



Monday

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



**Learning Objective**

To recognise & use language related to Time

**Activity**

1) Discuss these words with your adult

Vocabulary Before and After

before first evening

Do you know what these words mean?

morning next afternoon

after

? Can you say a sentence with the words?

2)

Sort the activities into **before** and **after** school.



? Breakfast Bedtime story Get dressed Go to a party ?

Can you think of one more activity for each group?  
Can you sort the activities into three groups labelled **morning, afternoon** and **evening**?

3)

Dora is describing her day.



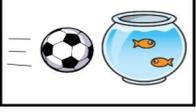
First, I went to the park.  
After lunch, I went to the cinema.  
Before the cinema, I went to a café for lunch.

Draw and label pictures to order Dora's day.

First Then Next

**Challenge**

Draw what could have happened **before** and **after**

		<div style="text-align: center;">  <p>Before</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>After</p> </div>
	<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_-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 expand and experiment with new vocabulary.</p> <p><b>Activity</b> Watch The Lion Inside by Rachel Bright <a href="https://www.youtube.com/watch?v=GlfDD3gYZ_0">https://www.youtube.com/watch?v=GlfDD3gYZ_0</a></p> <p>Write a list of all of the interesting words you heard in the story, you may need to listen to it a few times or even pause it when you hear one to write down. Now, can you put any of them into sentences?</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p> <p>When you have finished you might like to draw the Mouse from the story with Jim Field who is the illustrator: <a href="https://www.youtube.com/watch?v=OBQkLVSc41E">https://www.youtube.com/watch?v=OBQkLVSc41E</a></p>
Humanities		<p><b><u>Week 2: History - Chronology</u></b> Chronology means putting things in time and date order, starting with the earliest and ending with the most recent. This week you are going to make a <a href="#">washing line family timeline!</a></p> <p><b>Younger Children:</b></p> <ul style="list-style-type: none"> <li>● Choose five important events from your life e.g. the day you were born, when you started school, your baptism or naming day, the birth of a sibling, a special holiday or celebration you remember.</li> <li>● Draw a picture for each event on a piece of paper and write the date it happened.</li> <li>● Now use clothes pegs to pin them up on your washing line in chronological order (or a put up a piece of string if the washing line is full!)</li> </ul>

**Older Children:**

- Begin the activity as the younger children do but then add in at least another five events - they could be significant events from the lives of your wider family members e.g. Your grandma being born, a family wedding, moving house etc..

**Challenge:** Can you make a family timeline that covers more than a hundred years of your family history?

Tuesday

Maths

**Learning Objective**

To recognise and use language related to Dates

**Watch** - Days weeks months clip

<https://www.youtube.com/watch?v=iTtPj2ijT74>

**Activity**

Discuss the words with your adult

Can you find a calendar to look at.

(larger version- download attached pdf of a calendar)



What day is it today? What day was it yesterday?  
What day is tomorrow? Which month is your birthday? Which month do we start school in?  
Which months are the Summer holidays in?

What two days are the weekend?

1.

Fill in the missing days of the week and complete the sentences.

Sunday
Tuesday
Wednesday
Saturday

- Today is Wednesday, yesterday was \_\_\_\_\_.
- Yesterday was Monday, today is \_\_\_\_\_.
- Today is Saturday, tomorrow is \_\_\_\_\_.
- Tomorrow is \_\_\_\_\_, today is Wednesday.

2. Look at a calendar and discuss special dates. Think about a month you did something special in.

My birthday is in \_\_\_\_\_.

In \_\_\_\_\_, I went to \_\_\_\_\_.

3)

Eva is practising chanting the months of the year.

She says,



January, February, May, April,  
March, July, June, August,  
September, November,  
October, December.

Eva is incorrect. Correct her mistakes.

### Challenge

The 5<sup>th</sup> June is a Wednesday.  
What day is the 10<sup>th</sup> June?

Sort the days of the week into school days or non-school days.

