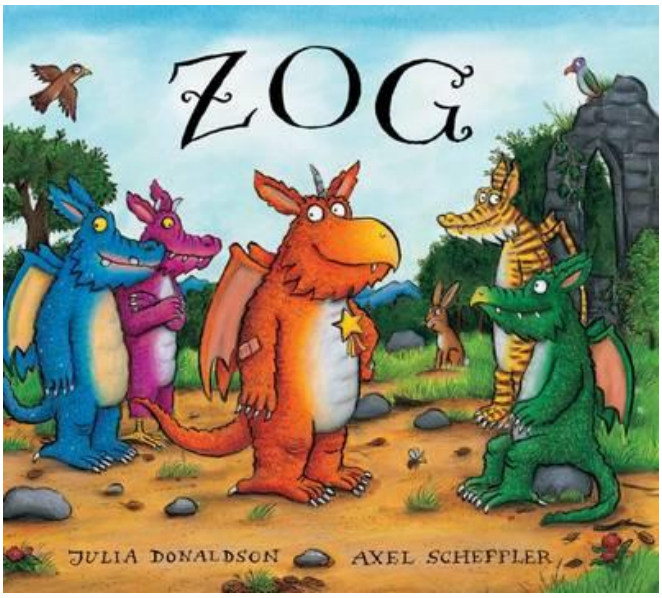
Year 1 Home Learning Tasks

Week beginning: 6th July 2020

**You can also access daily lessons from BBC Bitesize and the Oak National Academy.*

English tasks:

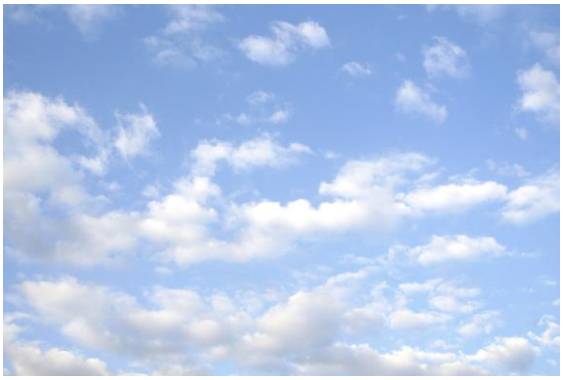
This week, all of the English tasks will link to Julia Donaldson's book 'Zog.' You can watch a YouTube video of the book here: https://www.youtube.com/watch?v=Svv6K19rjzs (Can also be accessed by typing 'Julia Donaldson Zog Video' into Google.) Please have your child watch the video and continue to do so throughout the week.



- **Task 1**
  Have your child think about all the things that Zog has to learn at dragon school. Then, have your child write a list containing all of these things. Make sure that your child makes a title for the list (ex: How to become a dragon).

- **Task 2**
  In the story, the princess dreams of being something else when she grows up. Have your child think about what they want to be when they grow up and write a short paragraph about this. Encourage them to use the word 'because' to explain their choice.

- **Task 3**
  Have your child imagine that they were flying on the back of Zog. Encourage them to think about what they would see around them, what they would hear and which animals they might see. Then, have your child write a setting description for the sky. Your child can use the pictures below to help them think of ideas. Remind them to use amazing adjectives to describe what they see in lots of detail!

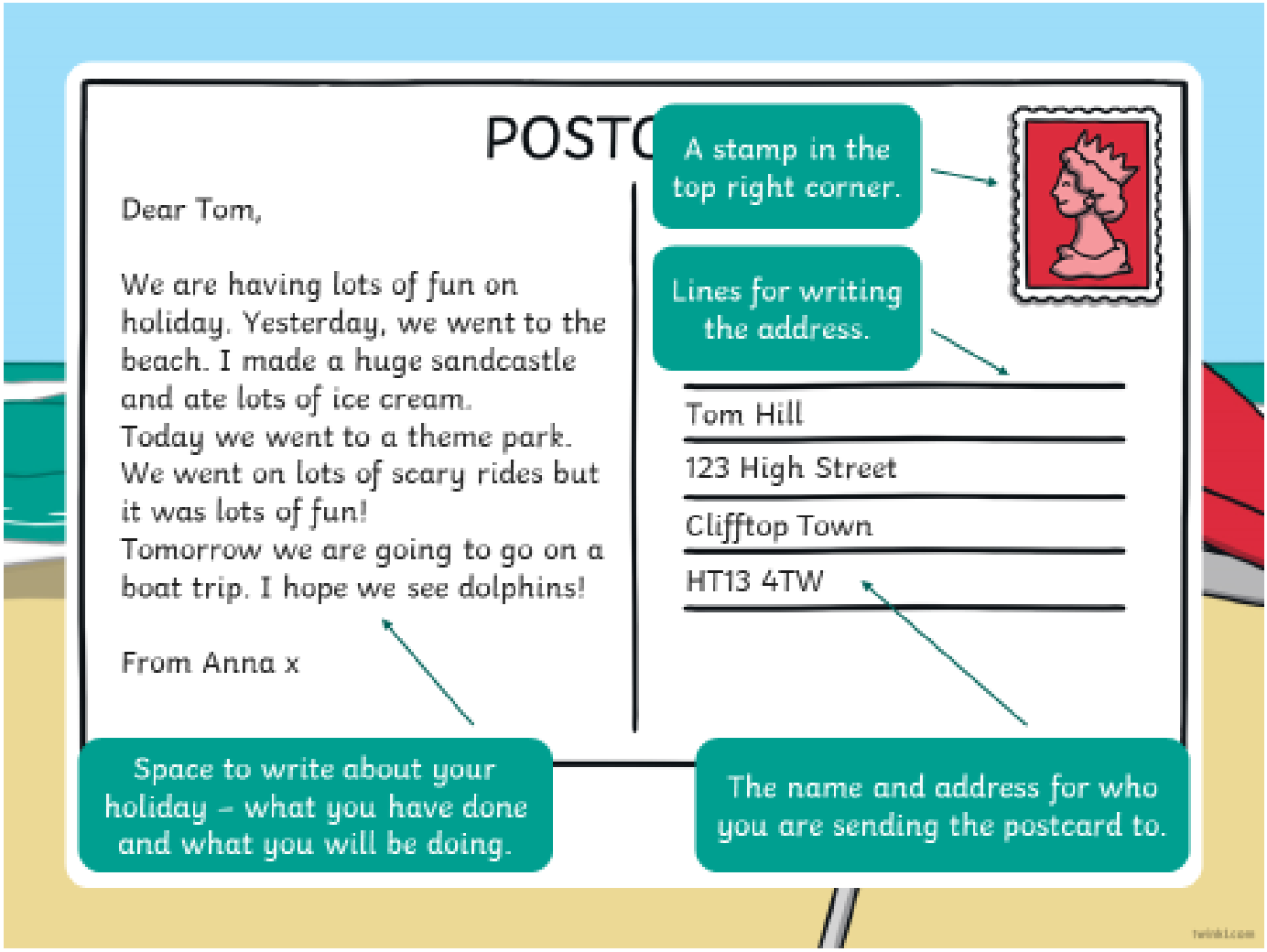





- **Task 4**
  Zog's 'super power' is being able to fly. Have your child think about a super power that they would like to have. Then, have them write a short paragraph explaining their choice and what they would do to help people using their super power. Encourage your child to use the conjunctions 'because', 'so' and 'but' in their paragraph. After, have them draw a picture of themselves as a superhero.

- **Task 5**
  Have your child imagine again that they are flying on the back of Zog. This time, Zog has offered to take them anywhere they want! Have your child choose where they would ask Zog to take them. Then, have them write a postcard from that place to someone back home. Please see the document below that goes through the criteria for writing a postcard. If

possible, print out the template provided and have your child write their postcard on that. If printing is not possible, have your child write their postcard into their book.



Each day please also complete handwriting practise and phonics activities.

- *Handwriting: Throughout this week please practise all 'curly caterpillar letters' again: c, a, o, q, g, d, e, s, f. Your child needs to write each letter lots of times to practise it. Make sure they start and finish the letter in the correct place.*

- *Phonics: Use the 'Phonics Play' website – you can access free games for your children. We are working on phase 5 in school but if your child finds this too challenging please choose phase 3 or 4 instead. The website is: https://www.phonicsplay.co.uk/Phase5Menu.htm (Can also be accessed by typing 'Phonics Play' into Google.)*

- *Phonics: Use the 'Phonics Play' website to read some of their decodable comics. Try and read 1-2 at a time so they still have others to look forward to! We are working on phase 5 in school but if your child finds this too challenging please choose phase 2, 3 or 4 instead. The website is: http://www.phonicsplaycomics.co.uk/comics.html (Can also be accessed by typing 'Phonics Play Decodable Comics' into Google.)*

- *Phonics: Access the daily phonics videos via the Letters and Sounds YouTube page. There are three sets of daily lessons to choose from:*
  - *10:00 AM – Reception Summer Term*
    For children who can confidently blend and read words such as 'fish', 'chat' and 'rain'.
  - *10:30 AM – Year 1 Summer Term*
    For children who can confidently blend and read words such as 'stamp', 'chair' and 'green'.
  - *11:00 AM – Learning to Blend*
    For children who need extra practise sounding out and reading words such as 'tap', 'cat' and 'pat'.

  The website is: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/channels?view_as=public (Can also be accessed by typing 'Letters and Sounds for Home and School YouTube' into Google.)

Maths Tasks:

This week, your child will be learning about division. They have not done this in class so will probably require some extra support to complete the tasks. Earlier, they had home learning tasks that focused on fractions and sharing things equally which will tie in to this week's learning. In Year 1, the children are just starting to understand the concept of division and will only work dividing by 2, 5 and 10. The National Curriculum states that children should be able to solve one-step problems involving division ***with the support of the teacher****, so do not worry if they require your support with the concepts. Please consult the websites below that explain the concepts for parents:*

- *https://www.twinkl.co.uk/teaching-wiki/division-fact (Can be accessed by typing 'Twinkl Division Facts Teaching Wiki' into Google)*
- *https://www.theschoolrun.com/what-are-division-facts (Can be accessed by typing 'The School Run Division Facts' into Google)*

- **Task 1**

  Gather 6 identical or similar items (Legos, toys, pasta, bottle caps, etc.) and have your child count them. Say that you want to make 2 groups, one for you and one for your child to share equally. Split the objects up incorrectly (ex: you have 5 and your child has 1). Ask your child if you have done this correctly and have them explain what they think.

  Now, divide the objects up equally between you and your child by placing the objects one at a time until you have 2 equal groups. Ask your child if this has now been done correctly and have them explain what they think.

  Explain that 6 split up into 2 groups gives us 3 in each group. Explain that this is a concept called division, where we take a number and split it evenly into different groups. All the groups must be the same so that it's fair. Review again with your child that you had 6 objects at the beginning and divided them into 2 groups which gave you 3 in each group.

  On a piece of paper, write the corresponding number sentence for this question: 6 ÷ 2 = 3

Explain to your child that today we will only work with dividing by 2. For that reason, the second number will always be 2 since we are splitting numbers into 2 equal groups.

