

Year 1

Learning for the week beginning Monday 22nd June 2020



Monday

<p>Maths</p>	<p>Learning Objective To answer a variety of questions about Time</p> <p>Watch -Martians meet a clock! https://www.google.com/search?q=martians+meet+a+clock&oq=martians+meet+a+clock&aqs=chrome..69i57.6337j0j8&sourceid=chrome&ie=UTF-8&safe=active&ssui=on</p> <p>Activity Have a go at Time Problems! Your adult can help you. No need to print these Pdf documents out: See Pdf Time Problems</p> <p>See Pdf 100 Square</p>
<p>English</p>	<p>Learning Objective To write about previous experiences.</p> <p>Activity Little Monkey by Marta Atles https://www.youtube.com/watch?v=x00LG2eV6Xs</p> <p>Do you remember when you were little and there were things that you couldn't do? What were they? What did you do to be able to do them?</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
<p>Phonics</p>	<p>Daily Phonics practise Use sound mats sent home in packs. <u>Letters and Sounds:</u> https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1</p>

Humanities	<p><u>Week 4: History - Historical Enquiry</u></p> <p>Archaeologists dig up the ground and find things which people in the past have left behind. Often the things that tell us most about the past are things that people have thrown away - a Roman rubbish dump can tell us a lot about how the Romans lived!</p> <p>Younger Children: With your mum and dad have a look through your recycling bin.</p> <ul style="list-style-type: none"> • Choose three objects that you were throwing out. • Draw a picture of each one. • If an archaeologist was to find these objects in a hundred years time what would it tell them about your family? What could they learn about what your family liked to eat, wear or do? <p>Older Children: Have a careful look through your recycling bin or household rubbish bin and choose up to 10 objects.</p> <ul style="list-style-type: none"> • Divide your page in two, label one side 'Would survive' and one side 'Wouldn't survive' • Imagine your pile of objects has been thrown out and has been buried in the ground for 100 years. What would be left there for an archaeologist to discover in the year 2120? Write the name of the objects in the correct side (think about what material each object is made from to help you decide whether it would survive or not) • Look at the objects on the 'Would Survive' side. What would these objects tell an archaeologist about your family life if they dug them up? Think about the objects that would have not survived. What information would the archaeologist be missing? <p>Challenge: Find out what the archaeologist Basil Brown discovered at Sutton Hoo.</p>
Tuesday	
Maths	<p>Learning Objective To answer mixed word problems on Time</p> <p>Activity 1.</p>

Would you measure the duration of the activities in seconds, minutes or hours? Sort the activities into three groups: seconds, minutes and hours.



Can you add any more activities into these 3 groups?

2. Discuss with your adult if the **units of time are sensible**:

- A football match measured in seconds.
- A lap around the school playground measured in minutes.
- A birthday party measured in hours.

Challenge

Would you use **minutes, seconds or hours**?

Playtime is about 20 _____ long.

Lunchtime is about one _____ long.

The school day is about 7 _____ long.

Can you **make up 3 more maths sentences** using minutes, seconds and hours.

English	<p>Learning Objective To write using capital letters and full stops correctly.</p> <p>Activity Little Monkey by Marta Atles https://www.youtube.com/watch?v=x00LG2eV6Xs</p> <p>What is something that you feel worried about? What can you do to help? Who could you ask to help you?</p> <p>When you finish draw Little Monkey- https://www.youtube.com/watch?v=asp86gIW7js</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>						
Phonics	<p><u>Letters and Sounds:</u> https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1</p>						
Science	<table border="1" data-bbox="318 657 1496 1347"> <tr> <td colspan="2" data-bbox="318 657 1496 762" style="text-align: center;">Question</td> </tr> <tr> <td data-bbox="318 762 766 976" style="text-align: center;">  </td> <td data-bbox="766 762 1496 976" style="text-align: center;"> <p>How do plant leaves differ?</p> </td> </tr> <tr> <td data-bbox="318 976 1008 1347"> <p>Look closely at different leaves? Think about how they differ and how they are similar.</p> <p>Place a leaf in a bowl of water. Put a small stone on the leaf so that the leaf sinks. Leave the bowl in a sunny place for an hour. Observe how there are tiny bubbles on the leaf. This is the leaf letting oxygen out of it.</p> </td> <td data-bbox="1008 976 1496 1347">  </td> </tr> </table>	Question			<p>How do plant leaves differ?</p>	<p>Look closely at different leaves? Think about how they differ and how they are similar.</p> <p>Place a leaf in a bowl of water. Put a small stone on the leaf so that the leaf sinks. Leave the bowl in a sunny place for an hour. Observe how there are tiny bubbles on the leaf. This is the leaf letting oxygen out of it.</p>	
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Younger Children	Older Children
Sort the leaves into different groups. Eg. size, number of points or lobes. Can you spot any patterns as to which leaf belongs to which plant? Do the largest leaves belong to the largest plants?	Sort the leaves into different groups. Eg. size, number of points or lobes. Can you spot any patterns as to which leaf belongs to which plant? Do the largest leaves belong to the largest plants?

Challenge	About this type of Science
Research why some plants' leaves change colour in autumn? Can you spot any patterns in the leaf shape for plants that drop their leaves? Can you grow a plant from your food? https://foodrevolution.org/blog/reduce-food-waste-regrow-from-scraps/	<i>The main role of leaves is to produce food for plants through a process called photosynthesis. This takes in carbon dioxide from the air and releases oxygen back into the air. This is why increasing the number of plants and protecting forests is so important to help clean the air we breathe and reduce carbon dioxide.</i>

Wednesday

<p>Maths</p>	<p>Learning Objective To consolidate Number and Place Value learning</p> <p>Time to practice & recap the following: Count to and across 100, forwards and backwards, beginning with 0 or one, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s, 10s, identify one more, one less</p> <p>Activity Have a go at answering the 20 questions. Please do ask an adult if you need help. See attached Pdf -no need to print out</p>
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Challenge

Mastery

Complete:

5	10				30
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	4	6			12
--	---	---	--	--	----

			40	50	60
--	--	--	----	----	----

Mastery with Greater Depth

Alin says, 'If I start at 5 and count in fives I will say the number 100.'
Is he correct?

