



Learning for the week beginning 18th May 2020

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 count up to 100

See attached pdf 100 square

**Activity**

1)

Use the hundred square to:

- Count forwards from 80 to 92
- Count backwards from 73 to 65
- Write down the numbers between 75 and 81
- Find what number comes between 46 and 48

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2)

Correct the mistake in each sequence.

- 34, 35, 36, 38, 39
- 98, 97, 96, 95, 93
- 78, 79, 18, 81, 82

3)

Will I count the number 45 if I am counting from 41 to 52?

Will I count the number 34 if I am counting from 40 to 45?

Will I count the number 93 if I am counting from 89 to 96?

4)

What number is between:

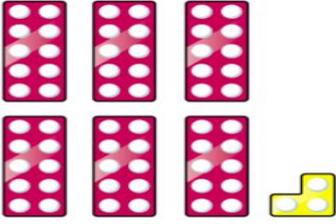
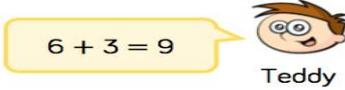
52 and 54

84 and 86

94 and 96

80 and 82

75 and 77

		<p><b>Challenge</b></p> <p>Teddy has made a number using the number shapes.</p>  <p>He says</p>  <p>Teddy</p> <p>What mistake has Teddy made?</p>
	<p>English <b>Daily Phonics practise</b> Use sound mats sent home in packs. <u>Letters and Sounds:</u> <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVw/featured?disable_polymer=1</a></p>	<p><b>Learning Objective</b> To use information from the story to write an opinion.</p> <p><b>Activity</b> Watch Jungle Jamboree by Jo Empson. Stop when the story finishes (4m50s) <a href="https://www.youtube.com/watch?v=Ay2ROu-bZrg&amp;list=PLC9XXoFSuEuj8IdeILZhtCc9fsVmObyxd&amp;index=6">https://www.youtube.com/watch?v=Ay2ROu-bZrg&amp;list=PLC9XXoFSuEuj8IdeILZhtCc9fsVmObyxd&amp;index=6</a></p> <p>Choose an animal from the story. Why do you think that it is the most beautiful animal?</p> <p>Use colourful semantics questions to expand your idea.</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
Humanities		<p><b><u>Week 5: History - Time Capsules</u></b></p> <p>We are living through an extraordinary time. In the future people will look back at the COVID-19 crisis and wonder what it was like to live through it. What would you like to tell people in the future about what it was like to be living in London in 2020?</p> <p><b>Younger Children:</b> Choose three things that are important to you at this time. Draw a picture of each thing and if you can write a sentence explaining why they are important to you and how they have helped you.</p> <p><b>Older Children:</b> Write a letter to someone in the year 2120 explaining to them the changes that have happened in your life because of the pandemic. Explain which changes you have enjoyed and which changes you have found difficult.</p>

**Challenge:** Create a 'time capsule' of this moment in history for future generations. Choose a few objects that are important to you and include some writing explaining who you are and what your life is like. Seal the objects and letter in a tin and hide it somewhere in your house or bury it in your garden for someone to find in ten, twenty, thirty or even a hundred years time!

Tuesday

Maths

**Learning Objective**

To group objects into **tens** and **ones**

**Place Value** is the value of each digit in a number. In the number 54 the 5 digit has a value of 50 (or 5 tens) and the 4 digit has a value of 4 (or 4 ones). Basically it is hundreds, tens, and ones!

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

**Partitioning** is a useful way of breaking up numbers so they are easier to work with. You can partition in various ways. The number 23 can be broken down into 2 tens & 3 ones or even a 10 & a 13!

<https://www.bbc.co.uk/bitesize/topics/z69k7ty/articles/zyk8pbk>

**Activity**

1)

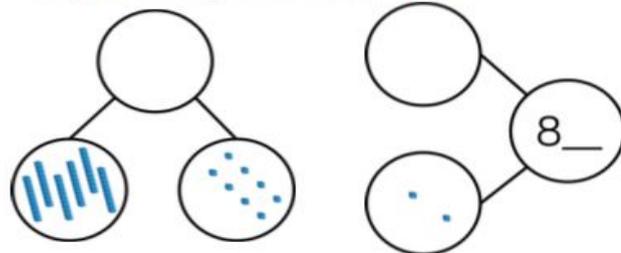
Complete a maths sentence for each number. The first is done.

70    36    64    81    22    66    49

has  tens and  ones.

2)

Complete the part-whole models.