Repeat this process with different even numbers of objects (not surpassing 20). As you work through the process with your child, reinforce their understanding by asking them the following questions:

- How do we know that the groups are equal?
- How many objects did we have at the beginning?
- How many objects are in each group?
- How many groups are there?
- What does the first number show?
- What does the second number show?
- What is the answer?

Once your child understands the concept, show them the following division number sentence:

$$8 \div 2 =$$

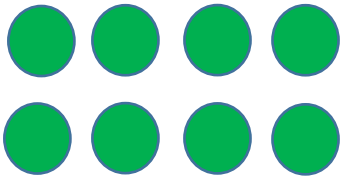
Now, your child will need to use the skills they have learned to solve a division number sentence.

In Year 1 this is the concept we teach the children:

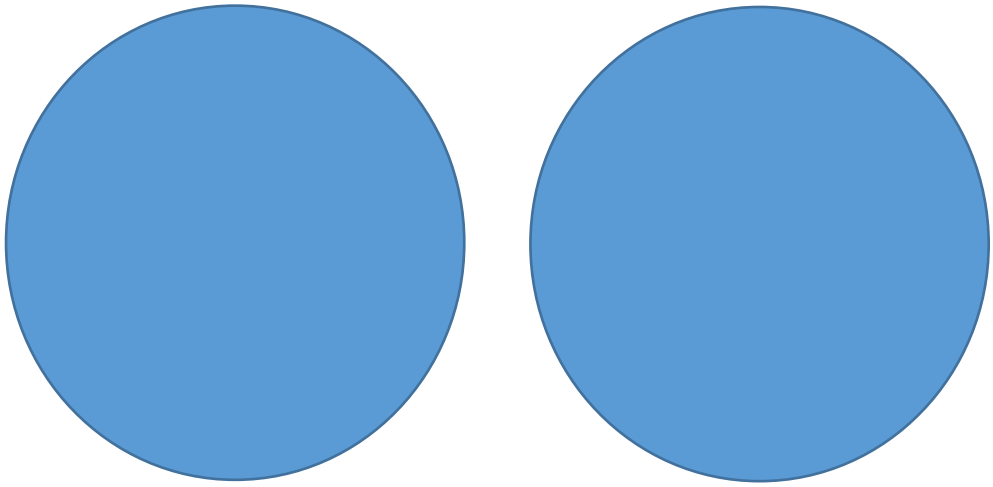
- Have your child look at the first number, it tells you how many objects there are at the start. In the case of the example, there are 8 objects. Have your child count out this amount of objects.
- Have your child look at the second number, it tells you how many groups we need to divide the objects into. Today, the second number will always be 2.
- Have your child draw 2 larger circles on a scrap piece of paper to represent the 2 groups.
- Have your child place the 8 objects one at a time into each of the 2 groups, alternating as they go until they run out.
- Have your child check to make sure that the groups are equal and they all contain the same amount of objects.

- Tell your child that the amount of objects in one group is the answer. It tells us how many each person will get once the objects have been divided equally. In the case of the example, each group will have 4.

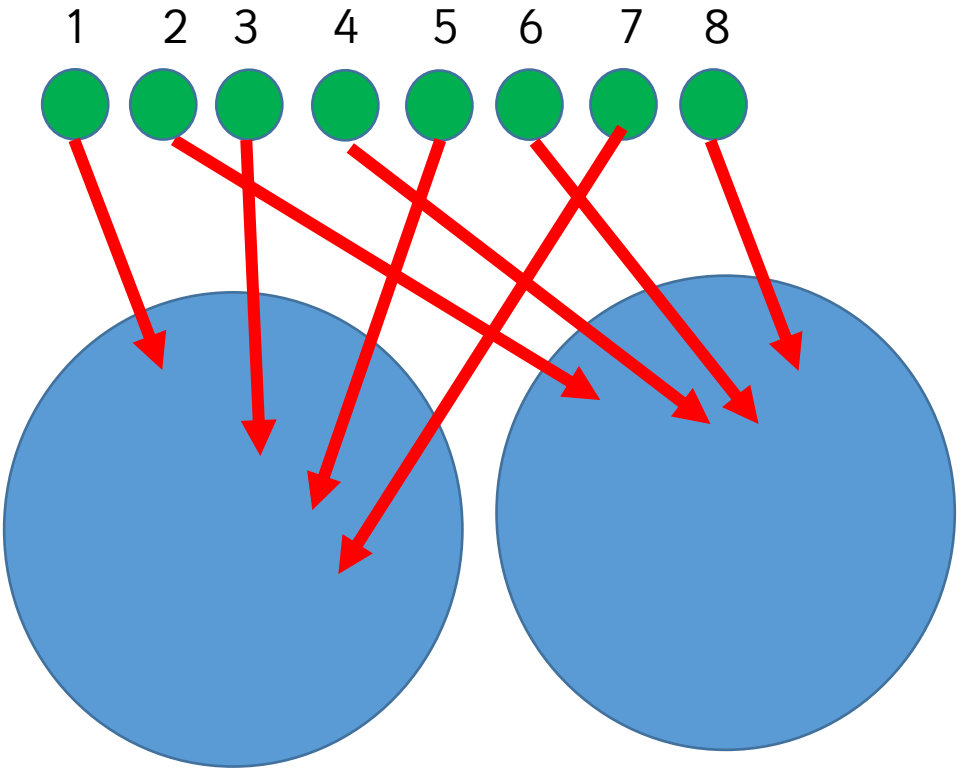
Please see the diagram below which illustrates the concept that was just explained. The blue circles are the larger circles that show the groups. The green circles are the objects are shared equally into each group. Each group needs to have the same amount of smaller green circles. The amount of green circles in one group gives you the answer.

Step 1: Count out 8 objects. 

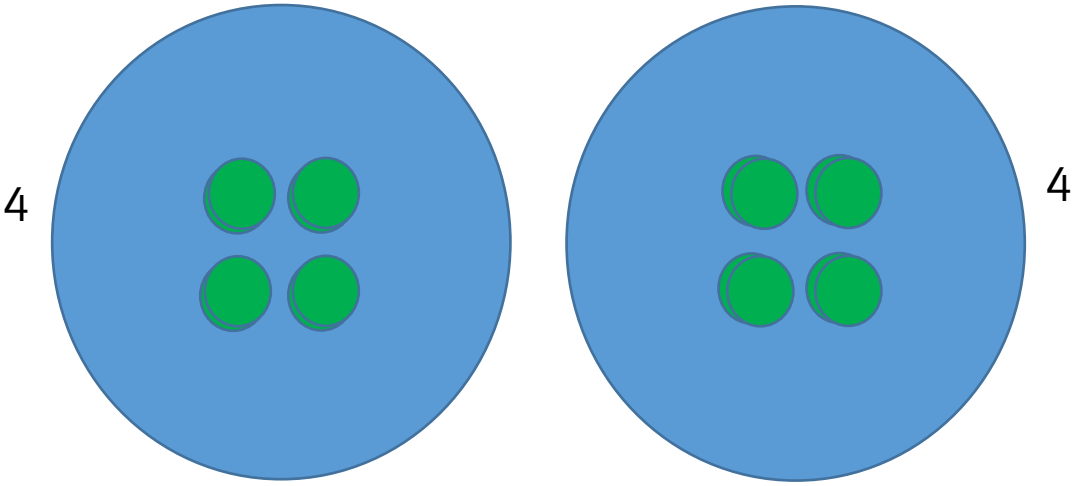
Step 2: Draw 2 larger circles to represent the groups.



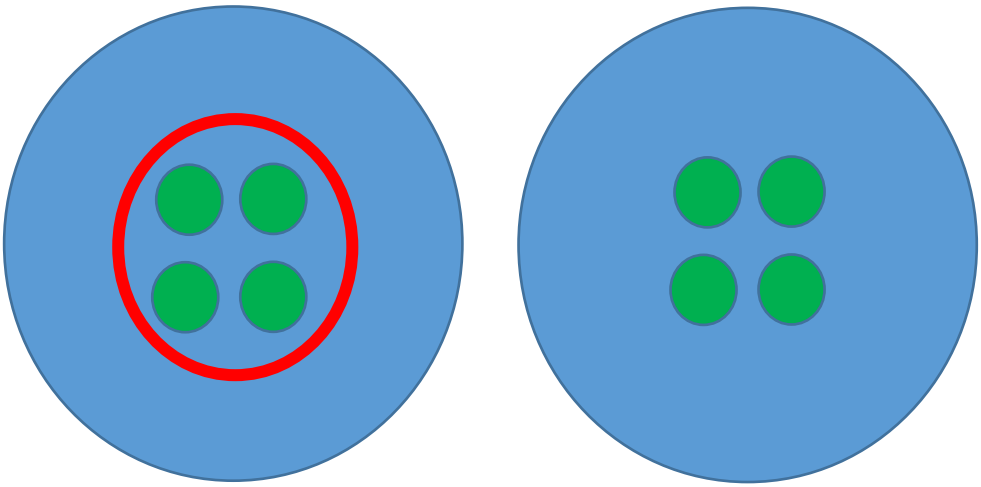
Step 3: Place the objects one at a time into each group, alternating as you go.



Step 4: Check to make sure that each group contains the same amount of objects.



Step 5: The number of objects in one group is the answer.



Have your child complete the following division questions into their book by using the learned technique:

4 ÷ 2 =
12 ÷ 2 =
6 ÷ 2 =
10 ÷ 2 =
2 ÷ 2 =
16 ÷ 2 =
8 ÷ 2 =
18 ÷ 2 =
20 ÷ 2 =
14 ÷ 2 =

- **Task 2**

*If possible, use practical objects again today. If you do not have enough practical objects, you can always cut pieces of paper into small squares.

Give your child 15 of these practical objects. Tell your child that these objects need to be shared equally between the 5 Pokémon (pictured below). If they are not shared equally, the Pokémon will not be happy and will start to fight.

If possible, print out the picture of the Pokémon and use it to represent the 5 groups. If printing is not possible, draw 5 circles on a scrap piece of paper (similar to the 2 circles from yesterday) and have each of the circles represent one Pokémon.

Split the objects up incorrectly between the 5 groups (ex: 1, 2, 10, 3 and 0). Ask your child if you have done this correctly and if this would make the Pokémon happy. Have them explain what they think.

Now, divide the objects up equally into 5 groups by placing the objects one at a time until you have 5 equal groups. Ask your child if this has now been done correctly and have them explain what they think.

Explain that 15 split up into 5 groups gives us 3 in each group. Explain that this is also division, but this time we are dividing into 5 groups instead of 2. All the groups must be the same so that it's fair. Review again with your child that you had 15 objects at the beginning and divided them into 5 groups which gave you 3 in each group.

On a piece of paper, write the corresponding number sentence for this question: $15 \div 5 = 3$

Explain to your child that today we will only work with dividing by 5. For that reason, the second number will always be 5 since we are splitting numbers into 5 equal groups.

