Year 1 Home Learning Tasks

**Week beginning: 15ᵗʰ June 20202**

*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 'The Gruffalo.' You can watch a YouTube video of the book here:
https://www.youtube.com/watch?v=5jH0Xlh280U
(Can also be accessed by typing 'Julia Donaldson Gruffalo Video' into Google.) Please have your child watch the video. They can watch the video throughout the week to prepare them for their daily tasks.
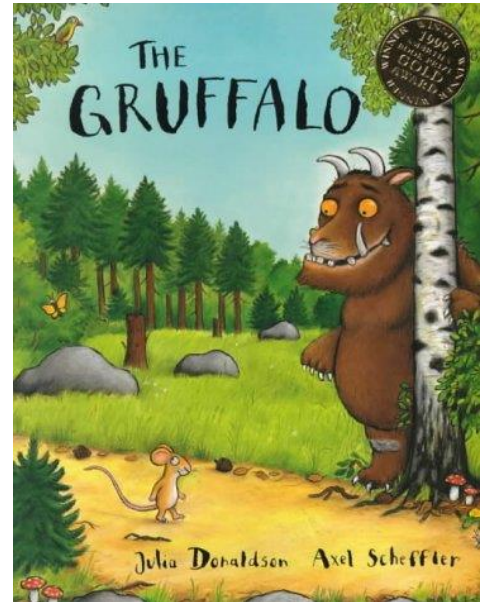
- **Task 1**
  Have your child pay close attention to the adjectives that are used to describe the Gruffalo throughout the book. Then, have them write a character description for the Gruffalo. Encourage them to use words from the book but to also come up with some of their own adjectives.

- **Task 2**
  Throughout the story, the mouse talks about the Gruffalo's favourite foods. Have your child take note of these and use them to make a menu for a Gruffalo themed café. They can also draw a picture for each dish.

- **Task 3**
  Have your child think about what they would do if they met the Gruffalo. Have them think about what they would say and if they would trick the Gruffalo like the mouse did. Have your child write a small paragraph about what they would do by using the sentence starter 'If I met the Gruffalo...' Encourage them to use the conjunctions 'if', 'because' and 'so'.

- **Task 4**
  The Gruffalo is a scary make-believe monster. Have your child design their own make-believe monster with different features to the Gruffalo. They can draw and colour in their monster and label the main features. Encourage them to use adjectives to describe the features in their labels (ex: **pointy** teeth, **blue** hands, etc.).

- **Task 5**
  Have your child listen to and identify rhyming words in the story. Have them write down all the rhyming words they can hear. After, have them think of their own rhyming words.

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'.

- o *10:30 AM – Year 1 Summer Term*
  For children who can confidently blend and read words such as 'stamp', 'chair' and 'green'.
- o *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 reviewing mussing number addition and subtraction (where the second number is missing).*
  They will also be learning how to complete missing number subtraction when the first number is missing. This requires a different strategy to find the missing number.

- **Task 1**
  Remind your child of the different strategies they can use to solve missing number addition questions.

  - o 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.

  - o 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.

o 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!

Have your child practice the missing number addition questions below. If they find this easy and would like a challenge, have them make up their own questions instead.

Missing Number Addition within 20

Example: 4 + ☐ = 12

⟳⟳ + ☐ = ⟳⟳⟳
⟳⟳   ⟳⟳⟳
             ⟳⟳⟳
             ⟳⟳⟳
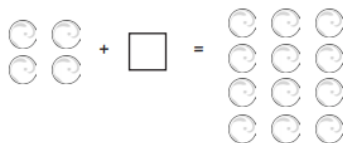
1. 2 + ☐ = 13

2. 4 + ☐ = 10

3. 7 + ☐ = 11

4. 3 + ☐ = 15

5. 8 + ☐ = 17

6. 1 + ☐ = 10

7. 12 + ☐ = 13

8. 11 + ☐ = 11

9. 9 + ☐ = 20

10. 7 + ☐ = 20

11. 15 + ☐ = 19

12. 14 + ☐ = 17

13. 2 + ☐ = 20

14. 6 + ☐ = 16

15. 18 + ☐ = 20

16. 11 + ☐ = 17

17. 13 + ☐ = 18

18. 9 + ☐ = 18

19. 4 + ☐ = 15

20. 1 + ☐ = 20

- **Task 2**
  Remind your child of the different strategies they can use to solve missing number subtraction questions when the second number is missing.

  o 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.

- o 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.

