

Year 1 Home Learning Tasks

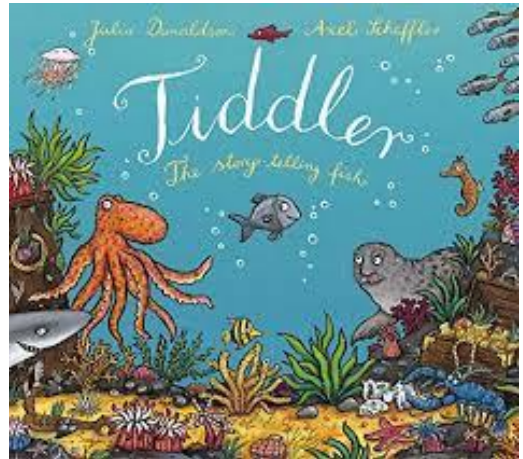
Week beginning: 1st June 2020

**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 'Tiddler.' You can watch a YouTube video of the book here:

<https://www.youtube.com/watch?v=qcTQADUywZY> (Can also be accessed by typing 'Julia Donaldson Tiddler Video' into Google.) Please have your child watch the video.



- **Task 1**

Tiddler is a fish who regularly makes up stories about why he is late for school. Have your child make up their own story for why Tiddler was late one day. They can write their story in their home learning book.

- **Task 2**

Tiddler was busy dreaming up excuses as to why he was late and he ended up getting caught in a fisherman's net and going on a real adventure. His classmates were worried about where he was and thought that he might be lost. Have your child make a 'missing' poster for Tiddler. The poster should say 'Missing' in big letters at the top and include a big picture of Tiddler in the centre. Underneath the picture, have your child write some sentences describing Tiddler's appearance and personality.

- **Task 3**

Have your child think about the moment when Tiddler was caught in the net. Have your child write down how they think Tiddler was feeling and why.

- **Task 4**

Tiddler ended up going on a real life adventure the day he was caught in the net. Have your child pretend to be Tiddler 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 5**

Tiddler went on an exciting adventure in this story. Have your child think about where they would like to go on an adventure and then write a story about it.

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 (Can also be accessed by typing 'Letters and Sounds for Home and School YouTube' into Google.)

Maths Tasks:

This week, your child will be consolidating their learning on place value, counting, addition and subtraction. This will be a review of things they have already learned. Next week we will start again with new learning.

- **Task 1**

Have your child practice counting forwards to 100. At first, have them use their hundred square and the videos below:

- <https://www.youtube.com/watch?v=bGetqbgDVaA> (Can be accessed by typing 'Singing Walrus Count to 100' into Google)
- <https://www.youtube.com/watch?v=OTgLtF3PMOc> (Can be accessed by typing 'Jack Hartmann Count to 100' into Google)
- <https://www.youtube.com/watch?v=eOdJWfQHF8Y> (Can be accessed by typing 'Count to 100 Kids TV 123' into Google)

After, have them practice counting to 100 without the support of the hundred square or songs. Show your child the sequences below and have them write them into their books and fill in the missing numbers.

5 6 7 ___ 9 10 ___ 12 ___ 14 15 ___ 17
___ 19 20 ___ 22 23 ___ ___ 26 27 28
29 ___ 31 32 ___ 34 ___ ___ 37 ___ 39 ___
41 ___ ___ 44 45 ___ ___ 48 ___ 50 51 ___
53 54 ___ ___ 57 ___ 59 ___ 61 ___ 63 64 65
___ ___ 68 69 ___ 71 ___ ___ 74 75 76 ___

__ 79 __ 81 __ 83 84 85 __ 87 __ __ 90
__ __ 93 __ 95 __ 97 __ __ 100.

- **Task 2**

Have your child practice counting backwards from 100. At first, have them use their hundred square and the videos below:

- <https://www.youtube.com/watch?v=8jMmZaFvRpE> (Can be accessed by typing 'Jack Hartmann Count Backwards from 100' into Google)
- https://www.youtube.com/watch?v=-iwqJmW1uvq&list=PL8OcbSHKSLNuVcxp-225OAbaQS_b0Wjmz (Can be accessed by typing 'Scratch Garden Count Down from 100' into Google)
- <https://www.youtube.com/watch?v=NKUpnNnN-eA> (Can be accessed by typing 'Count Down From 100 Guru Parents' into Google)

After, have them practice counting down from 100 without the support of the hundred square or songs. Show your child the sequences below and have them write them into their books and fill in the missing numbers.

