

Year 1 English Home Learning

Week Beginning 13th 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 carefully read the story and answered questions about the book.

I have written a letter to a character in the story.

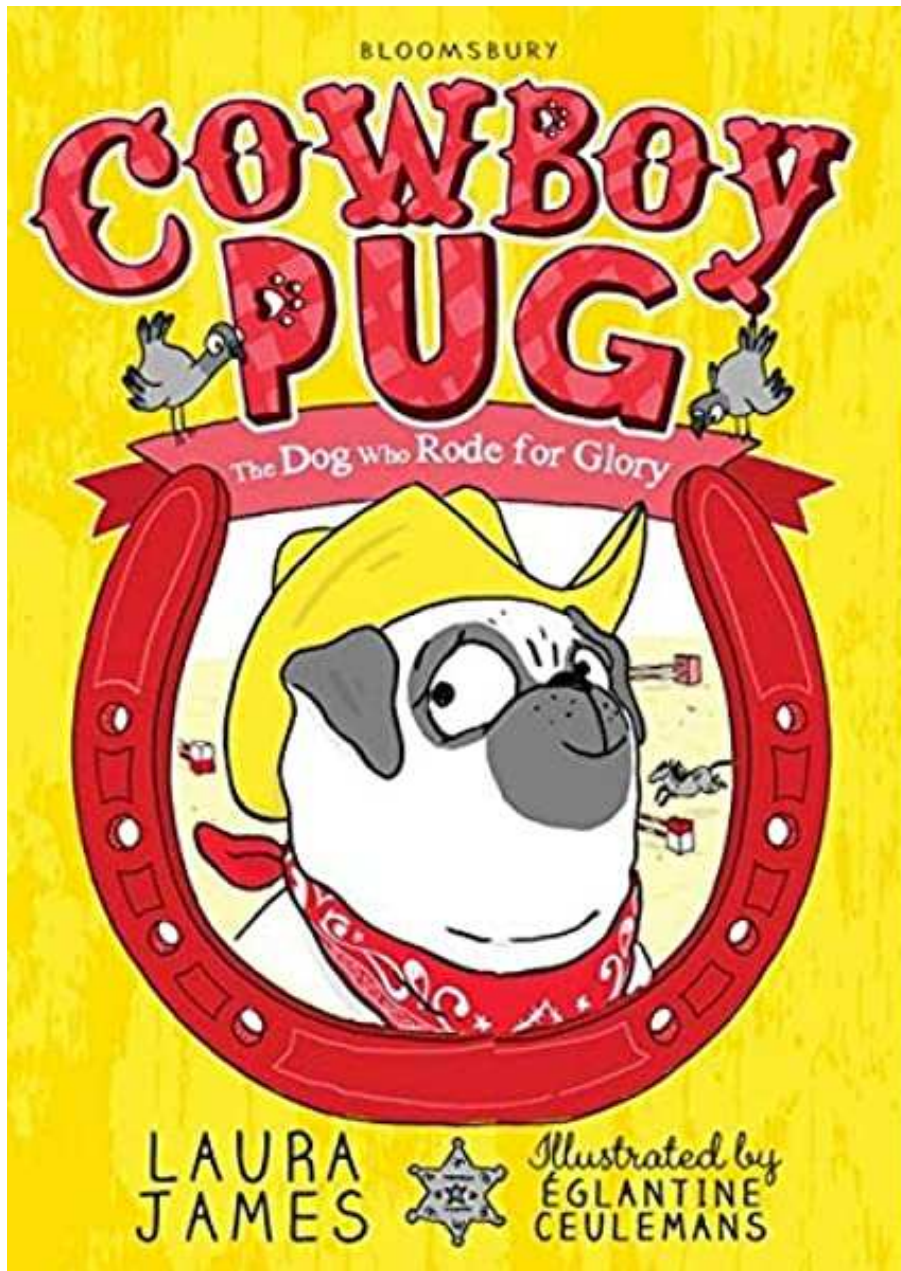
I have used suffixes correctly in my sentences.

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.



LAURA JAMES

Illustrated by ÉGLANTINE CEULEMANS



Chapter 1



It was an ordinary morning at No. 10, The Crescent. Pug was sunning himself in the front garden while Lady Miranda exercised her faithful steed, Pony.

'Whoa there, boy!' Lady Miranda steadied Pony as she scanned the



horizon. 'Bandits at half past two!' she exclaimed.

