

Year 1 Home Learning Tasks

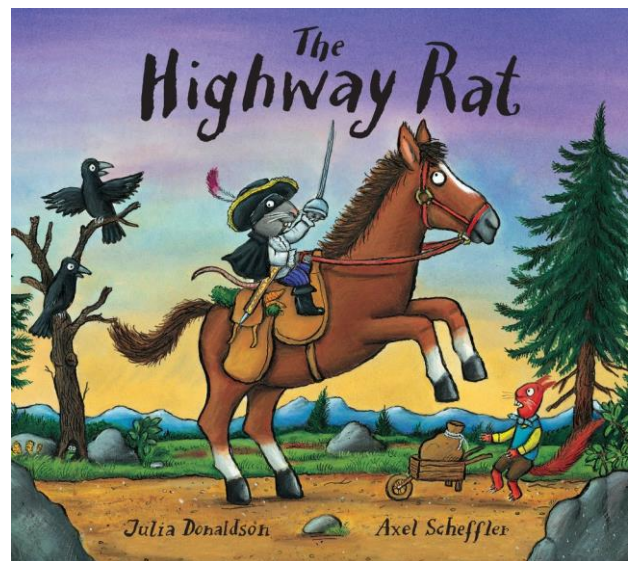
Week beginning: 22nd June 2020

**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 'The Highway Rat.' You can watch a YouTube video of the book here:

<https://www.youtube.com/watch?v=bkVoYeCLIXU> (Can also be accessed by typing 'Julia Donaldson Highway Rat Video' into Google.) Please have your child watch the video and continue to do so throughout the week.



- **Task 1**

The Highway Rat steals from the others around him. When somebody does something bad, they sometimes have a 'Wanted' poster made about them. Have your child make for the Highway Rat. Have them write 'WANTED' at the top of their page and then draw a picture of The Highway Rat. Underneath, have your child write sentences describing what The Highway Rat looks like and the crimes he has committed.

- **Task 2**

At the end of the story, the cunning duck becomes the hero by saving the day. Have your child think about what they would do if they were the hero of the story. Have them write a short paragraph about what they would do to stop The Highway Rat from stealing and to help the other characters in the story.

- **Task 3**

Have your child write a book review of The Highway Rat. Have them answer the questions below in full sentences.

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. If you could change anything about the book, what would you change?

- **Task 4**

Have your child pretend to be The Highway Rat. Then, have them write an apology letter to one of the animals that he stole from. Encourage your child to follow the criteria below when writing their letter:

- Start with 'Dear' followed by the name of the animal they want to write to
- Use the words 'I, me, my' (first person)
- Start by explaining why you are writing the letter
- Explain what you are sorry for
- Ask the animal to forgive you
- Tell the animal what you will do to make them feel better
- Finish with 'From The Highway Rat'

- **Task 5**

The Highway Rat finally gets caught out for his unkind acts towards others. Have your child write a newspaper report about the moment he got caught out and what happened to him. Please refer to the example below that shows an example of a newspaper report. Please note the main features that are pointed out in the blue boxes.



THE GORILLA GARDENER WITH GREEN FINGERS

Write about the events in order.

People in Twinkleton have been surprised by a new gardener in town. The new gardener is a huge gorilla!

The gorilla escaped from a local zoo in January. Since then, he has been living in the local area and growing his own food. This is when he realised he had a talent for gardening!

On Tuesday, the gorilla put up a poster to let people know about his gardening business.

On Friday, Ali Smith asked the gorilla to weed his yard and plant some carrots. Mr Smith said that the gorilla did a fantastic job.

Yesterday, Kareem was playing in his garden when he spotted the gorilla gardener. "I was scared at first," he said, "but the gorilla was very kind and professional."

time words

headline

The gorilla's customers say he is very good at growing plants. He can work with flowers, trees and vegetables. He plans to open his own garden centre next year.

picture



The Gorilla Gardener has started a business in Twinkleton.

caption

Each day please also complete handwriting practise and phonics activities.

- *Handwriting: Throughout this week please practise all 'one armed robot letters' again: r, b, n, m, h, k, p. 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 learning about money. They have not done this in class so will probably require some extra support to complete the tasks. The National Curriculum for Year 1 states that children should be able to recognise and know the value of different denominations of coins and notes. The home learning activities will also ask them to solve practical problems and make different amounts of money using various coins.

- **Task 1**

Start by having your child look at the slide below showing a toy shop.



- Question your child about the different prices of the items (ex: Which toy costs the most/least? Can you show me a toy that is more expensive than the pencil? Can you show me a toy that is less expensive than the drum?). This is a good introduction to the concept of money.

Use the slides below to show your child the different coins and notes on. Discuss both sides of the coins and notes, so that your child becomes familiar with the shape, colour and the numbers on them. Identify the value for each coin and note.