100 __ 98 __ 96 __ 94 93 __ __ 90 __ 88
87 86 __ __ 83 __ __ 80 79 __ 77 __ 75
74 __ 72 __ __ 69 __ __ 66 65 __ 63 __
61 __ __ 58 __ 56 __ 54 53 __ __ 50 __
__ 47 __ 45 44 __ 42 __ 40 39 __ 37 __
35 __ __ 32 __ 30 29 __ __ 26 __ 24 23
__ 21 __ 19 __ __ 16 __ 14 __ 12 __ 10
__ 8 __ 6 __ __ __ 2 __ 0

- **Task 3**

Have your child complete the addition worksheet below. They can use

$2 + 17 = \square$

$4 + 16 = \square$

$12 + 5 = \square$

$19 + 1 = \square$

$9 + 8 = \square$

$6 + 9 = \square$

$7 + 7 = \square$

$17 + 1 = \square$

$3 + 13 = \square$

$5 + 7 = \square$

$15 + 2 = \square$

$8 + 3 = \square$

$10 + 4 = \square$

$16 + 3 = \square$

their number lines or practical objects to help them if they choose.

- **Task 4**

Have your child complete the subtraction worksheet below. They can use their number lines or practical objects to help them if they choose.

$4 - 2 = \square$

$6 - 0 = \square$

$7 - 4 = \square$

$6 - 3 = \square$

$15 - 5 = \square$

$19 - 1 = \square$

$18 - 3 = \square$

$17 - 5 = \square$

$14 - 7 = \square$

$13 - 9 = \square$

$18 - 0 = \square$

$15 - 8 = \square$

- **Task 5**

Have your child practice recalling their number bonds to 10. Show them this video to support their learning:
<https://www.youtube.com/watch?v=lD9tjBUiXs0> (Can be accessed by typing 'Jack Hartmann Number Bonds to 10' into Google). After, have your child write their number bonds to 10 into their book. See if they can recall the facts from memory. If they need some support, give them 10 objects and have them split them into 2 groups. The groups do not have to be equal ex: one group of 4 and one group of 6. They can count how many objects are in each group and then add them together to make 10 ex: $4 + 6 = 10$.