Have your child practice the missing number subtraction questions with the second number missing below. If they find this easy and would like a challenge, have them make up their own questions instead.

17 - ☐ = 14   16 - ☐ = 12

20 - ☐ = 16   19 - ☐ = 18

18 - ☐ = 16   20 - ☐ = 11

19 - ☐ = 13   18 - ☐ = 15

16 - ☐ = 14   20 - ☐ = 18

17 - ☐ = 12   15 - ☐ = 12

- **Task 3**

  Start by having your child look at the following missing number subtraction questions and have them explain how they are different from the missing number subtraction questions they've looked at before:

$$? - 5 = 2$$
$$? - 4 = 6$$

Establish that, similar to the missing number subtraction questions from before, the above questions give you the answer but have part of the question missing! Establish that this time, the first number is missing instead of the second number. Explain to your child that the missing numbers in these questions can be found using some different strategies.

Have your child attempt to solve the above missing number subtraction questions by using the strategies that they know. For example, if they use a number line to count the jumps between the '5' and the '2', they

would count 3 jumps. Establish that the first number cannot be 3 as subtraction has to start with a bigger number. We can't take 5 away from 3 because we don't have enough!

Explain to your child that solving subtraction questions when the first number is missing is the same as addition! This is because the biggest number is missing. In addition, we have to add 2 smaller numbers together to get a bigger number. In subtraction, the biggest number comes at the beginning and we take smaller numbers away.

So, to solve missing number subtraction problems where the first number is missing, your child will need to add the 2 given numbers together to find the answer. They can use their preferred strategy for addition (number line, practical objects, pictures, mental strategies, etc.).

Work through the following examples with your child and have them practice the new strategy:

$$\square - 3 = 7$$

$$\square - 3 = 3$$

$\boxed{} - 2 = 8$

$\boxed{} - 5 = 0$

$\boxed{} - 4 = 5$

- **Task 4**

  Have your child use their preferred strategy to solve the missing number subtraction questions below. All of these questions show missing number subtraction with the first number missing.

  1) ? – 5 = 3
  2) ? – 6 = 4
  3) ? – 2 = 5
  4) ? – 3 = 6
  5) ? – 1 = 2
  6) ? – 0 = 7
  7) ? – 7 = 1
  8) ? – 6 = 11
  9) ? – 5 = 15
  10) ? – 4 = 13

11)   ? – 14 = 2
12)   ? – 11 = 7
13)   ? – 10 = 10
14)   ? – 16 = 1

- **Task 5**
  Have your child work through the missing number subtraction questions below. Please note that there are questions with both the first and second numbers missing. Help your child to decide which strategies they need to use for each question.

1. ☐ – 5 = 11

2. ☐ – 4 = 5

3. 10 – ☐ = 2

4. ☐ – 6 = 6

5. 15 - ☐ = 8

6. ☐ - 3 = 17

7. 16 - ☐ = 5

8. ☐ - 13 = 0

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:

- Begin by asking your child who their neighbours are. Remind them that our neighbours live all over the world because they're all part of God's family. Explain that in the book of Isaiah, we find out about what some of God's messengers had to say. God's messengers were alive before Jesus was born and said wise things to the people of that time about God and what was going to happen. Read the passage below that is based on Isaiah 12: 4-6:

> *Praise the Lord and Worship him. Tell everyone what he has done.*
> *Tell them how great he is. Sing praise to the Lord, because he has*
> *done great things. Let all the world know what he has done.*
> *Shout and sing for joy, you people of Jerusalem.*
> *Based on Isaiah 12: 4–6*

Ask the question: What good things do we know about God that we could share with our neighbour? Have your child make a thought shower in the centre of their book with the word 'God' in the middle (please see the example below). Around the thought shower, have them write all the wonderful things they know about God (ex: God is kind, God loves everyone, God forgives us when we make bad choices etc.).

God loves everyone.

God is kind.

