

Year 1 Home Learning Tasks

Week beginning: 8th June 2020

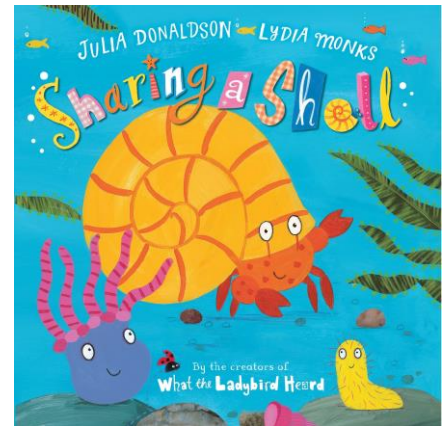
**You can also access daily lessons from BBC Bitesize and the Oak National Academy online.*

English tasks:

This week, all of the English tasks will link to Julia Donaldson's book 'Sharing a Shell.' You can watch a YouTube video of the book here:

<https://www.youtube.com/watch?v=VpJumAZx1t8>

(Can also be accessed by typing 'Julia Donaldson Sharing a Shell Video' into Google.) Please have your child watch the video.



- **Task 1**

At the start of the story, the tiny hermit crab loves his new shell and doesn't want to share it. Have your child think about a toy that they really love and have a hard time sharing. Have your child draw a picture of this toy in their book. Underneath, have them write some sentences about why that toy is special to them.

- **Task 2**

Have your child design an even bigger shell for the hermit crab and his friends to share. Underneath the design, have your child write some sentences to describe their shell. Encourage them to use some amazing adjectives!

- **Task 3**

In the story, the hermit crab shares his home with his friends. Have your child discuss who they share their home with. Have them choose one person in their home and write a short paragraph describing that person. Remind your child to describe what this person looks like and also what their personality is like.

- **Task 4**

The bristle worm is really good at looking after his shell and keeping it clean. Have your child write a list about all the things they do to take care of their home (ex: cleaning their room, helping to set the table, etc.).

Remind your child that lists are short and don't need capital letters and that each new point starts on a new line.

- **Task 5**

The rock pool is the habitat in which the three sea creatures live. Support your child to research another sea creature that also lives in a rock pool. Have your child write a non-fiction report about this animal. Have them write some sentences about the animal's appearance (what it looks like), diet (what it eats) and habitat (where it lives).

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 completing activities regarding missing number addition and subtraction. They have not done this in class yet, so they may require extra support with the activities. Please note that the strategies used for solving missing number subtraction questions varies depending on whether your child is given the first or second number. This is not the case for addition.
The lessons for these concepts will be taught using the character 'Theo'. Show your child the slide below and explain to them that Theo loves solving difficult questions and uses his super maths skills to do so.



- **Task 1**
Start by having your child look at the following addition questions and have them explain how it is different from addition questions they normally see:



$$5 + ? = 8$$

$$? + 3 = 10$$

Establish that the above questions give you the answer but have part of the question missing! Read the scenario below to your child to put this concept into context for them:

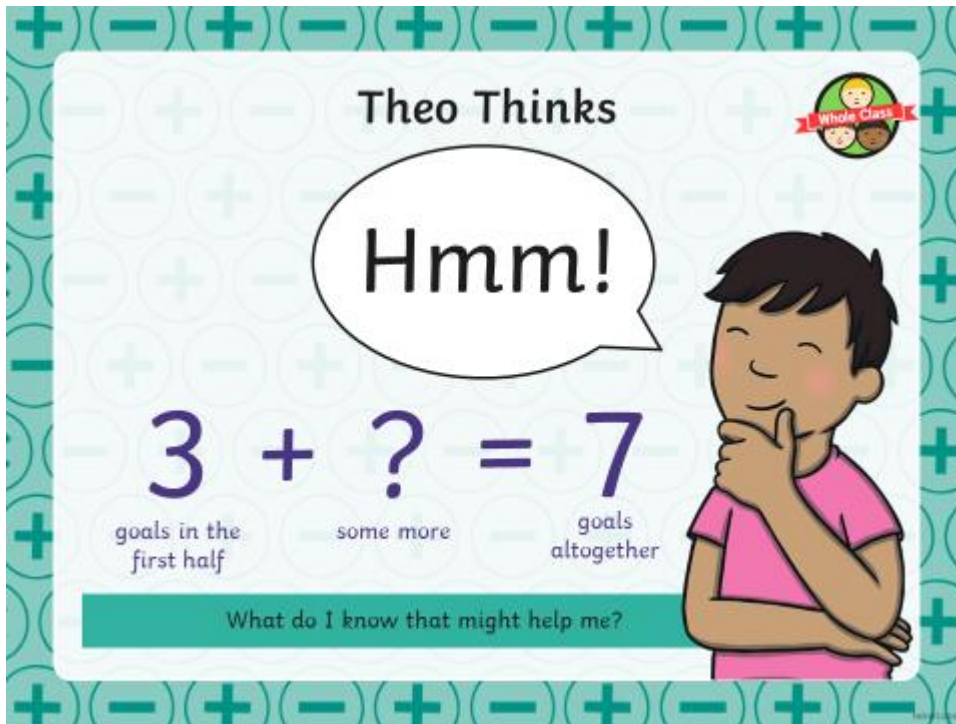
Theo Thinks

Theo's dad scored 3 goals in the first half of the match. He knows he scored all the goals and they ended the match with 7 goals. He can't remember how many he scored after half-time.



Can you think like Theo and help him?

Whole Class



Teach your child different ways of solving missing number addition problems that are shown below. Please note that your child does not need to do all of them and should choose the strategy that they like best.

- Number line:

To solve regular addition problems using a number line (ex: $5 + 2 = ?$), your child would circle the first number on the number line (5) and then do 2 jumps forward on the number line. The number they land on (7) would be the answer. Explain to them that now we have the beginning and the ending number. We just need to find out how many jumps there are in between.

To do this for $3 + ? = 7$, have your child circle both 3 and 7 on their number line. Then have them count how many jumps there are in between the 2 numbers. The number of jumps (4) is what will fill in the missing space in the number sentence.

- Practical objects:

To solve regular addition problems using practical objects (ex: $5 + 2 = ?$), your child would get a group of 5 objects and another group of 2 objects. Your child would then put them together and count the total. Explain to them that now we know how many they have at the end and how many is in one group but we need to find out how many is in the other group.

To do this for $3 + ? = 7$, have your child make a group of 7 objects. Then have them take out 3, as we know that we need to add a group of 3 to another number to make 7. Then have them count how many objects are left over from the group they originally took the 3 from). The amount left (4) forms the second and is what will fill in the missing space in the number sentence.

- Subtraction facts:

*Please note that this strategy is more difficult. Explain to your child that when we have a missing number addition problem, we can turn it backwards and make it into a subtraction problem to find the missing number! To do this for $3 + ? = 7$, explain that we can take the 7 at the end and subtract 3 from it. This works because addition always ends with the bigger number but subtraction always begins with the bigger number. When we subtract 3 from 7, it tells us how much is left over (4). We then know what 2 smaller numbers need to be added together to make 7!

Work through the following scenarios with your child and support them to use their preferred strategy to find the missing numbers. They can write the completed number sentences into their books.



Theo Thinks Again

Theo's mum already had some carrots. She bought 3 more and now has 8. How many carrots did she start with?

Whole Class

The worksheet features a teal border with a repeating pattern of plus and minus signs. The title 'Theo Thinks Again' is in a bold, black font. Below the title is a math problem. To the right of the text is a circular logo with a red banner that says 'Whole Class' and an illustration of three children's faces. Below the text are two rounded square illustrations: on the left, a woman with brown hair wearing a white shirt with pink polka dots; on the right, a single orange carrot with green leafy tops.