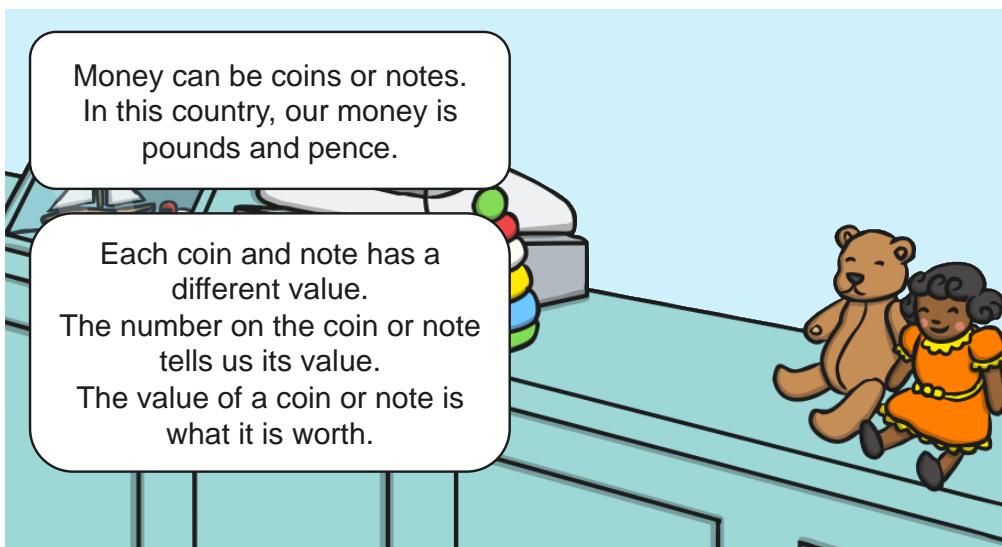
Coins and Notes



When we need to pay for things, we use money.

Money can be coins or notes.
In this country, our money is
pounds and pence.

Each coin and note has a
different value.
The number on the coin or note
tells us its value.
The value of a coin or note is
what it is worth.

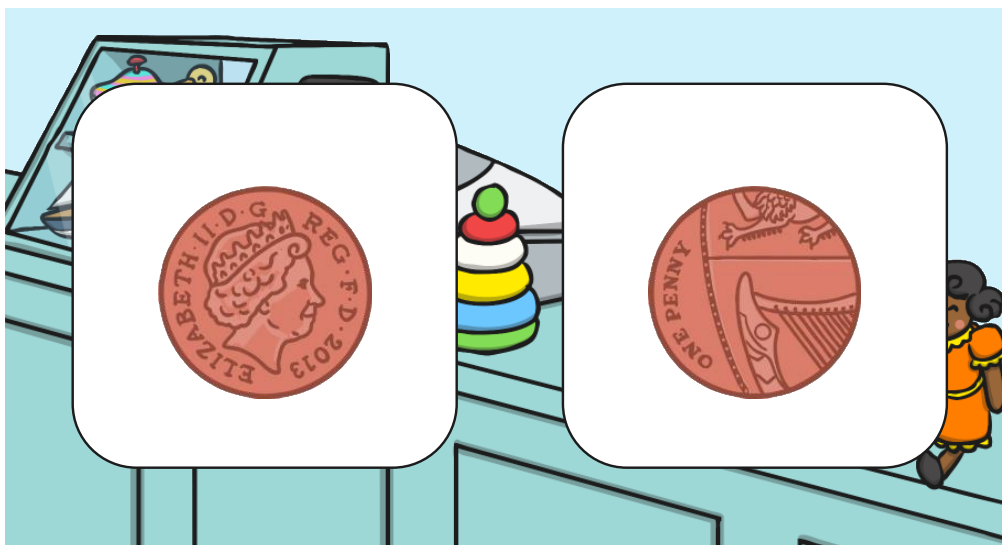


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Coins and Notes



1p



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Coins and Notes



2p



Coins and Notes



5p



Coins and Notes



10p



Coins and Notes



20p



Coins and Notes



50p



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Coins and Notes



£1



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Coins and Notes



£2



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Coins and Notes



£5



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Coins and Notes



£10



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Coins and Notes



£20



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Have your child look at the slides below. As they do, point to different coins and notes and see if your child can correctly identify the coin/note in question. To identify the coins, encourage your child to look at the

shapes of the coins and the number on the coin face. To identify the notes, encourage your child to look at the colour of the note and the number it shows.

Which Coin?



Which coin am I pointing to?



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Which Coin?



Which coin am I pointing to?



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Which Note?



Which note am I pointing to?



Remind your child that the coins and notes hold different values and have different units; pence and pounds. Explain to your child that pence are smaller amounts of money: we need 100 pence to make one pound! Illustrate this idea by using the puzzle analogy. Pence are like little pieces of a puzzle. They are small but when put together they create an entire puzzle.

Use the slides below to show the coins that hold pence values and the coins and notes that hold pound values, pointing out the pound symbol (£) and the pence symbol (p).

Pounds or Pence?



Some coins are worth pence and some coins are worth pounds.

Pence are small amounts of money.

These coins are worth pence (p).

This is the sign for pence:

p



Pounds or Pence?



Some coins are worth pence and some coins are worth pounds.

Notes are always worth pounds.

Pounds are bigger amounts of money.

These coins and notes are worth pounds (£).


This is the sign for pounds:

£




Show your child the following slides and have them decide if the coin/note depicted is in pence or pounds.

Pounds or Pence?



Is this coin worth pounds or pence?




pound
s
(£)


pence
(p)

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Pounds or Pence?



Is this coin worth pounds or pence?



pound
s
(£)

pence
(p)

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Pounds or Pence?



