

## Year 1 English Home Learning

### Week Beginning 22<sup>nd</sup> June

#### Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on reading, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

I have read about Tom and have thought about how he might feel.



I have used descriptive words to write sentences about myself.



I have used question marks correctly in my sentences.



I have practised the spellings and handwriting activities.



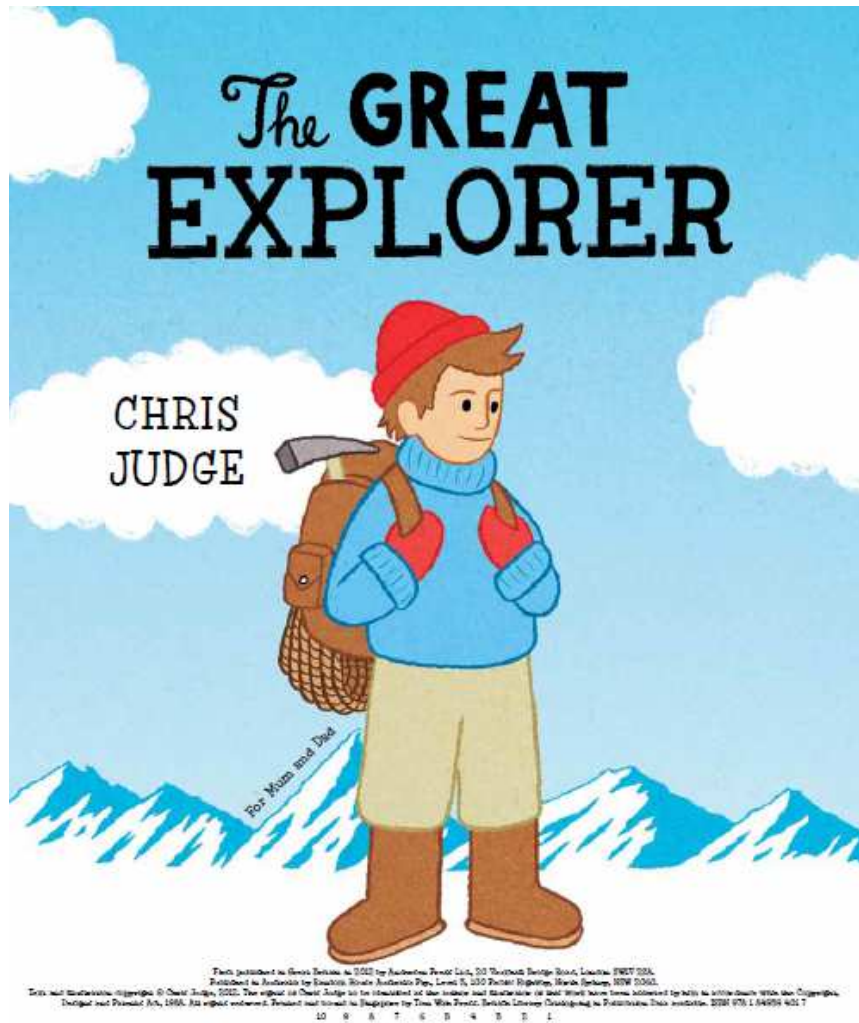
Colour the stars when you think you have achieved this.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

Or explore

[www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) or [www.newsela.com](http://www.newsela.com) to find more extracts to read and write about.

The Great Explorer Written by Chris Judge





Tom's dad was a famous explorer.

One morning when Tom went down to breakfast ...



he was shocked to see a picture of his dad on the front of the morning paper.