Theo Thinks



Hmm!

$$? + 3 = 8$$

carrots in
the fridge

the ones she
brought

carrots
altogether

What do I know that might help me?

Another Puzzle



Theo is still solving puzzles. Can you help him this time?

Susie has 5 buns for her party but she needs 9.
How many more buns does she need to buy?



Theo Thinks

Whole Class

Hmm!

$5 + ? = 9$

buns she already has the ones she needs to buy buns altogether

What do I know that might help me?

- **Task 2**

Have your child use their preferred strategy to solve the missing number addition questions below.

- 1) $6 + ? = 10$
- 2) $? + 3 = 5$
- 3) $? + 5 = 9$
- 4) $1 + ? = 4$
- 5) $? + 2 = 8$
- 6) $7 + ? = 10$
- 7) $3 + ? = 7$
- 8) $5 + ? = 11$
- 9) $14 + ? = 18$
- 10) $? + 12 = 13$
- 11) $3 + ? = 16$
- 12) $? + 10 = 20$
- 13) $7 + ? = 15$
- 14) $? + 15 = 19$

- **Task 3**

Start by having your child look at the following subtraction questions and have them explain how it is different from subtraction questions they normally see:

$$7 - ? = 2$$

$$10 - ? = 6$$

Establish that, similar to the addition question from earlier in the week, the above questions give you the answer but have part of the question missing! Explain to your child that for now, we will only be looking at missing number subtraction questions where the second number is missing. Read the scenario below to your child to put this concept into context for them:

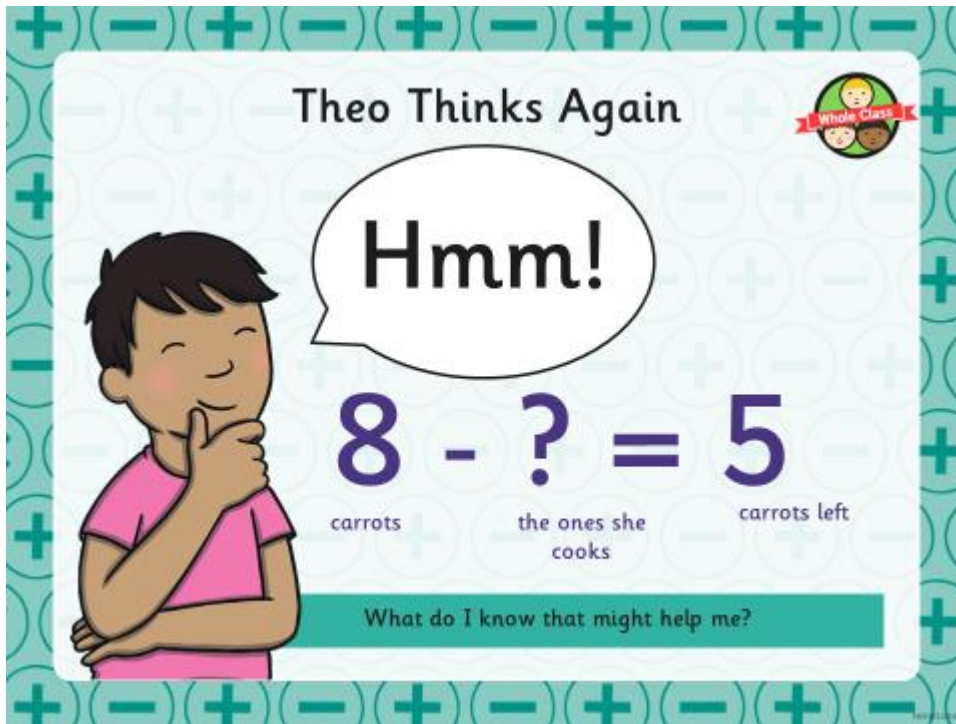


Theo Thinks Again

Theo's mum had 8 carrots. She cooks some and now has 5 left.
How many carrots did she cook?

