



Key Stage 1 Weekly Learning		
Year 1, Birch and Maple	<b>Theme:</b> Active Kids How and why do we keep active?	<b>Week beginning:</b> 01/06/2020
<b>Daily Activities</b>		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance. You can also have a go at Cosmic Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a> or even <a href="https://www.gonoodle.com">https://www.gonoodle.com</a>	
Reading - 10- 15 mins	<p>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 poem 'Out and About' by Shirley Hughes. You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 3,4 and 5.</p> <p>Explore other poems and stories by Shirley Hughes:</p> <p>Seaside poem: <a href="https://www.youtube.com/watch?v=Hx+t5OHK470">https://www.youtube.com/watch?v=Hx+t5OHK470</a>            Shirley Hughes reading Dogger: <a href="https://www.youtube.com/watch?v=HD3DURks15E">https://www.youtube.com/watch?v=HD3DURks15E</a>            Alfie gets in first: <a href="https://www.youtube.com/watch?v=tFIvvcDPyxk">https://www.youtube.com/watch?v=tFIvvcDPyxk</a></p>	
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. 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) <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a> Watch daily 'Letters and Sounds' phonics lessons on Youtube: <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1</a>	
Spelling- 5 - 10 mins	Practise your Common Exception Words. (Given out in the Home learning pack) You can also use this app for spellings <a href="https://app.sirlinkalot.org/">https://app.sirlinkalot.org/</a> - You will need to enter your email address and will be sent a free username and password.	
Writing- 10 - 20 mins	Write a diary of your day or some descriptive sentences about the picture on Pobble365.com using interesting adjectives and conjunctions in your home learning book.	
Our School Value	<p>Our School Value for this term is <b>Cooperation</b>. What does this word mean to you and your family? Please create a poster with some pictures illustrating your ideas. Remember to tweet/ email them to us.</p>	

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

### Science - Plants

Sign up to 'Explorify' online for free:

<https://explorify.wellcome.ac.uk/activities>

Choose Plants, Year 1 then Healthy skin zoom in, zoom out.

You can explore the mystery object by zooming in and out. Start by looking at it very closely and stepping back slowly.

What do you notice about it? Does it remind you of anything you have seen before? Can you describe the colours, shapes and textures? What might it be and why? Have you changed your mind?

Read the section underneath titled 'Background Science' that gives you extra information about the object.

What have you learnt about this object that you did not know already?

Try the activity in the 'Take it further' section:

Explore other types of citrus fruit such as lemons, limes and grapefruit. How many ways can they find to sort and group them? As well as looking at different features, why not measure them and investigate whether they float or roll. If the skin is removed, do the fruits float or sink?

Let us know how you find this activity by tweeting or emailing us.



### Art - Creating Patterns

We can see patterns all around us. Some animals have patterns on their fur. There are also patterns on our clothes and even in our homes.

Have a look around you. What patterns can you see? or look at the patterns below and talk about the different colours and shapes used to create them.



Using the worksheet below (or use a piece of paper at home) create your own pattern.

- Think about the pattern you can use - circles, wavy, zigzag, stripy, curly, spotty...
- Which colours will you use?
- Which shapes will you use?
- What size will they be?

### Geography/History - Types of sports

To start our new theme of 'Active kids', we would like you to think of all the different sports played around the world. How many sports can you name? What sports have you tried before? Which sport/s do you enjoy?

Here are a few ideas:

<https://www.youtube.com/watch?v=fkd4CIJ5CUI>

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

<https://www.youtube.com/watch?v=2Hj6snCdIy0>

Think of a sport or sports person for each letter of the alphabet. You can research this on the Internet or ask family members for help. Record your answers on the sheet provided or make a list in your home learning book.

We would like you to share your lists on Twitter or email. Enjoy this challenge!

### PE - Challenge 1

It is important to stay fit and healthy at home. Have a go at the challenge card below - every time you complete the challenge tick the box.



Remember to email/tweet us once you have completed the challenge so we can award you with a be active badge on Marvellous Me.



