

Year 1 Home Learning Tasks

Week beginning: 13th July 2020

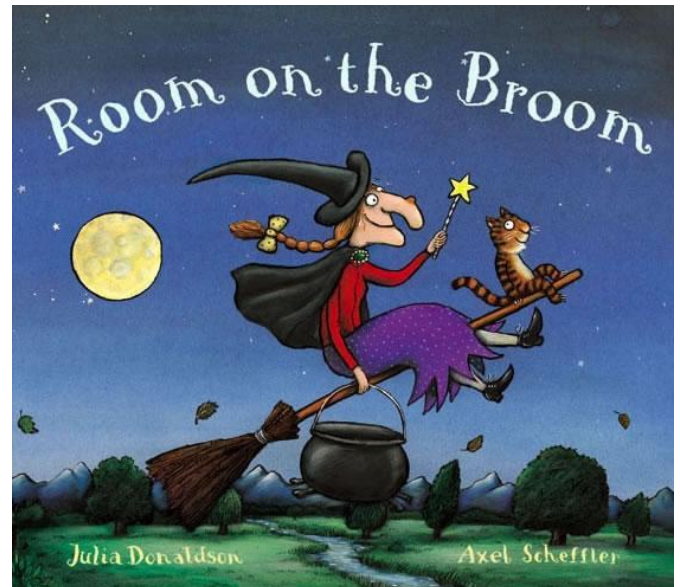
**You can also access daily lessons from BBC Bitesize and the Oak National Academy.*

English tasks:

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

https://www.youtube.com/watch?v=XRany_OScms (Can also be accessed by

typing 'Julia Donaldson Room on the Broom Video' into Google.) Please have your child watch the video and continue to do so throughout the week.



- **Task 1**

Show the video to your child, but stop the video at 7:28 before it shows the new broom at the end. Tell your child that the witch has made a brand new broom. Have your child design this new and improved broom and draw a picture of it in their book. Have your child label the key features of the broom. To help your child think of ideas and what the new broom should be like, ask them the following questions:

- How many seats should the new broom have?
- How can you make sure that everyone on the new broom is safe?
- Is there somewhere for the witch to store her cauldron and wand?
- How will you make sure that the broom won't break?
- How can you make the broom dragon-proof?

- **Task 2**

In the book, the witch makes a potion that creates a brand new broom. Have your child think of something they want to make (ex: a brand new TV, a brand new toy, etc.). Have them think of the ingredients they could put in their potion to make this. In their book, have them write the recipe for this potion.

- **Task 3**

Have your child think of where the witch and her friends should travel next on the broom. Have your child think about what their next adventure could be. In their book, have your child draw a picture of where they should go next and write a short paragraph describing what adventures they have there.

- **Task 4**

Show your child this picture from the end of the story and have them answer the following questions.



- How does this horrible beast protect the witch from the dragon?
- How does the dragon feel when he sees this horrible beast? How do you know?
- Is it really a horrible beast? Who is it actually?
- If you were in the story, what would you do to trick the dragon?

- **Task 5**

Have your child write a retell of the story. They should write about the main things that happen, in the correct order. Encourage them to use time connectives (First, Then, After, Next, Finally,) at the beginning of their sentences. Encourage them to also use some amazing adjectives in their retell.

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, h, m, p, k. 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:

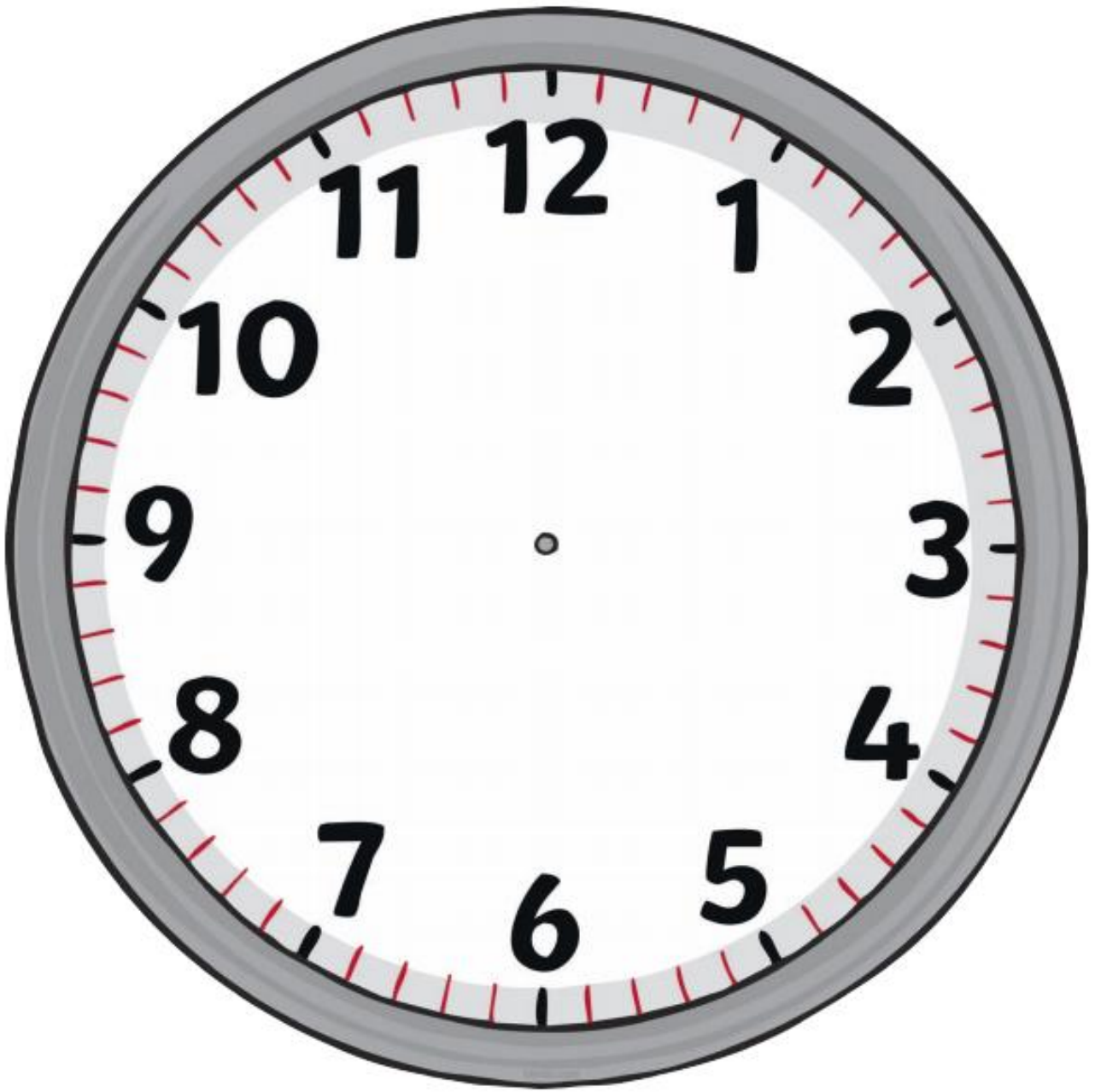
https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/channels?view_as=public (Can also be accessed by typing 'Letters and Sounds for Home and School YouTube' into Google.)

