



Monday

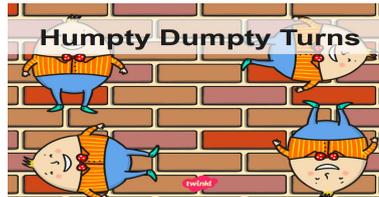
Maths

Children can work on CGP Maths Book independently, choosing their own pages. We are aware this is the same book issued Sep'19. Please encourage children to consolidate Yr1 learning by working independently.



Learning Objective

To describe turns made by objects using the language **quarter turn, half turn, three quarter turn, full turn.**

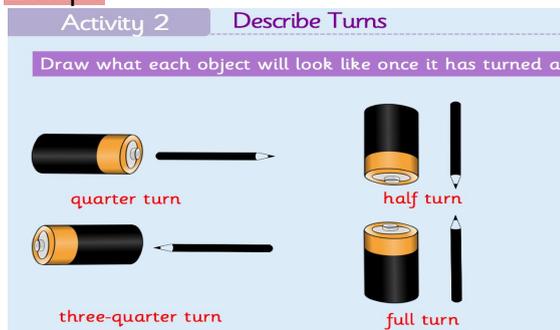


Activity

i) Stand up in a room with another person. Give them some instructions using the language: 'Make (or jump) a quarter turn, half turn, three quarter turn, whole turn.' Then it's their turn to give you instructions.

ii) Draw & label 1 (or 2) object/s from home & show what they will look like when you turn them: a quarter turn, half turn, three quarter turn, full turn

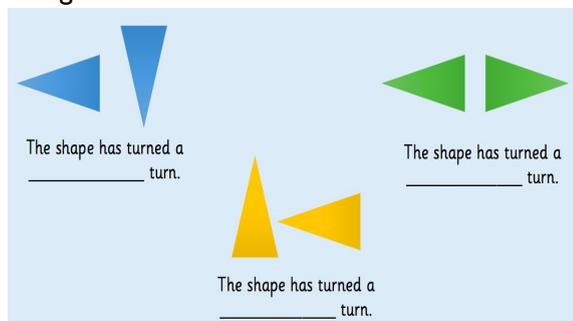
Example



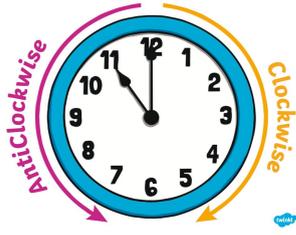
Extra Challenge

No need to write answers down. Just read and complete the sentences by describing the turn from **quarter turn, half turn, three quarter turn, full turn.**

To help, use a dairylea cheese / make paper triangles.



HINTS Yellow & blue triangles have the same

		<p>answer. All the triangles turn in a clockwise</p>  <p>direction:</p>
<p>English Daily Phonics practise Use sound mats sent home in packs.</p> <p>Letters and Sounds: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niVWw/featured?disable_polymer=1</p>		<p>Learning Objective To write using colourful semantics questions.</p> <p>Activity Watch Mr Big by Ed Vere https://www.youtube.com/watch?v=AfDLsbbGXbl</p> <p>What would you do if you were bigger than everyone else?</p> <p>Use colourful semantics questions such as <u>what</u>- what would you do? <u>who</u> - would you see? <u>how</u> - how would you look? <u>when</u> - when would it be? <u>why</u> - why would you be bigger? to help you extend your writing.</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
<p>Humanities</p>		<p><u>Week 4: Geography – Points of the compass</u> The points of the compass help us to know which direction things are. A compass will always point to magnetic North at the North Pole.</p> <p>Younger children: Draw and label the four main points of the compass, north, east, south and west. Ask an adult to find out which direction north, south, east and west are in your house. Play a game where everyone takes a turn choosing a direction e.g. north and the whole family has to run to that part of the house!</p> <p>Older children: Most mobile phones have a compass. The red arrow on the compass will show what direction north is, the line at the top of the screen will show what direction the phone is pointing (remember there are 8 points to the compass so half way between south and west is south-west etc...)</p> <p>Find out: If you look out of your bedroom window which direction are you facing?</p>

