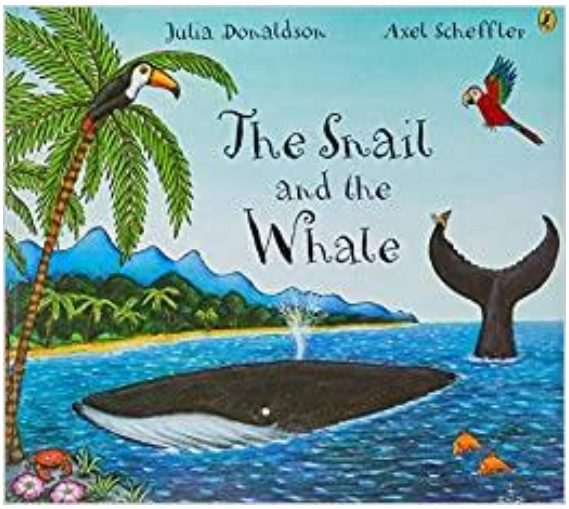
Year 1 Home Learning Tasks

Week beginning: 29th June 2020

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

English tasks:

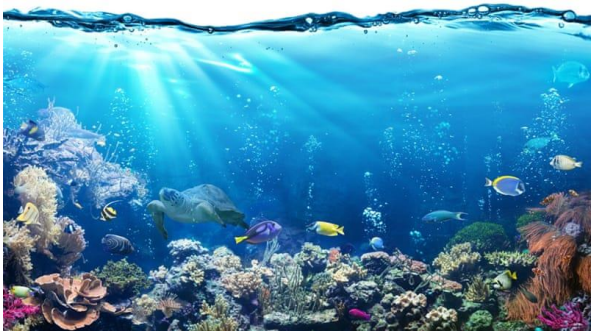
This week, all of the English tasks will link to Julia Donaldson's book 'The Snail and the Whale.' You can watch a YouTube video of the book here: (https://www.youtube.com/watch?v=hheolVGZVvs Can also be accessed by typing 'Julia Donaldson The Snail and the Whale' into Google.) Please have your child watch the video and continue to do so throughout the week.



- **Task 1**
  Have your child choose one of the places that the snail and the whale visit. Then, have your child pretend to be the snail and write a diary entry about her time there. 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 2**
  In the story, the whale gets stuck on the beach. Have your child pretend to be the Snail and write a letter to the schoolchildren asking for their help to save the whale. Encourage your child to follow these rules when writing a letter:
  - Start with 'Dear Schoolchildren,'
  - Use the words 'I, me, my' (first person)
  - Start by explaining why you are writing the letter
  - Explain where the whale is stuck
  - Tell the children what you would like them to do to help
  - Finish with 'From the Snail'

- **Task 3**
  The Snail and the Whale travel across the ocean to visit many interesting places together. However, the ocean itself is a very interesting place! Have your child write a setting description about the ocean. Have them think about what they would see around them, what they would hear and which sea creatures they would see. Your child can use the pictures below to help them think of ideas.



- **Task 4**
  Have your child imagine that they are the Snail in the story and that they can choose a place to visit with the Whale. Have your child tell you where they would go and write a list of things they would pack in their bag to take with them. Underneath, have your child choose a few items from their list and write some sentences explaining why they would take these things.

- **Task 5**
  Have your child think about who they would take with them if they could go on an adventure on the back of a whale. Have them write a short paragraph (3-4 sentences) about why they would take this person and what they would do.

Each day please also complete handwriting practise and phonics activities.

- *Handwriting: Throughout this week please practise all 'zigzag monster letters' again: v, w, x, z. 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 multiplication. They have not done this in class so will probably require some extra support to complete the tasks. Earlier, they had home learning tasks that focused on counting by 2, 5 and 10

which will tie in to this week's learning. In Year 1, the children are just starting to understand the concept of multiplication and will only work on multiplication in the 2, 5 and 10 tables. The National Curriculum states that children should be able to solve one-step problems involving multiplication ***with the support of the teacher****, so do not worry if they require your support with the concepts. Please consult the websites below that explain the concepts for parents:*

- *https://www.twinkl.co.uk/teaching-wiki/multiplication (Can be accessed by typing 'Twinkl Multiplication Teaching Wiki' into Google)*
- *https://www.theschoolrun.com/teachers-tricks-multiplication (Can be accessed by typing 'The School Run Multiplication' into Google)*

- **Task 1**

  Start by reviewing counting by 2 with your child. Show them the counting by 2 video and encourage them to sing along: https://www.youtube.com/watch?v=GvTcpfSnOMQ (Can be accessed by typing 'Counting by Two Scratch Garden' into Google). Then, use the 'Splat' tool to count by 2 up to 20 with your child: https://www.primarygames.co.uk/pg2/splat/splatsq100.html (Can be accessed by typing 'Splat Number Square' into Google).

  Gather 8 identical or similar items (Legos, toys, pasta, bottle caps, etc.) and have your child count them one at a time to get the total number. Ask your child if there is a quicker way to do this and have them explain what they think.

  Now, put the objects into groups of 2. Support your child to count the objects by 2 to find the total number. Now have your child count how many groups there are.

  Explain that 4 groups of 2 equals 8. Explain that this is a concept called multiplication, where we count different groups that have the same number of objects in them. Review again with your child that there are 4 groups and there are 2 objects in each group which makes a total of 8.

  On a piece of paper, write the corresponding number sentence for this question: 4 x 2 = 8

To make it easier in Year 1, we state that the second number is always how many are in each group. Today, the second number will always be 2 since we are working on 2 times tables. This means that the number sentence 4 x 2 = 8 reads as: 4 groups of 2 equals 8.

Repeat this process with different even numbers of objects (not surpassing 20). As you work through the process with your child, reinforce their understanding by asking them the following questions:

- How many groups are there?
- How many are in each group?
- How many are there in total?
- What does the first number show?
- What does the second number show?
- What is the answer?

Once your child understands the concept, show them the following multiplication number sentence:

6 x 2 =

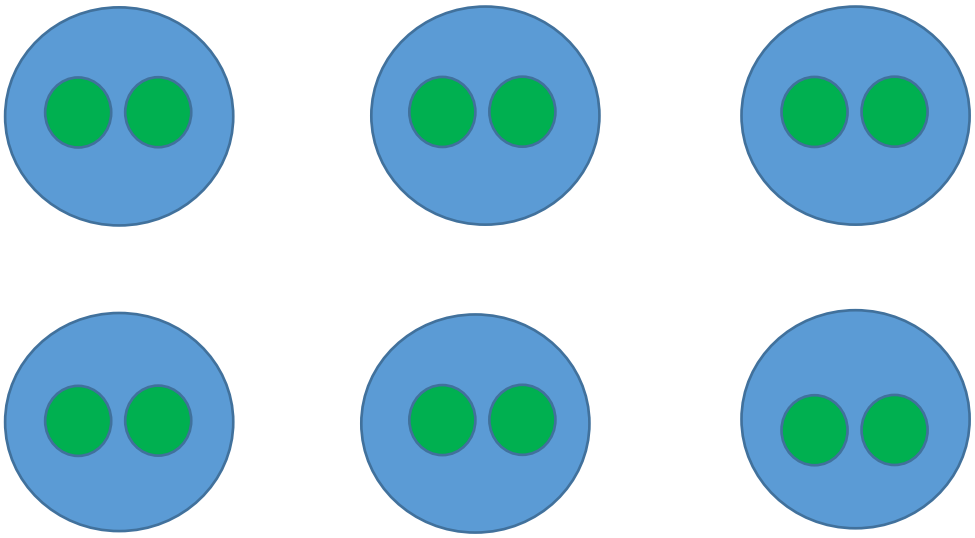
Now, your child will need to use the skills they have learned to solve a multiplication number sentence.

