

## Year 1 Home Learning Tasks

**Week beginning: 18<sup>th</sup> May 2020**

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

### English tasks:

- **Task 1**

Our author of the term for summer is Ed Vere. On YouTube you can find the video of Ed Vere reading his book 'Max the Brave.' The link is:

<https://www.youtube.com/watch?v=NTD-8aShkdg> (Can also be accessed by typing 'Ed Vere reads Max the Brave' into Google.) Please have your child watch the video and then answer these questions in their book:

- What did you like about this story?
- Who is your favourite character? Why?
- Is there anything you would change about the story? Why?

- **Task 2**

Have your child watch the video of Ed Vere reading 'Max the Brave' again. Then, have them write a summary about Max the Brave. A summary is a short description of what happened in the story. Have your child write one or two sentences about what happened at the beginning, one or two sentences about what happened in the middle and one or two sentences about what happened at the end of the story.

- **Task 3**

Have your child watch the video of Ed Vere reading 'Max the Brave' again. Then, have your child write a character description for Max. Encourage your child to use adjectives and to describe Max's appearance as well as his personality.



- **Task 4**

Have your child watch the video of Ed Vere reading 'Max the Brave' again. Then, have your child write their own story about Max. Have them think about what other things Max could do and what adventures he could go on.

- **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.

# Stop Telling Fibs!

"Tomek, hurry up and get ready!" yelled Mum from downstairs.

"I can't get ready," said Tomek, "there's a grizzly bear in my underwear!"

"Stop telling fibs!" said Mum.



"Get in the car or you'll be late for school," said Mummy.

"I can't get in the car," said Tomek, "there's a goat in my coat!"

"Stop telling fibs!" said Mummy.

"Time to put your things away and go to your classes," said Mr Peters at breakfast club.

"I can't put my things away," said Tomek, "there's a stag in my bag!"

"Stop telling fibs!" said Mr Peters.





"Wrap up warm for home time," said Miss Li.

"I can't wrap up warm," said Tomek, "there's a kitten in my mitten!"

"Stop telling fibs!" said Miss Li.

"You need to get changed for swimming," said Jen.

"I can't get changed for swimming," said Tomek, "there are skunks in my trunks!"

"Stop telling fibs!" said Jen.



"Time to get ready for bed," said Mum.

"I can't get ready for bed," said Tomek, "there are llamas in my pyjamas."

"Stop telling fi... Arghh!"



# Questions

1. Who tells Tomek to hurry up and get ready? Tick one.

- his mum  
 his sister  
 his nan

2. What animal does Tomek find in his underwear? Tick one.

- a polar bear  
 a panda bear  
 a grizzly bear

3. Where is Tomek when he finds skunks in his trunks?

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4. Draw a line to match the animals with the clothing they were wearing.

kitten •

goat •

llamas •

coat •

pyjamas •

mitten •

5. Complete this sentence.

Stop telling \_\_\_\_\_!

lies

tales

fibs

***Each day please also complete handwriting practise and phonics activities.***

- *Handwriting: Throughout this week please practise all 'ladder letters' again: l, i, t, u, j, y. 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](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 completing activities regarding fractions. They have not done this in class yet, so they may require extra support with the

activities. In Year 1 children explore fractions of shapes and quantities. They only explore halves and quarters. Please consult the websites below that explain the concepts for parents:

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

<https://www.theschoolrun.com/teacher-tricks-fractions> (Can be accessed by typing 'The School Run Fractions Year 1' into Google.)

- **Task 1**

Start to introduce the concept of halves by showing your child the picture to the right. State that the cake has been cut in 2 and that you get the big piece and they get the small one. Have your child explain to you why that is not fair and what they could do to make it fair.

