




Key Stage 1 Weekly Learning		
Year 1, Birch and Maple	Theme: Oceans What can we discover in the ocean?	Week beginning: 06/07/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance. You can also have a go at Cosmic Yoga https://www.youtube.com/user/CosmicKidsYoga or even https://www.gonoodle.com	
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 story 'Look Up!' by Nathan Bryon and Dapo Adeola and you can enjoy listening to it - https://www.youtube.com/watch?v=t6Z4JncoPVY What do you notice about his style and the pictures? You do not need the book - all the tasks are within the sheets provided. This week focus on Tasks 1 and 2. Listen to the author and illustrator sharing the story and their favourite parts: https://www.youtube.com/watch?v=OofJFHSPAts	
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 'Letters and Sounds' phonics lessons on Youtube: https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_niWw/featured?disable_polymer=1	
Spelling- 5 - 10 mins	Practise your Common Exception Words. (Given out in the Home learning pack) You can also use this app for spellings https://app.sirlinalot.org/ - 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. Can you write your own 'Did you know?' facts like in our story 'Look up!'	
Our School Value		Our School Value for this term is Cooperation . This week, take part in a 'scavenger hunt' around the home by listening to instructions from your adult. For example, "find something cuddly". You could take it in turns to give instructions and find the items. How many will you find? Have fun!

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 sunglasses.</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

Art - Ocean scene

At school we have been learning all about Oceans. Can you name which sea creatures live in the Ocean?

Have a go at the 'What Am I?' PowerPoint. How many sea creatures did you guess correctly?

Learn more about the Ocean by watching this video:

<https://www.youtube.com/watch?v=MIZCeD0EoBY&feature=youtu.be>

Now create your own underwater scene - include what you might see. You can even make a collage using materials at home such as tinfoil, cling film, cutup magazines paper and wrapping paper.



PSHE - Anti-litter competition

Cassiobury Park and other local green spaces have recently been affected by increased littering. To help them in their battle against the litter, they are asking children to design a poster with imaginative drawings and phrases to help spread an anti-litter message. The best posters will be used to help keep the park a clean and pleasant space for everyone to enjoy. Plus, a winner will be chosen from KS1 and KS2 categories and will receive prize of £15 Amazon gift voucher!

Requirements/ how to enter

- Submit an A4 size design - artwork to fill up the whole page
- Use bright and bold colours to help your poster stand out
- Must have our anti-litter message - Love Watford Hate Litter
- Take a photo or scan of your completed posters in high resolution. We recommend camera setting of minimum of 20 megapixels & resolution of 300 pixel/inch and please send entries to Victoria.D'Souza@watford.gov.uk
- Along with the photo/ scan, please include name of child, year group and school the entries are from

• Deadline for poster entries: 13th July 2020

Once all the entries have been received, they will then be narrowed down to one winner. The winning poster will be made into banners and displayed at Cassiobury Park and at your school. Also, the poster will be posted on Watford Council's social media and used as part of Cassiobury Park's anti-litter campaign. Good luck everyone!



Geography/English - Ocean stories

Listen to these two Ocean stories:

Commotion in the Ocean:

<https://www.youtube.com/watch?v=9pRhgz8Jffs>

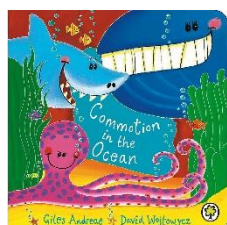
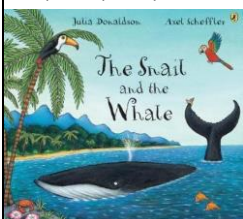
The snail and the whale:

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

What do you notice about the stories?

Can you pick out the rhyming words?

Write down your favourite part of the story. Why is it your favourite? Remember to include 'because' to say why in your sentence.



Music - 'The Beat Goes On' with Ollie

Listen to these clips from CBeebies, which show you how to practise percussion without any drums. All you need is your body! After watching, have a go yourself and pause the video if it helps. Have fun!

<https://www.youtube.com/watch?v=sW2DY1OpgrI>

<https://www.youtube.com/watch?v=QOh1P1ZcTaU>

If you enjoyed this, have a go at this one as well:

<https://www.youtube.com/watch?v=KP6vS2lWAJU>



Jigsaw

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

This week, we are going to think about being positive and looking forward. We will think about how you feel when you learn new things. Is your child looking forward to coming back to school in September? Do they feel ready to start learning again?