In Year 1 this is the concept we teach the children:

- Have your child look at the first number, it tells you how many groups you need. In the case of the example, there are 6 groups.
- Have your child draw 6 medium-sized circles on a scrap piece of paper to represent the 6 groups.
- Have your child look at the second number, it tells you how many objects need to go in each group. Today, the second number will always be 2.
- Have your child draw 2 smaller circles into each medium-sized circle to show that each group contains 2.
- Finally, have your child count the total amount of smaller circles. They can do so by counting each small circle individually, but are encouraged to count by 2.

- The total number of smaller circles is the answer to the question (12).

Please see the diagram below which illustrates the concept that was just explained. The blue circles are the medium-sized circles that show the groups. The green circles are the smaller circles that go inside each group. Each group needs to have the same amount of smaller green circles. The total number of green circles gives you the answer.



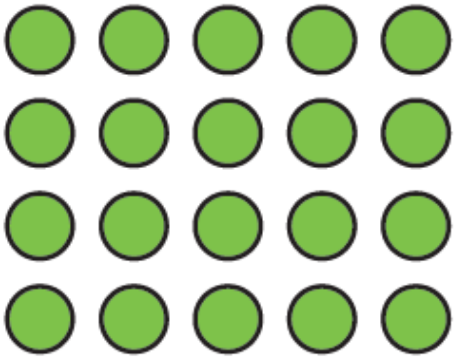
Have your child complete the following multiplication questions into their book by using the learned technique:

3 x 2 =
7 x 2 =
1 x 2 =
8 x 2 =
10 x 2 =
2 x 2 =
5 x 2 =
6 x 2 =
4 x 2 =
9 x 2 =

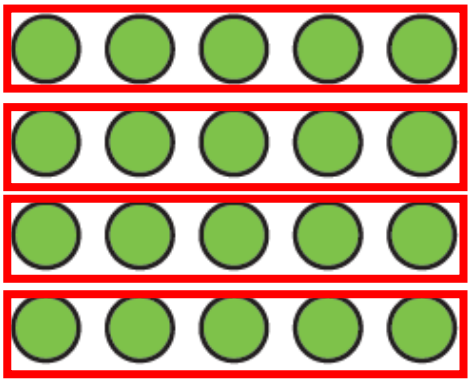
- **Task 2**

  Start by reviewing counting by 5 with your child. Show them the counting by 5 video and encourage them to sing along: https://www.youtube.com/watch?v=EemjeA2Djjw (Can be accessed by typing 'Counting by Five Scratch Garden' into Google). Then, use the 'Splat' tool to count by 5 up to 50 with your child: https://www.primarygames.co.uk/pg2/splat/splatsq100.html (Can be accessed by typing 'Splat Number Square' into Google).

  Show your child the array below and have them count the circles individually to find the total (20). Ask your child if there is a quicker way to do this and have them explain what they think.



  Now, show your child that you can circle 5 objects at a time to make groups of 5. You can then count these groups by 5 to find the total. Please see below for the circled groups of 5.



  Explain that 4 groups of 5 equals 20. Explain that is also multiplication, but this time we have groups of 5 instead of 2. Each group has the same

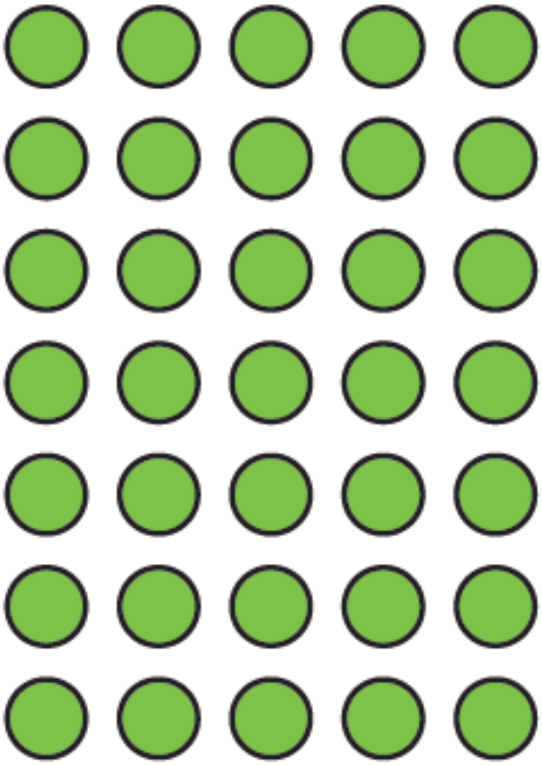
amount inside. Review again with your child that there are 4 groups and there are 5 objects in each group which makes a total of 20.

On a piece of paper, write the corresponding number sentence for this question: 4 x 5 = 20

To make it easier in Year 1, we state that the second number is always how many are in each group. Today, the second number will always be 5 since we are working on 5 times tables. This means that the number sentence 4 x 5 = 20 reads as: 4 groups of 5 equals 20.

Repeat this process with different arrays below. As you work through the process with your child, reinforce their understanding by asking them the following questions:

- How many groups are there?
- How many are in each group?
- How many are there in total?
- What does the first number show?
- What does the second number show?
- What is the answer?



Once your child understands the concept, show them the following multiplication number sentence:

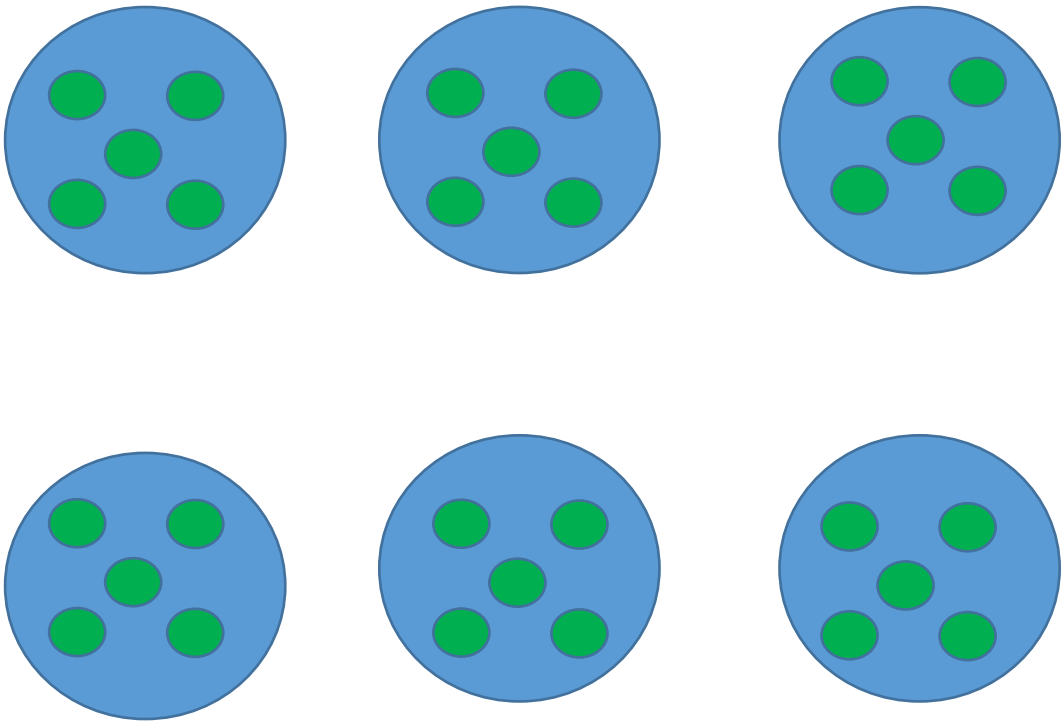
6 x 5 =

Now, your child will need to use the skills they have learned to solve a multiplication number sentence.

In Year 1 this is the concept we teach the children:

- Have your child look at the first number, it tells you how many groups you need. In the case of the example, there are 6 groups.
- Have your child draw 6 medium-sized circles on a scrap piece of paper to represent the 6 groups.
- Have your child look at the second number, it tells you how many objects need to go in each group. Today, the second number will always be 5.
- Have your child draw 5 smaller circles into each medium-sized circle to show that each group contains 5.
- Finally, have your child count the total amount of smaller circles. They can do so by counting each small circle individually, but are encouraged to count by 5.
- The total number of smaller circles is the answer to the question (30).

