

Year 1 English Home Learning

Week Beginning 20th 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 it.

I have written a description of a character.

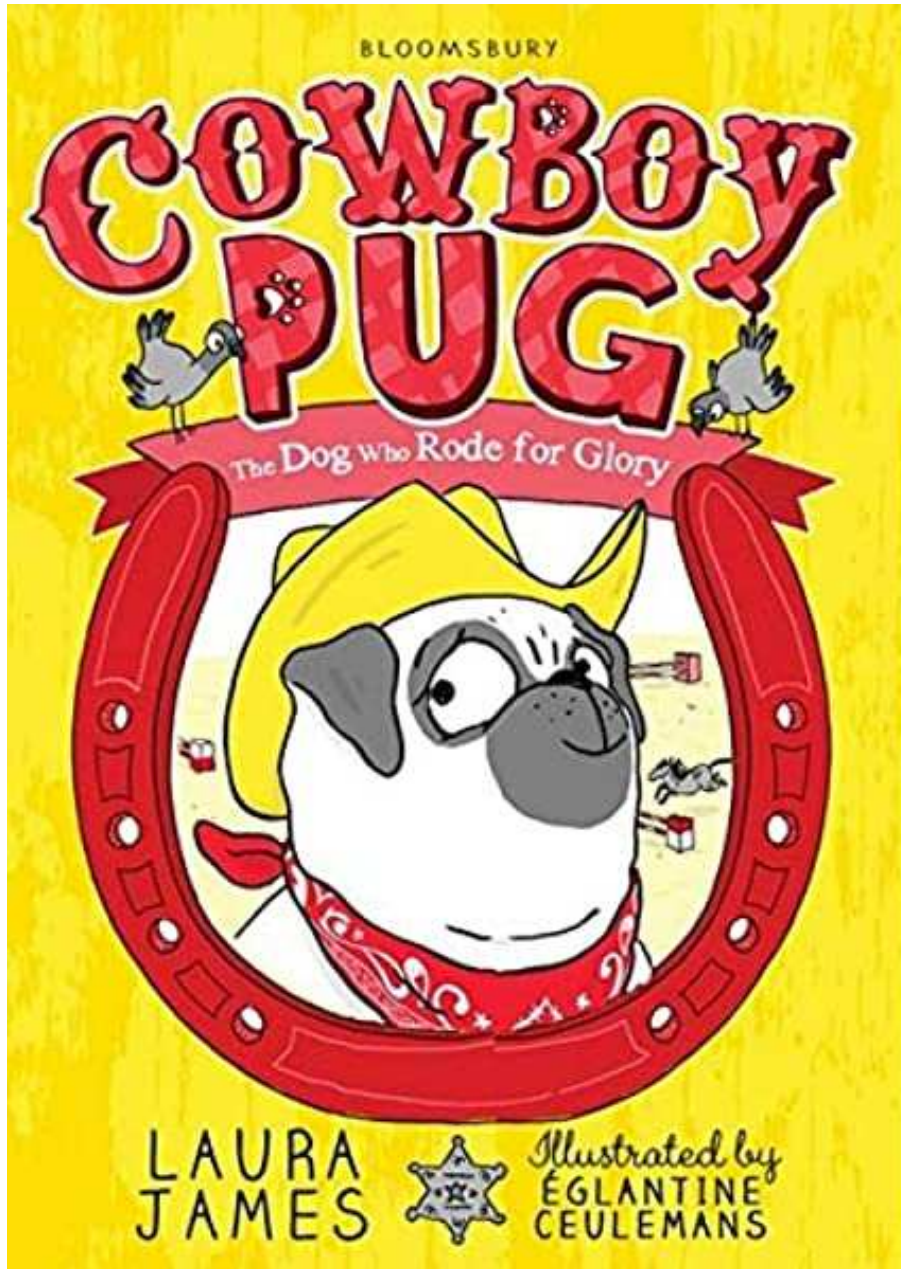
I have used prefixes in my sentences.

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.