Whole Class

The worksheet features a teal border with a pattern of plus and minus signs. On the left, there is a rounded square illustration of a young girl with brown hair, wearing a white shirt with purple polka dots. On the right, there is a rounded square illustration of a single orange carrot with green leaves. In the top right corner, there is a circular logo with two children's faces and the text 'Whole Class' on a red banner.



Teach your child different ways of solving missing number subtraction problems where the second number is missing. The various strategies are explained below. Please note that your child does not need to do all of them and should choose the strategy that they like best.

- Number line:

To solve regular subtraction problems using a number line (ex: $7 - 5 = ?$), your child would circle the first number on the number line (7) and then do 5 jumps backwards on the number line. The number they land on (2) would be the answer. Explain to them that now we have the beginning and the ending number. We just need to find out how many jumps there are in between.

To do this for $8 - ? = 5$, have your child circle both 8 and 5 on their number line. Then have them count how many jumps there are in between the 2 numbers. The number of jumps (3) is what will fill in the missing space in the number sentence.

- Practical objects:

To solve regular addition problems using practical objects (ex: $7 - 5 = ?$), your child would get a group of 7 objects and another and then take 5 away. They would then count the remaining number left over (2), which would be the answer. Explain to them that now we know how many they have left over at the end and how many they have at the beginning but we need to find out how many we need to take away.

To do this for $8 - ? = 5$, have your child make a group of 8 objects. Then have them take out 5, to show that are 5 left over after we take away. Then have them count how many are left over. This shows how many we would take away from 8 to make 5. The number in the left over group (3) is what will fill in the missing space in the number sentence.

Work through the following scenarios with your child and support them to use their preferred strategy to find the missing numbers. They can write the completed number sentences into their books.



Theo Thinks

Theo's dad has 9 flowers. He gives some away to Theo's mum and has 4 left over. How many flowers did Theo's dad give away to his mum?

Can you think like Theo and help him?

The worksheet features a green border with a pattern of plus and minus signs. On the right side, there is a circular logo with three children's faces and the text 'Whole Class'.

Theo Thinks



Hmm!

$$9 - ? = 4$$

goals in the
first half

some more

goals
altogether

What do I know that might help me?



Theo's Puzzle



Theo's friend Aisha had £10. She bought a toy and now has £5.
How much did the toy cost?



Theo's Puzzle

Whole Class

Hmm!

£10 - ? = £5

Aisha's money Cost of toy money left

What do I know that might help me?

- **Task 4**

Have your child use their preferred strategy to solve the missing number subtraction questions below.

- 1) $7 - ? = 4$
- 2) $10 - ? = 5$
- 3) $9 - ? = 6$
- 4) $4 - ? = 1$
- 5) $5 - ? = 2$
- 6) $8 - ? = 0$
- 7) $6 - ? = 3$
- 8) $14 - ? = 10$
- 9) $11 - ? = 5$
- 10) $19 - ? = 17$
- 11) $20 - ? = 15$
- 12) $16 - ? = 11$
- 13) $15 - ? = 9$
- 14) $13 - ? = 4$

- **Task 5**

Have your child work through the challenge cards below to complete missing number addition and subtraction questions. They can use their preferred strategy.

Missing Number
1.

$$5 + \square = 12$$

Missing Number
11.

$$5 + \square + 3 = 12$$

Missing Number
3.

$$20 - \square = 5$$

Missing Number
6.

$$18 - \square = 6$$

Missing Number
8.

$$5 + \square = 17$$


Missing Number
9.

$$18 - \square = 16$$

Addition to 10 - What Is the Missing Number?

$$0 + \square = 6$$


Can you find the missing number?



Addition to 10 - What Is the Missing Number?

$$2 + \square = 8$$


Can you find the missing number?



Addition to 10 - What Is the Missing Number?

$$1 + \square = 7$$


Can you find the missing number?




Addition to 10 - What Is the Missing Number?

$$4 + \square = 8$$


Can you find the missing number?




