



## Year 1 Home Learning Pack Week Beginning: 20.04.2020

### Information for parents

This learning pack has been created to give you and your children a variety of activities and ideas to choose from while they are at home. We completely appreciate that many families will have a lot to manage at this time, so these packs have been put together as *ideas* to support your child's learning over the coming week. We have therefore compiled different activities that your child may wish to explore, depending on the time and resources that you have available.

When your children have completed different activities, you can upload them onto Google Classroom or Tapestry using their individual logins. However, if your child does work in separate books or on paper, this can be brought into school with them when they return. Work will not be formally marked but children will certainly be praised for all of the fantastic learning that they have achieved.

### Diary entries

Alongside all of the ideas that we have set out in these learning packs, we feel that it would be really interesting for children to write their own diary entries over the coming weeks. Imagine looking back on what they wrote in 20 years and being able to share it with others!



### English

This week we would like you to have a look at some poems and try writing your own!

Share poems with your child and discuss them. You can find poems online from the following websites;  
[https://www.poetryfoundation.org/poems/browse#page=1&sort by=recently added&filter poetry children=1](https://www.poetryfoundation.org/poems/browse#page=1&sort%20by=recently%20added&filter%20poetry%20children=1)

<https://www.pinterest.co.uk/sdusbiber/great-poems-for-kids-to-memorize/>

<https://www.familyfriendpoems.com/poems/children/>

This website will help your child learn about poetry <https://www.bbc.co.uk/bitesize/topics/zihhvcw>

Which poems do you like and why? Learn some poems off by heart. You could film them and send them to family members. This is a great poem to share for fun as it is one that will make the children laugh <https://www.dailymotion.com/video/x6heoor>

Share the poem 10 things found in a Wizard's pocket - [https://performapoem.lgfl.org.uk/public/poems/mcmillan\\_poem.pdf](https://performapoem.lgfl.org.uk/public/poems/mcmillan_poem.pdf) Have a go at writing your own version for example 10 things found in a.... Witch's, explorers or astronaut's pocket.

This is a great book to share <https://www.youtube.com/watch?v=2e96jj0NqVY> You could go out in the garden to see what bugs you can find and have a go at describing

them in the style of the book.

Now write your own descriptive poem. Follow the pattern of the book, the describing words come first and then the object that you are describing. It could be a poem about superheroes, Disney characters, jungle animals, pets or even your toys!

Don't forget to use capital letters and full stops. Can you use adjectives, (describing words), in your poem? Can you challenge yourself and use some alliteration, (eg a wriggly worm), in your poem?



## Maths

This week we would like you to visit the link: <https://whiterosemaths.com/homelearning/>  
 These White Rose Hub resources give you a video explaining the new concept, along with a number of activities to work through and then answers to check your work. We don't expect you to print the worksheets off, but it would be useful for children to show their workings and then check their answers.

Alongside these White Rose Hub activities, don't forget to use the following websites (using your individual logins) to practice other basic skills: Times Tables Rock Stars, Numbots and Education City



### Monday

White Rose Hub: Activity 1

### Tuesday

White Rose Hub: Activity 2

### Wednesday

White Rose Hub: Activity 3

### Thursday

White Rose Hub: Activity 4

### Friday

White Rose Hub: Activity 5



## Spellings

There are two main ways in which you can practice your spellings:

- Spelling Frame: <https://spellingframe.co.uk/>
- Learn the words on your spelling list (see information below) in fun ways, including: Look, cover, say, write, check, Rainbow writing, Bubble writing, Backwards writing, Pyramid writing, Silly sentences or Mnemonics

To find your year group's statutory spellings, Google: Year 1 Common Exception Word List

Below is an example of ways in which you could learn your spellings each day:

### Monday

Morning: Spelling Frame Rule 6

### Tuesday

Morning: Spelling Frame Rule 7

### Wednesday

Morning: Spelling Frame Rule 8

### Thursday

Morning: Spelling Frame Rule 9

### Friday

Morning: Spelling Frame Rule

Afternoon: Bubble writing spellings from the word list	Afternoon: Rainbow writing spellings from the word list	Afternoon: Pyramid writing spellings from the word list	Afternoon: Silly sentences with spellings from the word list	10 Afternoon: Look, say, cover, write, check with spellings from the word list
--	---	---	--	---



### Reading and Phonics

As you all know, reading is very beneficial to your education and nothing is better than escaping into a good book. The expectation is that you are reading for **at least 15 minutes per day**. When you have finished reading, ask an adult to ask you some questions about what you have read.

