

Year 1 Home Learning Tasks

Week beginning: 11th May 2020

English tasks:

- **Task 1**

Read a fiction book with your child and have them choose their favourite character from the book. Then, have them pretend to be that character and write a diary entry about their day. Encourage them to follow these rules when writing the diary entry:

- Start with 'Dear Diary,'
- Use the words 'I, me, my' (first person)
- Write about what happened in the correct order
- Use time connectives (First, Then, After, Next, Finally)
- Talk about my feelings

- **Task 2**

Have your child reread the same fiction book from the previous task. Then, have them create a book review about it by answering the questions below in their book:

1. What is the title?
2. Who is the author?
3. What is the book about? (Remember to not give away the ending!)
4. What is your favourite part of the story and why?
5. What were your favourite words or phrases in the book and why?

- **Task 3**

Have your child look at the picture provided and make some predictions. Remind your child that a prediction is a sensible guess about what might happen next. Have them answer the following questions in their book.

1. What do you think was happening before? Why do you think that?
2. What might the boy do next? Why do you think that?



3. What might the crocodile do next? Why do you think that?

4. Draw a picture to show what you think will happen next.

- **Task 4**

Have your child practice writing the following tricky words: was, don't, would, looked, people, some, come, are, our, full. Then, have them write a sentence for each word.

- **Task 5**

Have your child complete the reading comprehension activity below.

Remind them to read the text carefully and to think about what they are reading. They can write the answers into their book.

Bats

There are more than 950 different kinds of bat.

Bats can fly.

They have hair or fur on their bodies.

Fascinating Facts

Bats sleep in the day and are awake at night.

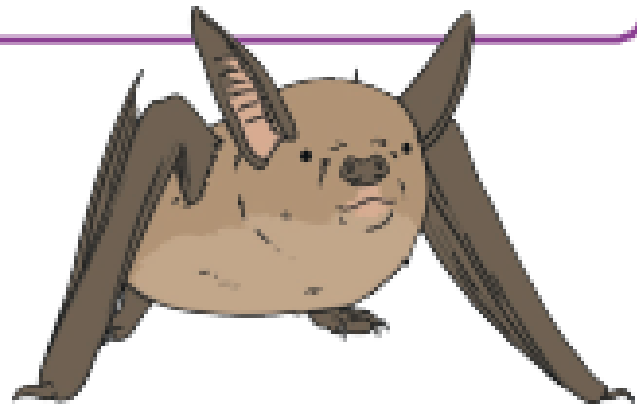
Bats can live to be 30 years old.

Bats sleep upside down so they can fly away quickly if they need to.

Where Do They Live?

Bats live in a roost.

They live where it is warm and dark, like in trees and caves.

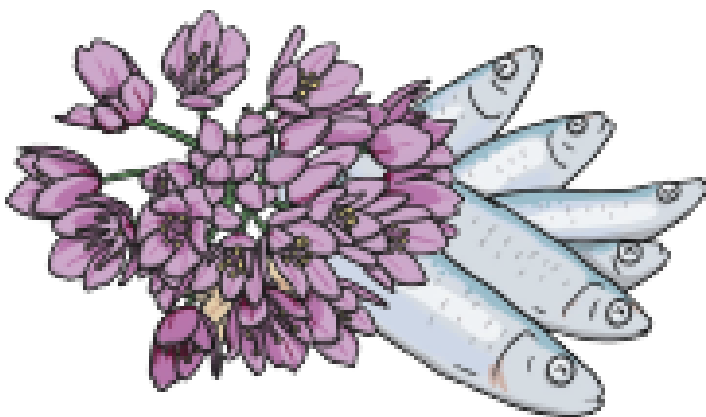


What Do Bats eat?

Bats in the UK like to eat insects.

They can catch and eat them in the air.

Other bats eat fruit, flowers, fish, frogs, blood and even other bats!



Questions

Answer the questions below in full sentences.