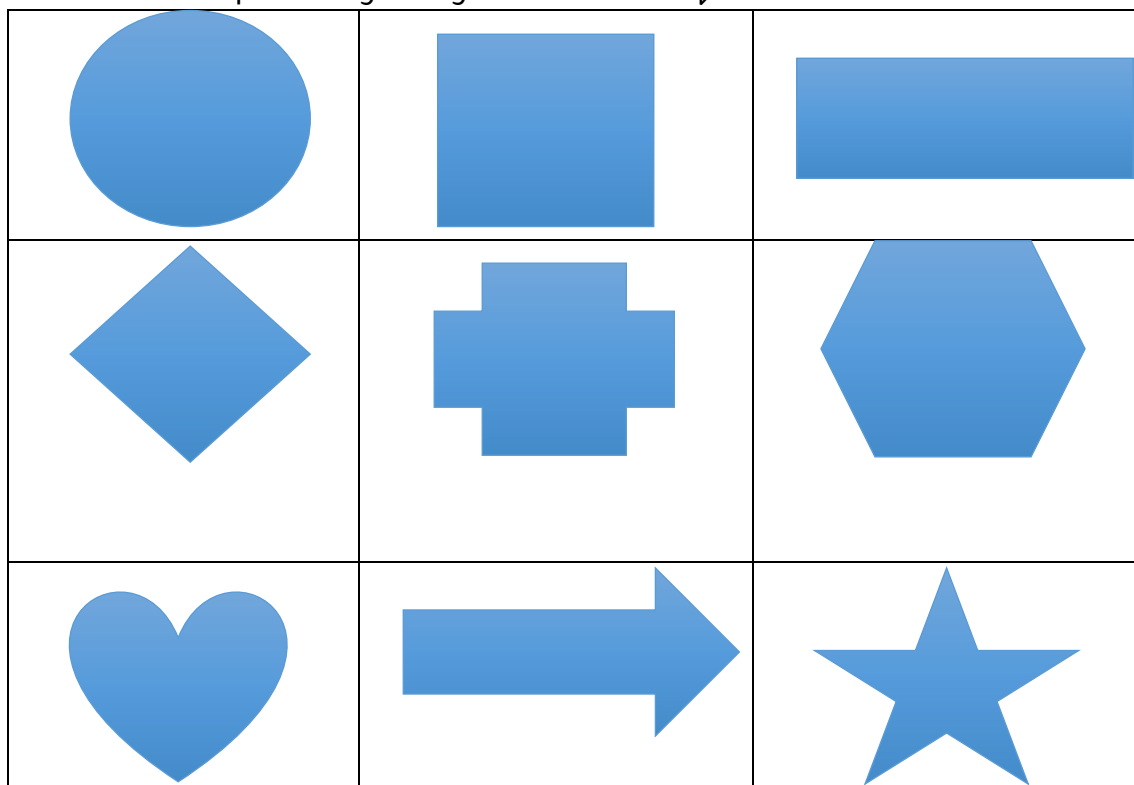


Explain that when we cut things into 2 pieces we should make sure that both parts are the exact same so it's fair. If both parts are equal, then they are called halves. Explain that 2 halves can be put together to make one whole. To illustrate this, explain that if you have a cake and cut it into 2 pieces you still only have 1 cake. The pieces can be put together to make 1 whole cake again. Have them think of other things they have seen cut into halves or equal parts. Tell your child that we can write one half like this:  $\frac{1}{2}$ . Explain that the '2' represents cutting the object into 2 equal parts and that the '1' represents one of those parts.

Explore this concept with your child by supporting them in finding half of different objects around the house. To do this, use a piece of string that they can place along the different objects to show where they would cut it to make 2 halves. They may find that some things cannot be cut in half because of their shape or that some things have to be cut a certain way to show half. To extend their learning, you could incorrectly place the string and have your child explain why it is not showing half.

Then, either print out or draw the different shapes below and have your child draw a line to show where they would cut the shape to make 2 halves. The last row is more challenging, as the shapes there have to be cut a certain way to show half.

You can also show your child this video on White Rose Maths to help support their learning: (<https://whiterosemaths.com/homelearning/year-1/> - from there you need to click on 'Summer Term Week 1' and then 'Lesson 4'. Skip the beginning 'Flashback 4' questions.)



- **Task 2**

Introduce your child to finding half of a group of objects. Use objects that you have around your house (blocks, pasta, coins, sweets, Lego, toy cars, etc.) and start by giving yourself 8 and your child 2. Have your child explain to you why that is not fair and what they could do to make it fair.

Explain that when we make 2 groups of objects we should make sure that both groups have the exact same amount so they're fair. If both groups are equal, then they are called halves. Reiterate that 2 halves can be put together to make one whole. To illustrate this, explain that if you have a bag of sweets and you give half to yourself and half to your friend you still only have the sweets that were in that one bag. The sweets can be put back together in the bag to make the bag whole again.

Explore this concept with your child by supporting them in finding half of different groups of objects. Take a piece of paper and divide it into 2 to represent 2 groups (alternatively you could use 2 plates or 2 paper plates to represent 2 groups). Give your child a group of objects (don't



give them any more than 20 and make sure that there is an even amount) and have them first count the objects as a whole. Then, have them find half of that amount by sharing the objects into 2 groups. Have them do this by placing one object at a time. They should place the first object into the first group, the second object into the second group, the third object into the first group again and continue alternating in this regard until they run out. Then, have your child count how many objects there are in each group. Each group needs to have the same amount to be fair and show half. Have them find half of the amounts listed below and write them into their books. The first amount has been done as an example.