Repeat this process with different numbers of objects in the 5 times tables (5, 10, 15, and so on; not surpassing 50). As you work through the process with your child, reinforce their understanding by asking them the following questions:

- How do we know that the groups are equal?
- How many objects did we have at the beginning?
- How many objects are in each group?
- How many groups are there?

- What does the first number show?
- What does the second number show?
- What is the answer?

Once your child understands the concept, show them the following division number sentence:

$$20 \div 5 =$$

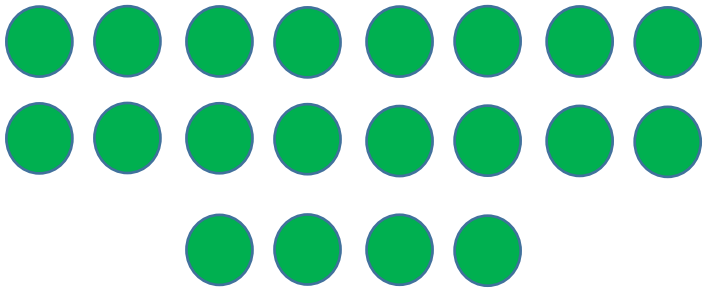
Now, your child will need to use the skills they have learned to solve a division number sentence.

In Year 1 this is the concept we teach the children:

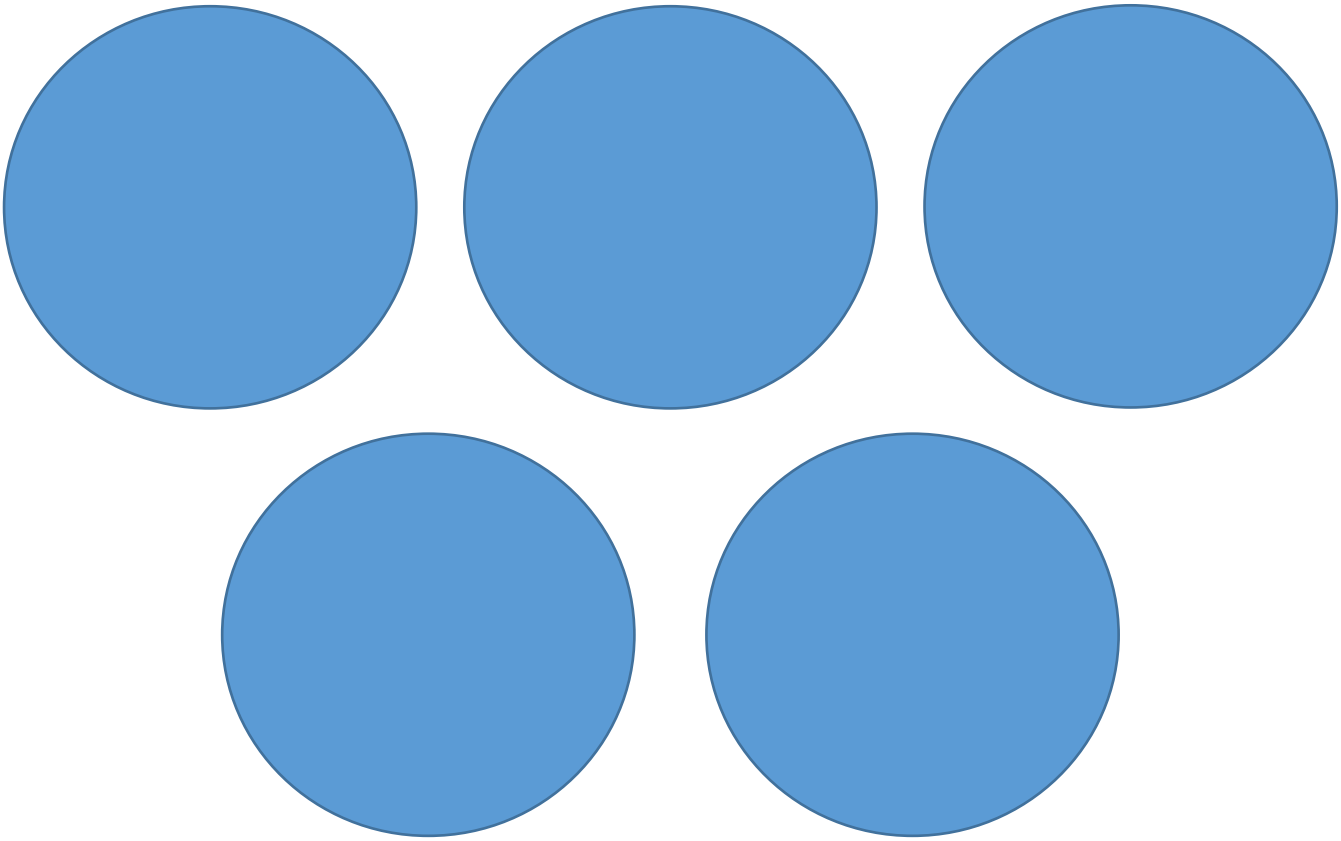
- Have your child look at the first number, it tells you how many objects there are at the start. In the case of the example, there are 20 objects. Have your child count out this amount of objects.
- Have your child look at the second number, it tells you how many groups we need to divide the objects into. Today, the second number will always be 5.
- Have your child draw 5 larger circles on a scrap piece of paper to represent the 5 groups.
- Have your child place the 20 objects one at a time into each of the 5 groups, alternating as they go until they run out.
- Have your child check to make sure that the groups are equal and they all contain the same amount of objects.
- Tell your child that the amount of objects in one group is the answer. It tells us how many each person (or Pokémon) will get once the objects have been divided equally. In the case of the example, each group will have 4.

Please see the diagram below which illustrates the concept that was just explained. The blue circles are the larger circles that show the groups. The green circles are the objects are shared equally into each group. Each group needs to have the same amount of smaller green circles. The amount of green circles in one group gives you the answer.

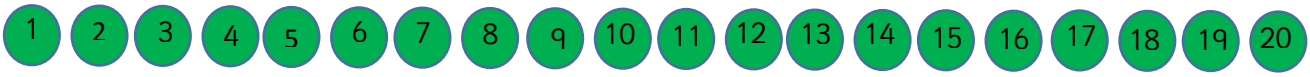
Step 1: Count out 20 objects.



Step 2: Draw 5 larger circles to represent the groups.



Step 3: Place the objects one at a time into each group, alternating as you go.



The circles that will come into this group: 1, 6, 11, and 16.

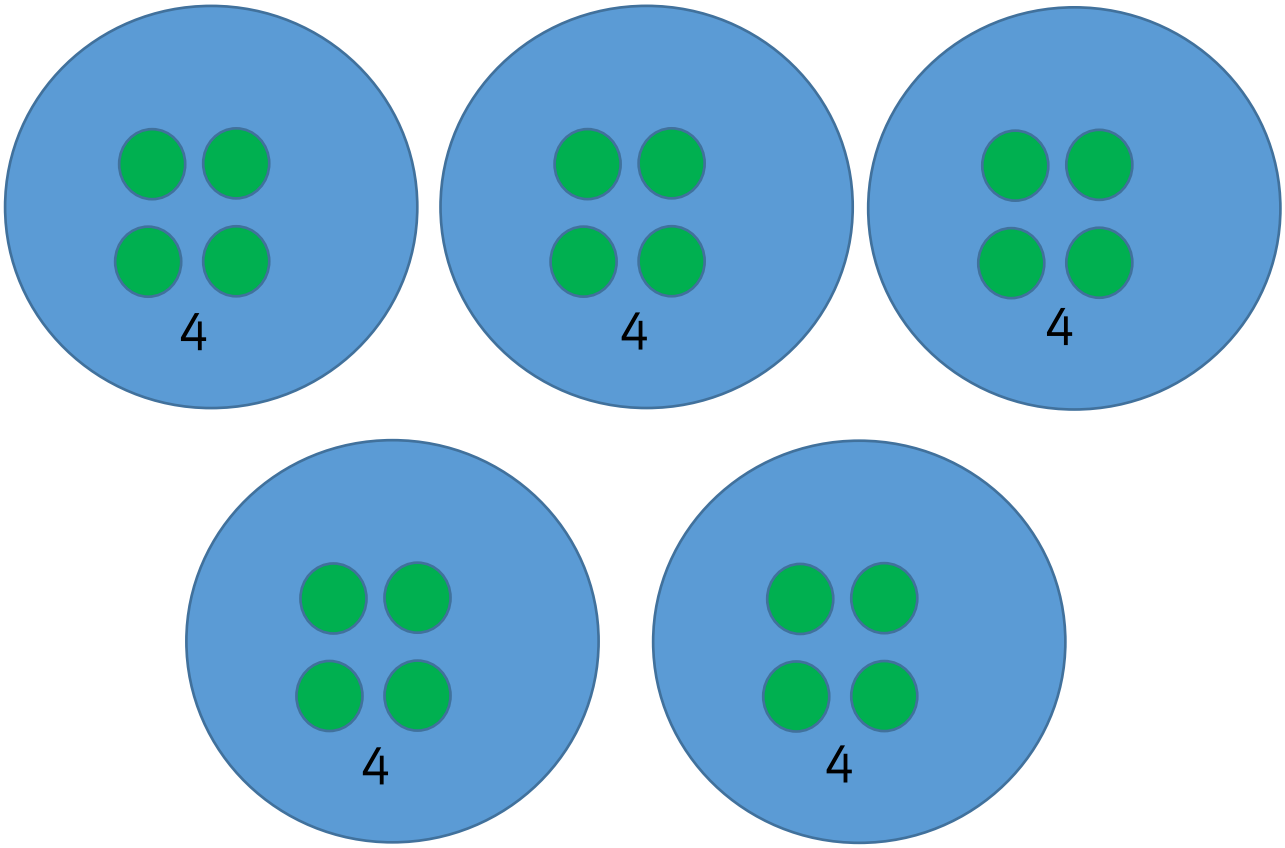
The circles that will come into this group: 2, 7, 12, and 17.

The circles that will come into this group: 3, 8, 13, and 18.