1. How many different types of bats are there in the world? _____

2. What do bats do in the day?? _____

3. How old can bats live to? _____

4. Why do bats sleep upside down? _____

5. Where do bats live? _____

6. What do bats in the UK eat? _____

Each day please also complete handwriting practise and phonics activities.

- *Handwriting: Throughout this week please practise all 'curly caterpillar letters' again c, a, o, g, d, e, q, 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.)*

Maths Tasks:

This week, your child will be completing activities regarding volume and capacity. They have not done this in class yet, so they may require extra support with the activities. Please consult the websites that explain the concepts for parents. In Year 1, the terms 'volume' and 'capacity' are used interchangeably.

<https://www.twinkl.co.uk/teaching-wiki/capacity> (Can be accessed by typing 'Twinkl Capacity Definition' into Google.)

<https://www.twinkl.co.uk/teaching-wiki/volume> (Can be accessed by typing 'Twinkl Volume Definition into Google.)

<https://www.theschoolrun.com/what-is-capacity> (Can be accessed by typing 'Capacity Definition the School Run' into Google.)

<https://www.theschoolrun.com/what-is-volume> (Can be accessed by typing 'Volume Definition the School Run' into Google.)

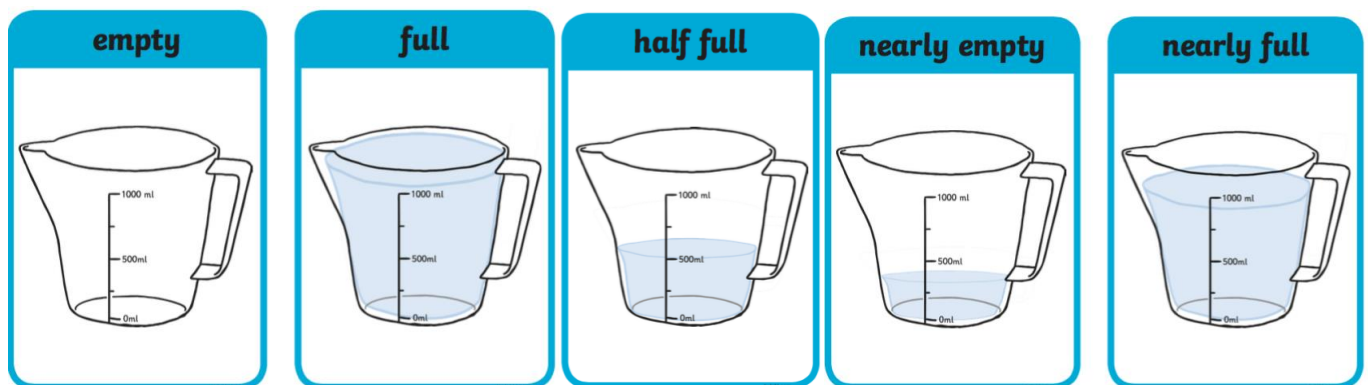
- **Task 1**

Introduce the concept of 'capacity' to your child. Capacity is a measure of how much something can hold. Explain that this usually involves liquid. Explore this concept using 4 different sized food containers from your house (bowls, food boxes, etc.) and a small plastic children's cup. First, have your child predict which food container will hold the most (greatest capacity) and which food container will hold the least (least capacity). Over the sink or bathtub, fill up the small cup and pour it into one of the food containers. Continue doing this until the food container is filled up. As you do this, have your child count how many cupfuls of

water it takes to fill up the food container. Then have them write these measurements down in their book. Once you have finished, have your child order the food containers from greatest to least capacity. The food container with the greatest capacity would hold the most cupfuls of water and the food container with the least capacity would hold the least cupfuls of water.

- **Task 2**

Explain to your child that not all food containers are always filled up completely all the time. You can have different amounts of liquid in them at any time. Explore this concept practically. This works best if you have 5 identical glasses or food containers (if you do not have 5 identical glasses or food containers, use one glass but fill it each time up according to the criteria below). Have one glass/food container that is full, one that is nearly full, one that is half full, one that is nearly empty, and one that is empty. Point out that each glass/food container is the exact same, meaning they all have the same capacity. What is different is how much water there is inside each one. Have your child look at each glass. As they do so, go through the vocabulary with them (full, nearly full, half full, nearly empty, empty- please refer to the pictures below for guidance). If possible, have these terms written on small pieces of paper and have your child place them in front of the correct glasses/food containers. Once they have finished this, they can draw and label the 5 different cups into their book.