You can also show your child this video on White Rose Maths to help support their learning: (<https://whiterosemaths.com/homelearning/year-1/> - from there you need to click on 'Summer Term Week 2' and then 'Lesson 1'. Skip the beginning 'Flashback 4' questions.)

| Number of Objects | Half of that Number |
|-------------------|---------------------|
| 2                 | 1                   |
| 8                 |                     |
| 6                 |                     |
| 4                 |                     |
| 10                |                     |
| 18                |                     |
| 20                |                     |
| 16                |                     |
| 14                |                     |
| 12                |                     |

\*If your child finds this easy and wants a challenge, you can give them an odd amount of objects and have them explain why that amount cannot be divided in half.

- **Task 3**

Start to introduce the concept of quarters by showing your child the picture to the right. State that the cake has been cut into 4 pieces and that your child and 3 of their friends each get a piece. Have your child explain to you why that is not fair and what they could do to make it fair.

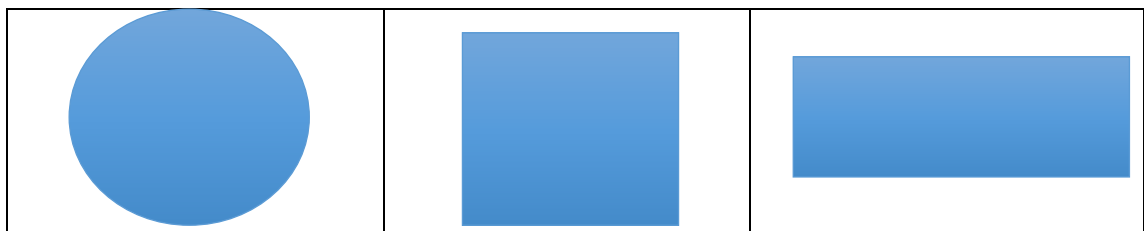


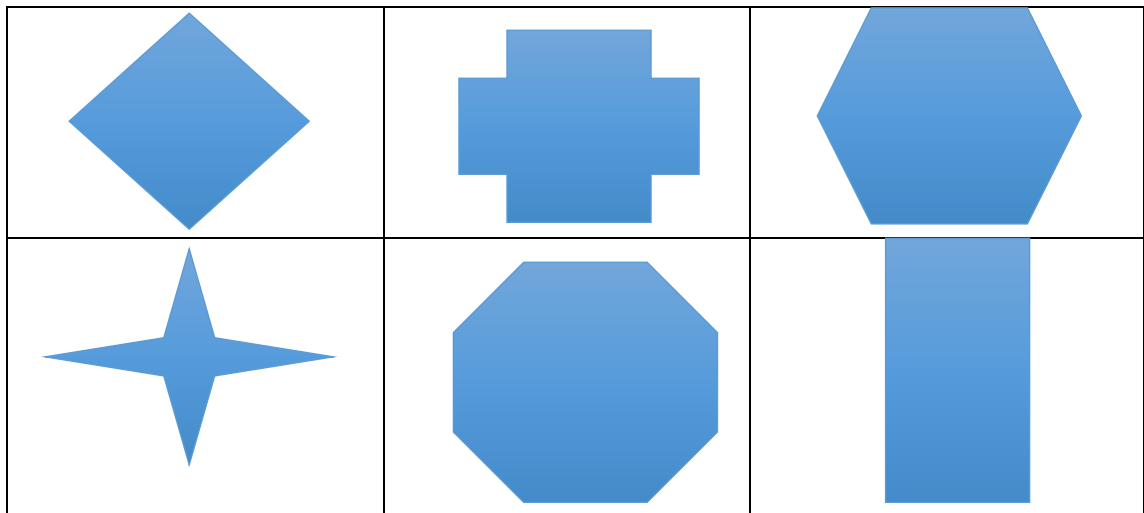
Explain that when we cut things into 4 pieces we should make sure that all 4 parts are the exact same so it's fair. If all 4 parts are equal, then they are called quarters. Explain that 4 quarters can be put together to make one whole. To illustrate this, explain that if you have a cake and cut it into 4 pieces you still only have 1 cake. The pieces can be put together to make 1 whole cake again. Have them think of other things they have seen cut into quarters or equal parts. Tell your child that we can write one quarter like this:  $\frac{1}{4}$ . Explain that the '4' represents cutting the object into 4 equal parts and that the '1' represents one of those parts.