Reassure the children that it is perfectly normal to feel that everything is different so we may feel distracted or unsettled and we can deal with this by talking about our worries with an adult we trust. Our minds might be thinking about lots of different things at the moment, so we need to make sure they are calm and ready to learn again. **What lessons or activities can your child think of that they love and are looking forward to doing?**

Some words to discuss may include:

Friendship

Safety

Love

Respect

Laughter



Elastic band / bluetack / playdough

Show your child an elastic band. Stretch it out to show how it can change shape. When it is being used a lot, the band works well and can stretch and bounce back to where it was, but sometimes if we leave elastic bands away for a long time, when we go to use them they don't stretch very far and don't work properly. Our muscles in our bodies are exactly the same. If we sit still or don't exercise for a very long time, we are sometimes stiff or ache a little when we try to move.

Tell the children that our friend Jigsaw Jack has been feeling like this, because he has been sitting in the classroom throughout lockdown. His legs and arms are stiff, and he thinks they might have forgotten how to learn new things and how good it feels when we do.

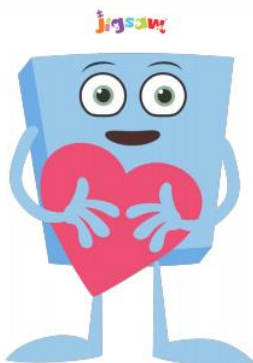
Ask your child to stretch out their arms and feel their own muscle moving up and down.

(Could also use the example of bluetack or playdough if your child is familiar with it - if we don't use it, it can dry out and won't change its shape anymore. If either is available, it would be good to show this too).

Explain that our brains are a little like this! They aren't actually a muscle, but they act like one. We have all been either at home or at school and we may have been having lots of learning time or a little but it hasn't been the same as normal school so our brain might feel a little bit clogged up, like it isn't working properly. That is OK because we have had a very special unusual time. But now we are all working together to start learning again.

Jigsaw Jack would like you to try and remember how good learning is and what you enjoy about it. Then we are going to hold onto those positive feelings (feelings that make us feel good) for learning now and in the future. The good feelings are like our brain giving us a "thumbs up" that it is ready to learn and enjoying getting stretched like the elastic band.

Using the 'thumbs up' sheet below, you can draw or write things you are looking forward to learning about or achieving and the feelings that these might give you. We would love to see them!



INCREIBLE
ME

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/UCOU66uL2lu99dPV1XfIJ9w>

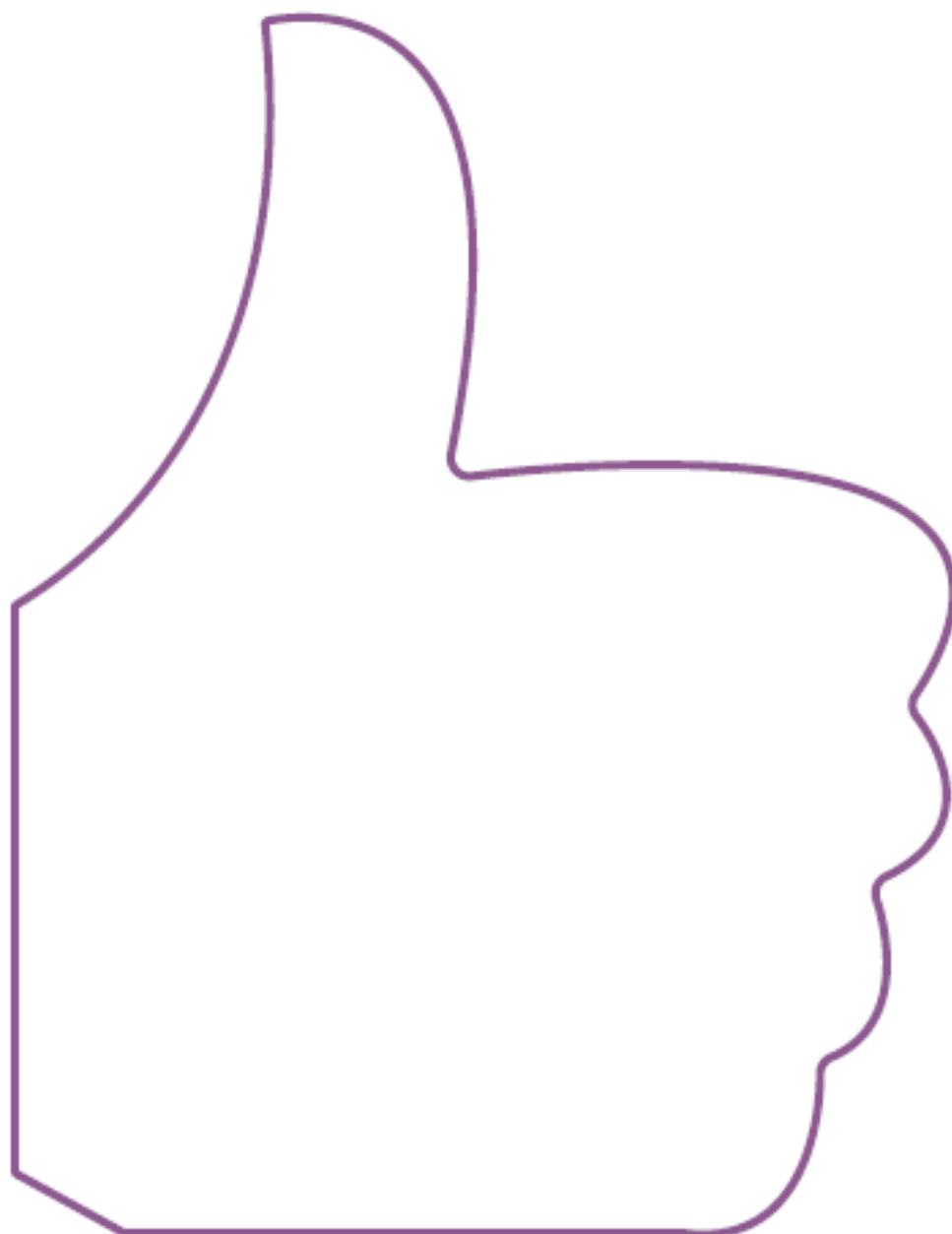
-Tenpieces@bbc.co.uk have resources and activities based on classical music.