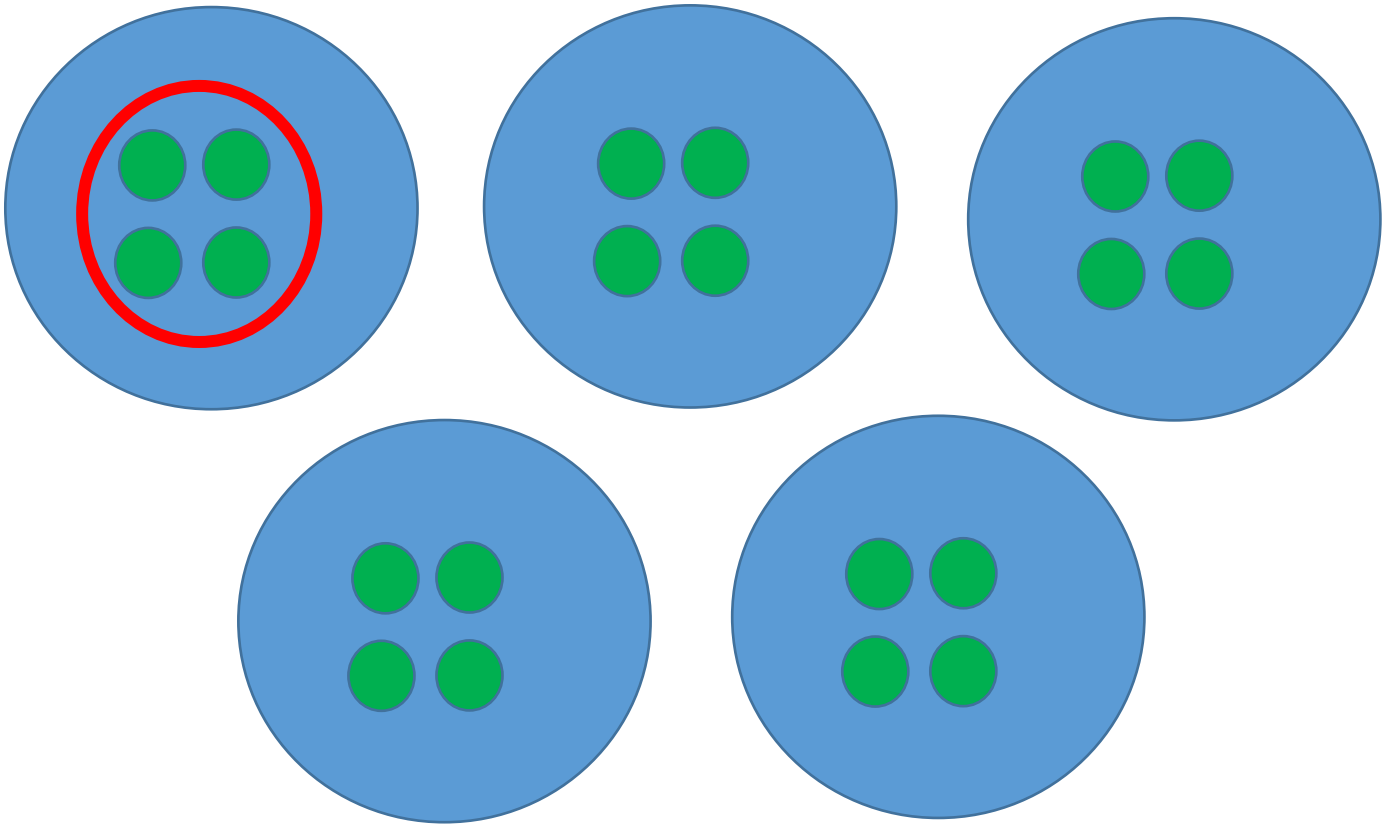
The circles that will come into this group: 4, 9, 14, and 19.

The circles that will come into this group: 5, 10, 15, and 20.

Step 4: Check to make sure that each group contains the same amount of objects.



Step 5: The number of objects in one group is the answer.



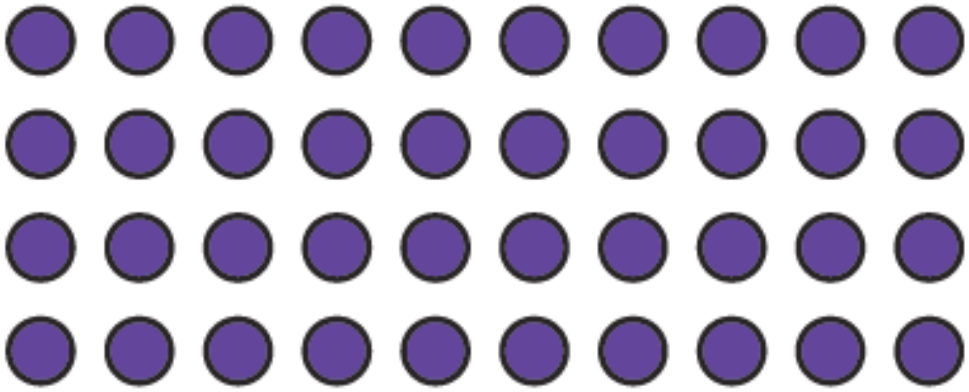
Have your child complete the following division questions into their book by using the learned technique:

10 ÷ 5 =
25 ÷ 5 =
35 ÷ 5 =
40 ÷ 5 =
5 ÷ 5 =
30 ÷ 5 =
50 ÷ 5 =
45 ÷ 5 =
15 ÷ 5 =
20 ÷ 5 =

- **Task 3**

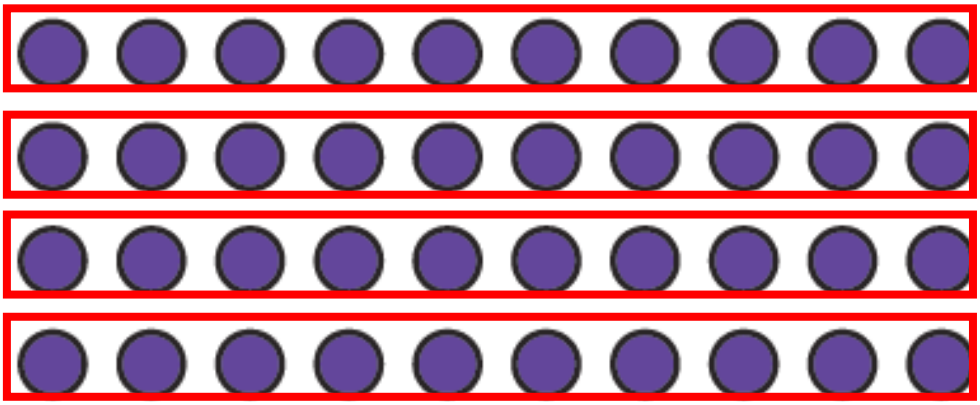
**Today your child will be working on dividing by 10. We teach this concept slightly differently, as it is not practical to ask children to attempt to divide up to 100 objects one at a time into 10 different groups. This would take far too long and could result in error.*

Show your child the array below and have them count the circles individually to find the total (40).



Tell your child that we solve dividing by 10 questions a bit differently than the others, as when we divide by 10 we use bigger numbers: sometimes up to 100! Ask them if it would be practical for them to try and place 100 objects one at a time into 10 groups. Establish that this would take far too long to do.

Use the array below to circle groups of 10 (exactly like they did when they multiplied by 10). Ensure that your child puts 10 into each group. Then, have them count the number of groups that they have made. This will give them the answer. In the context of the example below, the answer is 4 as 4 groups of 10 have been made.



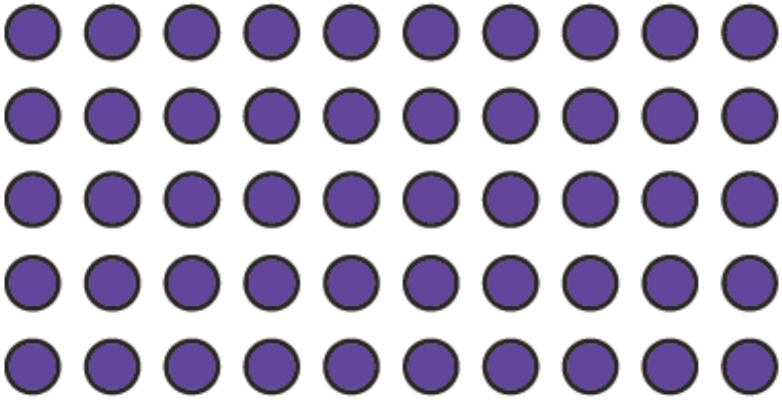
On a piece of paper, write the corresponding number sentence for this question: 40 ÷ 10 = 4.

**We are aware that this does not exactly correspond to the technique taught (as the technique shows 40 ÷ 4 = 10). However, the children usually catch on quickly to the pattern of dividing by 10 and don't often need the arrays to assist them. If we taught the number sentence as 40 ÷ 4 = 10, then this would mean that every answer to a dividing by 10 question would be 10. This has the potential of causing confusion, especially after dividing by 2 and 5 and getting a variety of answers.*

Repeat this process with the different arrays and corresponding questions below. As you work through the process with your child, reinforce their understanding by asking them the following questions:

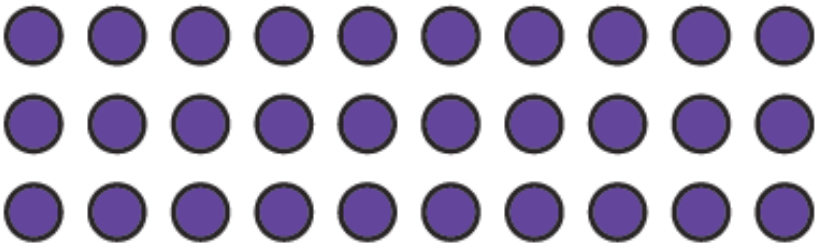
- How do we know that the groups are equal?
- How many objects did we have at the beginning?
- How many objects are in each group?
- How many groups are there?

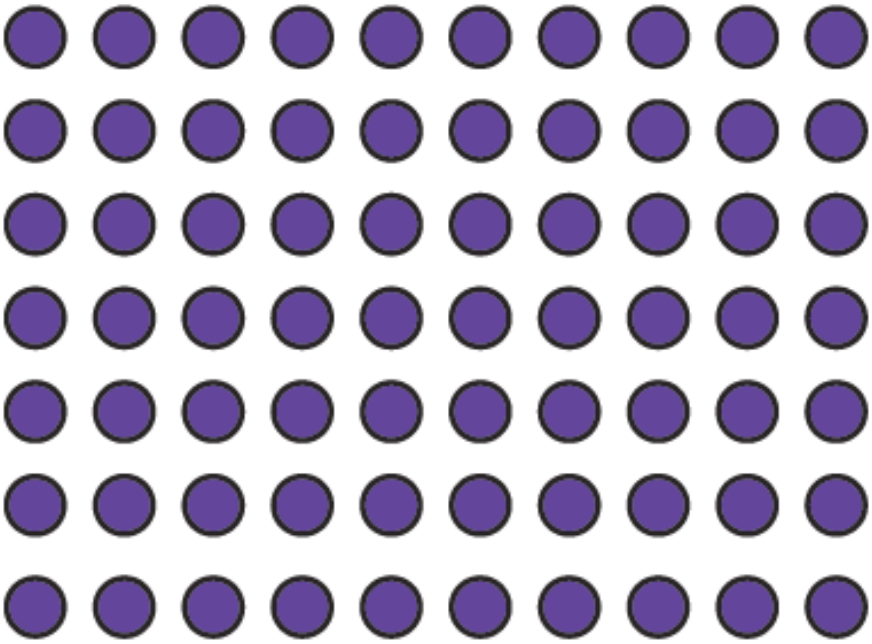
- What is the answer?



