





Key Stage 1 Weekly Learning		
Year 1, Birch and Maple	Theme: Active Kids How and why do we keep active?	Week beginning: 08/06/2020
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 'The Secret Sky Garden' by Linda Sarah and Fiona Lumbers. 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 '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.	
Our School Value	 <p>Our School Value for this term is Cooperation. This means working together to solve a problem or achieve a task. These videos will show examples: https://www.youtube.com/watch?v=uL5mHE3H5wE https://www.youtube.com/watch?v=AA9MD2ceOBI Think about how you have co-operated with someone at home this week. What did you do to help them? How did it make you feel?</p>	

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

RE - Precious Texts

Think about a book which is special to you.

Why is this book special to you?

How do you look after it?

Different religions have different texts which are very special to them. They handle these texts carefully and with respect.

Using the internet (with the help of an adult) can you do some research on different religions and their precious texts. This link will help and you can listen to some stories from the precious books:

<http://www.bl.uk/learning/cult/sacred/stories/>

Make a poster about which texts are important to which religion.

Think about why it is special to them.

How do they look after their special text?

Where do they keep it when they are not reading it?



D&T - Healthy drink for a sportsperson

Last week you researched some famous sports/sports people. People who do sports need to live a healthy lifestyle. This means that they need to eat/drink healthy foods. Watch the videos below to learn more about healthy foods.

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

<https://www.youtube.com/watch?v=L9ymkJK2QCU>

Can you design and make a healthy drink for a sportsperson? Use the sheet below to help you.

Think about which foods you will include in your smoothie.

Are they healthy?

Which food group do they belong too?

What colour do you think the smoothie will be?

Do you think your sportsperson would enjoy the smoothie?

Why not write down the instructions for making your smoothie.

What equipment did you use?



Geography - World Oceans Day

Our Ocean, Our Future

On
Monday
8th June,
it will be
World
Oceans
Day.



This will be an opportunity to think about why our oceans are so important and how we can help to protect them.

Can you find the names of different oceans? What lives in our oceans? What is their habitat like?

Watch these videos to find out more and enjoy the songs too:

<https://www.youtube.com/watch?v=1WZsxVDTqcU>

<https://www.youtube.com/watch?v=X6BE4VcYngQ>

<https://www.youtube.com/watch?v=vfv7TF9RHbY>

<https://www.youtube.com/watch?v=MfWyzrkFkg8>

<https://www.youtube.com/watch?v=j9elm85IBYA>

Find out some amazing facts to write and have a go at drawing some sea creatures using the sheets given below.

We look forward to reading your facts so please share them on Twitter or email.

Music - Sing Up

Have fun listening to and singing along with some of these songs and taking part in activities using this free website:

<https://www.singup.org/singupathome/songs-for-learning/4-7>

They have a 'song of the week' every Monday to join in with, and this one is called 'Shake my sillies out':

<https://www.singup.org/singupathome/song-of-the-week>

We hope you discover some super songs and would love to know which ones are your favourite.



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 recognising what things have changed about you and what things have stayed the same.

Talk about some of the things you can do now compared to when you were a baby. Reinforce that we all change, and that change is OK. Think about the questions: **How do we change when we grow up? How much have you changed from when you were a baby?**

Discuss that every living thing has a life cycle and grows from young/baby to fully grown/adult. **How have you changed since you were a baby? What can you do now that you couldn't do when you were a toddler? What can you do now on your own that you used to need help with?**



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](https://www.bbc.co.uk/tenpieces/) 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>



Octopus

Octopus live...



Octopus eat...

Octopus survive...



Seahorse

Seahorses live...



Seahorses eat...

Seahorses survive...



Clownfish

Clownfish live...



Clownfish eat...

Clownfish survive...



