



Year 1 Learning at home: week 13 beginning 15.06.20

Hello everyone!

NEW!

The Oak National Academy is an online school backed by the government. Recorded lessons, ideas and resources for all primary year groups are available for free and with no login required. If you would like to use these resources either to supplement the Welwyn St Mary's learning grids or just as a change of scene please follow the link below and select for your year group and subjects required.

<https://classroom.thenational.academy/year-groups/>

TOGETHER

LEARN

WE

I can get my things ready to start my learning and I can pack away when I have finished.



Step 1: get organised.

I can listen to what we are going to learn and think about what I know already.



Step 2: connect to prior learning

I can concentrate and keep going on a task.



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=gGKGNzNbWjU> or dance moves with <https://www.thisgirlcan.co.uk/activities/disney-workouts/> or Les Mills <https://watch.lesmillsdemand.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 join the letters o and a.**



This week's join is between o and a. Look at how the flick out of the o carries straight across to the starting point of the a. Write it in your green book.

Watch it here: <https://www.youtube.com/watch?v=6IKedegSsC0>

Try these words: oat, oak, road, coat, loaf, soap, loaded

Tuesday - Spelling **Learning - I can spell some words that end in _s and _es.**

The words for Week 26 are plurals (more than one).

For some words you can add **_s**. For example dog → dogs

Other words need **_es**. For example fox → foxes

In your book write out your spellings carefully. Say them out loud before you write. Can you hear the different endings?

Wednesday - Phonics **Learning - I know some different graphemes for /ar/**

Learn the different spellings for the sound /ar/ Try and sort ar words. Follow this link to Phonics Play to try their interactive activities. <https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ar> (Please log into new Phonics Play first or the link does not work) **Have a go at the sorting sheet below.**



Spelling Week 25

Thursday - Spelling **Learning - I can spell some plural words.**

We hope you are enjoying this fun way to practise your spellings! Remember to take your time. *****The timer has now been extended to 20 minutes.**

INSET DAY - If you still want to have a go at something **Phonics Learning - practising blending**



Go to Phonics Play and play Buried Treasure.

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure>

(Please log into new Phonics Play first or the link does not work)

'ar' Graphemes Word Sort

1. There are different ways to spell the 'ar' sound. Here are some words with different graphemes.
Sort the words into the correct boxes below.

card

half

bath

grass

hard

calf

path

calm

lard

ar

al

a

2. Now pick two words from the word box. Write one sentence for each word.
Don't forget capital letters and full stops!

Read aloud to an adult every day.



FREE BANDED READING BOOKS:

<https://www.oxfordowl.co.uk/>

Read books on Purple Mash

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.

Focus on:

- Expression
- Following the punctuation accurately
- Accuracy

Listen to a good book:

<https://www.storylineonline.net/>

<https://www.storynory.com/>

- Before opening, talk about what your book might be about after reading the title.
- Talk about the meaning of some words or phrases.
- Talk about your favourite character.

Writing

This half term we will be using some of the new home learning resources on the BBC bitesize website.

Key words:

Sequence sentences
Capital letters
Full stops
Suffix
Command
Verbs

Tip: Have your green books and a pencil at the ready! Click on the BBC Bitesize links in blue and listen to the lessons.

Monday Learning - I can understand how to correctly form sentences by using capital letters and full stops.

Go To - <https://www.bbc.co.uk/bitesize/articles/zv78jhy>

When we write sentences, we always use a capital letter at the start. We also use capital letters for **I** and for proper nouns (the names of **people, places, languages, days of the week** and **countries**)

At the end of a sentence we put punctuation, this is usually a full stop but can also be a question mark, or exclamation mark, depending on the type of sentence.

For this lesson, we're going to focus on full stops.

Activity 1 Watch the video to see if you can help Captain Capital defeat Captain Chaos.

Activity 2 Let's listen to a story

Next you are going to watch a video about a book called 'Sam Silver: Undercover Pirate'.