Explore this concept with your child by giving them 2 pieces of paper: 1 cut into the shape of a circle and 1 cut into the shape of a square. Have your child explain how they would cut the shapes to make 4 equal pieces or 'quarters'. Show them that they can cut objects into quarters by first cutting them in half and then cutting them in half again. Use scissors to demonstrate this with the paper circle and square.

Then, either print out or draw the different shapes below and have your child draw 2 lines to show where they would cut the shape to make 4 quarters.

You can also show your child this video on White Rose Maths to help support their learning: (<https://whiterosemaths.com/homelearning/year-1/> - from there you need to click on 'Summer Term Week 2' and then 'Lesson 2'. Skip the beginning 'Flashback 4' questions.)





- **Task 4**

Introduce your child to finding a quarter of a group of objects. Use objects that you have around your house (blocks, pasta, coins, sweets, Lego, toy cars, etc.) and a piece of paper that has been divided into 4 groups. Start by putting 2 objects in the first group, 6 objects in the second group, 1 object in the third group and 3 objects in the fourth group. Have your child explain to you why that is not fair and what they could do to make it fair.

Explain that when we make 4 groups of objects we should make sure that all 4 groups have the exact same amount so they're fair. If all 4 groups are equal, then they are called quarters. Reiterate that 4 quarters can be put together to make one whole. To illustrate this, explain that if you have a bag of sweets and you give a quarter to yourself and a quarter to each of your 3 friends, you still only have the sweets that were in that one bag. The sweets can be put back together in the bag to make the bag whole again.

Explore this concept with your child by supporting them in finding a quarter of different groups of objects. Use the piece of paper that has been divided into 4. Give your child a group of objects (make sure that the amount is a multiple of 4: 4, 8, 12, 16, and so on) and have them first count the objects as a whole. Then, have them find a quarter of that amount by sharing the objects into 4 groups. Have them do this by placing one object at a time. They should place the first object into the first group, the second object into the second group, the third object into the third group, the fourth object into the fourth group, the fifth object into the first group again and continue alternating in this regard until they run out. Then, have your child count how many objects there are in

each group. Each group needs to have the same amount to be fair and show a quarter. Have them find one quarter of the amounts listed below and write them into their books. The first amount has been done as an example.

You can also show your child this video on White Rose Maths to help support their learning: (<https://whiterosemaths.com/homelearning/year-1/>) - from there you need to click on 'Summer Term Week 2' and then 'Lesson 3'. Skip the beginning 'Flashback 4' questions.)

| Number of Objects | A Quarter of that Number |
|-------------------|--------------------------|
| 4                 | 1                        |
| 8                 |                          |
| 20                |                          |
| 16                |                          |
| 32                |                          |
| 24                |                          |
| 28                |                          |
| 12                |                          |

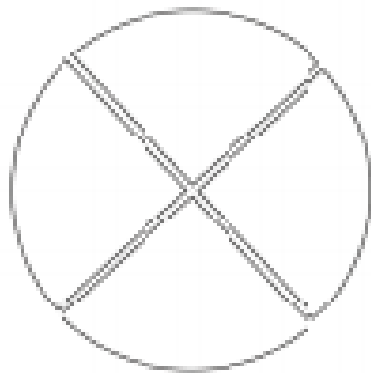
\*If your child finds this easy and wants a challenge, you can give them an amount of objects that cannot be divided into quarters (ex: 6, 14, 23, 5, etc.) and have them explain why that amount cannot be divided into quarters.

- **Task 5**

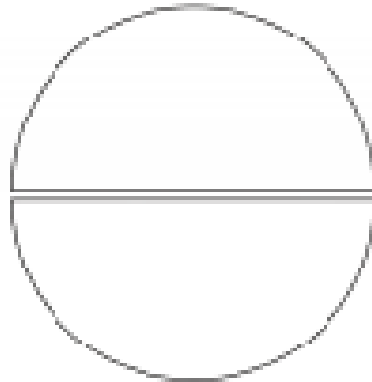
If you are able to, print this page out and have your child colour the shapes according to the criteria. If you cannot print it out, you can draw the shapes into your child's home learning book and then have them colour the shapes in according to the criteria.