-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/>

-This is a **free** kindle book written about the virus by an early years expert: <https://www.amazon.co.uk/Games-Play-Whilst-Socially-Distancing-ebook/dp/B0897YWKLR>

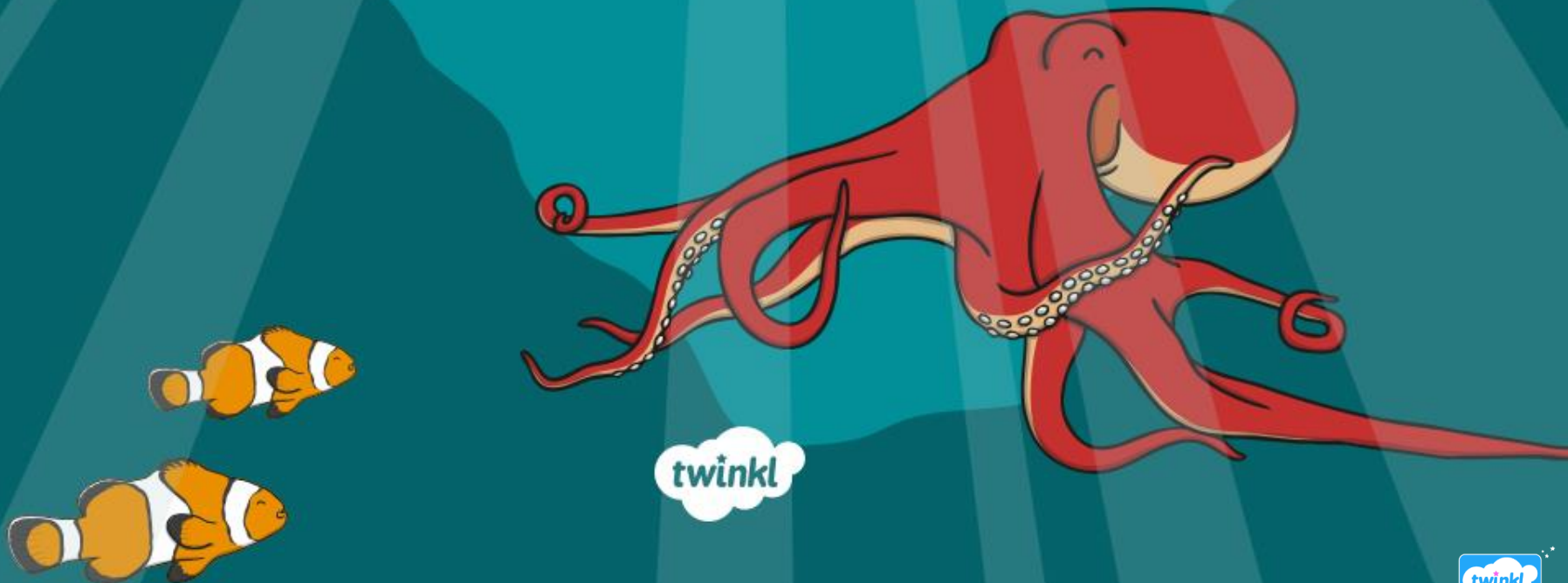


Thumbs Up for Learning - Activity Sheet - KS1 - Lesson 5



What am I?

