



Home Learning (Summer Term 6) Topic – Castles and Monarchs

Age Range: Year 1

Timetable

For those whose children will not be attending school, please continue to use the home learning grids as you have been. Please focus on **maths** and **literacy** (both reading and writing), then the 'extra activities' as we will cover the 'main activities' for the topic lessons each week such as science and history. Please do continue to use the Online Learning Resources document on the home learning section of the school website.

Collective Worship

Each week, for Collective Worship, there are videos created of Bible stories told by Bob Hartman, story-teller for Open the Book. You can find all his stories so far here and a new one is added each Monday.

<https://www.biblesociety.org.uk/get-involved/open-the-book/stories-with-bob-hartman/>

Extra Daily Support

BBC Bitesize has daily learning support via their website, iPlayer and the television via the red button. [Click here](#) for the Year 1 lessons including all past lessons.

Weekly Maths Tasks / Aims	Weekly Reading Tasks / Aims
<ul style="list-style-type: none"> • Continue to practice counting and adding tens and ones as part of place value: <ul style="list-style-type: none"> ○ Place value game ○ Play Shark Numbers • 2s 5s and 10s missing number worksheets – saved on Purple Mash week 10. • Counting in 2s / 5s / 10s songs: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=GvTcpfSnOMQ/ https://www.youtube.com/watch?v=EemjeA2Dijw/ https://www.youtube.com/watch?v=Ftati8iGQcs Use the videos to identify the patterns – which numbers are at the end? • Discuss odd and even numbers. Do you ever say an odd number counting in 2s? What are odd numbers? <i>Even numbers can be split into 2 equal groups; they always end in 0, 2, 4, 6 or 8. Odd numbers cannot be split into 2 equal groups.</i> Investigate odds and evens with the 'Maths reasoning challenge cards' saved on Purple Mash. • Begin to introduce 'multiplication' in terms of counting in 2s / 5s / 10s. Use language of 'equal groups of', for example '4 equal groups of 2 is...'. Use physical objects to demonstrate. Use file 'Maths Counting in Multiples PowerPoint' to support learning. • Play this game to support understanding of 'number fact families' – select addition up to 20. https://www.topmarks.co.uk/number-facts/number-fact-families 	<ul style="list-style-type: none"> • Listen to Audible stories for kids. Find the link here: https://stories.audible.com/discovery • Practice your segmenting and blending of different words. Pick words you are unsure of in a book write them all down and practice reading them by segmenting them and blending. • Play now hear this- Get your child to make up their own story, start the story off and then say and then.... They carry on the story and say and then.... And you carry it on until you reach an ending. • It is still very important that you read to your child and that your child has a go at reading every day. Please continue to do this either at night or before a reading or writing activity. • Read books on castles and make a list of their key features. • Create a glossary of important words related to castles and what they mean.
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing / Literacy Tasks/ Aims
<ul style="list-style-type: none"> • Play 'Cheeky Chimps' to sort 'ou' grapheme into its alternative sounds, e.g. 'ou' – used in words <i>out, you, could, mould</i>. https://www.phonicsplay.co.uk/resources/phase/5/cheeky-chimps <ul style="list-style-type: none"> ○ Repeat Cheeky Chimps with 'ch' grapheme as in <i>chin, school, chef</i>. ○ Repeat with 'y' as in <i>yes, by, gym, very</i> • Alternative spellings: <ul style="list-style-type: none"> ○ Play 'Word Sort' to read the words all containing the 'ow' sound as in 'cow' into their appropriate grapheme – <i>ow, ou, ough</i>. 	<p><u>Daily starter:</u></p> <ul style="list-style-type: none"> • Practice your handwriting. Try to join your name or a few different words. Practice until you are happy with the shape and form of your letters. • Lesson 1: Create a story about a dragon and a knight and or princess. • Lesson 2: Pick your own traditional/ fairy-tale. Re-read it or think about what the main parts of the story are. Draw a comic strip of the main parts of the story but using key words such as: Firstly, Then, Next,