Maths Tasks:

This week, your child will be learning about time. They have not done this in class so will probably require some extra support to complete the tasks. Time (especially half past times) can be a difficult concept for younger children to understand so it may take them longer to grasp than other concepts. The National Curriculum states that children in Year 1 should be able to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Please consult the websites below that explain the concepts for parents:

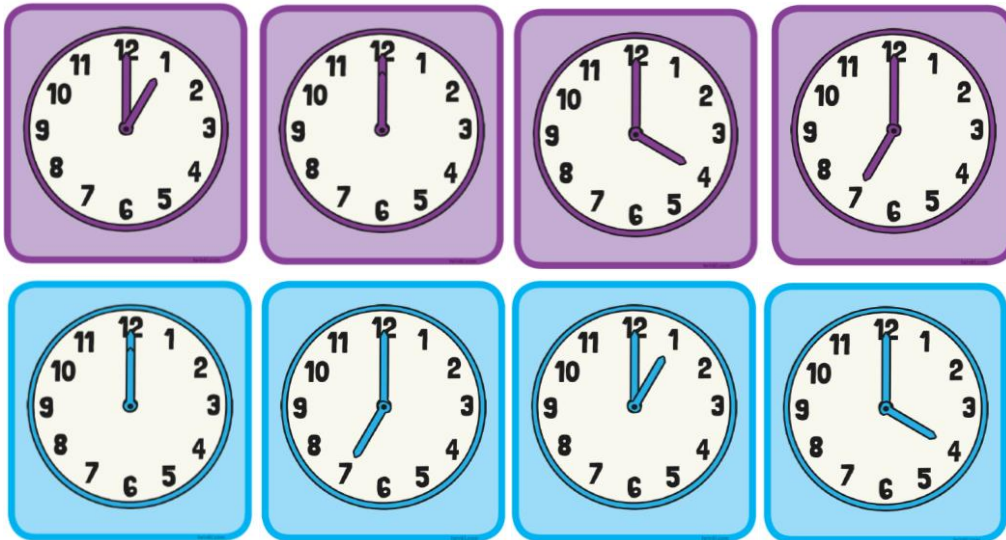
- <https://www.twinkl.co.uk/teaching-wiki/division-fact>
- <https://www.theschoolrun.com/telling-time-how-help-your-child-learn>
(Can be accessed by typing 'Teaching Time The School Run' into Google)
- <https://www.theschoolrun.com/what-are-the-12-hour-and-24-hour-clock>
(Can be accessed by typing '12-hour clock The School Run' into Google)

**If possible, print out the analogue clock below and cut out the hands so that you and your child can move them. Being able to manipulate the clock hands really helps children with their understanding of the concept. If printing is not possible, then you can draw the clock face on a piece of paper or a paper plate and use paper strips, toothpicks, pipe cleaners, sticks, etc. as the hands.*



- **Task 1**

Start by having your child look at the clocks below. See if they can pair the blue clocks with the matching purple clocks. Have them explain how they found the matches and what they looked for.



Go through the slides below that teach your child about clocks and o'clock times.

Clocks

Time is measured in years, months, weeks, days, hours, minutes and seconds. We use clocks to measure time.

There are **24** hours in a day, which is made up of **2** lots of **12** hours.

12 hours in the first half of the day and **12** hours in the second half of the day.

1 hour is made up of **60** minutes.

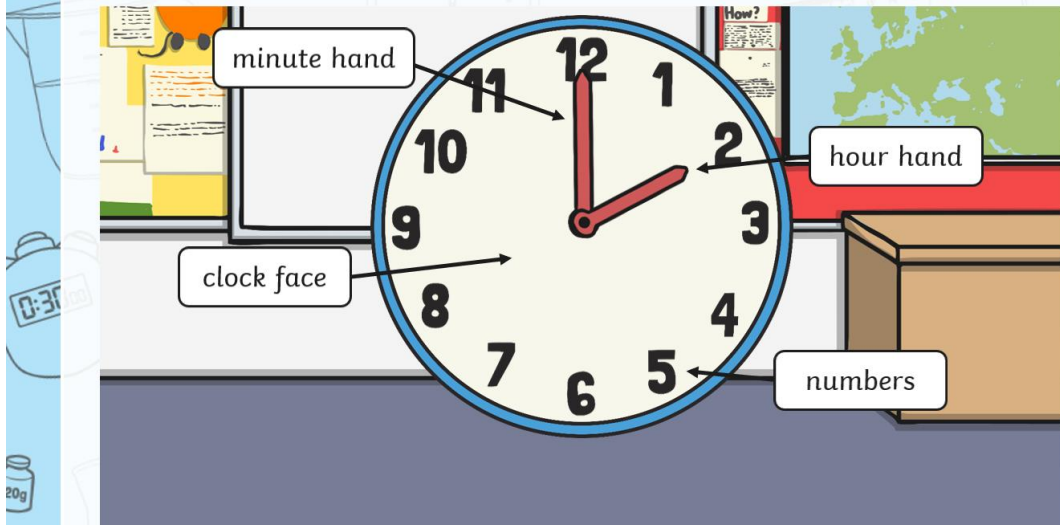
Whole Class

twinkl.com

Clocks



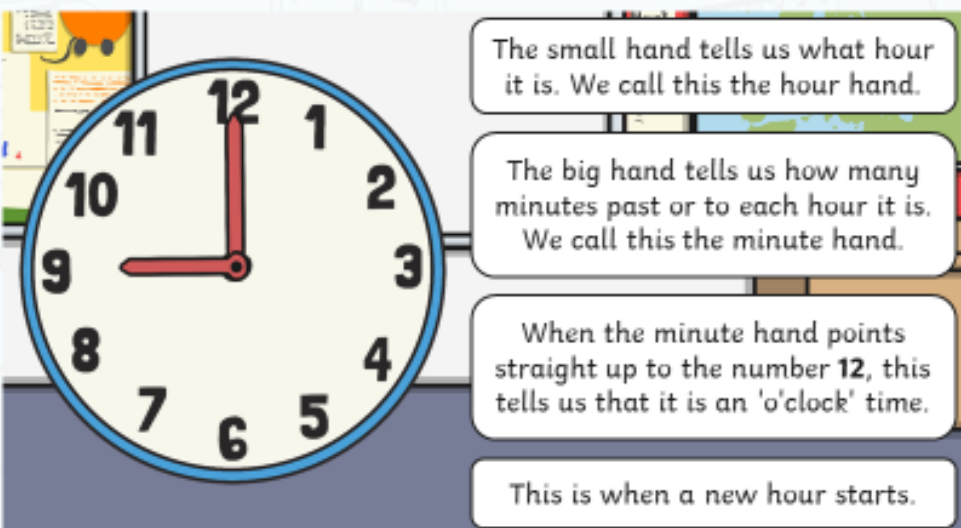
We use clocks to tell us the time. What are these parts of the clock called?



Clocks




We use clocks to tell us the time.



Clocks

We use clocks to tell us the time.



The minute hand is pointing straight up towards the number 12. This means that it is an o'clock time.


The hour hand is pointing to the number 3. This means that the time is 3 o'clock. 3 o'clock can also be written as 3:00.

Whole Class

For the following slides, have your child replicate the clock face with their own clock. Then, have them choose which time it is displaying from the options given.

What Time Is It?

Click the correct time.

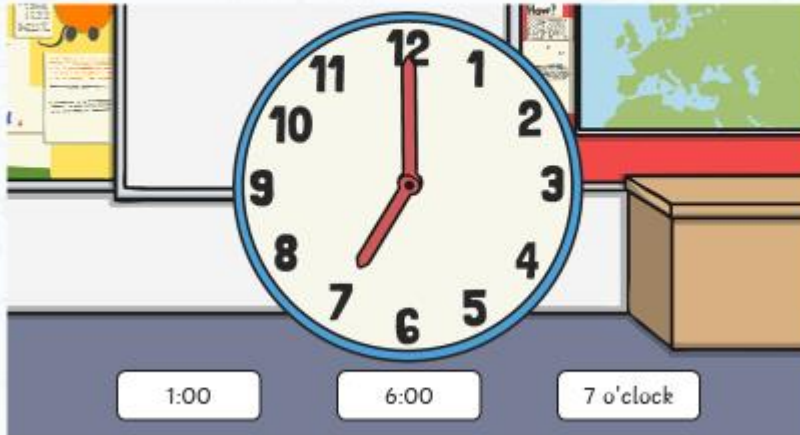


2 o'clock 4:00 12 o'clock

What Time Is It?



Click the correct time.



1:00

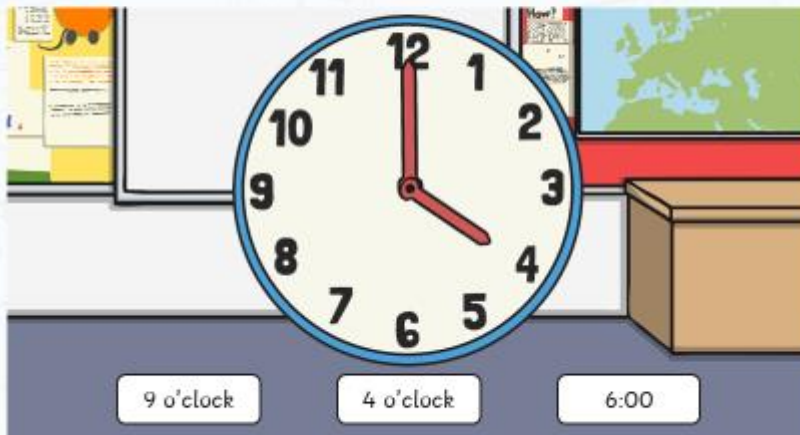
6:00

7 o'clock

What Time Is It?