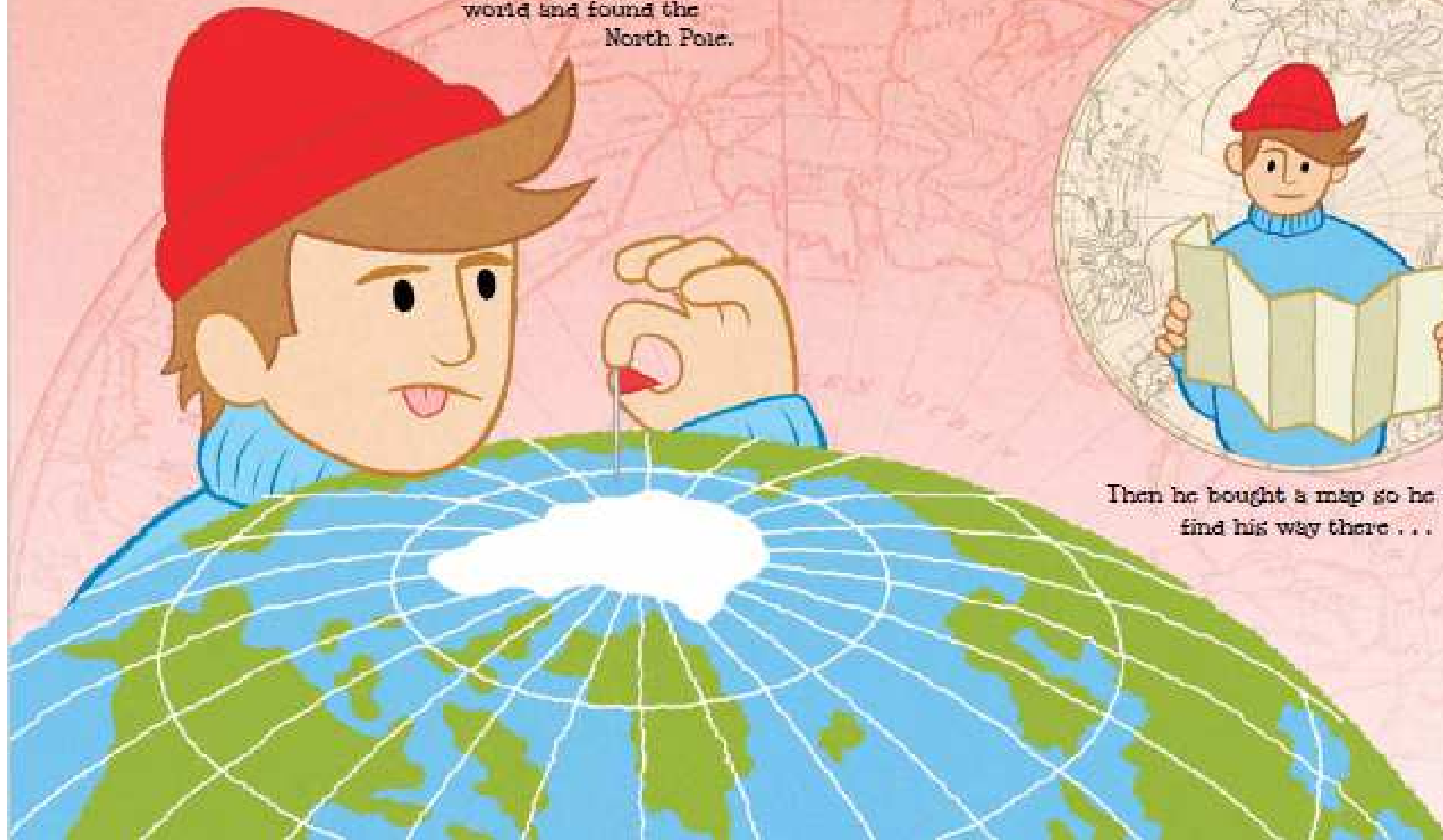


His dad had got lost while exploring the North Pole.



Tom resolved there and then to go and rescue him.

First, he studied his globe of the world and found the North Pole.