Please see the diagram below which illustrates the concept that was just explained. The blue circles are the medium-sized circles that show the groups. The green circles are the smaller circles that go inside each group. Each group needs to have the same amount of smaller green circles. The total number of green circles gives you the answer.



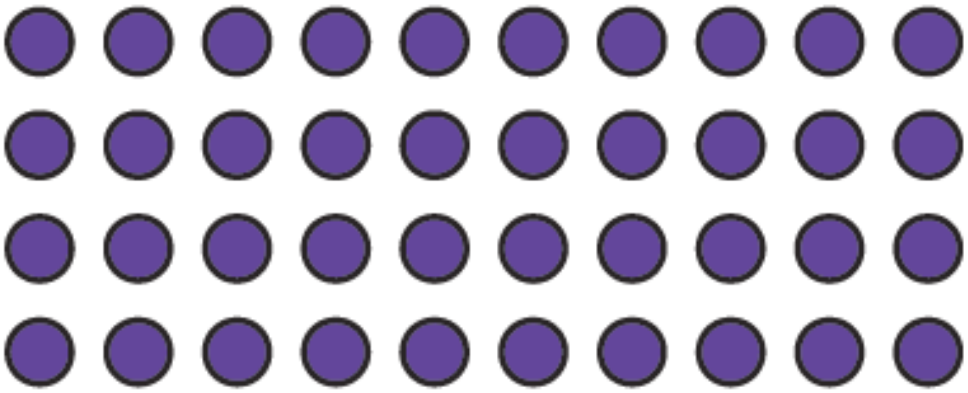
Have your child complete the following multiplication questions into their book by using the learned technique:

4 x 5 =
7 x 5 =
1 x 5 =
8 x 5 =
9 x 5 =
2 x 5 =
10 x 5 =
3 x 5 =
5 x 5 =
6 x 5 =

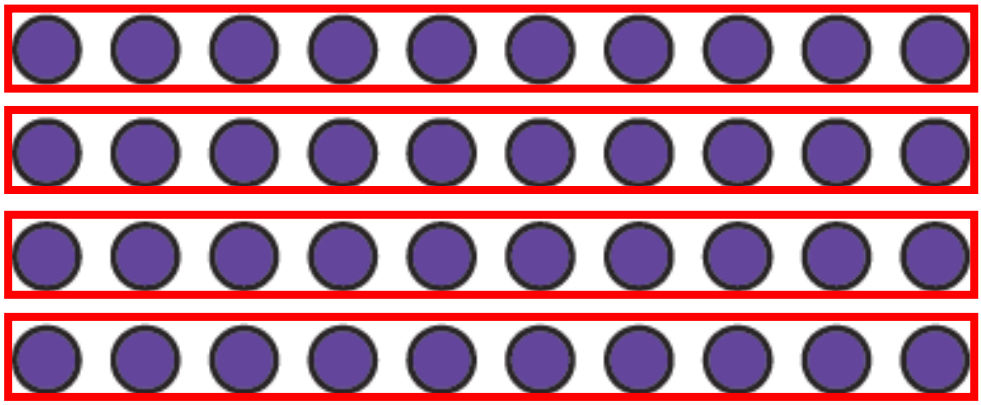
- **Task 3**

  Start by reviewing counting by 10 with your child. Show them the counting by 10 video and encourage them to sing along: https://www.youtube.com/watch?v=Ftati8iGQcs (Can be accessed by typing 'Counting by Ten Scratch Garden' into Google). Then, use the 'Splat' tool to count by 10 up to 100 with your child: https://www.primarygames.co.uk/pg2/splat/splatsq100.html (Can be accessed by typing 'Splat Number Square' into Google).

  Show your child the array below and have them count the circles individually to find the total (40). Ask your child if there is a quicker way to do this and have them explain what they think.



  Now, show your child that you can circle 10 objects at a time to make groups of 10. You can then count these groups by 10 to find the total. Please see below for the circled groups of 10.



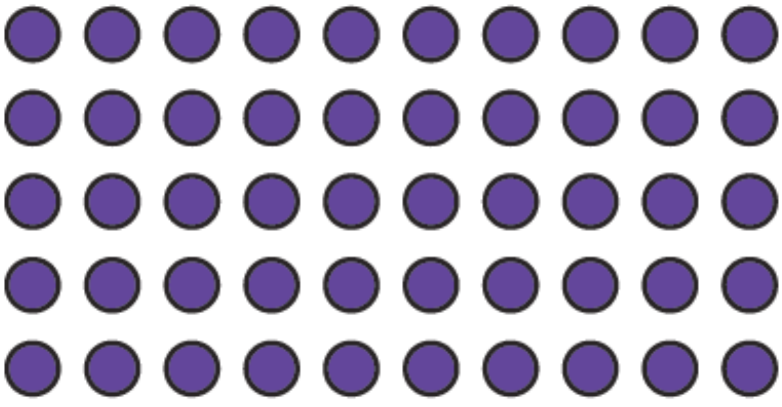
Explain that 4 groups of 10 equals 40. Explain that is also multiplication, but this time we have groups of 10 instead of 2 or 5. Each group has the same amount inside. Review again with your child that there are 4 groups and there are 10 objects in each group which makes a total of 40.

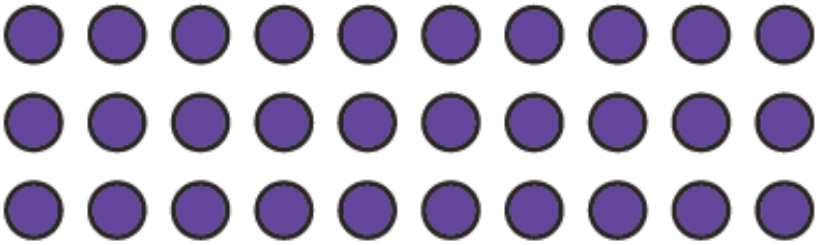
On a piece of paper, write the corresponding number sentence for this question: 4 x 10 = 40

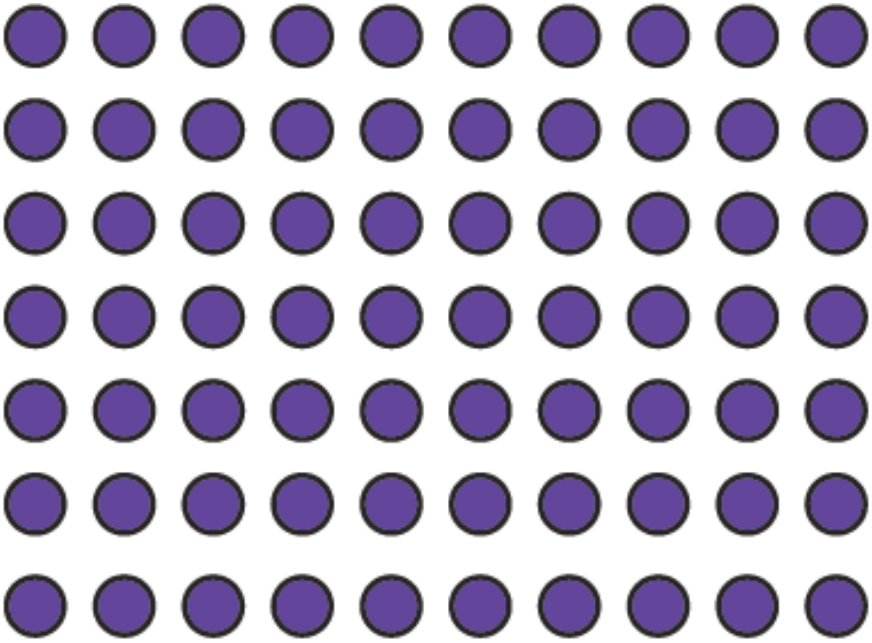
To make it easier in Year 1, we state that the second number is always how many are in each group. Today, the second number will always be 10 since we are working on 10 times tables. This means that the number sentence 4 x 10 = 40 reads as: 4 groups of 10 equals 40.