A Sea Creature Themed Powerpoint Game



What am I?

Click the shells to show the clues.



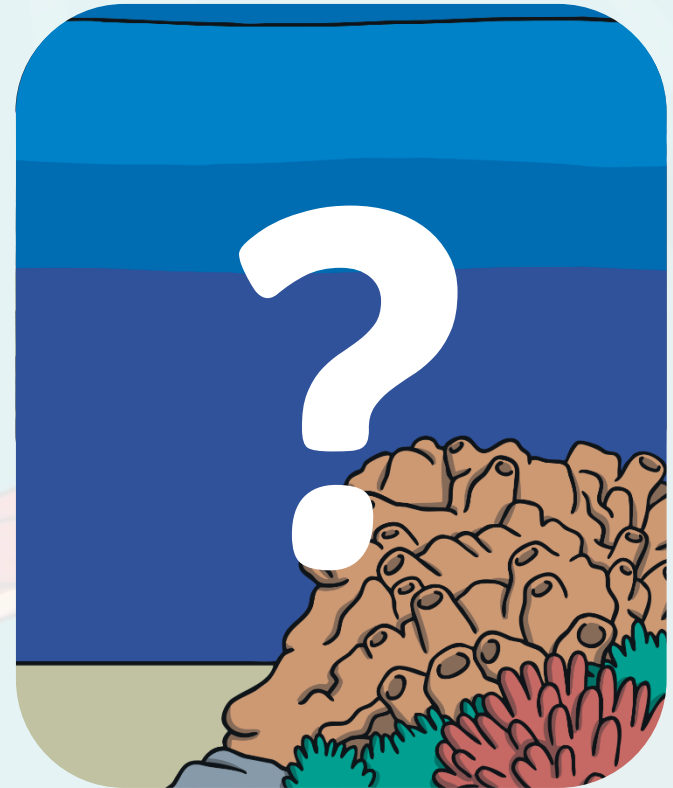
I have very rough, sharp skin.



I have a pointy fin on my back.



I have sharp teeth and eat other fish.



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



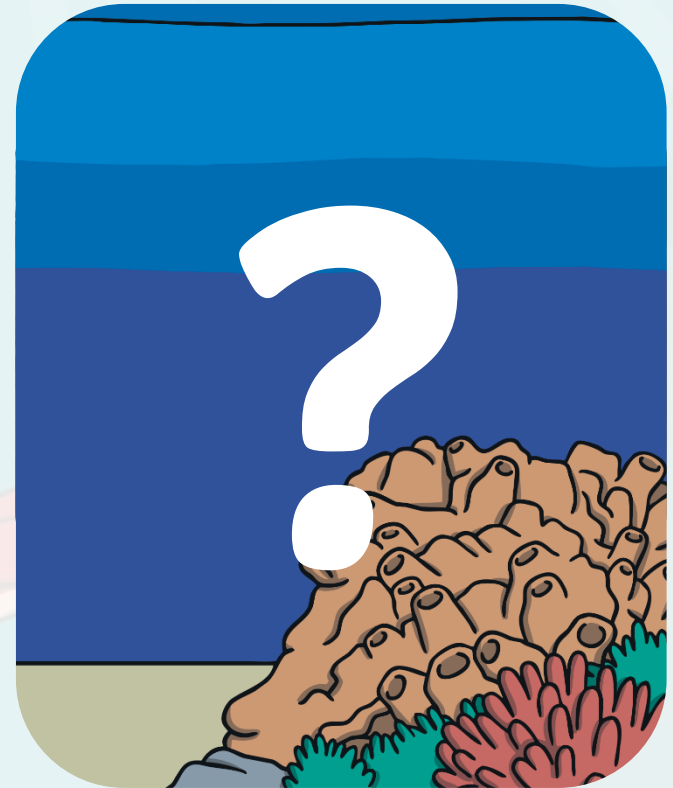
I release ink when I am scared.



