




Key Stage 1 Weekly Learning		
Year 1, Birch and Maple	Theme: Wonderful Watford	Week beginning: 04/05/2020
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 'How to find Gold' by Viviane Schwarz. You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 1 and 2.	
Speaking/Listening-5-10 mins	Use the daily picture on http://www.pobble365.com/ 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. Have a go at one of the activities in the Numbers booklet and send us some photos.	
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) https://new.phonicsplay.co.uk/ Watch daily phonics lessons on Youtube: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1	
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"> Counting forwards and backwards and x2, x5, x10 tables Number bonds to 10 and 20 Coin recognition up to £2 Quick addition and subtraction of 1 digit numbers Doubles and halves to 20 Telling the time Names and describing 2D and 3D shapes Number of seconds in a minute, minutes in an hour, hours in a day, days in a month, months in a year. 	<ul style="list-style-type: none"> Using phonics to decode words Predicting what will come next Talking about characters and events Sharing opinions Retrieving facts Making simple inferences (e.g. <i>I think it is sunny and hot because she put on sun glasses.</i>) 	<ul style="list-style-type: none"> Capital letter at the start of a sentence Full stop at the end (or ?!) Finger spaces Neat, joined handwriting Conjunctions to join ideas (and/ but/ so/ because/ which) Using past or present tense Using phonics to spell Adjectives to describe

Weekly Activities	
<p>RE - The Lost Sheep story</p> <p>This term, we would be thinking about 'sacred texts', which are special books for religious people. In Christianity, the Bible tells the story of 'The Lost Sheep' and Watford Schools Trust have kindly provided these activities for us.</p>  <p>WST_year_1_lesson_Lost_Sheep_home_1e</p> <p>-Enjoy listening to the story and share your completed activities with us.</p> <p>-Do you have a special book? Please let us know why it is special to you by sending us a photo on Twitter/e-mail.</p>	<p>History - VE Day</p> <p>Friday 8th May marks the 75th anniversary of VE Day. VE Day remembers the end of the Second World War. It is a day to remember the brave soldiers who were in the war. Watch the videos below to learn more about VE Day and how Britons celebrated:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr</p> <p>https://www.youtube.com/watch?v=NEavcsrMoMw</p> <p>-Have a go at designing your own medal to give out to soldiers. Think about the different materials you can use to create your medal? What different colours will you use?</p> <p>You can also have your own VE celebration at home with your family.</p> <p>-Design some bunting to decorate the room with.</p>

-Think about the food they would eat at the VE celebrations.

-What kind of music might they listen to?

Please send us photos of how you celebrate via Twitter/e-mail.

Geography - Our local area

Last week we thought about directions and what a compass is. This week, we are going to think about where our school is using maps and what we know to help us.

-What is a map?



Watch this video to help you:

<https://www.youtube.com/watch?v=dp8VOG8Cgag&v=en>

-What different maps do we use? (road, transport, world)
How do we use a map? Look at different maps together

-How do we find our home/school on a map? Use Google Maps to help you find your home/Cherry Tree School. Explore using street view. <https://www.google.co.uk/maps>

-Complete the 'Where is our school?' activity sheet by ticking the boxes when you find something. Have a look at the Powerpoint to remember what you have learnt.

Music - Musical Instruments

Have a go at making your own musical instrument at home.

-Use recycled materials to create your own wind chime.

Look at the pictures below for inspiration.



-Is there any other instruments you can make at home using recycled materials?

Please send us photos of your instruments via Twitter/e-mail.

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 knowing appropriate ways of physical contact to greet your friends and knowing which ways you prefer.

Have a look at the pictures given on the Powerpoint. Talk about the people holding hands and discuss how they feel about holding hands: when and with whom. Explain that we all feel differently about holding hands, some like the feeling of holding hands with friends or parents/carers, some of us don't like holding hands with people we don't know very well. Explain that all these feelings are OK and we should try to listen to our bodies and minds when something feels OK and when something doesn't feel good.

Play a game by giving the children the experience of different textures and explore vocabulary which can be used, e.g. hard, soft, warm, cold, cuddly, rough, smooth. Encourage the children to identify those that they like and those that they dislike.

Discuss with your child how they greet friends, family, teachers, etc. and ensure they understand that different types of physical greeting are acceptable or not in different situations. Explain that it is OK to say 'no' if there is a touch they don't like.

Useful websites:

-Daily Phonics lessons on Youtube: https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_niWw/featured?disable_polymer=1

-Daily lessons on Oak National Academy: <https://www.thenational.academy/online-classroom/year-1#schedule>

-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/UCOU66uL2lu99dPV1XfIJJ9w>

-Tenpieces@bbc.co.uk have resources and activities based on classical music.

