Repeat this process with different arrays below. As you work through the process with your child, reinforce their understanding by asking them the following questions:

- How many groups are there?
- How many are in each group?
- How many are there in total?
- What does the first number show?
- What does the second number show?
- What is the answer?







Once your child understands the concept, show them the following multiplication number sentence:

6 x 10 =

Now, your child will need to use the skills they have learned to solve a multiplication number sentence.

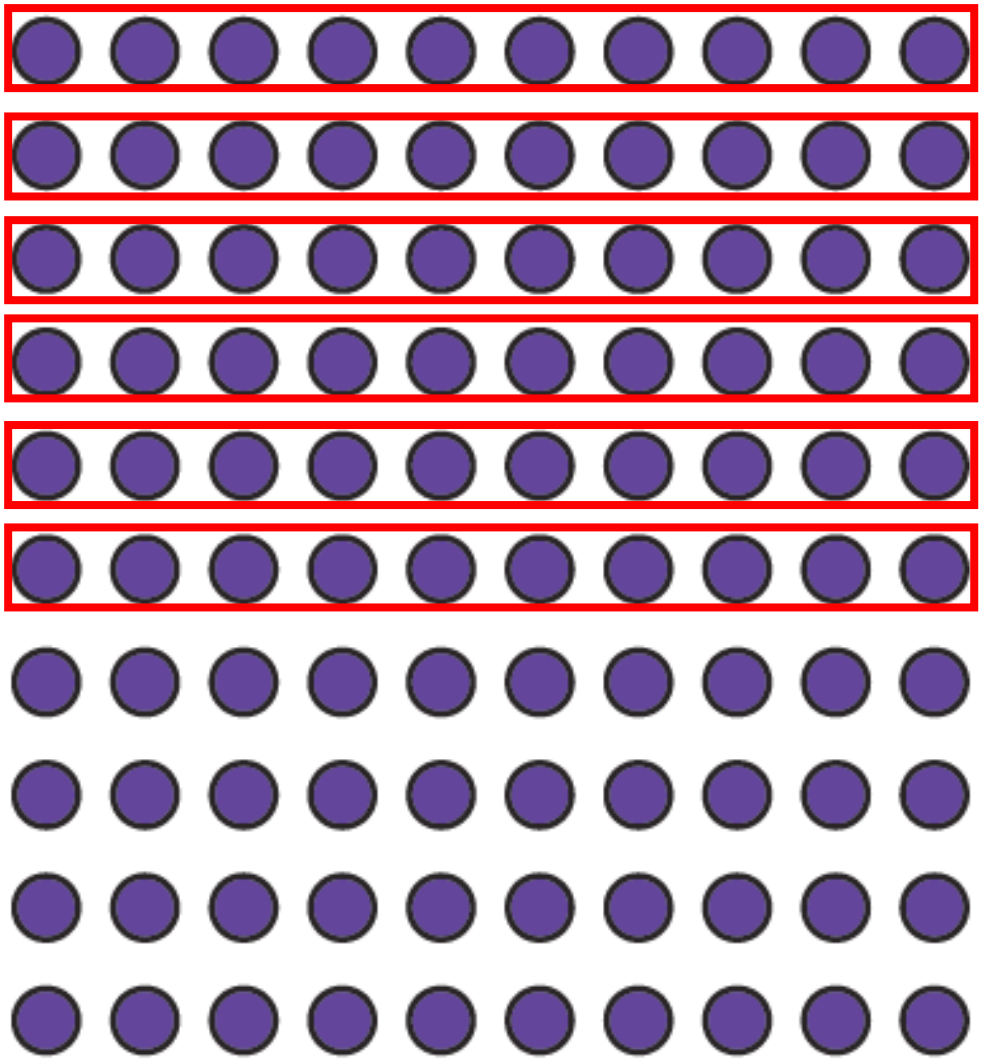
In Year 1 this is the concept we teach the children. Please note that the concept is slightly different for the 10 times tables to save your child from having to draw 10 circles in each group:

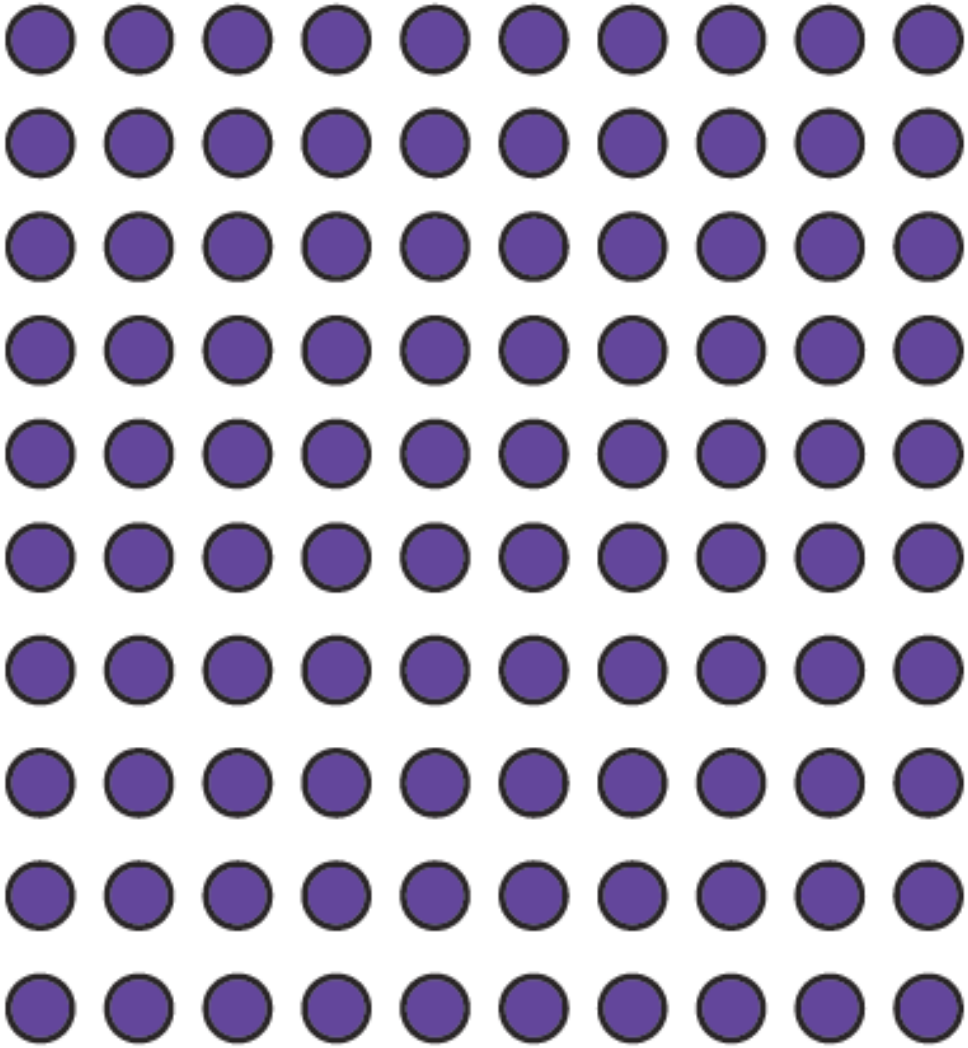
- Have your child look at the first number, it tells you how many groups you need. In the case of the example, there are 6 groups.
- Have your child look at the second number, it tells you how many objects need to go in each group. Today, the second number will always be 5.
- Have your child use the array provided to count out and circle 6 groups of 10. Please note that this array shows 10 groups of 10, so your child will need to know how many groups to count out.
- Finally, have your child count the total amount of circles that have been grouped and circled. They are encouraged to count each group by 10 rather than counting each circle individually.

- The total number of smaller circles is the answer to the question (60).