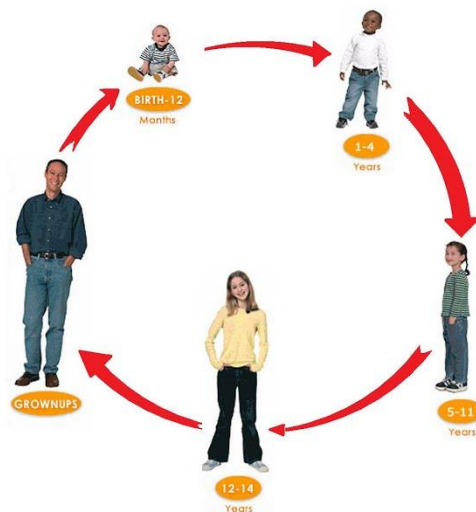
## Jigsaw

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

Our topic this term is '**Changing Me**' and this week's lesson is about beginning to understand the lifecycles of animals and humans.

Watch this video about the life cycle of a frog: <https://www.youtube.com/watch?v=AMs3waaW75q> and think about how the frogspawn turns into the frog. *What do you think happens and in what order? How does frogspawn become a frog? What changes happen? How long does it take to grow up? Do we all grow up at the same rate?* Look at this human life cycle and explain that everyone starts as baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique.

Introduce the word 'Life cycle' and explain that this means growing from birth to adulthood. *Play 'Find the pair' by matching the pictures given or talking about the pairs that belong together. Look at the life cycle cards given and arrange these in the correct order to show the stages of growth and development of each of the animals.*



Please choose a life cycle and draw the pictures of how that thing changes over time. Please label these pictures and write a sentence to describe that change. Finish by thinking about these questions: *What do you most like about being you now? What do you want to be when you grow up?*



# INCREDIBLE ME

## Useful websites:

-Daily Phonics lessons on Youtube: [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtIdV2K\\_-niWw/featured?disable\\_polymer=1](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/UCOU66uL2lu99dPV1XfIIJ9w>

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

-The National Literacy Trust have published a free online book called 'The Book of Hopes'. It has a selection of short stories by all our favourite children's authors. The link is: <https://literacytrust.org.uk/family-zone/9-12/>

## An Amazing Fact a Day

# An A - Z of Sports

### Amazing Fact

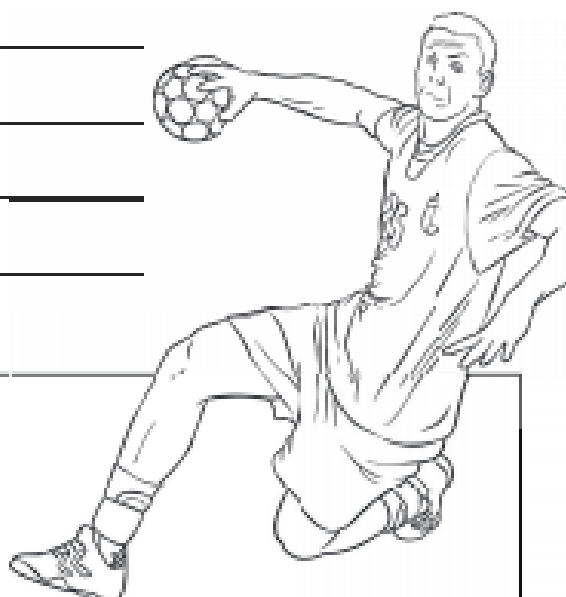
The sport of Jai-Alai is commonly believed to be the fastest sport in the world – the ball can travel at speeds of up to 300 km/h or 190 mph.

### Challenge

Try to think of a sport or sports person for each letter of the alphabet.

You could use the Internet or non-fiction books to research lesser-known sports.

A _____	K _____	U _____
B _____	L _____	V _____
C _____	M _____	W _____
D _____	N _____	X _____
E _____	O _____	Y _____
F _____	P _____	Z _____
G _____	Q _____	
H _____	R _____	
I _____	S _____	
J _____	T _____	



You could also try to find out:

- which countries Jai-Alai is played in;
- what the court looks like;
- if it is dangerous;
- how the ball travels so fast.