50 ÷ 10 =

30 ÷ 10 =



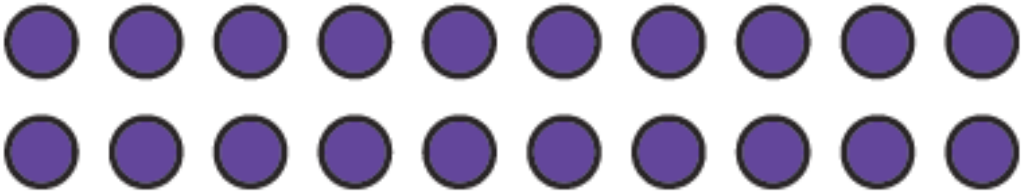


70 ÷ 10 =

Have your child complete the following division questions into their book by using the learned technique. They can use the arrays below to help them.

1) 20 ÷ 10 =
2) 60 ÷ 10 =
3) 10 ÷ 10 =
4) 50 ÷ 10 =
5) 80 ÷ 10 =
6) 40 ÷ 10 =
7) 90 ÷ 10 =
8) 100 ÷ 10 =
9) 30 ÷ 10 =
10) 70 ÷ 10 =

1)



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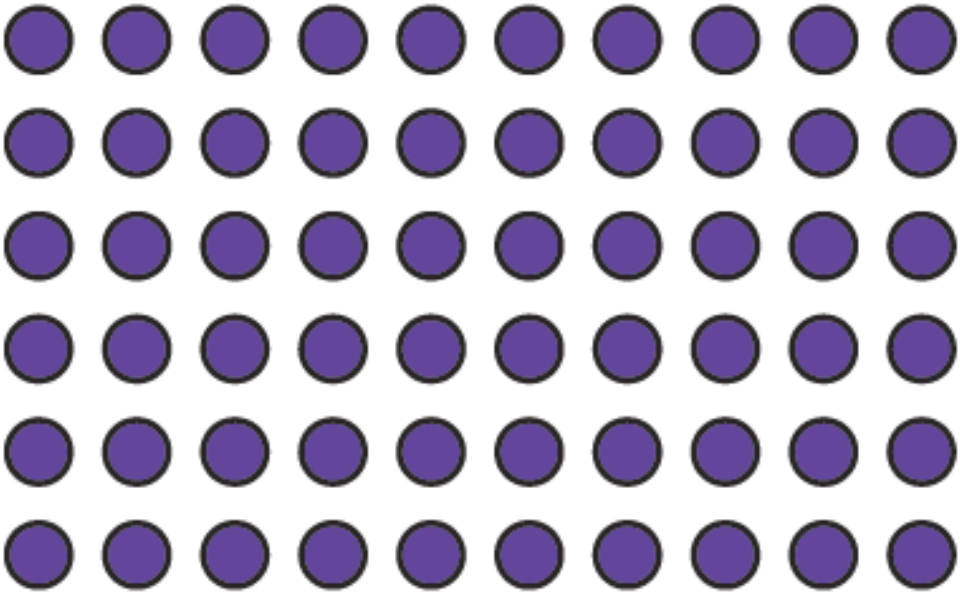

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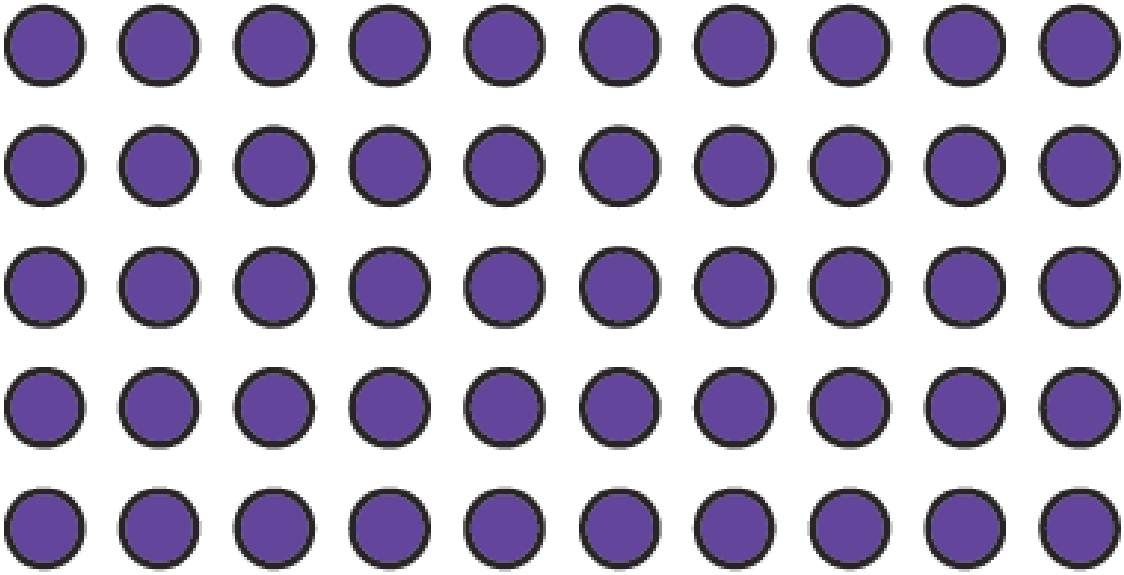

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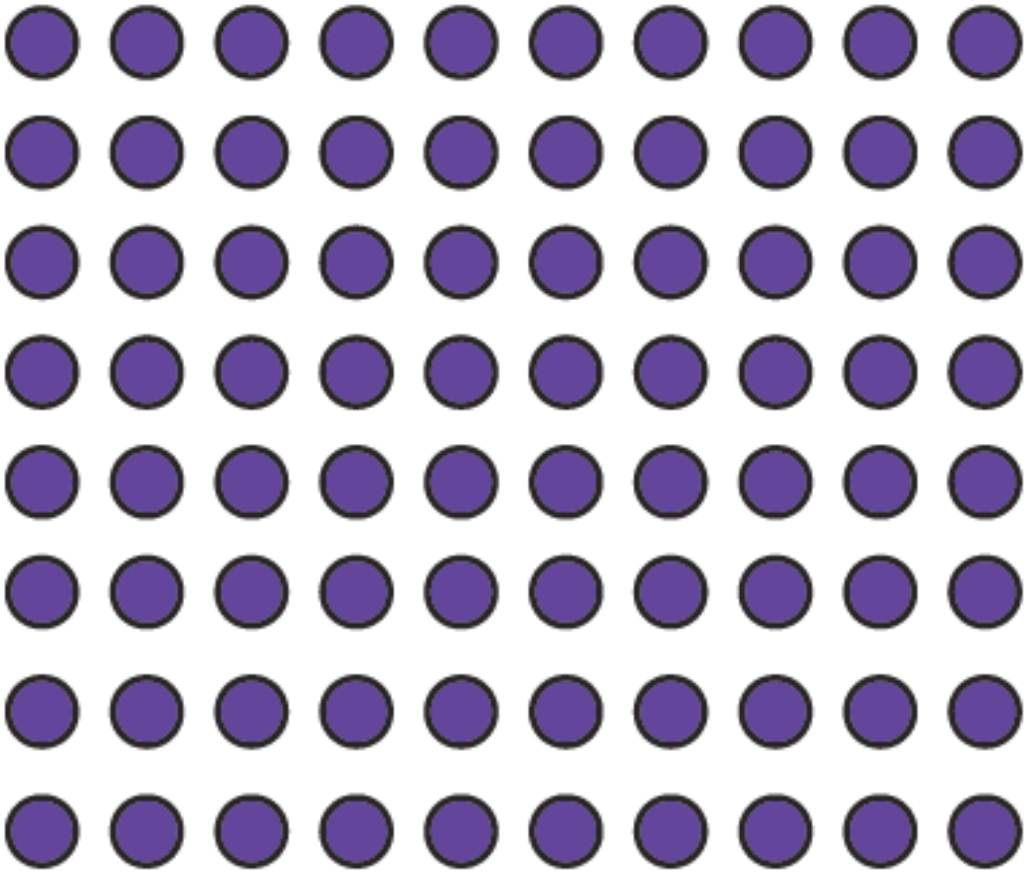

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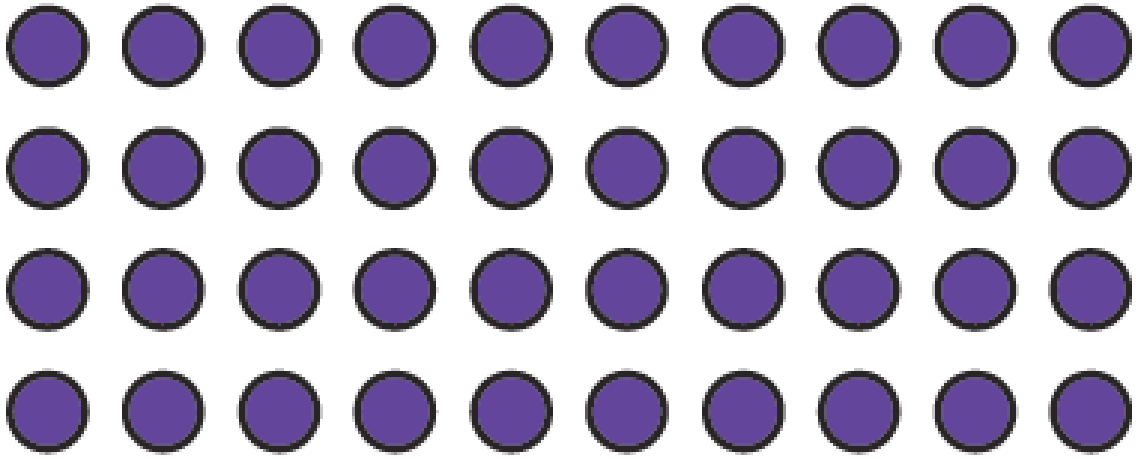