Before watching the video, write three sentences explaining what you think it might be about. Remember to use capital letters and full stops.

Once you've written your sentences, watch the video. Now you've watched the video and you know what the story is about, look back on your sentences - how close were you to guessing correctly? Now, write three more sentences that would describe the story to someone who doesn't know it.

Activity 3 Let's write some pirate sentences

Create a list of words that you would associate with pirates. Here are some to get you started:

Exclamation
mark

- eye-patch
- skull and cross bones
- parrot

Once you've made your list, try writing three sentences about pirates using words from your list. Here are some examples:

- Some pirates wear an eye-patch over one of their eyes.
- A pirate flag usually has a skull and cross bones on it.
- A parrot can sit on the shoulder of a pirate.

Activity 4 if time play punctuate with MC Ernie

Play the 'Punctuation' mini game on Small Town Superheroes. Use the yellow arrows to navigate to the 'Ernie' section to find the 'Punctuation' game.

Tuesday Learning - I can identify command sentences and write them.

Go to -<https://www.bbc.co.uk/bitesize/articles/zv98jhw>

Command sentences tell us to do something. Like all sentences, they always start with a capital letter. Command sentences usually end with a full stop, but they can also use exclamation marks too.

Commands usually start with an imperative verb, also known as a bossy verb. There are lots of different bossy verbs. Some examples of bossy verbs are: get, bring, pick, take, move, cook plus loads more.

They are called bossy verbs because they are verbs that tell someone to do something. For example: Fetch me some biscuits.

You may need paper and a pen or pencil for some of these activities.

Activity 1 - Spotting imperative verbs - play the game to spot the 'bossy' verbs

Activity 2 - Writing some commands

Imagine you are the captain of a pirate ship. You'll need to be very bossy and give lots of commands to make sure the other pirates are doing what they are meant to be doing.

Write four command sentences that a pirate would use.

Here are a couple of examples to help you:

Drop the anchor now.

Collect my treasure for me.

Activity 3 - Bossy jobs

Think about other people who need to use commands in their job.

Mums and Dads give commands all the time, so do teachers, police officers, chefs, doctors, hair dressers and even football managers.

Choose a job that you are interested in and write five commands you might need to say in that job.

Here is an example:

Football manager

1. Get possession of the ball.

Wednesday Learning - I can understand what suffixes are, I am able to identify them in words and start using them in my writing.

Go to - <https://www.bbc.co.uk/bitesize/articles/z66nv82>

A suffix is a letter or group of letters that goes on the end of a word and changes the word's meaning.

- Sometimes they also change the original word's spelling. When adding a suffix you might have to double the last letter. For example when adding **ed** to drop you also double the p so it becomes dropped.

Some suffixes have specific uses. For example:

- Adding **ing** can change a noun into a verb, like garden to gardening.
- Using the suffix **ed** can turn a verb to the past tense, like jump becomes jumped.

Watch the video to find out more.

Activity 1 - Adding suffixes to words

Take a look at the list of words and suffixes below and see how many new words you can create out of them.

List of words

Slow
wonder
quick
fear
bright
sad
pain
weak

Suffix

ful
ness
ly
less

Activity 2 - Complete the sentences

Using some of the following words, fill in the gaps from the sentences below. The first one has been done for you.

playing - played - sitting - moved - moving - dancing - danced

1. My friend is sitting next to my parents.

2. I _____ a game with my friends earlier.
3. I went _____ earlier before because it was sunny.
4. Last night I _____ to a new song.
5. My family _____ house last week.

Activity 3 - Changing the meaning of words

Take a look at the Twinkl worksheet and see how many examples you can write for each suffix.

Thursday Learning - I can read a new story and answer questions about it. (laptops needed in school)

Please go onto Oxford Owl website and read one of these books and complete the online activities.