Please see the diagram below which illustrates the concept that was just explained. Note that only 6 groups of 10 have been counted out and circled even though there are more groups leftover that have not been circled. The red circles represent the number of groups (6) and the purple circles show that there are 10 in each group. The total number of circled purple circles gives you the answer.

Below the diagram you can find the empty 10 by 10 array that your child can use to solve the other problems.





Have your child complete the following multiplication questions into their book by using the learned technique. They can use the blank array above to help them:

5 x 10 =

2 x 10 =

8 x 10 =

10 x 10 =

1 x 10 =

6 x 10 =

3 x 10 =

7 x 10 =

4 x 10 =

9 x 10 =

- **Task 4**
  Review the multiplication concepts with your child. Remember that in the Year 1 curriculum your child should have a general understanding of the concept but is not expected to be completely independent when completing multiplication work.

  Have your child use the learned techniques to complete the mixed multiplication questions below. Please note that there is a mix of 2, 5 and 10 times table questions.

  4 x 5 =
  2 x 10 =
  5 x 5 =
  3 x 2 =
  6 x 5 =
  1 x 2 =
  7 x 10 =
  5 x 2 =
  4 x 10 =
  9 x 2 =
  8 x 5 =
  6 x 2 =

- **Task 5**
  Like the previous task, please review the concept of multiplication with your child and have them complete the following mixed questions:

  7 x 5 =
  9 x 10 =
  2 x 2 =
  6 x 10 =
  3 x 5 =

9 x 5 =

4 x 10 =

7 x 2 =

4 x 2 =

1 x 10 =

10 x 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.*

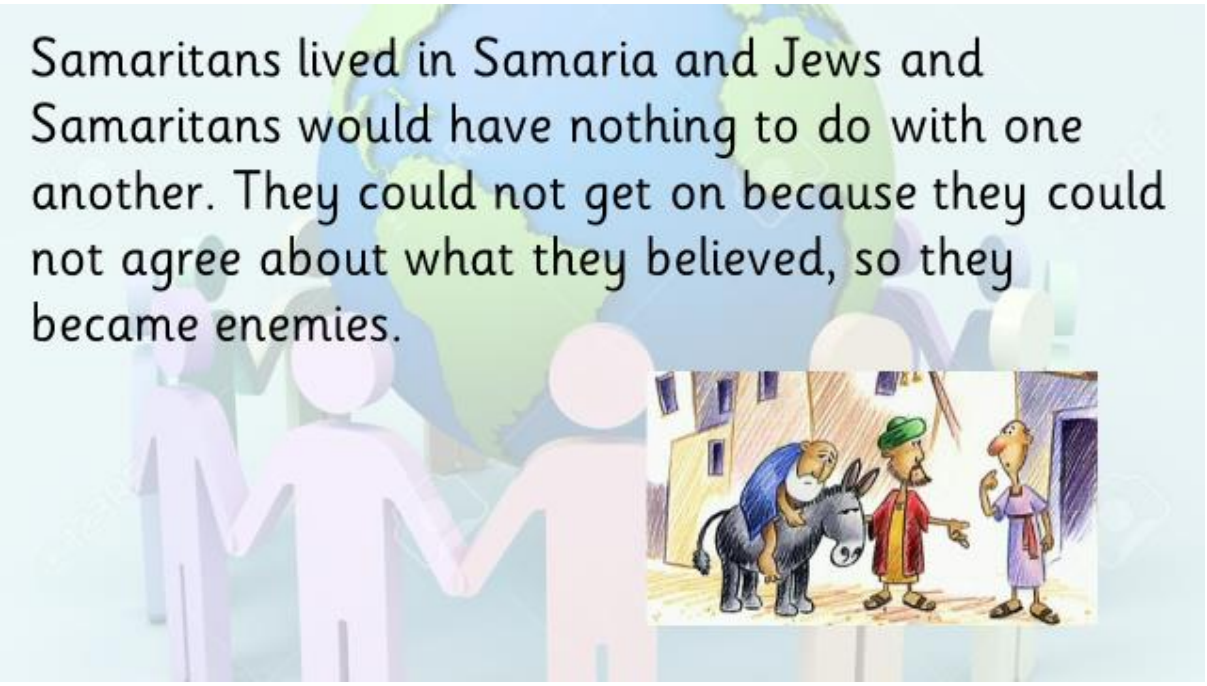
Other Tasks

RE:

- Go through the slides below with your child. You can also show your child this video that animates the story of The Good Samaritan: https://www.youtube.com/watch?v=osfQg4yKtq8 (Can be accessed by typing 'The Good Samaritan Saddleback Kids' into Google).

One day someone asked Jesus a tricky question, "Who is my neighbour?" Jesus answered by telling one of his stories, called a parable.

There was once a Jewish man who was on a journey from Jerusalem to Jericho, when robbers set upon him. They stripped him of his clothes, beat him up and left him by the roadside. A priest happened to pass by. He saw the man lying injured and walked by on the other side of the road. Then another man came along. He went over and looked at the man but then he walked away too.
Next came a Samaritan. When he saw the poor injured man lying in the ditch he went over to him, cleaned his wounds and bandaged them up. Then he helped the man to climb up onto his own animal and took him to an inn, where he could be looked after. Next day the Samaritan gave the innkeeper two silver coins. "Take care of him," he told the innkeeper.
Jesus ended the story with a question, "Which of the three was a neighbour to the man?"



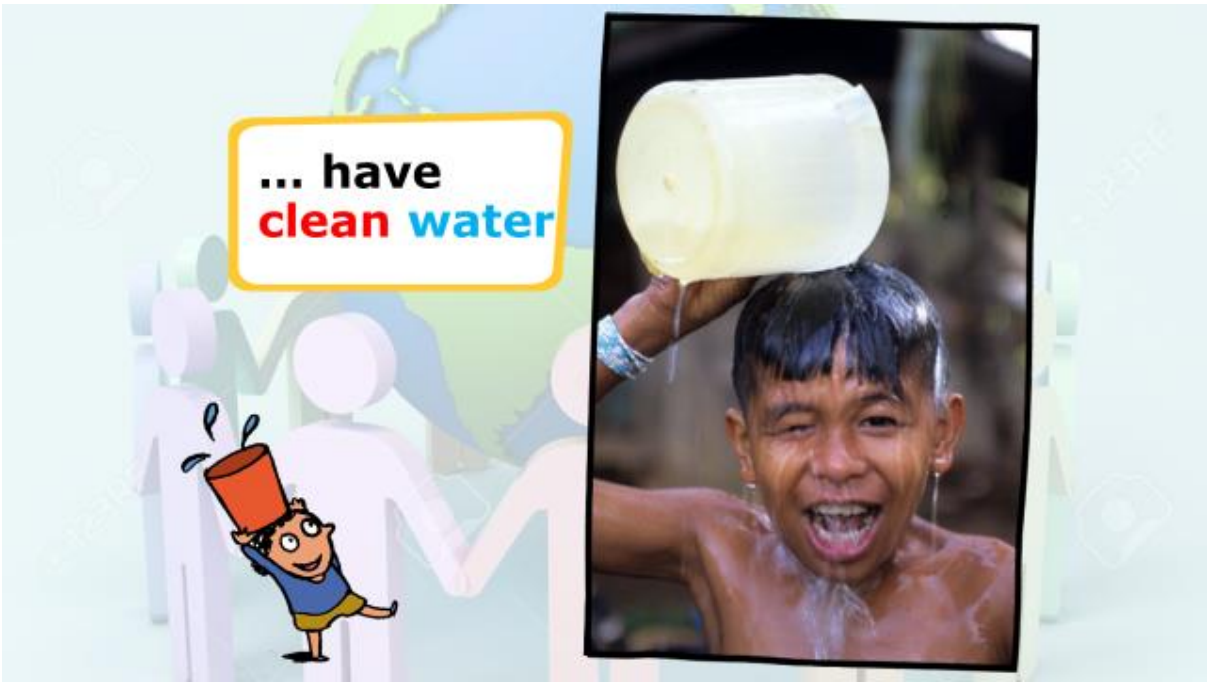
After going through the above slides, talk with your child and have them answer these questions:

- Can you answer Jesus' question – "Which of the three was a neighbour to the man?"
- How do you think the injured man felt when the first two men walked away?
- What did the injured man need?
- Why was it strange that a Samaritan helped?
- Think of a time when you have helped someone.