		<p>If you look out of your kitchen window which direction are you facing? If you look out of your front door which direction are you facing? Now use the compass on the phone to create a trail around your house using compass directions and challenge a member of your family to follow it. Write the directions clearly.</p> <p><i>e.g. Start with your back to the front door. Walk five steps East. Turn to face North West. Walk two steps forward. Which room are you in now?</i></p> <p>Challenge: Next time you leave the house take a mobile phone with you and find out which direction you are travelling or walking.</p>
Tuesday	Maths	<p>Learning Objective To describe the position of objects using the language forwards, backwards, right, left.</p> <p>Activity</p> <p>i) No need to write answers down. Just read and then complete the sentences using left or right</p> <div data-bbox="756 1048 1185 1171" data-label="Image"> </div> <p>The £1 coin is to the _____ of the 1p coin. The 50p coin is to the _____ of the 1p coin. The 2p coin is to the _____ of the 50p coin.</p> <p>ii) Draw the shapes and colour in using the instructions (ask an adult to help if you need)</p> <div data-bbox="826 1447 1114 1621" data-label="Image"> </div> <ul style="list-style-type: none"> • The circle in the middle is blue. • The circle on the right is red. • The shape up from the right circle is green. • The shape down from the circles is green. • The square to the left of the green triangle is red. • The four-sided shape up from the rectangle is blue. • The triangle on the left is red. <p>iii) Pdf attached 'Alien Invasion Challenge' (no need to print) Write the answers only, to each question.</p>

		<p>Extra Challenge Practising a quarter turn, left and right. You will need paper and a pen and energy! https://www.youtube.com/watch?v=rOdSG55I8U4</p>
	<p>English Daily Phonics practise</p> <p>Letters and Sounds: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1</p>	<p>Learning Objective To write a question correctly.</p> <p>Activity Watch Mr Big by Ed Vere https://www.youtube.com/watch?v=AfDLsbbGXbl</p> <p>Write a list of 5 questions that you would ask Mr Big.</p> <p>Don't forget that a question always needs an answer. It also needs a capital letter and a question mark. Ask someone in your family to pretend to be Mr Big and write down their answers to the questions.</p> <p>Watch 'Questions start with these' if you need a reminder about what a question is- https://www.youtube.com/watch?v=Ecdm0A7I1fpA</p>
	Science	Please see activities below.
Wednesday	Maths	<p>Learning Objective To describe position using the language top, middle, in between, bottom, above, below.</p> <p>Activity i) Look at the objects in your room. Write 3 sentences using middle, bottom, above, below to describe their position in your room. Or Write and complete 3 of the sentences below using objects in your room in those positions. The _____ is above _____. The _____ is below _____. In between _____ and _____ is _____. Above _____ is _____ and _____. There is nothing between _____ and _____. ii) No need to write answers down:</p>

How many different ways can you describe the position of the 2p coin?



iii)

Use 5 cubes or books or different objects that are the following 5 colours to build a tower.



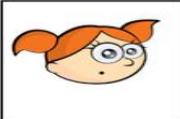
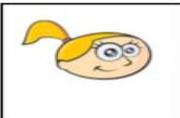
- Start with a yellow cube.
- Place a blue cube on top of the yellow cube.
- Place a grey cube below the yellow cube.
- Place a red cube on the top of the tower.
- Place the green cube in between the yellow and grey cubes.

HINT



Extra Challenge

Tell your adult what the missing names are and who they are.

Whitney	 Jack	
		
		 Dora

Jack is directly above Alex.
Eva is directly below Alex.
_____ is to the right of Eva.
There is no-one above Amir.

English
**Daily Phonics
practise**

Letters and Sounds:
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K-niVWw/featured?disable_polymer=1

Learning Objective

To write a letter to someone you know.

Activity



Write a letter to someone that you know who you think has a special talent

Tell them about what you like about their talent and why. Do you wish you could do it too? Why? Maybe you could ask if they will teach you or show you how?

Remember: start your letter with Dear/To, end it with From, and always full stops, capital letters, spaces!

Art

Week 4 - Create a treasure map

You will need: Paper, pens and pencils

Younger children:



1. Get a piece of paper
2. With a pencil lightly sketch out a winding road, so it is wiggly a bit like a snake. Draw a house at the start and a big X at the end of the line. Once you are happy with where everything is, you can go over it again with pencil or pen.

- A red X to mark the spot. This is probably the most important feature!
 - Landmarks to determine a starting point and a finishing point (the treasure spot), and landmarks to help the hunters find their way in the middle.
 - Trees or plants.
 - Houses or other buildings.
 - Mountains or hills.
 - Rivers or other bodies of water.
- You can locate the treasure hunt on an island surrounded by water.
- Include some fantasy elements like a sea serpent, some ships, or a castle.