**HINT** The first one is **68**.

3)

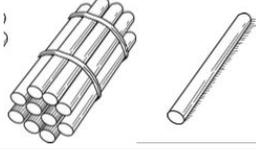
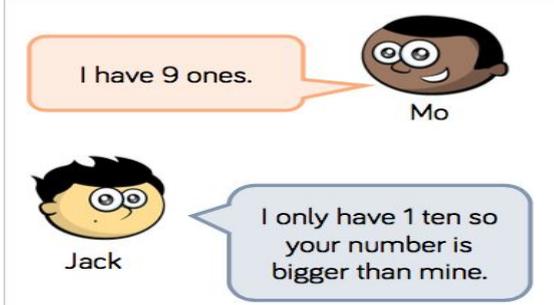
Show these numbers using the Tens and Ones place value chart

Tens	Ones

73    50    88    79  
91    85    62    93

4)

Partitioning with objects: Bundle objects from home

		<p>into groups of ten ie. straws/pens/ sticks/ spaghetti. Show that <b>two</b> bundles of straws will have <b>20</b> straws. How many straws in <b>5</b> bundles? What amount of straws can you see below? Explain why there are eleven straws altogether?</p>  <p><b>See attached pdf sheet:</b> Match bundles to amounts (no need to print out)</p> <p><b>Challenge</b></p>  <p>Is Jack correct? Prove it.</p>
	<p>English <b>Daily Phonics practise</b> Letters and Sounds: <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K-niVw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K-niVw/featured?disable_polymer=1</a></p>	<p><b>Learning Objective</b> To use adjectives to explain. <b>Activity</b> Watch Jungle Jamboree by Jo Empson. Stop when the story finishes (4m50s). <a href="https://www.youtube.com/watch?v=Ay2RQu-bZrg&amp;list=PLC9XXoFSuEuj8IdeILZhtCc9fsVmObyxd&amp;index=6">https://www.youtube.com/watch?v=Ay2RQu-bZrg&amp;list=PLC9XXoFSuEuj8IdeILZhtCc9fsVmObyxd&amp;index=6</a> Why is the fly the most beautiful of all? What makes it unique? Now think about what makes you unique? Make sure to use interesting words and adjectives (describing words) to explain why the fly is the most beautiful and then to explain what makes YOU unique.  Adjectives video- <a href="https://www.youtube.com/watch?v=5hlqdPrH--k">https://www.youtube.com/watch?v=5hlqdPrH--k</a>  Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
	<p>Science</p>	<p>Please see the plan below.</p>
<p>Wednesday</p>	<p>Maths</p>	<p><b>Learning Objective</b> To compare numbers within 100</p>

Children use the language 'more than', 'less than' and 'equal to' alongside the inequality symbols.



<https://www.youtube.com/watch?v=ka9zbPcqXBI>

**Activity**

1)

Write how many tens and ones are in each number.

78 and 61		90 and 89		64 and 92	
Tens	Ones	Tens	Ones	Tens	Ones

Which number from each pair is the largest? Discuss how you know.

2)

On the hundred square, find a number:

- Less than 69
- Greater than 79
- Greater than 69 but less than 79

3)

Remember to work out the amounts first then compare the numbers.

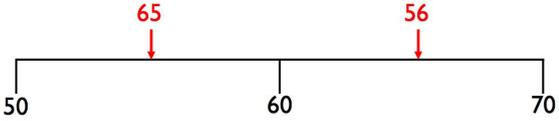
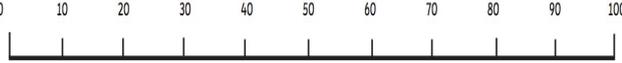
Compare the numbers using comparison symbols  $> = <$

place value

1

		<p><b>Challenge</b> Eva and Alex have some number cards.</p> <p style="text-align: center;">  </p> <p style="text-align: center;">  </p> <p>They both use two of their cards to make two-digit numbers.</p> <p>Eva's number is bigger than Alex's number.</p> <p>What could their numbers be? How many answers can you find?</p>
	<p>English <b>Daily Phonics practise</b> <u>Letters and Sounds:</u> <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1</a></p>	<p><b>Learning Objective</b> To recognise the lesson in the story.</p> <p><b>Activity</b> Watch Jungle Jamboree by Jo Empson. Stop when the story finishes (4m50s). <a href="https://www.youtube.com/watch?v=Ay2ROu-bZrg&amp;list=PLC9XXoFSuEuj8ldeILZhtCc9fsVmObyxd&amp;index=6">https://www.youtube.com/watch?v=Ay2ROu-bZrg&amp;list=PLC9XXoFSuEuj8ldeILZhtCc9fsVmObyxd&amp;index=6</a></p> <p>What is the lesson in the story? What is the author trying to tell us?</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
<p>Art</p>		<p><b><u>Week 5 - Origami</u></b></p> <p style="text-align: center;"></p> <p><b>You will need:</b> Square paper and pencils or pens to colour as you wish.</p> <p>Origami is the art of folding paper into three-dimensional figures or designs without cutting the paper or using glue. Below are some suggestions for good videos with step by step instructions on how to make different animals.</p>