Click the correct time.



9 o'clock

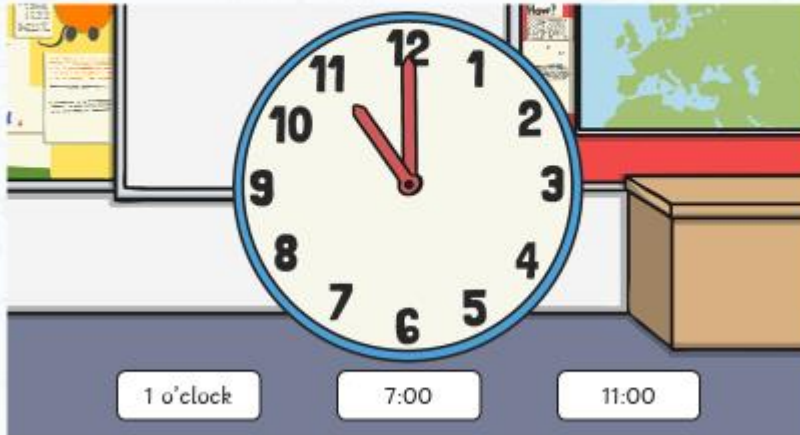
4 o'clock

6:00

What Time Is It?



Click the correct time.



1 o'clock

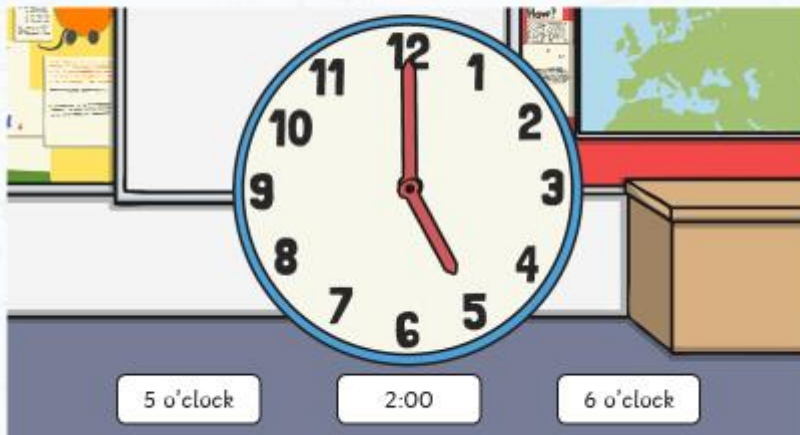
7:00

11:00

What Time Is It?



Click the correct time.



5 o'clock

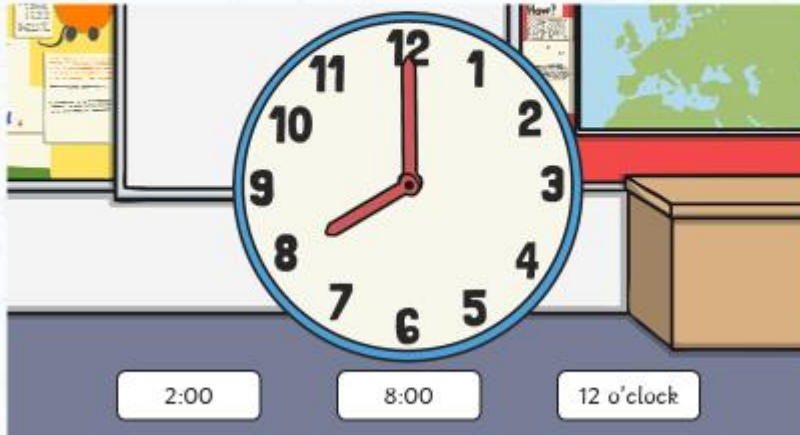
2:00

6 o'clock

What Time Is It?



Click the correct time.



2:00

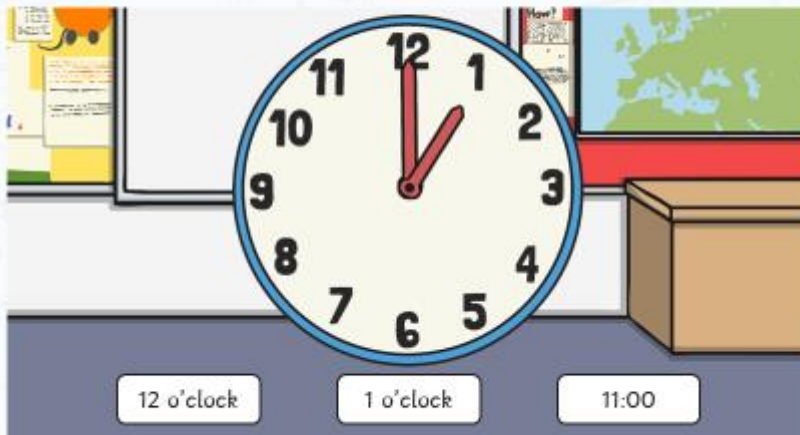
8:00

12 o'clock

What Time Is It?



Click the correct time.



12 o'clock

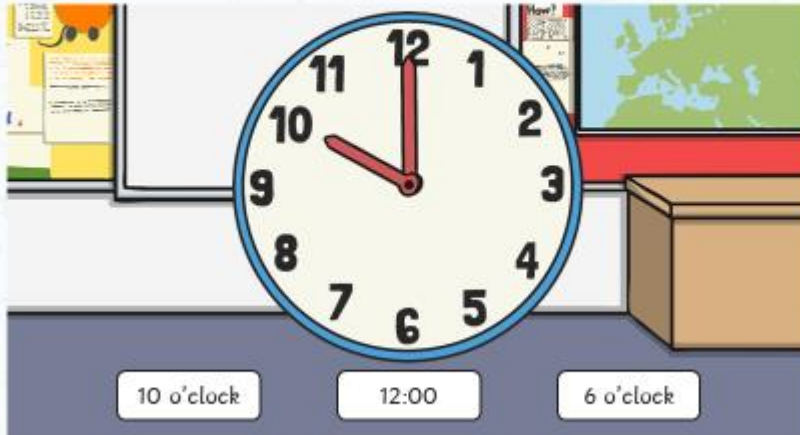
1 o'clock

11:00

What Time Is It?



Click the correct time.



10 o'clock

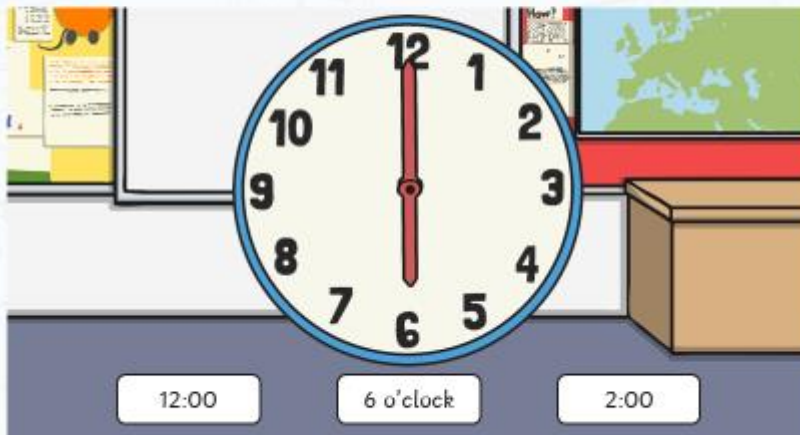
12:00

6 o'clock

What Time Is It?



Click the correct time.