<p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ow Look at 'best bet' to find the rules.</p> <ul style="list-style-type: none"> ○ Repeat 'Word sort' and 'best bet' for 'or' sound as in <i>ball, corn, August, crawl, talk, pour, thought</i>. https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-or ● Play 'Crater Creature Countdown' to segment and blend real words against the clock https://www.phonicsplay.co.uk/resources/phase/5/crater-creatures-countdown ● Please continue to use Alphablocks on YouTube for recapping sounds children find tricky, along with Twinkl and FiveMinuteMum for games and activities relating to the sounds. <p>Tricky words to spell / read: please recap on all tricky words learned so far. (phase 2- 5)</p>	<p>Meanwhile, after that, Finally.</p> <ul style="list-style-type: none"> ● Lesson 3: BBC Bitesize https://www.bbc.co.uk/bitesize/articles/znf8qnb Complete all three activities. ● Lesson 4: BBC Bitesize https://www.bbc.co.uk/bitesize/articles/zrk6pq8 Complete all three activities ● Lesson 5: BBC Bitesize https://www.bbc.co.uk/bitesize/articles/z7ms3dm Complete all 3 activities. <p><u>Warm up activities/ Additional resources/ lessons</u></p> <ul style="list-style-type: none"> ● You can practice handwriting. ● Additional lessons on writing can be found on the BBC Bitesize website.
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Topic Learning Projects – to be done throughout the week. These activities reflect our topic of 'Castles and Monarchs'.

Science – Everyday Materials:

Properties of materials.

- Discuss different materials and how you would **describe** them. Have a quick look at some materials around you to jog your memory. If your chair is wooden, describe it – is it hard or soft? Bendy? Why not? Look at a plastic water bottle if you have one – does it bend? Is it clear? Explain that these words to describe materials are called their **properties**.
- Spend a few minutes collecting a range of objects made from different materials. Describe how they look and feel. Use either the 'Scientific Vocabulary Cards' or make your own using post-its, with properties written on them (use some of the words listed on page 2 of the PowerPoint). After you have examined the materials, place the post-its or property cards next to some of the objects. Could you use the same property to describe more than one object? Encourage your child to explain their thinking.
- Make your own by drawing objects you have at home, describe the properties of different objects. If you are using the provided worksheet, select the appropriate level for your child by looking at the stars (1 for easiest, 3 for trickiest). To extend the task, list the materials each object is made out of. You could even start to suggest **why** that material has been used.

Extra activities:

- Find 2 objects made from the same material and compare their properties – are they the same or different? Can a material's properties change?
- Gather some 'mystery objects' in a feely bag. Take turns with your child to describe the object using its properties – can you each guess what the object is and what material it is made from?
- If you have some objects which you no longer need or use at home, can you turn it into something else? What could you make out of a plastic bottle / old pillowcase / cardboard box? Is it useful? What about the objects properties makes it suitable for the new purpose?
- What materials would you find in a castle? Why are they used?

History – Castles and Monarchs.

Life and jobs in a Medieval castle.

- Think about some jobs that you know grown-ups do – what are they? Come up with as many as possible. Do you think we had all of these jobs hundreds of years ago? Would you have met an aeroplane pilot or a car mechanic? Why not?
- Explain that there were many castles in Medieval times, which was also known as the Middle Ages, and this was over 500 years ago!
- Watch this video on life in a medieval castle: <https://www.youtube.com/watch?v=3ac1uE3f6vQ> – stop the video to explain parts in more detail / unfamiliar words. Discuss that you would have the Lords and Ladies, but what other jobs would you need in a castle? *Jester, cook, gardener, servant, ladies maid, musician* etc.
- Take it in turns to act out / role playing doing one of the jobs you have learnt about – what is the job? How do you know?
- Choose one of the jobs in a castle and write a 'Day in the Life of...' diary entry. What are your responsibilities? Who else do you work with? Do you like your job?

Extra activities:

- Imagine you are applying for a job in a castle. Take it in turns to interview each other Why are you suitable for the job? Why do you think you would make a good jester / musician / knight?
- Make a 'wanted' job advert poster for a job in a castle. What would your applicants need to know / be able to do?
- Do your own research about jobs and life in medieval castles. Are you surprised by anything?

Design and Technology – Castle Building:

To explore materials and their properties for making castles and create a prototype.

- Experiment with a range of materials and think about which would be best for making castles?

