






Year 1 Learning at home: week 12 beginning 08.06.20

We hope that everyone is well and enjoying the learning time together with your families.

We have loved having some of you back in school this week. We are keen to mirror home and school learning as much as possible. Enjoy...

| TOGETHER | | |
|---|--|--|
| WE | LEARN | TOGETHER |
| <p>I can get my things ready to start my learning and I can pack away when I have finished.</p>  | <p>I can listen to what we are going to learn and think about what I know already.</p>  | <p>I can concentrate and keep going on a task.</p>  |
| Step 1: get organised. | Step 2: connect to prior learning | Step 3: focus and persevere. |

Start each day with a workout. It activates your brain!

PE with Joe Wicks <https://www.youtube.com/watch?v=qGKGNzNbWjU> or dance moves with <https://www.thisgirlcan.co.uk/activities/disney-workouts/> or Les Mills <https://watch.lesmillsondemand.com/born-to-move/season:1/videos/born-to-move-marvel-let-s-go> or BBC Supermovers <https://www.bbc.co.uk/teach/supermovers> or yoga through storytelling <https://www.youtube.com/user/CosmicKidsYoga>

| | | |
|------------------------------------|--|--|
| Phonics Spelling Handwriting | Ten-minute tasks Can you try one of these? Spend ten minutes on it. | Monday - Handwriting Learning - I can write the letter v with a lead in and flick out. This week's letter is v. Write it in your green book.  Watch it here: https://www.youtube.com/watch?v=ulJSl5o2Fzg Try these words: have, live, give, love, van, vest, vet, vote (Some of these are your spelling words!) |
| | | Tuesday - Spelling Learning - I can spell some words that have a 'v' and 'wh'. Week 25 is words that have a 'v' sound; and a 'w' sound that is made with a 'wh'. In your book write out your spellings carefully. Write two sentences using some of your words. Some of the 'wh' words are questioning words. Can one of your sentences be a question? E.g. Where can a dove live? |
| | | Wednesday - Phonics Learning - I know some different graphemes for /ow/ Learn the different spellings for the sound /ow/ Try and sort ow words. Follow this link to Phonics Play to try their interactive activities. https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ow (please log into new Phonics Play first or the link does not work) |
| | | Thursday - Spelling Learning - I can spell some words that have a 'v' and 'wh'.  We hope you are enjoying this fun way to practise your spellings! <u>Remember to take your time.</u> <small>Spelling Week 24</small> |
| | | Friday - Phonics Learning - I can recall sounds quickly Go to Phonics Play and play Flashcards Time Challenge. Choose Phases 3 & 5a https://new.phonicsplay.co.uk/resources/phase/5/flashcards-time-challenge (please log into new Phonics Play first or the link does not work)  |

Read aloud to an adult every day.
FREE BANDED READING BOOKS:
<https://www.oxfordowl.co.uk/>

Talk with an adult about your book.
Read any book on [oxfordowl.co.uk](https://www.oxfordowl.co.uk) and use the questions in the front and back covers to talk about your reading.

This week's reading book is: Nocturnal Animals

read: <https://www.ictgames.com/mobilePage/nocturnal/index.html>

Talk about what a non-fiction book is

Talk about what nocturnal means

This week's text is: Nocturnal animals

This book is a non-fiction text: <https://www.ictgames.com/mobilePage/nocturnal/index.html>

Writing targets:

I can use capital letters to start sentences and proper nouns and full stops to end sentences.

I can use 'and' and 'because' to joining ideas in my sentences.



A little bit of handwriting every day:

Use the words from your spelling list below to copy out as handwriting practise. This means you are learning 2 things in one go!



Monday

Can you make your own book this week?

Read some sections of 'Nocturnal Animals': <https://www.ictgames.com/mobilePage/nocturnal/index.html>

- Make a list of nocturnal animals and write one thing you have found out about 3 of them. Use the conjunctions 'and' or 'because' in each sentence e.g. 'Foxes have black feet and bushy tails.' Or 'Foxes live in dens because they want to keep their cubs safe underground.' Find out about conjunctions <https://www.theschoolrun.com/what-is-a-conjunction>

Tuesday

- Read Nocturnal Animals again to find out about what they eat and then make a food fact file. Use commas to separate the different foods listed in your sentences e.g. foxes eat rabbits, chickens and insects. <https://vimeo.com/252335988>
- Draw pictures for your sentences.
- Make sure sentences begin with a capital (underline it with a green line) and end with a full stop (underline it with a red line).