Is this coin worth pounds or pence?



Pounds or Pence?



Is this coin worth pounds or pence?



Pounds or Pence?



Is this coin worth pounds or pence?



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Pounds or Pence?









Is this coin worth pounds or pence?








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If possible, print out the page below and have your child write the value

of each coin/note in the space provided. If you are unable to print the page, simply have your child write the values into their book.

	<p>_____ p</p>
	<p>_____ p</p>
	<p>£ _____</p>
	<p>£ _____</p>
	<p>_____ p</p>
	<p>£ _____</p>

	<p>_____ p</p>
	<p>£ _____</p>
	<p>£ _____</p>
	<p>_____ p</p>
	<p>_____ p</p>

- **Task 2**

Review the value of coins and notes with your child by going through the slides from Task 1.

Show your child the slide below and discuss the fact that each coin is worth a certain amount. Some coins are worth more than others.

Coin Value

Whole Class

The number on the coin tells us its value.
The value of a coin is how much it is worth.

What is the value of these coins?

Which coins have a lower value?

Which coins have a higher value?

FIFTY PENCE

TEN PENCE

TWO PENCE

ONE PENCE

FIVE PENCE

TEN PENCE

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Show your child the following sets of coins and see if they can place them in order from lowest to highest value.





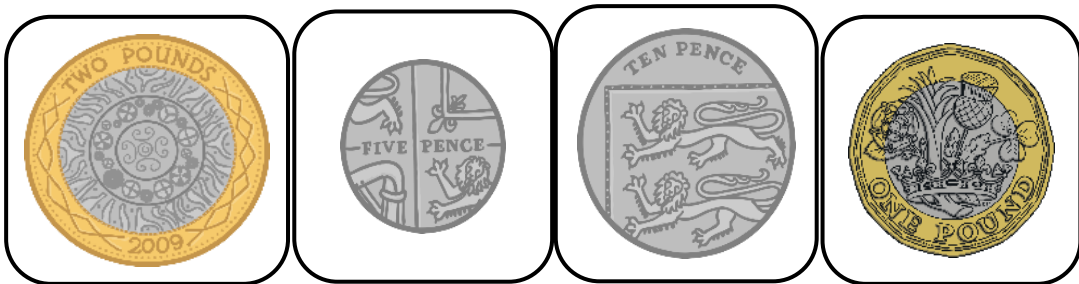
Remind your child that pounds are worth more than pence. Show them the following slide to reinforce that 100p is needed to make 1 pound.

A slide titled "Pounds" with a light blue background featuring faint icons of a clock, a ruler, and a scale. The slide contains the following elements:

- The word "Pounds" in a large, bold, black font at the top center.
- Below the title, the pound symbol (£) followed by the word "pounds" on the left, and the pence symbol (p) followed by the word "pence" on the right.
- A central illustration showing a £1 coin on the left, followed by an equals sign (=), and a large grid of 100 small red 1p coins on the right. The grid is arranged in 10 rows and 10 columns.
- A speech bubble on the left side of the grid contains the text: "Pounds are worth more than pence. £1 is worth the same as 100 pence."
- The background also features faint icons of a clock, a ruler, and a scale.
- The Twinkl logo is visible in the bottom right corner.

Remind your child that they need to consider whether a coin or note is worth pounds or pence. Pounds are always worth more than pence, even if the number displayed is higher. For example, 1 pound is worth more than 50 pence even though the number '50' is higher than the number '1'.

Show your child the following coins and have them place them in order from lowest to highest value.



Have your child place the following notes into order from lowest to highest value.



Finally, in their book have your child place all of the coins and notes below in order from lowest to highest value. If possible, print out this page and have your child cut out the coins and notes and stick them into their book. If you are unable to print, then your child can draw the coins and notes in the correct order directly into their book.



- **Task 3**

Show your child the slide below and have them identify the values of the different coins and notes. After, have them identify which are worth pence and which are worth pounds.

Money Box



Can you remember the value of these coins and notes? Which ones are worth pounds and which ones are worth pence?

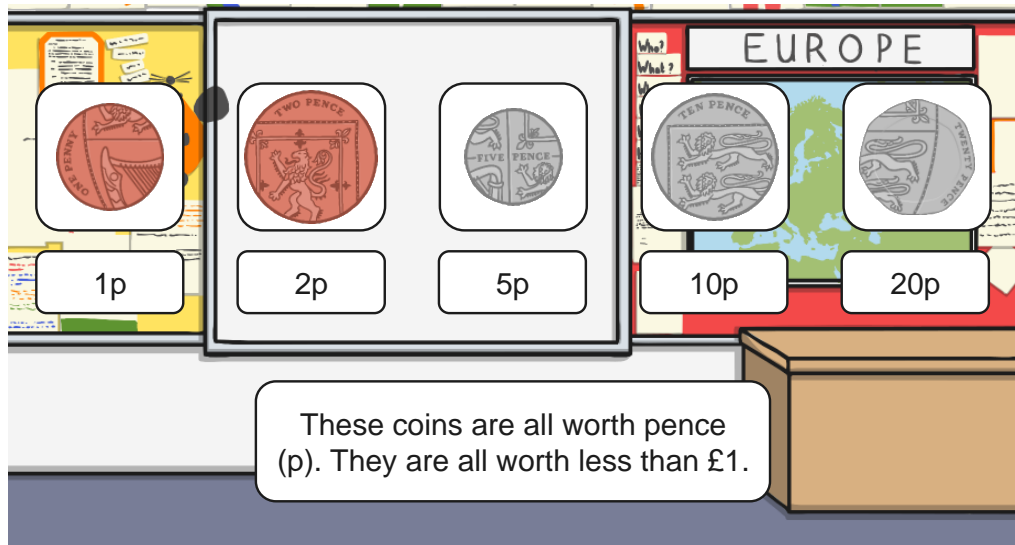


Show your child the slide below and explain that today they will be working with 1p, 2p, 5p, 10p and 20p coins.