The play park (blue level)

https://www.oxfordowl.co.uk/api/digital_books/1422.html



The Frog Prince (orange level)

https://www.oxfordowl.co.uk/api/digital_books/1403.html



Or Into the pyramid (purple level)

https://www.oxfordowl.co.uk/api/digital_books/1282.html



Friday Learning - I can identify exclamation marks and use them in sentences.

Go to - <https://www.bbc.co.uk/bitesize/articles/z7ms3dm>

An exclamation mark looks like this: !

They are used to show surprise, shock or fear when we write statements. For example: **I cannot believe it!**

Another way exclamation marks can be used is at the end of a command, for example: **Stop!**

We can also use an exclamation mark to write an exclamation sentence. These sentences must start with **what** or **how** and

include a verb. For example: **What an amazing pirate you are!**

Watch the video to find out more.

Activity 1- Identifying exclamation marks

Click on the box and see if you can highlight where the exclamation marks should go.

Activity 2 -Let's use some exclamation marks

Imagine everything that was said during a day was written down. There would be lots of exclamation marks in there.

Think of some of the things that have been said to you, that if written down would use an exclamation mark. Pick two times and write them as a sentence.

Here is an example: **Wow, that work is amazing!**

Activity 3 -Writing pirate exclamations

Imagine you are a pirate, a captain of a ship or a pirate's parrot.

Draw a picture of each character and include a speech bubble above each of them.

In each speech bubble write a short sentence with what that character is saying. Make sure each sentence includes an exclamation mark.

For example:

Captain: Leave my ship right now!

Pirate: Give me all your treasure!

Pirate's parrot: Give him the treasure!

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 number, addition and subtraction and the use of **models** to help explain our reasoning. The fluency activities below use number lines, bar models and the equality balance.*

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

Daily Lessons

This week we will revise 2D and 3D shape.

The lessons will come from the white rose maths website

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/> using the year 1 autumn term plans for geometry and shape week 9. Click on the box to open the plans and resources.

You will need a collection of simple 2D and 3D shapes - these can be easily sourced from everyday packaging.

Monday- I can name simple 3D shapes

If you do not have a collection of 3D shapes at home, get some 3D food/ other packets out of the cupboards to look at.

Talk about and name the common shapes - **cylinder, cone, cube, sphere, cuboid, pyramid.**

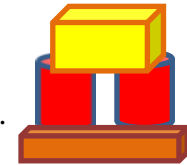
Ask questions *what makes a 3D shape? Can you see any 2D shapes on the faces of the 3D shape? Does the shape change when we turn it around?*

Build a 3D model with some of the shapes then describe it using the mathematical language

There are ____ cuboids

There are ____ cylinders etc.

Can you think of any everyday objects that are cones? Cylinders? Cubes etc. Find some around the home.



Tuesday - I can reason and problem solve with shape

1 - Hide a 3D shape in a feely bag. Invite your child to feel what is inside. *What do you think it is? Explain how you know.*

Encourage responses like - *I think it is a cuboid because I can feel some square faces and longer rectangular faces. I cannot feel any curved sides.* Repeat with the rest of the shapes. Did they name them correctly? Did they identify the main features?

2 - Build a tower with some of the shapes. *Which shapes can only go at the bottom? Why? Which shapes are best for the top? Can you use any of the shape only in one orientation?*

3 - hide most of a 3D shape behind a cushion or cardboard screen. *What shape could it be? Explain how you know.*

Wednesday - I can sort and group 3D shapes according to simple properties.

Sort shapes according to whether they roll or not or can stack or not. *Will any shapes roll and stack? How can you check?*

Look at a group of shapes and decide which one is the odd one out *can you explain why?* Sort the shapes into groups for e.g. cylinder in one group cone in another. Talk about what is the same about the shapes and what is different. What do shapes that roll have in common? What do shapes that stack have in common?

Play a game where you group some shapes incorrectly and see if your child can spot the odd one out eg a cube among shapes that roll, a sphere among shapes that stack etc.