Pug didn't know much but that didn't sound good. He took cover.



Pony pawed the ground and shook his mane. The bandits were still a way off, due west of the rose bed, but neither horse nor rider was in the mood for hanging around. Lady Miranda shortened her reins and scooped up her trusty sidekick. Pony was alert and ready. On her command, they charged.



'Yeeee haw!' They galloped towards the bandits. She and Pony were a terrifying sight but the terrain was rocky and, in an unfortunate moment, Pony lost his footing.

'Aaaaargh!'

Horse, rider and passenger came crashing to the earth.



Wendy, Running Footman Will and Running Footman Liam came rushing out of the house. Pug padded over to Lady Miranda, concern showing on his wrinkled face.

'Is everything all right, m'Lady?' asked Wendy, Lady Miranda's housekeeper.

'Wendy, look at Pony,' Lady Miranda replied in anguish.

'I think he's gone... lame.'

Pug agreed. It didn't look good.



'Running Footman Will, Running Footman Liam, bring the first-aid kit quickly,' Lady Miranda ordered as Pug comforted Pony. 'We might be able to save him.'

It didn't take them long to bandage Pony (who was a very good patient).

When Lady Miranda gave Pony the all-clear they led him back to his stable for a rest.

'Well, that's a relief,' sighed Wendy. 'All's well that ends well, that's what I say.'



'But this isn't the end,' Lady Miranda protested. 'This is only the beginning. What if the bandits come back to kidnap Pug?'

This was not something that Pug had thought of.



'I need a new horse and I need one now!' Lady Miranda declared, sliding her hand across the brim of her hat. 'Running Footman Will, Running Footman Liam, fetch the sedan chair, we're going horse-trading.'



Monday 13th July 2020

Year 1 - Day 1- Reading

Reading

Before reading:

Look at the front cover. What do you think this book will be about? What do you think is going to happen?

Read the first chapter of the book.

Discuss 3 things that happen in the story.

Answer these questions about the story.

1. Who is the author of the story?
2. Who are the main characters?
3. What is your favourite part of the story and why?

After reading:

What happened in the story? Was it what you thought?

Tuesday 14th July 2020

Year 1- Day 2- Writing

Writing

Write a Get Well letter to Pony suggesting things he could do to get well faster (e.g. stay in bed, eat many vegetables)

Don't forget to use letter format. What do you start a letter with? How do you end a letter?

Wednesday 15th July 2020

Year 1- Day 3- Grammar

Grammar

Use the suffix '-ing' to change the verbs (e.g. play - playing)

Help start read walk look

Can you write sentences using your new verbs?

Thursday 16th July 2020

Year 1 -- Day 4- Spelling

Spelling

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

Morning himself there half

Sound ground cover good

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

Friday 17th July 2020

Year 1 - Day 5- Handwriting

Handwriting

Practise writing the spelling words in your neatest handwriting.


.....
morning
.....

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 13th

July 2020 Day 1:

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

Phonics Activity Mat 3

Read these words to a friend.

cheel



flush

sleck



thrift

strig



blinker

thone



shrug

pandwid



handstand

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

sprunch

toast

paint

flob

handbag

frost

shilf

heltmest



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

leak

spoke

toast

roam

fear

mates

goat

alone

Add the sound buttons to these words.

drains

steamboat

waiter

Write the missing sounds in these words.



bo__



__ur__



m__n

3

thr__



c__



cl__s



ch__



sp__d__



h__l__



k__t__

Write a word that contains **igh**.

/ou//oa/ sound.

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

<i>ow as /ou/</i>	<i>ow as /oa/</i>
<i>down town</i>	<i>tomorrow</i>
<i>growled</i>	<i>slowly</i>
<i>howls</i>	<i>sorrow</i>

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

<i>flowers</i>	<i>owner</i>
<i>crown</i>	<i>bellow</i>
<i>powder</i>	<i>below</i>