- **Task 3**

Show the children pictures of the different creatures pictured below. Explain that it is a hot day and they all need a drink. Establish that the biggest creature will need the most to drink and that the smallest creature will need the least amount to drink. Show your child the pictures of the cups filled up with different amounts (also pictured

below.) Have your child discuss which creature would get which cup and why. Have them write their answers in their books (e.g.: The giant will get the cup that is full because he is the biggest, etc.).



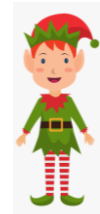
Giant



Dragon



Unicorn

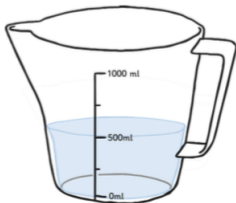


Elf

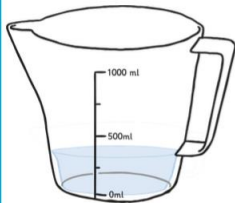


Ghost

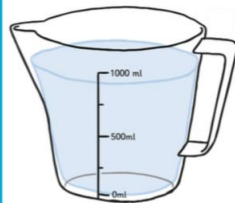
half full



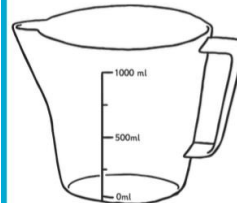
nearly empty



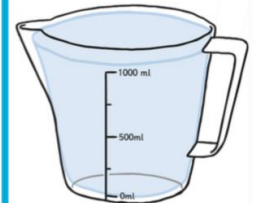
nearly full



empty



full



- **Task 4**

Find some household containers that hold liquid (milk, vinegar, juice, fizzy drink, oil, washing up liquid, shampoo, etc.) and show your child that each of them has a number followed by either 'L' or 'mL'.

Introduce the words 'litres' and 'millilitres' to your child and that we write them down using 'mL' and 'L'. Explain that these numbers and letters tell us the exact amount of liquid inside, or the capacity of liquid the container can hold.

Explain that millilitres are very small- 1000mL need to be put together to make 1L! Explain that litres are bigger than millilitres. Litres are used to measure the capacity of larger food containers or larger amounts of liquid, whereas millilitres are used to measure the capacity of smaller food containers or smaller amounts of liquid. Show your child the pictures below and have them decide if the liquid inside would be measured using millilitres or litres. Have them write their answers down in their book.

