



Key Stage 1 Weekly Learning		
Year 1, Birch and Maple	Theme: Wonderful Watford	Week beginning: 27/4/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance.	
Reading - 10- 15 mins	Continue reading books from home, school or online. We have also added a reading sheet for you to work with. This work is on the book 'The Secret of Black Rock' by Joe Todd-Stanton. You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 3, 4 and 5.	
Speaking/Listening-5-10 mins	Use the daily picture on <a href="http://www.pobble365.com/">http://www.pobble365.com/</a> to talk about what you can see. Think about what What? Where? Why? Who? When? How?	
Maths- 20- 30 mins	Log on to Topmarks Daily 10/Purple Mash or practise a key skill listed below.	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness	
Phonics- 10 - 15 mins	Log on to Phonics Play and choose from Phase 3, 4 and 5 games (real and alien words) <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a>	
Spelling- 5 - 10 mins	Practise your Common Exception Words. (Given out in the Home learning pack)	
Writing- 10 - 20 mins	Write a diary of your day or write some descriptive sentences about the picture on Pobble365.com using interesting adjectives in your home learning book.	

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> <li>Counting forwards and backwards and x2, x5, x10 tables</li> <li>Number bonds to 10 and 20</li> <li>Coin recognition up to £2</li> <li>Quick addition and subtraction of 1 digit numbers</li> <li>Doubles and halves to 20</li> <li>Telling the time</li> <li>Names and describing 2D and 3D shapes</li> <li>Number of seconds in a minute, minutes in an hour, hours in a day, days in a month, months in a year.</li> </ul>	<ul style="list-style-type: none"> <li>Using phonics to decode words</li> <li>Predicting what will come next</li> <li>Talking about characters and events</li> <li>Sharing opinions</li> <li>Retrieving facts</li> <li>Making simple inferences (e.g. <i>I think it is sunny and hot because she put on sun glasses.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Capital letter at the start of a sentence</li> <li>Full stop at the end (or ?!)</li> <li>Finger spaces</li> <li>Neat, joined handwriting</li> <li>Conjunctions to join ideas (and/ but/ so/ because/ which)</li> <li>Using past or present tense</li> <li>Using phonics to spell</li> <li>Adjectives to describe</li> </ul>

Weekly Activities	
<p><b>RE - Ramadan</b></p> <p>The month of Ramadan is a very important time for Muslims. It is a time when Muslims do not eat or drink anything during daylight hours. You can find out more about Ramadan by watching these videos:  <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm">https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm</a>  <a href="https://www.bbc.co.uk/newsround/23286976">https://www.bbc.co.uk/newsround/23286976</a></p> <p>-Use the sheet attached to answer some questions about Ramadan, or create your own Ramadan poster.</p> <p>-Talk about why Muslims celebrate Ramadan. What do they do during Ramadan? How do they celebrate the end of Ramadan? How might they feel while they are fasting?</p>	<p><b>Science - Plants</b></p> <p>Last term we were given some plants to grow in our classroom. Think about what a plant is and what it needs to grow. Watch the video to check if you were right:  <a href="https://www.youtube.com/watch?v=89QRnnYPNw">https://www.youtube.com/watch?v=89QRnnYPNw</a>          Do you know the names for the different parts of a plant? Watch the video below:  <a href="https://www.youtube.com/watch?v=bLhTgTwbYMI">https://www.youtube.com/watch?v=bLhTgTwbYMI</a></p> <p>Have a go at drawing your own plant and label all the different parts.</p> <p>-Can you remember what job each part of the plant does?</p> <p>-If you have some seeds at home, have a go at growing your own plants. Why not keep a diary to record how much the plant grows?</p>

### Geography – Our local area

Last week we thought about where we live and what we can see around us. This week, we are going to think about directions and what a compass is.

Watch this video to help you think about and answer the questions – Why do we use it? Who might need to use it? Can you name the four compass directions?

<https://www.youtube.com/watch?v=RvWGa9UJplw>

- Work with an adult to have a go at the compass challenge cards below. Take it in turns to follow the instructions.

-Think of ways to remember the directions North, East, South and West. Some examples are:

Never Eat Soggy Waffles

Naughty Elephants Squirt Water

Nobody Enjoys Stinging Wasps

**Let us know what you think of. We would love to share them with your friends. Enjoy!**

### Art – Observational drawing

Have a look through the top tips sheet given.

Go on a hunt to find something outside in your garden or from a daily walk, such as a leaf, pebble or flowers OR something from inside your home, such as fruit, a toy or a shoe.

-Create your own observational drawing of your chosen object/s by looking closely at the shapes, patterns, size and colours.



**Send us some photos of your drawings.**

### Jigsaw

Share with your family the structure we use in Jigsaw lessons.