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.*

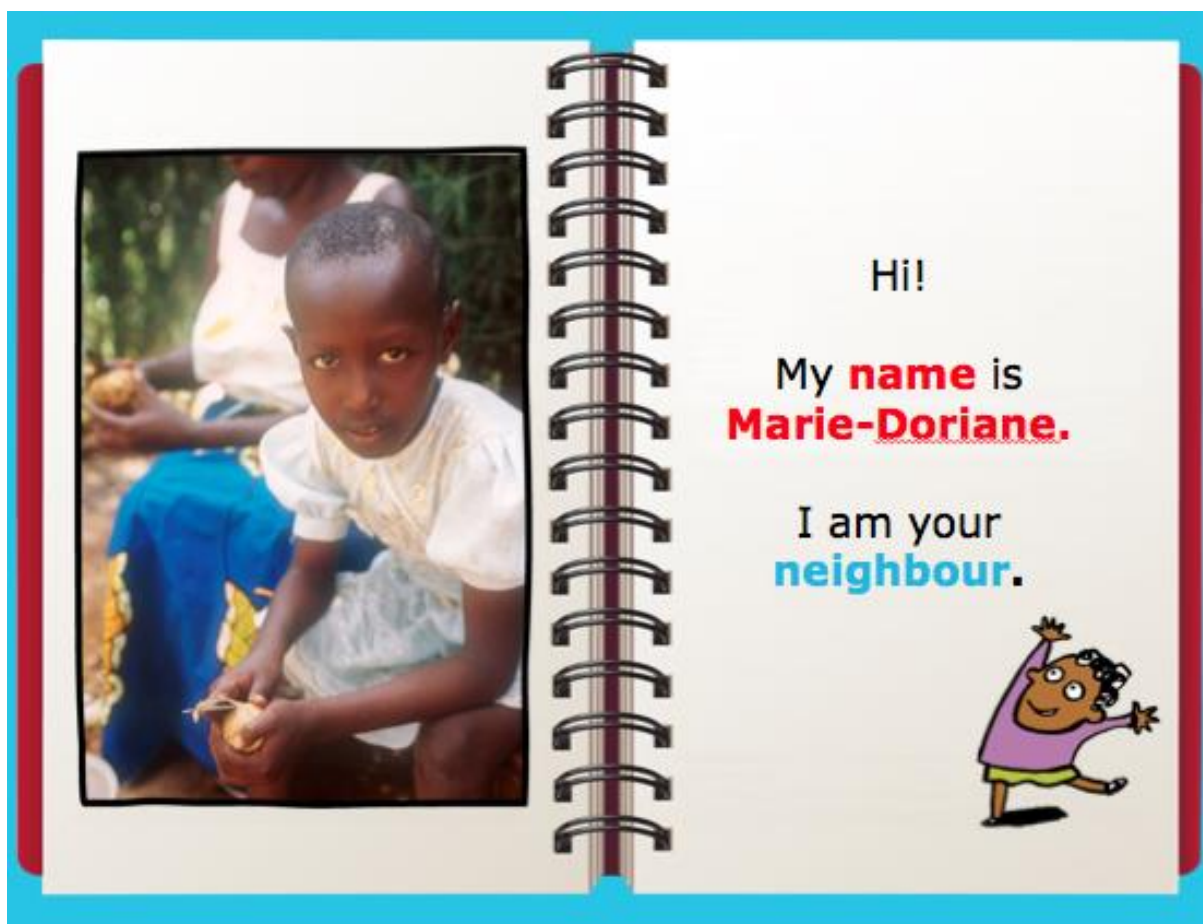
Other Tasks

RE:

- Show your child some pictures of their friends and family and discuss how all these people are neighbours to your child. Have your child talk about the things they do to show that they are good neighbours (ex: they help me when I'm hurt, they tell me jokes to make me laugh, etc.). Then, look at the slides below to learn about a new neighbour named Marie-Dorianne. Your child will also be introduced to CAFOD.

After going through the slides, explain to your child that Marie-Dorianne is not your next door neighbour; she isn't a neighbour in your class; she isn't a neighbour in your school. Discuss that she is still your child's neighbour because she is part of God's family. Discuss how CAFOD helps our neighbours around the world, particularly those who are poor. Have your child explain how CAFOD has helped Marie-Dorianne's family.

In their book, have your child draw a picture of a friend or family member of their choice. Underneath, have your child write some sentences about why that person is their neighbour.



I am 8.

I live in a **village**
called **Gasalo**,
in **Rwanda**.

Rwanda is
in **Africa**.



I have a **big family!**
There are **8** of us!

CAFOD helped
us to have our
own house.

My **dad** was **killed**.
It makes me **sad**
to **think of him.**



This is my **mum**
Liberate.

She **works really**
hard in the **fields.**

She **sells** the **crops**
she **grows** to have
money to buy **food**
and to pay for me
to go to **school.**



Our **mum** helps
make our **home**
happy.

She **shares her**
love, her **time**
and her **care**
with **us all.**

We have **lots of fun.**





This is
my big sister
Marie-Claire
dancing!

She is **13**. She **helps**
my mum **clean the**
house.

She loves **school**.



We **love** to **play**
with our **friends**.

This is my sister
Marie-Louise.
She is **10**.

She is **playing** a
clapping game.

Do **you know** any
clapping games?





This is our **lunch**.
It is made from
onions, **tomatoes**,
potatoes and
green vegetables.

Yummy!

What's **your**
favourite lunch?



I **hope** you **enjoyed**
reading my **story**.