Have a go at creating your own wallpaper by designing a pattern in the first box and repeating it across the page.




# Challenge Card 1

## JOGGING

High knees and drive arms  
Soft feet by keeping heels off the floor

CHALLENGE

To jog for the count of 10

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## FRONT BRIDGE

Hands and feet only on the floor  
Lift up and hold body keeping back and arms straight

CHALLENGE

To hold for the count of 10

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## JUMPING SIDE TO SIDE

Jump in a sideways direction keeping feet together

Land with soft feet & bent knees

CHALLENGE

To do 10 with the correct technique

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SINGLE LEG BALANCE

Stand on 1 leg with arms out to the side  
Hold balance by keeping still

CHALLENGE

Hold for the count of 10 on each leg

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## STAR JUMPS

Jump with your arms and legs out to make a star shape  
Jump back in to start position

CHALLENGE

To do 10 with the correct technique

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**You completed the challenge!**

Can you complete this 6 times in total before your next assessment?

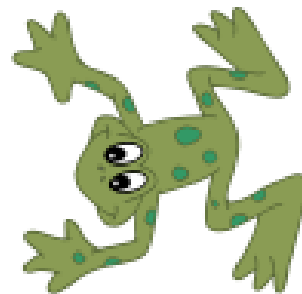
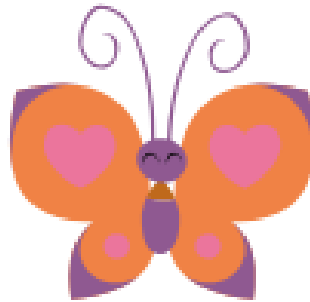
**Challenge!**

Can you be active today? What games could you play?

Tick a ☐ box each time you complete a challenge

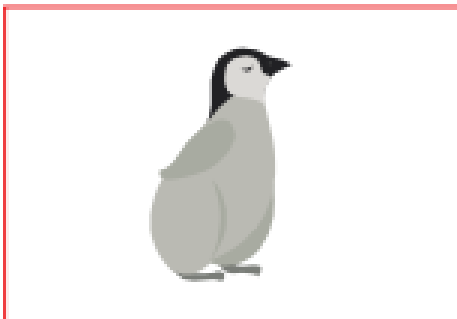
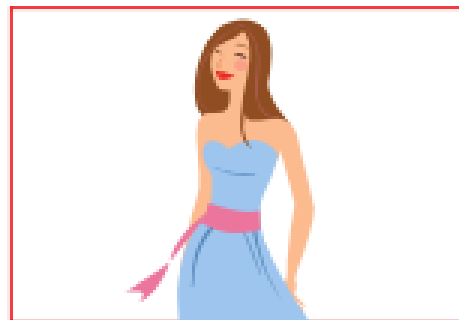
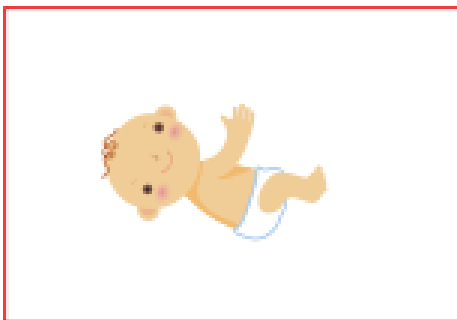
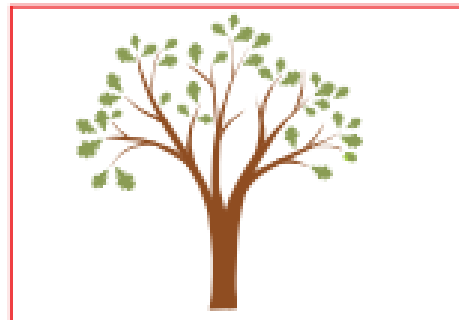
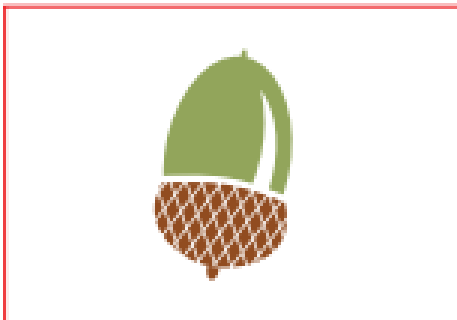
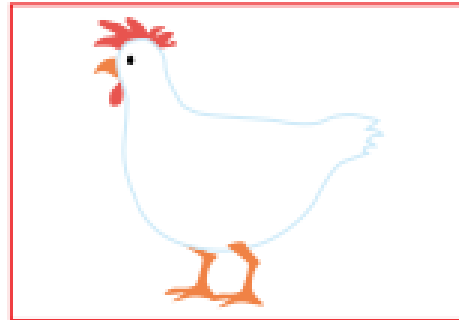
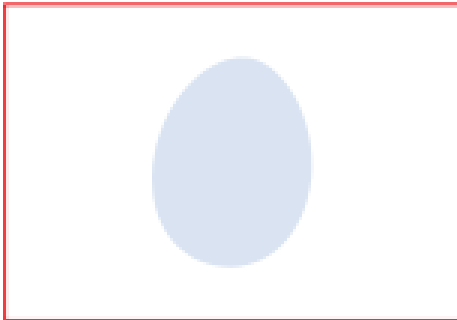