Our topic this term is '**Relationships**' and this week's lesson is about identifying what a good friend means to you.

Ask your child to suggest names of pairs of characters they know from story books, movies or TV who are good friends and get on well together. Explore these a little: [why do they get on well?](#) [Do they always get on?](#) [Do they ever disagree or fall out with each other?](#) [What do they enjoy doing together?](#) Explain that, to have good friends, we need to be a good friend.

Look at the picture given of the child alone at play time and ask your child to suggest why the child in the picture is alone. Draw out that they could have fallen out with their friends, they could be new in school, or they might be feeling poorly or upset. Explain that sometimes people have to move away from their old friends/school, so it might be frightening to be in a new school where they don't know anyone.

Ask him/her to suggest what they could do to be a good friend to this child and remind your child that we helped Jigsaw Jack to belong to our class.

[Use the sentences given below to sort into two piles – TRUE or FALSE for what makes a good friend.](#)

### Useful websites:

-sing up.org have got useful resources to keep your child learning and singing at home, including a 'Song of the week.'

-Beth Shepherd is a children's author and creative writing tutor. She is running weekly live YouTube sessions by reading a chapter from her book and sharing tips for creative writing. They are every Tuesday and Thursday at 11am on:

<https://m.youtube.com/channel/UCOU66uL2lu99dPV1XfIIJ9w>

-[Tenpieces@bbc.co.uk](mailto:Tenpieces@bbc.co.uk) have resources and activities based on classical music.

# Geography



Work with your partner to follow these instructions. Remember to take turns!

1. Start facing North
2. Turn left
3. Walk 10 strides forward
4. Turn and face South



twinkl.co.uk

Work with your partner to follow these instructions. Remember to take turns!

1. Start facing South
2. Turn left
3. Walk 12 strides forward
4. Turn and face West



twinkl.co.uk

Work with your partner to follow these instructions. Remember to take turns!

1. Start facing East
2. Turn right
3. Walk 9 steps backwards
4. Turn left
5. Walk 9 steps forwards
6. Turn and face West



twinkl.co.uk

Work with your partner to follow these instructions. Remember to take turns!

1. Start facing West
2. Turn left
3. Walk 15 steps forwards
4. Turn left
5. Face North
6. Walk 10 steps backwards
7. Turn and face West



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**A good friend should:**

**Be kind**

**Say sorry if they have upset you**

**Have no other friends**

**Care about other people**

**Have lots of toys and games**

**Only talk to me**

**Copy everything I do**

**Bring me presents all the time**

# What Happens during Ramadan?

During Ramadan what different things might a Muslim do?



Some Muslims, including children, fast during Ramadan. If Muslims are fasting, what does this mean they are doing?



How do you think you would feel if you fasted and could not eat during the day?





# Observational Drawing:

## Top Drawing Tips



### Look Closer

Take a closer look at what you are drawing.

- Is it rough or smooth? Shiny or dull?
- What colours is the object made up of?
- What markings can you see?

Try to include as much **detail** as possible!

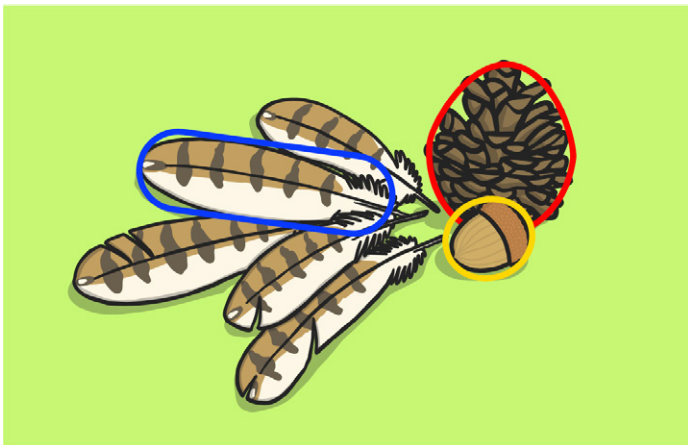


### Use Your Hands

If you can, pick up the object and feel it. Take care if it is fragile!

- What are the textures like?
- Is it rough or smooth?
- Is it hard or soft?

Think about how you might draw these **textures**.



### Step Back

Take a look at the whole object.

- What is the overall shape?
- Is it made up of different shapes?
- Which details are the most important?

Think about the **perspective** of the object.



### Compare Sizes

Take a look at each part of the object.

- Which parts are small?
- Which parts are large?
- How do the sizes of each part compare?

Try and draw the objects in **proportion** with each other.

# Observational Drawing: Top Drawing Tips



## Frame It

Use a frame to decide which parts to draw.

- Do you want to draw the whole object or just one part?
- Which parts are the most interesting.