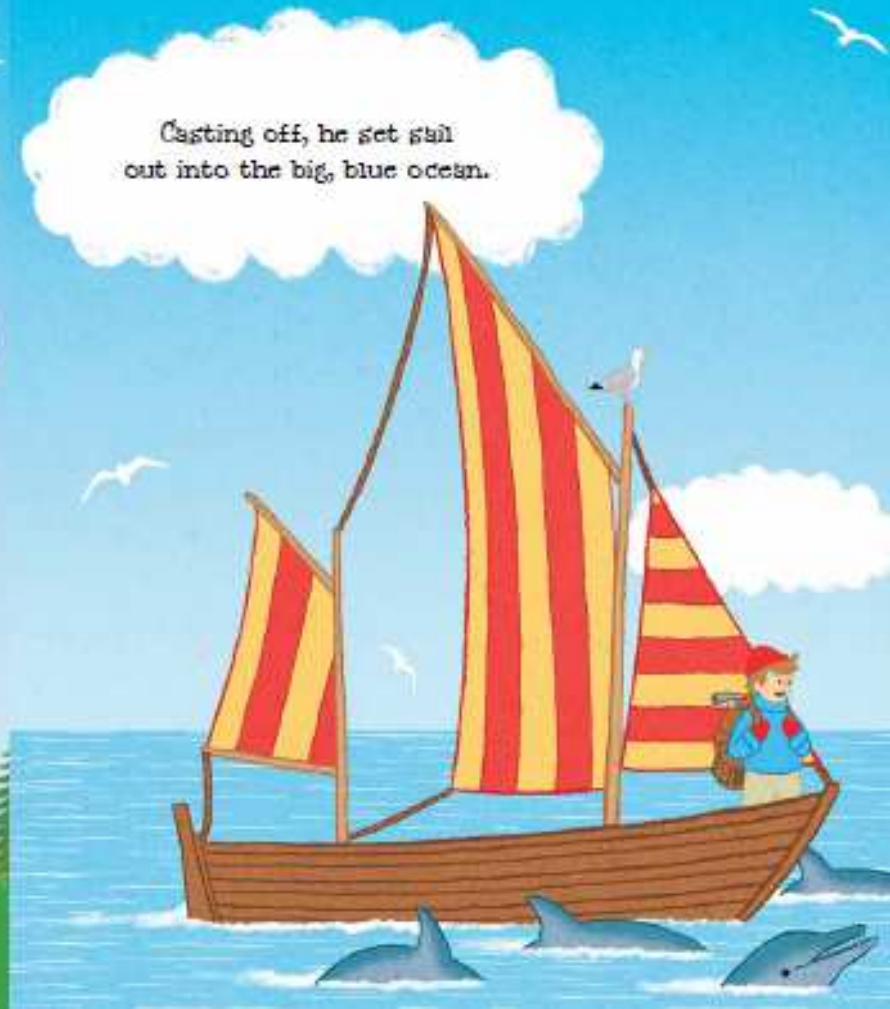
Then he bought a map so he could find his way there . . .



packed his bag and set off on his first adventure.



Casting off, he set sail out into the big, blue ocean.



Monday 22<sup>th</sup> June 2020

Year 1 - Day 1- Reading

### Reading

**Read the start of The Great Explorer again.**

How might Tom be feeling as he begins his trip?

**Draw Tom and write the words to describe how he feels around him.**

Tuesday 23<sup>th</sup> June 2020

Year 1- Day 2- Writing

### Writing

**Draw a picture of yourself as an explorer like Tom.**

**Write 3 or 4 sentences to describe yourself as an explorer.**

You could start your sentences with...

*I look... I feel.... I am.... I wear.... I carry....*

Can you use these any of these describing words?

*small green shiny warm*

Wednesday 24<sup>th</sup> June 2020

Year 1- Day 3- Grammar

### Grammar

**Write two questions you want to ask Tom. Remember to use a question mark at the end. ?**

**Example:** Where are you going?

Thursday 25<sup>th</sup> June 2020

Year 1 -- Day 4- Spelling

### Spelling

**Practise each word by rewriting it 3 times. Say it aloud as you write it.**

think

thinks

hope

hopes

wish

wishes

**Can you make the words using something different?** Try using a paint brush in water, magnetic letters or chalk on the path.