Thursday - I can see 2D shapes on the surface of 3D shapes. I can reason and solve problems with 2D shape

Look at a 3D object and name the common 2D shapes that can be seen on the faces. Draw around the 2D faces and label them.

Look for other 2D shapes around the home and check that your child can correctly name them.

Now hide part of a 2D shape and ask *what shape could it be? Explain why? Is there more than one possibility?*

Repeat with some more 2D shapes.

Draw part of a 2D shape and ask your child *How many ways can you complete the shape using one or more straight lines?*

Tommy says that all shapes with 4 sides are squares - is he correct? Prove it.

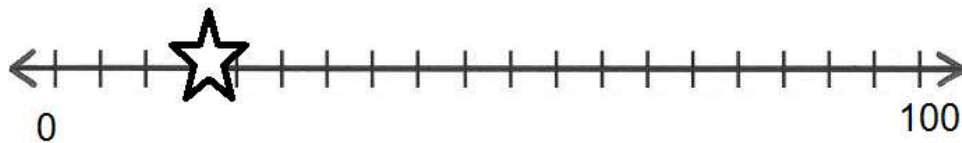
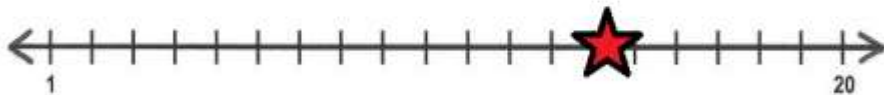
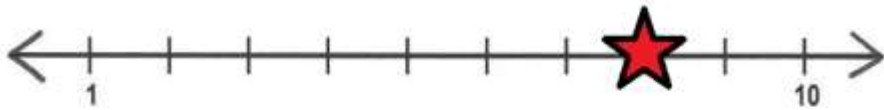
Friday - **Friday is challenge day on Bitesize Daily!**

Go to- <https://www.bbc.co.uk/bitesize/tags/zjqqp3/year-1-and-p2-lessons>

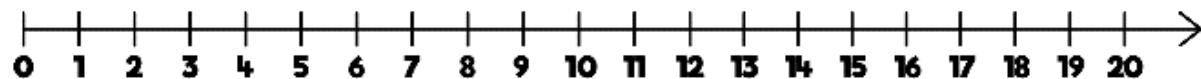
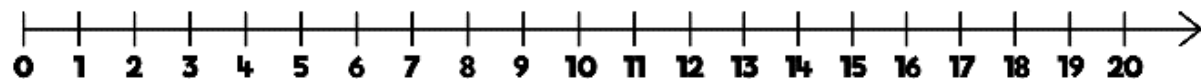
Solve as many as you can and share your solutions.

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.

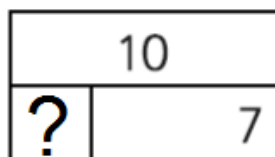
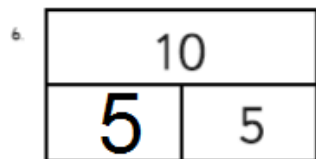
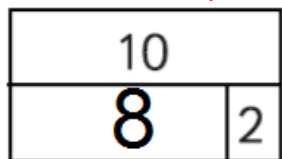
Maths Everywhere -. Estimate these numbers on the number line. Explain how you know what they are.

