

Year 1 TIMETABLE (29th June)

Dear Parents and children,

Many of the planned activities below are using online lessons from BBC Bitesize and Oak Academy. If you have difficulty accessing these for any reason, parts of the lessons and other activities have been identified and reproduced on the plans below to use instead. (No need to do both!)

We absolutely love hearing from you all via e-mail so please keep sending us messages, photos and videos of your work, it keeps us connected.



Healthy body, healthy mind:

Dinosaur disco yoga: <https://www.youtube.com/watch?v=DIHPF7Cd3DI>

Story Hive Yoga: <https://youtu.be/X655B4ISakg>

Kickapoo the Kangaroo: <https://youtu.be/VmmbWcOtblU>

YouTube

We are very excited to announce that we have launched a school YouTube channel. Some of the private links in your planning will now take you to that channel but please do keep an eye on Mrs Atterton's channel as there will be new content uploaded there publicly which will mean that you can access it without a link in between planning being posted. It's on that channel you will find new stories and class related challenges.

Mrs Atterton: https://www.youtube.com/channel/UCcztW-wza6fuVkkeJUo_MRA

School: <https://www.youtube.com/channel/UC78G8hVV5e2dGnZjK24rtsA/>

Reading

Explore Epic: <https://www.getepic.com/> (this is the site Mrs Atterton uses in class – the one that we all quiz on)


Oxford Owls has lots of ebooks you can read. Parents can become a member for free. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Once logged in select ebooks. There are 100s of books to choose. Enjoy!

	English (45 minutes – 1 hour)	Maths (45 minutes - 1 hour) www.mymaths.co.uk	Other PE SASP have planned a weekly timetable for keeping active during the week. Please take a look in the Class 1 resources	Ongoing
Day 1	<p>Start the day with: BBC Supermovers: KS1 English: Question & Exclamation Marks with Karim & Hacker https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p</p> <p>Using capital letters, full stops and joining words https://www.bbc.co.uk/bitesize/articles/zmqtnrd</p> <p>From BBC bitesize above: Activity 1: Marking sentences Take a look at the sentences in Day 1 below and check whether they use capital letters and full stops correctly. Mark them by either saying the answer out loud or writing them down and marking them with a tick or a cross. The first one has been done for you.</p> <p>Building sentences using ‘and’ See Day 1 below for the activity</p>	<p>To compare different amounts of money https://classroom.thenational.academy/lessons/to-compare-different-amounts-of-money/</p> <p>Task sheets Day 1 below</p>	<p>Science What are the five senses? https://classroom.thenational.academy/lessons/what-are-the-5-senses</p> <p>OR: complete the five senses activity in Day 1 below</p> <p>Have any of you planted your own sunflower seeds? If so, how are they getting on? Take a look below at how Mrs McDonagh’s sunflowers are growing.</p>	<p>Spellings: see/ seeing hear/ hearing smell/ smelling taste/ tasting touch/ touching</p> <p>Reading: 10 minutes a day</p> <p>Phonics: Follow the daily phonics lessons using the Letters and Sounds programme.</p>
Day 2	<p>Start the day with: BBC Supermovers: KS1 English: Question & Exclamation Marks with Karim & Hacker https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p</p> <p>Writing command sentences using bossy (imperative) verbs</p>	<p>To use addition and subtraction in the context of money https://classroom.thenational.academy/lessons/to-use-addition-and-subtraction-in-the-context-of-money/</p> <p>Task sheet & answers Day 2 below</p>	<p>KS 1 Assembly with Mrs Lewis https://youtu.be/oTvOlyTC8mo</p> <p>Music – body percussion https://www.bbc.co.uk/bitesize/articles/zb9djhv</p>	<p>Spellings: Tap out the spellings on your body as a rhythm while saying them – turn them into a repetitive chant.</p> <p>Reading: 10 minutes a day</p> <p>Phonics: Follow the daily phonics lessons using the Letters and Sounds programme.</p>