I have a great, big head.



I have rows of suckers on my 8 legs.



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



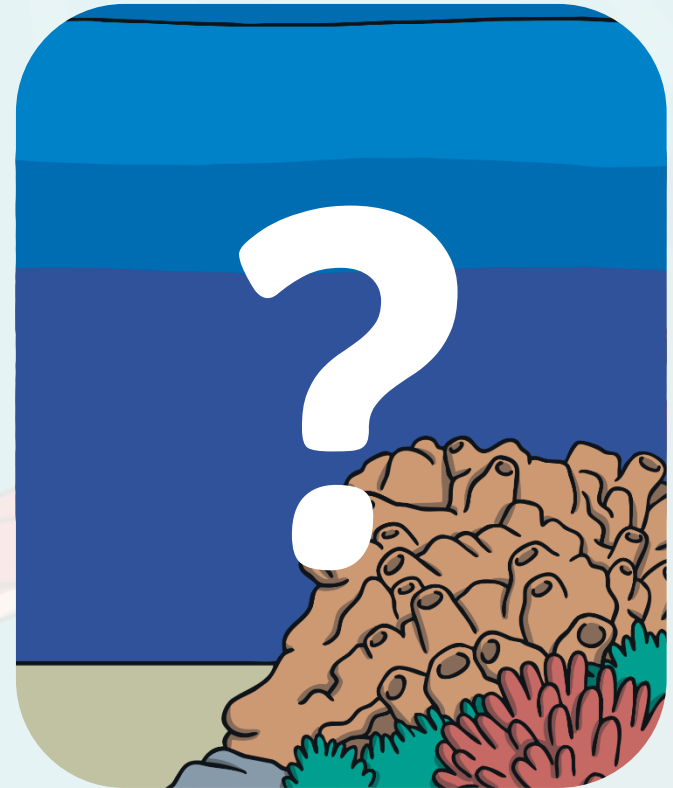
I have 2 sharp claws called pincers.



I walk sideways along the sand.



Humans eat a lot of me!



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



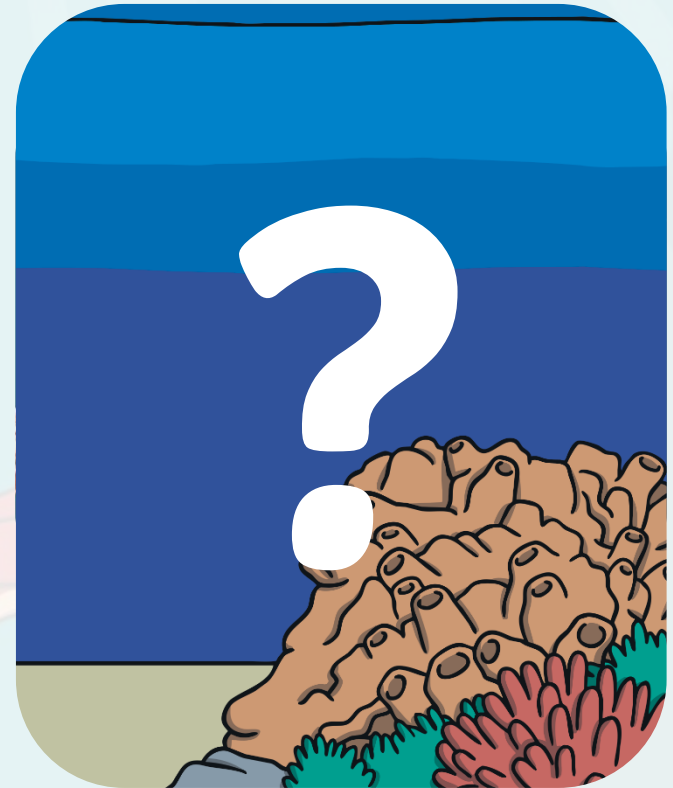
I have 4 flippers.



I have cousins that live on land called tortoises.



I have a hard shell on my back.