Wednesday

Look at the glossary words from the Nocturnal Animals text. A glossary is written in alphabetical order and explains the meaning of key words.

- Make a glossary for 5 words from the Nocturnal Animals book. Put your glossary in alphabetical order.
- What else can you find out about? Write some sentences about different habitats or nocturnal baby names.

Thursday

Put your **Nocturnal Animals sentences, pictures and glossary together to make your own non-fiction book.**

- Design and make a cover for your book. Use capitals for the title and for your name as author.

Friday

- Finish your non-fiction book and read it out loud to someone. Use a green pen or pencil to write down how well you met the targets: Did you use commas in lists? Have you used capitals and full stops? Is your glossary in alphabetical order?

- Ask someone to do your spelling test with you.

Over the next few weeks we will be revising and consolidating skills in a number of key areas.

Fluency every day

This week we are focusing again on addition and subtraction. Playing games together is a good way to practise and improve your skills. Try some of the new fluency games below.

Don't forget you can still log into '**Sumdog**' during the week to keep your skills sharp.

Daily Lessons

*This week the daily lessons will focus on a revision of **measures**. We will be using the BBC bite size resources for this.*

- We will compare the lengths and height of objects and use specific language to describe the difference.
- We will Learn how to measure length using non-standard units, such as cubes, sticks or hand-spans.
- We will learn how to solve problems involving length and height.
- Learn how to compare the mass of objects using non-standard measures and use the language of heavier, lighter and equal to.

Monday- I can Learn how to compare lengths and heights by using particular words to define the differences.

We use certain words to compare the lengths and height of objects, such as:

- long, longer and longest.
- short, shorter and shortest.

- tall, taller and tallest.

Go to - <https://www.bbc.co.uk/bitesize/articles/zf4vbdm>.

Can you find pairs of objects around your home to compare and see which is the shorter of the two and which is the longer?

Compare your height with someone in your family. Who is the taller and who is the shorter?

Tuesday - I can Learn how to measure length using non-standard units, such as cubes, sticks or hand-spans.

When measuring lengths or heights, we can use non-standard units:

- cubes
- lolly sticks
- matches
- hand-spans

We use different units depending on the length or height we are measuring.

For example, we might measure a pencil using cubes, but we might use hand-spans to measure the length of a table.

Remember that when using a non-standard unit, each unit must be the same size as all the others.

For example, if you are using lolly sticks, make sure the lolly sticks are all the same length as each other.

Go to - <https://www.bbc.co.uk/bitesize/articles/zbwc92p>

Top tip

When measuring lengths, make sure one end of the object is lined up with the end of the first unit. You can then compare the other end to see which is longer.

Can you find objects around you to measure? Choose non-standard units to measure the objects.

Describe the length using the units. Remember to measure with units that are the same length.

Examples

- My book is equal to 10 cubes long.
- My desk is equal to 5 sticks long.
- My bed is equal to 12 hand-spans long.
- My brother is equal to 9 hand-spans tall.

Wednesday - I can learn how to solve problems involving length and height.

Go to - <https://www.bbc.co.uk/bitesize/articles/zrq98xs>

Watch the video then have a go at the two activities

For activity 1 click on the white Rose maths link. You can print out the worksheet or write the answers on a piece of paper.

For activity 2 have a go at this printable worksheet from [Head Start Primary](#).

Thursday - I can Learn how to compare the mass of objects using non-standard measures and use the language of heavier, lighter and equal to.

Go to - <https://www.bbc.co.uk/bitesize/articles/z428wtv>

How do we compare the mass of objects?

When comparing the mass of objects, we use these words:

- heavier and heaviest
- lighter and lightest

Top tip

Remember an object can be heavier than something else, even if it looks smaller.

The mass of two objects might be equal to each other, too.

We can use the symbols for more than and less than to compare the mass of objects.