God

God forgives us when we make bad choices.
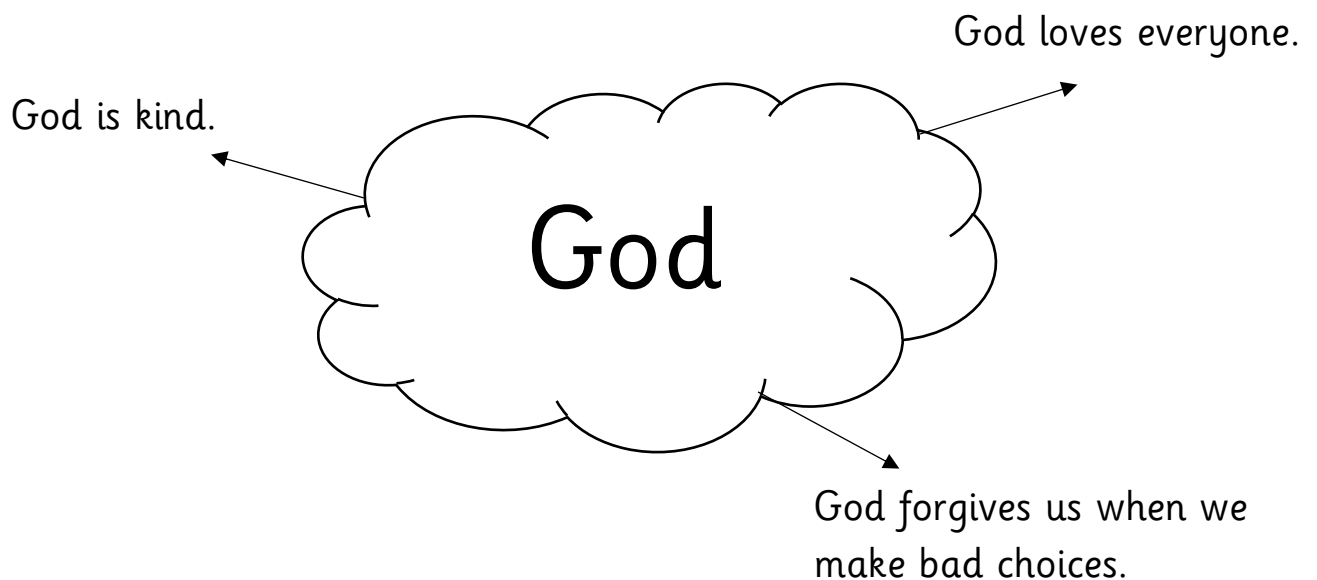
Geography:

- Remind your child that they have been learning about the country Kenya which is in the continent of Africa. Show your child the following video

to teach them more about Kenya:
https://www.bbc.co.uk/programmes/p0114nj6 (Can be accessed by typing 'BBC Introduction to Kenya' into Google.)

Go through the slides below with your child. The slides will teach them even more about the country.

After, have your child write 4 facts about Kenya into their book. They can be facts that they learned in the video, in the slides, in the slides from last week, or any facts they've learned from their own research.

Exploring Kenya
Weather and Climate

Kenya lies on the Equator, which means the climate is hot, sunny and dry for most of the year.

Mount Kenya is high enough to have snow all year round.
It is very cold in the mountains. In the highlands it is cool.

In the north it is hot and dry with arid deserts. In the west it is hot and humid and the rainfall can be highest here. If there is no rainfall for a long time, droughts can occur.

Exploring Kenya
Culture

More than 60 languages are spoken in Kenya! The official languages of Kenya are Swahili and English.

Music and storytelling are very important in Kenya.

There are many different types of food in Kenya such as cassava, ugali and Kenyan stew. Maize and other cereals are the staple grains.

Exploring Kenya
Rivers and Mountains

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!

Exploring Kenya
The Great Rift Valley

The Great Rift Valley is an enormous valley of mountains which runs from the north to south of Kenya. The valley has a chain of volcanoes which are still 'active' (alive).

Lake Victoria, the second largest lake in the world, is part of the Great Rift Valley.

Exploring Kenya
Going to School

Not all Kenyan children go to school. Many children are too busy helping their families by working on the land, farming, cooking or fetching water.