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



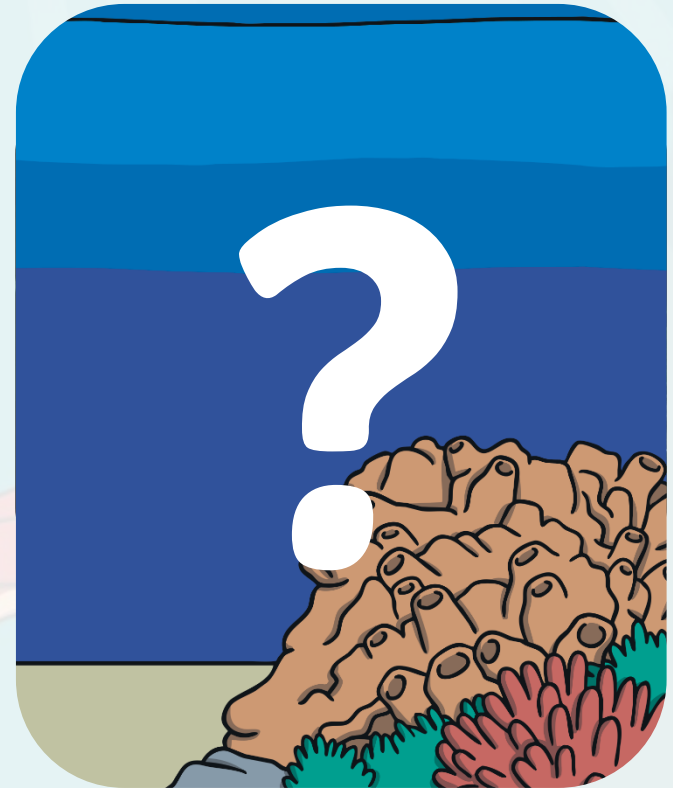
I have dangerous spines all over my body.



I like to hide in the coral reef.



I can blow myself up to be twice as big when in danger!



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



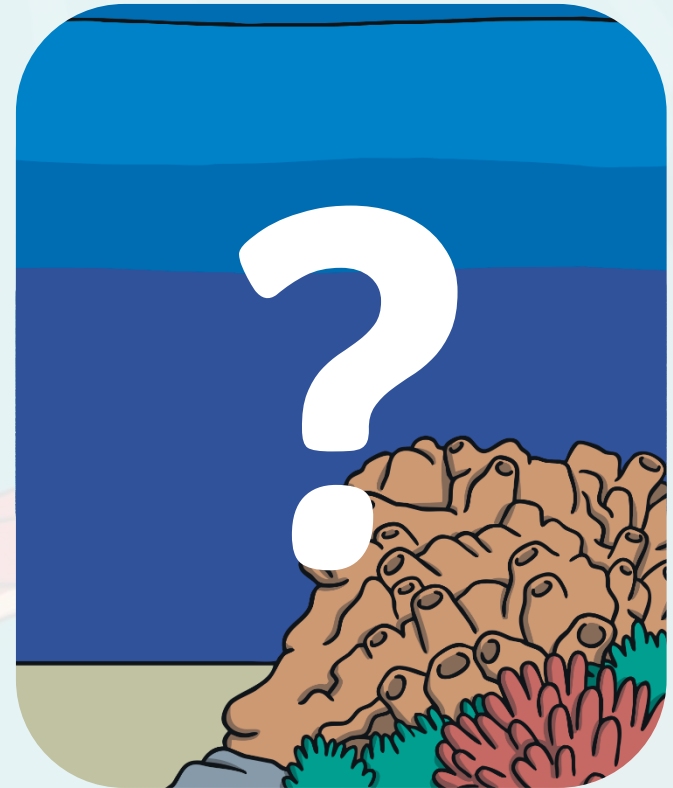
I have to come up to the surface to breathe.



I have a blowhole.



I can grow to be the largest animal on Earth.



