

Year 1 Home Learning 27.04.20

Hello Year 1s! We hope that you enjoyed the start of our I-spy topic last week. We saw lots of you planting seeds and watering them. Remember to check them regularly. This week continues with the theme of plants. (I planted some beans and sunflower seeds last week, so hopefully when you are back at school, they will have grown tall! ~ Mrs G 😊).

This week the DfE are launching a Letters and Sounds phonic programme. You should've received a parent mail outlining the times that these lessons will take place. As I haven't seen a preview of these lessons, I have also provided a written phonics lesson. If you can, please try to complete both the online lesson and the lesson provided each day. I will review this at the end of the week and would welcome your feedback.

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 27th April

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revise 'ew' making the 'oo' sound in words. Explain that this sound usually goes at the end of words. In your books write the words (parents dictate): - **chew, flew, grew, threw** (explain as in 'I threw the ball' not as in 'I looked through the window'), **screw, Andrew**. 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): - Andrew chews some meat. Give reminders for correct punctuation.

10.30am Watch the online phonics lesson. (You will be able to watch this later).

WRITING TASK

Do your reading activity first and the follow up activity in 'topic'. Then look carefully at the weed (wild plant) that you have been growing. Write some sentences to tell me what kind of weed it is and anything that you have noticed about it. If you would like extra English work, try out one of the activities from the box below.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **were, was, his, has, your**. Use look, cover, write, check as a method to learn the spellings. If your child is confident (100%

accuracy) with these spellings, try out some from the year 2 common exception words (see the word mat on the home learning tab).

READING Today's reading task is the attached power point presentation ~ Wildflowers. Using slides **1-14 only** ask your child to read about the types of wildflowers. You may need to support with reading some of the words, as there is quite a lot of reading on this one. We will revisit wild-flowers next week. For follow up work see 'topic'.

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

Mental warm-ups ~ count to 100. Play number bond ping pong. Say the number that is one more or one less, count in 2s to 20, 5s to 50, 10s to 100. Count on from a given number up to 100.

Carol Vorderman ~ Topic 1, Module 3, lesson 3. In your books write the tens count, starting with 10 and finishing at 100. (For extra maths see Cheeky Monkey's Challenge).

TOPIC/SCIENCE

Go into your garden (or on a short walk near your home) to see if you can spot some wild plants. (Use the power point presentation to help with naming some). You could also download the 'seek' app on a phone if this is possible, which will help with identification of plants. Draw a picture of the plants you found and write the name next to each one.

Other activities you can choose: -

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 or carry on using Joe Wicks if you are enjoying this.

Use a music website, under the whole school tab on the home learning page.

Extra English work ~ Home learning extra English activity ~

A, We're Going on a Lion Hunt.

B, We're Going on a Bear Hunt, We're Going on a Lion Hunt 2.

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 or maybe an art activity.

This week's challenge ~ Cheeky Monkey's Nature Challenge. (See H/L tab)

TUESDAY 28th APRIL

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ew' making the yoo sound in words. Compare with yesterday's sound. In your books write the words (parents dictate): - **few, new, pew, dew, stew, phew** (compare the different spellings and meanings of few and phew). 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 have a few beans for my stew.
Give reminders for correct punctuation and talk about any misconceptions.

10.30am watch the online phonics lesson.

WRITING TASK

Today's writing task is called I-spy. You will need to choose something that you can see in the garden and describe it. It's a bit like a quiz and you will need to read your work to someone when you have finished to see if they can guess what it is. You need to start with I spy with my little eye something that... Try to write sentences to describe the size, colour, texture, shape, any special features. Make a plan first by collecting some describing words (adjectives) then make them into sentences. Remember not to say what the object is. This is a practise piece of writing and you will do another piece of I-spy writing later in the week.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **were, was, his, has, your**. Use look, cover, write, check as a method to learn the spellings.

Fill in the missing words (write the whole sentence in your book).

Can I have _____ book?

The children _____ at the zoo.

READING

Using www.oxfordowl.co.uk read the e-book Plants for Dinner. Do a pre-read, by revising the sounds ea, wh, ew and ow (as in snow). Read the words together at the front of the book and find out what the explorer challenge is. You will revisit this book again tomorrow.

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

Warm-ups, as for MONDAY. **Carol Vorderman** ~ Topic 1, module 3, lesson 4. In your books, write the 2s count, starting at 2 and finishing at 20 (or you could see how far you can go!)

TOPIC

Find out about the parts of a plant. Use **BBC Bitesize - Select: Primary, KS1, science**. **Scroll down to the section on plants and select ~ Parts of a plant**. Watch this a couple of times then, answer the questions on the quiz.

Now is the time to dig up the weed (wild plant) that you have been growing. Dig it up very carefully so that you don't damage the roots. Brush away any loose soil then carefully lay it down on some paper. In your home learning book draw a picture of your weed. Include as much detail as you can (leaves, roots, flowers, stem, seeds). After you have drawn it, label the parts. Remember to use your phonics to spell the words correctly.