Friday 26<sup>th</sup> June 2020

Year 1 - Day 5- Handwriting

## Handwriting

**Practise writing the spelling words in your neatest handwriting.**

hope



# Phonics

Each week there will be daily phonics activities to complete. Each sound will consist of two taught lessons, the first day learning and teaching the sound, the second day applying/writing the sound. There will also be a short re-cap activity at the top of the page, which will support your child with remembering previous taught sounds. On Fridays, please use phonics play and choose the sound that has been taught that week to practice.

[www.phonicsplay.com](http://www.phonicsplay.com)

Re-cap activity: Can you practice reading the phase 2 - 5 high frequency words? Cover them up and see if you can spell them correctly.

Phase 2 to 5 High Frequency Words							
Phase 2		Phase 3		Phase 4		Phase 5	
a	his	will	too	went	when	Mr	by
dad	to	that	was	from	some	looked	their
I	him	then	all	children	come	made	oh
mum	had	now	look	little	there	your	could
big	in	she	we	it's	what	came	about
it	no	this	you	just	so	saw	house
at	got	with	her	help		Mrs	time
on	go	for	be	said		don't	day
up	an	he	they	were		asked	people
back	as	them	are	out		very	here
if	can	down		like		make	I'm
but	off	me		one		put	
of	not	my		have		called	
into	get	see		do		old	
and							

Monday 22<sup>th</sup>

June 2020 Day 1:

Re-cap activity: Can you complete the phonics activity mat?

## Phonics Activity Mat 1

Read these words to a friend.

dest



soft

zelt



land

quind



best

vust



gulp

zump



hunt

Write the real words next to the chest and the nonsense words next to the bin.

melt

ipt

limp

wump

gift

fact

kest

nift



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle all of the words that contain the **mp** blend.

jump

cost

lump

fact

pact

hump

link

damp

Add the sound buttons to these words.

gift

tend

cost

Write the missing sounds in these words.



\_\_and



ne\_\_



si\_\_



\_\_on\_\_



mi\_\_



t\_\_t



la\_\_



\_\_ank



ju\_\_



\_\_nd

Write a word that ends with **nk**.

\_\_\_\_\_

**/k/** sound.

*Practice these words and identify the different ways of spelling them.*

<i>k</i>	<i>-ck</i>	<i>c</i>
<i>kangaroo</i>	<i>duckling</i>	<i>cargo</i>
<i>kiwi</i>	<i>trickle</i>	<i>clarinet</i>
<i>skittles</i>	<i>blocks</i>	<i>cattle</i>

*Can you copy the spellings below with the 'r' sound?*

<i>king</i>	<i>rocket</i>	<i>caravan</i>
<i>kite</i>	<i>packet</i>	<i>crisps</i>
<i>keyhole</i>	<i>bucket</i>	<i>cattle</i>