12:00

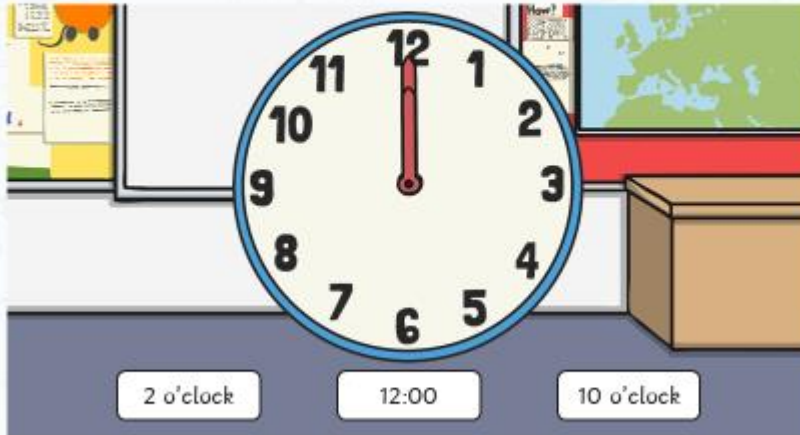
6 o'clock

2:00

What Time Is It?



Click the correct time.



2 o'clock

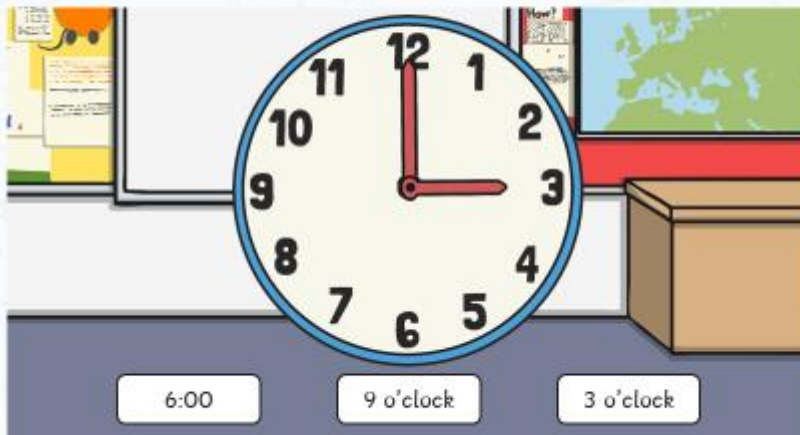
12:00

10 o'clock

What Time Is It?



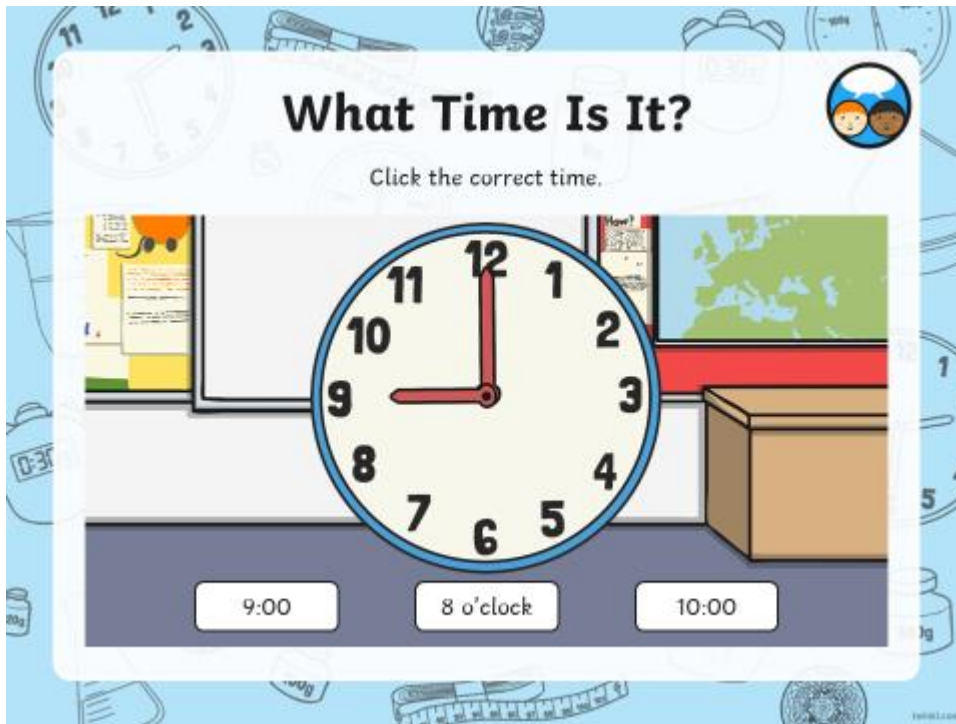
Click the correct time.



6:00

9 o'clock

3 o'clock



Print out the sheet below and have your child complete the sheet below by writing the correct o'clock time under each clock. They can write the time in either the analogue or digital format (o'clock or :00). If printing is not possible, have them look at clocks and write the times into their book.

Telling Time to the Hour

I can use a clock to tell the time to the hour.



- **Task 2**

Review o'clock times with your child. You may wish to go through the slides from yesterday's lesson with them to reinforce their learning. Once your child becomes more comfortable with the concept, show them the following o'clock times and have them use their clocks to show the specified times.

12:00

4 o'clock

8 o'clock

2:00

1:00

11 o'clock

9 o'clock

3:00

6 o'clock

7 o'clock

5:00

10 o'clock

Print out the sheet below and have your child complete the sheet below by drawing the clock hands to match the given times. If printing is not possible, draw some clock faces into their book and have them draw the hands on those.

Tell the Time: Drawing the Time

Draw the time on each clock.



5 o'clock



11 o'clock



4 o'clock



9 o'clock



1 o'clock



10 o'clock



2 o'clock



6 o'clock



3 o'clock



8 o'clock



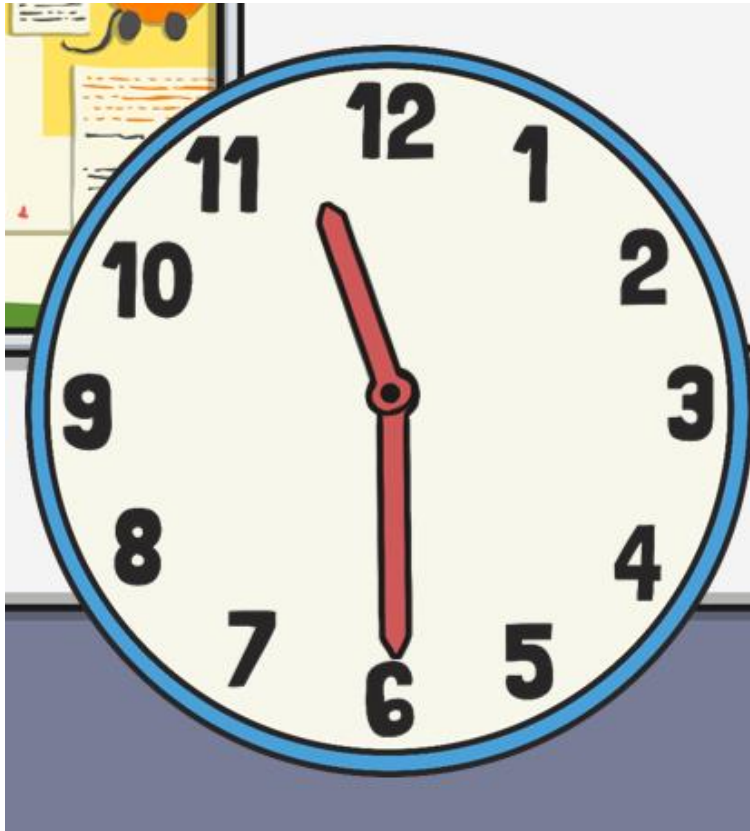
12 o'clock



7 o'clock

- **Task 3**

Start by showing your child the clock below. Have them tell you what they notice about it and how it is different to the clocks they've seen from their previous lessons this week.



Explain that today you will be exploring half past times.

Go through the slides below that review clocks and teach your child about half past times.

Clocks



Time is measured in years, months, weeks, days, hours, minutes and seconds.

There are **24** hours in a day, which is made up of **2** lots of **12** hours; **12** hours in the morning and **12** hours in the afternoon.

1 hour is made up of **60** minutes.

We use clocks to help us tell the time.

Half Past Times



A clock face is a circle.