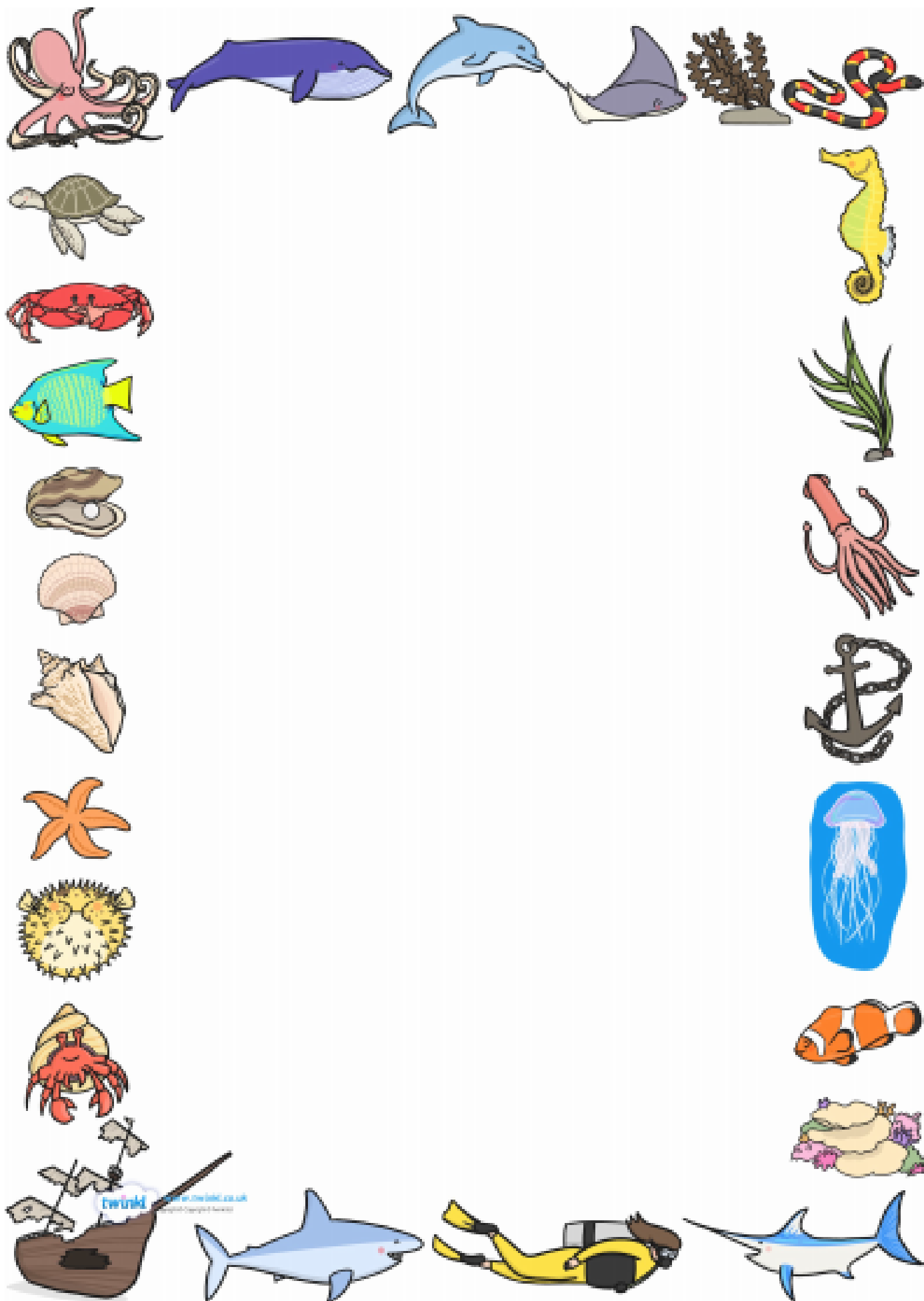
Dolphin

Dolphins live...



Dolphins eat...

Dolphins survive...



A smoothie is a drink. It's made from fruit and / or vegetables that have been blended into a liquid. A smoothie is a healthy drink and great fun to make.

Your challenge is to design a smoothie.

1. Draw pictures of the fruits you would like to blend together in the glass below.



You can change the texture and flavour of your smoothie by adding yoghurt, milk and other juices.



2. Next give your smoothie a name.
3. Try making your smoothie at home. Write down what it tasted like.

Numbers to 20 – ordering numbers

You will need:



a partner



scissors




counters



copy

What to do:

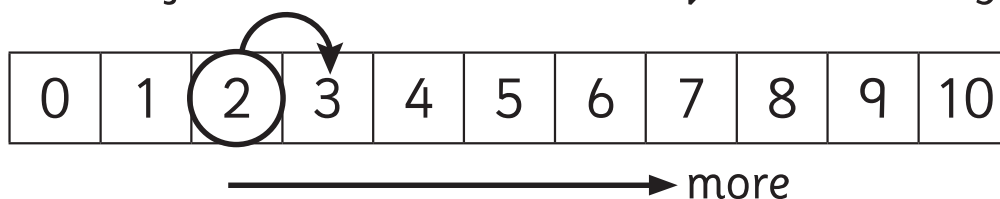
Close your eyes and take 3 numbers. Put the numbers in order from greatest to smallest or smallest to greatest. Tell you partner which way you have ordered them, and ask your partner to check. Take a counter if you got it right. Put the numbers back. Swap jobs for the next round. Play 10 rounds.



1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Numbers to 20 – 1 more and 1 less

We can use the number line to help us find 1 more than a number. We just need to move one square to the right.