	<p>https://www.bbc.co.uk/bitesize/articles/zv98jhv</p> <p>From BBC bitesize above: Activity 2: Writing some commands Imagine you are the captain of a pirate ship. You'll need to be very bossy and give lots of commands to make sure the other pirates are doing what they are meant to be doing. Write four command sentences that a pirate would use. Here are a couple of examples to help you:</p> <ul style="list-style-type: none"> • Drop the anchor now. • Collect my treasure for me. • <p>Activity 3: Bossy jobs Think about other people who need to use commands in their job. Mums and Dads give commands all the time, so do teachers, police officers, chefs, doctors, hair dressers and even football managers. Choose a job that you are interested in and write five commands you might need to say in that job. Here is an example: <u>Football manager</u> 1. Get possession of the ball.</p>		<p>OR: You can make music without using instruments. Create your own melodies and rhythms from just the noises you make with your bodies. Why don't you try making some of the noises below? flap your arms like a penguin stomp your feet like a dinosaur click your tongue to sound like a unicorn rub your hands together pat your cheeks</p> <p>Use the body percussion pdf on the Class 1 webpage to make some sounds. Put some sounds together to create a 'piece'.</p> <p>If you like: video your 'piece' and mail it to us!</p>	
<p>Day 3</p>	<p>Start the day with: BBC Supermovers: KS1 English: Question & Exclamation Marks with Karim & Hacker https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p</p> <p>Writing Questions correctly https://www.bbc.co.uk/bitesize/articles/zpshjsg From BBC bitesize above: You can identify questions in writing because they always end with a question mark. Questions often start with 'W' words: Who, What, When, Where and Why. But, questions can also start</p>	<p>To exchange items for money https://classroom.thenational.academy/lessons/to-exchange-money-for-items/</p> <p>Task sheet Day 3 below</p>	<p>DT Repeat pattern making https://www.bbc.co.uk/bitesize/articles/z47dqp3</p> <p>Tessellation: See Day 3 below for Activity 2 task sheet</p> <p>EXT: Using card, draw your own shape. It can have straight and curved sides. Cut it out. Draw around it several times making sure there are no gaps</p>	<p>Spellings: Write your words creatively so they look like the sense they are representing. <i>E.g. seeing – as eyes or something colourful; tasting – as mouths or some tasty food etc</i></p> <p>Reading: 10 minutes a day</p> <p>Phonics: Follow the daily phonics lessons using the Letters and Sounds programme.</p>

	<p>with lots of other words. Here are some examples: Can, Could, If, Will and Should.</p> <p>Activity 1: see Day 3 below</p> <p>Activity 3: Write six questions. Once you've written your questions you can ask people in your house to see if they know the answer. The questions can all be about anything. It might be something you've learnt recently or something you want to learn. Make sure you use capital letters and question marks. Try and start each question with a different word (see above).</p>		<p>– Can you make a repeated pattern (tessellation)? Colour it in.</p>	
<p>Day 4</p>	<p>Start the day with: BBC Supermovers: KS1 English: Question & Exclamation Marks with Karim & Hacker https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p</p> <p>Using exclamation marks https://www.bbc.co.uk/bitesize/articles/zvyvbdm</p> <p>From BBC bitesize above:</p> <p>An exclamation mark looks like this: !</p> <p>You can use an exclamation mark to show we are shocked, surprised and excited. Here are some examples: Stop it! I had the best time ever! I cannot believe my eyes!</p> <p>You can also use an exclamation mark at the end of an exclamation sentence. These sentences must start with 'What' or 'How' and include a verb. For example: What a great person you are!</p> <p>Activity 1- see Day 4 below –exclamation mark or full stop? Activity 2 – Let's Make a poster</p>	<p>To find the total cost of two items https://classroom.thenational.academy/lessons/to-find-the-total-cost-of-two-items/</p> <p>Task sheets Day 4 below</p>	<p>Computing Using the web safely https://www.bbc.co.uk/bitesize/articles/zr3bhcw</p> <p>Activity 1-See the online safety pdf on the class webpage. Activity 2-see Day 4 below for Family Online Safety Rules.</p>	<p>Spellings: Try speed spelling: write each word correctly several times. How many can you do in 1 minute?</p> <p>Reading: 10 minutes a day</p> <p>Phonics: Follow the daily phonics lessons using the Letters and Sounds programme.</p>

