

Year 1 Home Learning: Summer 2 – Week 6

'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 are two for this week: At the Toy Shop and Meerkats. This book includes lots of different sounds but the main focus this week is the ow and ou.

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/> w/c 22nd June and find the worksheets on our school website.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	<p>Maths</p> <p>To know the number bonds up to 10 off by heart.</p> <p>Listen to the Jack Hartman number pairs songs https://youtu.be/JtsVRgXt8CM (this one is number pairs to 8 but there is a song for each number!)</p> <p>Play fastest fingers –</p> <ol style="list-style-type: none">1. Decide on the number e.g. 82. Show your child some fingers e.g. 53. They show you the amount to make it equal 8. They should show you three fingers. <p>Record the number pairs to each number.</p> <p>Make the number pairs to each number using anything you can find e.g. if you're making number pairs to 10 you could use 5 stones and 5 leaves or 4 stones and 6 leaves.</p> <p>Using a set of playing cards</p> <ol style="list-style-type: none">1. Decide on the number e.g. 6. Get out the number cards 1-62. Place the number cards in a pile facing down.3. Turn over the top card and players need to shout out the other amount to make it up to the total e.g. if a 2 was turned over, players shout 4 because $2 + 4 = 6$ <p>ICT links</p> <p>http://www.conkermaths.org/cmweb.nsf/products/numberbondpairs.html</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button</p>				
White Rose Maths Year 1 Week 9	Counting to 100	Partitioning numbers	Comparing numbers	Comparing numbers (2)	Friday Maths See resources below.

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

English

This week our focus theme will be: Meerkats

In this unit, you will discover all about the fascinating world of meerkats. Read and enjoy the story of *Meerkat Mail* by Emily Gravett. Find out about Sunny the meerkat's journey and write your own postcard inspired by the ones sent by Sunny.

Mon

Watch the *Official Compare the Meerkat Jingle Advert*:

<https://www.youtube.com/watch?v=NBu00tC6m9g>

Ask your child if they have seen this creature before. *What is it called?*

Discuss - *what is a real meerkat? Have you seen one before? What do they look like? Can you describe one? How do they behave?*

Watch *How meerkats interact in the wild*:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-how-meerkats-interact-in-the-wild/z7h6nrd>




Repeat watching the clip, and this time stopping and pausing to discuss what you see.

How do they move? What do they look like? Do you think they like to be alone?

Generate some words, phrases or short sentences together which describe how they look, behave, act etc. e.g.

playful, cute, quick, mischievous, like to stand up tall on their back legs, they cuddle up together, live underground, etc.


Write these words and phrases into the 'K' section of a KWL grid. (The 'K' standing for what I already know about meerkats.)

		
What do I already know?	What do I want to know?	What have I learnt?

Consider and talk about what you would like to know about meerkats with an adult and write a few questions down in the second part of the grid (the 'W' which stands for 'What do I want to know?'). You might wish to use the question hand to generate some of the questions, e.g. *What is the name of a group of meerkats? What do they eat? Etc.* Check that questions have a capital letter at the start of the sentence and a question mark at the end.