Money Box



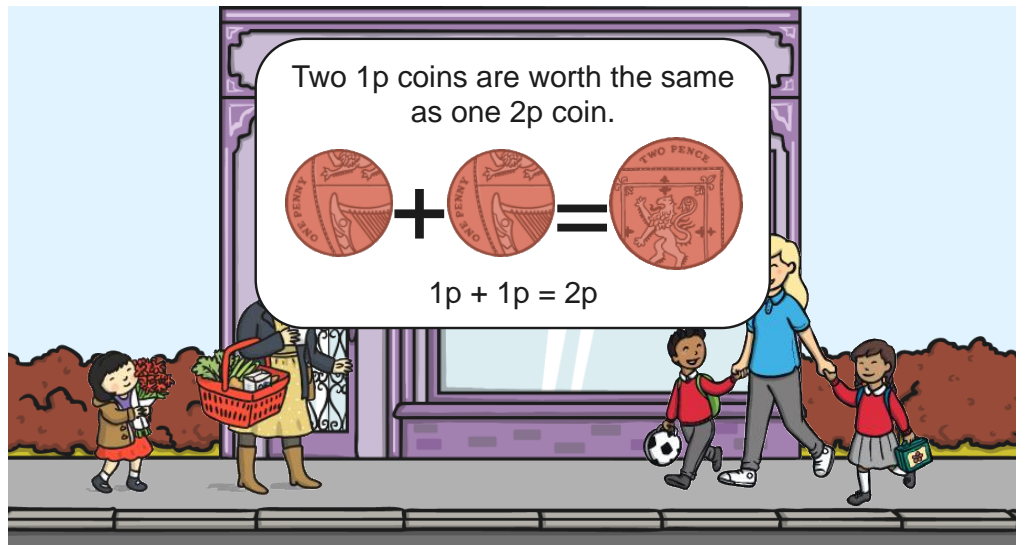
Today we are going to work with these coins.



Use the slides below to explain to your child that different amounts of coins can be added together to make different amounts.

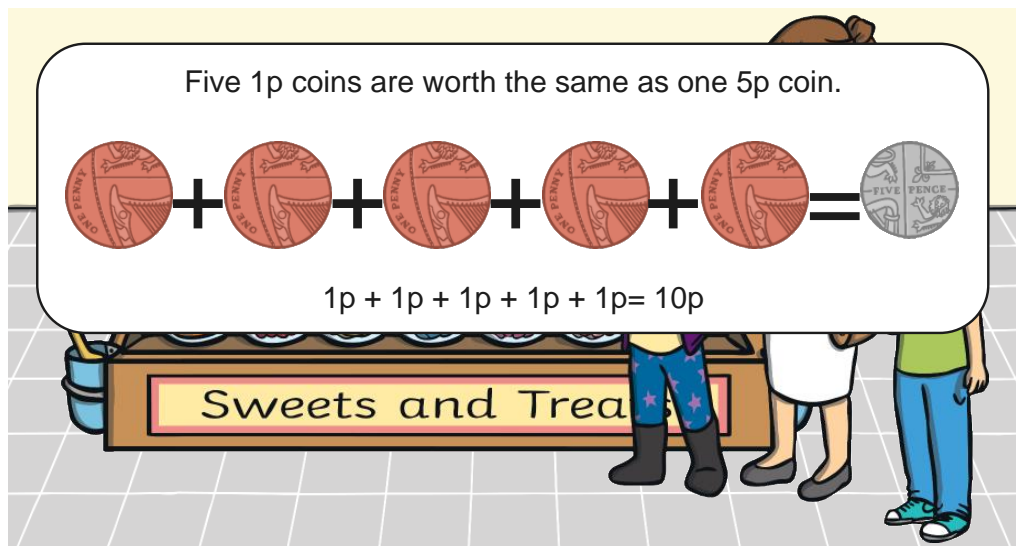
Sweet Shop

We can add two or more coins together to make a larger amount.