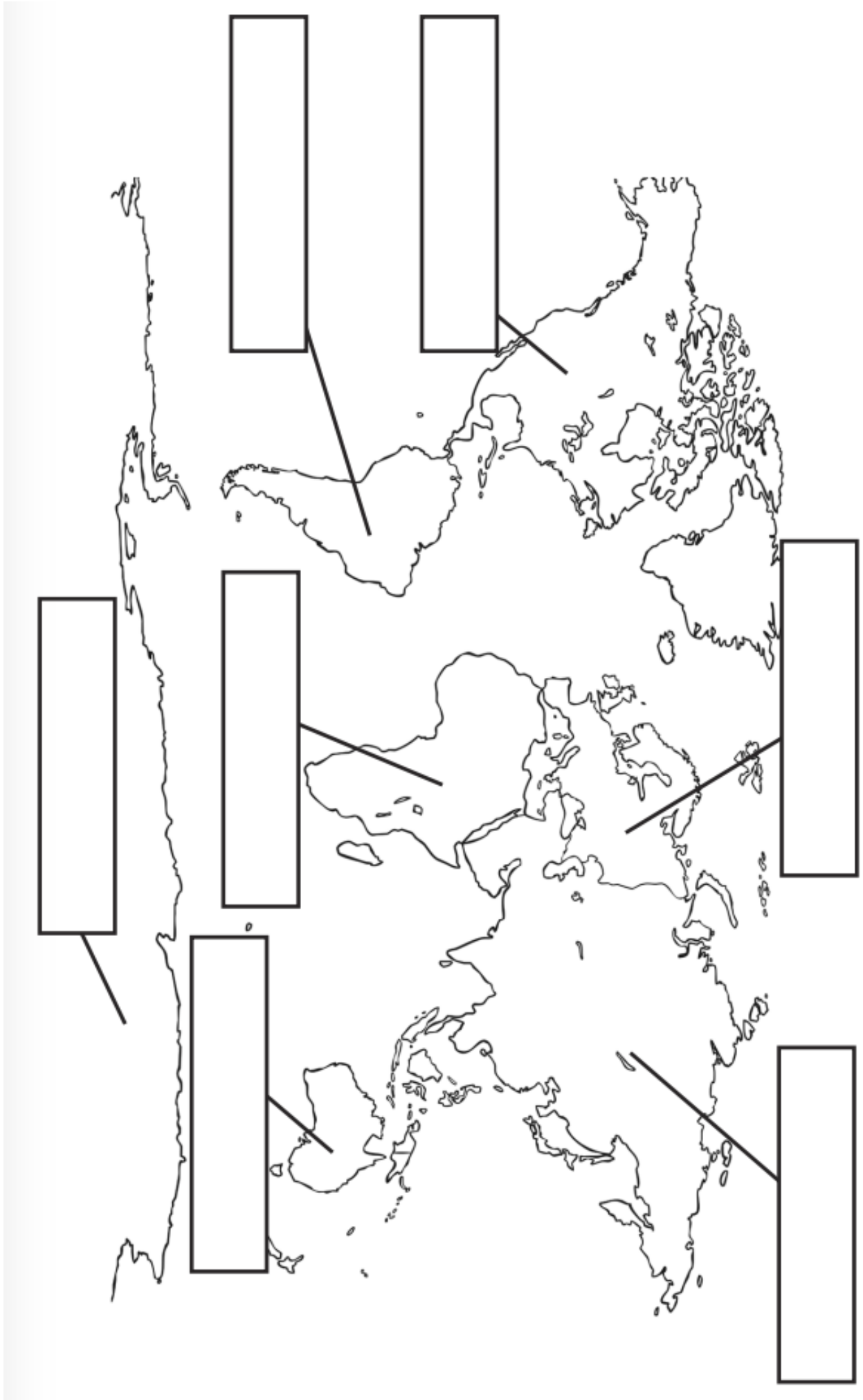
We live **far**
apart but we
are **neighbours**.

We all **belong** to
one world and
one family.

Geography:

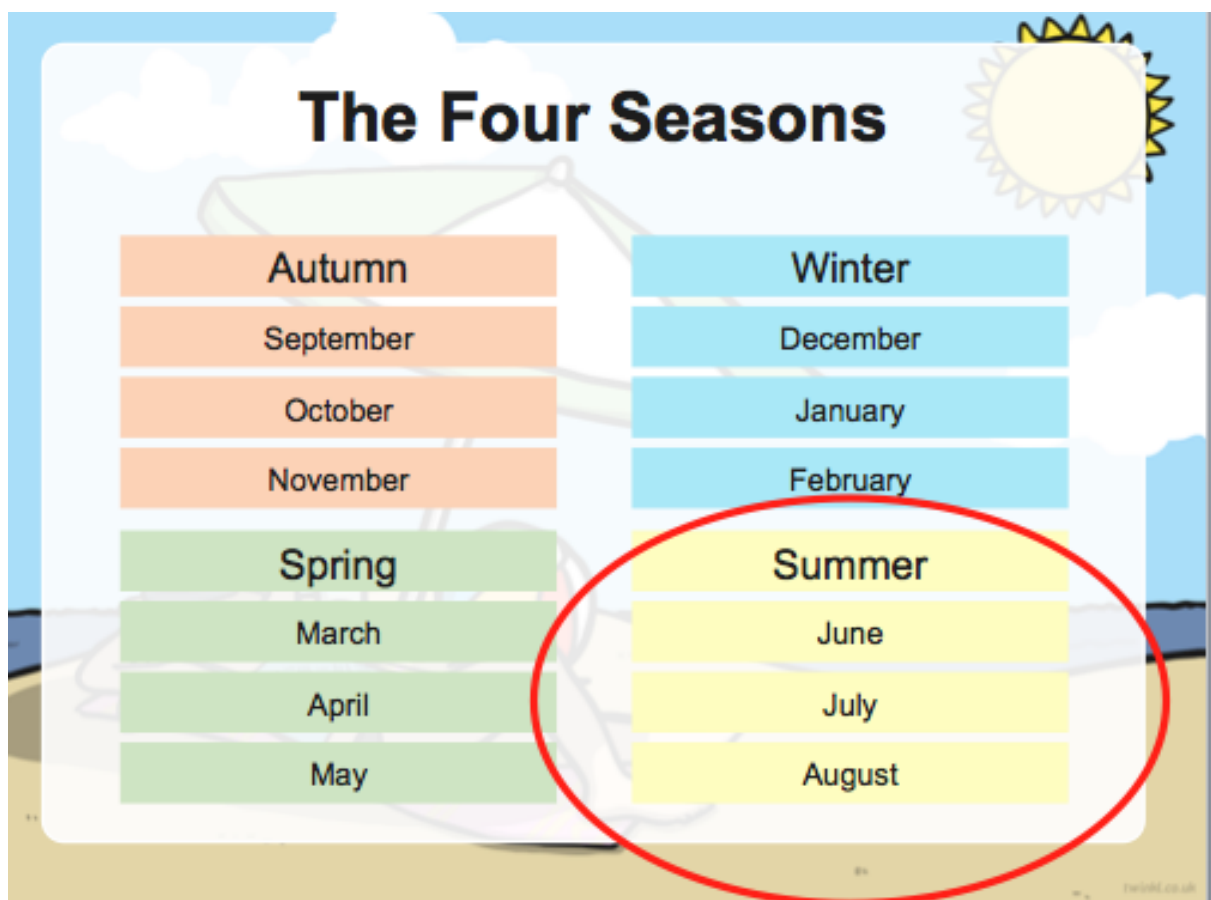
- Introduce your child to the concept of continents. Do this by having them tell you which country they live in. Follow this up by explaining that the UK is part of Europe. The UK is a country and then lots of countries are put together to make continents. Explain that this is like a puzzle; the countries go together like pieces of a puzzle to make up continents. Show your child the following videos to help them understand the concept of continents and to learn the names of the 7 continents:
 - <https://www.youtube.com/watch?v=K6DSMZ8b3LE> (Can be accessed by typing 'Hopscotch Seven Continents Song' into Google)
 - https://www.youtube.com/watch?v=wYYakyS_HOg (Can be accessed by typing 'Seven Continents of the World Learning Junction' into Google)
 - <https://www.youtube.com/watch?v=nmvw3sTGajs> (Can be accessed by typing '7 Continents Song Funtastic TV' into Google)

After, have your child colour and label the 7 continents on the sheet below. If you are unable to print the sheet, have your child locate the continents using Google Maps and then write the names down in their book.



Science:

- This week will focus on the season of summer. First, show your child this video: <https://www.youtube.com/watch?v=0g32CGx0sPE> (Can be accessed by typing 'JoJo Effect Snowangeleyes Angel' into Google) and have them talk about how it makes them feel. Go through the slides below that give information about summer. Then, have your child draw a picture to show what trees look like in summer and what kinds of clothes they would wear in summer. Have them write a sentence about what the weather is like in summer and another sentence about how much daylight there is in summer.



What does it look like in summer?



Summer

As the seasons change from spring to summer, the temperature begins to rise, which means it gets even hotter. Summer is the hottest season of them all!

In the summer trees are full of big green leaves and they grow lots.

Shadows are easy to see in summer and happen when an object blocks out some of the Sun's light.

The flowers and plants are in full bloom, which means that they are big. They are not just starting to grow like they are in spring.

What would you wear in summer?



Summer

Summer is when the weather gets really hot. It starts to warm up in spring and is the hottest in summer.

Because it's so hot, we don't wear as many clothes. We can wear things like shorts, t-shirts and sandals.

We don't wear things like long-sleeved shirts or jackets, because it's too hot! We would be sweating and would get overheated.

Because it is so hot and the sun is so bright, we have to wear sun cream. This protects us from getting a sunburn.