Tues	<p>Consider the 'W' (What do I want to know?) questions from yesterday's session. Watch <i>Meerkat Animals for Kids</i>: https://www.youtube.com/watch?v=uIlLtxzOpNw and /or <i>Kid Reporter Dominique – Meerkats</i>: https://www.youtube.com/watch?v=efRGPz1BQ6Y Can you find the answer to any of your questions? Talk to an adult about what you now know about meerkats. Fill in the last section of the KWL grid in full sentences. The 'L' being the 'What have I learnt?' section. Check writing is in full sentences with capital letters and full stops. Use phonics to help you spell words independently.</p>
Wed	<p>Consider the information you have discovered about meerkats in the previous session. Imagine that your family and friends don't know very much about meerkats. Using the information you've found, write a simple report or quiz for a sibling or family member. They could either read your report or you could present it to them, just like Dominique does in the <i>Kid Reporter Dominique – Meerkats</i>: https://www.youtube.com/watch?v=efRGPz1BQ6Y Just like Dominique, you could use a question and answer sequence in your report, e.g. <i>What type of animal is a meerkat?</i> <i>A meerkat is from the mongoose family and is not a cat at all.</i> <i>What are groups of meerkats called?</i> <i>A group of meerkats is called a mob.</i> <i>What do meerkats eat?</i> <i>Where do meerkats live? Etc.</i> When writing the report, aim to include the words 'and', 'but' and 'or' to join ideas in sentences. Check that sentences make sense by reading them aloud. Check for capital letters and full stops. Remember to use phonics to help you spell words independently. Read your report to a sibling or family member. You could do this with a microphone just like Dominique in her video!</p>
Thurs	<p>Listen to <i>Miss Lee presents Meerkat Mail</i>: https://www.youtube.com/watch?v=DcwuTRQ16MU Whilst listening to the story, stop and play the 'tell me' game. This involves pausing the story to talk about what your child has heard. Prompts can be open ended to help start discussion, e.g. <i>Tell me what you know about Sunny so far.</i> Talk about how Sunny might be feeling but also how his family must be feeling without him. <i>What do you think they would say to him? Do you think Sunny regrets leaving as the book goes on? How do you know?</i> Write a feeling bubble (a heart-shaped outline with a feeling written inside) after Sunny sends the first note home (1:46 mins) and then a feeling bubble from his mum's point of view. Feelings might be a single word, phrase or a sentence. Try to choose words other than happy or sad. Discuss with an adult a more appropriate word or use a dictionary/thesaurus to find an alternative word. Write another feelings bubble after Sunny sends the postcard from Auntie Flo's (5:27 mins). <i>How is he feeling now?</i> Finally, write the last feeling bubble on how you think his mum/family might be feeling too at this point.</p>

	<p>Talk about the story <i>Meerkat Mail</i> from yesterday's session. Discuss: <i>do you think that Sunny was pleased to go home? Why? How do you think his family felt when he went back? How do you know?</i></p> <p>Return to the story again, <i>Meerkat Mail</i>: https://www.youtube.com/watch?v=DcwuTRQ16MU</p> <p>Or, listen to it being read aloud here: <i>Meerkat Mail World Book Day Stories</i> https://www.worldbookday.com/stories/meerkat-mail/</p> <p>Imagine that you are to go and visit another family member and that you can stay with them. <i>What might you do there?</i></p> <p>Write a postcard as if you have been to stay at another family member's house. Remember to use the capital letter 'I' and tell the audience all about your visit. You could include sentences about what the weather is like, what you have done and how you are feeling. Use a simple structure, such as: Dear ... Love from ... Check that sentences make sense by reading them aloud. Check for capital letters and full stops. Remember to use phonics to help you spell words independently.</p>
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Additional activities:

- Watch and enjoy *Catch It*, a short CGI film: <https://www.youtube.com/watch?v=OilR9daVmBs> and talk through what happened in the story using the words/phrases; *first, next, then, after that, and finally* to help.
- After reading *Meerkat Mail*: <https://www.youtube.com/watch?v=DcwuTRQ16MU> write an invitation to come to Sunny's welcome home party.
- Watch and enjoy *CBeebies Andy's Wild Adventures: Meerkats*:
<https://www.youtube.com/watch?v=R6UPG6ITFIU>

Phonics

This week we are practising ow and ou)