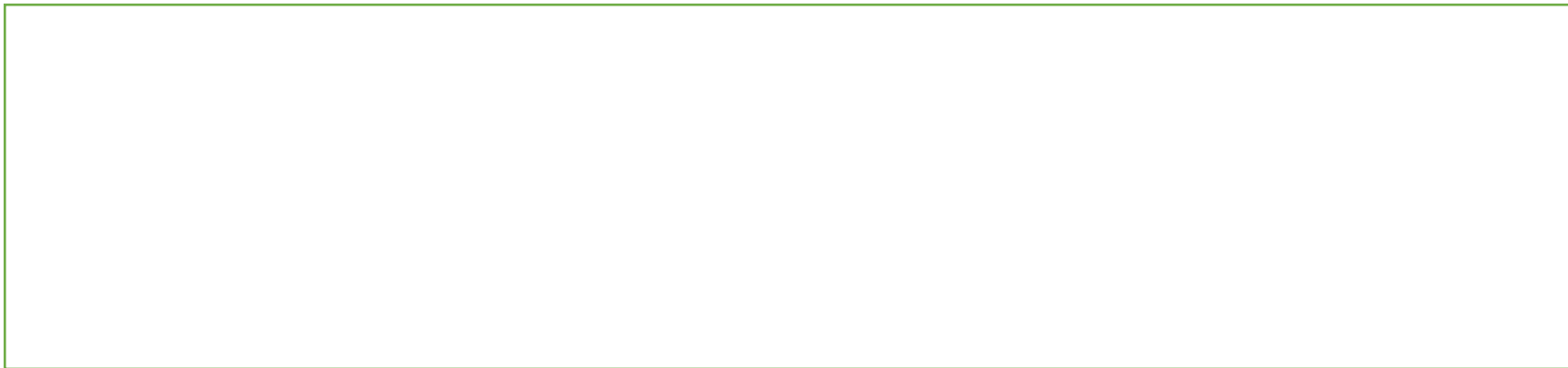
Tuesday 14th July 2020 Day 2:

*Underline the **/ou//oa/** sound in the paragraph below.*

I the powder puff mad the children howl with laughter. I gave my niece, Charlotte, a crown of flowers but then the shop owner growled so I put it back. We will go down town again tomorrow.

Can you write your own sentences using 'ou/oa' sounds?

Draw a picture to illustrate your sentences.



Wednesday 15th July 2020 Day 3

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

Phonics Activity Mat 4

Read these words to a friend.

trem



shark

scemp



waits

glate



week

haspur



darling

dirster



moonlight

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

when

phute

shawl

tray

balue

jie

frink

whisper



Circle all of the words that contain the air trigraph.

spare

haircut

start

stairs

player

count

joint

pair

Add the sound buttons to these words.

oyster

slipper

valued

Write the missing sounds in these words.



__et



__eep



__ain



t__l



sh__t



t__key



dol__in



sm__l__



f__r__



c__n__

Write a word that contains **ew**.

/a//o//ai/ sound.

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

a as /a/	wa as /o/	a as /ai/
actually	watch	wasteful
adder	wander	bathe
alligator	swallow	lady, ladies

Can you copy the spellings below with the **'/a//o//ai/** sound?

acrobat	was	tasty
actor	wash	gravy
animal	what	danger

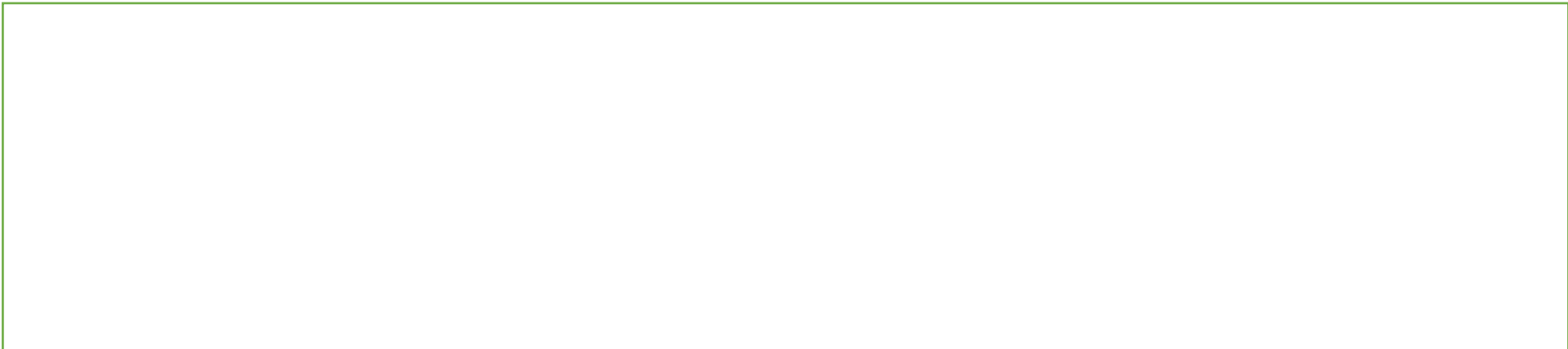
Thursday 16th July 2020 Day 4:

Underline the **/a//o//ai/** sound in the paragraph below.