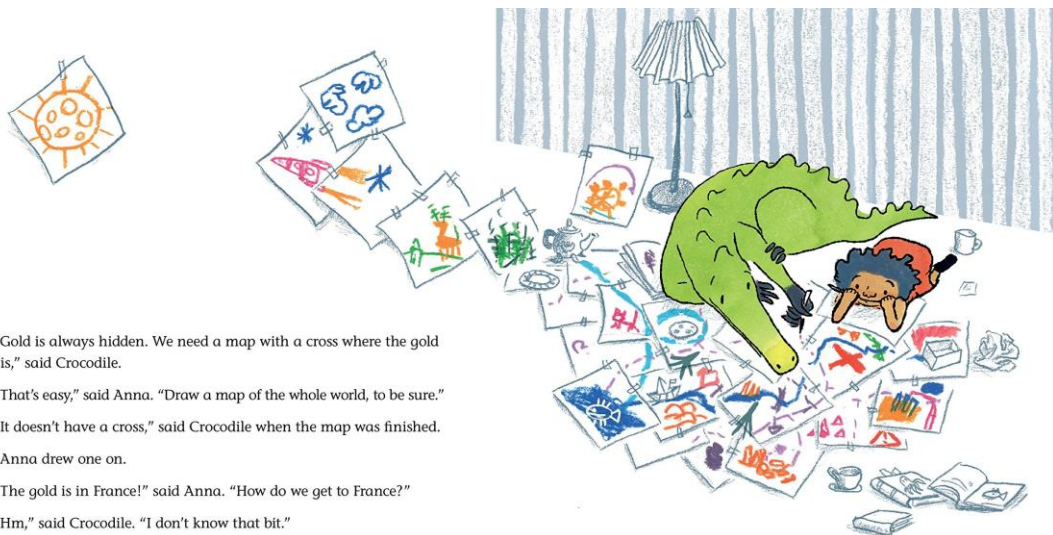
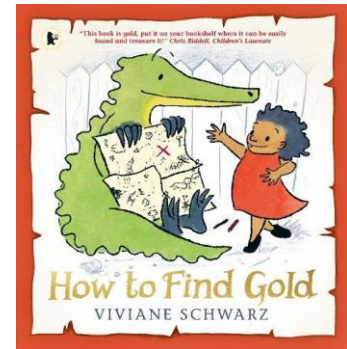


Take 5: Ideas for Independent/Home Learning

How to Find Gold by Viviane Schwarz (Walker Books)

1. Explore it

Look at the front cover of the text above, then read the spread from the book below, exploring the text and the illustration:



"Gold is always hidden. We need a map with a cross where the gold is," said Crocodile.

"That's easy," said Anna. "Draw a map of the whole world, to be sure."

"It doesn't have a cross," said Crocodile when the map was finished.

Anna drew one on.

"The gold is in France!" said Anna. "How do we get to France?"

"Hm," said Crocodile. "I don't know that bit."

Talk together about Anna and Crocodile. What is their relationship? How can you tell? What are they doing? Do you think it will be **'easy'**, like Anna says? What can you tell about the characters of Anna and Crocodile from the text that you see? How would you describe each of the characters? Are they very similar or different? Try not to just think about the way they look, think also about the way they behave.

2. Illustrate it

Look at Anna and Crocodile's map of the world. How have they made it? What have they included? If you were going to draw a map of the whole world, what would you include? What countries, special places or features do you know that you would include? Is the whole world just land? What is on the land? Around the land? Use any materials you have to hand in your home to create your own imaginary world map.

3. Talk about it

- Why does Crocodile think the cross is important?
- Why do you think Crocodile thinks that gold is always **'hidden'**? Where might Crocodile have got this idea from?
- Who do you think hides gold? Why do you think they might hide it?