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



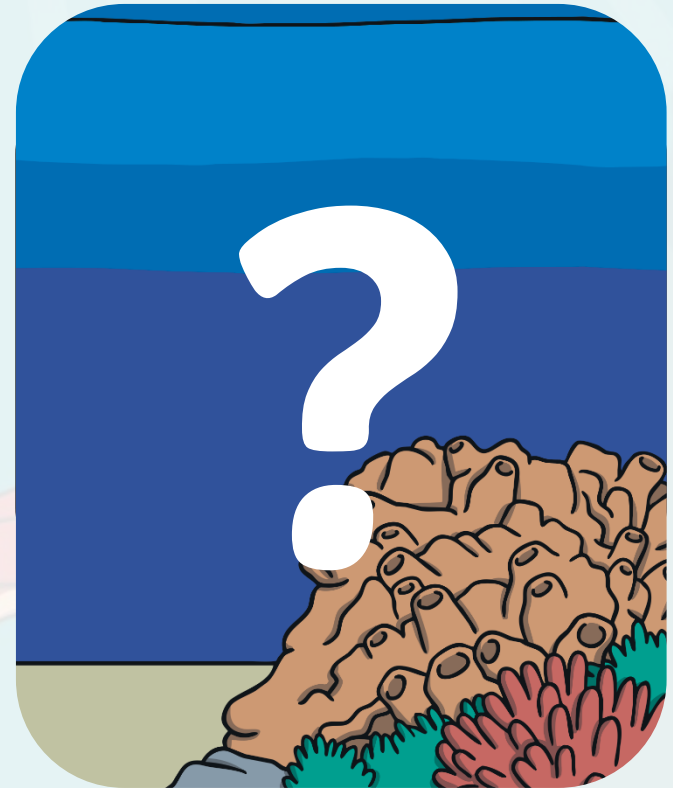
I have long tentacles which hang from my body.



My tentacles can sting you.



I don't have any bones and I am see-through.



Click the question mark to reveal the answer

Next

What am I?

Click the shells to show the clues.



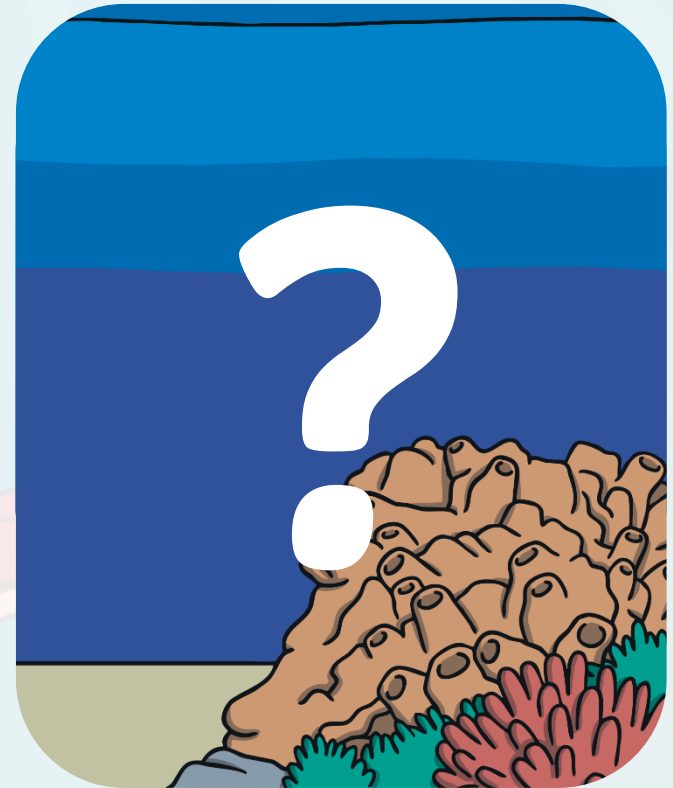
I am a mammal.



I use special equipment to breathe under water.