**Changing Me**  
Find Your Pair - Ages 5-6 - Piece 1





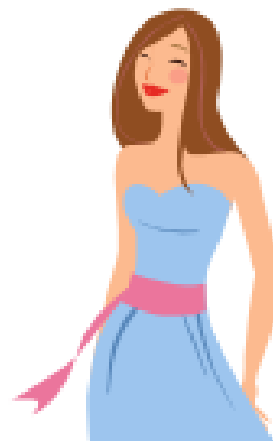
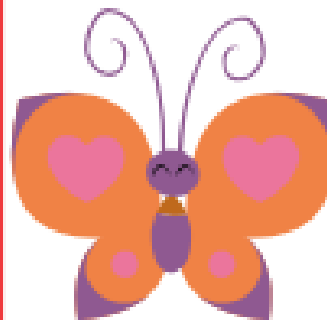
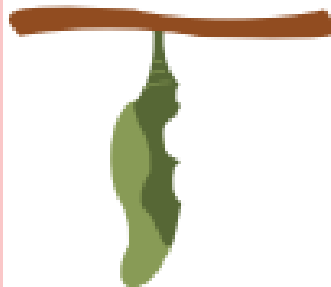
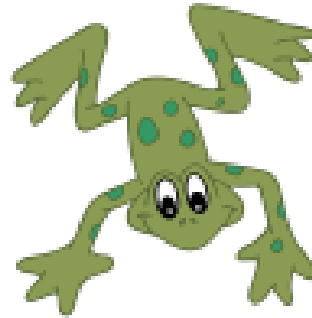
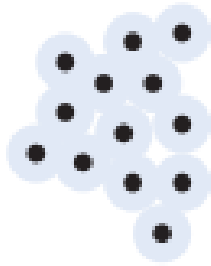
**Changing Me**  
Find Your Pair - Ages 5-6 - Piece 1







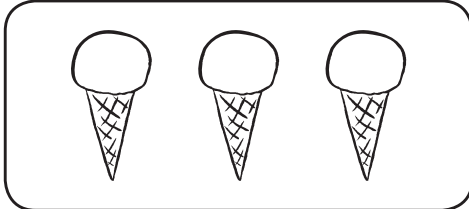
**Changing Me**  
Life Cycle Cards - Ages 5-6 - Piece 1



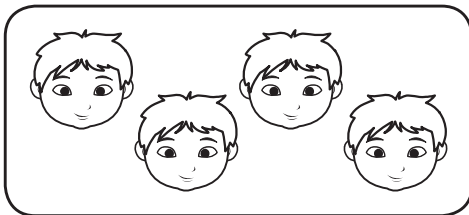
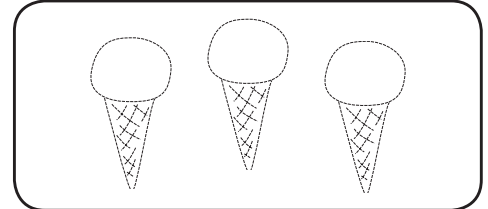
# Numbers to 20 – comparing numbers

When groups have the same amount we say they are **the same** or **equal**.