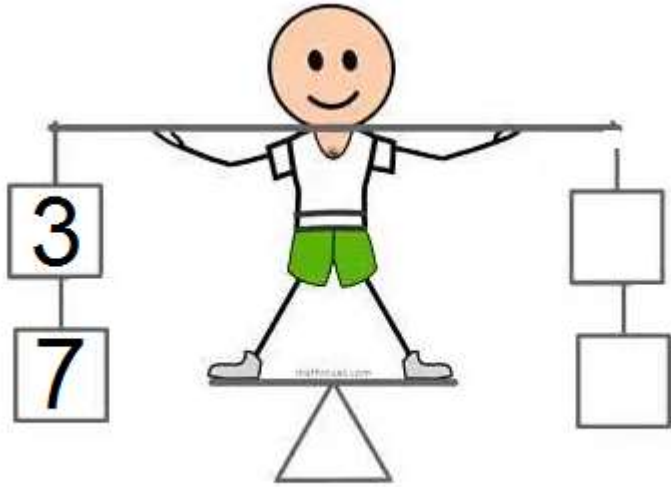


Ron starts at 9 and adds on 5
 Alex starts at 5 and adds on 9
 Show their calculations on the number lines.
 What do you notice? Does this always happen?
 Which method do you like best? Why?



Write all the possible calculations for these bar models- **top tip** include addition and subtraction.





What could go on the other side? How do you know? Is there more than one way?

Family challenge project starting on the week beginning 15.06.20

What would you like to find out about **The human body?**

You set the goals....

Geography and History	<p>In ancient Egypt, bodies were mummified when someone died. Could you have a go at mummifying some fruit? What could you use? What would be the best thing to prevent it rotting? You could try a few different methods and compare at the end.</p> <p>https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt</p>
Science	<p>https://www.natgeokids.com/uk/discover/science/general-science/15-facts-about-the-human-body/ https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/ https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/ https://www.natgeokids.com/uk/discover/science/general-science/human-brain/ https://www.natgeokids.com/uk/discover/science/general-science/human-eye/</p> <p>Could you do an experiment to look at germs? You could get 5 slices of bread. Each one will need labelling. For the first piece, put it in a bag labelled</p>

'untouched'. For the second piece of bread, touch the bread all over, do not wash your hands before doing so. Label this unwashed. For the third piece, wash your hands thoroughly, then touch the bread all over. This should be labelled washed hands. For the fourth, use hand sanitizer on your hands. For the final piece of bread, wipe it over things like your computer, your TV remote. Put each bag in the same place and observe over a few days what happens. Can you make predictions? Why do you think this happened?

How many bones are in the human body? Is it a different number for adults and children? Where can you find the smallest bone and where can you find the largest bone? Which other bones can you name in the human body? Watch <https://www.bbc.co.uk/bitesize/clips/zmptsbk>. Make your own skeleton and label other parts of the body at <https://www.twinkl.co.uk/resource/t-sc-186-top-10-ks1-human-body-activity-pack>

Can you research and find any animals with the same number or similar? We have the same number of bones in our neck as a giraffe. Can you compare the differences between our bones such as the length, the position of the bones or the flexibility of our necks? watch BBC teach clip <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-how-have-animals-skeletons-adapted-over-time/zbmkihv> to find how animals have adapted their skeletons.

We have 5 senses, sight, taste, touch, smell and hearing. Could you conduct an experiment to see what happens if you have 1 sense that isn't used. You could cover your eyes and see how it feels to walk. You could hold your nose and try to taste different foods, guessing what they are.



collect images to go with your 5 senses and put them on a mat like so.

<https://www.science-sparks.com/breathing-making-a-fake-lung/> Could you create a model lung to see how we breathe?

Can you create your stomach and how it works?

<https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>

Art and DT

Can you create a self-portrait using different materials? Which one enables you to get the most detail? Pencils? Paint? Why?

Can you create a human body out of pasta? You could use different types of pasta to represent different bones. Can you label the parts of the body? If you are in KS2, what else do you know about these parts of the body?

Can you create your body using food? This time, think about the organs, you could use a cauliflower for the brain, lychees for eyes?

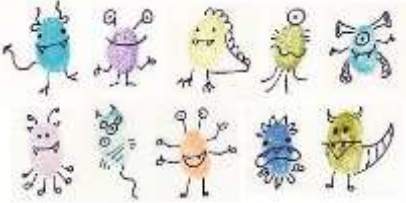

Could you create your own x-ray art? You will need black paper, flour or icing sugar, cotton wool buds or pasta. Lay a part of your body on the paper, this could be your hand. Cover it in flour, remove and see the outline. Then create the bones inside using the cotton wool or pasta.