Explain to your child that the Good Samaritan made sure the injured man had what he needed. Explain that CAFOD (The Catholic Agency For Overseas Development) is a charity that helps our neighbours all over the world, no matter who they are or what they believe, to make sure they have what they need. Explain that in doing so, CAFOD is acting in a way that is similar to the Good Samaritan from the story.

Go through the slides below to show your child how CAFOD helps our neighbours all over the world.


CAFOD helps our neighbours around the world to ...
... have enough food

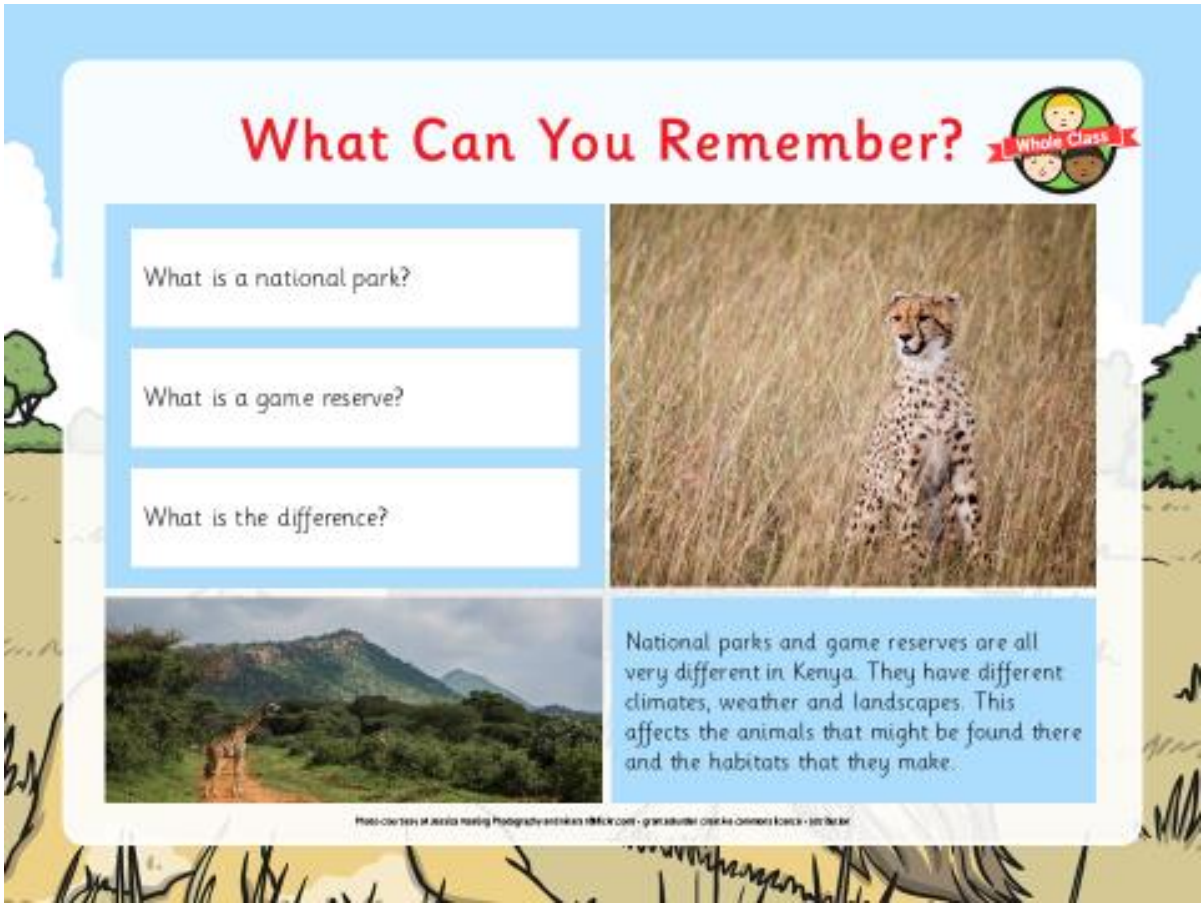

... have clean water


… have
a home


… go to school

In their book, have your child draw the main parts of The Good Samaritan story (the Jewish man getting robbed, the priest walking past, the other man walking past and the Samaritan helping). Have them write a sentence describing what is happening in each picture.

Geography:

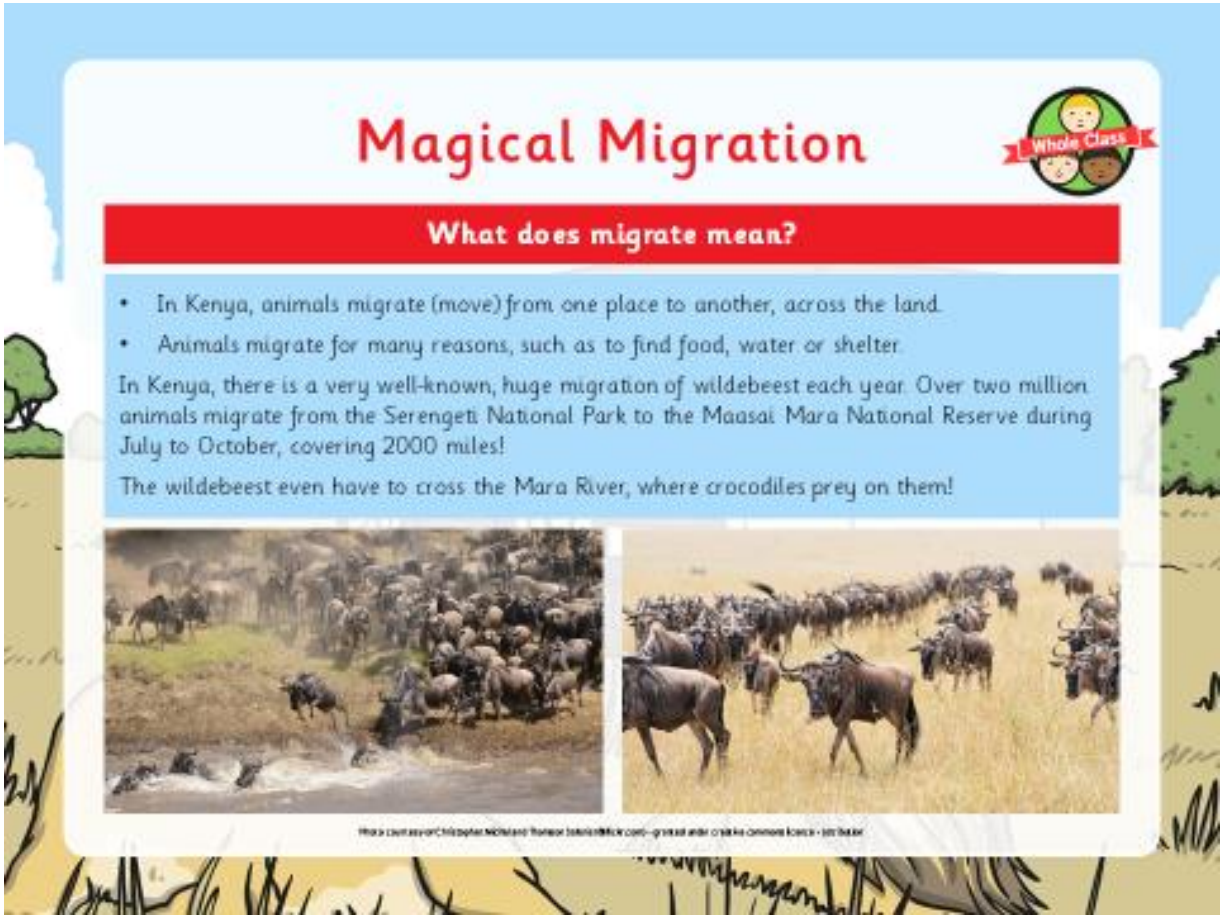


Start by recapping on what your child learned last week about national parks and game reserves.