- $>$ means more than
- $<$ means less than
- $=$ means equal to or the same

Use the words **heavier and lighter** to compare the objects.

Here are some examples:

*The pencil is **lighter** than the shoe.*

This is the same as writing:

The pencil $<$ the shoe.

*The ball is **heavier** than the flower.*

This is the same as writing:

The ball is $>$ the flower.

*The apple is **equal** to the ball.*

This is the same as writing:

The apple is = to the ball.

Friday - **Friday is challenge day on Bitesize Daily!**

Go to - <https://www.bbc.co.uk/bitesize/articles/zhvf382> Solve as many as you can and share your solutions.

Alternatively play some of the fluency games again or visit some of the previous maths websites - our top picks are Sumdog, Top marks, Purple Mash.

Maths Games - Maths Everywhere -. **Estimating.**

Have a collection of objects to count e.g. pasta shells, raisins, buttons, counting bricks/Lego.
Start with a number in the 20's then, increase to 100 over time.

Challenge to estimate how many of each object there is. Encourage use of the mathematical language such as more than, fewer than, Less than, greater than.

For e.g. *I think there will be more than 50 but less than 100.*

Check by counting first in ones but point out that that will take some time and that we need to think of a quicker way to count a large group of objects.

Count in different ways such as twos, fives then tens. Suggest that making **groups of ten is better.**

Demonstrate: *we have three groups of ten and three more. That is ten, twenty, thirty and three more makes thirty-three.*

Support your child to do this with other amounts and help them to count in tens.

Play 'winner keeps the difference' a second time.

- You will need a pack of playing cards - remove picture cards if easier
- Set of counters or other small objects
- A partner to play with.

Take turns to choose a card.

Identify who has the **larger** number.

Find the difference between the numbers for e.g. player one gets a 9, player two gets a 5

Player one has the larger number and scores 4 because $9-5=4$ (the difference is 4).

Player one collects 4 counters.

Play again until the winner is the person who has collected 20 counters.

Number Grid 2

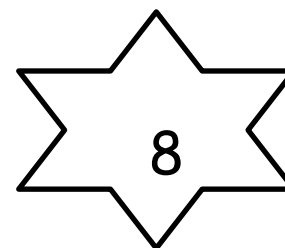
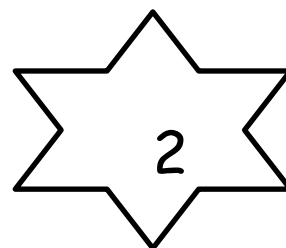
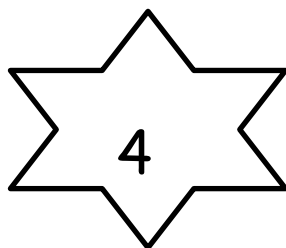
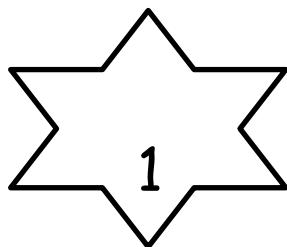
Copy the grid below

| | | | |
|----|----|----|----|
| 14 | 7 | 5 | 1 |
| 2 | 10 | 6 | 9 |
| 6 | 3 | 8 | 12 |
| 19 | 4 | 11 | 13 |

Ideas for using the Number Grid

- Which two numbers will add up to 9?
- How many different ways can you make the number 12?
- Find four different ways of making a total of 20.
- Can you make totals of 10 / 11 / 12 / 13 etc. How far can you get? Can you get in to the twenties?
- How many different ways can you make the number 13? Include addition and subtraction.
- What is the highest total you can make by adding any of the numbers?
- Find at least two numbers that have a difference of 3. How many can you find?
- Could you rearrange the numbers so that each of the diagonals adds to the same amount?

Pick a Pair



Pick a pair of numbers. Add them together; write the numbers and the answer.

Do it again with another pair of numbers, write the answer.
Keep doing it, how many different answers can you get?
Now take one number away from the others. What answers do you get?

Resources:

- ⊕ Snowflake cards, numbered 1,2,3,4.