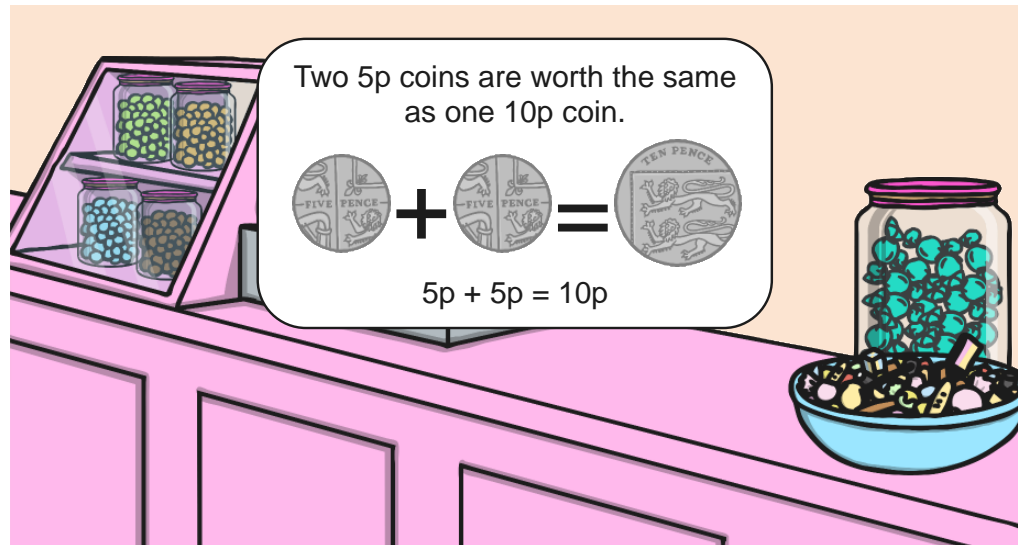
Sweet Shop

We can add two or more coins together to make a larger amount.



Sweet Shop

We can add two or more coins together to make a larger amount.



Use the slides below to show your child the items with the price tags. Support your child to discuss and identify which two coins they could use to buy an item of a given value.

Sweet Shop



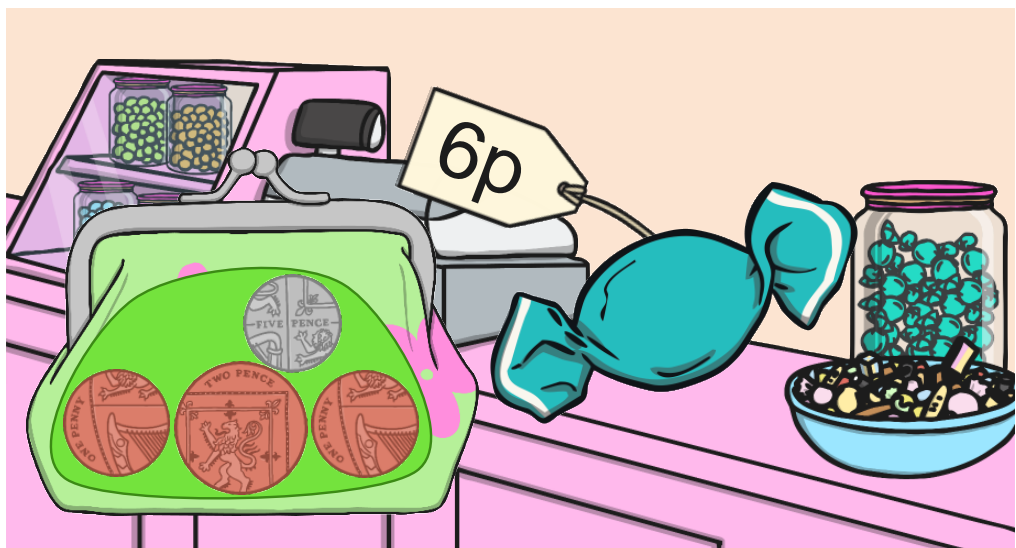
Which two coins can we use to pay for this lolly?



Sweet Shop



Which two coins can we use to pay for this sweet?



Sweet Shop



Which two coins can we use to pay for these biscuits?



On the slide below, have your child pick a sweet and identify which two coins they could use to buy it.

Sweet Shop







Choose an sweet. Which coins will you use to buy it?



Show your child the worksheets below and have them complete it. If possible, print out the sheets and have your child draw the appropriate coins next to the items. If you are unable to print, have your child draw the appropriate coins into their book.

Which coin would you need to pay for these sweets?

Which two coins would you need to pay for these sweets?

- **Task 4**

Play a practical game with your child. Use some small pieces of paper to make price labels and label various toys/objects with the prices. The prices should only go up to 20p. If your child is confident with addition, you can give amounts that require 3-4 coins to make (ex: 17p, 9p, 18p, 14p, etc.). If your child finds the concept difficult, you can give them amounts that require 2 coins to make (ex: 3p, 7p, 11p, 12p, 15p, etc.). Then, give your child a selection of 1, 2, 5, 10 and 20 pence coins. Have them count out the correct amount they need to pay for each item that has been labelled.

