



Year 1 Learning at home: week 15 beginning 29.06.20

Learning Together



Children learning at home for 3 days and in school for 2 days

When you are at home:

- Continue to read every day: your school reading book and books from Oxford Owl;
- Work on the English project 'Brian Bear's Picnic' at your own pace - on the last week of term, bring what you've done into school.
- Work on the weekly maths fluency tasks - on the last week of term, bring what you've done into school.




Children learning at home for 5 days a week

- Please continue to use this resource for your maths, English and family project work across the week.
- If you would like to send in your maths fluency work and your work on 'Brian Bear's Picnic' in the last week of term we will be very pleased to see it.

		TOGETHER	
WE		LEARN	
I can get my things ready to start my learning and I can pack away when I have finished.	I can listen to what we are going to learn and think about what I know already.		I can concentrate and keep going on a task. 
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.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>

<p>Phonics</p> <p>Spelling</p> <p>Handwriting</p>	<p>Ten-minute tasks</p>	<p>Handwriting Learning - I can join u and e.</p>  <p>This week's join is between u and e. Write it in your green book. Watch it here: https://www.youtube.com/watch?v=qEXX3xsb4fA</p>	
	<p>Can you try one of these?</p>	<p>Try these words: due, blue, glue, value, rescue, tissue</p>	
	<p>Spend ten minutes on it.</p>	<p>Spelling Learning - I can spell some words that end in _ed and _est.</p> <p>Week 28's words all end in _ed and _est. In your book write out your spellings carefully. Say them out loud before you write. Write some sentences with some of your words.</p>	
		<p>Phonics Learning - I know some different graphemes for /air/</p> <p>Learn the different spellings for the sound /air/ Try and sort ear words. Follow this link to Phonics Play to try their interactive activities. https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-air (Please log into new Phonics Play first or the link does not work) Have a go at the alternative spelling sheet below.</p>	
		<p>Spelling Learning - I can spell words that end in _ed and _est.</p> <p>We hope you are enjoying this fun way to practise your spellings! <u>Remember to take your time.</u> ***The timer has now been extended to 20 minutes.</p>	
	<p>Phonics - Phonics Learning - practising blending</p>  <p>Go to Phonics Play and play Picnic on Pluto. https://www.phonicsplay.co.uk/resources/phase/2/dragons-den (Please log into new Phonics Play first or the link does not work)</p>		

Phase 5 Alternative Spellings For air

There are different ways to spell the 'air' sound.













Can you spot words below with each of the different spellings?

Fill in your key with a different colour for each spelling and then colour in the picture.



Key

air <input style="width: 40px; height: 40px;" type="checkbox"/>	are <input style="width: 40px; height: 40px;" type="checkbox"/>	ear <input style="width: 40px; height: 40px;" type="checkbox"/>
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 care	 bare	 stair	 chair
 lair	 hair	 tear	 bear
 fair	 spare	 wear	 scared

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

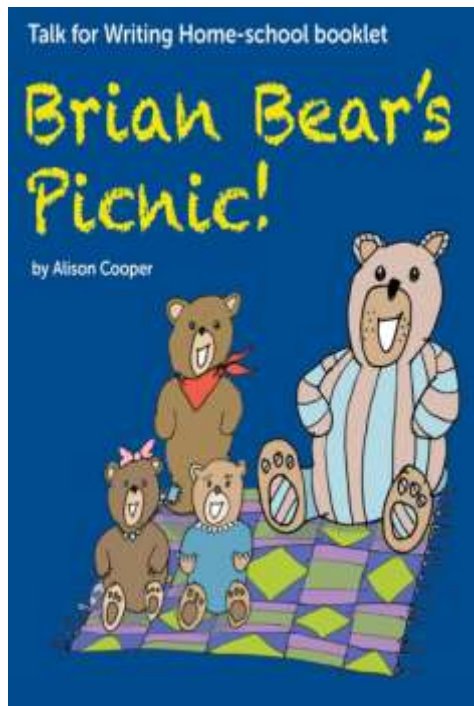
Listen to a good book:

<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.

English



The activities in this booklet are:

- ★ Story of 'Picnic Time!'
- ★ Talk activity about the story
- ★ Reading response activities
- ★ Who said what?
- ★ Quiz Time
- ★ Exploring words together
- ★ Retelling the story
- ★ Enjoying a song together: 'Teddy Bear's Picnic'
- ★ We're going on a picnic. What will you take?
- ★ Drawing time! Designing a picnic rug for Brian
- ★ Thank you letters
- ★ A postcard to Brian
- ★ Making teddy bear toasts
- ★ Special things from my walk
- ★ The history of bears
- ★ A new adventure
- ★ Review of learning

This project should keep you going for the next three weeks.

You can print it out or write straight into your green book.

When you are writing, remember to use a **capital letter** and a **full stop** for your sentences.

Keep your writing **small** and **neat**.

Remember to use some **lead-ins** and **flicks out!**

Make your writing sit **on the line**.

Click here to download

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y1-Brian-Bear.pdf>

(a donation has been made)

Maths

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 on **place value**.*

Pupils should already be able to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

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

Daily Lessons

This week we will be following the **BBC bite size** lessons consolidating **multiplication and division**.