Simplifications:

- ⊕ Your snowflakes fell in number order from the smallest to the largest. Find the order?
- ⊕ Two of your snowflakes join together. What is their total?
- ⊕ Is the total different if your snowflakes join the other way round?
- ⊕ How many different sums can you make using your snowflakes? Can you write some of them for a friend?
- ⊕ All the snowflakes join together to make a snowball. How much will this make altogether?

Challenges:

- ⊕ Pick a pair of numbers. Add them together. Write the numbers and the answer,
e.g. $2 + 4 = 6$
 - ⊕ How many different number sentences can you make using only the numbers from your first sum? $4 + 2 = 6$
 $6 - 4 = 2$
 $6 - 2 = 4$
 - ⊕ Order the numbers from smallest to the largest. Extend the sequence. Explain how you did this? (Some children may need help to recognise the pattern.)
- One snowflake melted and the total of those remaining is 11. Which one melted?

Family challenge a 2 week project starting on the week beginning 01.06.20

What would you like to find out about People who changed the world?

This will be a two week project so you set the goals.....

"Genius is one percent inspiration and ninety-nine percent perspiration. Great accomplishments depend not so much on ingenuity as on hard work. Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."
-Thomas Edison.

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.” - Helen Keller.

“With the new day comes new strengths and new thoughts.” – Eleanor Roosevelt

The way that you help heal the world is that you start with your own family – **Mother Teresa.**

Geography and History

Find out about Malala Yousafzai and how she changed the world and won the Nobel Peace Prize as a child.
<https://www.bbc.co.uk/newsround/46865195> You could write a postcard or letter to her about how school is important to you.

2020 has been designated the International Year of the Nurse and Midwife in honour of **Florence Nightingale's** bicentenary. International Nurses Day on 12 May is also her 200th birthday. Find out about Florence Nightingale and how she became the founder of modern nursing and why she was named '**The lady with the lamp.**'

Visit <https://www.theschoolrun.com/homework-help/florence-nightingale> to read 10 top facts about Florence.

Watch **Magic Grandad** take a trip back in time to visit Florence Nightingale <https://www.youtube.com/watch?v=XkoaMawiZ-o>

Louis Braille was a French educator and inventor of a system of reading and writing for use by the blind or visually impaired. His system remains virtually unchanged to this day, and is known worldwide simply as **braille**.

Watch **Magic Grandad** take a trip back in time to meet Louis Braille <https://www.youtube.com/watch?v=b6cVVTMioPc>

The RNIB have produced some resources that can be used at home and in school to teach young children about Louis Braille and the system of Braille. Have a go at learning or writing some messages in braille.

Visit the site below:

https://www.rnib.org.uk/braille-and-moon-%E2%80%93-tactile-codes-learning-braille/braille-resources-schools?qclid=EAIaIQobChMIxbKv8YnC6QIVA7DtCh0XEwfmEAAYASAAEqKrUvD_BwE

At the age of 19 months, **Helen Keller** became deaf and blind as a result of an unknown illness, she is known around the world as a symbol of courage in the face of overwhelming odds. Watch this clip to find out how she learnt to 'see and hear' again with the help of an amazing teacher.

https://www.youtube.com/watch?v=_XSDpEY2VbU

During lockdown, we have seen how a lot of people have changed the world. Could you write a letter or a diary entry to explain who has helped during these uncertain times and how they have? It could be to nurses, doctors, teachers, politicians, your parents. You could make a time capsule to remember how brave we have all been.