	<p>Create a poster explaining how to be safe at a pond. Make sure you include text in your poster and use exclamation marks. For example: Stop! Do not go near the edge of the pond.</p> <p>Try to:</p> <ul style="list-style-type: none"> • make the poster eye catching with big text headings • use exclamation marks in your sentences • illustrate your poster with nice drawings 			
<p>Day 5</p>	<p>Catch up day!</p> <p>Already done everything? How about... Have a listen to the story of The Bumble Bear read by Lizzie. https://www.youtube.com/watch?v=IA1izWVWp18</p> <p>If you could be any animal you wanted, which animal would you choose and why? Draw you as that animal with an explanation as to why.</p> <p>Alternatively: Watch the video and parents read the story 'While we Can't hug' to your child.</p>  <p>https://www.youtube.com/watch?v=2PnnFrPaRqY&safe=active</p> <p>Now you've heard the story of 'While we can't hug' can you draw a picture of you 'saying hello' to someone special who you cannot hug at the moment? Think of the different ways that tortoise and hedgehog let each other know that they were loved. How would you let that person know? We would love to see your drawings if you'd like to send us a photograph.</p>	<p>Catch up day! Have a go at the MyMaths task if you haven't yet.</p> <p>Already done everything? How about... Go on a coin hunt in your house. How many can you find? Group the coins into different values. Find out the total amount for each group of coins. Can you work out how much money you have altogether? How could you represent that with pictures and writing?</p>	<p>Keeping Active— see Class 1 resources for PE link</p> <p>OR</p> <p>Take a look on Day 5 Resource Sheet below for some fun activities to do: Bean bag golf, Step back throw or Sock Baseball.</p>	<p>Spellings: Get a grown up to test you on your spellings Reading: 10 minutes a day Phonics: Follow the daily phonics lessons using the Letters and Sounds programme.</p>



Day 1

English

Activity 1: Marking sentences

Check whether they use capital letters and full stops correctly. Mark them by either saying the answer out loud or writing them down and marking them with a tick or a cross. The first one has been done for you.

- . i think there should be capital letter at the start. ✘
- . The dog loved running in the field.
- . you were meant to go over there
- . There are hundreds of rabbits in the field.
- . The cat ran really quickly
- . it rained all day long.
- . I could not believe my eyes.
- . The wizard was very powerful
- . I think the weather is going to be nice tomorrow.

Building sentences using 'and'

We can join two short sentences together with the linking word **and**. This makes two sentences into one longer sentence.

- She likes books **and** she likes maps.
- The sun is up **and** it is hot.



Get started

Copy the sentences. Underline the word **and** in each sentence. One has been done for you.

1. She brushes her hair and she brushes her teeth.

Answer: She brushes her hair and she brushes her teeth.

2. I can hop and you can jump.
3. I like bats and he likes hats.
4. I can swim and we can sail.
5. Jaz will sing and he will shout.



Try these

Copy the sentences. Add **and** to join them together. One has been done for you.

1. I can stomp _____ you can stamp.

Answer: I can stomp and you can stamp.

2. She can hear bells _____ she can hear horns.

3. I go to you _____ you come to me.

4. It is raining _____ we are getting wet.

5. It is winter _____ you have a chill.



Now try these

Put the words in the correct order to make sentences.



1. flowers We see bees see we and .

2. swinging running He likes she likes and .





Independent Task 1

Circle the set that has **more** money

	
<input type="checkbox"/>	<input type="checkbox"/>




Circle the set that has **less** money

	
<input type="checkbox"/>	<input type="checkbox"/>






Independent Task 2

Circle the set that has the **most** money

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Circle the set that has the **least** money

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
--	---	---



The Five Senses

Draw something that you...



...hear.



...see.



...touch.



...taste.












...smell.

Day 2

Maths- addition and subtraction in the context of money

















Independent Task



	9p	9p	7p	12p
9p				
6p				
14p				
8p				



Answers

	9p	9p	7p	12p
9p				
6p				
14p				
8p				



★ Question Mark or Full Stop?