		<p><b>Younger children:</b>  <b>Easy fish</b>  <a href="https://www.youtube.com/watch?v=djPgdlm6IMY">https://www.youtube.com/watch?v=djPgdlm6IMY</a></p> <p><b>Older children:</b>  <b>T-Rex</b>  <a href="https://www.youtube.com/watch?v=inSdgG7kXpA&amp;feature=emb_logo">https://www.youtube.com/watch?v=inSdgG7kXpA&amp;feature=emb_logo</a></p> <p><b>Cute penguin</b>  <a href="https://www.youtube.com/watch?v=FGfriadNpA">https://www.youtube.com/watch?v=FGfriadNpA</a></p> <p>Twinkl also has some step by step instructions available on their website.</p>															
Thursday	Maths	<p><b>Learning Objective</b>  To compare numbers and amounts</p> <p><b>Activity</b>  1)  Remember to work out the amounts first then compare the numbers.  Compare the amounts using <math>&lt;</math>, <math>&gt;</math> or <math>=</math></p> <table border="1" data-bbox="751 1070 1311 1431"> <tr> <td>Tens ●●●●</td> <td>Ones ●</td> <td>○</td> <td>Tens ●●●●</td> <td>Ones ●●●●●</td> </tr> <tr> <td>Tens</td> <td>Ones ●●●●●</td> <td>○</td> <td>Tens ●●</td> <td>Ones</td> </tr> <tr> <td>Tens ●●●●</td> <td>Ones ●●●</td> <td>○</td> <td>Tens 5</td> <td>Ones 1</td> </tr> </table> <p>2)  Complete the statements:  <math>70 &lt; \square</math>      <math>\square &gt; 70</math>      <math>\square &lt; 70</math>  <math>\square &lt; 1</math>      <math>0 &lt; \square</math>      <math>\square &lt; 100</math></p> <p>3)  Complete the stem sentences and statements.  62 is _____ than 55 but _____ than 70  <math>\square &lt; \square &lt; \square</math>      <math>\square &gt; \square &gt; \square</math>  _____ is greater than _____ but less than _____</p>	Tens ●●●●	Ones ●	○	Tens ●●●●	Ones ●●●●●	Tens	Ones ●●●●●	○	Tens ●●	Ones	Tens ●●●●	Ones ●●●	○	Tens 5	Ones 1
Tens ●●●●	Ones ●	○	Tens ●●●●	Ones ●●●●●													
Tens	Ones ●●●●●	○	Tens ●●	Ones													
Tens ●●●●	Ones ●●●	○	Tens 5	Ones 1													

		<p><b>Challenge</b></p> <p>Tommy has marked numbers on his number lines. Has he made any mistakes?</p>  <p>Explain to a friend the mistake you think he has made.</p> <p>Show the numbers on your own number line.</p> <ul style="list-style-type: none"> <li>• 75</li> <li>• 34</li> <li>• 91</li> <li>• 57</li> </ul> <p style="text-align: center;"><b>0 to 100 Number Line</b></p>  <p style="background-color: red; color: black; text-align: center; padding: 2px;">See attached pdf 0-100 Number Line -enlarged</p>
	<p>English <b>Daily Phonics</b> practise <u>Letters and Sounds:</u> <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVw/featured?disable_polymer=1</a></p>	<p><b>Learning Objective</b> To write 3 or more facts about lions.</p> <p><b>Activity</b> Start the video after the story has ended (4m50s). <a href="https://www.youtube.com/watch?v=Ay2ROu-bZrg&amp;list=PLC9XXoFSuEuj8IdeILZhtCc9fsVmObyxd&amp;index=6">https://www.youtube.com/watch?v=Ay2ROu-bZrg&amp;list=PLC9XXoFSuEuj8IdeILZhtCc9fsVmObyxd&amp;index=6</a></p> <p>Draw a lion with Jo Empson and then label the lion. Watch this video about lion facts and write as many as you can. Remember a fact is something that is true and is not just what someone thinks. <a href="https://www.bbc.co.uk/iplayer/episode/b09szl4g/andys-safari-adventures-series-1-7-andy-and-the-lions">https://www.bbc.co.uk/iplayer/episode/b09szl4g/andys-safari-adventures-series-1-7-andy-and-the-lions</a></p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
<p>R.E</p>		<p><b>Week 5: The Apostles</b> Read the story of the Apostles and High Council from the Bible - (Acts 5:12-36) or listen to the story: <a href="https://www.youtube.com/watch?v=WKjWIETMYxc&amp;list=PL5aPdmniG3y_n7hXEKTV4qQnleCe-p6Ws&amp;index=29">https://www.youtube.com/watch?v=WKjWIETMYxc&amp;list=PL5aPdmniG3y_n7hXEKTV4qQnleCe-p6Ws&amp;index=29</a></p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> <li>• Draw a picture of how a Christian could share God's message and explain what is happening in your picture</li> <li>• Write down a set of instructions on how a Christian can share God's message, like the apostles did.</li> </ul>

- The apostles faced lots of dangers in spreading God's message. Even today people are still persecuted for their faith. Write a letter to your teacher explaining: Why the apostles were persecuted; why they didn't stop when they were told to and how we can help and support those still persecuted today.