Additional to this, you could visit the following websites:

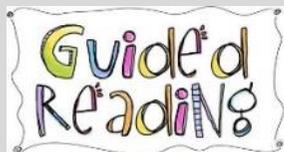
- Bug Club, [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) , Education City, Oxford Owl

All of the phonics activities referred to below are from the website Phonics Play and the activities you need to select are in bold. We are currently working on Phase 5 but some children will need to recap some Phase 3 digraphs.

Whenever they are writing in Phonics we encourage the children to consistently use their basic skills: capital letters, finger spaces, cursive letters and full stops.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>We are learning alternative spellings for the /oa/ phoneme.</p> <p>Play the game <b>Phase 5 Flashcards</b> to practise reading GPCs that have been learned in earlier phases (particularly ones from Phase 5a)</p> <p>Practise saying the /oa/ phoneme. Play <b>Phoneme Spotter</b>. Read the Phoneme</p>	<p>We are learning alternative spellings for the /oa/ phoneme.</p> <p>Practise reading the tricky words: water, where, who, again Train Your Brain Phase 5</p> <p>Play <b>Word Sort</b> with /oa/ words on whiteboard. Discuss which grapheme appears to be most popular. Encourage</p>	<p>We are learning alternative spellings for the /oa/ phoneme.</p> <p>Play the game <b>Quickwrite Graphemes</b> to practise writing GPCs that have been learned in earlier phases. Where children know more than one grapheme for each phoneme, encourage them to write them all down.</p> <p>Practise reading sentences that contain various spellings of the</p>	<p>We are learning alternative spellings for the /oa/ phoneme.</p> <p>Revisit Practise reading the decodable words: water, where, there, again, thought, through, work, mouse <b>Train Your Brain Phase 5</b>.</p> <p>Play <b>Quickwrite</b>. Words: told, hold, gloat, boast, don't, won't, stone, throne, blow, snow. Encourage children to think about the phonemes that they can</p>	<p>We are learning alternative spellings for the /m/ phoneme.</p> <p>Practise reading the tricky words: thought, through, work, mouse <b>Train Your Brain Phase 5</b></p> <p>Write the words mouse, summer, thumb on the whiteboard. Ask children to read the words aloud and</p>

	<p>Spotter text together. Can they write a list of all the different ways the oa sound has been written?</p>	<p>children to look for particular patterns and rules. Help them to establish the Best Bet for spelling words containing this phoneme. <b>Investigating Alternative Spellings /oa/</b></p>	<p>/oa/ phoneme. The old toast is as hard as stone. Will you moan if your phone is thrown out of the window? Will a bad throat or a bad toe make you croak like a toad? <b>Sentences 5c</b></p>	<p>distinguish easily first. Then think carefully about the tricky part of the word (the /oa/ phoneme).</p>	<p>soundtalk them. Which phoneme do all of these words contain? Play <b>Countdown</b>. Highlight the sound button that makes the /m/ phoneme in each word.</p> <p>Ask them to help you write these sentences on the whiteboard-</p> <p>A small crumb is under my thumb. Swimming makes my toes go numb. This summer, my mum met a mouse. <b>Sentences 5c</b></p>
--	--	--	---	---	--



**Media Text: Caterpillar Shoes**  
**You-tube Link:** <https://www.youtube.com/watch?v=tYa6OLQHRc&index=36&list=PLQcXqHozyJEps13FCbQmR5YTTGIOCIFGF>  
**Vimeo Link:** <https://vimeo.com/25088498>

**Watch the short animation, following the instructions below for when to pause the film. Ask an adult to help you. You may write your answers or talk about the story with a grown up.**

Watch the opening of the film and pause after 52 seconds.

1. Why does the caterpillar want to give away his shoes?
2. Who do you think he will meet in the woods?

Continue watching. Pause after the caterpillar leaves the woodlouse.

3. What does the woodlouse think about his new shoes?
4. What does the word jig mean? Can you think of any other action words that would describe what the woodlouse did?

Continue watching the film until the end.

5. Can you make a list of all the creatures that the caterpillar saw on his journey through the woods?
6. Why do you think the caterpillar liked being a butterfly more than a caterpillar?

**Remember to explain your answers as fully as you can.**

**Challenges**

**Design a pair of shoes for caterpillar**

Draw a pair of shoes that you think caterpillar or one of the other creatures would like to wear. Write some describing words to describe the shoes you have designed.

Have a go at making a caterpillar or a minibeast. You could use recycled materials, modelling clay or even draw and label a picture.

**ADDITIONAL CHALLENGE**

**Lifecycles**

Find out some information about the lifecycle of a butterfly, from caterpillar to butterfly, or about another creature, like a frog. Can you draw a diagram or make a zigzag book to show the different stages?

See the additional resources that have been uploaded onto your Google Classroom.