- **Task 5**

Your child has been set work on Purple Mash to reinforce their learning about money. Support your child to complete the following activities:

- Money- Coins Pairs Game
- Money up to 10p- a
- Money up to 20p- a
- Money up to 50p- a

Each day please also complete one of the following online activities:

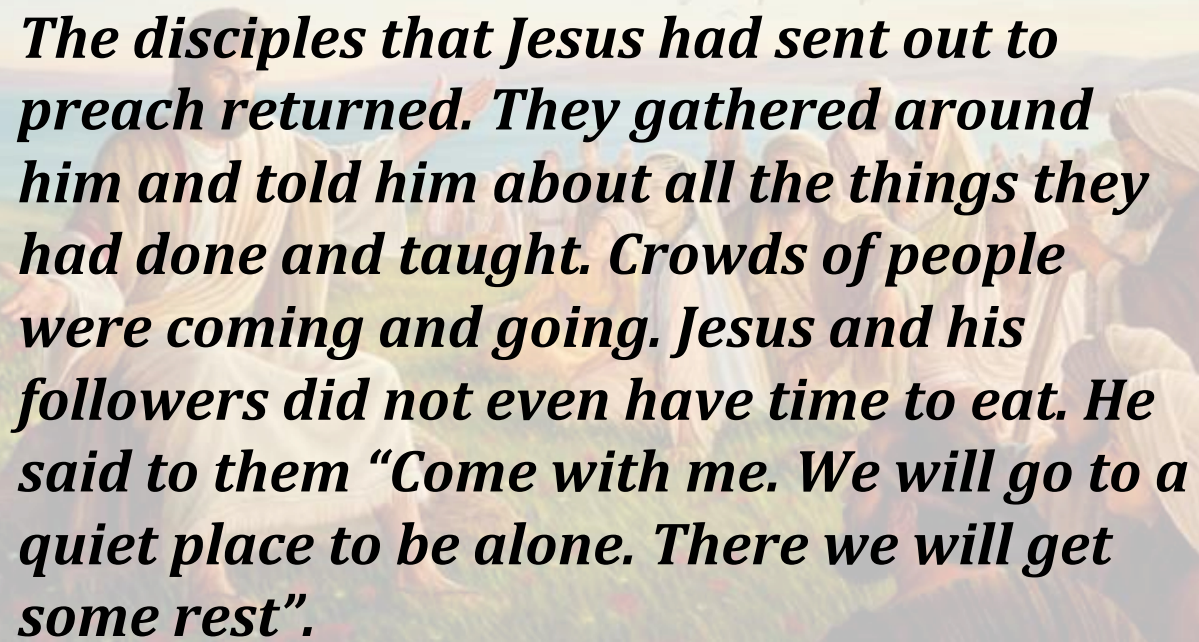
- *Use the Topmarks Daily 10 website. For Year 1 appropriate activities, Choose 'Level 1' from the dropdown menu. From there, your child can complete either an addition, subtraction or ordering activity. Please do a variety throughout the week. The website is: <https://www.topmarks.co.uk/maths-games/daily10> 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

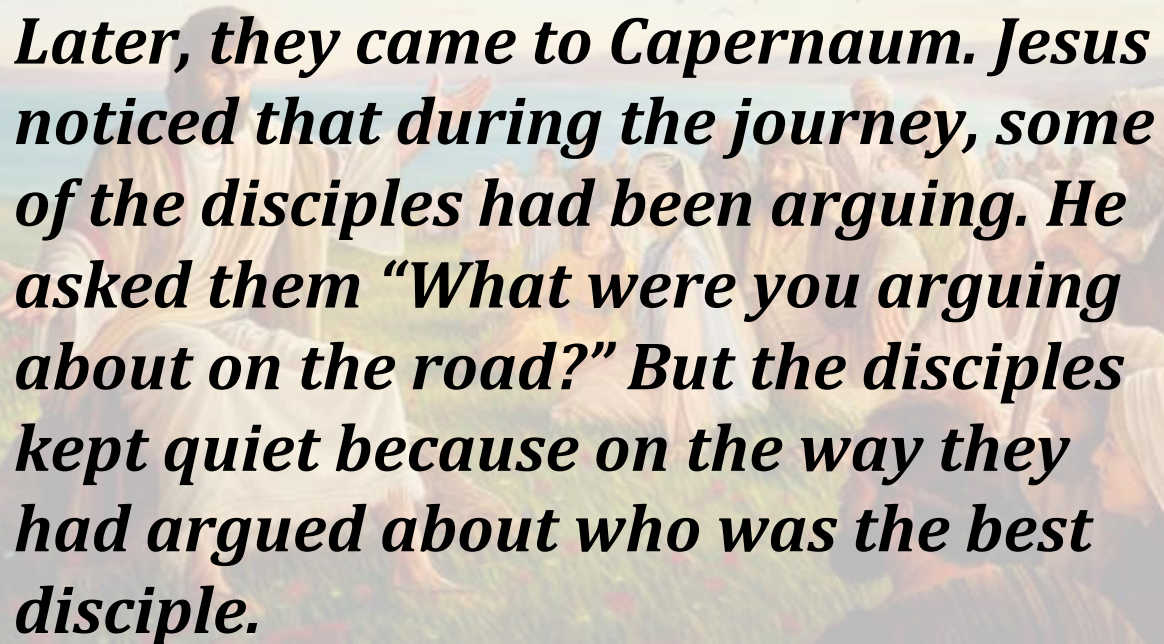
RE:

- Go through the slides below with your child. Have your child think about what Jesus said. Explain that this can be hard, but if everyone all over the world did this, think of the difference it would make! Have your child think of the difference this attitude would make to their family, neighbourhood and school.

Discuss with your child what makes a good neighbour and how Jesus' friends showed that they were good neighbours. Then, have them talk about how they can be a good neighbour. In their book, have your child write a short paragraph about how they can be a good neighbour.