The ladies went for a wander to watch the acrobats perform a dangerous act over a pool of bathing alligators. Actually, the alligators were actors, not animals, but they looked like they would swallow the acrobats whole in one tasty bite. Tis was a great big melodrama!

Can you write your own sentences using 'a/o/ai' sounds?

Draw a picture to illustrate your sentences.

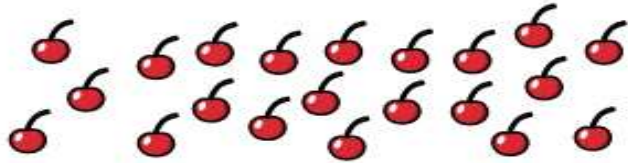


Year 1 Maths Home learning - Week beginning 13th July 2020

This week's lessons and activities can be found in the folder ' **Summer term- Week 9** ' we are aware these are different dates but this is the folder we are working on this week

Counting to 100

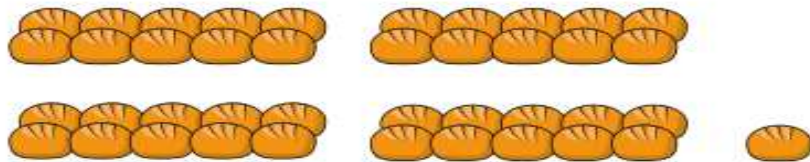
1 How many cherries are there?



There are cherries.

How did you count them?

2 How many bread rolls are there?



There are bread rolls.

How did you count them?

3 How many sweets are there?



There are sweets.

How did you count them?

4 Complete the number tracks.

a)

67	68			71			
----	----	--	--	----	--	--	--

b)

89			92				
----	--	--	----	--	--	--	--

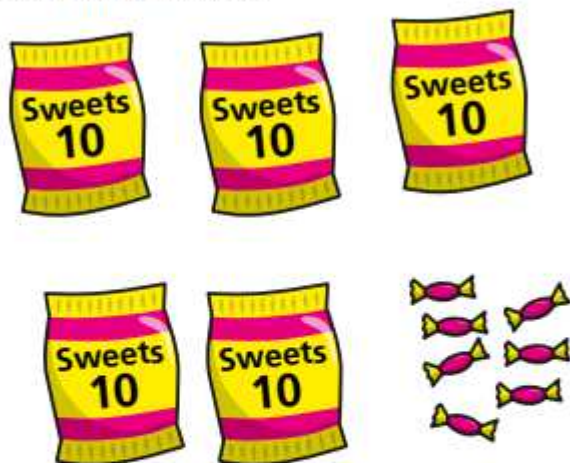
c)

			97	96		94	
--	--	--	----	----	--	----	--

Please watch the video first <https://vimeo.com/430317914> **Summer term- Week 9 Lesson 2**

Partitioning numbers

1 Here are some sweets.



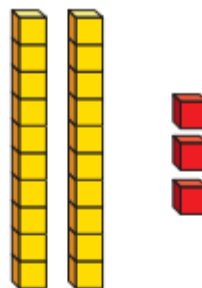
Complete the sentences.

There are bags of 10 sweets.

There are individual sweets.

There are sweets altogether.

2 The base 10 show the number 23



Complete the sentence.

23 has tens and ones.

How do you know?

3 Complete the sentences.

a) 49 has tens and ones.

b) 92 has tens and ones.

c) 60 has tens and ones.

- 4 Ron is thinking of a number.



My number has 4 ones
and 7 tens.

What number is Ron thinking of?

- 5 Fill in the missing numbers.

- a) is greater than 57
- b) is less than 41
- c) is greater than 28 but less than 36
- d) 65 is greater than

How many tens and ones does each of your numbers have?

