

Year 1 English Home Learning

Week Beginning 6th July 2020

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 the book and thought about the characters.

I have written the next part of the story.

I have used the conjunction 'and' in my sentences.

I have practised the spellings and handwriting activities.

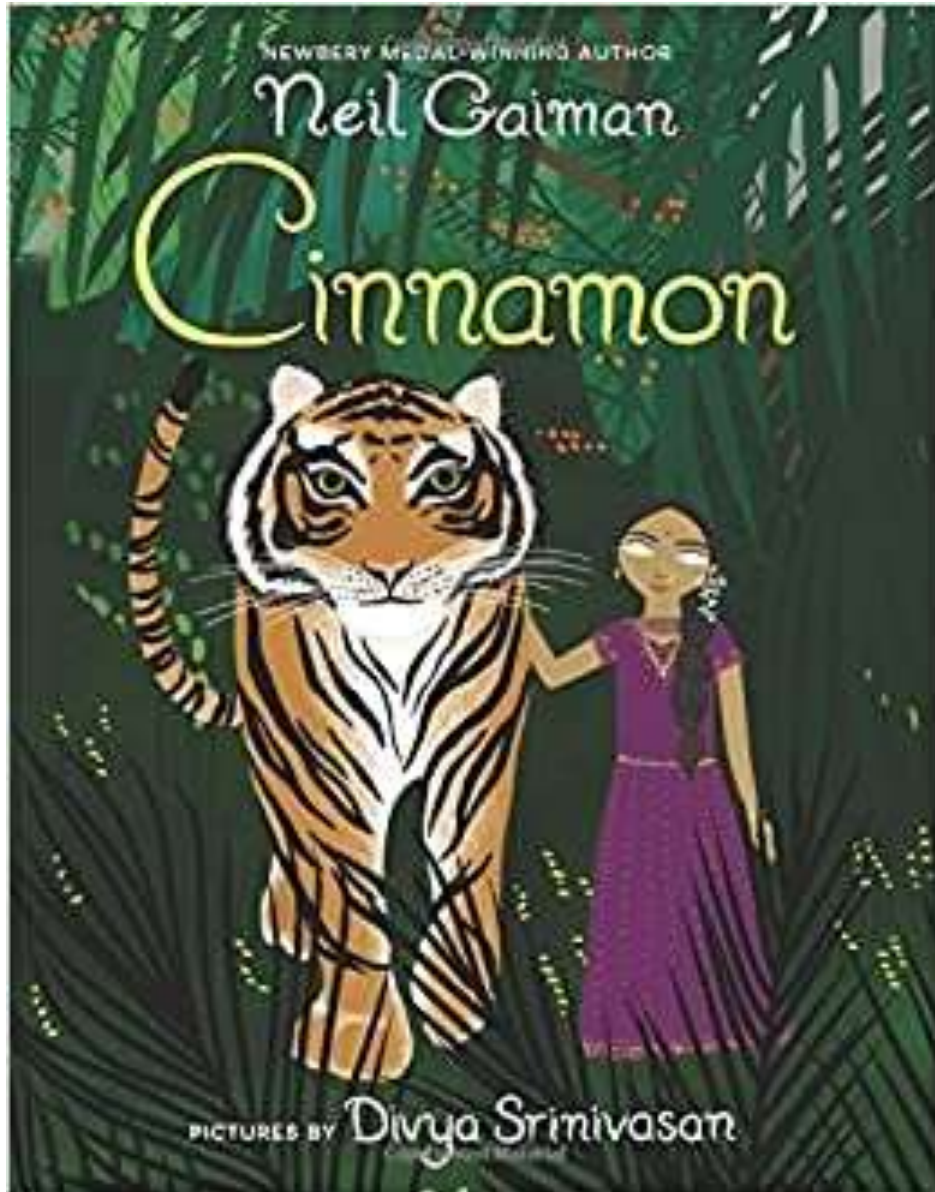


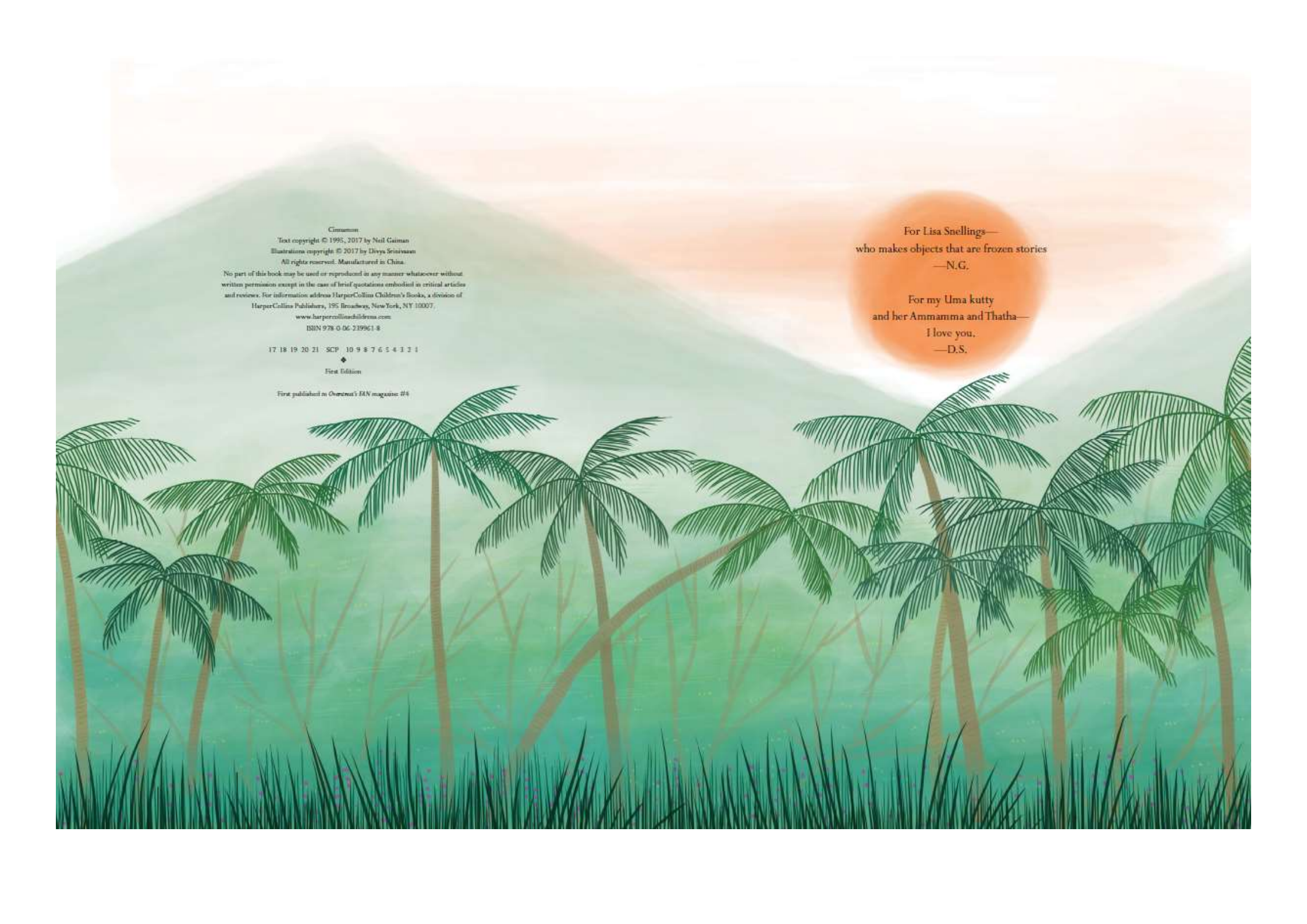
Colour the stars when you think you have achieved this.

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.