- With these materials in mind write them down on the side of a large piece of paper. (make sure you have plenty of room for a drawing in the middle still).
- Create your prototype castle- think about the materials and label them. The height of the castle and the parts that are for attacking and the parts for defense. Do you want a draw bridge? If so how will that work? What materials will you need for that?
- Make sure it is clearly labeled so when it is time to make your castle you have a clear plan on what you need.

RE – Judaism. Big Question: Does celebrating Chanukah make Jewish children feel closer to God?:

- Recap the party you might have had for the jubilee or a birthday recently or refer back to your list of things you might do, eat or play at a birthday party or other celebration – what was special about the party / birthday celebrations?
- Look back at the Hanukkah card from last week (on Purple Mash week 9, or do an internet search) –know is it? What religion could it be? (Recap the religion we just learned about last term – Judaism, practised by members of the Jewish faith).
- Explain that Hanukkah is a Jewish celebration, and that Jewish people celebrate it instead of Christmas. This year, Hanukkah will be from Thursday 10th December to Friday 18th December. Jewish people celebrate Hanukkah in different ways to Christians who celebrate Christmas.
- Tell your child that Hanukkah is known as the 'Festival of Light'. Show video to explain why Hanukkah is a special festival (same video but links don't always work!): <https://www.youtube.com/watch?v=zsXQfCeMHs8> / <https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-hanukkah/z47wxyz>
- Discuss why they think this festival is so important.

PSHCE:

- **'Relationships – Good Friends'**. Have a think about what you think it means to be a friend. What is a good friend? What is not being a good friend? Brainstorm key words. Watch video https://www.youtube.com/watch?v=avHdx18pi_U
 - o Did you miss anything off your list?
 - o Think about one of your best friends. Do they like all the same things as you? Do they look the same as you? Do they talk in the same way? Do any of these things matter if you are friends? Do you think it's important that friends are different to each other? These are called **qualities** – you might have a friend who is really good at making up games, and you might have a friend who is really good at resolving arguments. These are all important **qualities** to have and it's great to all be different!
 - o Write a recipe for friendship. At the top of some paper, write: 'Recipe for Friendship'. On one side, write a sub-heading: 'Ingredients'. List some of the things that you think are an important ingredient for friendship, maybe *smile, say sorry, share, hug* etc. Draw a picture on the other side of you playing with your friends. Discuss which of these things you can safely do at the moment and if there are some things that you cannot do yet.
 - o Draw a picture of your best friends and label with why you are friends with them.
- Complete the **'Wellbeing Journal'** saved on Purple Mash week 10. It says Wednesday but can be completed any day and there will be a new one each week. It includes positive quotes, thoughts and opportunities to draw and write about your favourite things and what is good in your life.
- Look at your **'Seven Days of Kindness'** calendar (click [here for your free copy](#)). How did you feel after you had done each thing on your calendar? Is there anything extra that you did that wasn't on your calendar? Make a new one for this week – [this list](#) has 110 acts of kindness you could try (remember to check with your grown up that they are safe for you to do)!

PE:

- [GoNoodle](#) have fantastic movement and dance breaks with different themes
- Check out these [super movement break activities](#)
- Continue to complete **Joe Wicks PE lessons** – On YouTube.
- Look on the Online Learning Resources page (also under home learning on the school website) for more inspiration – try to complete at least one type of physical activity per day.
- Try some Yoga – [Cosmic kids yoga](#) is a great way at winding down from a day just before bed. It incorporates storytelling, mindfulness and meditation.

Unsure of what activity to try? Take the NHS activity quiz to discover which activity you might like doing and then give it a go! <https://www.nhs.uk/change4life/activities/disney-sports-quiz>

Music:

- Learn to sing the song 'The Grand Old Duke of York'. Add marching in time to the music or beat or add your own moves. Add percussion instruments or make your own drum and pretend to be a Knight living in a castle! You can find the music with lyrics on YouTube <https://www.youtube.com/watch?v=LlafUV7dfxc> or you could even change the beat yourself.
- Make up your own song about a castle and the people who live and work there.

French:

- Cover greetings and numbers <https://www.bbc.co.uk/bitesize/articles/z7c7639>

Additional learning activities you may wish to try:

- Please check the 'Online learning Resources' support page each week for extra ideas for learning, ideas and activities. These are split by subject / topic / interest.

You are doing a great job! Thank you for all your support!
Year 1 team.