\*The three quarters questions are trickier and your child may require support with them. If they do not understand the concept of three quarters, please do not worry. The main focus is to understand one quarter and one half. This is just an extra challenge.

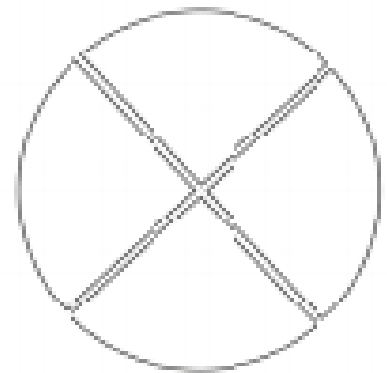
# Read and Colour the Fractions



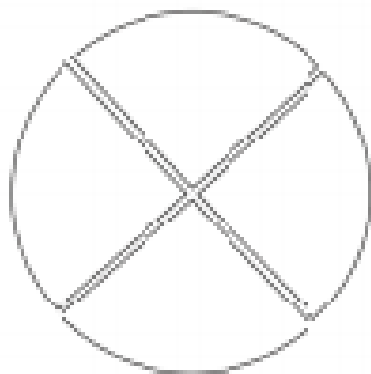
**one quarter**



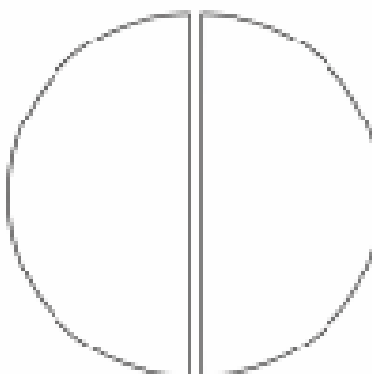
**one half**



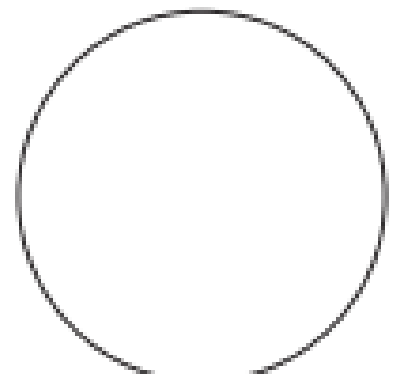
**three quarters**



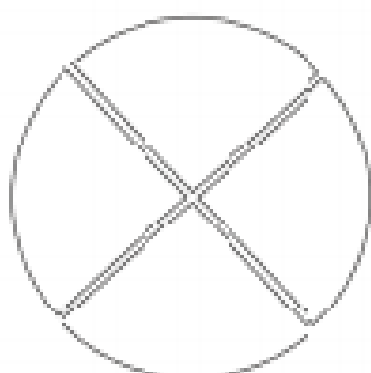
**one quarter**



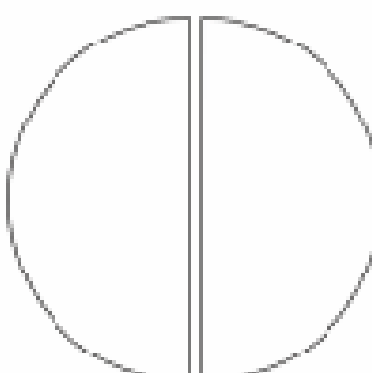
**one half**



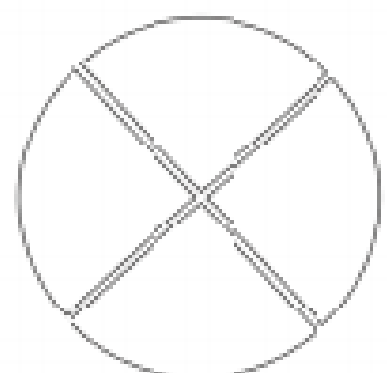
**whole**



**$\frac{1}{4}$**



**$\frac{1}{2}$**



**$\frac{3}{4}$**

***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:**

- Have your child look at the first picture below and talk about what they think is happening. Then, explain to them that the picture is depicting Ascension Day, which is celebrated on 21<sup>st</sup> May this year. Explain that after His resurrection, Jesus appeared to the disciples and made a promise to send them a special helper, the Holy Spirit. The holy day, Ascension Thursday, celebrates when Jesus went back up to Heaven to return to His Father. Use the second picture below to read a child-friendly adaptation of the scripture based on John 13:33; 14:18.