Follow these step by step instructions to make a cardboard x-ray tablet

<https://www.theempowerededucatoronline.com/2014/10/childrens-cardboard-x-ray-tablet.html/>

Make your own paper bag lungs watch this clip to find out how:

<https://www.livinglifeandlearning.com/make-your-own-paper-bag-lungs-activity.html>

	<p>Make a 3D skeletal model using playdough and straws. Visit this site to find out how https://www.ehow.com/how_6785444_make-skeletal-system-model.html?p=d</p>  <p>Have you ever made pictures from your fingerprints? Print your fingertips and notice the patterns – are they loops or whorls? You could make them into funny creatures or people.</p>
RE	<p>We are the Body of Christ. 1 Corinthians 12:12-31 Paul describes the early church as the body of Christ. He means that every part of the body <i>is different</i> but all parts are <i>important</i> and <i>are needed</i>. All of us are important and needed. Watch Mr potato head explaining this: https://www.youtube.com/watch?v=uFSY-41pVzw Then sing along with him! https://www.youtube.com/watch?v=Th7yEVOqLF4</p>  <p>Have you got some puzzles at home? Try one and think about how all the pieces are needed to make the puzzle complete? Have you got the game Jenga? Play it. When the pieces are taken out they are no longer part of the tower and eventually the tower falls down.</p> <p>Make a church full of people out of a new envelope. Open it up carefully and fill it with people. Fold it back carefully and draw the outside door and windows.</p>
Music	<p>Can you use different parts of your body to create music? You could use your hands, your feet, your voice. What about your legs? What about your cheeks? Could you record yourself creating music with your body? Sing along with Sandra! (Remember her?) The Hokey Cokey: https://www.youtube.com/watch?v=cGUB0BuE0Os Sing 'heads shoulders knees and toes'.</p>
Other ideas	<p>Have you ever felt your heart beat? When does it beat fastest? Listen to your heart when you are not doing any activity – you are at rest. How many beats did you count in one minute? Now do some fast work such as skipping, sprinting or jumping. What happens to your heart beat? Why do you think this is? Watch this clip about your heart and what it does: https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-our-circulatory-system-keeps-us-alive/zhf76v4 Can you find your pulse to count your heart rate? Why not build an obstacle course at home then conduct an investigation in to the heart rates of your family? Play body part bingo with bones or organs from the body.</p>

Sensory games: play games which use your senses.

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?

Play 'There's a monster in the garden' with a blindfold. Can you work out who was speaking in a funny voice?

Play 'Blind man's bluff'

Try to work out what you can taste or smell when you are blindfolded. Did you guess correctly?

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>

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.

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!!

RED GROUP. Week 26. Adding '-s' and '-es'.		
		Spelling Challenge:
cats	boxes	For two days of the week write a sentence about what you do after school.
dogs	foxes	
coins	bushes	
Tricky word of the week: when		

GREEN GROUP. Week 26. Adding '-s' and '-es'.		
		Spelling Challenge:
cats	boxes	For three days of the week write a sentence about what you do after school.
dogs	foxes	
rocks	buses	
bags	roses	
coins	bushes	
Tricky word of the week: when		

BLUE GROUP Week 26. Adding '-s' and '-es'.		
		Spelling Challenge:
cats	boxes	For each day of the week write a sentence about what you do after school.
dogs	foxes	
rocks	wishes	
bags	peaches	
cooks	benches	
sweets	dresses	
coins	bushes	
Tricky word of the week: when		

YELLOW GROUP Week 26. Adding '-s' and '-es'.		
screams	boxes	Spelling Challenge: For each day of the week write a sentence about what you do after school.
dogs	benches	
rocks	wishes	
bags	peaches	
cooks	churches	
sweets	crushes	
coins	bushes	
Tricky word of the week: when		