*Tuesday 23<sup>th</sup> June 2020 Day 2:*

*Underline the '/k/' sound in the paragraph below.*

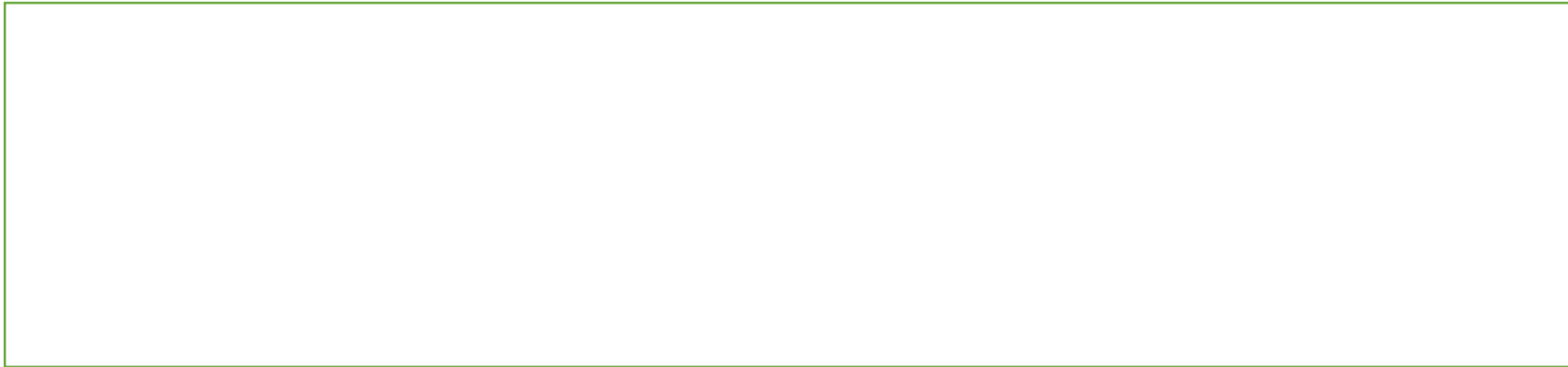
*I was eating a packet of crisps in the caravan while my sister practised her clarinet. The cattle outside seemed to be confused by the kite which was tangled in the clothes line. The cows kept mooing and my sister kept blowing. The noise was dreadful.*

*Can you write your own sentences using 'k' sounds?*

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*Draw a picture to illustrate your sentences.*



*Wednesday 24<sup>th</sup> June 2020 Day 3*

Re-cap activity: Can you complete the phonics activity mat?

## Phonics Activity Mat 2

Read these words to a friend.

frub



speck

plon



grip

stam



brag

flim



clam

slod



club

Write the real words next to the chest and the nonsense words next to the bin.

plan

frib

crab

swem

slam

stom

skip

glod



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle all of the words that contain the tr sound.

trim

spin

trip

glad

sniff

track

plum

trap

Add the sound buttons to these words.

spun

sniff

speck

Write the missing sounds in these words.



\_\_\_og



\_\_\_ins



tra\_\_\_



\_\_\_ag



\_\_\_op



gr\_\_\_



\_\_\_um



sw\_m



s\_\_t



\_\_\_ap

Write a word that begins with st.

\_\_\_\_\_

/k/ sound.



*Practice these words and identify the different ways of spelling them.*

<i>ch</i>	<i>qu</i>	<i>-que</i>
<i>choir</i>	<i>quiche</i>	<i>picturesque</i>
<i>architect</i>	<i>croquet</i>	<i>cheque book</i>
<i>anchor</i>	<i>mannequin</i>	<i>boutique</i>

*Can you copy the spellings below with the 'k' sound?*

<i>chorus</i>	<i>mosquito</i>	<i>unique</i>
<i>chords</i>	<i>conquer</i>	<i>plaque</i>
<i>orchestra</i>	<i>bouquet</i>	<i>queue</i>


