



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 know the difference between seconds, minutes and hours

Watch - BBC:How long is a second?
<https://www.bbc.co.uk/teach/class-clips-video/math-ks1-ks2-how-long-is-a-second/z7fxpg8>

Activity

1. Discuss the words below with your adult

Vocabulary	Writing Time
minutes	hours
second	
Do you know what these words mean?	
stopwatch	sand timer
duration	
Can you say a sentence with the words?	

Maths Facts

There are 60 seconds in a minute.
There are 60 minutes in an hour.
Discuss these facts with an adult and use a clock to see the minutes and hours.

2. The Minute Hand



Which is the **minute hand**? After a minute has passed where will the minute hand move to? If dinner is in 5 minutes where will the minute hand move to?

3. **Ask an adult to help with this.** Using a stopwatch or seconds hand on a clock, record how many times you can do all or some of the activities

		<p>in 20 seconds:</p> <ul style="list-style-type: none"> • Star jumps • Write your name • Hop on the spot • Jump • Clap your hands • Build a tower  <p>Can you think of any activity which takes 20 seconds?</p> <p>Watch - Matholia clip: Duration in a second https://www.youtube.com/watch?v=wkDwxWdSxw8&list=PLBKqAzM4hQF7LqMkrKmIB_PRttg4sa4SD&index=2&t=0s&app=desktop</p>
	<p>English Daily Phonics practise Use sound mats sent home in packs. Letters and Sounds: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVw/featured?disable_polymer=1</p>	<p>Learning Objective To make a mind map.</p> <p>Activity Watch The Koala who could by Rachel Bright https://www.youtube.com/watch?v=Wmgxgat6HFI</p> <p>Make a mind map of 'the (your name) who could'- put your name in the middle of the page and draw lines to write all of the things that you want to be able to do.</p> <p>Don't forget: capital letters, full stops and spaces.</p>
	<p>Humanities</p>	<p><u>Week 3: Geography - Climate</u> The pattern of weather in a place over a long period of time is known as the climate. In the United Kingdom the climate is a temperate climate.</p> <p>Younger children: A temperate climate has four seasons, spring, summer, autumn and winter.</p> <ul style="list-style-type: none"> • Divide a piece of paper into four and draw a picture of yourself in each season. Think about what you might be wearing and what you might be doing in each of the four seasons. • You can also write a sentence about each season if you'd like to. <p>Older children: The UK has a temperate climate: temperate means moderate or mild, we do not have extremes of temperature or frequent extreme weather. We have</p>

		<p>four seasons. Tropical climates only have two seasons, dry and wet. This week you are going to compare the weather in London with the weather in a tropical climate.</p> <ul style="list-style-type: none"> • Choose a city in a tropical climate, e.g Singapore, Kingston (Jamaica), Lagos (Nigeria). • Divide your page in two and create a chart to compare the weather in London with the city in a tropical climate which you have chosen. • Use a weather app or the internet to find out what the weather is like each day in London and the tropical city of your choice and record it in your chart. You could record temperature, chance of precipitation (rain) or any other weather such as thunder storms. • At the end of the week analyse your results - what differences can you see? <p>Challenge: Research which other cities and countries have a temperate climate zone like the UK. Why does the UK have a temperate climate and not a tropical one?</p>
Tuesday	Maths	<p>Learning Objective To compare amounts of time using faster, slower, more time and less time</p> <p>Watch -Matholia: more time, less time https://www.youtube.com/watch?v=9ehf35BMY78</p> <p>Activity Discuss these words with your adult.</p> <div style="background-color: #e0f0ff; padding: 10px; border: 1px solid #add8e6;"> <p style="display: flex; justify-content: space-between;">Vocabulary Comparing Time</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid #add8e6; border-radius: 50%; padding: 10px; text-align: center;">slower</div> <div style="border: 1px solid #add8e6; border-radius: 50%; padding: 10px; text-align: center;">faster</div> </div> <p style="text-align: center; margin-top: 20px;">Do you know what these words mean?</p> </div> <p>I.Talk through the questions below with your adult</p>

Which is longer: one hour, one minute or one second?

If I finish a race first, am I faster or slower than everyone else?

Can you think of a comparison where you use faster and slower in the same sentence?

e.g. A rabbit is faster than a tortoise but slower than a cheetah.

2.

Zach, Malachi and Leanna are running a race.
Here are their times.



Zach

52 seconds



Malachi

58 seconds



Leanna

48 seconds

Use **faster** or **slower** to complete each sentence.

Zach is _____ than Malachi.

Zach is _____ than Leanna.

Leanna is _____ than Malachi.

Out of Zach, Malachi and Leanna who is the fastest?
The slowest? When you win a race, is the length of
time it took you shorter or longer than the others?

3.

Rosie, Esin and Tia are running a race.
Here are their times.



Rosie

48 seconds



Esin

57 seconds



Tia

51 seconds

Use **faster** or **slower** to complete each sentence.

Esin is _____ than Rosie.

Tia is _____ than Esin.

Rosie is _____ than Tia.

English
Daily Phonics
practise

Learning Objective

To write a character description.

