

Year 1 Home Learning 30.03.20

Hello Year 1s! Hope you are all well. Welcome to the second week of learning at home. We are missing you all, so it has been great to see some of you at your homes getting active and to hear how your learning is going.

We hear that some of you have been trying out Joe Wicks every morning and that's a great way to start the day, to get moving and to build some bridges in your brain! Some of you, we hear, have been getting some fresh air by helping in the garden. Mrs Stubbs is very pleased to hear this. Well, here's this week's learning, and we look forward to seeing and hearing more about what you've been up to through the talktomrsturner@chiltonfoliat.wilts.sch.uk e-mail address. Have fun, 😊 Mrs Gibson & Mrs Jepson.

MONDAY 30th MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ue'. This digraph can make an oo or a yoo sound. Today we will look at words where it is making the oo sound. In your books write the words (parents dictate): - **Sue, blue, clue, glue, true, tissue** (you will need to support with the 'ss' sound in tissue). Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - Sue took the blue glue. Give reminders for correct punctuation.

WRITING TASK

Your writing task this week will be to write a prayer for Easter. Today write a list of the things that you will include in the prayer e.g. spring, new life, Jesus, salvation (save/rescue). Parents, please have a discussion with your child to prompt ideas and revisit knowledge about Easter before writing. Please avoid including ideas about chocolate eggs and Easter bunnies in the prayer. However, these ideas can be used in a discussion about new life.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **have, like, you, some**. Use look, cover, write, check as a method to learn the spellings.

READING Using www.phonicsplaycomics.co.uk read the on-line comic ~ Eggs, eggs, eggs. **ASK:** ~ Why did the third egg look a bit odd? What was the mix up? Which bird is speaking at the end of the story? Later, share one of your own story books or listen to

one of the stories being read from one of the on-line sources. It is really important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10. You say a number from 0 to 10 and your child calls back the number needed to make 10. E.g. you say 4, your child must call back 6. Sometimes say ping and your child will call back pong. If confident with this play ping pong for bonds to 20.

Using www.topmarks.co.uk play Chopper Squad finding one more and one less from a number to 50.

Using You Tube or BBC i-player, find Number blocks. Select an episode for either numbers to 50, adding/bonds to 20, doubles or counting in 2s.

PROJECT

Over the next week, we would like you to continue with your project on Africa, with a focus on the grasslands of Kenya. You should aim to spend approximately 30 minutes each afternoon on the project. You can present this in any form that you wish (as a series of posters, as a book, as information leaflets), but you **must** include some written facts, some form of map work and some artwork. If you have construction equipment, such as Lego, you could build models of an African wildlife park and take photos to add to your project. Areas to research could be: - rivers, weather, people, food, animals, music, houses, clothes, school, faith. Try to make comparisons wherever you can to the village of Chilton Foliat. **Use BBC Bitesize to recap on animals. Select KS1 YR1 animals.**

You can use the websites for geography (Steve Backshall) and the virtual tour museums or WWF as a source of information about animals of the grasslands. See the 'Whole School' tab on the home learning page to access some of these sites.

You should also aim to go outside EVERY DAY to get fresh air and exercise, even if this can only be in your garden. If the weather is poor, try out the imoves website or Go Noodle.

LOOK OUT for the music websites coming soon, under the whole school tab on the home learning page. Whilst we wait for this, try out IsingPOP.

Other activities could include playing a board game, listening to story tapes, general model making (junk or construction equipment), putting on a play or a puppet show of a favourite story.

TUESDAY 31ST MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ue'. Today, we will look at 'ue' making the 'yoo' sound. In your books write the words (parents dictate): - **cue, due, value, rescue, statue**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - Sue will argue with you. Give reminders for correct punctuation and talk about any misconceptions e.g. ensure the correct spelling of 'you' and check that your child is not adding a 'y' before the 'ue'.

WRITING TASK

Review the list of words that you wrote ready for your prayer yesterday. Today you will need to make a plan of the things that you will include. Draw some pictures in the order that you will include them in your prayer. This will look like a story map. You can add labels if you wish. You **MUST** include at least three ideas.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **have, like, you, some**. Use look, cover, write, check as a method to learn the spellings.

Fill in the missing words (write the whole sentence)

I _____ a new toy.

Do you _____ sprouts?

READING

Using www.oxfordowls.co.uk read the e-book Sue Kangaroo. Do a pre-read, by revising graphemes ~ oo, ue and ew and reading the words school and tomorrow. You will revisit this book again tomorrow. You could use the audio function to check that your reading is accurate. Later share one of your own story books or listen to one of the stories being read from one of the on-line sources. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 then for 20. If you are able to, print off and complete the attached sheet for number bonds to 20.

PROJECT

As for Monday

WEDNESDAY 1st April

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'aw'. In your books write the words (parents dictate): - **saw, jaw, paw, straw, crawl, prawn, jigsaw**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - I will crawl on the lawn. Give reminders for correct punctuation.

WRITING TASK

Using your plan/map from yesterday, you can begin to write your prayer. Remember to start with *Oh Lord* or *Dear God* and end with *Amen*. Also, remember to write in full sentences. Say your sentence out loud before writing and use the phonic hand action to sound out any new words. When you have finished read your work back to make sure that it makes sense!

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **have, like, you, some**. Use look, cover, write, check as a method to learn the spellings.

READING

Using www.oxfordowls.co.uk read the e-book *Sue Kangaroo* again for fluency. Ask your child the questions at the end of the book. Later share one of your own story books. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 and 20.

PROJECT

As for Monday

THURSDAY 26th MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'wh'. In your books write the words (parents dictate): - **when, which, wheel, what, whisper**. Give reminders for 'a' making the 'o' sound in what, the same as in was. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. DO NOT RUB OUT any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - I will fix the wheel on my car.

WRITING TASK

Reread your prayer that you wrote yesterday. How does it sound? Make any corrections that you need to or add anything that you think would make your prayer even better. Make a best copy either in your home learning book or on some plain paper.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **have, like, you, some**. Use look, cover, write, check as a method to learn the spellings. Complete the following sentences (write the whole sentence in your book).

_____ can play with me.

Shall we get _____ of those sweets?

READING

Using www.phonicsplaycomics.co.uk enjoy the comic Moon Farm Park. After reading, ask the questions: - Which animals have been born on the farm this week? What food was needed to feed the pets? What did the moon creature eat for a treat? Later share one of your own story books or listen to a story on CBBC or a CD. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 and 20.

PROJECT

As for Monday

FRIDAY 27th MARCH

Yay, its Friday ~ log into imoves at the end of the day for the Friday disco!

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'wh'. Yesterday, the wh digraph made a 'w' sound, but some words with the 'wh' digraph make a 'h' sound. When reading, if you meet a word with 'wh' try the 'w' sound first. If this doesn't make sense, try the 'h' sound. In your books write the words (parents dictate): - **who, whole**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - Who is it? Give reminders for correct punctuation.

WRITING TASK

Decorate your prayer with some Easter symbols.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **have, like, you, some**. Use look, cover, write, check as a method to learn the spellings. **GIVE YOUR CHILD A SPELLING TEST OF THE WORDS LEARNT THIS WEEK.**

READING

Using www.phonicplaycomics.co.uk enjoy the comic Lunch Box. Ask your child the questions: - What do you think was in Ig's lunch box? What did Plod get for lunch? Who do you think got the best lunch?

Later share one of your own story books. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 and 20. Practise counting in 2s to 20. Play Times Table Rock Stars.