*Thursday 25<sup>th</sup> June 2020 Day 4:*

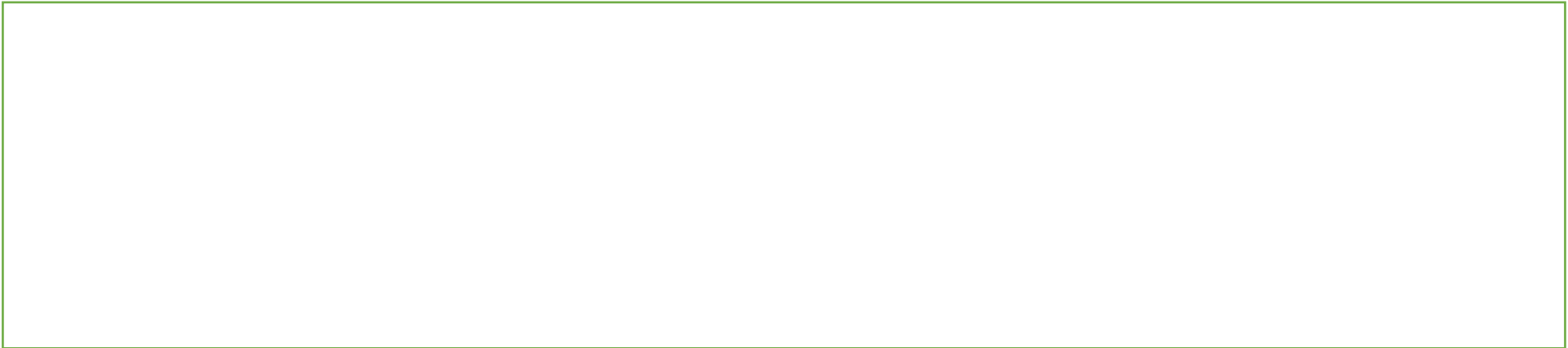
*Underline the /k / sound in the paragraph below.*

*It was a unique venue in a picturesque setting. As the orchestra struck the first chord, the choir raised their voices in a chorus of grandeur. At the end there was a bouquet for the soprano. Can you write your own sentences using 'k' sounds?*

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*Draw a picture to illustrate your sentences.*



**Year 1 Maths Home learning - Week beginning 22<sup>th</sup> June 2020**

*This week's lessons and activities can be found in the folder 'Summer term- Week 6' we are aware these are different dates but this is the folder we are working on this week*

Monday 22<sup>th</sup> June 2020 Lesson 1 - Measure mass

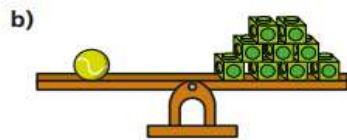
Please watch the video first <https://vimeo.com/420580932> Summer term- Week 6 Lesson 1

Measure mass

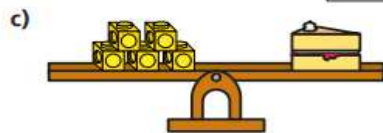
1 How much does each object weigh?



The banana weighs  cubes.



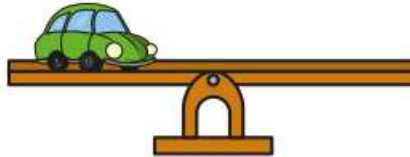
The tennis ball weighs  cubes.



The slice of cake weighs  cubes.

2 Draw cubes to balance the scales.

a) The toy car weighs 6 cubes.



b) The sweets weigh 4 cubes.



3 Use cubes to weigh objects in your classroom.

Complete this sentence for each object.

\_\_\_\_\_ weighs  cubes.

Tuesday 23<sup>th</sup> June 2020 Lesson 2 - Compare mass

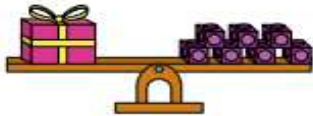
Please watch the video first <https://vimeo.com/420580980> Summer term- Week 6 Lesson 2

# Compare mass

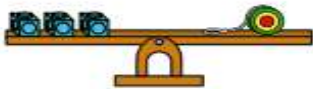
1 Which object is heavier?

Tick your answer.

a)



b)



c)



2 Look at the scales.



Choose a word to complete each sentence.

heavier

lighter

a) The orange is \_\_\_\_\_ than the cherries.

b) The apple is \_\_\_\_\_ than the orange.

c) The cherries are \_\_\_\_\_ than the apple.

d) The apple is \_\_\_\_\_ than the cherries.

3 The basketball is heavier than the football.

Draw cubes to complete the scales.



Is there more than one answer?