4. Imagine it

Think again about Anna's question; "How do we get to France?" What do you already know about France? If you have a globe or atlas in your home, see if you can find where you are in the world, and then where France is. You could use this downloadable example:

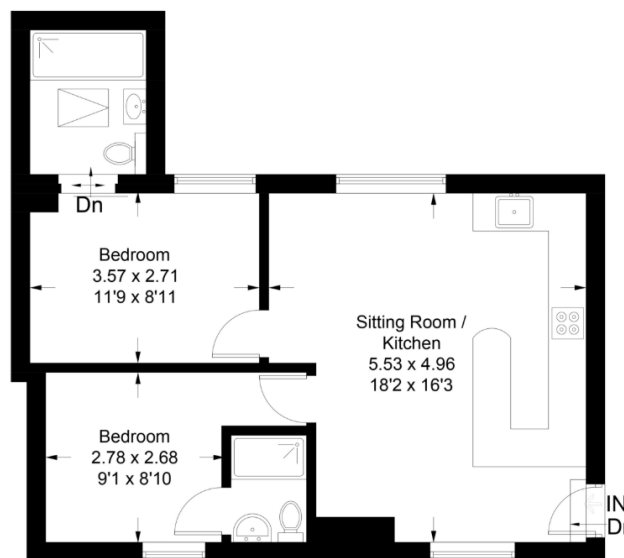
https://www.mapsinternational.co.uk/downloads/world_pol_green.pdf

How do you think Anna and Crocodile might get to France? Would they be able to walk? What might they need to get there? How might they travel? You could talk about, write or draw your ideas together.

5. Create it

Make a map of your own home. How will you show the different rooms, how the rooms are set out and the routes between them? What will you draw in each room so that the reader knows which room is which? You might draw a bed in a bedroom, a bath in the bathroom, an oven in the kitchen, for example.

You could look at how Estate Agents make floor plans for homes so that buyers have an idea of how they are set out, e.g.



On this plan you can also see the measurements of each room. If you have a long tape measure in your home, you could try measuring out the size of your rooms and record these on your own map.

Test out how good your map is by playing hide and seek using the map for clues. Hide a familiar object in a different part of your home, place a cross on the map with a pencil that can be rubbed out, or make one from a sticker that can be lifted and replaced each turn, and see if another person can follow your map to find the object.

Listen to author/illustrator Viviane Schwarz read the whole book here:

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

Where Is Our School?



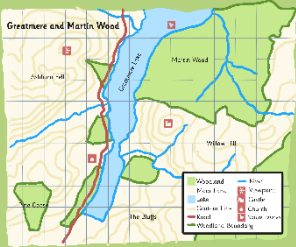
Using Google Maps, work together with your partner to answer the questions:

- 1) Find the school on Google Maps.
What is the name of the street/road the school is on?
- 2) Find 3 places/buildings which are near to our school.
- 3) Find 2 places which are far away from our school.
- 4) Can you spot a key on the map?
- 5) Can you find a title?
- 6) Can you see a compass rose?
- 7) Find two places you like on the map.
- 8) Find one place you dislike on the map.

Using Google Street View:

- 9) Look at the school.
Write down 3 things you notice from the photograph.
- 10) How does the school look different/ the same now?
Write down 2 ways.
- 11) Can you find your home address?
- 12) How does your house/home look different/the same now?

Key Words



map



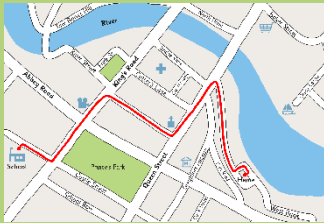
address



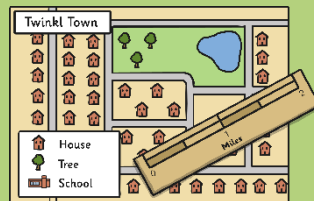
compass



direction



street map



distance

compare

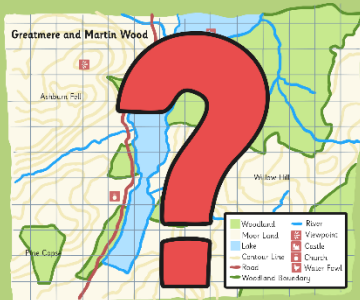
scale

locate

Marvellous Maps!



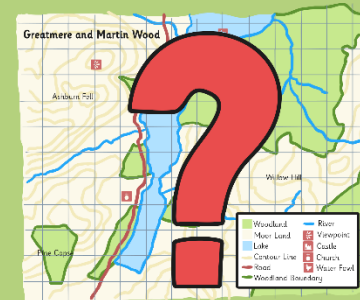
What is a map?



What different maps can we use?



Challenge
How do we use a map?