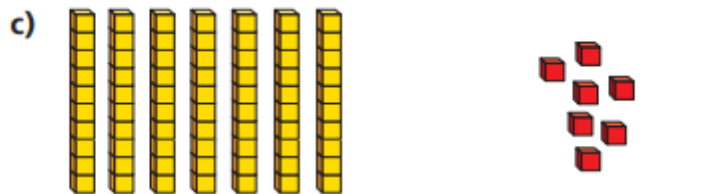
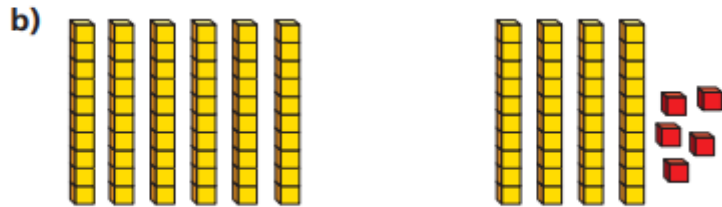
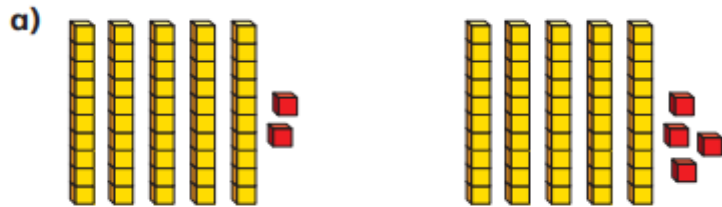
Please watch the video first <https://vimeo.com/430320026>

Summer term- Week 9 Lesson 3

Comparing numbers (1)

1 Which is the greater number in each pair?

Tick your answers.



How do you know?

2 Mo and Kim each have some marbles.



a) How many marbles does Mo have?

b) How many marbles does Kim have?

c) Who has more marbles? _____

How do you know?

3 Use base 10

a) Make a number greater than 50

What number did you make?

b) Make a number less than 90

What number did you make?

c) Make a number greater than 80
but less than 100

What number did you make?

Talk about your answers.

4 Write **greater than** or **less than** to complete the sentences.

a) 72 is _____ 83

b) 100 is _____ 99

c) 65 is _____ 56

Please watch the video first <https://vimeo.com/430313386> Summer term- Week 9 Lesson 4

Comparing numbers (2)

3 Write $<$, $>$ or $=$ to compare the numbers.

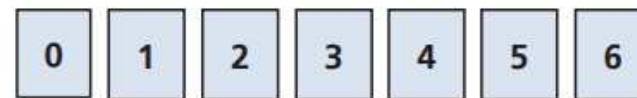
a) 19 41

b) 51 24

c) 79 80

d) 100 93

4 Use the digit cards.



Make a number greater than 25

Make a number less than 72

Make a number greater than 59

Talk about your answers.

1 Which is the smallest number in each pair?

Tick your answer.

a)

Tens	Ones	Tens	Ones
4	6	5	1

b)

Tens	Ones	Tens	Ones
7	2	7	1

How did you know which number to tick?

2 Circle the greater number in each pair.

a) 37 81

b) 90 9

c) 16 72

5 Ron, Sam and Kim have each made a number.



Ron

My number has 7 tens
and some ones.

My number has 8 tens
and some ones.



Sam



Kim

My number has 6 tens
and some ones.

a) Who has made the smallest number?

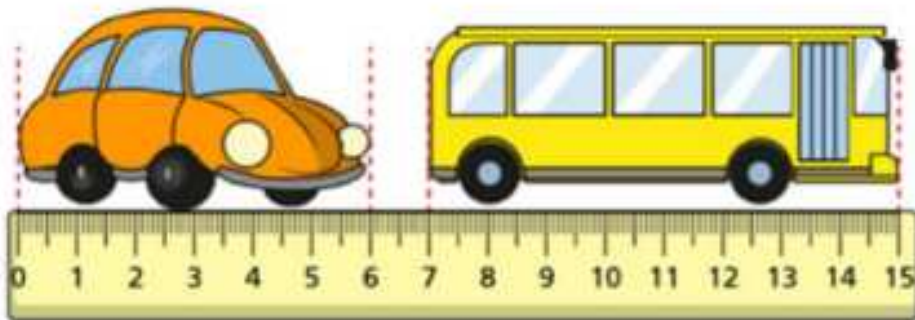
b) Who has made the greatest number?

Talk about it with a partner.

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

Challenge 1

Here is a toy car and bus.



How much longer is the bus than the car?

Challenge 2

Here are 3 beanbags.



They are placed on a seesaw.



Which beanbag is the heaviest?