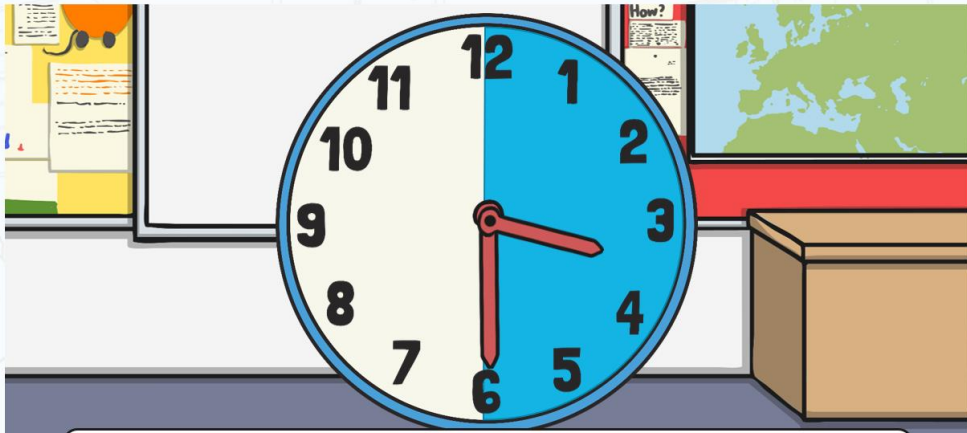


In one hour, the minute hand travels all the way around the circle.

Half Past Times



The full circle can be split into 2 halves.

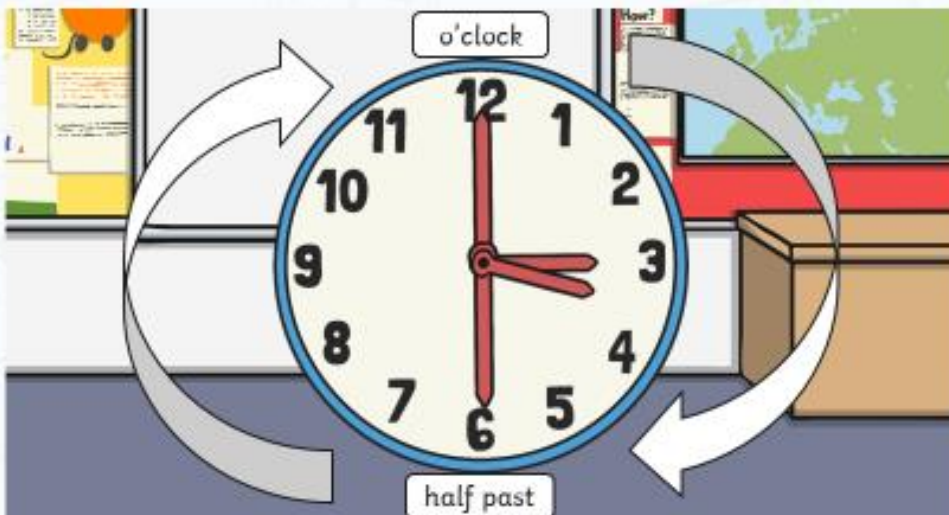


It takes half an hour for the minute hand to travel half way around the circle.

Half Past Times



When half an hour has gone past, we say the time is 'half past' the hour.



Half Past Times



When the time is '**half past**' the hour, the minute hand will point to the **6**.

The hour hand will be halfway between one number and the next.

The minute hand is pointing to the **6** and the hour hand is halfway between the **7** and the **8**.
What time is it?

Half past **7**. We can also write this as **7:30**.

Half Past Times



Look at this time.



The minute hand is pointing at **6**, which is halfway around the clock.

Where is the hour hand pointing?
Is it on the number?

It's halfway between **1** and **2**.

It is half past **1** or **1:30**.

Half Past Times



Look at this time.



Where is the minute hand pointing?

It is pointing to the **6**.

Where is the hour hand pointing?

It's halfway between **11** and **12**.

What is the time?

It is half past **11** or **11:30**.

Half Past Times



Look at this time.



Where is the minute hand pointing?

It is pointing to the **6**.

Where is the hour hand pointing?


It's halfway between **8** and **9**.

What is the time?

It is half past **8** or **8:30**.

For the following slide, read the questions and have your child identify the correct clocks.




Half Past Times



Which clock is showing half past 2?

Which clock is showing half past 9?

Which clock is showing half past 7?



For the following slides, have your child replicate the clock face with their own clock. Then, have them choose which time it is displaying from the options given. The slides take on a zoo motif where your child has to choose the animal that needs to be fed next.

Feeding Time!



It's feeding time at the zoo.

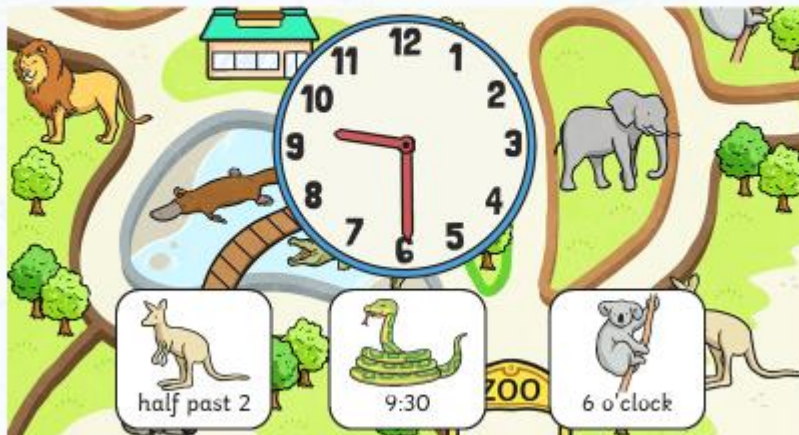
Can you help Sam work out which animal she needs to feed now?



Feeding Time!



Click the correct time.



Feeding Time!

Click the correct time.



4 o'clock

2:30

half past 3

Feeding Time!

Click the correct time.



11:30

10:00

half past 6

Feeding Time!

Click the correct time.



5 o'clock

half past 3

12:30

Feeding Time!

Click the correct time.



1:30

7:30

half past 2



Print out the sheet below and have your child complete the sheet below by writing the correct half past time under each clock. They can write the time in either the analogue or digital format (half past or :30). If printing is not possible, have them look at clocks and write the times into their book.

Telling the Time

Write down the time each clock is showing on the line underneath.



- **Task 4**

Review half past times with your child. You may wish to go through the slides from yesterday's lesson with them to reinforce their learning. Once your child becomes more comfortable with the concept, show them the following half past times and have them use their clocks to show the specified times.

12:30

Half past 8

6:30

1:30

Half past 5

Half past 11

10:30

Half past 9

2:30

3:30

Half past 4

7:30

Print out the sheet below and have your child complete the sheet below by drawing the clock hands to match the given times. If printing is not possible, draw some clock faces into their book and have them draw the hands on those.

Draw the time on each clock.



Half past 4



Half past 10



Half past 3



Half past 6



Half past 8



Half past 12



Half past 1



Half past 5



Half past 2



Half past 7



Half past 9



Half past 11

- **Task 5**

Have your child complete the sheets below where they must use both o'clock and half past times. For the first sheet, they must write the appropriate times underneath each clock. For the second sheet, they must draw the hands on the clock faces to match the given time.

Write the time shown on each clock.

























Draw the clock hands to show the times.



1 o'clock



half past 3



6 o'clock



half past 10



half past 9



4 o'clock



8 o'clock



half past 5



3 o'clock

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:

- Remind your child that Jesus taught us to love our neighbour and to share, care and help each other. Explain that one of the ways of helping our neighbours is by buying Fairtrade goods.

Show your child this video that helps them understand what Fairtrade means: <https://www.youtube.com/watch?v=AAnc2zQ8evk> (Can be accessed by typing 'Tipping the Balance Fairtrade Video' into Google).

Show your child the slides below that illustrate how Fairtrade helps people like Maria and her family:



Maria's story

Year 1 Neighbours



Hi.
My **name** is
Maria and I am
your **neighbour**.

I am 6.

I live in **Colombia**,
in **Latin America**.



I **live** with
my **Grandparents,**
Auntie and **cousin.**

We **grow**
coffee beans.



My **grandparents**
sell **coffee beans**
to earn **money**
to **buy things.**

We **buy water,**
electricity
and **food.**



We **used** to find
it **hard** to get a
good price
for our **coffee**
beans.



CAFOD gave my
grandparents
lessons in how
to get **good**
quality beans.