Explain your reasoning.

Sita says, 'If I start at 17 and count in twos I will say the number 28.'
Is she correct?

Explain your reasoning.

English

Learning Objective

To order the story using First, Next, Then, Last.

Activity

Little Monkey by Marta Atles <https://www.youtube.com/watch?v=x00LG2eV6Xs>

Put the story in order- First, Next, Then, Last. Then draw a picture for each step.

	First
	Next
	Then
	Finally

Challenge: write your favourite part of the story.

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

Phonics

Letters and Sounds:

https://www.youtube.com/channel/UCP_FbYUP_UtldV2K_-niWw/featured?disable_polymer=1

Art/DT

Week 4 - Georgia O'Keeffe



You will need:

Paper

A pencil

A flower (this can be any flower you like or even a picture of a flower)
Paints/colouring pens or pencils/oil pastels - watercolours work really well here if you have them.

1. Look very closely at your chosen flower - What shape are the petals? What does it look like in the middle? What colours do you notice?
2. Using a pencil draw your chosen flower onto your sheet of paper. Make sure it's really big and takes up all of the paper - some petals may go off the page and remain incomplete. This is just like Georgia O'Keeffe's work.
3. Paint your flower - make sure you add in the different colours you noticed on the flower.
4. Once the flower is dry you can paint the background (there shouldn't be too much background to paint as your flower should take up most of the page)

Thursday

Maths

Learning Objective

To consolidate Number & Place Value learning

Activity

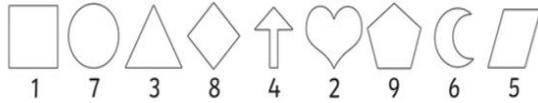
You are going to look at Hundreds Tens Ones

Can you break the code below?

The first one is done : 26 is made of 20 and 6.

Remember to ask an adult if you need help.

Code Breaking



Example

In the number  , what is  worth? 20

1. In the number  , what is  worth? _____

2. In the number  , what is  worth? _____

3. In the number   , what is  worth? _____

4. In the number   , what is  worth? _____

5. In the number   , what is  worth? _____

6. In the number   , what is  worth? _____

7. In the number    , what is  worth? _____

8. In the number   , what is  worth? _____

English

Learning Objective

To write about the habitat of a monkey.

Activity

Where do monkeys live and why? Who else lives in the jungle?

You might get some ideas from Andy's Adventures

<https://www.bbc.co.uk/iplayer/episode/b01cnyvx/andys-wild-adventures-series-1-9-capuchin-monkey>

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Phonics	<u>Letters and Sounds:</u> https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw/featured?disable_polymer=1
R.E	<p>Week 4: Trust</p> <p>Read the story of 'Elijah and the Widow' from the Bible - (1 Kings Chapter 17 vs 1 - 24) or listen to the story: https://www.youtube.com/watch?v=BNTlqy2YBo8</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw pictures of all the people you trust and label them. • Create an acrostic poem using the word trust - consider what trust means in each line • Write a paragraph about the bible story explaining who showed trust in the story, who or what they trusted in and how that trust was proved to be true. <p><i>Reflection - Thank God for all the people in our school community, local community and global community who we trust to help us. Thank God especially for our trusted doctors and nurses at this time who have been caring for so many.</i></p>
Friday	
Maths	<p>Learning Objective To consolidate Number Sequencing</p> <p>Activity Read the question then fill in the gaps. Always ask for help if you need it.</p>

Mastery

Write the numbers in order of size.

15	16	5	71	50
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What is one more than...?

What is one less than...?

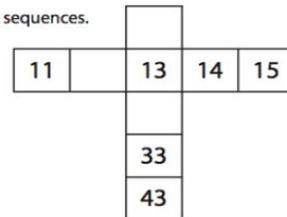
Complete:

19		21	22		
----	--	----	----	--	--

Write 25 in the correct place on the number grid.

8	9	10	11	12	13
14	15	16	17		

Write the numbers missing from these sequences.



Challenge

Which could be the odd one out and why?

40 71 65

HINT any one could be the odd one out. But whichever you pick, remember to explain why you chose it.

English

Learning Objective

To write a story about a particular topic.

Activity

Writing Challenge Cards

Describe what a tree in autumn looks like.

Think about:

- the colours;
- the sounds;
- the textures.

Check:

- capital letters and full stops;
- that every sentence makes sense;
- that you have used some interesting adjectives.



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

Phonics

Letters and Sounds:

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

PSHE

Learning Objective

To explain how to use apps and the internet safely



Read this poster and have a look at the different ways we can use the internet safely. Who do you need to speak to before you use the internet or an app? What do we use the internet for? What do we use apps for? What apps do you like to use and why?

Younger children:

Draw a picture of your favourite app or thing you like to do online and discuss with an adult how you use this safely.

Older children:

Create a rap or poem about internet and app safety.

Challenge:

Choose from the following scenarios:

You have a pop up when on an app that says

1. 'Click here and win an Ipad!!!'.
2. A person you don't know asks to chat on a game
3. A person you think you might know asks to chat on a game

What do you do? Discuss with an adult.