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| | <p>Could you find out about Rosa Parks? Could you find a way to show how important it is to value someone for who they are, not what they look like? This could be a poster, a painting, a collage or written. https://www.natgeokids.com/uk/discover/history/general-history/rosa-parks/</p> |
| <p>Science</p> | <p>Ada Lovelace -The first computer programmer. Watch this fascinating clip about a woman who was involved in the start of computer science. Also, see if you can find out who Ada Lovelace's famous father was. https://www.youtube.com/watch?v=2vg-0mISnSE You could also look here - https://www.natgeokids.com/uk/primary-resource/ada-lovelace-primary-resource/ After watching the clip have a go at coding your self. There is lots of coding on Purple Mash or you could try this fun website get write some code for Anna and Elsa to ice skate. https://studio.code.org/s/frozen/stage/1/puzzle/1</p> <p>On Purple Mash, have a look at 'space' and Neil Armstrong. What did he do that changed the world? You could find out more information here. https://www.natgeokids.com/uk/discover/science/space/neil-armstrong-facts/</p> <p>Find out about the life and work of Marie Curie. She was the first woman to win the Nobel Prize. She was the first person to win two <u>Nobel Prizes</u>: one in physics and one in chemistry. Watch this video to learn more https://www.youtube.com/watch?v=HhBEqybCs4Q</p> <p>Sir David Attenborough is considered a national treasure in the UK. He has done many things to shape the way we see the natural world. Find out more about his astonishing life in this BBC teach clip: https://www.bbc.co.uk/teach/nine-astonishing-ways-david-attenborough-shaped-your-world/z4k2kmn</p> <p>Alexander Graham Bell invented the first telephone in 1876.</p> <p>Watch a clip about how he did it at https://www.bbc.co.uk/teach/class-clips-video/true-stories-alexander-graham-bell/zf7gd6f</p> <p>Have you ever made your own string telephone? Why not have a go at this investigation and see how far away you can still pick up sound vibrations.</p> |
| <p>Art and DT</p> | <p>Who is Banksy? Try to find out about this artist. Can you produce a piece of art in his style? What artwork has he recently produced during lockdown? https://kids.kiddle.co/Banksy https://www.bbc.co.uk/bitesize/clips/zsghdmn https://www.youtube.com/watch?v=15XqPywfmrA</p> <p>Do you have a car at home? Maybe you have more than one. Henry Ford was an <u>American industrialist</u> who was famous for founding the Ford Motor Company and developing the mass production assembly line. He lived during the 19th and 20th centuries and was responsible for bringing affordable cars to everyday households who previously couldn't afford to buy one. Putting cars on the road changed the world forever.</p> <p>Have a go at designing a car for the future - will it have wheels? How will it be powered? Will it drive on roads or something else? How will it be friendly to the environment?</p> <p>Try designing a different sort of vehicle out of junk materials. Boxes, bottles, lids, pipe cleaners, glue, tape, paint, coloured paper, straws, lollipop sticks etc. are all useful junk modelling items. Try making a vehicle that your favourite toy can fit in.</p> |

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| RE | <p>Mother Mary Teresa Bojaxhiu, honoured in the Catholic Church as Saint Teresa of Calcutta, was an Albanian-Indian Roman Catholic nun and missionary. Mother Teresa grew famous for humbly ministering to lepers, the homeless and the poorest of the poor in the slums of Calcutta (otherwise known as Kolkata), India. She was proclaimed a saint by the Catholic Church in 2016.</p> <p>Visit this Twinkl link to learn more about her humanitarian work https://www.twinkl.co.uk/blog/mother-teresa-facts-for-kids</p> <p>Watch this video clip https://www.youtube.com/watch?v=mzH13X88kbM</p> |
| Music | <p>Evelyn Glennie is a percussionist who has been profoundly deaf since the age of 12, which forced her to develop her ability to hear music in a different way. She is famous for a performance in the Olympics 2012. Try to find out about her life and answer the questions in the Twinkl sheet below. https://www.youtube.com/watch?v=ULjRfinS39g http://teacher-monica.blogspot.com/2011/02/evelyn-glennie-percussionist-who-plays.html https://www.bbc.co.uk/bitesize/clips/zr7w2hv Twinkl worksheet link. https://www.twinkl.co.uk/resource/t-dc-172-deaf-role-models-evelyn-glennie-research-activity Having listened to her playing, could you make some percussion instrument and perform a short piece of music at home. Perhaps use bottles with water in them or time foil to screw up? Be imaginative! Research instruments you could make.</p> <p>Music that changed the sounds we love: https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/</p> |
| Other ideas | <p>Find out about more true life stories of people who changed the world by scrolling to the bottom of the page on this link https://www.bbc.co.uk/teach/class-clips-video/true-stories-alexander-graham-bell/zf7gd6f</p> <p>You can listen to Florence Nightingale, Rosa Parks, Edward Jenner or Thomas Barnardo to name a few. You could make a poster or fact file about one of the people you have enjoyed learning about through this family project.</p> <p>Find out about Olympians such as Usain Bolt, Ellie Simmonds, Mo Farah. Look at the world records set, look at how they have to train, could you find out your fastest run time? Can you beat it? Do they teach us about perseverance, resilience?</p> <p>Find out about the environmental movement: https://www.theschoolrun.com/homework-help/caring-environment On Purple Mash, have a look at 'topics' then 'History' and explore how these people changed the world. You could do a 'Mashcam' and write about how they changed the world or even record it. Consider how you would like to change the world. Greta Thunberg is only 17 and she has ideas of what she would like to do. Maybe you could design a poster explaining your ideas.</p> <p>Sensory games: play games which use your senses.</p> <p>Make a feely box/ feely bag, get someone to hide an object in it. Can you use your sense of touch to work out what it is? Get someone to blindfold you then listen to them make a noise. Can you work out what the noise is without seeing it?</p> <p>Play 'There's a monster in the garden' with a blindfold. Can you work out who was speaking in a funny voice?</p> <p>Play 'Blind man's bluff'</p> <p>Try to work out what you can taste or smell when you are blindfolded. Did you guess correctly?</p> |