	Sunday	
Thursday	Saturday	Friday
Wednesday	Tuesday	Monday

At school

Not at school

### Finally

A fun clip to recap calendars & briefly introduce clocks

	<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><a href="https://www.bbc.co.uk/teach/class-clips-video/maths-ks1-ks2-using-clocks-and-calendars/z6gnvk7">https://www.bbc.co.uk/teach/class-clips-video/maths-ks1-ks2-using-clocks-and-calendars/z6gnvk7</a></p> <p><b>Learning Objective</b> To recognise the differences between characters.</p> <p><b>Activity</b> Watch The Lion Inside by Rachel Bright <a href="https://www.youtube.com/watch?v=GlfDD3gYZ_0">https://www.youtube.com/watch?v=GlfDD3gYZ_0</a></p> <p>Draw a line down the middle of your page. Write 'Lion' at the top of one side and 'Mouse' at the top of the other.</p> <p>Now, think about the Lion and the Mouse. Can you list the different characteristics of each one. What do they look like? How do they behave? What are they good at? What do they find challenging?</p> <p>Draw a picture of each when you have written about each character.</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
	<p>Science</p>	<p>See planning and activities below.</p>
<p>Wednesday</p>	<p>Maths</p>	<p><b>Learning Objective</b> To tell the time to the hour</p> <p><b>Watch</b> -either/ both clips:Telling Time to the Hour <a href="https://www.youtube.com/watch?v=Cac5pbOahLs">https://www.youtube.com/watch?v=Cac5pbOahLs</a> <a href="https://www.youtube.com/watch?v=5TA5z_DE204">https://www.youtube.com/watch?v=5TA5z_DE204</a></p> <p><b>Activity</b> Discuss the words with your adult</p> <div data-bbox="703 1451 1342 1832" style="border: 1px solid #ccc; background-color: #e6f2ff; padding: 10px;"> <p style="text-align: center;">Vocabulary    Time to the Hour</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #ccc; border-radius: 50%; padding: 5px 15px; background-color: #fff;">o'clock</div> <div style="border: 1px solid #ccc; border-radius: 50%; padding: 5px 15px; background-color: #fff;">hour</div> <div style="border: 1px solid #ccc; border-radius: 50%; padding: 5px 15px; background-color: #fff;">minute hand</div> </div> <p style="text-align: center;">Do you know what these words mean?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #ccc; border-radius: 50%; padding: 5px 15px; background-color: #fff;">hour hand</div> <div style="border: 1px solid #ccc; border-radius: 50%; padding: 5px 15px; background-color: #fff;">clock</div> <div style="border: 1px solid #ccc; border-radius: 50%; padding: 5px 15px; background-color: #fff;">minute</div> </div> <div style="text-align: center; margin-top: 5px;"> <span style="font-size: 24px; color: white;">?</span> <span style="color: white; font-size: 12px;">Can you say a sentence with the words?</span> </div> </div> <p>Look at a clock.</p>



How many hands on the clock?

The **hour** hand is shorter.

The **minute** hand is longer

Use your arms to do 5 o'clock? 6 o'clock?

Make sure one arm is shorter. Which one?

1)

Complete the times.



The time is \_\_\_\_\_ o'clock.



The time is \_\_\_\_\_ o'clock.

2)

Match the times to the clocks.



9 o'clock



Two o'clock



5 o'clock

3)

Draw the hour hand and minute hand on clock faces to show the times:



Eight o'clock

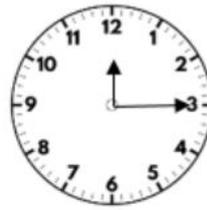


1 o'clock



Twelve o'clock

**Challenge**



The time is 3 o'clock.



Amir

Can you spot Amir's mistake?

When it is 11 o'clock both hands point at 11



Alex

Is Alex correct?  
Explain your reasoning.

English  
**Daily Phonics**  
**Practise**

Letters and Sounds:  
[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)

**Learning Objective**

To recognise rhyming words.

**Activity**

Watch this video about rhyming words

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

Then while watching the story write down all of the rhyming words that you can hear.

The Lion Inside by Rachel Bright

[https://www.youtube.com/watch?v=GlfDD3gYZ\\_0](https://www.youtube.com/watch?v=GlfDD3gYZ_0)

Check- are all rhyming words spelt the same or do they sound the same but with different spelling?