Read whole book here: <https://www.youtube.com/watch?v=XurPjQ9DTB0>

Cinnamon Written by Neil Gaiman





Cinnamon
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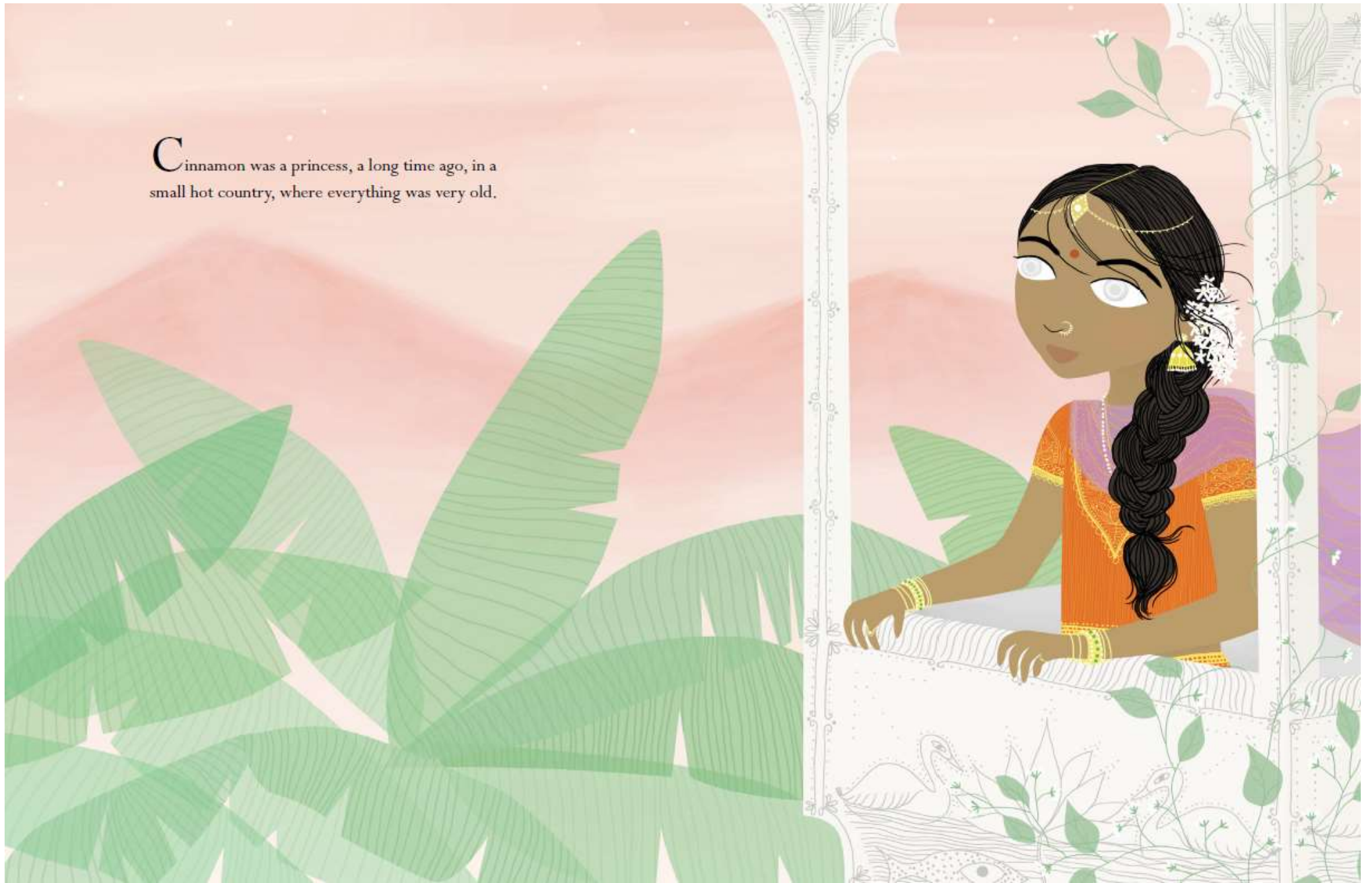
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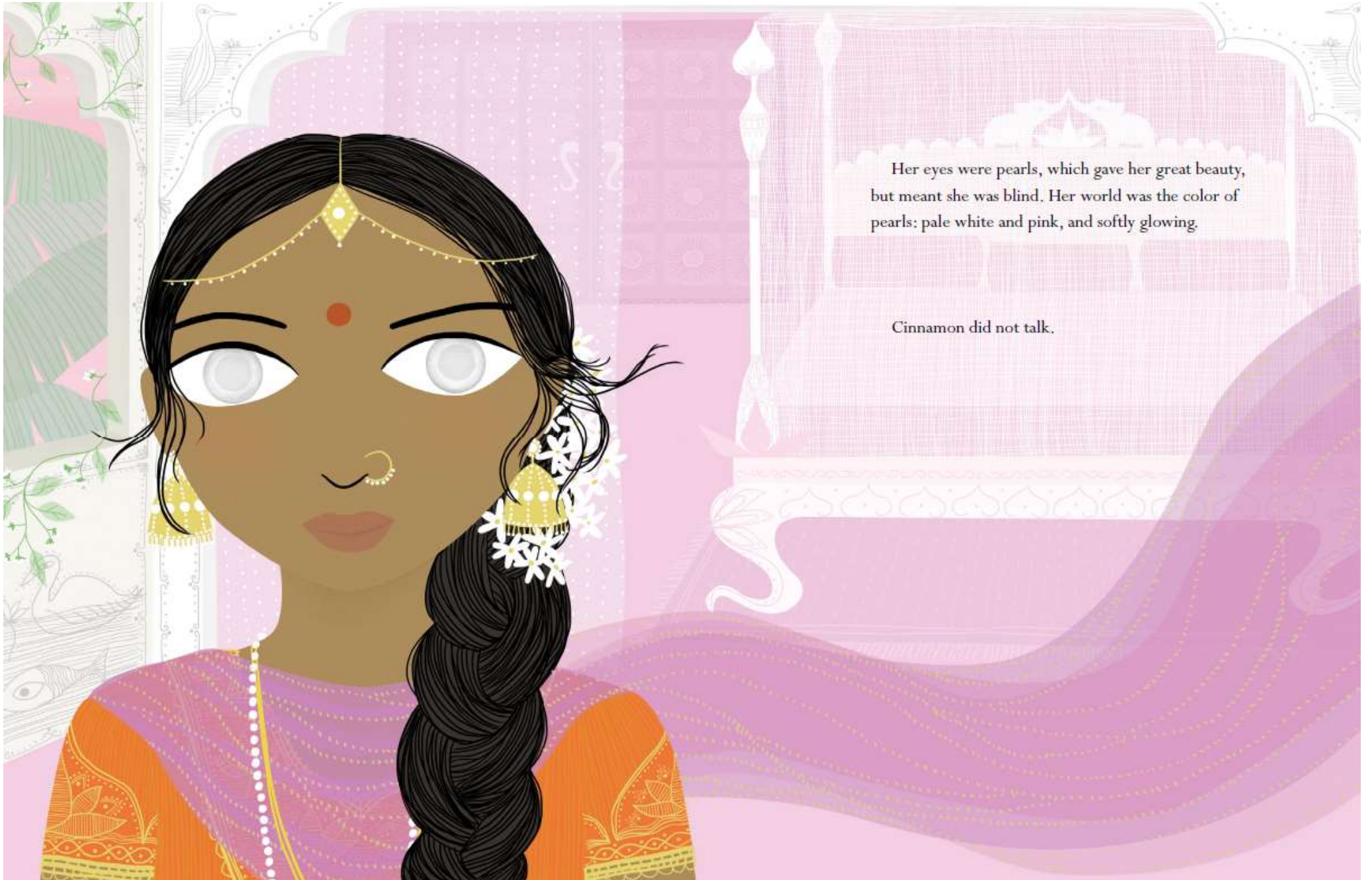
First published in *Cinnamon's IN* magazine #4