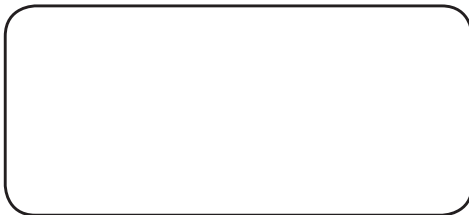
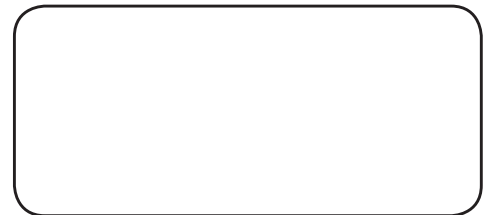
- 1  Draw pictures to make the groups the same.



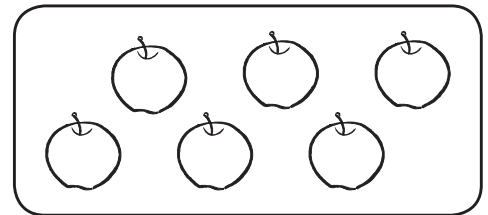
is **equal** to



is the same as

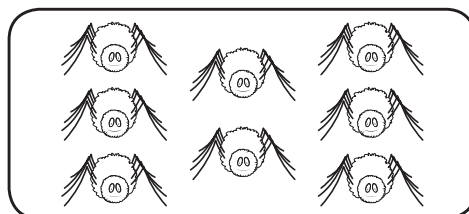


is **equal** to



If groups **do not** have the same amount we say they are not equal. This means one group has **more than** or **less than** the other.

- 2  Draw pictures so that:



is **not equal** to



is **not equal** to



# Numbers to 20 – comparing numbers

Here are some words that we use when we talk about number.

the same as

greater

not equal

bigger

less

smaller

equal to

most

least

greatest

more

fewer

**You will need:**



a partner



counters



a number line

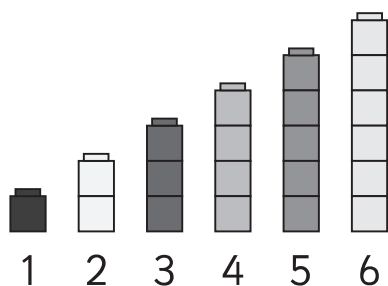


linking cubes

## What to do:

Make some number towers using cubes.

Start at 1 and make a tower for each number to 20.



Take turns to explain the words above using your number towers, counters or the number line.

3 is equal to 3.



9 is bigger than 8.



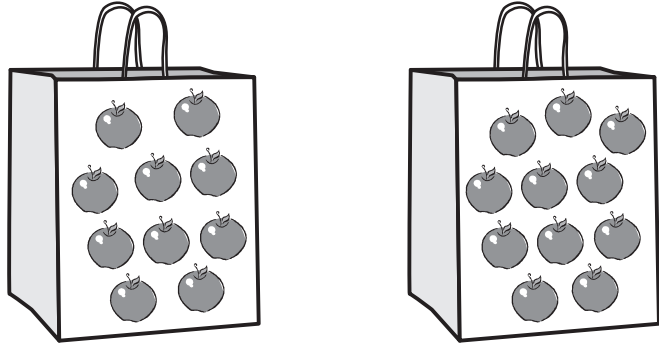
There are fewer counters in this hand.