1 Add the missing number on these number lines to show 1 more.

a

3	4	
---	---	--

b

7	8	
---	---	--

c

5	6	
---	---	--

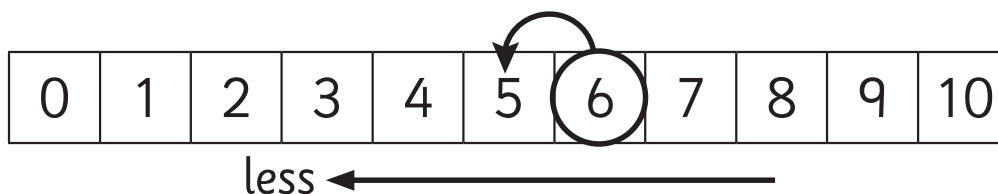
d

1	2	
---	---	--

To find 1 more
locate your number
and move one
square to the right.



We can also use the number line to count 1 less. This time we need to move one square to the left.



To find 1 less
locate your number
and move one
square to the left.



2 Add the missing numbers in these number lines to show 1 less.

a

	6	7
--	---	---

b

	1	2
--	---	---

c

	9	10
--	---	----

d

	4	5
--	---	---

Numbers to 50 – counting

1 Join the dots from 1 to 50 to create this picture.



Numbers to 50 – counting

- 1 Colour the counting numbers from 20 to 50 to help the birthday girl find a path to her birthday cake.



20	21	11	19	25	26	27	28	49	50
19	22	23	24	15	7	8	29	48	19
13	42	17	6	33	32	31	30	47	6
2	37	36	35	34	30	29	45	46	39
24	38	39	40	41	42	43	44	27	38



- 2 Where will 50 steps take you? Work with a friend to find out. Where do you think you will end up after 50 steps? Take the steps, counting out loud as you go. Was it closer or further than you thought? Now try a new direction.



Numbers to 50 – counting

You will need:  a partner  a big outside space

What to do:

Fill in the backwards chart. You will use this to help with your counting.

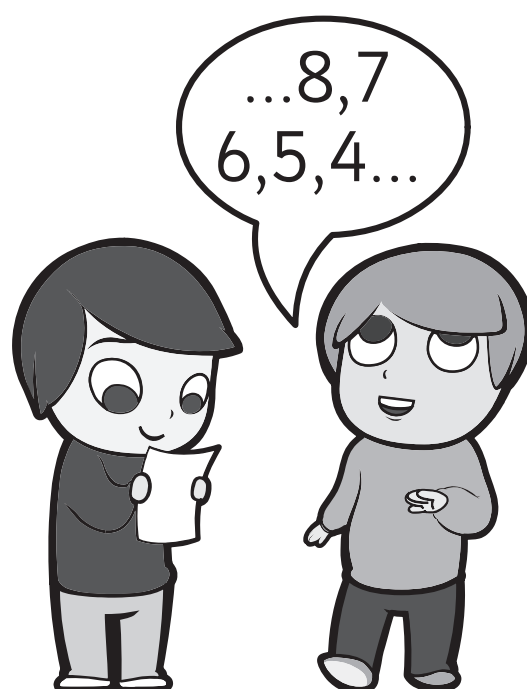
50	49	48			45		43		41
40			37			34			
	29			26			23		21
20		18			15			12	
	9			6					

What to do next:

Go outside with your partner. One of you will be the walker and the other one will be the helper.

Walk backwards slowly and count from 50 to zero. The helper holds this chart and gives clues. They also make sure the walker stays safe and doesn't walk into a tree!

Swap jobs.



Numbers to 50 – counting

1 What numbers come next?

a

37	38						
----	----	--	--	--	--	--	--

b

25	26	27					
----	----	----	--	--	--	--	--

c

17							
----	--	--	--	--	--	--	--

2 What numbers come before?

a

					41	42
--	--	--	--	--	----	----

b

			20			23
--	--	--	----	--	--	----

c

					33	34
--	--	--	--	--	----	----

3 What is another word that means **before**? What is another word that means **next**? Can you think of any more?

before

next

Numbers to 50 – before and after

1 Use the 50 chart to fill in the missing numbers on the puzzle pieces.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