**Reflection** - Write a prayer for those around the world still facing persecution for their religion.

Friday

Maths

**Learning Objective**

To order numbers

Children use the language 'most', 'bigger', 'biggest', 'larger', 'largest', 'smaller', 'smallest' and 'least'.

Children revisit and practise position and ordinal numbers (first, second, third etc.)

**Activity**

1)

With another person in your family, each person rolls a ball or leaps forward or bunny hops forward. The furthest roll or leap wins. Can you say who came first, second, third?

2)

Where would the objects go in the table?

place value

1

Most		Least

3)

The babies are ready to go to bed.  
Put them in the correct order starting from the baby that goes to bed first.

place value

1

Jim is third.    Seb is first.    Han is fourth.    Chris is second.    Lin is fifth.

4)

Order the numbers from smallest to largest.

place value

1

67 34 99

100 58 99

89 50 54

67 70 85

53 63 93

95 75 55

### Challenge

The numbers in each list are in size order.  
Complete the missing numbers.

65	78		91	99
----	----	--	----	----

89	80	72		
----	----	----	--	--

		57		
--	--	----	--	--

Why did you choose the numbers you did?  
Are they the only numbers that could have completed the number tracks?

**HINT:** First check to see if the numbers in each list are getting bigger or smaller. Next fill in the missing numbers

English  
**Daily Phonics practise**  
**Letters and Sounds:**  
[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niVWw/featured?disable\\_polymer=1](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1)

### Learning Objective

To describe what you can see in the lion cam.

### Activity

Watch Edinburgh Zoo's live lion cam.

<https://www.edinburghzoo.org.uk/webcams/lion-cam/#lioncam>

Write about what the lions are doing. What is their habitat like? Can you describe it? Is it similar to what you saw on the fact video from yesterday?

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

PSHE

### Learning Objective

To understand how I have grown and changed since birth

### Activity

Think about what **life was like for you as a baby;** what did you need help with? What could you do on

		<p>your own? What did you enjoy doing? What foods did you like? Who were your friends? Maybe you will look at a photo of you as a baby and consider what has changed and <b>how you have grown up.</b></p> <p><b>Younger Children:</b> Write a list of things you could do as a baby and a list of the things you can do now. Underline or colour the statements that are the same.</p> <p><b>Older Children:</b> Draw or get 3 images: a baby, a child &amp; an adult. What can you do as an adult that you cannot do as a baby or a child (eg, drive a car)? Do your responsibilities stay the same? Will your friendships look the same? Note down some differences &amp; some similarities around the images.</p> <p><b>Challenge:</b> Choose an animal and create a poster showing the lifecycle of that animal. Compare the lifecycle to that of a human. What is the same and what is different?</p>
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Science Week 5: Enquiry Type -Research

<b>Question</b>	
	<p>What nutrients are in your food?</p>
<p>It is important to eat the right amounts of a variety of different food types. Look in your kitchen to find out what different types of food you can find.</p> <p><a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a></p> <p><a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a></p>	
Question	Predict
Observe	Record
Analyse	Report

<b>Younger Children</b>	<b>Older Children</b>
<p>Separate the foods that you find into the below categories: Fruit and Vegetables; Meat &amp; Fish; Dairy; Carbohydrates and Starch; Sugars and Fats. Count how many of each category you have. Can you make a poster or chart to show how many different nutrients you found?</p>	<p>Look at the labels of the food that you find. Which foods have the highest fat/sugar/carbohydrate/fibre content? Which foods have the lowest fat/sugar/carbohydrate/fibre content? Do the portion sizes match the packet size?</p>

<b>Challenge</b>	<b>About this type of Scientific Enquiry</b>
<p>Record all the food you eat for a week. Then, work out the nutritional value of your food. Are you eating a balanced diet?</p>	<p><i>Scientists use research to investigate their hypotheses (predictions) and answer their scientific questions. In this task we used secondary sources to find the answer. This enquiry type requires using skills to compare and evaluate information; separating fact from opinion; recognising bias; and an ability to extract key information.</i></p>