1. Put a question mark or a full stop in the box to finish off the sentence correctly.

a) Would you like a slice of cake



b) Can I play with you



c) What is Farhan doing



d) Mum is cooking dinner



e) Is it raining



f) I like my hat



g) This flower smells nice



2. Now write your own question to go with this picture.



Independent Task



54 p



25 p



42 p



Tiling Investigation

Which of these shapes do you think will tile? Write down your predictions and don't forget an explanation! Once you have entered your prediction, test your answers.

Shape	Yes/No	Why?	Correct?
			
			
			
			
			
			



Exclamation Mark or Full Stop?

I can spot sentences that need an exclamation mark.



Read each sentence and add a full stop or exclamation mark to finish it correctly.

1. Jane has lost her shoes _



2. Stop it now _



3. Your work is amazing _



4. It is sunny outside _



5. Don't be cheeky _



Now write your own sentence using an exclamation mark.

Independent Task

Fairyland 




	Cake.....	40 p
	Apple.....	20 p
	Sandwich.....	50 p
	Chocolate biscuit.....	10 p
	Orange juice.....	30 p
	Banana.....	30 p
	Milk.....	40 p

How many different pairs of items can you find the cost of?

1



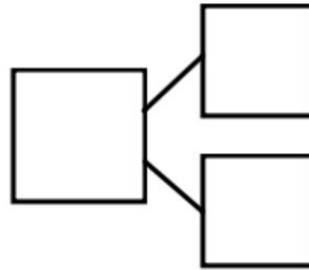
Independent Task Example

	
40 p	$+ 10\text{ p} = 50\text{ p}$
	

2



Independent Task Support



3



Independent Task Support

$\square + \square = \square$

$\square + \square = \square$

4



Family Online Safety Rules

Talk to your family about online safety rules at home. Together, come up with 5 rules that will help you all stay safe online. Then, write them down. You could write them on a computer, if you like. Add drawings and colour to make sure others will read them.

When you have finished, place the rules somewhere in your home where everyone can see them. Make sure you follow them!

Family Online Safety Rules

1. _____

2. _____

3. _____

4. _____

5. _____

BEAN BAG GOLF

AGE: 5+

NUMBER OF PEOPLE: 1+

SPACE NEEDED: Garden or Park

EQUIPMENT NEEDED: Beanbags/balls/socks and targets: hoops/bucket/bottle

HOW TO PLAY:

Walk round the garden or park setting up the 'golf course' using targets (hoops, buckets) as holes and use markers as a tee.

In as few throws as possible, starting at the tee and using a beanbag or a pair of rolled up socks, get the beanbag into the hoop. Throw your next shot from where your last throw lands. Try to beat your course record (the fewer the better).

Alternatively, play Speed Bean Bag Golf where you aim to go round the course as fast as possible (the amount of throws doesn't matter). You're not allowed to move with the bean bag.



STEP BACK THROW

AGE: 5+

NUMBER OF PEOPLE: 2-4

SPACE NEEDED: Garden or Park

EQUIPMENT NEEDED: Ball or rolled up socks and a target/bucket

HOW TO PLAY:

Set up a target and increasing distances (every 0.5 metres using leaves or twigs).

Take turns shooting into the target using a rolled up sock. If you are successful, your next throw will be from the next distance.

First to finish all the distances wins.

You can make it a race where you both go at the same time and throw when you're ready. This means you're doing shuttles whilst retrieving the ball.

To make it easier, use a bigger target.



SOCK BASEBALL

AGE: 5+

NUMBER OF PEOPLE: 2+

SPACE NEEDED: Garden or Park

EQUIPMENT NEEDED: Stick and rolled up socks

HOW TO PLAY:

Get your batting skills going. Using a stick as a bat and rolled up socks as a ball. Take it in turns to be the batter and the bowler.

To make it easier, use a tennis racket.

Can you hit and run for a homerun?

How far can you hit it?

How many times in a row can you hit it?