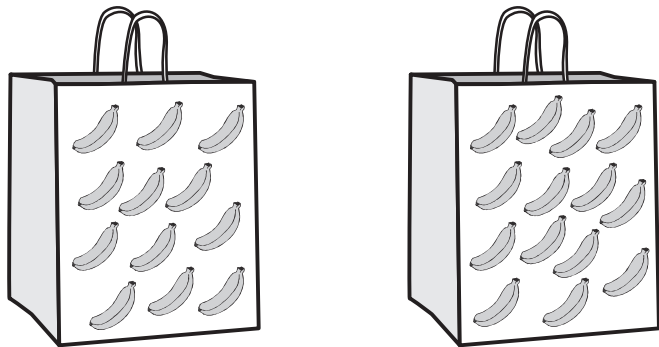
# Numbers to 20 – comparing numbers

1 Count the fruit and compare using **more** or **fewer**.

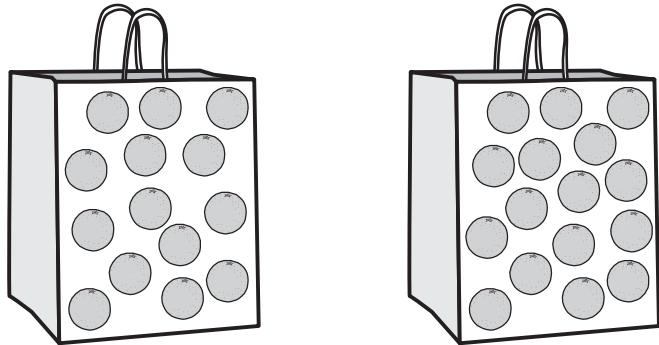
- a Circle the bag that has **fewer** apples.



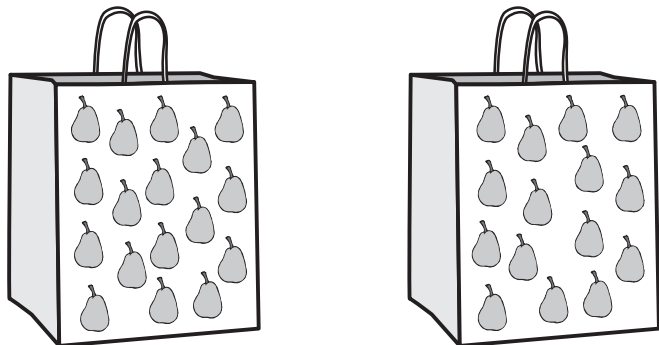
- b Circle the bag that has **more** bananas.



- c Circle the bag that has **more** oranges.



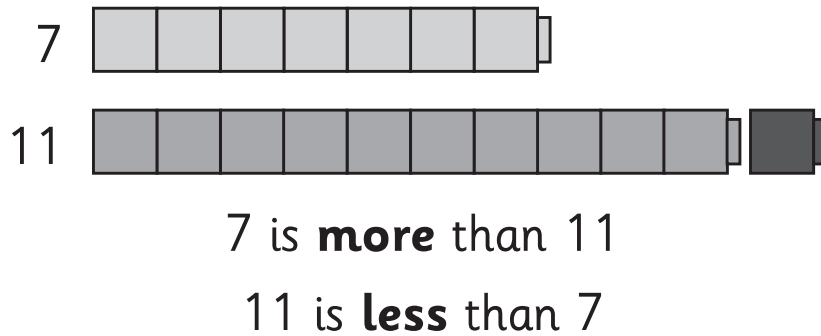
- d Circle the bag that has **fewer** pears.



**Hint:** remember to make 10 and count on.

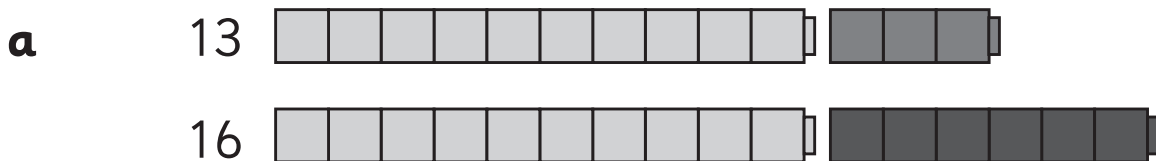
# Numbers to 20 – comparing numbers

Let's compare numbers using **more** and **less**.