For Lisa Snellings—
who makes objects that are frozen stories
—N.G.

For my Uma kutty
and her Amamma and Thatha—
I love you.
—D.S.

Cinnamon was a princess, a long time ago, in a small hot country, where everything was very old.

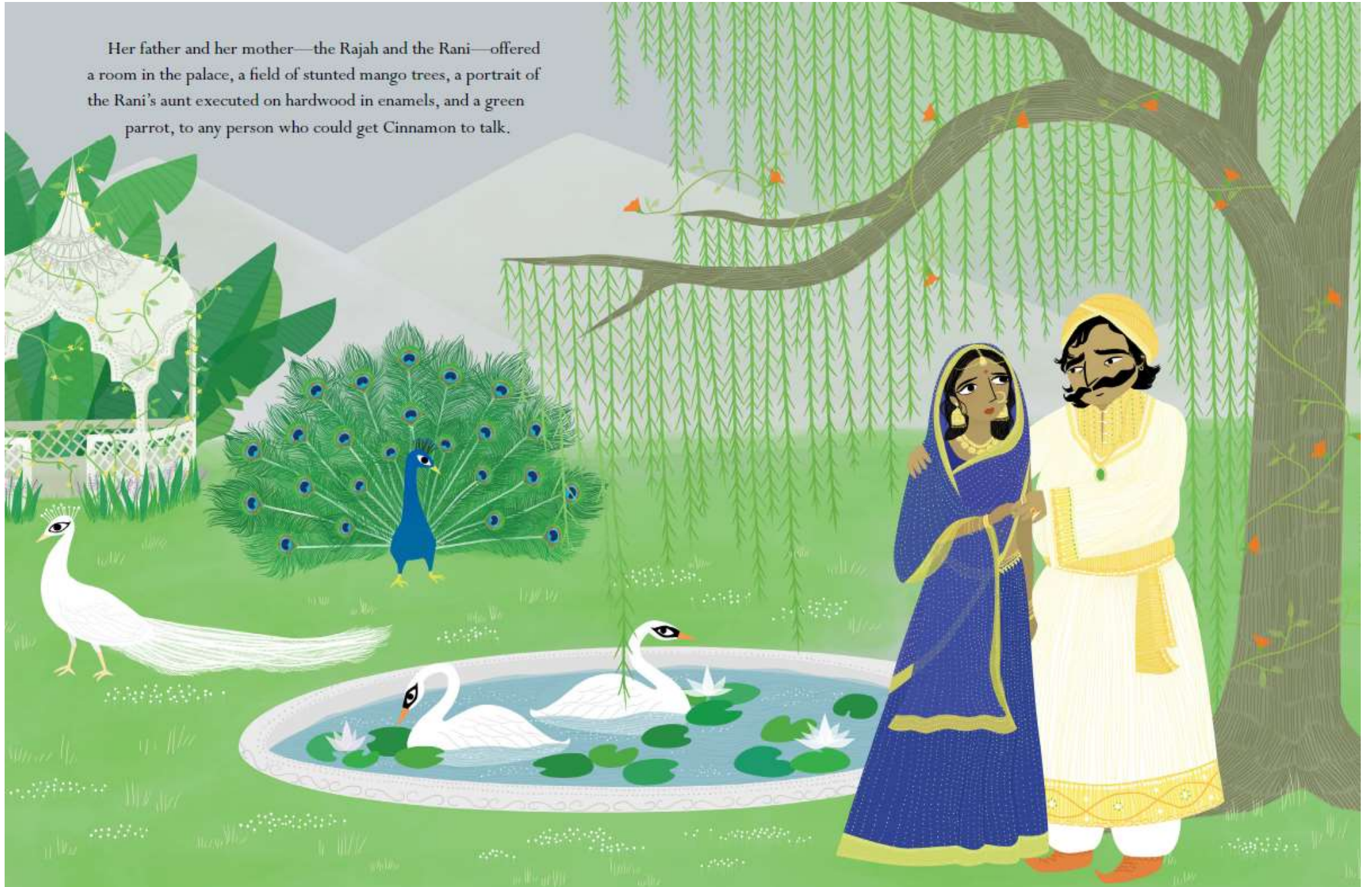




Her eyes were pearls, which gave her great beauty, but meant she was blind. Her world was the color of pearls: pale white and pink, and softly glowing.

Cinnamon did not talk.

Her father and her mother—the Rajah and the Rani—offered a room in the palace, a field of stunted mango trees, a portrait of the Rani's aunt executed on hardwood in enamels, and a green parrot, to any person who could get Cinnamon to talk.



Monday 6th July 2020

Year 1 - Day 1- Reading

Reading

Read the pages from the book Cinnamon.

You can either think, talk or write about the questions.

1. Who are the characters in this book?
2. Where did Cinnamon live?
3. What did Cinnamon look like?
4. What did her parents offer to anyone who could get Cinnamon to talk?

Extension: There are many stories about princesses. Do you know any other stories that have princesses in them? How is Cinnamon similar and different to other princesses?

Tuesday 7th July 2020

Year 1- Day 2- Writing

Writing

Look at the first page of the book. It mentions that where Cinnamon lived everything was old.

Write two sentences about some old things you might find where Cinnamon lives.

Write the next two pages of the story. What do you think will happen next?

Use the second and third page to help you.

Wednesday 8th July 2020

Year 1- Day 3- Grammar

Grammar

Write sentences using the word 'and'.

Example: The princess has long brown hair and wears shiny earrings.

Thursday 9th July 2020

Year 1 -- Day 4- Spelling

Spelling

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

Princess country everything beauty

Pale pearls glowing portrait

Can you make the words using something different? Try using paint, play-doh or leaves.

Friday 10th July 2020

Year 1 - Day 5- Handwriting

Handwriting

Practise writing the spelling words in your neatest handwriting.


.....
country
.....

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

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							 visit twinkl.com

Monday 6th

July 2020 Day 1:

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

Phonics Activity Mat 1

Read these words to a friend.

hoff



chin

plig



sheep

frung



leap

phote



spray

landpot



chatter

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

lith

haunt

moin

dush

fight

chomp

wess

blank



Circle all of the words that contain the **ee** digraph.

free

night

hard

street

fair

meet

coins

speak

Add the sound buttons to these words.

clouds

thing

spears

Write the missing sounds in these words.



fo__



__een



__ink



b__ger



spr__t



cr__on



b__d



l_k__



h_m__



ph_n__

Write a word that contains **ure**.

/ch//sh//k/ sound.

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

<i>ch as /ch/</i>	<i>ch as /sh/</i>	<i>ch as /k/</i>
<i>choose</i>	<i>chef</i>	<i>chameleon</i>
<i>branches</i>	<i>chiffon</i>	<i>chrysalis</i>
<i>cherish</i>	<i>chalet</i>	<i>stomach ache</i>

Can you copy the spellings below with the 'or' sound?