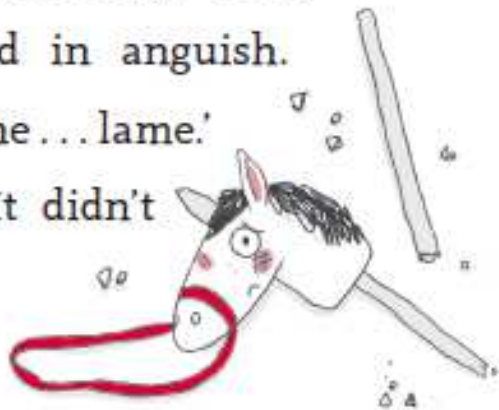
Wendy, Running Footman Will and Running Footman Liam came rushing out of the house. Pug padded over to Lady Miranda, concern showing on his wrinkled face.

'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 20th July 2020

Year 1 - Day 1- Reading

Reading

Read the story again and answer these questions about it.

1. What was Pug doing while Lady Miranda was exercising Pony?
2. Who are the bandits?
3. Where did Lady Miranda take Pony to rest?
4. Why is Lady Miranda worrying about the bandits?
5. What are Lady Miranda and Pug going to do to get a new horse?

Extension: Do you know any other stories about cowboys?

Tuesday 21st July 2020

Year 1- Day 2- Writing

Writing

Write a small paragraph describing Lady Miranda. Use these prompts and adjectives to describe her. (e.g She has long grey hair and wears a yellow cowboy hat.)

- What does she look like?
- What is she wearing?

Wednesday 22nd July 2020

Year 1- Day 3- Grammar

Grammar

Use the prefix 'un-' to change the meaning of these verbs and adjectives (e.g. kind - unkind)

Do tie happy healthy safe fold

Can you write sentences using your new words?

Thursday 23rd July 2020

Year 1 -- Day 4- Spelling

Spelling

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

Scan bandit exclaim around

Mood shorten towards moment

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

Friday 24th July 2020

Year 1 - Day 5- Handwriting

Handwriting

Practise writing the spelling words in your neatest handwriting.


bandit

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 20th

July 2020 Day 1:

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

Phonics Activity Mat 5

Read these words to a friend.

grick



bland

harch



well

thorb



skirts

lauth



whisker

sinkert



woodland

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

even

sird

shule

venue

deag

blipe

cards

spoil



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

haunt

sheep

annoy

bake

boys

employ

spoon

moist

Add the sound buttons to these words.

cried

dreams

rescue

Write the missing sounds in these words.



__an



ki__



b__k



c__t



m__th



s__l



m__l



wh_l__



gr_p_s



fl_t__

Write a word that contains **air**.

/zh/ sound.

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

<i>-s</i>	<i>-si</i>	<i>-ge</i>
<i>leisure</i>	<i>illusion</i>	<i>photomontage</i>
<i>casualty</i>	<i>confusion</i>	<i>beige</i>
<i>unusual</i>	<i>invasion</i>	<i>deluge</i>

Can you copy the spellings below with the **/zh/** sound?

<i>measure</i>	<i>vision</i>	<i>collage</i>
<i>pleasure</i>	<i>television</i>	<i>montage</i>
<i>treasure</i>	<i>division</i>	<i>barrage</i>

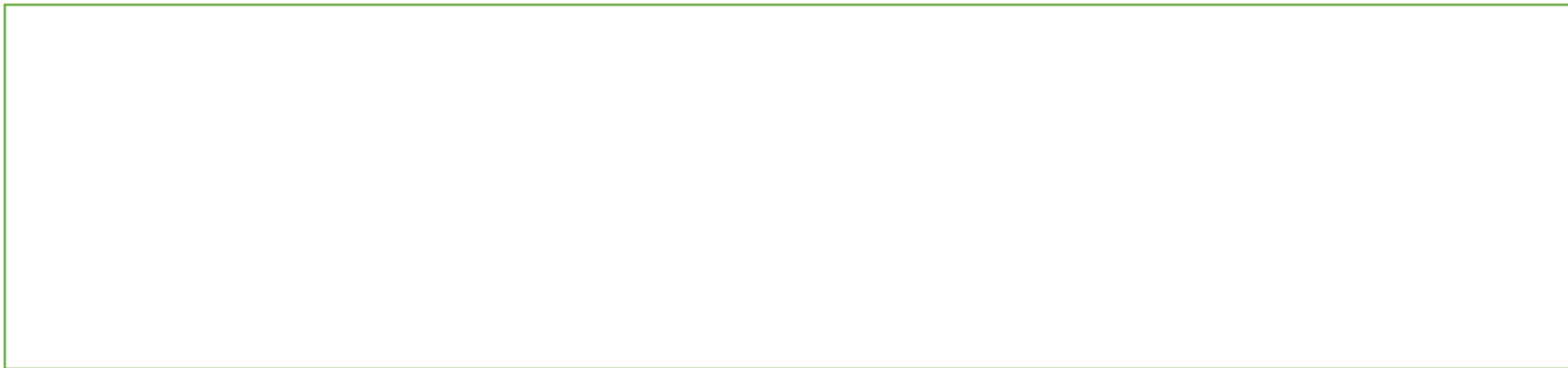
Tuesday 21st July 2020 Day 2:

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

There was a lot of confusion after the deluge. One casualty was interviewed on television. I made a photomontage to record the unusual event.