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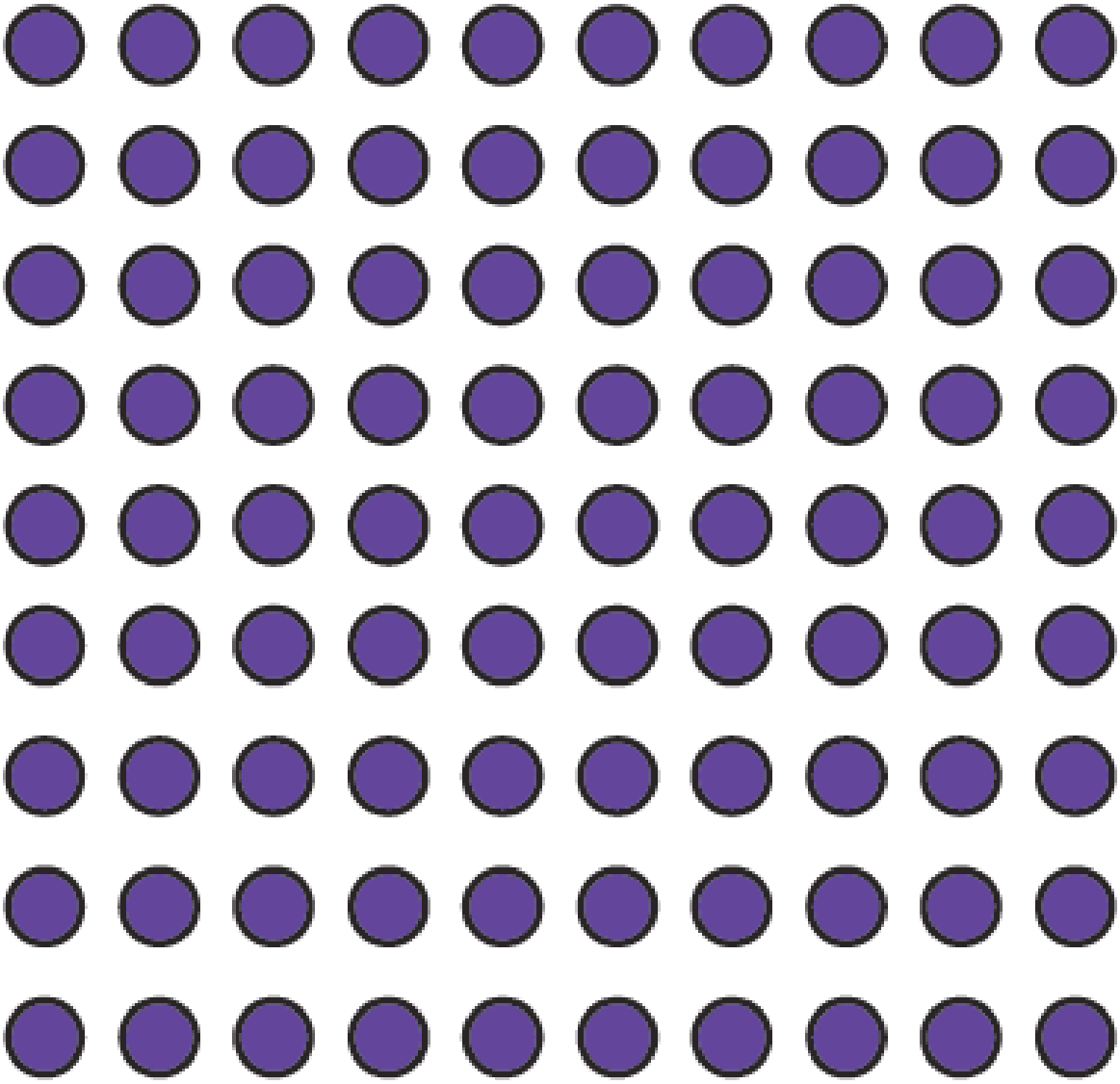

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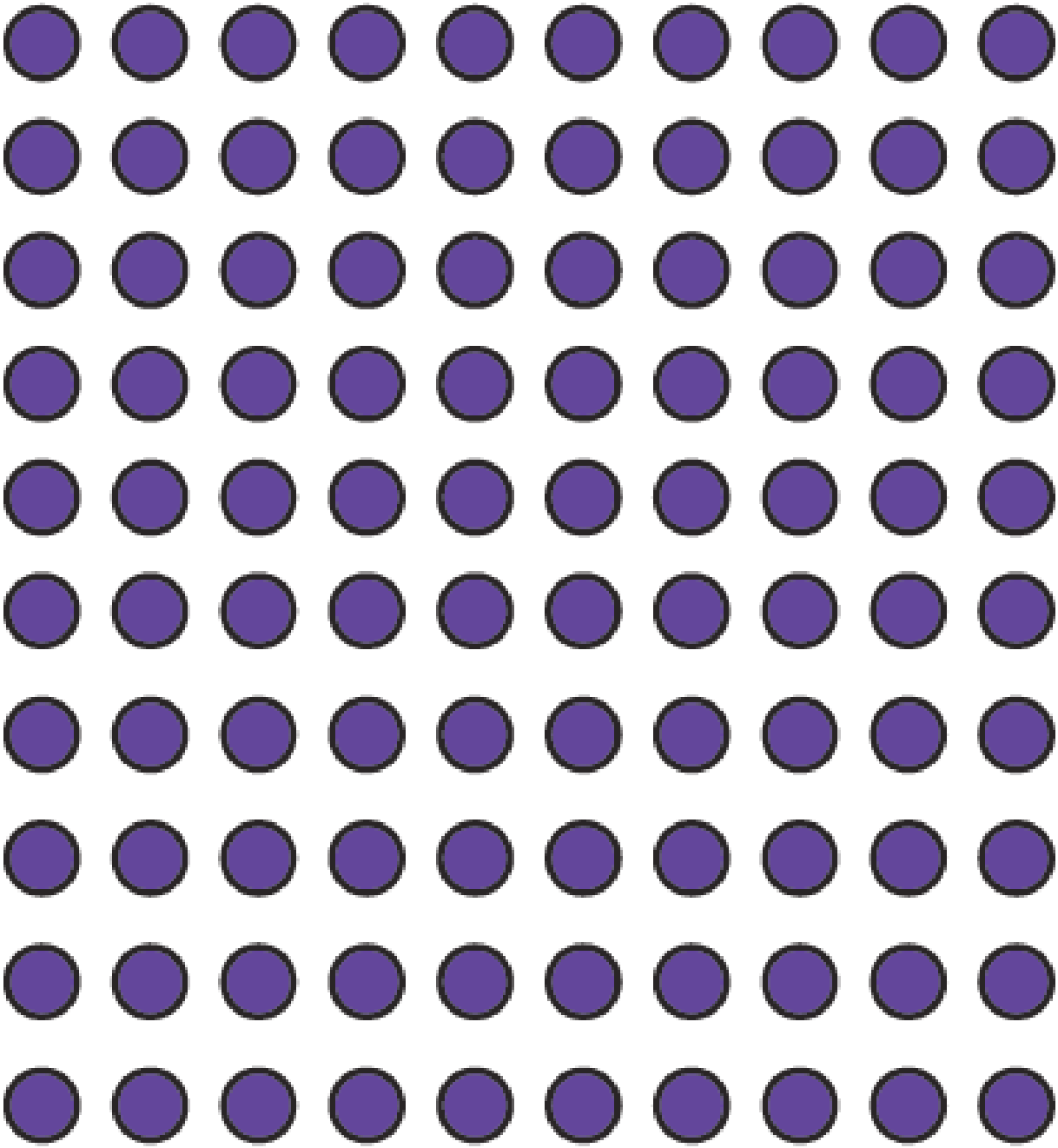

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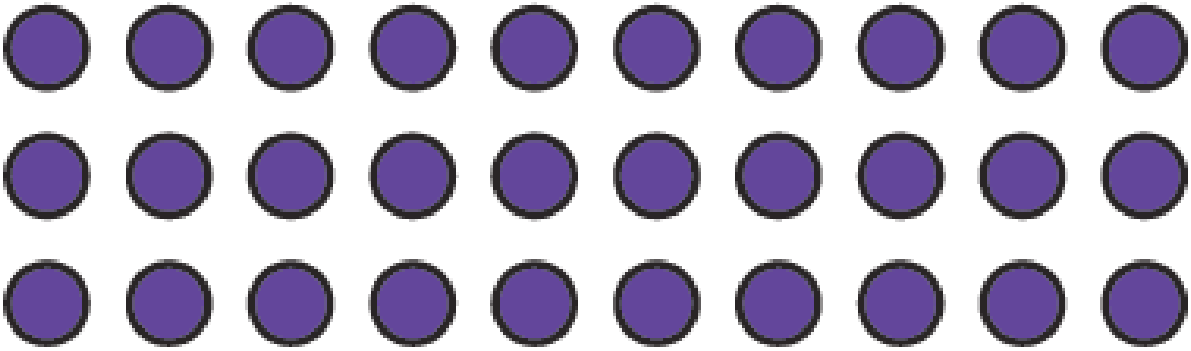

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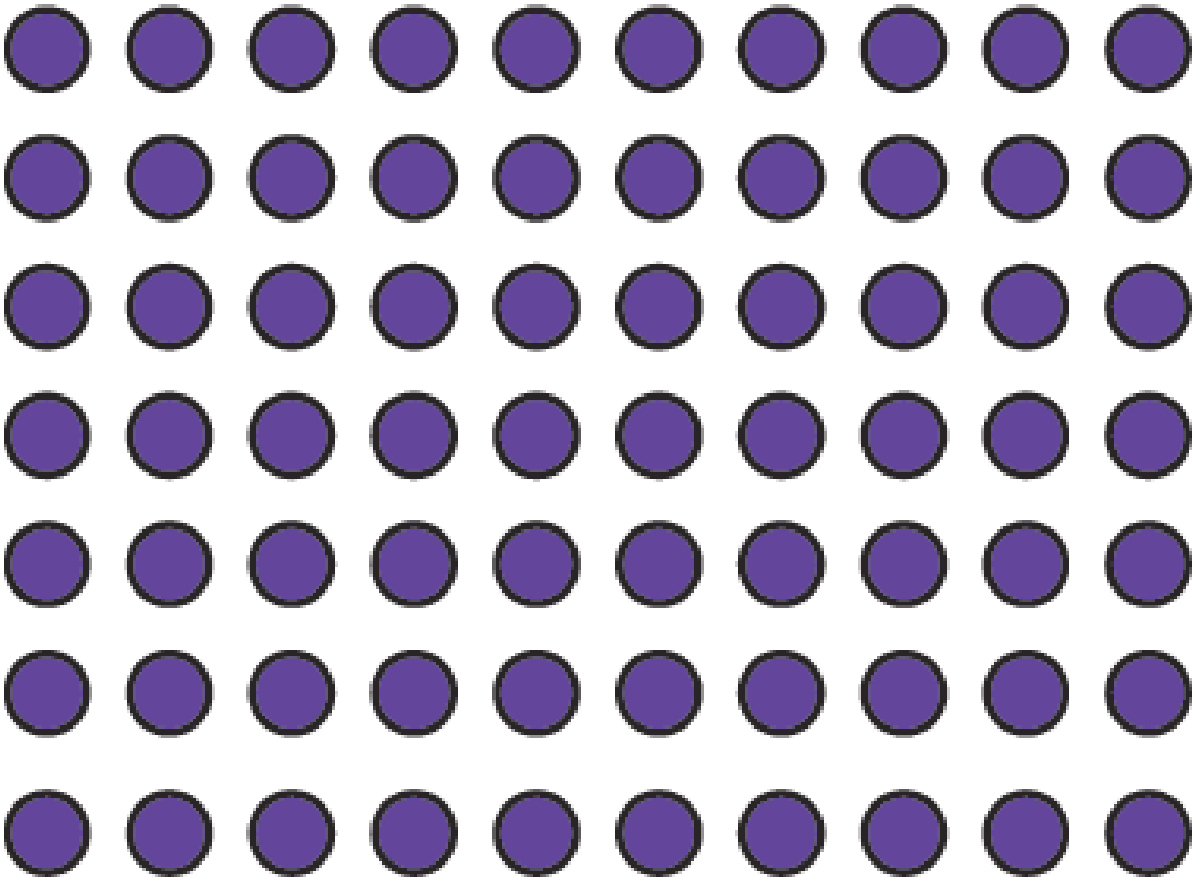


- **Task 4**
  Review the division concepts with your child. Remember that in the Year 1 curriculum your child should have a general understanding of the concept but is not expected to be completely independent when completing division work.