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 out 2. about 3. mouth 4. around 5. now 6. how 7. brown 8. town <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: Sharing pictures</p> <p>Watch Jessie & Friends Episode 2: Sharing Pictures with your child here: https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ . This may be a re-cap if you have completed previous #OnlineSafetyAtHome activity packs with your child.</p> <p>Ask your child the following questions to check their understanding:</p> <ul style="list-style-type: none"> - How did lots of people end up seeing the pictures of Tia, Jessie and Mo? [The people they sent them to shared them with other people, who shared them with even more people] - What did Kyle say the friends should have done before sharing a picture with him in it? [they should have asked his permission] - How did Jessie, Tia and Mo get help when they found out their pictures had been shared with other people at school? [they told their teacher] <p>Support your child to complete the 'When should Jessie TAG' activity below. TAG stands for 'Tell A Grown-up'. After completing the activity, make sure your child knows that if they see anything online that makes them feel worried, scared or sad, they should TAG.</p> <p>Activity 2: Asking for permission</p> <p>Tell your child that before they do something that involves another person (e.g. hugging them, playing with their toy, borrowing something that belongs to them), they should always ask for permission. This means they should ask whether that person is happy for them to do it or not. Remind your child that it is always ok for someone to say 'No'.</p> <p>For example, if you are thinking of sharing a picture or video of someone else, you should always ask permission first.</p> <p>If the answer is 'Yes', it is OK to do it. If the answer is 'No', it is not OK to do it.</p> <p>Help your child complete the 'Asking for permission' activity below, by drawing a line to connect each situation with the right response, or pointing to the answer on screen.</p> <p>Next, talk to your child about ways to ask for permission, using Jessie's questions as examples e.g. Is it ok if I...?, Can I....? Do you mind if I...?.</p> <p>Try to model these sentence starters at home e.g. 'Is it ok if I brush your hair?' 'Can I play with your toy?' and encourage your child to use them.</p> <p>Ask your child to draw a picture of Jessie asking her pet dog for permission to play with him – e.g. asking Dog if she can pat him, brush his hair, ride on his back or tickle his ears! Encourage them to practice different ways to ask permission. What will Dog say? What should Jessie do?</p>
Tues	<p>History – Tim Peake.</p> <p>Tim Peake is a British astronaut who has visited the International Space Station.</p> <p>Look at the information page below to learn more about the International Space Station.</p> <p>https://www.dkfindout.com/uk/space/life-in-space/international-space-station/</p>
Wed	<p>Ask an adult to help you understand some of the words or use wordhippo.com.</p> <p>When Tim Peake visited the International Space Station, he video called some children to answer their questions.</p> <p>https://www.youtube.com/watch?v=mRuBvf-Qrno</p> <p>Watch some of the clip and learn about what it is like to spend time on the International Space Station.</p> <p>Once you have watched some of the clip, draw a picture of Tim at the Space Station and write some sentences about what you have learnt.</p> <p>e.g. The astronauts drink water from a bubble.</p> <p>If you had the chance, what questions would you ask Tim Peake?</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 speed bounce lesson and the spotty dogs lesson - have a go at home!</p> <p>Complete each activity 3 times, can you improve your score?</p>

Phonics Resources

















Fluency Grid

Fluency Grid
ou and ow

ou 	ou 	ou	ou	ou
ow 	ow 	ow	ow	ow

Word Reading

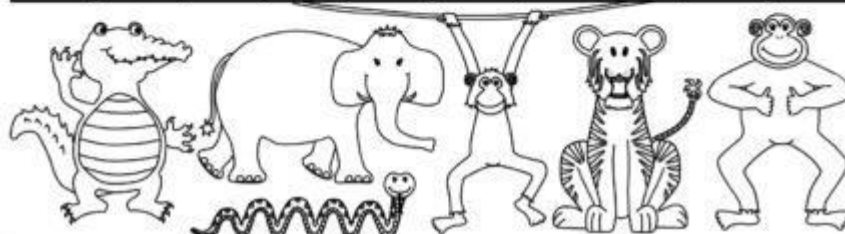
Put the sound buttons on and read the real and nonsense words.

jow 		sound
fowk 		cow
couf 		loud
blowb 		house
shoub 		found
stroup 		brown
strowd 		town
coub 		around

Missing Numbers

Fill in the missing numbers in the hundred grid.