*Can you write your own sentences using **/zh/** sounds?*

Draw a picture to illustrate your sentences.



Wednesday 22nd July 2020 Day 3

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

Phonics Activity Mat 6

Read these words to a friend.

teff



frog

jigh



plants

chaip



admit

scear



grasping

hempbuck



helicopter

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

grend

camp

grunt

point

thark

croct

kizz

tenth



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

haul

helper

sleep

fraud

war

launch

August

nice

Add the sound buttons to these words.

untrue

yellow

speaks

Write the missing sounds in these words.



__eb



ri__



ba__



cr__n



b__ns



kn__



h__



t__b__



sl__d__



n__n__

Write a word that contains **ey**.

/w/ sound.

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

<i>w</i>	<i>wh</i>	<i>-w</i>
<i>wellingtons</i>	<i>whereabouts</i>	<i>persuasion</i>
<i>wicked witch</i>	<i>whistle</i>	<i>suave</i>
<i>westerly</i>	<i>whelk</i>	<i>suede</i>

Can you copy the spellings below with the **/w/** sound?

<i>cobweb</i>	<i>which one</i>	<i>penguin</i>
<i>earwig</i>	<i>wheel</i>	<i>suite</i>
<i>wobbly</i>	<i>whisper</i>	<i>persuade</i>

Thursday 23rd July 2020 Day 4:

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

The wicked witch brushed the cobwebs off her wellingtons and set off to find the magic prince. She gave a whistle when she saw him in his suave penguin suit. In a whisper she tried to persuade him of her plan.

Can you write your own sentences using **/w/** sounds?

Draw a picture to illustrate your sentences.

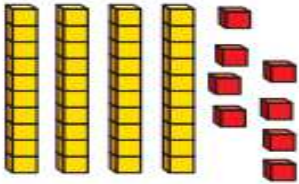
Year 1 Maths Home learning - Week beginning 20th July 2020

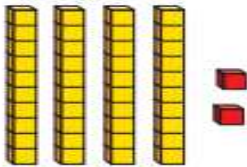
This week's lessons and activities can be found in the folder ' **Summer term- Week 10**' we are aware these are different dates but this is the folder we are working on this week

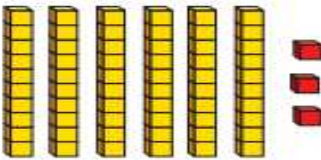
Monday 20th July 2020 Lesson 1 - Ordering numbers

Ordering numbers

1 a) What numbers are shown?







b) Write the numbers in order.
Start with the smallest.





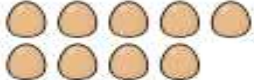






smallest

greatest

greatest

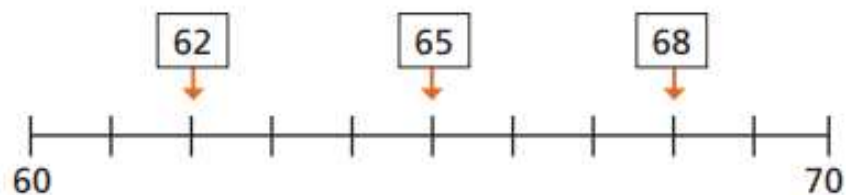
smallest

2 Three hens lay these eggs.

Hen 1	Hen 2	Hen 3
		
		
		
		
		
		

Put the number of eggs in order.
Start with the greatest number.

- 3 Three numbers are labelled on a number line.



Write the numbers in order.
Start with the smallest number.

<input type="text"/>	<input type="text"/>	<input type="text"/>
smallest		greatest

- 4 Put the numbers in order.
Start with the smallest number.

a) 53, 58, 47

b) 19, 83, 7

- 5 Tick all the numbers between 80 and 100

72 95 11 85 9

Recognising coins

1 Match the coin to the amount.



20 pence

5 pence

10 pence

1 pound

1 pence

50 pence

2 pence

2 pounds

2 Here are some coins.



Complete the sentences.