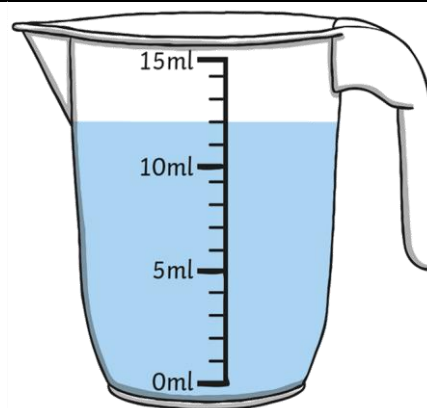
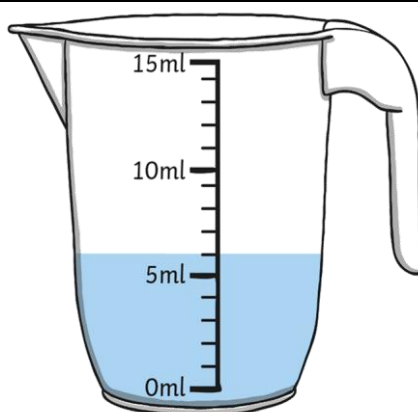
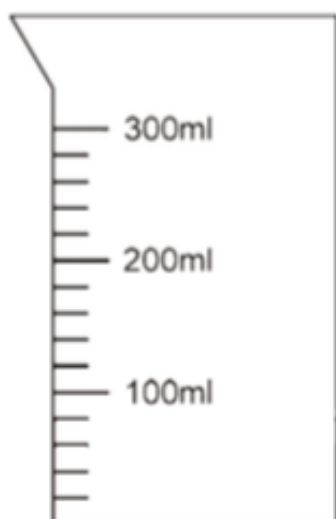
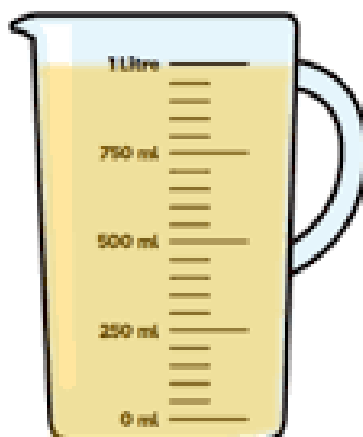
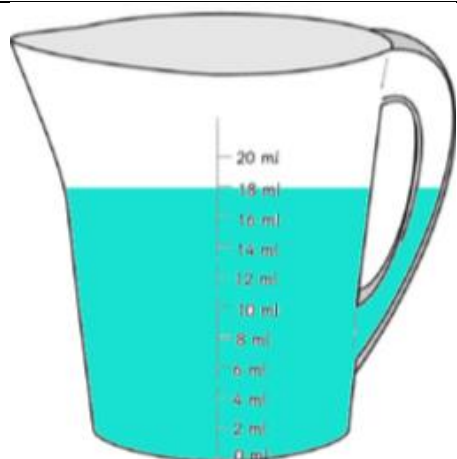
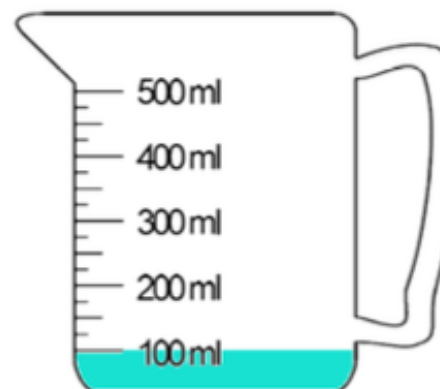
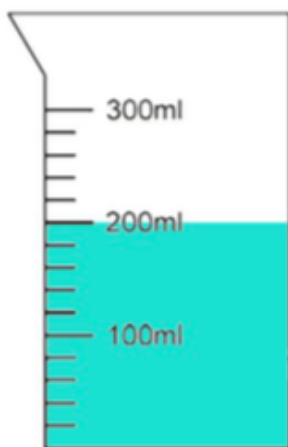
		
Swimming Pool	Juice Box	Bathtub
		
Washing-up Liquid	Bottle of Perfume	Large Jug of Milk

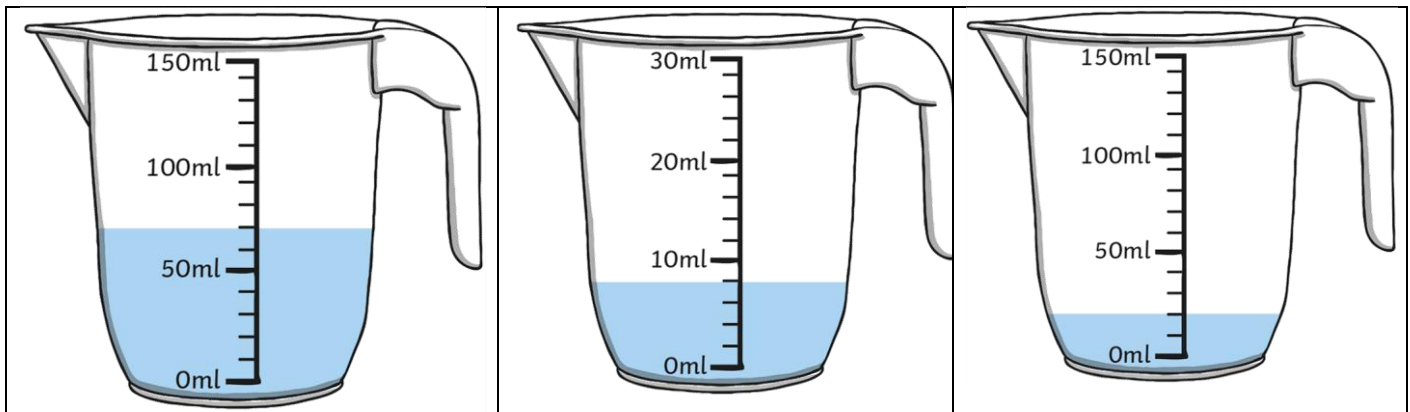
After your child has completed this activity, demonstrate how to measure out different amounts of water in millilitres and litres. Do this using a liquid measuring jug. Demonstrate how you need to look at the jug at eye level and how to fill the liquid up to the line. Demonstrate this with different amounts of water. If your child is capable, let them have a go at filling the jug up to the amount you tell them.