a

11	12	
21		

b

21		

c

1		

d

28		

e

31		

f

	26	

2 What numbers could go on these puzzle pieces?

a

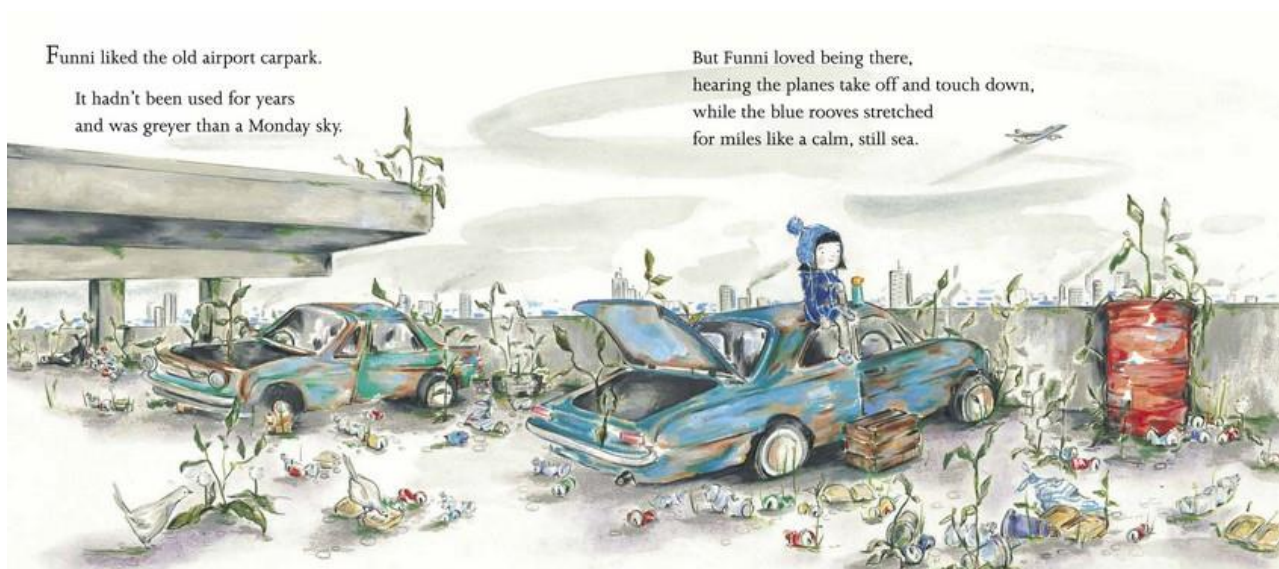
b

Take 5: Ideas for Independent/Home Learning

The Secret Sky Garden by Linda Sarah and Fiona Lumbers (Simon and Schuster)



1. Explore it



Read aloud the words on the pages above and spend time looking at the illustration. What is happening here? How does Funni feel about this place? What words in the text tell us this? What shows us in the illustration? Look again at the place described in the picture. What words or phrases would you use to describe it? Do you think Funni would describe it in the same way? What do you think she would say about this place? You could write your ideas in a thought bubble, writing in character as Funni.

2. Illustrate it

Re-read the text again and listen to the things Funni likes about being high up on the carpark:

'But Funni loved being there, hearing the planes take off and touch down, while the blue rooves stretched for miles like a calm, still sea.'

What do you think Funni sees as she gazes out over the city? Draw a picture of this as though you are looking through her eyes. You might draw the buildings and houses with their blue rooves, you might draw the aeroplanes taking off or touching down. What else might she see as she looks over the city? Are there any clues in Fiona Lumbers' illustrations? You might choose to listen to the descriptive language 'like a calm, still sea' and draw what she imagines she sees as she is up there.

Draw this out, 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. Maybe other people in your family want to draw what they imagine her seeing as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

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: what is similar about the drawings? What is different?

3. Talk about it

Re-read the pages again and talk about what you have read.

- Why do you think Funni loves being in this place?
- Is it a place you would like to visit? Why or why not?
- Why do you think this place looks like it does now?
- Is it right for people to leave a place looking like this? What should happen to rubbish and waste?

4. Imagine it

Think about this place in more detail:

- Do you think this is a good place for Funni to be? Why or why not?
- How could it be transformed to become a nicer place for Funni to visit?
- Would there be things she could do by herself?
- What would she need to be able to do this?

You could write some of these ideas down, or draw out a plan for Funni of what the car park could look like and how to achieve this.

5. Create it:

Think about your own favourite places and spaces. This might be your home, or an outside space such as your garden, a local play space or park. Think about the different ways in which you could be responsible for this place to help keep it nice and make a list of these ideas. It might be a list for your home, such as:

Hang up or put away my clean clothes.

Put my dirty clothes in the laundry.

Put my toys away after I have finished playing with them.

Tidy up my pens and pencils.

Take off my shoes and put them away.

Help to clean up after dinner.

Put this up somewhere prominent and use this as a checklist to keep this a nice place for everyone that uses it. You can ask your family to add other things to the list that they will do to help, or add things that all the community needs to do, if you are thinking about a community space, like throwing rubbish in a bin, and not on the ground.