<i>child</i>	<i>machine</i>	<i>school</i>
<i>children</i>	<i>chute</i>	<i>character</i>
<i>charity</i>	<i>parachute</i>	<i>chemist</i>

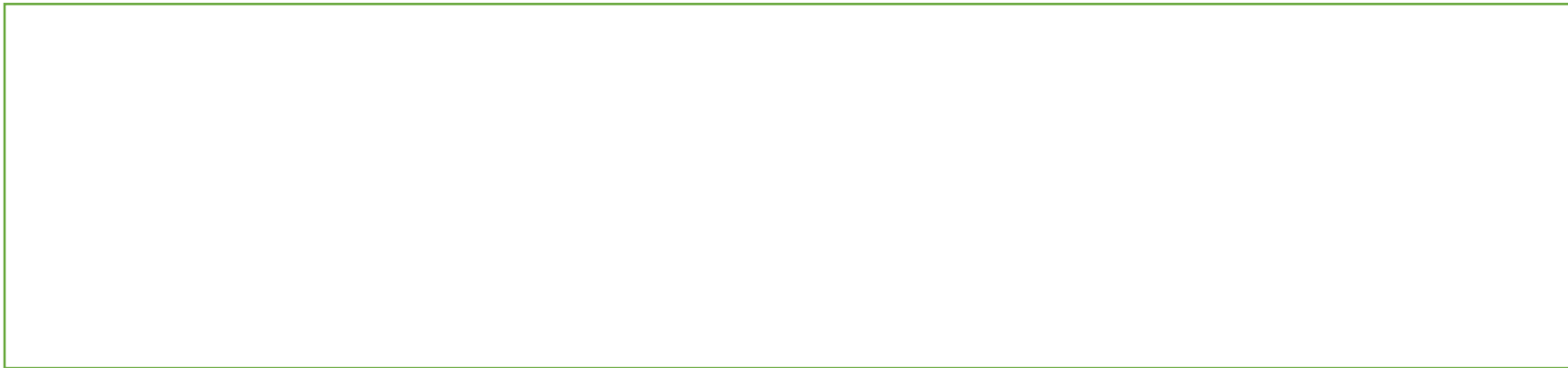
Tuesday 7th July 2020 Day 2:

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

The school children chose to do a parachute jump for charity. They had to avoid tree branches on the way down. One child had a bad stomach ache after the jump and had to see the chemist.

Can you write your own sentences using **/ch//sh//k/** sounds?

Draw a picture to illustrate your sentences.



Wednesday 8th July 2020 Day 3

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

Phonics Activity Mat 2

Read these words to a friend.

steck



shrill

quoop



start

sneep



blank

whame



newt

joush



sandpit

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

gulp

kift

lamp

plum

windmusk

vand

fact

klain



Circle all of the words that contain the **igh** trigraph.

slight

tree

shark

high

cross

time

fight

peaks

Add the sound buttons to these words.

wheel

spring

painter

Write the missing sounds in these words.



__ip



___op



___ell



___ick



cl___d



p___



c___ns



sn__k__



b__n__



c__b__

Write a word that contains **ear**.

/igh//ee//i-ee/ sound.

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

<i>ie as /igh/</i>	<i>ie as /ee/</i>	<i>ie as /i-ee/</i>
<i>horrified</i>	<i>relief</i>	<i>freebie</i>
<i>shield away</i>	<i>make-believe</i>	<i>budgie</i>
<i>identified</i>	<i>hygienic</i>	<i>genie</i>

Can you copy the spellings below with the 'or' sound?

<i>replies</i>	<i>windshield</i>	<i>pixie</i>
<i>magnified</i>	<i>showpiece</i>	<i>movie</i>
<i>mince pies</i>	<i>niece</i>	<i>cookie</i>