There are 1p coins.

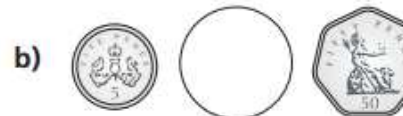
There are 2p coins.

There is 5p coin.

There are 10p coins.

There are 20p coins.

3 Write < or > to compare the amounts.





4 Mo has one coin in his hand.



I have more than 2 pence,
but less than 1 pound.

Draw Mo's coin.

What is the value of Mo's coin?

 p

Is there more than one answer?

Please watch the video first <https://vimeo.com/432401840> Summer term- Week 10 Lesson 3

Recognising notes

1 Match the note to its value.



5 pounds



20 pounds



10 pounds



50 pounds

2 Dan has two £10 notes and one £5 note.

Circle the notes that Dan has.



3 Here are some notes.



Complete the sentences.

There are £5 notes.

There are £10 notes.

There are £20 notes.


There are £50 notes.


4 Tick the note with the smaller value.



5 Write $<$, $>$ or $=$ to compare the amounts.

a)  50 pounds

b) 20 pounds 

c)  10 pounds

6 Kim has some money.



I have a 30 pound note.

Do you agree with Kim? _____

Talk about your answer.

Please watch the video first <https://vimeo.com/432401953> Summer term- Week 10 Lesson 4

Counting in coins

1 How much money is there?



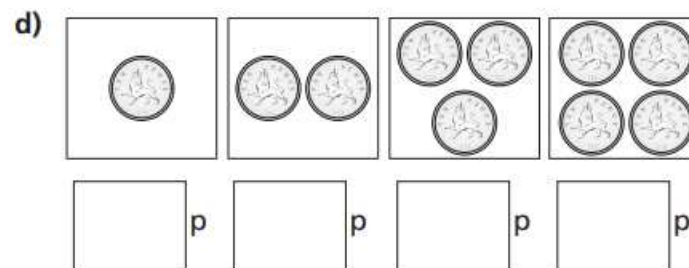
p p p p



p p p p



p p p p

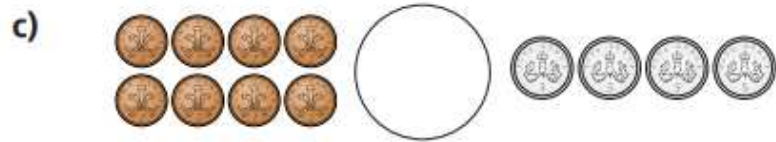


2 How much money is there?



3 Write <, > or = to compare the amounts.





4 Sam has some 2p coins.



I have 11 pence.

Do you agree with Sam? _____

Talk about your answer.

5 Ron has nine 2p coins.

Jo has three silver coins.



I must have more money because I have more coins.

Ron

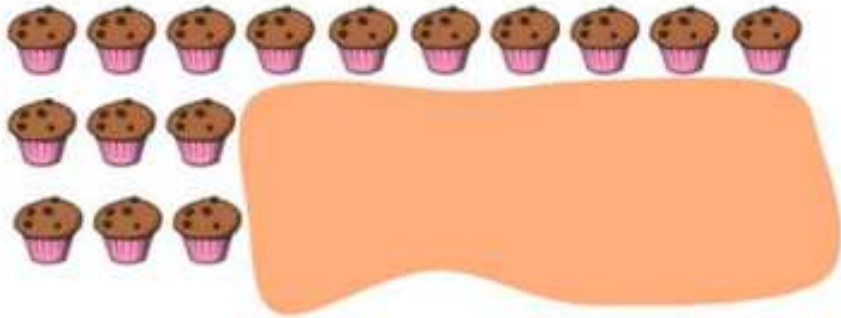
Do you agree with Ron? _____

Talk about your answer.

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

Challenge 1

30 cakes are arranged in an **array**. Some of the cakes are hidden.



How many cakes are hidden?

Challenge 2

Work out the missing numbers.

$$10 \times 2 = 5 \times \text{blue circle}$$

$$10 + 2 = 5 + \text{orange triangle}$$

$$10 \div 2 = 5 \div \text{green square}$$

$$10 - 2 = \text{yellow heart} - 5$$