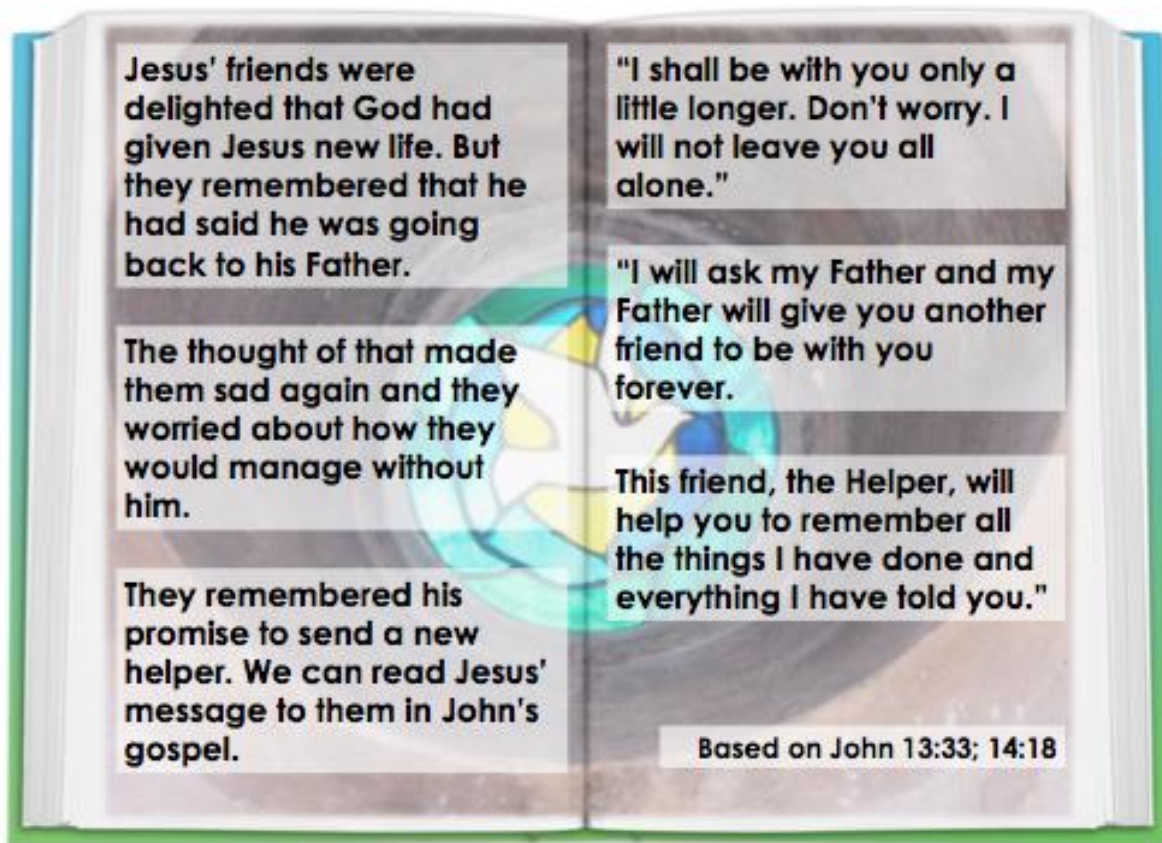
Sing the hymn 'The Spirit Lives to Set us Free' with your child (A link to the song on YouTube: <https://www.youtube.com/watch?v=BEYCzoqEYss> that can also be accessed by typing 'Walk in the Light Our Lady of Lourdes Sheffield' into Google.) Explain that this song is about the Holy Spirit and using it to guide you.

Have your child draw a picture in their book showing what happens on Ascension Day. Alternatively, if you have the resources you can support your child in making the Ascension Day craft that is shown in the third picture below. The craft requires: a paper cup, cotton balls/cotton pads, string, paper, colouring pens/pencils, scissors, tape, glue, paint and a

bead or something similar to secure the string. Please follow the steps below to make the craft:

1. Paint or colour the outside of the cup blue to make it look like the sky.
2. Pull apart the cotton pads/balls and have your child glue them to the outside of the cup to make them look like clouds.
3. Have your child draw a small picture of Jesus or print out a small picture of Jesus and have them colour it in. Have your child cut out the picture.
4. Cut out a piece of string and tape the picture of Jesus to one end.
5. Poke a small hole in the bottom of the paper cup and feed the other end of the string through the hole.
6. Tie a bead to the end of the string that is poking up through the bottom of the cup.
7. Your child can pull the bead up which will cause the picture of Jesus to rise up as they do so. It will illustrate Jesus ascending into Heaven.