A World Map

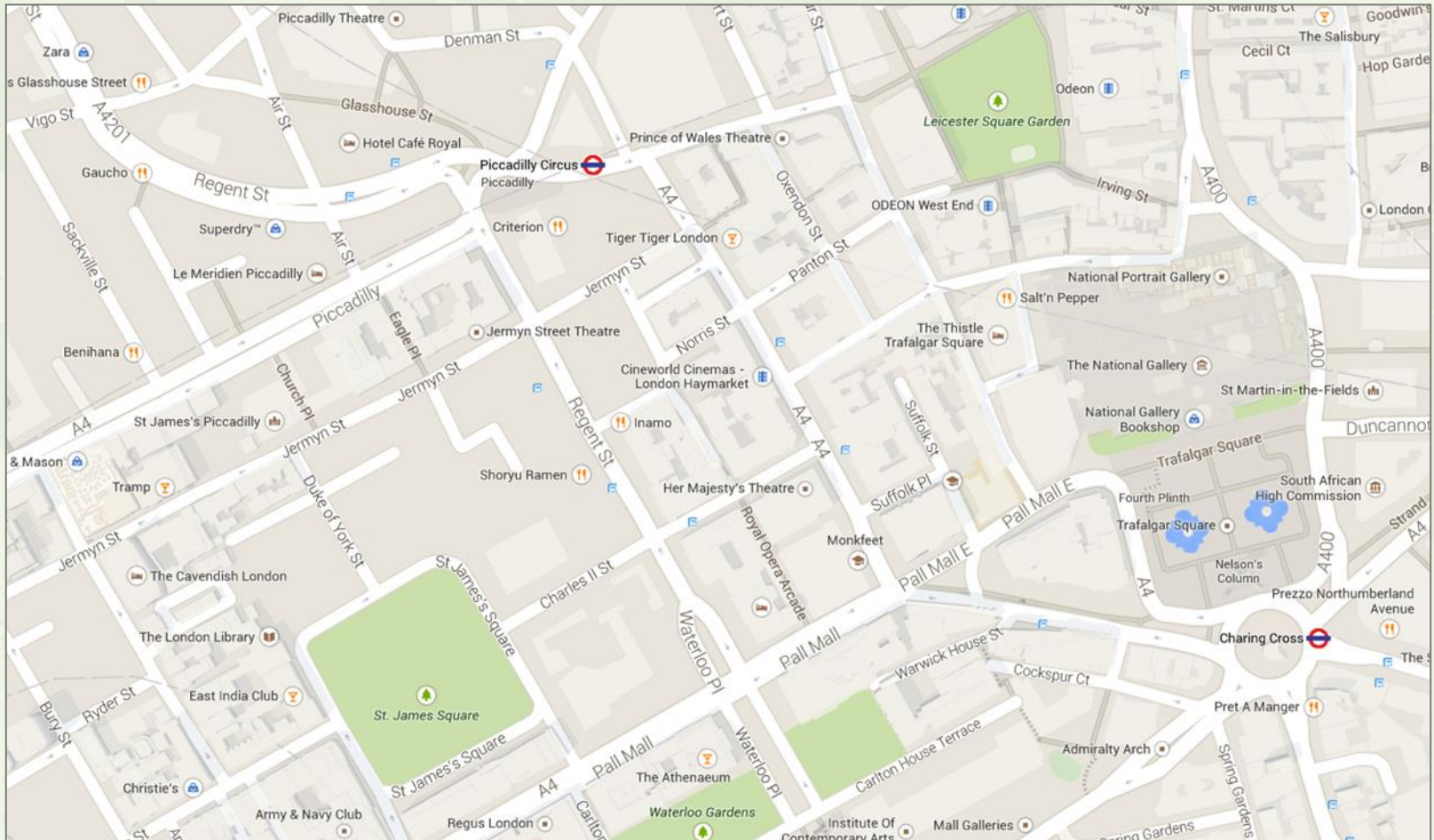


United Kingdom



A Map of the UK

A Street Map



Map data ©2014 Google

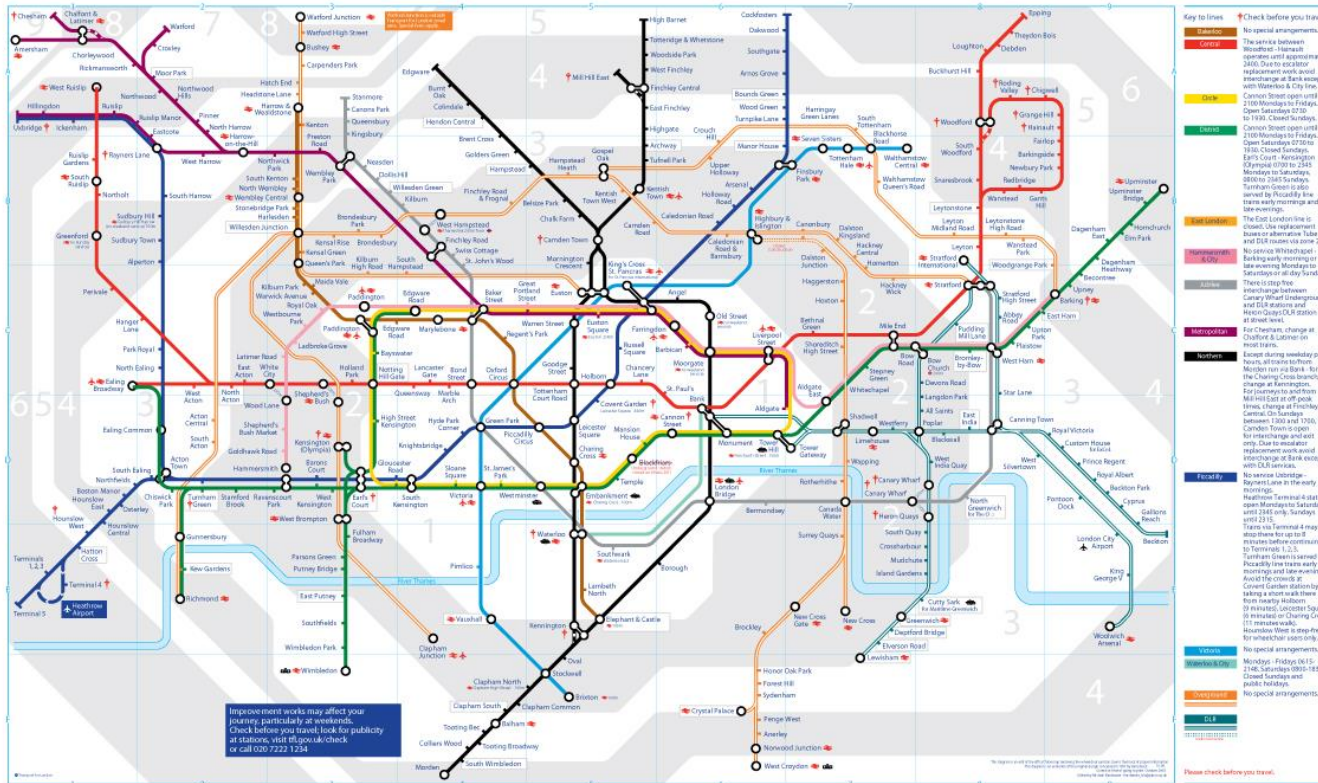
Theme Park Map



Photo courtesy of foilman (@flickr.com) - granted under creative commons licence - attribution

Maps for Transport

Tube Map



MAYOR OF LONDON

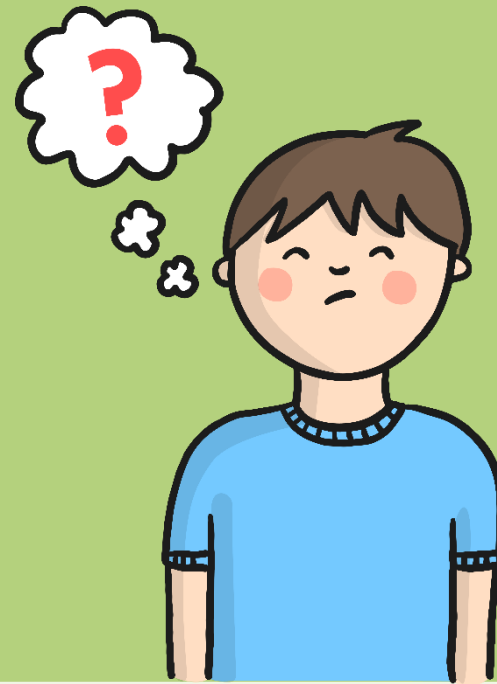
Website tfl.gov.uk

24 hour travel information 020 7222 1234

Transport for London



How Can We Find Our School on a Map?



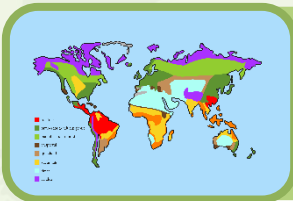
What Are the Special Things about Maps?



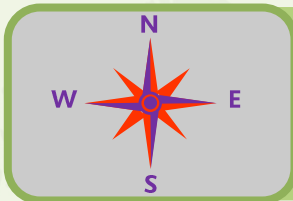
Maps have a **title**: *'Street Map of Sheffield'*



Maps sometimes have a **key**: Objects/ important things on a map are shown by symbols. A key helps us understand these symbols.



Maps sometimes use **colour** to show important things.



Maps sometimes have a **compass** to show direction.