p> <ul style="list-style-type: none"> - Say something nice to someone - Film a video message for a family member (with a grown-ups help) - Help someone do something around the house <p>For extra fun, why not help your child decorate their jar too!</p> <p>Reinforce the message that even small, simple actions can have a really big impact on other's lives. This is the same when interacting with others online. If anything makes them feel worried, scared to sad they should tell you or another grown-up they trust.</p>
Tues	<p>History – Tim Peake.</p> <p>Using what you learnt from Tim Peake last week. Today you are going to write a diary of what it is like to be in space at the International Space Station.</p> <p>Think about what you might have done in the morning, what you might have had for breakfast and tell us how you are feeling. Today you are going to be doing your first ever space walk outside the Space Station. Were you looking forwards to it? Were you feeling nervous? How did it go?</p> <p>Did you find any problems on the station? Could you fix them?</p> <p>You can start your diary yourself or use the example below to help.</p>
Wed	<p><i>Dear diary,</i></p> <p><i>Today was my first day on the International Space Station and it has been...</i></p> <p><i>First I...</i></p> <p><i>Then I had to...</i></p> <p><i>After that...</i></p> <p><i>Now I am...</i></p> <p>Once you have finished your diary share it with us using the year-1@mossgate.lancs.sch.uk email. If you were going into space, what would you take with you if you could only choose 5 things?</p> <p>Write a list of your choices.</p>
Thurs	<p>Complete an activity from the new 'Topic Tasks' grid from the school website- also attached below.</p>

Fri	<p>PE —</p> <p>https://primarypeplanning.com/home-pe-ks1-challenge-activities/ Follow the link and watch the video clip for the baby shark scissor challenge!</p> <p>Set up a table of the people in your household and get them all to have a go. See who can do the most in the given time.</p>
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Phonics Resources

















Fluency Grid

Fluency Grid
oi and oy

oi 	oi 	oi	oi	oi
oy 	oy 	oy	oy	oy

Word Reading

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

zoy 		oil
voyk 		boy
boin 		soil
sproy 		boil
cloids 		toys
droib 		point
bloys 		enjoy
jamoy 		annoy

Maths Resources- Friday Maths

Friday Maths Challenge

1. Which coins could you use to make 70p?
Draw them below.
Can you think of another way to do this?
Can you make 70p using just one coin?

Money

2. Which coin is worth more?



Money

3. Which coin is worth more?



Money

4. Which coin is worth more?



Money

5. Describe this coin to a friend.



Money

6. Describe this coin to a friend.



Money

7. Describe this coin to a friend.



8. Mrs Robinson says,

“I have made 80p using 4 coins.” Is this possible? Which coins could she have used? Can you draw them?

9. Miss Lyon says,

“I have made 90p, I have used a 70p coin and a 20p coin.” Is Miss Lyon correct? Explain why/why not.

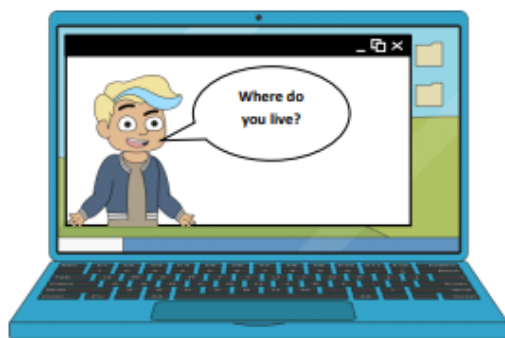


Mo loves video-chatting. Can you help him TAG (Tell A Grown Up) when he sees something that might make him feel worried, scared or sad?

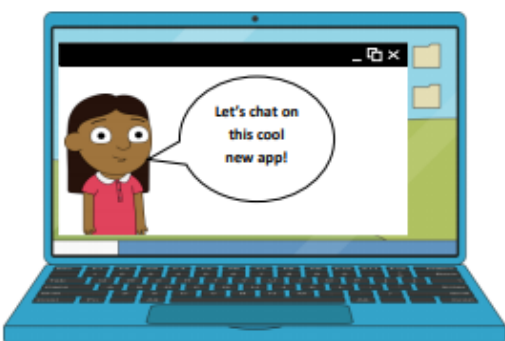
Colour in 'OK' if you think Mo is OK, or 'TAG' if you think Mo should tell a grown up.



TAG / OK



TAG / OK




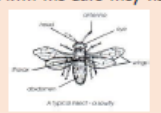
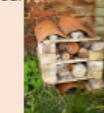







TAG / OK

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. 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 tryasaurus 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. Research sculptures made from recyclable materials for some ideas. Remember to be a tryasaurus and thinkasaurus when completing your sculpture.</p> 