Don't forget there's Cheeky Monkey's Challenge for some extra science/maths this week.

WEDNESDAY 29th April

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'a-e'. This is known as the split digraph. A digraph has been split apart by one consonant. The vowel (a) changes from its sound to its name. In your books write the words (parents dictate): - **gate, game, cake, plate, frame, Jane**. Ask your child if they can remember how to put on the sound buttons and bars. 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): - Jane will bake me a cake. Give reminders for correct punctuation. **10.30am Online phonics lesson**

WRITING TASK

Finish or check your work from yesterday. Could you make it better by adding any more information?

If you would like an extra writing activity today, try out an activity from the box on Monday.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **were, was, his, has, your**. Use look, cover, write, check as a method to learn the spellings.

READING

Using www.oxfordowl.co.uk reread the e-book Plants for Dinner for fluency. Ask your child the questions at the end of the book, plus 'Which plants can you eat the roots from?' Further follow up work can be found under 'Topic'.

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

MATHS

Warm-ups as for Monday. **Carol Vorderman** ~ Topic 1, module 3, lesson 5. In your books, write the 5s count starting at 5 and finishing at 50.

TOPIC

Today's topic work is all about 'plants for dinner'. Can you remember some of the plants that were eaten from the book 'Plants for Dinner'? Try out the activity 'Plants we eat' from the attached sheets on the home learning tab. If you have a printer you can print off the sheet to tick the foods that you think are a part of a plant. If not, use the pictures on your laptop to discuss with your child or ask them to make a list of the ones they think are from plants. (The answers are on page 2).

EXTRA: ~ You may wish to have a discussion about chocolate being made from cocoa pods from a plant. If you want to see what a cocoa pod looks like, type chocolate into BBC Bitesize and select 'A brief history of chocolate'.

Your next task is to draw a dinner plate. Then draw a lunch or dinner on the plate (you must include some fruit and vegetables). Label your food to show which parts of your meal are from plants. You could also include which part of the plant they are from e.g. Carrots (roots), lettuce (leaves)...

(Don't forget The Cheeky Monkey Challenge).

THURSDAY 30th APRIL

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'e-e'. Recap from yesterday on the split digraph and compare e-e with ee. In your books write the words (parents dictate): - **Pete, Eve, Steve, theme, compete,**

complete. 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): - Pete and Steve made a complete meal. Give reminders for correct punctuation and the 'ea' sound in meal.

WRITING TASK

Today's writing is another I-spy task. You will need to choose a wild plant from your garden or near your home. Use the prompts from Tuesday to help write your sentences. If you would like to, you can send me a photo of your writing/quiz to talktomrsturner@chiltonfoliat.wilts.sch.uk to see if I can guess which plant you have described.

SPELLING/KEY WORDS FOR READING

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

I _____ at the park.

Steve put on _____ coat.

READING

Using www.oxfordowl.co.uk read the e-Book ~ Leek Hotpot. Do a pre-read at the front of the book. This is a book that I would expect you to be able to read well and I would like you to read it without any sounding out. So, if you come across a word that you don't know, try to sound it out in your head before saying the word. This will help you to become more fluent in your reading.

If your child can already read this book fluently and would like a challenge, try out the e-Book ~ A Monster Mistake. Remember to do the pre-read before starting and practise any words that you are unsure of after you have finished.

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

Warm-ups, as for Monday. **Carol Vorderman** ~ Topic 1, Module 4, lesson 1.

TOPIC

How is your bug den coming along? Make sure you've checked it out to see if any bugs have made a home there yet! Make sure that you've also checked on your plants.

Today's topic work is RE on our value of love. We would like you to write a list of 5 things that you love about either your mum or your dad. Then decorate your list to show the things that you have written about. You can do this in your home learning book, or you can make it into a poster.

FRIDAY 1st MAY

Yay, its Friday ~ log into Imoves at the end of the day for the Friday activity!

11.30am I Sing Pop worship ~ log in from the whole school home learning tab.

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit all the sounds practised this week. In your books write some of the words covered over the last week (parents dictate). 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): - Pete and Andrew made a stew. Give reminders for correct punctuation.

WRITING TASK

Finish any writing tasks from the week. Make sure that you have checked your work for any mistakes. If you would like extra writing, don't forget the tasks in the box shown on Monday.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ **were, was, his, has, your**. 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.oxfordowl.co.uk read Leek Hotpot again. See if you can read this fluently today, trying out the silent sounding out skill you learnt yesterday, if you come across a word that you're unsure of.

If your child is fluent already with this book and you tried *A Monster Mistake* from yesterday, give this another read (or read part of it again). Can you read this book without sounding out any words? Answer 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

Warm-ups ~ count to 100. **Carol Vorderman** ~ Topic 1, Module 4, lesson 2.

TOPIC

Finish off any plant work, challenges or other activities from the week or choose an activity shown in the box on Monday.