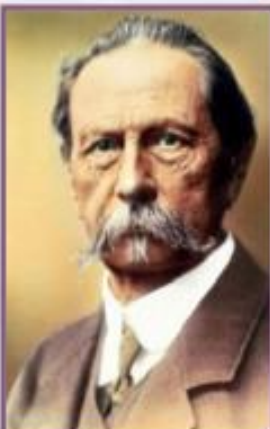
## History:

- Go through the slides below with your child. The slides will teach them the history of cars. The last slide shows side-by-side pictures of a 2020 Toyota Corolla and the Benz Patent Motorwagen from 1885. Have your child divide a page in their book into 2 and label one side 'Old Car' and one side 'New Car'. Then, have them write sentences about each car in the appropriate section. Have them write about:
  - The speed of the car (How fast the car can go)
  - How many wheels the car has
  - How people steer the car
  - What safety features the car has (ex: seatbelts, windshield, air bags)


# When Was the First Car Invented?



The timeline shows three centuries: 18<sup>th</sup> Century (1700-1800), 19<sup>th</sup> Century (1800-1900), and 20<sup>th</sup> Century (1900-2000). A callout box points to the year 1885 in the 19<sup>th</sup> Century section.



**1885**  
Benz builds the first 'Benz Patent Motorwagen' in Germany.



Benz invented the car using a **petrol engine**, which is the model still used now. Before he built this car, there were vehicles that used **steam** to move!

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# A History of Cars



**1770**

Before Karl Benz invented the first car using a petrol engine, Nicolas-Joseph Cugnot had created a steam driven carriage in 1770, in France.

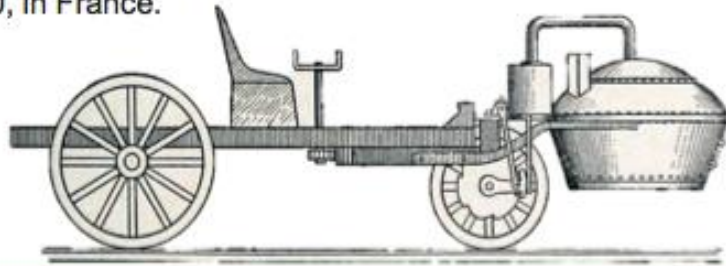


Photo courtesy of Daniel Clouet-Delmas@flickr.com - granted under creative commons license - attribution

## Cugnot's Steam Carriage (1770)



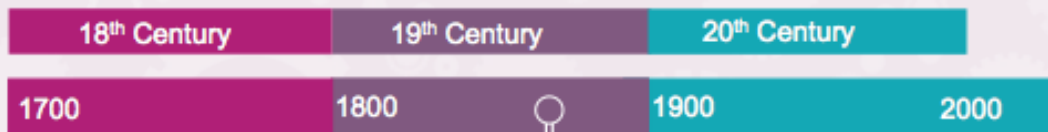
It had two wheels at the back and one at the front. The steam created from the boiler at the front made the wheels turn.

Cugnot's steam carriage turned out to be very impractical. The boiler caused it to be too heavy at the front. Also the fire needed to be re-lit every 15 minutes to keep producing enough steam!

**Do you think it would have worked well?**

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# Benz Patent Motorwagen (1885)



**1885**

From 1885 till 1893, 25 Motorwagens were built.

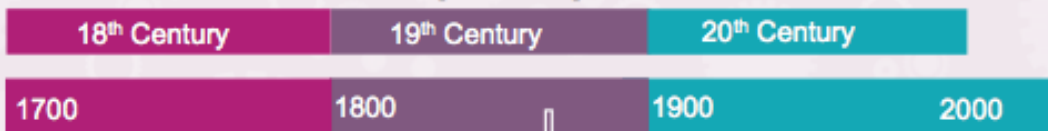
In 1899, 572 were built in that year alone.



**Fact:** The Motorwagen reached a top speed of 11mph. This is slightly slower than the average speed of a running person!

Photo courtesy of Bradford Tomlinson@flickr.com - granted under creative commons license - attribution

# Benz Patent Motorwagen (1885)

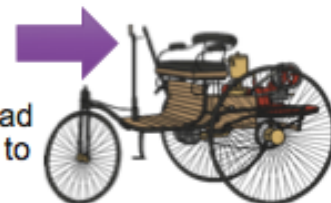


**1885**

The Benz Patent Motorwagen did not have a steering wheel like cars do today. Instead, it had a crank that people had to move left and right to make it turn. It is similar to a joystick that you might use to control video games.