**You will need:**  linking cubes

**1** Use linking cubes to compare these numbers.



13 is  than 16.

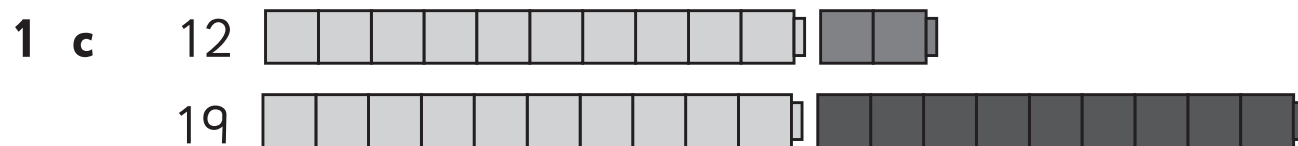
16 is  than 13.



17 is  than 9.

9 is  than 17.

# Numbers to 20 – comparing numbers



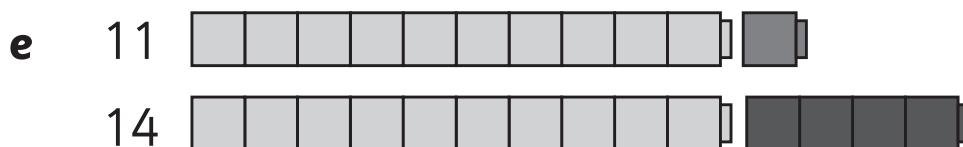
12 is  than 19.

19 is  than 12.



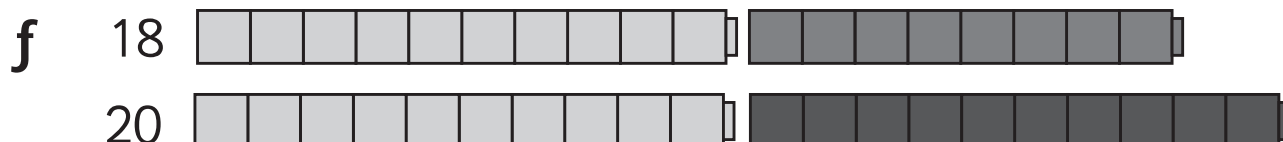
3 is  than 13.

13 is  than 3.



11 is  than 14.

14 is  than 11.



18 is  than 20.

20 is  than 18.



# Numbers to 20 — comparing numbers

## 1 Circle the numbers

**a** that are more than 13.      11      16      17

**b** that are less than 17.      13      20      15

**c** that are more than 14.      11      15      17

## 2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

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---

---



more than

---

---

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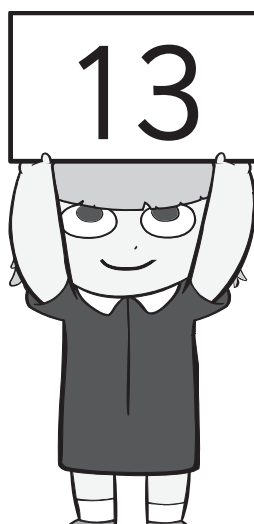
## 3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

---

---

---



more than

---

---

---

# Numbers to 20 – ordering numbers

Now let's compare three numbers.



11 is **less** than 15. 15 is **more** than 11. 9 is **less** than 11.  
11 is **more** than 9. 15 is **more** than 9. 9 is **less** than 15.  
15 is the **greatest**. 9 is the **smallest**.

Let's put them in order.

From **smallest** to **greatest** we start with the smallest number.

smallest  $\xrightarrow{\quad 9 \quad 11 \quad 15 \quad}$  greatest

From **greatest** to **smallest** we start with the biggest number.

greatest  $\xrightarrow{\quad 15 \quad 11 \quad 9 \quad}$  smallest

**1** Compare 18, 15 and 19.

is more than

is less than

is the greatest.

Now put them in order from  
**greatest to smallest.**

**2** Compare 13, 11 and 17.

is smaller than

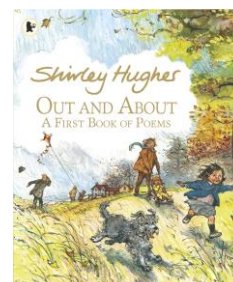
is bigger than

is the smallest.