4. Tear the edges off all four sides of the paper. This will make the map look more like a worn treasure map. Remember to do this slowly and gently!
5. Use a tea bag to make the map look old. Wipe a wet tea bag over both sides of the paper. The map will turn a light brown color. When you finish, the paper should be completely saturated.
6. Make the map look worn. Crumple the map into a ball several times to get it good and crumpled. Let it dry overnight in a ball.
7. Use cooking oil to make the map feel authentic. Gently open the map, and wipe both sides with cooking oil. Blot off the excess with paper towels. This will make the paper feel slightly crunchy.
8. Let paper dry again. Once it is finished drying, the map should look very old.

Now your map is finished, maybe you can use it for a scavenger hunt for your family or as part of a performance.

Thursday

Maths

Learning Objective

To answer mixed word problems about position

Activity

i)

No need to write answers.

You can explain your answers to your adult.

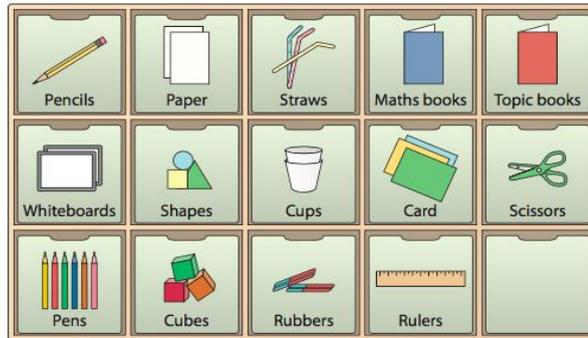
Mastery

Identify the position of each item.

Top, middle or bottom?

First, second or third?

Left or right?



The cups are in the middle row and third from the left.

The shapes are in the row and from the left.

The rulers are in the row and from the right.

The maths books are in the row and from the right.

Describe the position of other items.

ii)

Pdf attached 'Position & Direction Word Probs'

Write the missing words down for each question.

Extra Challenge

No writing involved

Ask an adult or older sibling to choose a drawer below but not to tell you which one.

You may ask 5 or 6 questions to identify the drawer.

They can only answer yes or no.

Example: (secret drawer: **whiteboards**)

Is it in the bottom row?

No.

Is it in the middle row?

Yes.

Is it second from the left?

No.

Is it first from the left?

Yes.

Is it whiteboards?

Yes



English
Daily Phonics practise

Letters and Sounds:
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1

Learning Objective

To write 3 or more facts about mountain gorillas

Activity

Watch Andy's Wild Adventures: Mountain Gorillas
<https://www.bbc.co.uk/iplayer/episode/b01cnwtb/andys-wild-adventures-series-1-6-mountain-gorillas>

Write down the facts that you know now that you didn't before. Remember a fact is something that is true and is not just what someone thinks.

Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.

R.E

Week 4: Pentecost

Read the story of Pentecost from the Bible - (Acts 2: 1-12) or listen to the story:

<https://www.youtube.com/watch?v=OMQKyIMx49M&t=1s>

Fruits of the Holy Spirit - Love, Joy, Peace, Patience, Kindness, Gentleness, Faithfulness, Gentleness and Self-control. Listen to [this song](#) to learn them!

Choose one of the following activities to do:

- Draw disciples with flames above their heads, fill each flame with one of the fruits of the Holy Spirit
- Create a poster for school celebrating the 'Fruits of the Holy Spirit' and how pupils can show these in school.
- Write about a couple of the fruits of the Holy Spirit and how Christians can show these in their everyday lives.

Reflection - Choose one of the fruits of the spirit, pray and ask for God's help to show that fruit. Try and think of one action you could do to show that fruit to your family today.

Friday

Maths

Learning Objective

To use previous learning to answer problems about position & direction

Activity

i)

Look at Picture 1 and read the positions of the children surrounding the circled child.

Picture 1



In front of me	Behind me	To the left of me	To the right of me
Girl with blonde hair	Boy with red hair	Girl with red hair	Girl with black hair

Now look Picture 2 below.

The circled child is now in the **first row on the right**.

Can you write the other childrens' positions around that child?

Picture 2

Activity 1

Describe Position (2)

Think about where you are sitting in the classroom. What can you see around you? Complete the table.