Some children may have over an hour's walk to school.
Some children may be different ages but in the same year group.
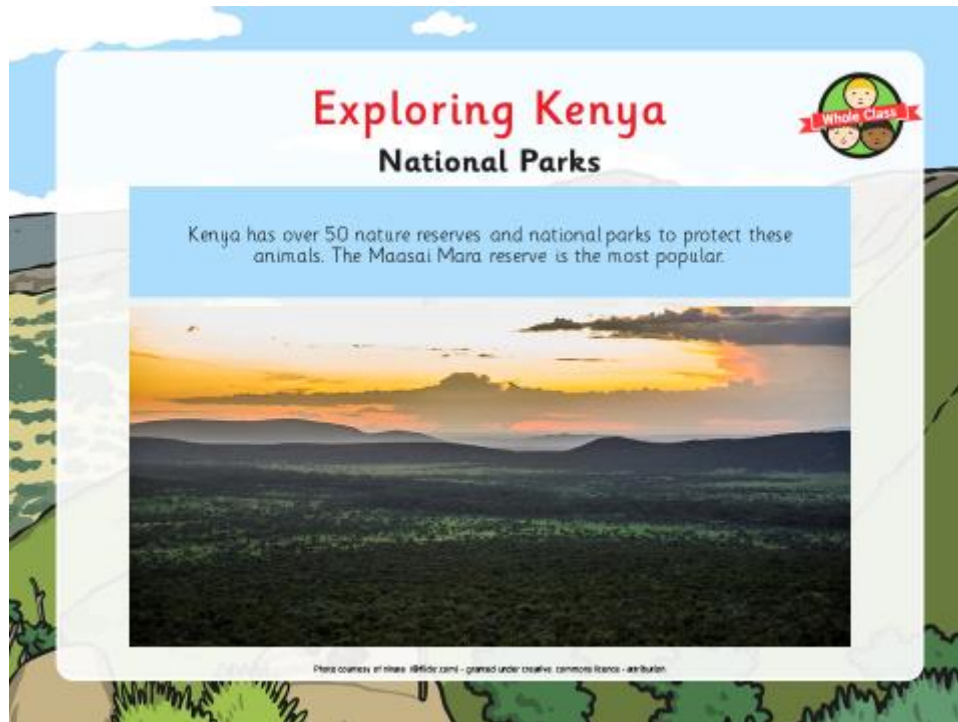Some schools have very few resources.

Exploring Kenya
Animals

Kenya has many different species of animals. Millions of people visit Kenya each year to see the huge savannah and the animals that inhabit it such as elephants, lions, cheetahs, meerkats and zebras.

The 'big five' animals in Africa are the African lion, white/black rhinoceros, African leopard, Cape buffalo, and the African elephant.

Exploring Kenya
National Parks

Kenya has over 50 nature reserves and national parks to protect these animals. The Maasai Mara reserve is the most popular.

Science:

- This week will focus on the season of winter. First, show your child a few minutes of this video: https://www.youtube.com/watch?v=hZYSMkLSolc (Can be accessed by typing 'Winter Wind 1 Hour Relaxing Snowstorm Sound' into Google) and have them talk about how it makes them feel. Go through the slides below that give information about winter. Then, have your child draw a picture to show what trees look like in winter and what kinds of clothes they would wear in winter. Have them write a sentence about what the weather is like in winter and another sentence about how much daylight there is in winter.

The Four Seasons

Can you guess which months are in each season? Discuss your answers and then click to reveal if you were correct

Autumn	Winter
September	December
October	January
November	February

Spring	Summer
March	June
April	July
May	August

What does it look like in winter?

Winter

When the seasons change to winter, the temperature begins to fall, which means it gets even colder.

Overnight temperatures can fall low enough for it to freeze and we notice frost and ice in the mornings. We can sometimes see snow as well.

In winter, the trees lose their leaves to conserve energy. This means that the branches of most trees are bare.

What would you wear in winter?

Winter

Winter is the coldest of all the 4 seasons.