1		3	4		6		8	9	10
11	12		14	15	16	17		19	
	22	23		25		27	28		30
31		33	34		36		38	39	
41	42		44	45		47		49	
	52	53		55	56	57		59	60
61				65	66		68	69	70
	72	73	74		76	77		79	
81	82		84	85		87	88	89	90
	92	93		95	96	97			100



Challenge

Count to and across 100

Asif makes this number.



He counts on in ones from this number.

Continue Asif's counting pattern.

29					
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Count to and across 100

Order these numbers smallest to largest.

37 28 59 81
42 55 33 88

Count to and across 100

Mary makes this number.



She counts on in ones from this number.

Continue Mary's counting pattern.

36					
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Topic resources

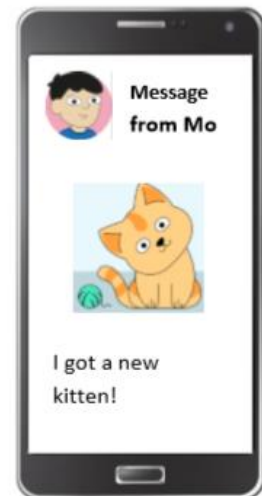
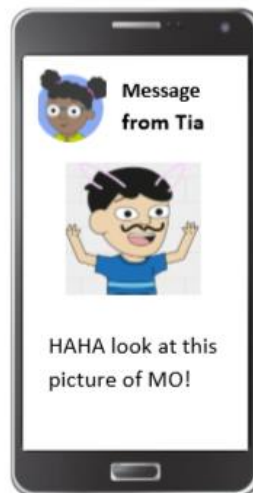
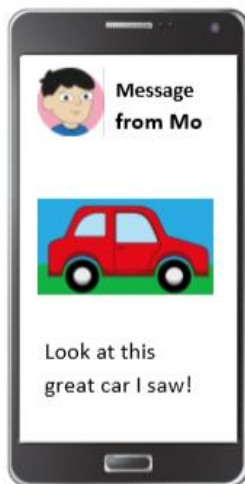
When should Jessie TAG?



I love looking at pictures that my friends have sent! Can you help me **TELL A GROWN UP** when you see something that might make me feel worried, scared or sad?

If I should **TELL A GROWN UP**, write **TAG** in the box.

If you think it's ok, write **OK** or draw a smiley face!



Should Jessie TAG or is it ok? Write TAG or OK in each box.

WOOF!

Asking for Permission

Connect the boxes by drawing a line from the situation to the correct response



Is it ok if I
...share the funny
video of you
dancing with my
family?

No



Tia has said YES
Jessie can
change the
picture of her
and show her
dad.



Do you
mind if I...
share this
picture of us
with my family?

Yes,
that's
fine!



Mo has said YES.
Jessie can share
the picture of
them with her
family.



Can I...change
this picture of
you so you look
like a toad then
show my dad?

Sure! I
don't
mind!



Tia has said NO.
She has not given
her permission so
Jessie should not
share the video of
her dancing.

It's always ok to
say NO if someone
asks to do
something that
makes you feel
worried, scared or
sad.

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

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. 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.



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.



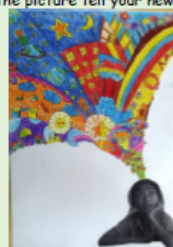
<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg> Watch the clip and think about a time when you might have thought you weren't very good at something. It might have been some of your home learning tasks. Remember it is okay when things feel tricky as long as you put all your effort in and have a go! Remember the tryasaurus dinosaur you learn about in school.

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.



Transition

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: 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



'I am amazing' cloud. 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.

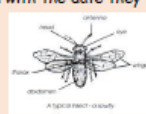


A postcard Write a postcard to your new teacher. Tell them some of the things you have been doing over the last few weeks. Tell them how you feel about coming back to school and what you are looking forward to in your new class. Remember to tell them who it is from. You could make it look just like a postcard and draw a picture or put a photograph on the front.



Challenge

Be Scientists! Bug hotels 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. 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.



Historians! 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



Art Attack! 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.