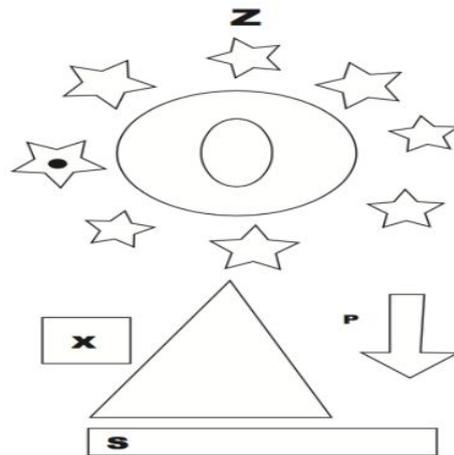


In front of me	Behind me	To the left of me	To the right of me

ii)

No need to print out or write answers.

Just READ AND WORK OUT the correct word:



The stars are (**around / within**) the circle.

The X is (**outside / inside**) the square.

The arrow is on the (**left / right**) of the triangle.

The oval is (**around / within**) the circle.

The S is on the (**left / right**) side of the rectangle.

The triangle is (**below / above**) the rectangle.

. The P is to the (**left / right**) of the arrow.

Extra Challenge

A quiz. No need to write answers. See if you can play against an adult or sibling!

Pdf attached 'Sport Position & Direction Quiz'

English
Daily Phonics practise
Letters and Sounds:
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVw/featured?disable_polymer=1

Learning Objective

To write instructions about how you did a step by step drawing.

Activity

Watch video below and draw a picture along with Ed Vere who is the author and illustrator of Mr Big https://www.youtube.com/watch?v=gTT_Dqj-NS4&list=PLE5MZB5pedUMsUI7Zf32_6ilXdfcCA1IR&index=2.

Write about how you did the drawing. You might like to write a list showing each step that you did.

Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.

	PSHE	<p><u>Week 4: To identify the people in my family, while recognizing that not all families look like mine</u></p> <p>What does the word family mean to you? Discuss this together with an adult. Does everybody's family look the same? How is your family the same/different to someone else's family?</p> <p>Younger children: Draw a picture of your family and label the people in your family. Write down what makes your family special.</p> <p>Older children: What does your family look like? Are all families the same? Write down some of the ways families can be the same and some of the ways they can be different. Think about all the things that families give us, for example, love. Write a poem about all the things that families give us.</p> <p>Challenge: Are family structures the same around the world? Research different cultures and explore similarities and differences between family structures around the world.</p>
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Science Week 4: Enquiry Type - Observation over Time

Question	
	How does a shadow change over time?
<p>Shadows change due to the Earth rotating on its axis. Attach a thin object to your window, eg a pen, ruler or opaque tape. Place a piece of white paper on the windowsill directly below the object. Make sure the object is in the centre of the page. A shadow should appear on your paper. Draw around the shadow and label it with the time. Check on the shadow every hour or half hour throughout the day, each time drawing and labelling the shadow.</p>	
<div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; border-radius: 15px; background-color: #e6e6fa; padding: 5px;">Question</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #90ee90; padding: 5px;">Predict</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #add8e6; padding: 5px;">Observe</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #ffff00; padding: 5px;">Record</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #ff6347; padding: 5px;">Analyse</div> <div style="border: 1px solid black; border-radius: 15px; background-color: #ffa500; padding: 5px;">Report</div> </div>	

Younger Children	Older Children
<p>Look at the shadows that you have drawn. When was the shadow longest? When was it shortest? Create a labeled drawing showing how you set up your experiment.</p>	<p>Use your observations to make a sundial. What distance is there between each hour? Is each hour the same distance apart? Would the clock be correct all year around? Would your</p>

	clock work if it were used in a different country eg. Australia, South Africa, Algeria?
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Challenge	About this type of Scientific Enquiry
Can you make a shadow puppet theatre?	<p><i>Observation over time enquiries help us to identify and measure events and changes in the natural world as well as physical processes. This enquiry type requires using observation, reasoning and analysis skills.</i></p> <p><i>Jane Goodall used observation over time to research how chimpanzees behave.</i></p> <p><i>NASA carried out a 'Year in Space' experiment to find out the effect of gravity on humans.</i></p> <p><i>Since 1840 a bell has been ringing at Oxford University to test its battery duration.</i></p>