Activity

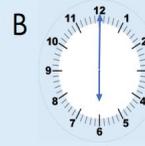
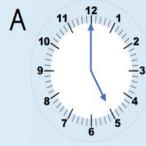
Watch The Koala who could by Rachel Bright

<https://www.youtube.com/watch?v=Wmgxgat6HFI>

Describe Kevin at the beginning of the story, at the
end of the story and then write how you think he
changed throughout the story.

		<p>When you have finished you can draw a koala: https://www.youtube.com/watch?v=hAstcVv9lfI&disable_polymer=true</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
	Science	See Planning and Activities below.
Wednesday	Maths	<p>Learning Objective To compare amounts of time using earlier, later</p> <p>Activity 1. Can you put these words into sentences?</p> <div style="background-color: #e0f0ff; padding: 10px; text-align: center;"> <p>Do you know what these words mean?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #add8e6; border-radius: 50%; padding: 10px 20px; display: inline-block;">earlier</div> <div style="border: 1px solid #add8e6; border-radius: 50%; padding: 10px 20px; display: inline-block;">later</div> </div> </div> <p>2. Comparing Time. How will you go about answering this question?</p> <div style="background-color: #e0f0ff; padding: 10px; text-align: center;"> <p>Activity 2 Comparing Time</p> <div style="background-color: #800080; color: white; padding: 5px; margin: 5px auto; width: 80%;"> <p>Three planes are flying to Paris in the morning. Here are the times they arrive.</p> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="text-align: center;"> <p>A</p>  </div> <div style="text-align: center;"> <p>B</p>  </div> <div style="text-align: center;"> <p>C</p>  </div> </div> <p style="text-align: center; margin-top: 10px;">Use earlier and later to complete the sentences.</p> <p style="text-align: center;">Plane A is _____ than Plane B. Plane B is _____ than Plane C. Plane C is _____ than Plane A.</p> </div> <p>3.</p>

Three trains travel to Manchester.
Here are the times they arrive.



Use **earlier** and **later** to complete the sentences.

Train A is _____ than Train C.

Train C is _____ than Train B.

Train B is _____ than Train A.

Challenge

Five friends are going to a party.

Use the clues to work out when each friend arrived.

Amir arrived later
than Jack and Eva.

1st

Rosie arrived later
than Amir but
earlier than Ron.

2nd

3rd

Eva arrived the
earliest.

4th

5th

English
Daily Phonics
practise

Learning Objective

To write facts about marsupials.

Activity

Watch Andys Adventures- Marsupials

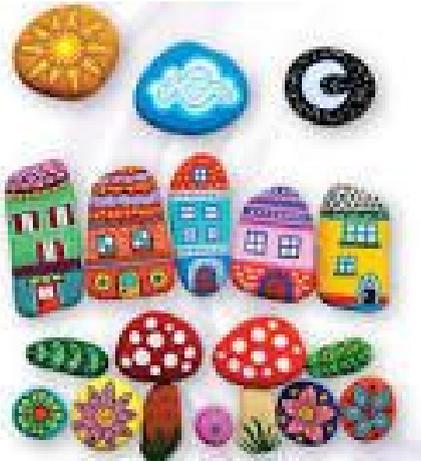
<https://www.bbc.co.uk/iplayer/episode/b01klvks/andy-s-wild-adventures-series-2-3-marsupials>

As you watch or after you watch, write down all of the facts you have learned about Marsupials.

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

Art

Week 3 - Pebble painting



You will need:

Smooth rocks/pebbles

Paintbrush

Acrylic paint if possible (you can also use chalk, paint pens and sharpies)

1. Wash and dry stones.
2. Sketch/plan design on paper first, planning your paint steps
3. Paint your backgrounds first, and layers of paint are added one at a time, allowing paint to dry thoroughly between layers.
4. Use a pencil to draw your main design onto the painted stone.
5. Start painting. Fill in large areas of color first and allow everything to dry thoroughly before adding additional layers. If you make a mistake, let it dry and then you can paint over it.

Thursday

Maths

Learning Objective

To answer mixed questions on comparing times. If you need help, always ask an adult.

Activity 1.

Comparing Times



Three puppies had a race around the park. Here are their times.

Buster	Max	Spot
		
51 seconds	39 seconds	42 seconds

Use the words 'faster' or 'slower' to complete the sentences.

Buster is _____ than Spot.

Max is _____ than Spot.

Spot is _____ than Max.

Max is _____ than Buster

Which puppies are these clues about?

This puppy was 12 seconds faster than Buster.

This puppy was 9 seconds slower than Spot.

This puppy was 3 seconds slower than Max.

Activity 2.

Comparing Times



Complete the sentences using 'longer than', 'shorter than' or 'equal to.'

24 hours is _____ 20 hours.

1 hour is _____ 24 hours.

30 seconds is _____ 13 seconds.

1 hour is _____ 1 minute.

1 week is _____ 7 days.

60 seconds is _____ 60 minutes.

Use the words 'earlier' or 'later' to complete these sentences about times in the morning.

8 o'clock is _____ than 9 o'clock.

10 o'clock is _____ than half past 10.

English
Daily Phonics
practise

Learning Objective

To observe and take notes.