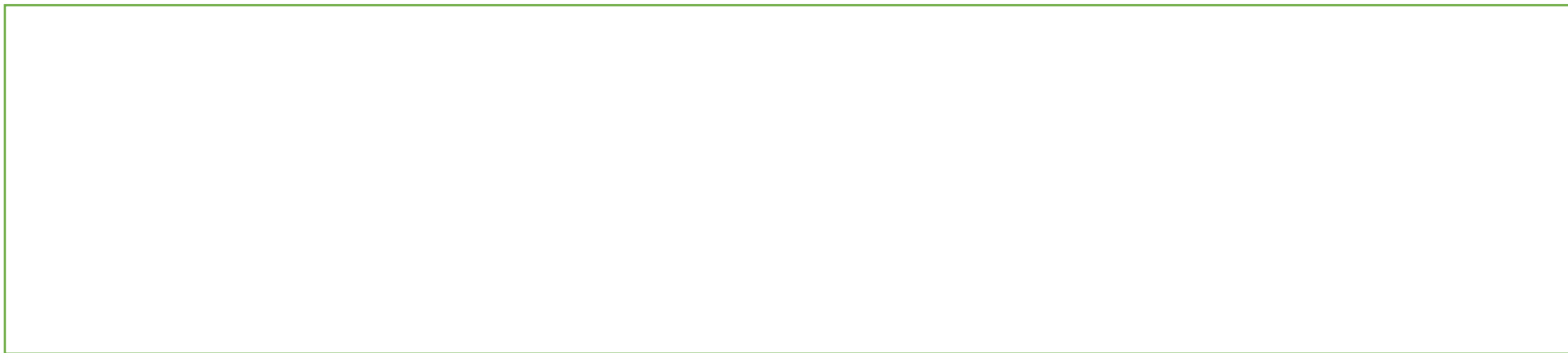
Thursday 9th July 2020 Day 4:

Underline the **/igh//ee//i-ee/** sound in the paragraph below.

My niece took me to the cinema. The movie was make-believe with an evil genie and a horrified pixie. It is the sort of film I have shied away from in the past but it was a freebie so I went along. It was a huge relief when it ended.

Can you write your own sentences using **/igh//ee//i-ee/** sounds?

Draw a picture to illustrate your sentences.



Year 1 Maths Home learning - Week beginning 6th July 2020

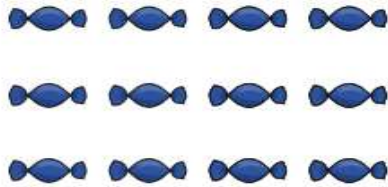
This week's lessons and activities can be found in the folder 'Summer term- Week 8' we are aware these are different dates but this is the folder we are working on this week

Monday 6th July 2020 Lesson 1 - Make arrays

Please watch the video first <https://vimeo.com/428004469> **Summer term- Week 8 Lesson 1**

Make arrays

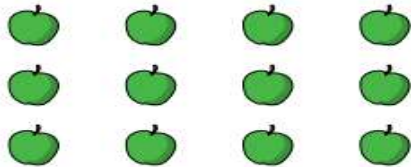
1 Circle each row of sweets.



How many rows are there?

There are rows.

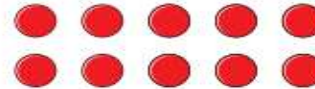
2 Circle each column of apples.



How many columns are there?

There are columns.

3 Make this array.



Complete the sentences.

a) There are counters in each row.

There are rows.

There are counters altogether.

b) There are counters in each column.

There are columns.

There are counters altogether.

Make your own array.

How many rows are there?

How many columns are there?

Tuesday 7th July 2020 Lesson 2 - Make doubles

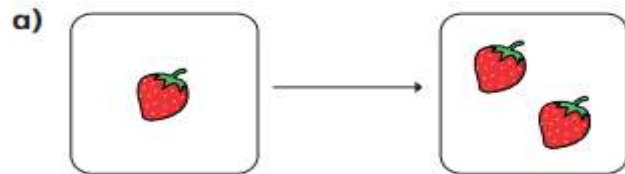
Please watch the video first <https://vimeo.com/428004541>

Summer term- Week 8 Lesson 2

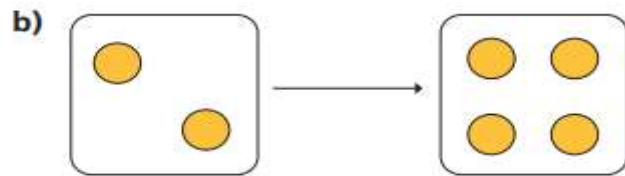
Make doubles

1 Complete the sentences.

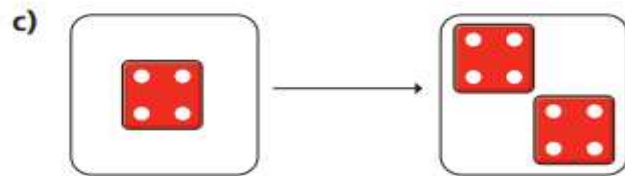
Use the pictures to help you.