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

Art

Week 2 - Silhouettes



You will need:

A3 paper if possible but A4 is fine too

Yellow, red and orange paints

Brushes

Black card or sugar paper

Scissors

Glue

1. Using yellow and red paint, paint a thick, yellow stripe horizontally onto the bottom of the paper. You only need a small amount of red paint on their brush to mix into the yellow.

2. Paint the next stripe of orange paint. Show children how to gradually add more red into the yellow and each time paint a horizontal stripe onto the paper until you have created a sunset!

3. Leave to dry.

4. You could create your own animal silhouettes using black card or sugar paper. Animal stencils can be useful too or you could print out an animal picture from the Internet and draw around it. To create a silhouette, draw the basic outline of the

animal without any facial features, like the picture below.



5. When the sunset is dry, attach the silhouettes with glue. Children could add mountains, trees, water or even people.

**For next week - start collecting smooth pebbles or rocks for pebble painting.**

Thursday

Maths

**Learning Objective**

To tell the time to the half hour

**Watch** - Matholia clip: Tell time to the half hour  
<https://www.youtube.com/watch?v=bAtX3HPIEGA>

**Activity**

Describe the clock hands at **half past 11 to your adult**



**HINT** The **big minute hand** is halfway around the clock, pointing down at 6  
The **small hour hand** is mid way between 11 and 12

1)

Match the times to the clocks.



Half past 10



Half past 12



Half past one

2)

Complete the times.



The time is  
half past \_\_\_\_.



The time is  
half past \_\_\_\_.



The time is  
half past \_\_\_\_.

3)

Complete the times.



Half past 6

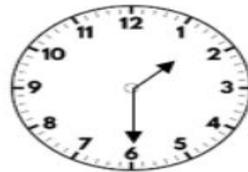


Half past four



Half past 10

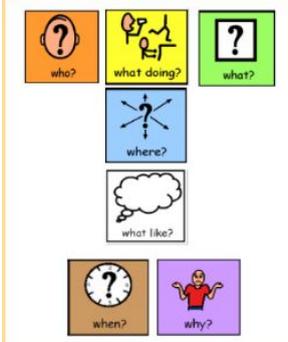
### Challenge



Tommy

The time is 6 past 1

Can you spot Tommy's mistake?

		<p>Read the instructions and draw the hands on the clock.</p> <ul style="list-style-type: none"> <li>The minute hand is pointing at the six.</li> <li>The hour hand is half way between 10 and 11</li> </ul>  <p>What time is it?</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 ask questions that would find out more information.</p> <p><b>Activity</b> Watch The Lion Inside by Rachel Bright <a href="https://www.youtube.com/watch?v=GlfDD3gYZ_0">https://www.youtube.com/watch?v=GlfDD3gYZ_0</a></p> <p>Think about some questions that you could ask to the lion or the mouse. Think about what you could ask to find out what they were thinking or feeling?</p> <p>Use colourful semantics questions to expand your ideas. -----&gt;&gt;</p> <p>When you are finished you might like to pretend to be the Lion or the Mouse and answer the questions that you want to ask.</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><u>Week 2: Wisdom</u></b> Read the story of 'Solomon asks for Wisdom' from the Bible - (1 kings Ch 3 vs 1-15) or listen to the story on: <a href="https://www.youtube.com/watch?v=hmDTuYEGmW0">https://www.youtube.com/watch?v=hmDTuYEGmW0</a></p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> <li>Draw a picture of Solomon and write around him all the things he could have asked God for. Underneath write down</li> </ul>