We also need to wear sunglasses to protect our eyes from the bright sun.

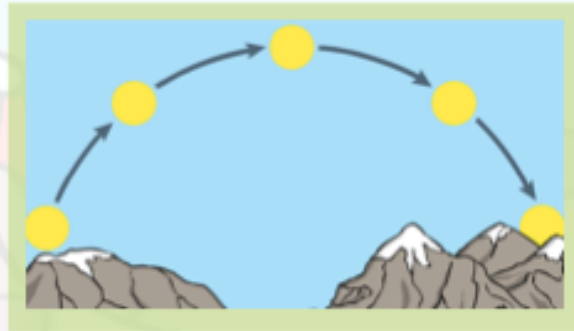


Day Length



Look at the number of hours of daylight we have during the summer. Can you notice anything about the numbers compared to the numbers of the other seasons?

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



Summer

In summer the days get longer and the nights get shorter.

Summer has the longest days and the shortest nights of any other season.

This means that it is still light out when you go to sleep at night, and already light when you wake up in the morning



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.:

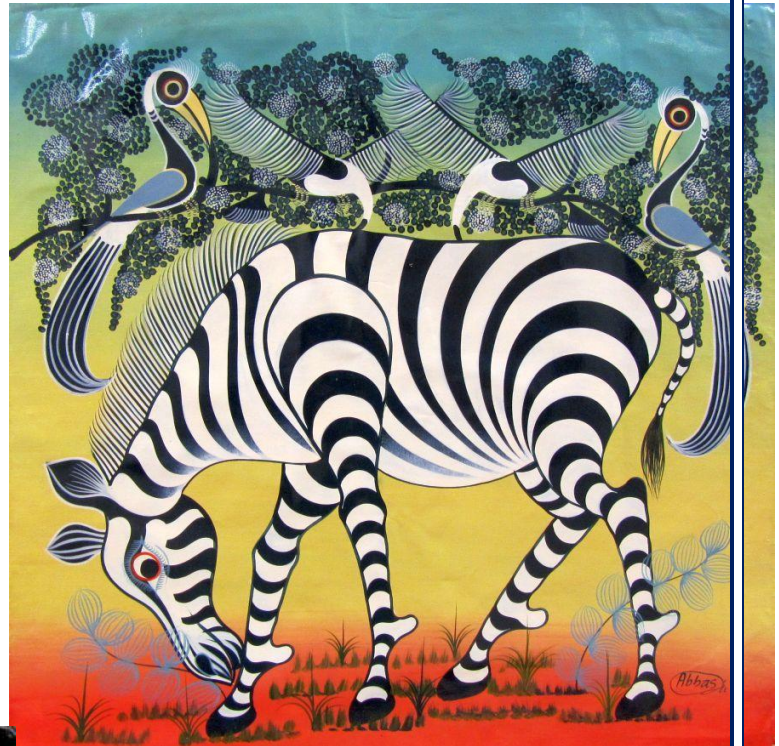
- Use the pictures below to show your child a range of examples of Tinga Tinga art. Discuss the artwork with your child and have them explain what they like about the artwork and what shapes they can see. Explain that Tinga Tinga art is a style of artwork that was created in Africa by a man called Edward Tingatinga and that it is very popular. It was even used to create a whole series of children's TV programmes. Show your child the video by clicking on this link:

<https://www.youtube.com/watch?v=llSH1mQBWMI> (Can also be accessed by typing 'Tinga Tinga Tales Why Parrot Can't Keep a Secret' into Google). Look at the pictures again and have your child focus on the bold patterns and discuss how they are made. Have your child explore shapes and patterns to create their own version of Tinga Tinga art. Have them use coloured pens or pencils to fill their page with shapes and



patterns.





PSHE:

- PSHE this week will focus on the feeling of 'worry'. Have your child watch this video: video <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-worried/zb6ngwx> (Can be accessed by typing 'BBC Bitesize Feeling Better Worried' into Google.) Have your child talk about times when they felt worried and explain that lots of people are feeling worried at this time because lots of things are changing. When things change it can make us worry more because our experiences are

new. Have your child talk about how they might know if someone is feeling worried and then draw a picture of somebody that might be worried in the middle of their page (sad face, sitting alone, head down, not speaking etc.) Then discuss with your child what they could say to themselves/somebody that is feeling worried and what actions they could do to help. Have your child write these ideas around their drawing.