The disciples that Jesus had sent out to preach returned. They gathered around him and told him about all the things they had done and taught. Crowds of people were coming and going. Jesus and his followers did not even have time to eat. He said to them “Come with me. We will go to a quiet place to be alone. There we will get some rest”.

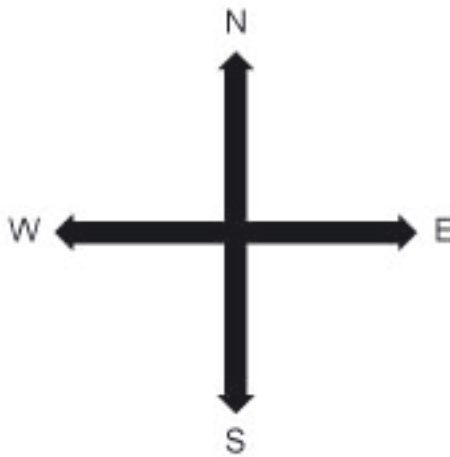


Later, they came to Capernaum. Jesus noticed that during the journey, some of the disciples had been arguing. He asked them “What were you arguing about on the road?” But the disciples kept quiet because on the way they had argued about who was the best disciple.

Sitting down, Jesus called His disciples and said, “Anyone who wants to be first must be the very last, and the servant of all. To be a good neighbour and good friend, you take care of the other person before you take care of yourself; you put the needs of the other person before your own.”

Geography:

- Show your child the picture of the compass directions below:



Explain to them that the 'N' stands for 'North', the 'E' stands for 'East', the 'S' stands for 'South' and the 'W' stands for 'West.' Explain that these tell us where things are on a map. They help us to give directions so we know where we're going.

Go through the slides below that teach your child about National Parks and Game Reserves in Kenya.

Have your child look at the map on the last slide. Show them the key on the bottom left hand corner. Explain that the symbols all represent different places on the map so that people can know where they are. Have your child use the map to answer the following questions in their book:

- Name two things that are located in the west of the reserve.
- Name two things that are located in the east of the reserve.
- In which direction is the Rhino Ridge located?
- There are lots of hills located in which direction?
- How many gates are there in the reserve?
- How many airships are there in the reserve?
- Draw the symbol that represents a river.
- Draw the symbol that represents a swamp.

National Parks and Game Reserves



- Kenya has over 50 national parks and game reserves across the country.
- Within the parks and reserves are many different types of wildlife and habitats, such as wetlands, grasslands, forests, savannah and marine.
- A national park is a protected area of land where only tourism and research is allowed by humans. No humans live in national parks.
- The **Tsavo West** and **Tsavo East** National Parks are the largest in Kenya.



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National Parks and Game Reserves



- A **game reserve** is still a protected area of land, but it allows humans to live there and to carry out other activities such as fishing, road building, mining and gathering wood.
- The most popular reserve in Kenya is the **Maasai Mara Reserve**, which can be found in the south west of the country. It is named in honour of the **Maasai tribe** who have lived in the area.



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National Parks and Game Reserves



- The **Maasai Mara National Reserve** is famous world over for the large amount of wildlife including all members of the 'Big Five' which live there.
- The name 'Mara' means 'spotted', which is what the land looks like from a distance with trees, clouds and grass!

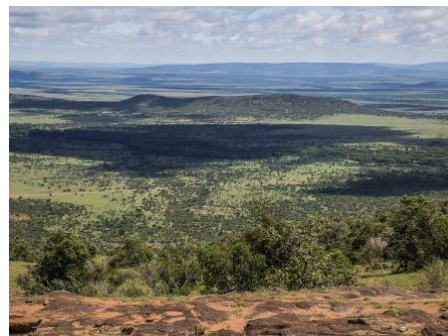


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After showing the above slide, show your child this video:

<https://www.bbc.co.uk/programmes/p0114ch0> (Can also be accessed by typing 'BBC Primary Going on Holiday in Kenya' into Google).