		<p>what he did ask God. Why do you think Solomon asked for wisdom? What would you ask God for?</p> <ul style="list-style-type: none"> <li>• <b>Wisdom is being able to make right decisions that are pleasing to God and which are good for you and other people.</b> Read the two scenarios below, for each scenario below explain what the wise choice and its consequences might be, and what the foolish choice and its consequences might be. <ul style="list-style-type: none"> <li>a) Imagine your mum or dad has baked some delicious cookies or bought a treat to have after lunch. They have left the treat on the table for later, but it looks so tempting. What is the wise choice? What is the foolish one?</li> <li>b) A group of children were playing in the back garden. One of them kicked the ball and it went over the fence and broke a pane of glass in the neighbour's greenhouse. What would be the wise thing the children should do next? What would be a foolish thing to do next?</li> </ul> </li> <li>• Think of two or three scenarios when you are faced with a wise or a foolish choice to make. Describe the choice you might face, what a wise and foolish choice might look like and what the consequences of each choice might be.</li> </ul> <p><b>Reflection</b> - <i>There have been times when we have all made unwise decisions and foolish choices. Reflect on a time when you have been unwise in the past, think about what a wise decision might have been and ask for God's help to make better decisions in the future.</i></p>
Friday	Maths	<p><b>Learning Objective</b> To answer mixed questions on Date and Time</p> <p><b>Watch</b> -NumberTime clip recap on Telling theTime <a href="https://www.youtube.com/watch?v=NS-2dUpkoHA">https://www.youtube.com/watch?v=NS-2dUpkoHA</a></p> <p><b>Activity</b> To consolidate learning this week you will be doing a fun quiz. Make sure you ask an adult if you need help. <b>Download attached pdf quiz on Date and Time</b></p>

**(No need to print this quiz out)**

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 write about personal experience.  
**Activity**  
Watch The Lion Inside by Rachel Bright  
[https://www.youtube.com/watch?v=GlfDD3gYZ\\_0](https://www.youtube.com/watch?v=GlfDD3gYZ_0)  
Why did the Mouse feel much braver once it had met the Lion? Can you think of a time when you have been worried or concerned about something but then felt brave enough to have a go or take a chance? Write about it then draw a picture. Remember to explain what made you be brave.  
  
Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.

PSHE

**Learning Objective**  
**To recognise our achievements**  
What are achievements? Think about something you worked hard for. Was it easy to achieve that thing or was it a challenge? Did you feel proud of yourself and why? Would you compliment a friend on their achievement? How does it feel to be complimented?

**Younger children:**  
Think of something you achieved. Here are some images to help.



Make a certificate about your achievement  
1) Draw a picture frame on your paper  
2) Write your name and what you achieved.  
3) Decorate with a celebration drawing like a trophy, fireworks, people clapping.

**Older children:**  
Turn your page horizontally and create a 3-part story board showing the sequence of events leading up to your achievement. For example, 1) You wishing you could swim a length 2) You practising once a week. 3) You finally swimming the length by yourself.

		<p>The story board can include speech bubbles or written information.</p> <p><b>Challenge:</b> Do you think it is important to recognise your own achievements and to celebrate them? Discuss with an adult.</p>
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### Science Week 2: Skill Focus - Fair Test

Question	
	<p>Which material makes the strongest boat?</p>
<p>Carry out a fair test to find out which material makes the strongest boat. You could use paper, card, tin foil, or any other material you find. Fold material to create a boat - it doesn't have to look like a boat! Carefully place your boat in a large bowl of water or sink. How many coins / legos / marbles can you put in your boat before it sinks? Repeat with a different material.</p>	
<div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #e6e6fa;">Question</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #90ee90;">Predict</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #add8e6;">Observe</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #ffff00;">Record</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #ff6347;">Analyse</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #ffa500;">Report</div> </div>	

Younger Children	Older Children
<p>Draw your boats and write how many objects you could fit in each boat before it sank.</p>	<p>Create a report of your experiment. What was your hypothesis? Record your results in a table. Analyse your results - Why do you think the boats sank/floated? How could you improve your boats? Was it a fair test?</p>
Challenge	About this type of Science
<p>Take part in the Great Science Share on Tuesday 16th June. <a href="https://www.greatscienceshare.org/getinvolved2020#greatscienceshare">https://www.greatscienceshare.org/getinvolved2020#greatscienceshare</a></p>	<p><i>Depending on the amount of water displaced (push out the way) by the boat, will depend on how heavy the boat can be. This is how there can be huge shipping</i></p>

Share your science or watch others carry out experiments online. Along with opportunities to ask real scientists questions.

*containers that are longer than 4 football fields!*

*Marine Engineers design and build things that work in water. That could include boats, submarines or making electricity using hydroelectric dams.*