Remind your child that a national park is a protected area of land where only tourism and research is allowed by humans. No humans live in national parks.

Remind your child that a game reserve is also a protected area of land, but it allows humans to live there and do things such as: fishing, mining, building roads and gathering wood.

Explain to your child hat animals migrate to different places due to the climate, food, water and shelter. Show them the slide below.



Show your child the following video about wildebeest migration: https://www.nationalgeographic.org/media/wildebeest-migration/ (Can also be accessed by typing 'National Geographic Wildebeest Migration Video' into Google). Have your child talk about why animals migrate and which problems they might face.

Show your child the slide below and have them think about the questions that are asked.

African Animals

National parks and game reserves are home to thousands of different species.

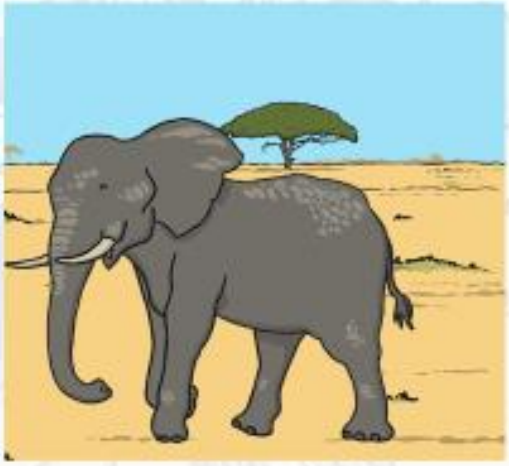
Thousands of tourists visit Kenya each year to go on safari, to explore the magnificent landscapes, observe the wildlife and experience the climate.

Why do you think animals are important to Kenya?

Why are tourists important to Kenya?

One of the main reasons tourists visit is to see the 'Big Five'.

What are the 'Big Five'?



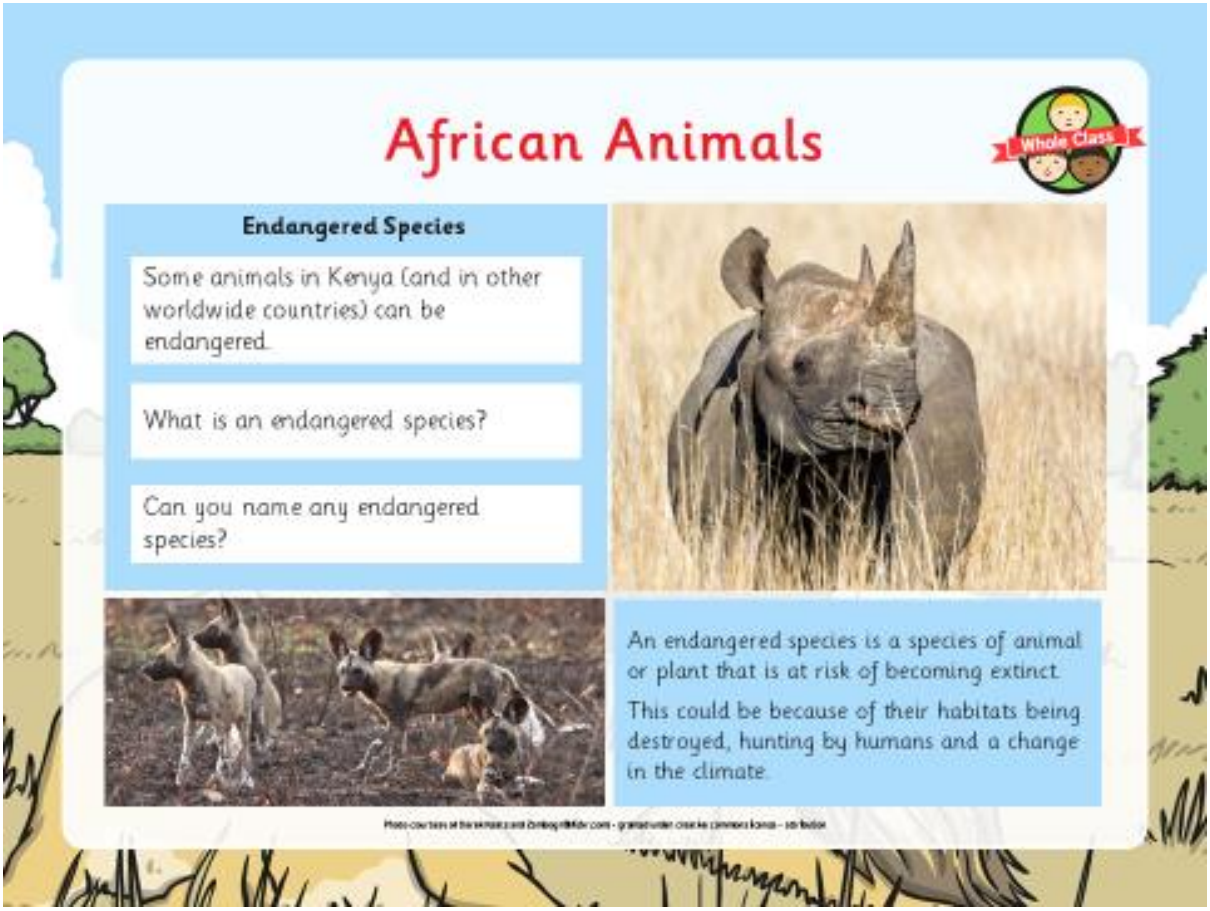
Show your child the slide below.

African Animals

The Big Five is a name given to the largest and most dangerous African animals: lion, leopard, African elephant, rhinoceros and Cape buffalo. The Big Five name was also given by hunters to name the five most difficult animals to hunt on foot.

Then, show your child this video about African animals: https://www.bbc.co.uk/programmes/p011smwc (Can also be accessed by typing 'Cbeebies African Animals and their Young' into Google). Whilst they watch the video, have your child take note of the animals that they see and see if they can spot any of the 'Big Five' animals.

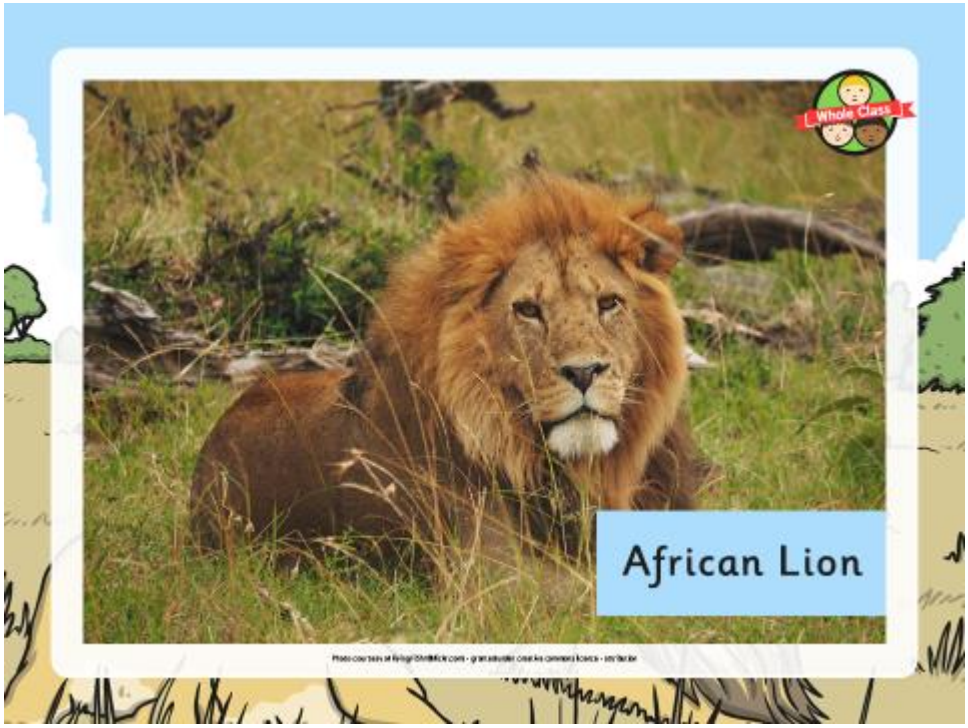
Show your child the slide below about endangered animals.