  Have your child use the learned techniques to complete the mixed division questions below. Please note that there is a mix of questions that involve dividing by 2, 5 and 10. *Your child can use the arrays from Task 3 to solve the dividing by 10 questions.

  20 ÷ 5 =
  10 ÷ 2 =
  25 ÷ 5 =
  30 ÷ 10 =
  30 ÷ 5 =
  2 ÷ 2 =

45 ÷ 5 =

60 ÷ 10 =

20 ÷ 10 =

18 ÷ 2 =

16÷ 2 =

70 ÷ 10 =

- **Task 5**
  Like the previous task, please review the concept of division with your child and have them complete the mixed questions below. *Your child can use the arrays from Task 3 to solve the dividing by 10 questions.

40 ÷ 5 =

8 ÷ 10 =

9 ÷ 2 =

5 ÷ 5 =

50 ÷ 5 =

8 ÷ 2 =

6 ÷ 2 =

100 ÷ 10 =

10 ÷ 10 =

11 ÷ 2 =

15÷ 5 =

Each day please also complete one of the following online activities:

- *Use the Topmarks Daily 10 website. For Year 1 appropriate activities, Choose 'Level 1' from the dropdown menu. From there, your child can complete either an addition, subtraction or ordering activity. Please do a variety throughout the week. The website is:*

https://www.topmarks.co.uk/maths-games/daily10 but it can also be accessed by typing 'Topmarks Daily 10' into Google.

- *Use the Mathletics website to complete the weekly tasks that have been assigned to your child. Please also have your child use the site to practice some other concepts that they are familiar with. Your child's Mathletics login can be found in the cover of their home learning book and also in the cover of their reading record.*

Other Tasks

RE:

- Show your child below and ask them if it is fair that one child gets 3 pieces of birthday cake whilst the others have to share 1 between themselves. Have them explain how they think the children are feeling and why.

Explain to your child that this is what happens in the world every day! 75% of the world's resources are shared among 25% of the people in the world. This means that people who live in certain places get more than enough food, water, etc. whilst people in other countries do not get enough. Question your child about this:

- Why isn't this fair?

- How does it make you feel?
- What can we do to make it fair?
- You have enough food to eat and water to drink, but some people do not have this. Jesus asked us to share and care for our neighbours around the world. How can we do this?

Show your child the slides below and have them decide if what they are showing is fair or unfair.


Clean water
from a tap


Collecting
water


Water to
wash with

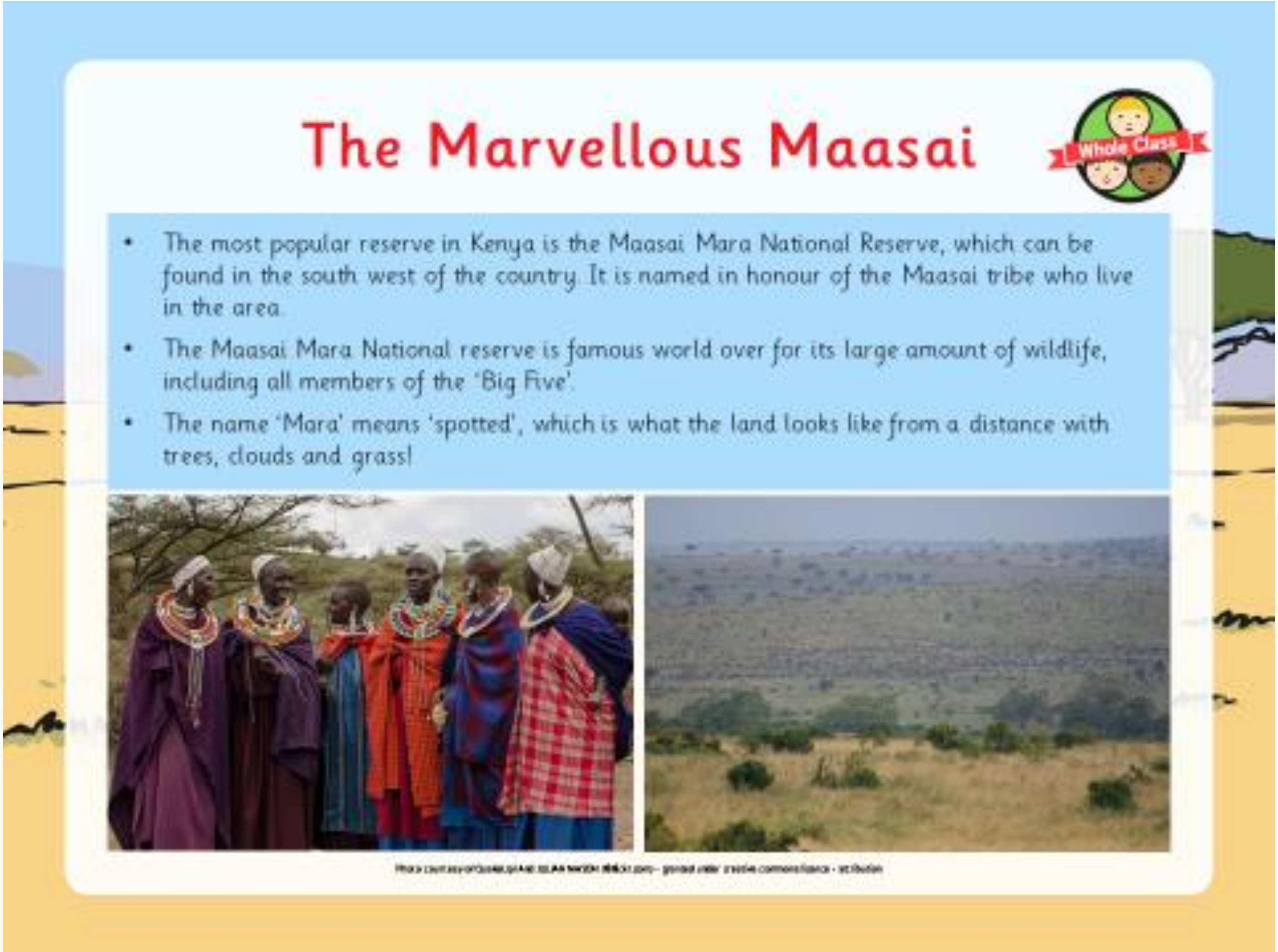

Water to
grow plants

Say the following prayer together with your child:

In their book, have your child write a prayer for people who don't have enough food or water. Have them ask God to watch over and take care of these people.

Geography:

- Go through the slides below that teach your child all about the Maasai tribe in Kenya.


The Marvellous Maasai
Whole Class
• The most popular reserve in Kenya is the Maasai Mara National Reserve, which can be found in the south west of the country. It is named in honour of the Maasai tribe who live in the area.
• The Maasai Mara National reserve is famous world over for its large amount of wildlife, including all members of the 'Big Five'.
• The name 'Mara' means 'spotted', which is what the land looks like from a distance with trees, clouds and grass!

The Marvellous Maasai

We are going to look at what the Maasai culture is like.

Culture is a word for people's 'way of life', meaning the way groups of people do things. Different groups of people may have different cultures. Culture is seen in people's writing, religion, music, clothes, cooking, and in what they do.

All About the Maasai

Who are the Maasai people?

The Maasai tribe live in the African savannahs.

The Maasai tribe share the same ideas and way of life.

They use the land as their home and all live together.

All About the Maasai

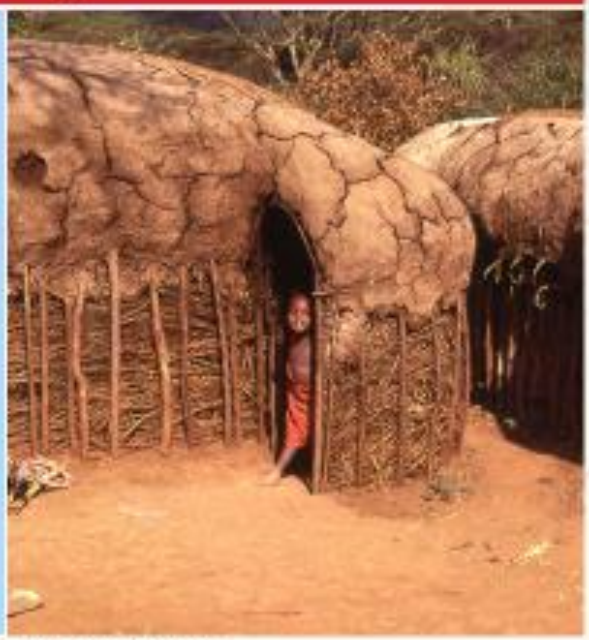
Where do they live?

The Maasai live in the Maasai Mara, which is a very large savannah and home to many of the great species of wildlife and plants.

The Maasai people live in mud huts made by the Maasai women.

They are made from mud, sticks, grass and cow dung.

The Maasai families live with their animals too. They are very careful to protect them from the big predators that roam the savannah.



All About the Maasai

Ways of Life: Farming

The Maasai people own large herds of cows, goats and sheep.

Animals are very important to the Maasai people. They drink the milk from the animals and use them for meat, too.

All About the Maasai

Ways of Life: Leading the Tribe

Maasai men are traditionally in charge of their tribe.

They wear bright red clothes. Red is their favourite colour.

The Massai men go out to hunt animals to provide food for their families.

All About the Maasai

Ways of Life: Maasai Women and Children

Maasai women traditionally look after the children in their families.

They wear lots of jewellery, such as beads. The more beads that they wear, the richer they look.

Show your child this video of a Maasai Jumping dance: https://www.youtube.com/watch?v=KNY_NaMn0HE (Can be accessed by typing 'Bushcraft Magazine Maasai Jumping Dance' into Google.)

In their book, have your child write down 4 facts they learned about the Maasai tribe. Remind them to write in full sentences using capital letters and full stops.

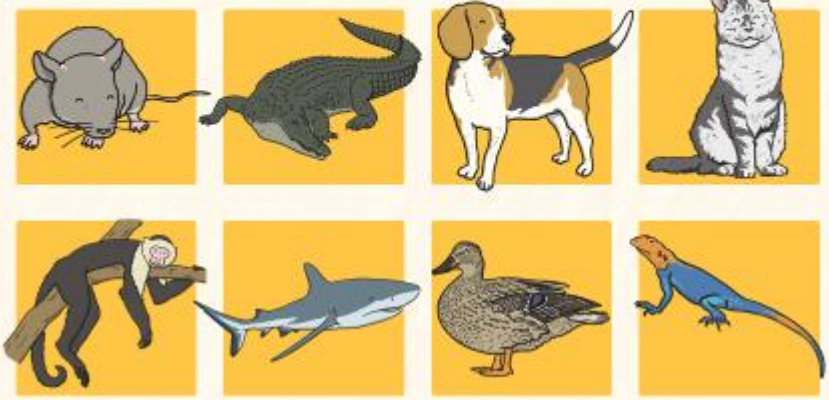
Science:

Remind your child that they are completing a unit about animals.