- Pupils should be able to solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.
- Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.
- They make connections between arrays, number patterns, and counting in twos, fives and tens.

I can count in twos from 0 to 50.

Watch the video at <https://www.bbc.co.uk/bitesize/articles/z693rj6>

Activity 1 practises counting along in steps of two.

Top tip

Instead of counting up in twos, you can **multiply by 2**, which is a more efficient way of doing the same calculation.

Counting in twos gives you the two times table.

So, 7 pairs of shoes is the same as $7 \times 2 = 14$ shoes.

Remember

A **pair** always has 2 things.

- A pair of gloves is 2 gloves.
- A pair of books is 2 books.

Remember, when counting in twos the last digit is always 0, 2, 4, 6 or 8.

Activity 2 - Print out and complete the following worksheet from **Headstart Primary**. In this short exercise you will be asked to count in twos and to complete the number sequences.

I can count in fives from 0 to 50.

Watch the video at <https://www.bbc.co.uk/bitesize/articles/zkvhscw>

Top tip

Counting in 5s helps you learn to **multiply by 5**.

So, 5 flowers with 5 petals each is the same as saying:

$$5 \times 5 = 25 \text{ petals}$$

Counting in 5s gives you the 5 times table.

Activity 1

Practise counting up in 5s from 0 to 50.

Activity 2

Try this worksheet from [Pearson](#). You will be asked to count in groups of five and solve simple maths problems.

Activity 3

Now complete this exercise from [Collins](#). You will need to use your knowledge of counting in 1s, 2s, 5s and 10s.

I can count in tens from 0 to 100.

Watch the video at <https://www.bbc.co.uk/bitesize/articles/z6dr92p> It will remind you how to count up and down in 10s.

Top tip

Instead of counting up in 10s, you can **multiply by 10**, which is a more efficient way of doing the same calculation.

So, 7 piles of 10 books is the same as saying:

$$7 \times 10 = 70 \text{ books}$$

Counting in 10s gives you the 10 times table

Activity 1

To finish today's lesson watch this summary video from [White Rose Maths](#). It covers all of the ways to help you count in tens.

Activity 2

Let's practise by helping Boris and Belinda solve some maths problems counting in 10s. Have a go at this activity from [Twinkl](#).

I can understand how repeated addition relates to multiplication.

Go to <https://www.bbc.co.uk/bitesize/articles/zn7kwty>

Watch the video which makes the link between repeated addition and multiplication. It explains that for every repeated addition there are two ways to write the multiplication.

Repeated addition is a key concept underpinning multiplication and helps you make the link from skip counting to the times tables.

When you understand that multiplication is simply repeated addition, you can see why it's often more efficient to multiply the right numbers together, instead of doing the repeated addition or counting one by one.

For example, calculating $9 \times 10 = 90$ is more efficient than counting up to 90 or doing $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10$.

By the end of the lesson, you should be able to write two multiplications for a given repeated addition statement.

Activity 1

Have a go at the worksheet to show your understanding of repeated addition.

You can print it out or just make a note of your answers on a sheet of paper.

Activity 2

Finish today's lesson by using this digital learning tool that shows the different ways addition and multiplication can be calculated.

Try some of the fluency activities below or visit some of the previous maths websites - our top picks are Sumdog, Top marks, Purple Mash.

MATHS FLUENCY

Maths Everywhere - Place value

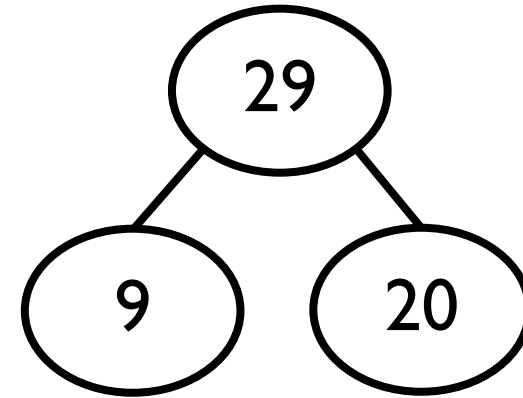
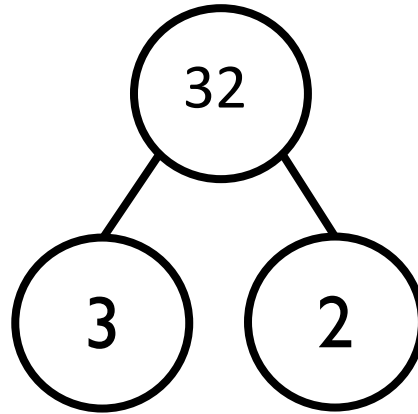
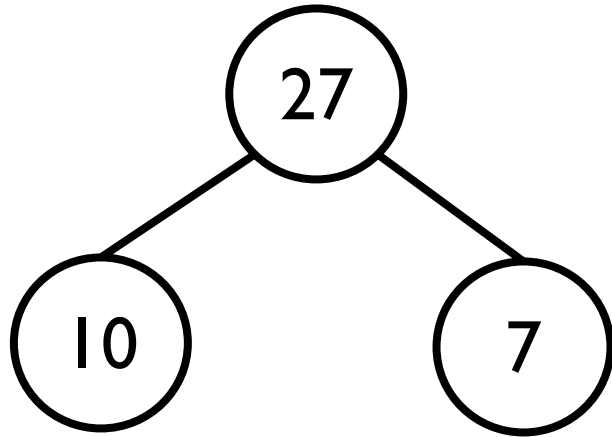
1 - Ron and Whitney are counting.