How do people who are deaf communicate? Learn some simple sign language starting with letters of the alphabet at <https://www.youtube.com/watch?v=lyhAAMDQI-Q>

Then join in with Jack Hartman to 'see it, say it, sign it' <https://www.youtube.com/watch?v=WP1bVh1ZQM>

Optical illusions are fun to try and work out. Take a look at this site <https://kids.niehs.nih.gov/games/riddles/illusions/index.htm>

| RED GROUP. Week 25. Words which end with a 'v' sound and words with a 'w' sound (wh) | | |
|--|-------|---|
| | | Spelling Challenge: |
| have | where | Write a sentence using some of your spelling words. |
| live | why | |
| love | white | |
| Tricky word of the week: one | | |

| GREEN GROUP. Week 25. Words which end with a 'v' sound and words with a 'w' sound (wh) | | |
|--|-------|--|
| have | where | Spelling Challenge: |
| live | why | Write 2 sentences using some of your spelling words. |
| give | whine | |
| dove | whale | |
| love | white | |
| Tricky word of the week: one | | |

| BLUE GROUP Week 25. Words which end with a 'v' sound and words with a 'w' sound (wh) | | |
|--|-------|--|
| have | where | Spelling Challenge: |
| live | why | Write 2 sentences using some of your spelling words. |
| give | whine | |
| dove | whale | |
| above | while | |
| alive | when | |
| Tricky word of the week: one | | |

| | | |
|-------------------------------------|-------|--|
| love | white | |
| Tricky word of the week: one | | |

| | | |
|--|-----------|--|
| YELLOW GROUP Week 25. Words which end with a 'v' sound and words with a 'w' sound (wh) | | |
| have | somewhere | Spelling Challenge: Write 3 sentences using some of your spelling words. |
| crave | whisper | |
| give | whine | |
| active | whale | |
| above | while | |
| alive | wheat | |
| love | white | |
| Tricky word of the week: one | | |

Purple Mash

Well done to all of you who have logged in to Purple Mash and had a go at the weekly themed 2Dos.

It has been lovely to see your work and to be able to give you a personal comment. Thank you to all of you who have sent a message to us with your finished 2Do. We look forward to reading them and replying to you. 😊



You can also upload photos of your home learning so that we can see all the lovely things you've been doing.

In your yellow work folder, under your name, you will see a 'Home Learning' folder. Go into this and click 'Upload'. This allows you select any file you have saved on your computer.

Please email us with photos of yourself and your work. We love to see what you've been up to!
Remember to put your name and class in the subject bar so that your email will find us easily.

Instructions for Sumdog!

You can access your own personal account by using the following details:

The **username** is your **first name and first letter of your surname**. For example: Joe Bloggs= joeb

The **password** for your account is **WSM**. This will be changed in due course and made more secure once children return to school.

The school code is **welwynst**.

Some children may have a more personalised username, due to having the same name as another child in school. This information will be sent to your parents individually.

Teachers will be setting work over the coming weeks via Sumdog. Further information on this will be sent via the upcoming home learning grids.

Download the app for free and start playing and having FUN, FUN, FUN!!