Have your child think about the features and different parts animals have that are different to humans (ex: fur, feathers, scales, beak, wings, horns). Go through the slides below that show your child some different animal body parts:

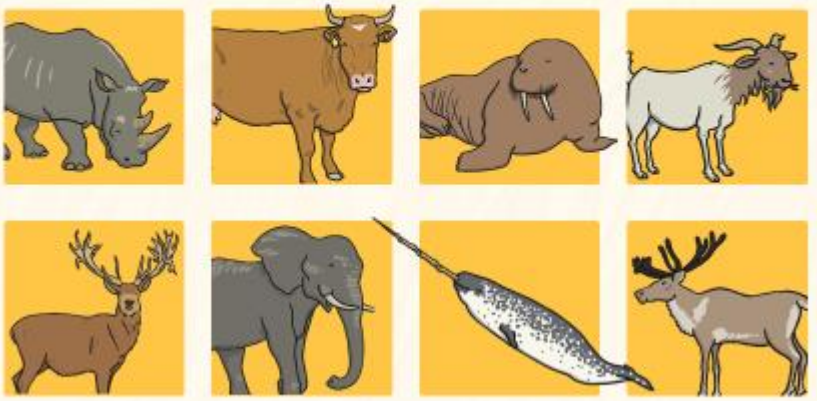
Animal Body Parts

These animals have tails.



Animal Body Parts

These animals have antlers, tusks and horns.



Animal Body Parts

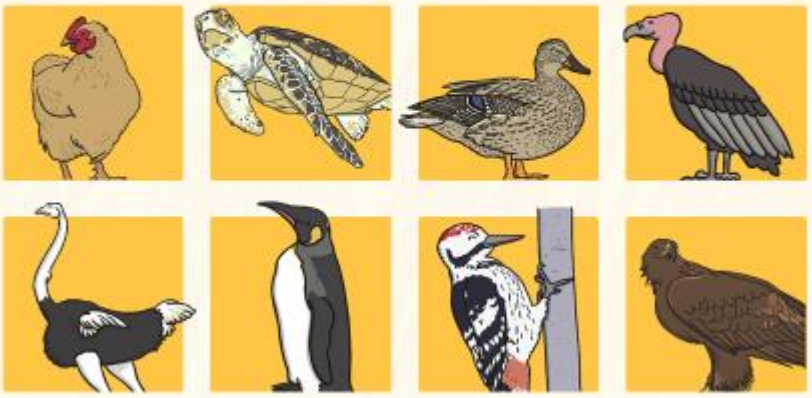
These animals have wings.

Animal Body Parts

These are different kinds of feet: paws, hooves and claws.

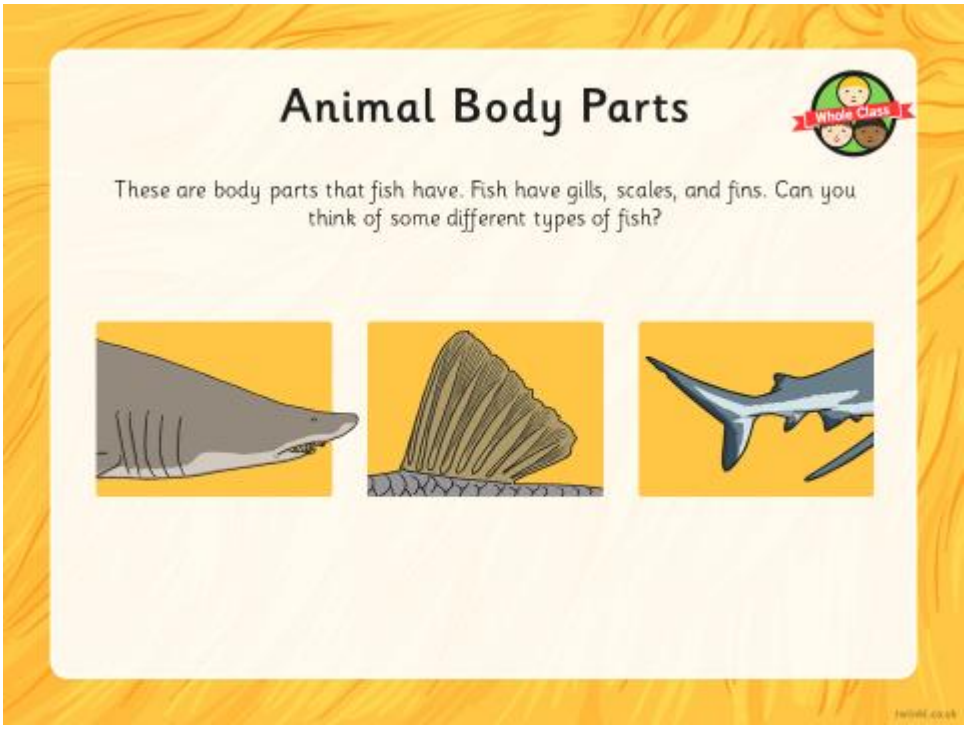
Animal Body Parts

These animals have beaks.

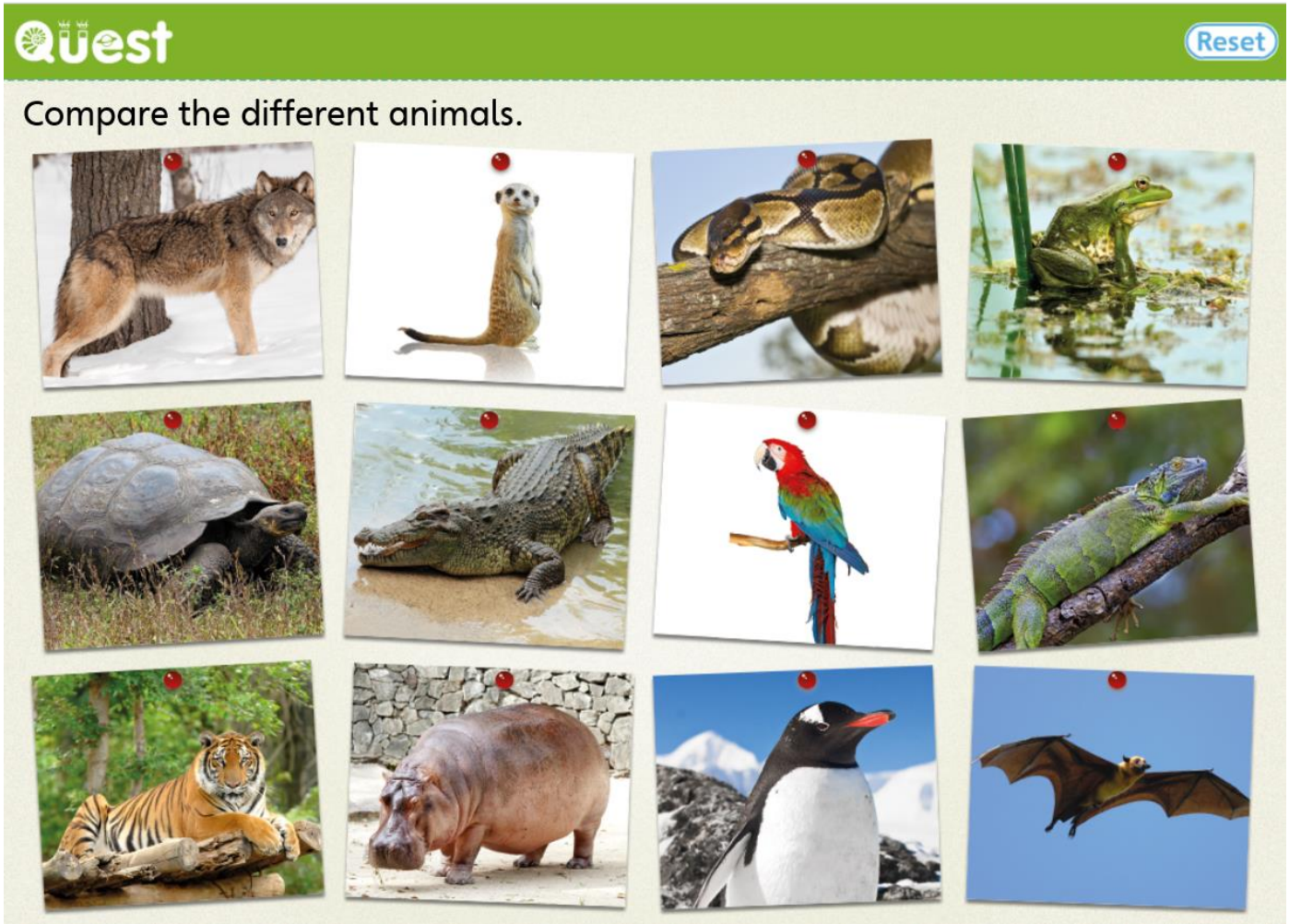


Animal Body Parts

All these animals are covered in different ways. They have fur, skin, scales and feathers. Can you think of other animals with these coverings on their bodes?



In their book, have your child use the pictures below to write sentences describing the different animals, using the vocabulary they have learned (ex: 'The wolf has fur, a tail and paws.').



P.E.:

- Complete Joe Wicks' 'PE with Joe' online PE lesson. The link is: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ (Can also be accessed by typing 'The Body Coach TV' into Google.)

Art/D.T.:

- This week, your child will work on making African jewelry. Remind your child about what they learned in Geography regarding the Maasai tribe. Remind them that the women in the Maasai tribe like to wear lots of jewelry. Tell your child that the Maasai men also like wearing jewelry.

  Support your child to follow the instructions below to create their own African necklace.

African Art Craft Pack

African Paper Plate Necklace

Supplies

- Paper plates
- Scissors
- Bright coloured paints
- Felt tip pens
- Optional: pasta, beads, wool or straws to decorate

1 Cut into the centre of the paper plate. Cut the inside circle out, leaving the outside circle or rim of the plate.

2 Decorate the outside ring with brightly coloured paints or use felt tips to make an eye-catching design. Try to create African patterns such as:

3 You could attach other materials to your necklace such as pasta, straws, beads or coloured wool.

PSHE:

- PSHE this week will focus on feeling 'lonely'. Have your child watch this video: https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-lonely/zv2tvk7 (Can be accessed by typing 'BBC Teach Feeling Better Lonely' into Google.) After watching the video, have your child think about and share times when they have been lonely and how it made them feel. Explain to your child that it isn't nice to feel lonely and that they should always talk to someone if they are feeling this way. In their book, have your child draw a picture showing a time when they felt lonely. Around the picture, have them write things they can do to help themselves or others feel better if they are feeling lonely.