Ron says: **43, 42, 41, 40, 41, 42**

Whitney writes: *11, 12, 13, 41, 15*

Can you spot their mistakes?

2 - The children are completing the part whole models.



**Are they correct?
Explain why.**

3 - Choose the correct numbers to make the sentences correct.

_____ is one less than 27

34 is one less than _____

_____ is one more than 44

50 is one more than _____

4 - Teddy is comparing two numbers.

He says: **My number is larger than 19 but not one more than 19.**

What could Teddy's number be?

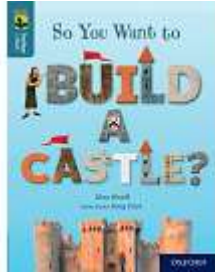
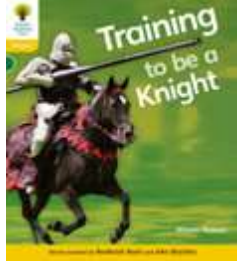

What can't it be?

Family challenge project starting on the week beginning 29.06.20

What would you like to find out about Castles?

You set the goals.....

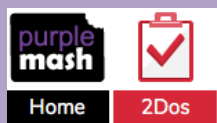
Geography and History	<p>The word castle means 'fort' but why did people build castles? Where was the best place to build one? What were the main features of castle? Did they all have a drawbridge and portcullis? https://www.dkfindout.com/uk/history/castles/</p> <p>Twinkl home learning castle pack for KS1 https://www.twinkl.co.uk/resource/t-t-12486-castles-activity-pack</p> <p>English heritage have a top 10 of castles choose your favourite at https://www.english-heritage.org.uk/visit/familydaysout/top-10-castles/</p> <p>Make a poster or mini book about your favourite castle.</p> <p>Who lived and worked in a castle? https://www.youtube.com/watch?v=1k-LhWB4QaA&v=en-GB find out about the life of a noble woman.</p> <p>Watch this mini guide to castles to find out how they developed https://www.youtube.com/watch?v=RXXDThkJ3Ew</p> <p>What was it like to train as a knight? https://www.ducksters.com/history/middle_ages/becoming_a_medieval_knight.php</p>
Art and DT	<p>Construct your own castle from junk materials and give it a name. Make your own drawbridge.</p> <p>Draw or paint an imaginary castle. Where would it be and what would you call it?</p> <p>Make your own weapons - a sword and shield can easily be constructed from cardboard, paper and paint follow the English Heritage guide to making your own heraldic shield and sword https://www.english-heritage.org.uk/guide-to-heraldry</p> <p>Perhaps even invent your own family coat of arms.</p>
RE	<p>Some castles, such as Windsor Castle, have a Church or Cathedral within their grounds. Can you find which castles have religious buildings?</p>

Music	<p>Find out about instruments used in the medieval times- the recorder, harp, bagpipes, lute and mandolin were all popular at the time.. Listen to and watch some medieval instruments being played accompanied by an energetic medieval singer! Filmed in Southwell Minster.</p> <p>https://www.youtube.com/watch?v=S8X_4tosYh4</p> <p>https://www.youtube.com/watch?v=Tarim2pXJPU</p>
Other ideas	<p>Read about Training to be a knight visit oxford reading owl.</p> <p>Or read some poems about castles in this book https://www.oxfordowl.co.uk/api/digital_books/1226.html</p> <p>Or find out how to build your own castle https://www.oxfordowl.co.uk/api/interactives/26504.html</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

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!!

RED GROUP. Week 28. '-est' and '-ed' words.

		Spelling Challenge:
ended	oldest	Write a sentence using some of your spellings.
tested	hardest	
sorted	coldest	

Tricky word of the week: **what**

GREEN GROUP. Week 28. '-est' and '-ed' words.		
ended	oldest	Spelling Challenge: Write 2 sentences using some of your spellings.
tested	hardest	
dusted	lowest	
picked	fastest	
sorted	coldest	
Tricky word of the week: what		

BLUE GROUP Week 28. '-est' and '-ed' words.		
ended	oldest	Spelling Challenge: Write 2 sentences using some of your spellings.
tested	hardest	
dusted	lowest	
picked	fastest	
tricked	longest	
waited	sweetest	
sorted	coldest	
Tricky word of the week: what		

YELLOW GROUP Week 28. '-est' and '-ed' words.		
repaired	smallest	Spelling Challenge: Write 3 sentences using some of your spellings.
tested	hardest	
dusted	oldest	
picked	fastest	

tricked	longest	
planted	sweetest	
sorted	coldest	
Tricky word of the week: what		