## **Learning Challenge Curriculum/Topic Work**

Your key learning question is:

### **What birds and plants would Little Red Riding Hood find in the park?**

This key learning question will last for 6 weeks. We would like you to create a project based on this key question to show what you have learnt and found out about this topic. Read below for different ways in which you could carry out your project, based on your interests:



**If you like art:**

- Do an observational drawing of a 'living thing'- this could be a plant, tree, flower (that you can see from a window in your house), a family member or pet.
- Collect some leaves and plants ( ask parents first !) from your garden to make into a collage picture. You could use flour and water

**If you like writing:**

- Plant seeds for plants or vegetables and write about the process.
- Keep a diary and watch the seeds grow
- Look for a mini beast in your garden – (a small creature like a snail ) and write a story about it.

**If you like art:**

- Do an observational drawing of a 'living thing'- this could be a plant, tree, flower (that you can see from a window in your house), a family member or pet.
- Collect some leaves and plants ( ask parents first !) from your garden to make into a collage picture. You could use flour and water mixed together to make

**If you like writing:**

- Plant seeds for plants or vegetables and write about the process.
- Keep a diary and watch the seeds grow
- Look for a mini beast in your garden – (a small creature like a snail ) and write a story about it.

**If you like art:**

- Do an observational drawing of a 'living thing'- this could be a plant, tree, flower (that you can see from a window in your house), a family member or pet.
- Collect some leaves and plants ( ask

mixed together to make glue if you do not have any at home.		glue if you do not have any at home.		parents first !) from your garden to make into a collage picture. You could use flour and water mixed together to make glue if you do not have any at home.
---	--	--------------------------------------	--	---

### Other Learning/Activities

<b>Mindfulness</b>	<ul style="list-style-type: none"> <li>• www.headspace.com</li> <li>• Twinkl – Mindfulness colouring sheets and activities</li> </ul>
<b>Exercise/PE Ideas</b>	<ul style="list-style-type: none"> <li>• All ages: Joe Wicks Daily Workouts – 9am on YouTube (The Body Coach TV)</li> <li>• Just Dance (You Tube)</li> <li>• Cosmic Kids (You Tube)</li> <li>• Go Noodle – <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• Achieve 4 All Daily Challenges – See attached document</li> </ul>

#### Free Online Resources:

Name of Resource	Overview/Notes	Website address/Hyperlink
<b>Numbots</b> 	For Reception and Key Stage 1 to build basic skills and number facts practice. <b>Your username and password is the same as Times Tables Rock Stars.</b>	<a href="https://numbots.com/">https://numbots.com/</a>
<b>Spelling Frame</b> 	Spellingframe includes all the words - both statutory and the example words - from the National Curriculum for Spelling for Year 1 to Year 6. Choose a spelling rule and each word is read aloud and provided within a sentence for context. Different games to help with practice.	<a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a>
<b>Manchester Children's University</b> 	Useful information and resources about a range of different topics. The history and science	<a href="https://www.childrensuniversity.manchester.ac.uk/">https://www.childrensuniversity.manchester.ac.uk/</a>

		resources are especially useful if completing topic-themed projects.	
<b>Teach Your Monster to Read</b>		Covers everything from letters and sounds to reading full sentences. Complements all synthetic phonics programmes used in schools. Computer version is 100% free.	<a href="https://www.teachyourmonstertoread.com/">https://www.teachyourmonstertoread.com/</a>
<b>Phonics Play</b>		Practice letter sounds and phonics using the simple games and activities on this website.	<a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a>
<b>BBC Bitesize Primary</b>		A vast bank of resources for the full range of subjects. Includes information slides, video clips, games and interactives.	<a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a>
<b>Oxford Owl</b>		Lots of different learning resources to support home learning, including a full range of Oxford Reading Tree e-books that can be read on tablets and computers.	<a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>
<b>Scholastic</b>		An American site, so organized into grades rather than year groups. However, there are daily activities which involve reading a text and completing some activities.	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>
<b>Top Marks Education</b>		Games and activities to support learning in different subjects	<a href="https://www.topmarks.co.uk/">https://www.topmarks.co.uk/</a>
<b>Doorway Online</b>		Doorway Online is a collection of free and highly accessible educational games that learners will find easy to use independently. Each activity has a range of accessibility and difficulty options. Originally developed with funding from Scottish Borders Council, it is now managed by the Doorway Accessible Software Trust, a Scottish charity.	<a href="https://www.doorwayonline.org.uk/">https://www.doorwayonline.org.uk/</a>
<b>Britannica Visual Dictionary</b>		A great site to support the development of children's vocabulary as part of their reading and	<a href="https://kids.britannica.com/kids/browse/dictionary">https://kids.britannica.com/kids/browse/dictionary</a>

	'word catching'.	
--	------------------	--