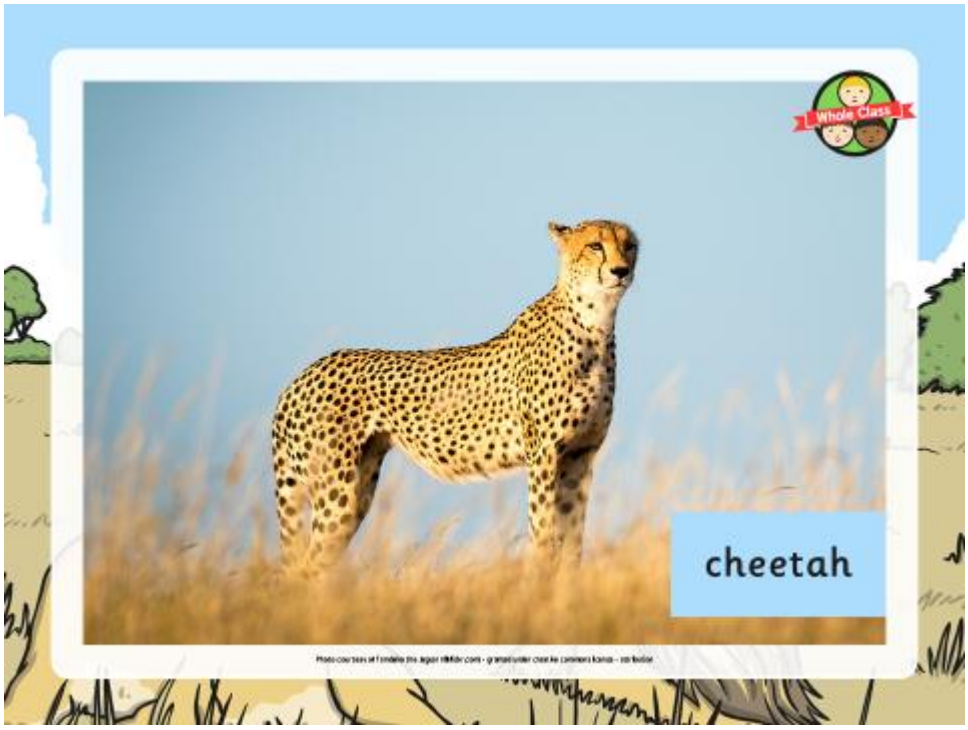


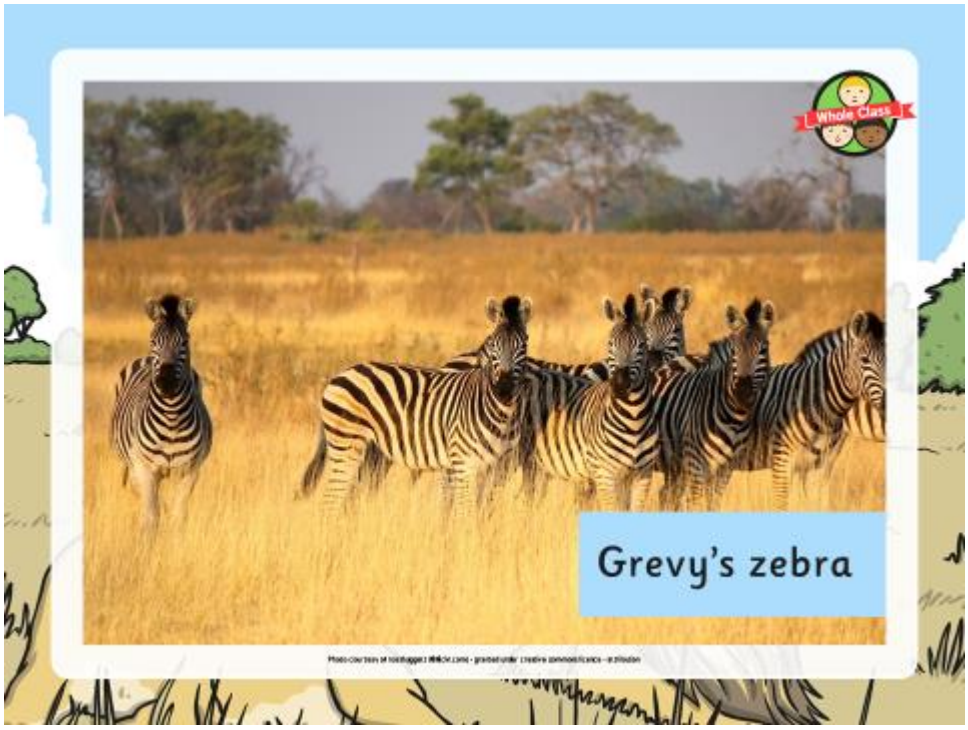
The following slides show African animals that are endangered.


Whole Class
black rhino


Whole Class
Brown spider monkey


Whole Class
African Lion


Whole Class
cheetah



Have your child research one of the 'Big Five' animals of their choosing. In their book, have them make a fact file about their chosen animal. The fact file should include:

- A title (the name of the animal)
- A picture or drawing of the animal
- A sentence about how much the animal weighs
- A few sentences about what the animal looks like (appearance)
- A few sentences about what the animal eats (diet)

- A few sentences about where the animal lives (habitat)
- One interesting fact about the animal

Science:

Remind your child that they are completing a unit about animals.

Ask your child to think of all the places where they can find animals (ex: at home, in a zoo, in the park, on a farm, etc.). Explain to your child that animals are all around us.

Explain that animals in zoos are usually from different parts of the world. Zoos keep animals that are usually found in the wild but sometimes have special areas for domestic animals too (e.g. pet corners for animals that we can keep at home).

As your child the following questions:

- What animals do you think would make good pets? Why?
- What animals do you think wouldn't make good pets? Why?

Encourage your child to give reasons for their answers (ex: lions need lots of room to roam around and lots of fresh meat so they wouldn't be suited to living in a house).

Have your child look at the pictures of different animals below. In their book, have them write a few sentences about each animal explaining whether or not they would make a good pet and why.

 Giraffe	 Goldfish	 Hippo

 Cat	 Hamster	 Tiger

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.:

- Remind your child about the Kenyan artist Gakonga by showing them Gakonga's paintings below. Again, have your child focus on how he is able to show movement in his work and his use of bright colours.

  Have your child look at their sketches from last week and choose their favourite one. This week, have them draw their chosen person into their book. Encourage them to make their person nice and big so that it covers the whole page. Then, have your child colour in their drawing using colours like Gakonga would: black for the bodies and faces and bright colours for the clothes. To colour in their pictures, your child is welcome to use coloured pencils, felt tips, or even paints to accomplish this.


Gakonga


Gakonga

PSHE:

- PSHE this week will focus on feeling 'brave'. Have your child watch this video: https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-brave/z7vrwty (Can be accessed by typing 'BBC Teach Feeling Better Brave' into Google.) After watching the video, have your child think about and share times when they have been brave and how it made them feel. Encourage them have a go at doing their best brave pose. Then, have your child think about other people who have done something brave. Have them think about jobs that people do that require them to be brave. Explain to your child that lots of key workers and NHS staff have been very brave working to make sure everyone is healthy during the pandemic. In their book, have your child draw a picture of a job that requires bravery. Underneath the picture, have your child write a thank-you message to the people who do that job.