Because it gets so cold out, we have to keep our bodies warm so we don't freeze when we're outside.
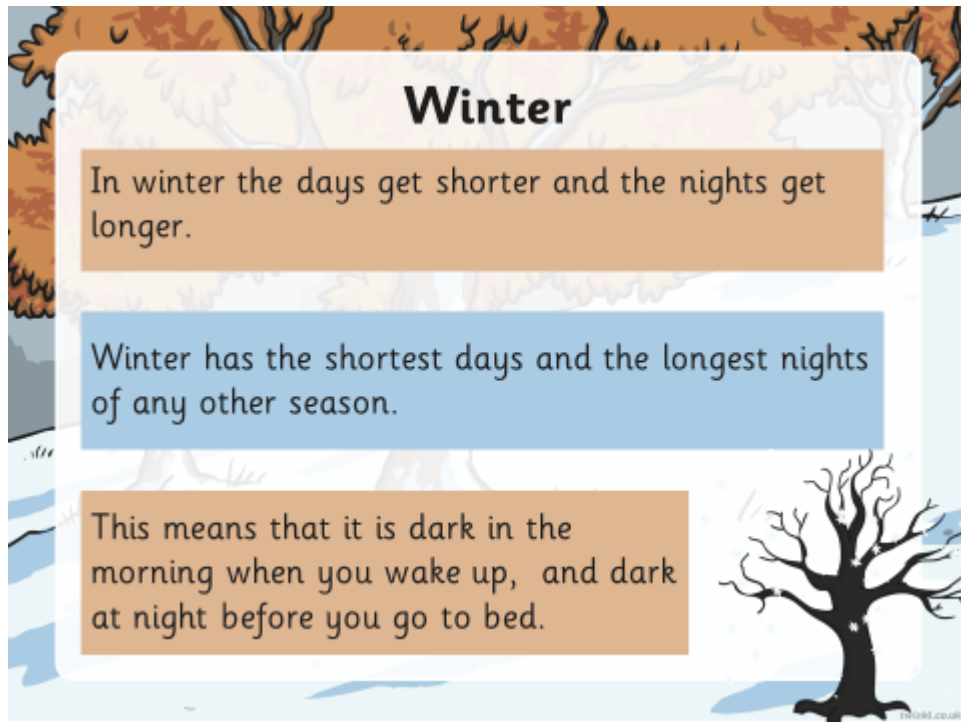
We wear things like coats, scarves, hats, and gloves to protect our bodies from the cold.

Day Length

Look at the number of hours of daylight we have during the winter. Do you notice anything different about the winter 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

Winter

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

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

This means that it is dark in the morning when you wake up, and dark at night before you go to bed.

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.:

- 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=JPo3BbgUkG8 (Can also be accessed by typing 'Tinga Tinga Tales Why Porcupine has Quills' into Google). This week, your child will combine the art work they have done over the past 2 lessons. Have your child choose their favourite animal outline from the previous week and fill it in using their favourite pattern from 2 weeks ago. They can do this multiple times to create a variety of Tinga Tinga animals.
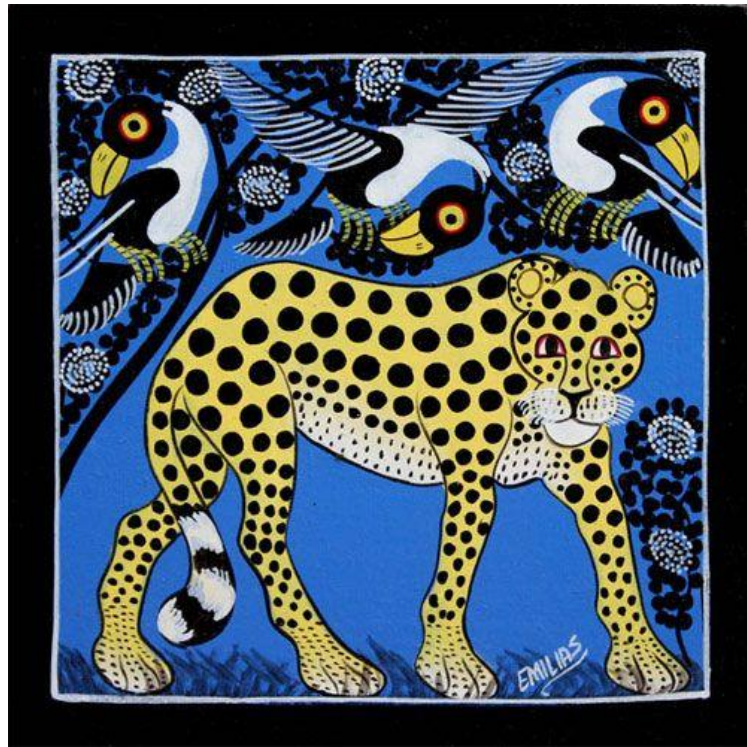
PSHE:

- PSHE this week will focus on the feeling 'embarrassed'. Have your child watch this video: https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-embarrassed/zktsrj6 (Can be accessed by typing 'BBC Teach Feeling Better Embarrassed' into Google.) Ask your child to tell you about some times when the have felt embarrassed. Explain to your child that everybody is gets embarrassed at some point, including adults. Explain that it's important to remember that we're all human and that

we all make mistakes. Remind your child of the things they can do to help themselves feel better after an embarrassing incident. Remind them to try and think about how unpleasant it is to feel embarrassed and to not laugh at other people when something embarrassing happens to them. In their book, have your child write a few sentences about an incident that made them feel embarrassed. Then, have them write a few sentences explaining how they can help themselves feel better the next time they are embarrassed.