Can you make and find the missing number?

$$7 - \square = 6$$



Can you make and find the missing number?

$$10 - \square = 6$$


Can you make and find the missing number?

$$7 - \square = 1$$


Can you make and find the missing number?

$$9 - \square = 5$$


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:

- Have your child look at the sky (day or night) and talk about what they see. Explain to your child that there is only one sun, one sky and one world. We share all these with one another. We are all neighbours because of this. Read the psalm below to your child:
*The sky above tells how wonderful God is.
Every day it is there for us to see.*

*Every morning the golden sun appears shining on everyone,
bringing light and warmth to all.
Spreading the message of God's love all over the world to
neighbours here, neighbours there, neighbours everywhere.
(Based on Psalm 18:1-5)*

Talk to your child about how looking at the sky reminds us that we have neighbours everywhere because we all share the same sky. Show your child the pictures below that show them neighbours around the world and have them discuss how they can show God's love to neighbours everywhere.

Have your child create a picture of the sky in their book using coloured pencils or other art supplies. This could be the day or night sky, whichever they prefer. On the picture, have them write a line of their choosing from the psalm above.



We are neighbours.



This is **Benita**.
She lives in **Rwanda**, in **Africa**.

She is **chatting**
on the **phone**.



Do you like talking on the phone?



Walter lives in
El Salvador.

He is **doing**
homework.

What do you think he is learning about?



This is **Jade**.

She is **7**.
She **lives** in
the **UK**.

Jade likes learning about neighbours near and far.

Reun lives in
Cambodia.

It is a **country**
in **Asia**.

He is **thinking**.

Maybe he is thinking about neighbours around the world, just like you!



Some **neighbours**
live **close to us**.

Some neighbours
live far away,
like the children
you have learnt
about today.

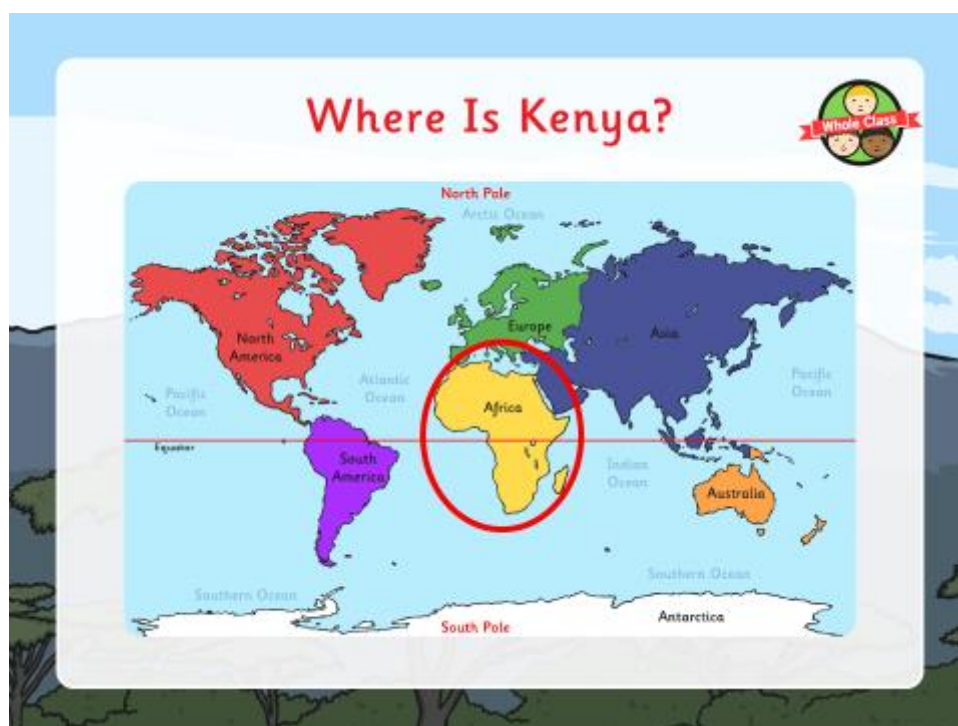
Geography:

- Review with your child what a continent is. Explain that this is like a puzzle; the countries go together like pieces of a puzzle to make up continents. Revisit the following videos to review 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)

Tell your child that we will be looking at the country Kenya. Go through the slides below to teach your child about Kenya.