Use your frame to get a good **composition**.



## Light and Shade

Look at the shadows on the object that you are drawing.

- Where is the light source?
- What shadows can you see?
- Which areas are light and which are dark?

Show the shadow and light to create **contrast**.

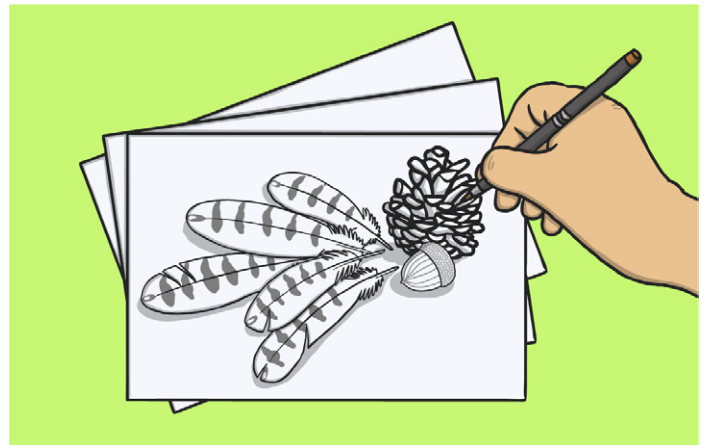


## Keep Looking

Look at your object and compare it to your drawing.

- Are the proportions correct?
- Have you missed anything?

Keep looking at the object to make sure your drawing is **accurate**.



## Thick and Thin

Use thick and thin lines.

- Where are the edges of your object?
- Are there any fine details that need thinner lines?

Change the weight of your line to add **form** to your drawing.





## Take 5: Ideas for Independent/Home Learning

### The Secret of Black Rock by Joe Todd-Stanton (Flying Eye)



#### 1. Explore it

Look at the spread from the book below. What do you notice? Where is this? What makes you think that? How would you describe this place? Is it like anywhere you have seen before in real life or stories? Is there anything you find particularly interesting about this scene? Why? Who is this girl? What is she thinking?



Now read the first page of the spread. What do you learn about Erin's life from this? Read the second page. What more does this tell us about Erin? Is this what you expected from looking at the picture? How would you describe Erin's character; not just her appearance but by her behaviour, thoughts and feelings?

Why does she long '**to go out to sea**'? Why is it '**too dangerous**'? Who do you think has told her it is too dangerous? Why? What do they know? What would she see there? What could happen to her?

#### 2. Illustrate it

Think about where Erin lives and her longing to go out to sea. What is special about the sea? Who lives there? Look closely at the fish that she is watching. Which do you like best? Why? Can you draw it? What is special about it compared with the others? What features will you include? Is it short and round or long

and skinny? Is it plain or patterned? Is it alone or in a group? Maybe you would prefer to draw a sea bird instead. Can you see any in this illustration? How could you draw them? Share your drawing and talk about why you think it is special.

### 3. Talk about it

Look at the front cover and read the title. What do you notice? What is happening here? What is Erin doing?

- Where is Erin going in her boat? What tells you this?
- Do you think Erin has asked to go out to sea? What makes you think that?
- Should we always follow our dreams? Why do you think that?

### 4. Imagine it

Look at the front cover again, looking closely at the picture. Think about where Erin is going:

- Can you find the Black Rock mentioned in the title? How would you describe it?
- Would you want to go there? Why? Why not? What can you see?
- Think about what the secret of Black Rock might be. What do you think she will find there?
- Do you know any stories with secret or magical places? What is special about them?

Create Black Rock above sea level as well as what you imagine it looks like below sea level using whatever materials you have to hand. What do you imagine its secret to be? Is it dangerous? Is it beautiful? Can you find a way to hide its secret and then reveal it to somebody else?

You could draw or write a story about Erin and the Secret of Black Rock. Why did she go there? What do you imagine happens when she arrives there? How does the story end?

### 5. Create it

Erin longed to go out to sea. What are your dreams? What do you long for? Why is it important to you? Talk together about where you would most like to go, what you would most like to do or who you would most like to see. Why do you long for these things? How would it make you feel?

Create a wish list of all your hopes and dreams. As well as big dreams, think about small things you could wish for today; something achievable that will make you feel nice. Draw and write your wishes on separate bits of paper and begin to fill something like a jar, book or box with them. You can keep adding to your wish list or take dreams out when they become reality and share this with other people. How will you decorate your wish jar? Do you want it to keep your wishes secret or will your decoration reveal clues about what is inside?

Learn more about author/illustrator Joe Todd-Stanton's picturebook making process on CLPE's Power of Pictures website: <https://clpe.org.uk/powerofpictures/books-and-teaching-sequences/mouse-called-julian>