Sensational Safari

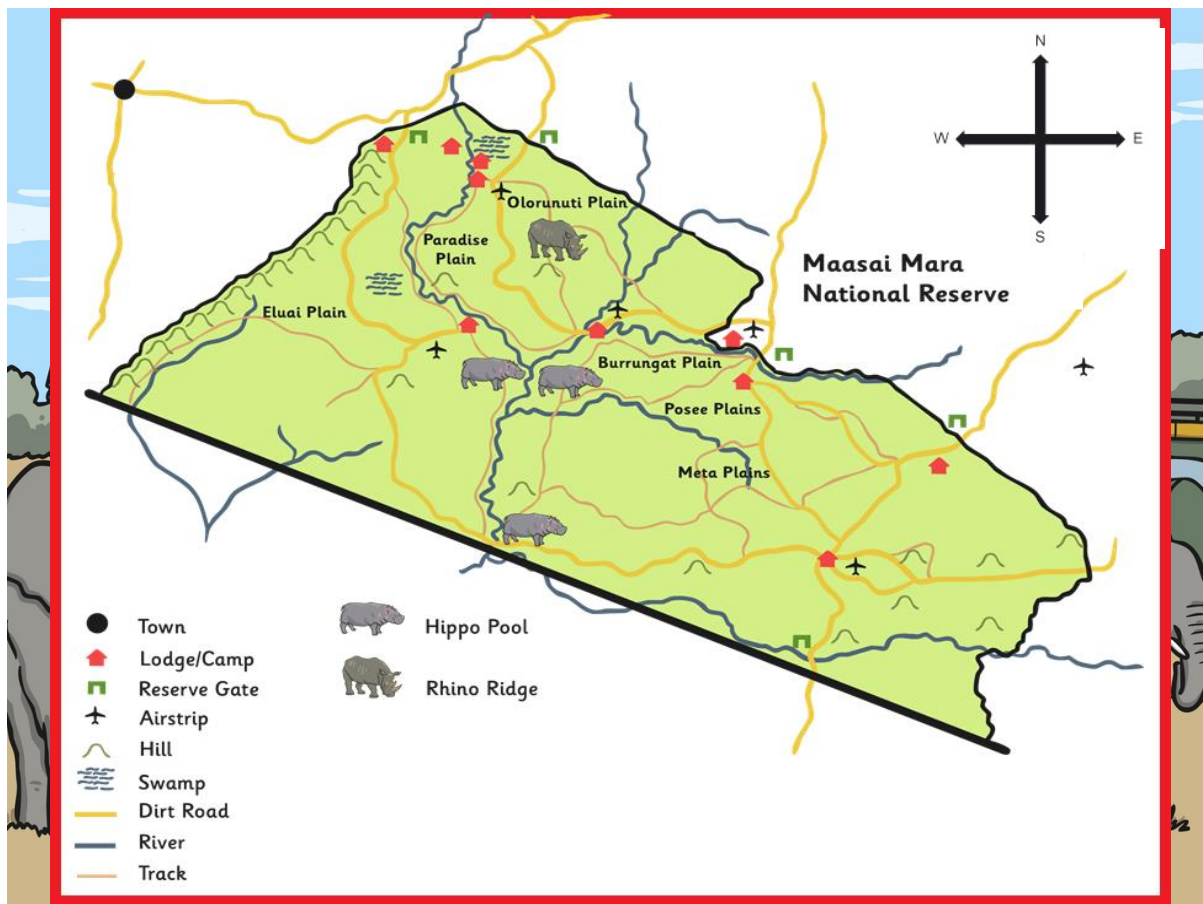


Millions of tourists visit the Maasai reserve each year to see the endless savannah and to go on safari to look at the amazing wildlife such as elephants, lions, cheetahs, giraffes, zebras, hippos, rhinos and many more!

What type of holidays did people go on in the video clip?

Why do people go on holiday?

Why do you think people visit Kenya?



Science:

- Your child will start a new unit about animals and their needs. Begin by having them think of all the animals they know. As a challenge, support them in thinking of 2 animals that begin with each of the following letters: a, c, d, h, k, l, p, r, s and t. They can write these down into their book. Keep in mind that young children typically identify animals in terms of being furry and having four legs. Help them to recognise that creatures such as reptiles, snakes and birds as animals too.

Introduce your child to the idea that we are animals too. Have your child draw a picture of a person in their book. Ask them what things we need to stay healthy and safe (ex: a home, food, water, love, warmth, etc.). Have your child write these ideas around the person in their book.

Now have your child draw a picture of a cat in their book. Have them think about whether animals, like cats, need the same things as we do.

Explain to your child that all living things need space, air, shelter, water and food. Explain that animals are living things. Help your child to recognise that even though animals may look different from us, live in different places or eat different things, they are all alive (like us) and need the same basic things.

Around the picture of the cat, have your child then write down all the things they need to stay healthy and safe.

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.:

- Introduce your child to the African artist Gakonga. Explain to your child that Gakonga was born in Kenya near the foot of Mt Kilimanjaro as a child he began experimenting with plant dyes and seashells to make art. At first, he thought that he was painting just for fun but as he created

more artwork he realised that it was what he wanted to do for the rest of his life.

Explain that Gakonga loves painting pictures about his homeland Kenya. Songs and dance are all a part of Kenyan life and every painting has its own happy rhythm. Gakonga wants his paintings to make people feel happy.

Show your child the pictures of Gakonga's paintings below. Have your child look at how he is able to show movement in his work. Encourage them to pay particular attention to the arms and legs of the people and how they bend. Have your child talk about what they think the people in the paintings are doing and why. Look closely at how he shapes the head, hands, feet, legs and arms. Also, discuss Gakonga's use of bright colours.

In their book, have your child sketch a few people in the style of Gakonga. Have them sketch people that are: dancing, walking and drumming. Encourage them to think about how they will depict the movement into their sketches.







PSHE:

- PSHE this week will focus on feeling 'happy'. Have your child watch this video: video <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-happy/znnhvk7> (Can be accessed by typing 'BBC Teach Feeling Better Happy' into Google.) Have your child share what they like to do most when they are happy. Then, have them talk about the things that make them happy and why. Explain to your child that feeling happy is wonderful and something that everybody enjoys. Explain further that there will be times in our lives when we are unhappy and that this is completely normal. Ask your child to think of things they could do to help their friends feel better when they are feeling unhappy. In their book, have your child draw a picture of themselves with a big smile on their face. Around the picture, have them write the different things that make them happy.