- **Task 5**

Show your child the pictures below of different amounts of liquid in measuring jugs. Have them record the measurements in L or mL in their

book. The first 2 rows are a bit easier and the second 2 rows are more challenging. If your child struggles with the last 2 rows, offer them extra support or stick with the first 2 rows only.





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:






- 29th April is the Feast Day of St Catherine of Siena. Catherine is the Patron Saint of nurses because she dedicated her life to helping the sick. Explain to your child that right now, nurses in the UK and all over the world are working extremely hard to help people who are ill. In honour of St Catherine of Siena's Feast Day, have your child write a prayer asking God to watch over and bless the nurses all over the world. You and your child are welcome to do some more research about St Catherine of Sienna to learn more about her life and the sacrifices she made to help others.

History:

- Talk with your child about the modes of transport they know and have used before (cars, busses, taxis, trains, planes, etc.). Then talk about how

in the past, they did not have petrol or electricity so they had to use different ways of getting around. Discuss how old forms of transport had to use things like pedaling, animal power, wind power and steam to make them go. Have your child separate a page in their book into 2 sections, one entitled 'Old Transport' and 'New Transport'. Then, have them look at the pictures below and place them into the correct section. They can do this by drawing the pictures into their books and labelling them, or by simply writing the name into the correct section. After, they can watch this video that takes them through the different modes of transport used throughout history and when they were invented:

<https://www.youtube.com/watch?v=FaLCQo8NJFA> (Can be accessed by typing 'An Animated History of Transportation' into Google.)

		
<p>Steam engine</p>	<p>Car</p>	<p>High-speed train</p>
		
<p>Horse</p>	<p>Aeroplane</p>	<p>Sailing ship</p>
		
<p>Bus</p>	<p>Carriage</p>	<p>Motorcycle</p>

Science:

- Have your child watch the Seasons video: <https://www.youtube.com/watch?v=8ZjpI6fgYSY> (Can be accessed by typing 'Seasons Song Have Fun Teaching' into Google.) Then, have your child discuss with you some of the things they know about each of the four seasons. In their book, have them draw a picture depicting each season. Underneath each picture, have them write 2 sentences about what they know in regard to that season.

P.E.:

- Complete Joe Wicks' 'PE with Joe' online PE lesson. The link is: <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ> (Can also be accessed by typing 'The Body Coach TV' into Google.)

Art/D.T.:

- Have your child help you to prepare a meal. Show them the recipe that you use and explain how it tells you what to do step-by-step. Have them complete tasks that are age-appropriate and safe for them to do so (stirring, mixing, pouring, rinsing, etc.). Link this to maths if you have any liquids to measure out. When they have finished, they can write the recipe in their book (encourage them to put the recipe into their own words rather than just copying it out).

PSHE:

- Have your child write 5 sentences in their book about what makes them special and unique. To get ideas flowing, have them think about: what they are good at, what they enjoy doing, what their personality is like, what their favourite things are, etc.