Now put them in order from  
**smallest to greatest.**

## Take 5: Ideas for Independent/Home Learning

### Out and About by Shirley Hughes (Walker)



#### 1. Explore it

Read the poem below and look carefully at the illustrations you see across the two pages:



What is this poem about? What do you like about it? Or dislike? Have you ever been wet through in really heavy rain? What was it like? How did it make you feel?

Look at the short phrases that Shirley Hughes has used in the words. How do these make you feel when they are read out? Now, look at the colours that Shirley Hughes has used in the illustrations. What colours, shades and tones can you see? Why do you think she has chosen these?

How do the poem and the illustrations make you feel about the wet weather? How would your voice sound when you feel this way? How might you read the poem aloud, to capture this feeling? Practice doing this a few times in different ways. You could do this together with someone else in your house to try out different ideas. When you have found a way you like best, have a go at performing it to someone else. You could get someone to take a video of you performing it and share this safely with someone else you know or to your teacher.

#### 2. Illustrate it

Re-read the poem, ask someone to read it to you, or maybe record it for yourself so you can play it over again. Think about how the wet weather described makes you feel. Why does it make you feel this way? When it's wet outside, do you feel this way? Or does it make you feel a different way? What do you like to

do when it's wet? Do like to be indoors or out playing in the rain? Why? Use your imagination to picture yourself doing what you would most enjoy in wet weather. Perhaps you are outside, splashing in puddles in wellies? Or maybe you are inside, drinking hot chocolate and staying dry?

Take some paper and a pencil and draw out what you imagine you would like to do when it's wet. If you don't have paper to hand, you could use the back of an old letter or a back of an old cereal packet. If you have some coloured pencils or crayons, think about what colours you could use to help show the feelings you feel in the picture. Will you use dark and dull colours like Shirley Hughes or brighter, lighter ones?

Remember, everyone has their own ideas and imagines things their own way. This is a good thing! Share your picture with someone else at home and ask them what they like to do when it's wet. Is it the same or different to you?

### 3. Talk about it

- Think about the adjectives that Shirley Hughes uses to describe things in the poem: **Dark Clouds**, **Misted pane**, **Wet umbrellas**, **Running noses**, **Damp feet**. Do these phrases make you think the wet weather is a good thing or a bad thing? Why?
- Look at the grown-ups in the illustrations. We can't see their faces, but how do you think they feel about the weather? Why do you think this?
- Who do you think might like the rain in the illustrations? What makes you think this? Why do you think they might like it?
- Why do you think Shirley Hughes called the poem **Wet**? How does this word make you feel? How is it different to calling the poem Rain? Does it sound more positive or negative?

### 4. Imagine it

Think about the two children in the first illustration, looking out of the window. We can't see their faces. How do you think they feel about the rain? Are they sad or cross because they can't go out? Are they happy or excited because they like watching it splash? How else might they feel and why? You could do a drawing from the other side of the window, showing how their faces look as they watch the rain outside. You could even think about what they might be thinking or saying to each other or the people at home with them and add these ideas in thought or speech bubbles around them.

### 5. Create it

Spend some time looking out of one of your windows, like the two children in the first illustration. What is it like outside? What is the weather like? Is it wet and rainy like in the poem? Or is it sunny, cloudy or windy? Can you see any people? What do they look like? How are they reacting to what it's like outside?

Draw some illustrations, to capture what you see, like Shirley Hughes has here. You might choose to draw one big picture, or some smaller ones too. You might even choose to draw yourself looking out as well! How will you capture what people are doing or how they are feeling?

Now, think about how you can use words to describe what you see in a poem. Shirley Hughes called this poem **Wet**. What word might best capture the view outside your window? Is it a feeling, an action? Have a go at writing some phrases using adjectives to describe the things you see and putting these together to make a poem. When you've finished you might want to write or type it out in best to display alongside your picture or you could perform it live to someone at home or on a video to safely share with someone you know or your teacher.