Now we get a
fair price for the
coffee beans.





Now my **Grandma** and **Grandad** can afford to send me to **school!**



Let us pray for neighbours all over the world like Maria and her family, that they will get a fair price for the things they grow.

Amen.

When **families** like **Maria's** have a **fair price** for what they grow it is called **Fairtrade.**

When you **buy things** with the **Fairtrade** mark on, you are **helping** your **global neighbours.**





After showing them the slides, ask your child the following questions and have them explain their answers:

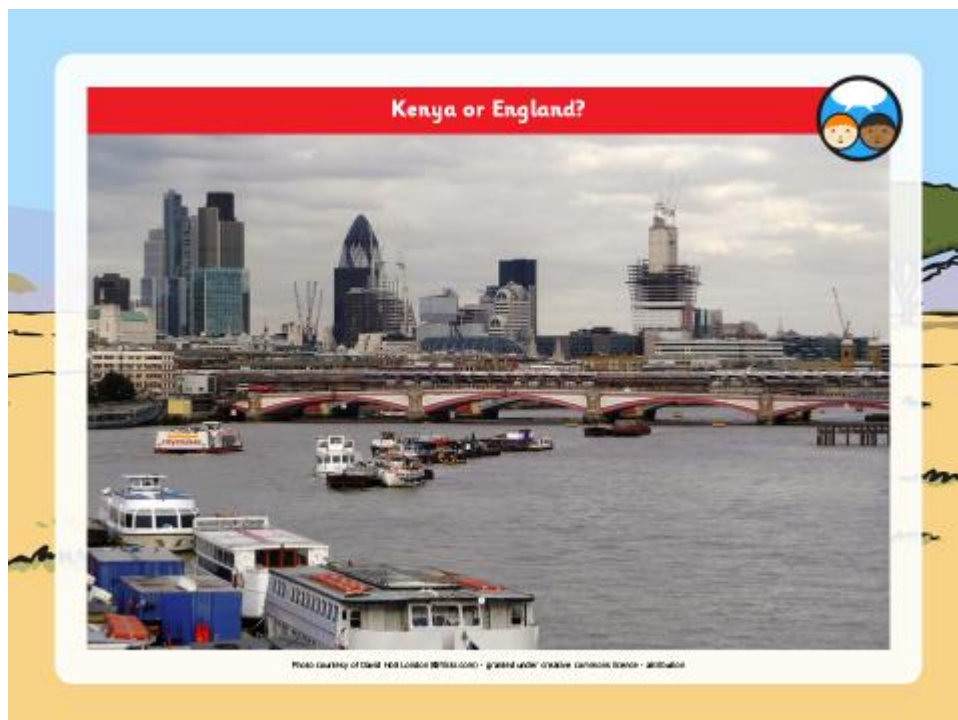
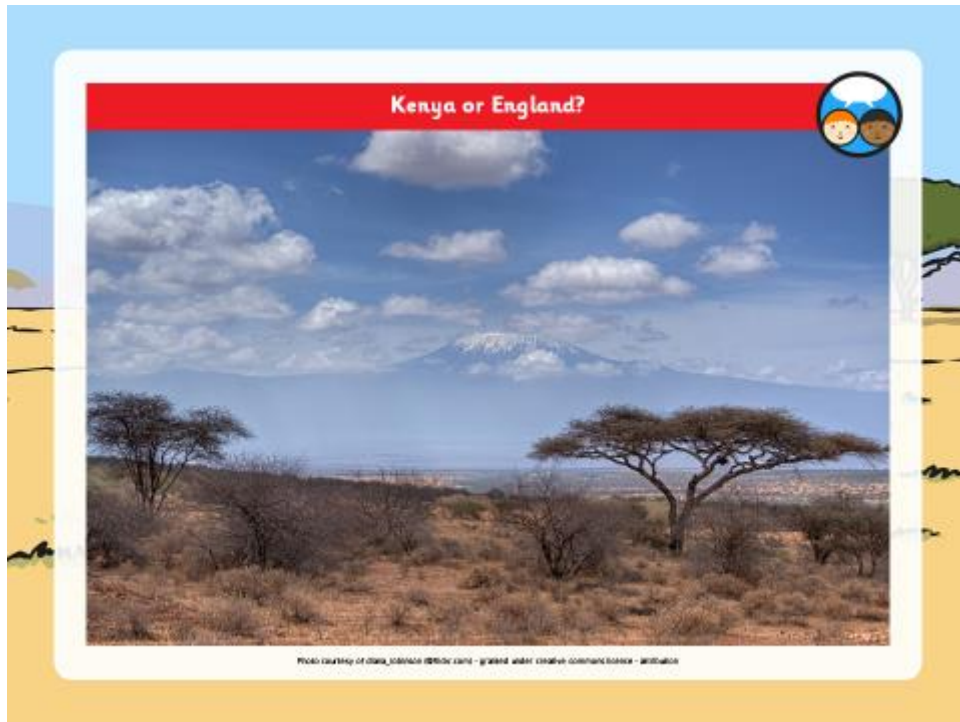
- What do we make from coffee beans?
- What does Fairtrade mean?
- How does Fairtrade help Maria and her family?
- How does buying Fairtrade items show our love for neighbours around the world?

Support your child play the Fairtrade game on the CAFOD website: <https://cafod.org.uk/Education/Primary-teaching-resources/Fairtrade/Banana-Fairtrade-game> (Can be accessed by typing 'CAFOD Story of a Fairtrade Banana Game' into Google).

In their book, have your child make a poster encouraging people to buy Fairtrade products.

Geography:

- Start by showing your child the slides below and having them decide if the picture is showing Kenya or England. As they look at each picture, ask them the following questions:
 - Where is this place?
 - How do you know?
 - What can you see?



Kenya or England?



Photo courtesy of Moring Mountain Trust @MoringTrust - granted under creative commons license - attribution

Kenya or England?



Photo courtesy of @spalprook @flickr.com - granted under creative commons license - attribution

Kenya or England?



Photo courtesy of graham at ibiblio.com - graham aker / creative commons/by-nc - attribution

Kenya or England?



Photo courtesy of yoko2000 at ibiblio.com - graham aker / creative commons/by-nc - attribution



Show your child the video below about a child's life in rural Kenya. Explain to your child that 'rural' refers to places outside of big cities and towns, like the countryside. People who live in rural areas won't have a lot of people living near them and there won't be very many buildings around them, either. Before you play the video, explain to your child that this is just one example of life in Kenya; it is not the only way of life there. There are different ways of life in urban areas such as Nairobi and Mombasa.

<https://www.bbc.co.uk/bitesize/clips/zgmn34j> (Can also be accessed by typing 'Evangeline's Life in Rural Kenya BBC' into Google).

After watching the video, have your child explain how their life in the UK is similar and different to the life of Evangeline in rural Kenya (ex: 'Our lives are the same because we both go to school.' 'Our lives are different because my school is big and Evangeline's school is small.').

In their book, have your child draw a line to split the page in half. Have them label one half 'A Child in Kenya' and the other half 'A Child in the UK'. In the appropriate column, have them write things they have learned about what life is like in Kenya and then contrast this with what their life is like in the UK. Have your child think about the following things to write in the columns:

- What they do before school

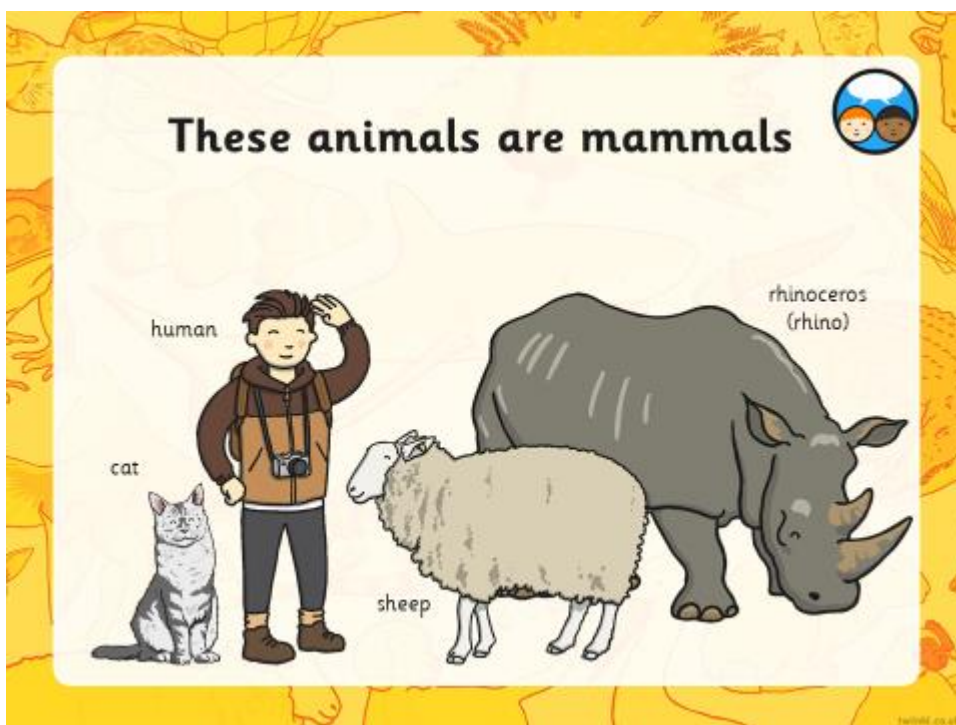
- What they do after school
- How they get to school
- What they eat
- The landscape around them (rural vs urban)
- What they do in the evening

Science:

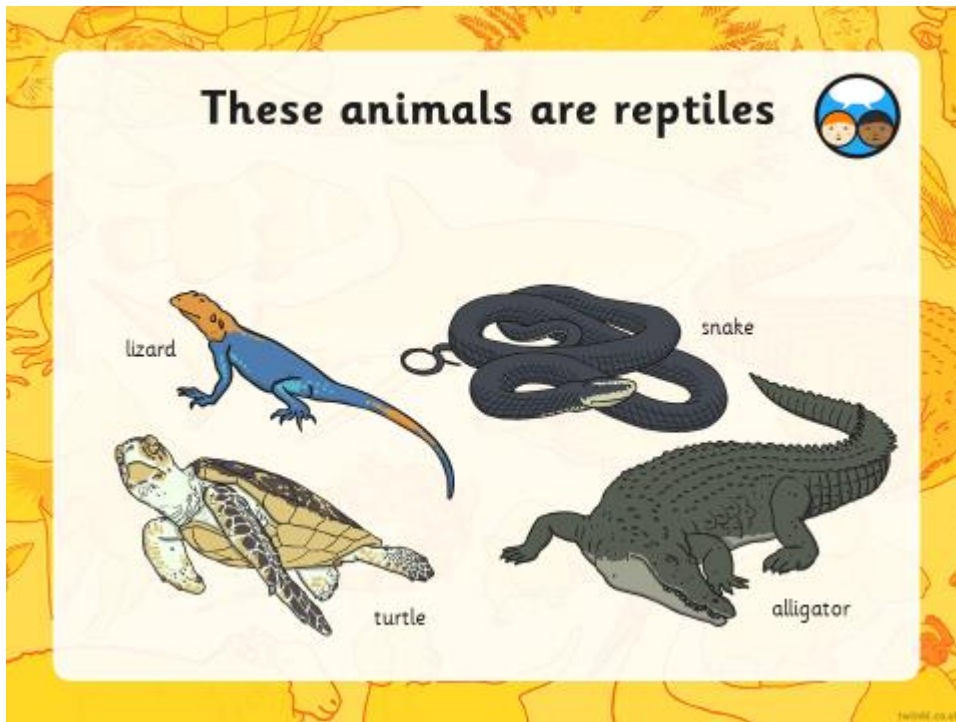
Remind your child that they are completing a unit about animals.

Remind your child of their learning from the previous week and see if they can remember the names of any animal body parts. Discuss with your child how we generally describe animals by the external features that we can see such as feathers, scales, etc. Explain to your child that scientists use these sorts of observable features to sort and categorise animals into special groups.

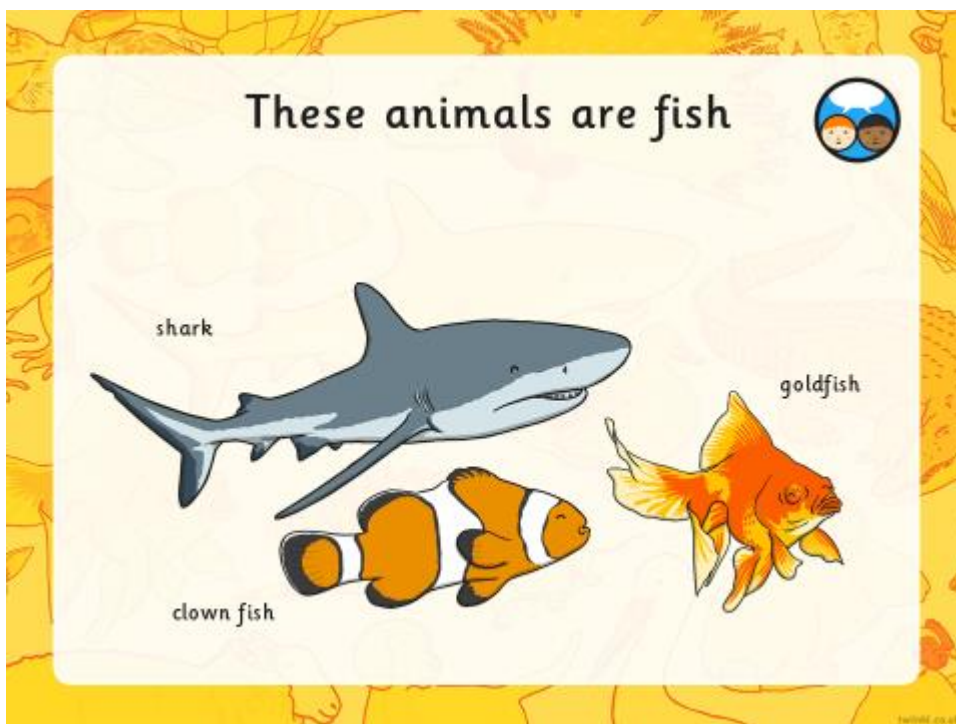
Go through the slides below which show these animal groups to your child. Each slide is accompanied by a video that explains the unique features of each animal group. Please show the videos to your child to help them learn more about each group.



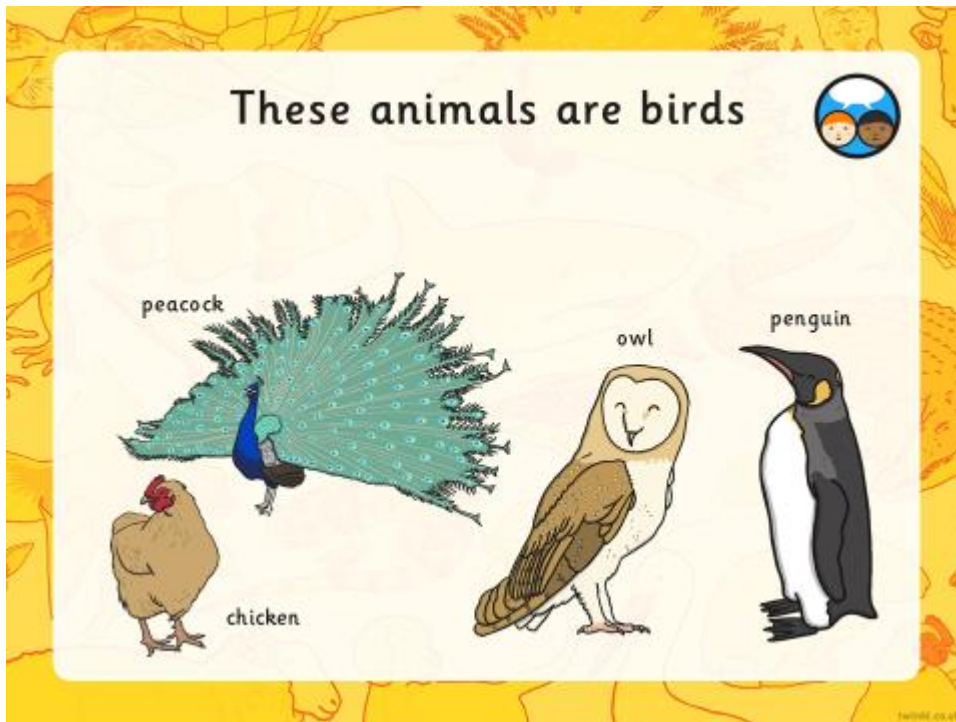
Video: <http://www.bbc.co.uk/guides/zp92xnb> (Can also be accessed by typing 'BBC Bitesize What are Mammals' into Google).