Activity

		<p>Watch the live cam on Koala Cam at Healesville Sanctuary: Zoo's Victoria, Australia. https://www.youtube.com/watch?v=aRs5EN4epyE&feature=emb_logo</p> <p>What are the koalas doing? What can you see? What is their habitat like? I wonder if you will get to see them awake!</p> <p>Don't forget: capital letters, full stops, spaces and joining sentences with conjunctions such as- and, but, so, because.</p>
	R.E	<p><u>Week 3: Endurance</u> Read the story of 'Moses defeats the Amalekites' from the Bible - (Exodus 17 vs 8 - 13) or listen to the story: https://www.youtube.com/watch?v=6Dw9ag8OyRQ Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw a picture of a time where you have had to do something for a long time or wait a long time for something - write down the emotions you felt at the time • Create a motivational poster/ video for someone to encourage them with keeping going when things are difficult. • Write a diary recount of a time when you had to show endurance and what was challenging about it <p><i>Reflection - Moses was able to endure because he had the help of others and the help of God. Who has helped you when you have had to endure difficult times? Thank God for them - and maybe write them a note or a card to say thank you. Do you know anyone who needs to endure right now? How could you help and encourage them?</i></p>
Friday	Maths	<p>Learning Objective To answer mixed maths questions on TIME</p> <p>Activity Copy out and complete the table using the information below. Ask an adult if you need help.</p>

Comparing Times



5 children ran an egg and spoon race. Their teachers gave out prizes for 1st, 2nd, 3rd, 4th and 5th place.

In which place did each child come? Use the clues to complete the table.

- Sasha finished the race 10 seconds before Lulu.
- Nick finished the race 2 seconds before Molly.

Child	Time	Place
Sasha	50 seconds	
Lulu		
Nick	30 seconds	
Taj	45 seconds	
Molly		

Challenge

Complete the sentences using $<$, $>$ or $=$

1 minute 1 hour

30 seconds 3 hours

2 seconds 1 minute

Can you **make up one of your own** questions and ask someone to solve it?

English Daily Phonics practise

Learning Objective

To write a story about a particular topic.

Activity

Writing Challenge Cards

You find an old suitcase in your dusty attic.
Describe the things that you find inside.

Think about:

- How old are the objects?
- What do the objects look like?
- Who do you think the suitcase may have belonged to?

Check:

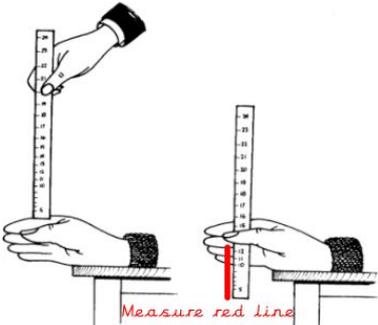
- capital letters and full stops;
- your spelling in a dictionary;
- that you have used some interesting adjectives.



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

	PSHE	<p><u>Learning Objective</u> To explain how to keep safe at home</p> <p>Activity What does it mean to keep safe? What might this look like when we are at home? Can you think how it might be in different areas of the house? Who keeps you safe when you're at home?</p> <p>Younger children: Draw a picture of a room in your house. Think about the different objects and things you need to be careful of and circle them.</p> <p>Older children: Draw a picture of your kitchen. Think about the different things in the kitchen that you need to be careful of. Circle these and give a reason as to why you need to be careful and what you can do to keep yourself safe.</p> <p>Challenge: https://www.youtube.com/watch?v=aCvScgIIMCs Watch the video and create a poster on electricity safety.</p>
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Science Week 3: Skill Focus - Analysing

Question	
 <p align="center">Do your reactions get better the more you exercise?</p>	
<ol style="list-style-type: none"> 1. Test your reaction time by holding a ruler just above your other hand. 2. Drop the ruler and try to catch it. 3. Measure, from the bottom of your thumb, how far the ruler dropped before catching it. (If you don't have a ruler, use a long thin object, lay object on paper and draw length) 4. Record the distance dropped. 5. Do 10 star jumps or sit ups. 6. Repeat steps 1-5. 	

7. Do another 10 star jumps or sit ups.
8. Continue repeating to see if your reaction time changes. (The shorter the distance the quicker your reaction).

Question

Predict

Observe

Record

Analyse

Report

Younger Children

Create a diagram to show how you set up your experiment. What did you find? Did your reaction time speed up or slow down?

Older Children

Record your results using a bar chart or graph. Analyse your results. Did carrying out star jumps affect your reaction time? Why do you think that is? How could you improve the experiment? What else could you test? Eg. Reaction time versus age or time of day?

Challenge

Close your eyes and get somebody else to drop the ruler. Make sure they say 'Go' when they drop it. Is your reaction time quicker or slower with your eyes closed? How about if they tapped you on the shoulder instead of saying 'Go'. Do you respond quicker to sound or touch?

About this type of Science

Reactions are how long it takes to respond to a stimulus. Some reactions are automatic, meaning you act before you think about it. Eg. removing your hand if you touch something too hot or closing your eyes if something flies towards them.

Astronauts, pilots, sports people and surgeons all need to be able to react quickly.