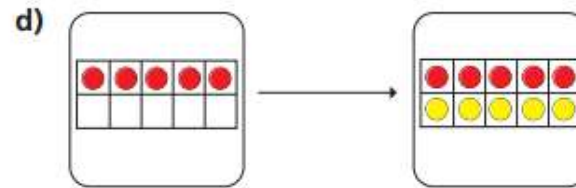
Double 1 is



Double 2 is



Double is



Double is

2 Match the doubles to the additions.

Double 3

$6 + 6$

Double 6

$7 + 7$

Double 10

$3 + 3$

Double 7

$10 + 10$

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

c) Double 12 is

d) Double 20 is

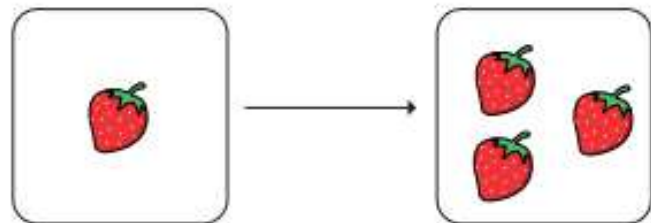
e) Double is 8

f) Double is 16

4



I have doubled the number of strawberries.



Do you agree with Mo? _____

Talk about it with a partner.

Please watch the video first <https://vimeo.com/428004616>

Summer term- Week 8 Lesson 3

Make equal groups – sharing

1 Rosie and Amir are sharing some sweets.



a) Draw lines to share the sweets equally.

b) How many sweets does each child get?

Each child gets sweets.

8 sweets shared equally between 2 is

2 Five children share some grapes.



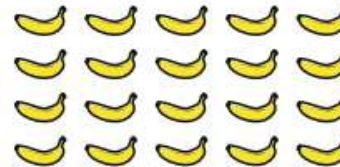
a) Draw lines to share the grapes equally.

b) How many grapes does each child get?

Each child gets grapes.

10 grapes shared equally between 5 is

3 Ron needs to share 20 bananas between 5 boxes.

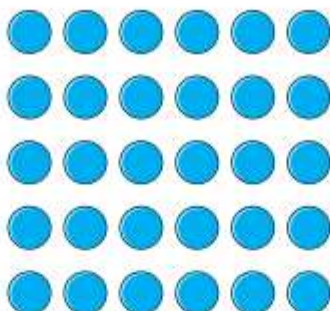


How many bananas will there be in each box?

20 bananas shared between 5 boxes is

There will be bananas in each box.

4 Use 30 counters.



a) Share the counters between 2 friends.

How many counters does each friend get?

b) Share the counters between 5 friends.

How many counters does each friend get?

c) Share the counters between 10 friends.

How many counters does each friend get?

Make equal groups – grouping

1 Here are some socks.



a) Draw lines to match the pairs of socks.

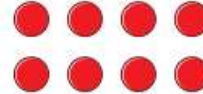
b) Complete the sentences.

There are socks altogether.

There are socks in each pair.

There are pairs of socks.

2 Here are some counters.



a) Circle groups of 2

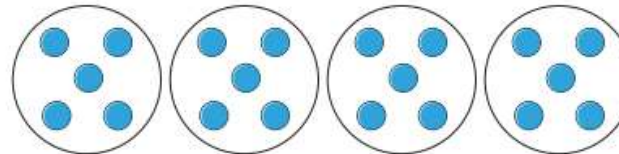
b) Complete the sentences.

There are counters altogether.

There are equal groups of 2 counters.

3 Complete the sentences.

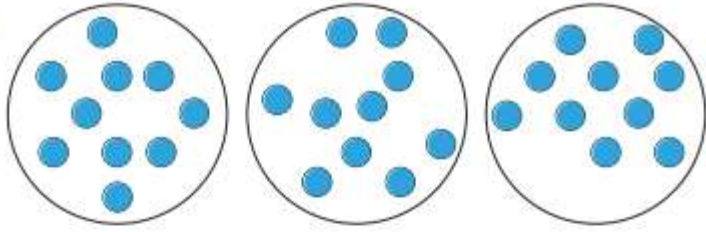
a)



There are counters altogether.

There are equal groups of counters.

b)



There are counters altogether.

There are equal groups of counters.

4 Use 30 counters.

a) How many equal groups of 2 can you make?

b) How many equal groups of 5 can you make?

c) How many equal groups of 10 can you make?

Talk about your answers.

Watch the video at <https://whiterosemaths.com/homelearning/year-1/>

Challenge 1

Rani has 38p.

I have 10p more than Rani.



I have 20p less than Eva.

How much money does Eva have?

Challenge 2

If

$$\triangle \times \triangle = 25$$

and

$$\circ \times \circ = 100$$

Work out the value of

$$\triangle \times \circ$$