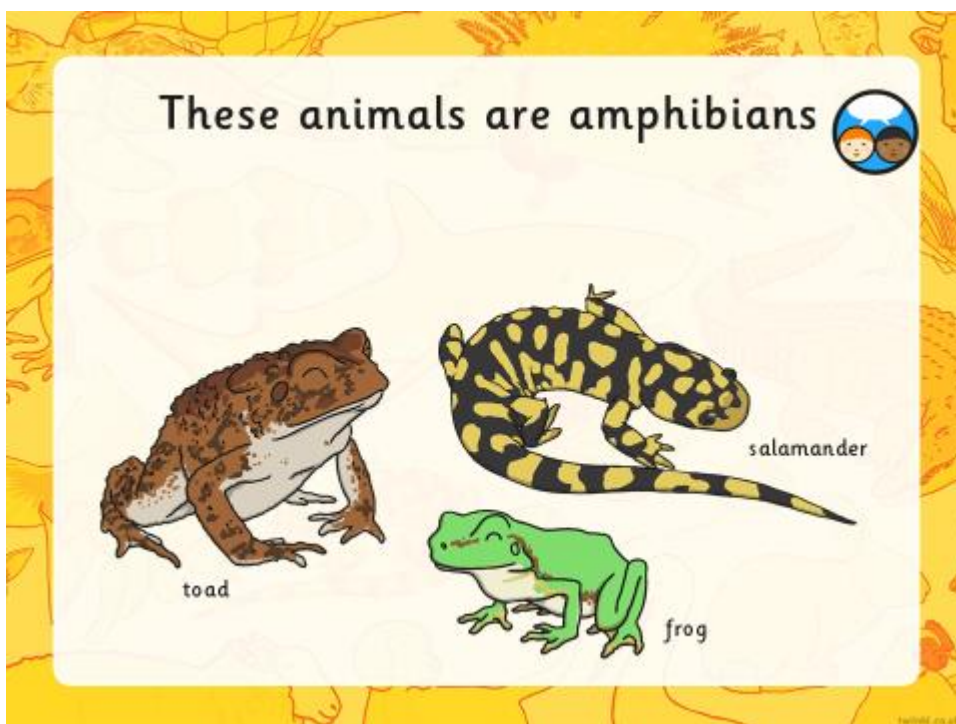
Video: <http://www.bbc.co.uk/guides/zp9pfg8> (Can also be accessed by typing 'BBC Bitesize What are Reptiles' into Google).



Video: <http://www.bbc.co.uk/guides/zxgq2hv> (Can also be accessed by typing 'BBC Bitesize What are Fish' into Google).




Video: <http://www.bbc.co.uk/guides/zyd6hyc> (Can also be accessed by typing 'BBC Bitesize What are Birds' into Google).



Video: <http://www.bbc.co.uk/guides/zc6br82> (Can also be accessed by typing 'BBC Bitesize What are Amphibians' into Google).

After learning about the different animal groups, play the 'What Animal am I?' game below with your child. Read your child the clues displayed and see if they can guess the animal based on the descriptions. The following slide will reveal the animal in question.

What Animal Am I?



I am a bird.


I eat plants and insects.

I like to float on water.

I make a quacking sound.

What am I?

What Animal Am I?



I am a bird.


I eat plants and insects.

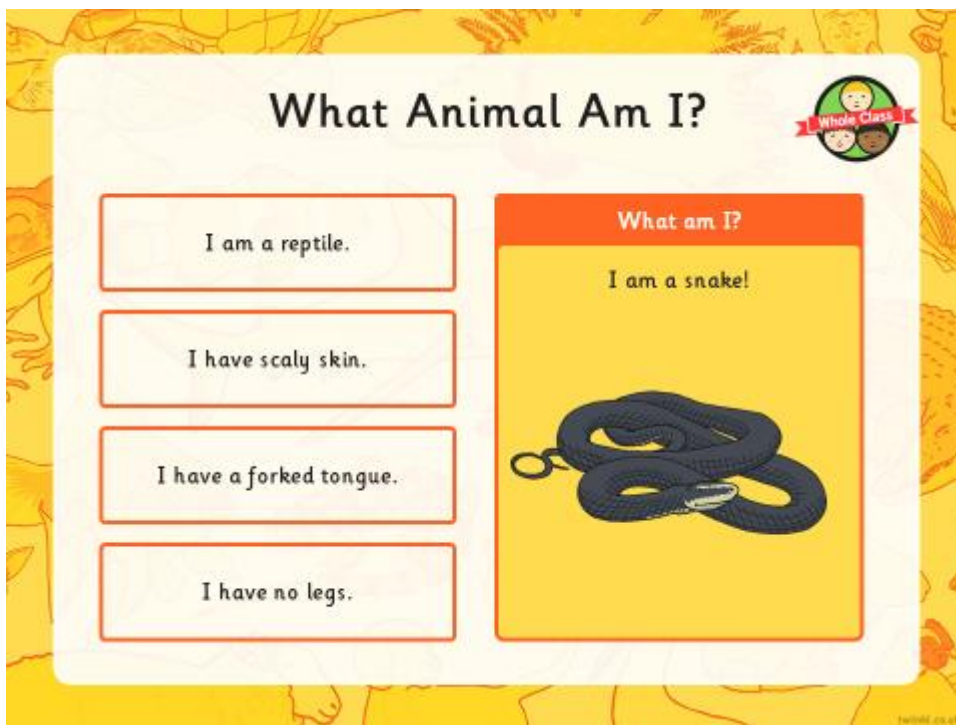
I like to float on water.

I make a quacking sound.

What am I?

I am a duck!





In their book, have your child write a sentence about each animal group explaining some of their key features (ex: 'Reptiles are cold blooded and they have scales on their bodies.')

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.:

- Remind your child about what they learned in Geography last week regarding the Maasai tribe. Remind them that they live in special huts that are made from mud, sticks and grass. Remind your child that the Maasai people loves music and that they often use drums to make this music.

Have your child choose the craft that they want to make. Then, support your child to follow the instructions below to create their chosen craft.

African Drum

Supplies

- A terracotta plant pot
- Acrylic paints in red, green and black
- Sheet of paper
- Elastic band



- 1 Carefully paint your terracotta pot in bright colours and leave to dry.



- 2 Cut a large circle of paper and fasten it over your pot with the elastic band, pulling it tight.
- 3 Your drum is finished! Happy drumming!



Maasai Mud Hut

Supplies

- Black card sheets
- White paper
- Black marker or felt tip
- Felt tip pens
- Stapler
- Paper plates
- Small sticks or raffia
- Scissors and glue



- 1** Using white paper, draw simple geometric shapes the length of the paper with a black marker or felt tips like the pattern on the right.
- 2** Glue the geometric shapes you have drawn onto the black card, then roll the black cardboard into a cylinder shape and staple to secure.
- 3** To make the roof, take a paper plate and cut in a straight line to the centre of the paper plate. Fold around the edge to make a cone shape and staple.
- 4** Next, on the top of the cylinder, cut 1cm slits all the way around the rim and bend outwards.
- 5** Then staple or stick the paper plate roof to the cylinder.
- 6** Gather small twigs or use raffia and gather into bunches, snip the ends to make sure they are the same length and stick to the paper plate.
- 7** Your hut is now complete! You could make a Maasai small world role play area with lots of mud huts and small world animals together.



PSHE:

- PSHE this week will focus on feeling 'shy'. Have your child watch this video: <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-shy/zdygd6f> (Can be accessed by typing 'BBC Teach Feeling Better Shy' into Google.) After watching the video, have your child think about and share times when they have been shy and how it made them feel. Explain to your child that it's normal to feel shy, especially in new situations. In their book, have your child draw a picture showing a time when they felt shy. Underneath the picture, have them write a few sentences explaining why they felt shy. Then, have them write down some things they learned from the video that can help them feel better the next time they feel shy.