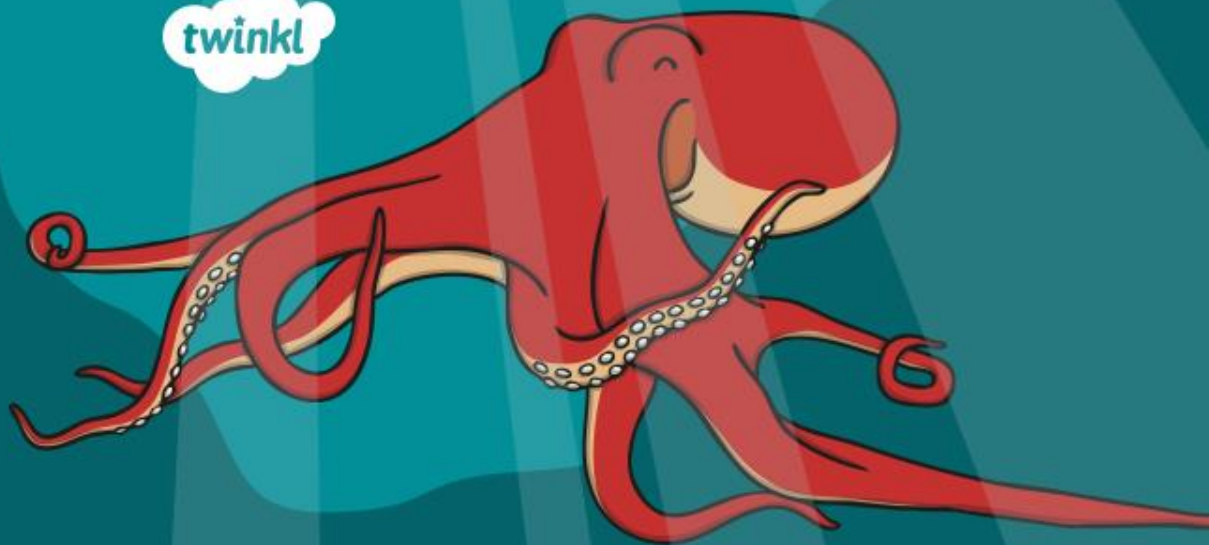
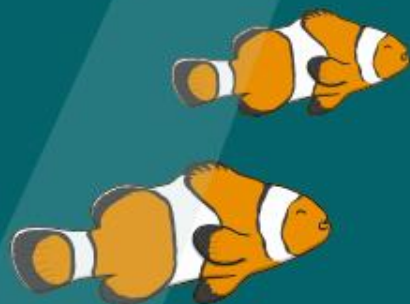


I spend most of my time on land.



Click the question mark to reveal the answer

twinkl



Take 5: Ideas for Independent/Home Learning

Look Up! by Nathan Bryon and Dapo Adeola (Puffin)

1. Explore it

Read the text below and take time to look carefully at the illustrations:



Take some time to think about what you read and saw. Who is the main character? What do you think you know about her from the spread? What is she wearing? What might this mean?

Now think about how her mother describes her, saying that her *'head is always floating in the clouds'*. What does this really mean? What does this tell us about her personality? What do you think she is looking at out of the window? Why do you think this?

Now think about the setting. Where is this story taking place? What is it like there? Who else is with the character? What do you know about these people?

Think about the similarities between this scene and your own life. What is your own family like? Do you have any pets? What are they like? Do they have toys and other objects that belong to them like this girl's cat has?

2. Illustrate it

Think again about what the girl might be looking at outside the window. Follow her gaze in the illustration, is she looking straight ahead, up or down? What might she see? What time of day is it? How do you know? What might she see outside at this time? Focus on her facial expression – how does she feel about what she sees? What might make her feel this way?

Try looking out of your own window for inspiration. Look in the same direction as the girl, what can you see? Can you see anything that makes you feel the same way as the girl does?

Take some time to imagine, then draw what you think the girl might see out of the window, using whatever you have to hand; the back of an envelope or old letter or cereal box will do if you don't have paper to hand.

Once you have drawn your picture, share your drawings with someone else if you can, or talk about what you have drawn with someone else. You might even want to make a frame for your drawing using some card from the recycling, to make it look more like a window.

3. Talk about it

- Why do you think the cat is dressed the same as the girl?
- How do you know the family care for the cat?
- Why do you think she describes her brother's mobile phone as silly?
- Do you know someone who is on their phone all the time? How does this impact on them and you?

4. Imagine it

Imagine you had an older brother like Jamal, who is always on his phone. What might he be using his phone for? How do you think the girl feels about him being on the phone all the time? What tells you this in the words or in the illustration? Why do you think she might want him to look up? What might she want him to do instead?

Now think; if you were the girl, how would you make him **LOOK UP** and take notice of you? Talk about these ideas with someone else, do they think these are good suggestions? You might want to write down your ideas in a letter to the girl to give her your advice.

5. Create it

Think about your own family and life at home. If you were going to draw a picture of what your everyday life was like, what would you draw? How would you write about your family? Do you have a brother, like she does? Maybe you have a sister? If you are an only child, you might draw other people you live with, or other people that visit your house from your family or friends. Do you have a pet like her? Where do your family gather together? What do you do there? Which room would you draw in your scene? What would people be doing?

Now think about how other people in your family might describe you, in the way that the girl's mum does here. What do people say about you that you could share to give a picture of your character? What would you be doing in the scene?

Make your own spread in drawing and writing to share a scene from your home life. Make sure you include details that give a picture of a place in your home, what you do there and the other people at home with you. Talk to someone in your home about your work – do they recognise this scene? Do they think you have described your life as it is?