The car also had no windscreen, no seatbelts, no doors and no airbags so it was not very safe!

If you look closely, you can see that the car only had seats for 2 people.



# Ford Model T (1908 - 1927)



**1908**

In America, Henry Ford designed the Model T and began building lots of them in his factory. This was the first time making cars happened in this way.



Photo courtesy of /iStockphoto.com and /iStockphoto.com - granted under creative commons license - attribution

# Austin 7 (1922 - 1939)



**1922**

The Austin 7 was manufactured by the Austin Motor Company in Britain.

It was extremely popular and sold very well in Britain and abroad.

Photo courtesy of /A-Freco/iStock.com - granted under creative commons license - attribution

# Volkswagen Beetle (1938 - 2003)



18<sup>th</sup> Century

19<sup>th</sup> Century

20<sup>th</sup> Century

1700

1800

1900

2000



**1938**

This car was built in Germany.



Photo courtesy of FotoSleuth and rollberg@flickr.com - granted under creative commons licence - attribution

# Mini (1959 - 2000)



18<sup>th</sup> Century

19<sup>th</sup> Century

20<sup>th</sup> Century

1700

1800

1900

2000



**1959**

The Mini was built in Britain and became a very popular car in the 1960s.

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# Toyota Corolla (1966 – present day)



| 18 <sup>th</sup> Century | 19 <sup>th</sup> Century | 20 <sup>th</sup> Century |      |
|--------------------------|--------------------------|--------------------------|------|
| 1700                     | 1800                     | 1900                     | 2000 |



Old model

2020 model



1966

The Toyota Corolla is currently the best selling car in the world. They are mainly built in Japan.

The 2020 Toyota Corolla can go up to 112mph! Much faster than the Benz Patent Motorwagen!

# Comparing Cars



## **Science:**

- This week will focus on the season of spring. First, show your child this video: [https://www.youtube.com/watch?v=xYYT48Iv\\_c](https://www.youtube.com/watch?v=xYYT48Iv_c) (Can be accessed by typing 'Spring 4k Ultra HD' into Google) and have them talk about how it makes them feel. Go through the slides below that give information about spring. Then, have your child draw a picture to show what trees look like in spring and what kinds of clothes they would wear in spring. Have them write a sentence about what the weather is like in spring and another sentence about what happens to plants and flowers in spring.



# What does it look like in spring?



## Day Length

Look at the number of hours of daylight we have during the spring.

Can you notice anything about the numbers compared to the winter numbers?

| Month             | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug |
|-------------------|------|-----|-----|-----|-----|-----|-----|-------|-----|------|------|-----|
| Hours of daylight | 13   | 11  | 9   | 8   | 8   | 10  | 12  | 14    | 15  | 16   | 16   | 14  |





## Spring

Spring is when the weather starts to get warmer. It's like the world is getting ready for summer and getting rid of winter.

Because it's getting warmer, we don't need to wear as many warm clothes as we do in winter.

We can start to go outside without jackets, scarves, gloves and hats.

We can wear things like t-shirts and long-sleeve shirts.

It's not summer yet, so we can't wear our shorts and swimming costumes yet. We have to wait for it to get warmer!

## Spring

As the seasons change from winter to spring the temperature begins to rise, which means it gets even warmer.

You might notice that snow and ice will start to melt.

There is more sunshine in spring. This is because the days start to get longer.



**What would you wear in spring?**



## **Spring**

**Because it starts to get warmer in spring, things start to grow again. Spring is the start of new life after the cold winter!**

**Many trees grow blossoms, which are like flowers on their branches. They are usually pink or white. Other trees start to grow leaves,**

**Plants start to grow again and many flowers start to come out. They are just starting to grow, so they're not as big as they are in summer.**



**Lots of animals have babies in the spring. Baby chicks and birds hatch and other baby animals like lambs are born.**



### **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.:**

- Have your child watch Ed Vere's 'Draw with Ed' YouTube tutorial for drawing the monster that appears at the end of 'Max the Brave.' Have them follow along with Ed and learn to draw their own monster. The link is: <https://www.youtube.com/watch?v=zUVNM9Si-7Y> (Can also be accessed by typing 'Draw with Ed Vere Monster' into Google.)

### **PSHE:**

- Have your child think about what they want to be when they grow up. Then, have them draw a picture of themselves doing that job. After, have them write some sentences about why they want to do that job and why they think they would be good at it.