Have your child complete a Google Maps challenge. Have them use Google Maps to find more information about Kenya (see points below). Have your child write their findings into their book.

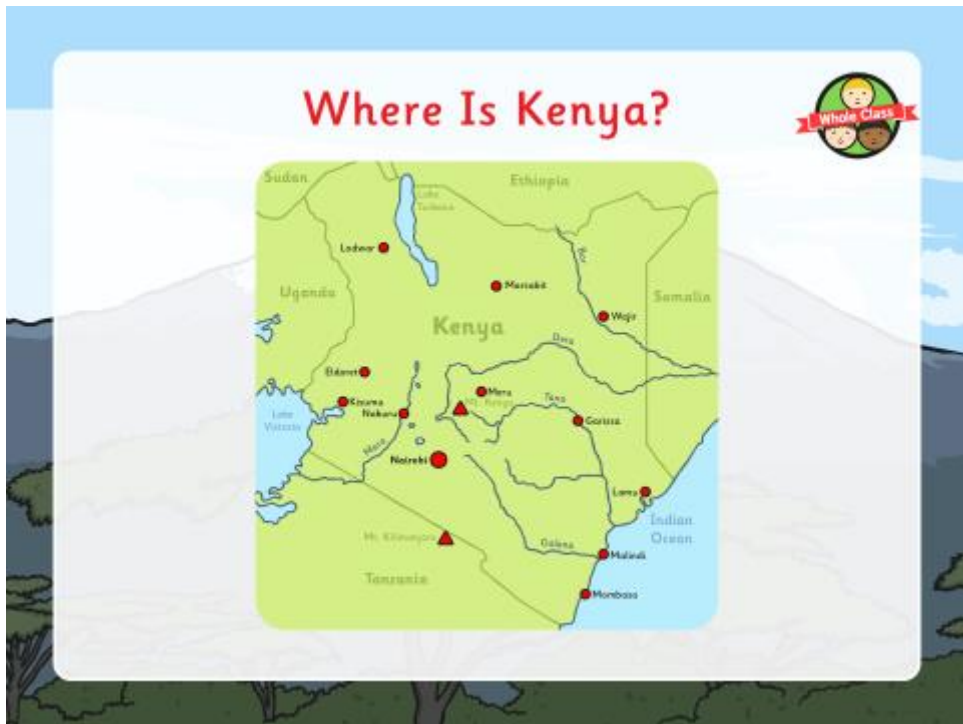
- Find 3 cities in Kenya.
- Name an ocean that is near Kenya.
- Name 2 countries that are close to Kenya.
- Find 2 rivers in Kenya.



Where Is Kenya?



Where Is Kenya?



Where Is Kenya?



Kenya is located in East Africa. It is known as the Republic of Kenya.

Kenya's population is around 44 million! Kenya is one small country compared to the vast size of the continent, Africa.



Where Is Kenya?



This is Kenya's national flag:



Nairobi is the capital city and Mombasa is the largest city in Kenya.



Where Is Kenya?



The Tana river is the longest river in Kenya.

Mount Kenya is the highest mountain in Kenya, and the country itself was named after the mountain!



Science:

- This week will focus on the season of autumn. First, show your child this video: <https://www.youtube.com/watch?v=B501nI2rK34> (Can be accessed by typing 'Autumn Time Juan F Video' into Google) and have them talk about how it makes them feel. Go through the slides below that give information about autumn. Then, have your child draw a picture to show what trees look like in autumn and what kinds of clothes they would wear in autumn. Have them write a sentence about what the weather is like in autumn and another sentence about what happens to plants and flowers in autumn.