## Introduce capacity and volume

1 a) Match the picture to the label.



empty



almost full



almost empty



full

b) Show 'almost full' and 'almost empty' another way.



almost full

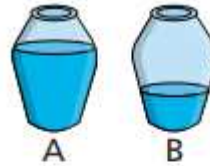


almost empty

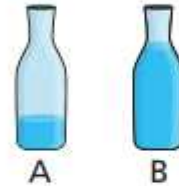
2 Choose a word to complete the sentence.

more

less



A has \_\_\_\_\_ than B.



A has \_\_\_\_\_ than B.

3 Show the volume in each glass.

- A is nearly full.
- B is nearly empty.
- A has more than C.
- C has more than B.



A



B



C

Compare answers with a partner.

Thursday 25<sup>th</sup> June 2020

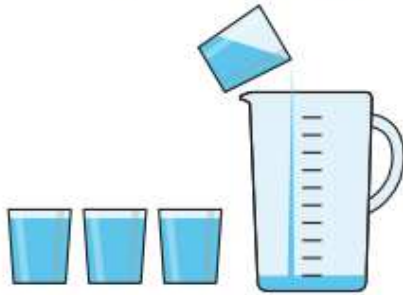
Lesson 4 - Measure capacity

Please watch the video first <https://vimeo.com/420581067> Summer term- Week 6 Lesson 4



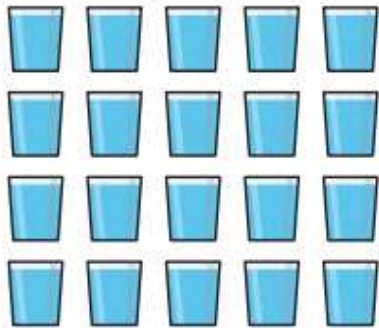
## Measure capacity

- 1 4 glasses of water fill 1 jug.



a) How many glasses will fill 2 jugs?

b) Eva uses 20 glasses of water.



How many jugs can she fill?

Eva can fill  jugs.

- 2 Teddy pours these 6 glasses of juice. He uses a whole bottle of juice.



The bottle has a capacity of 6 glasses.

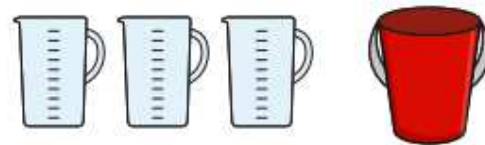
Do you agree with Teddy? \_\_\_\_\_

Talk about it with a partner.

- 3 It takes 8 glasses of water to fill a jug.



It takes 3 jugs of water to fill a bucket.



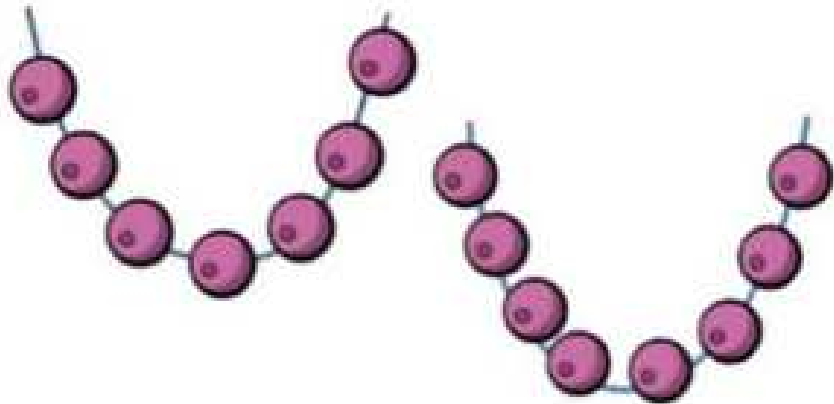
How many **glasses** of water fill a bucket?

What else can you find out?

## Challenge 1

Sal has 20 beads.

She uses some beads to make these two necklaces:



How many beads does she have left?

## Challenge 2

George is thinking of a 2 digit number.



My number is in  
the 5 times table.



My number is  
less than 80



The sum of the  
digits is 9

What number is George thinking of?