The Four Seasons

Autumn

September

October

November

Winter

December

January

February

Spring

March

April

May

Summer

June

July

August

What does it look like in autumn?



Autumn

As the seasons change from summer to autumn, the temperature begins to fall. This means it starts to get colder.

When it is autumn, it is like the world is getting us ready for winter. It's a little bit cold, but not freezing cold yet.



Day Length

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





Autumn

Autumn is when the weather starts to cool down and get colder. It starts to get cold in autumn and gets the coldest in winter.

Because it starts to get cold, we have to start wearing warmer clothes to keep our bodies warm.

We don't need things like heavy jackets, gloves, scarves, and hats yet. It's not cold enough.

We wear things like long trousers and jumpers. They keep us nice and warm without making us too hot!

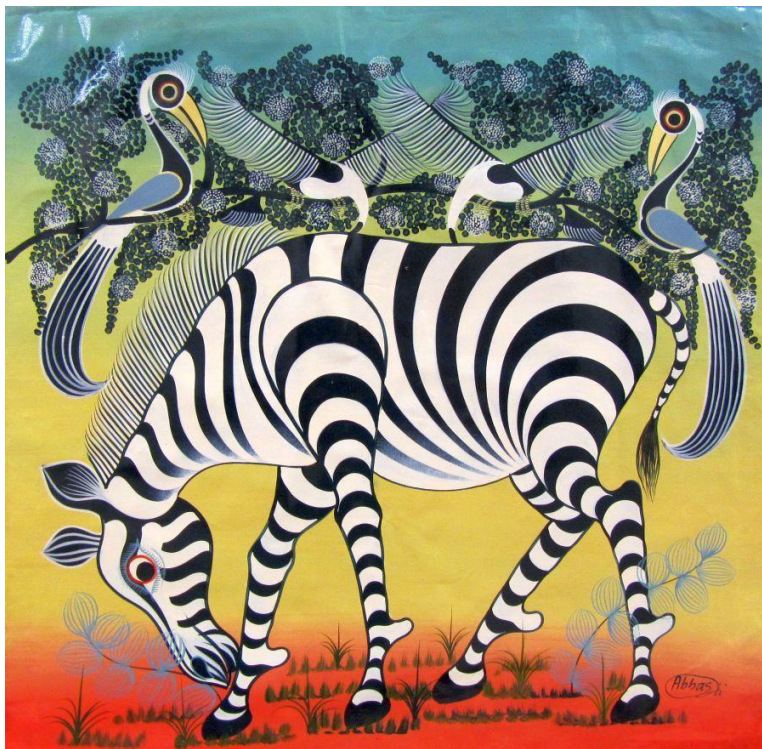


P.E.:

- 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 remind your child about Tinga Tinga art. You can show your child another episode of Tinga Tinga tales to inspire them: https://www.youtube.com/watch?v=VBhKs_w3qJI (Can also be accessed by typing 'Tinga Tinga Tales Why Hummingbird Hums' into Google). Have your child look at the shapes and patterns they drew last week and discuss which animals they think would suit the patterns they drew. Have your child practice drawing the outlines of different African animals such as: giraffes, parrots, zebras, lions, leopards etc.





PSHE:

- PSHE this week will focus on the feeling 'envious'. Have your child watch this video: <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-envious/zbcrd6f> (Can be accessed by typing 'BBC Teach Feeling Better Envious' into Google.) Ask your child to tell you about some times when they have felt envious of someone else and how it made them feel. Explain to your child that everybody is envious of others at some point, including adults. Explain that it's important to not be mean to the person that makes them feel envious. Instead, tell your child that they should focus on the things they are good at and what makes them feel special. Have your child write a list of all the amazing things they can do and encourage them to refer back to it whenever they feel envious of someone else. Set your child the task of saying 'well done' to someone over the coming days when they do something well.