

Year 1

Week beginning: 10-5-21

Aims are based on the expected learning for the year groups and tailored to the needs of the individual or group.

P.E

Unit: Invasion Games

Learning Objectives:

- Travel forwards, backwards and sideways; change direction while travelling

We will be using this Lesson Plan and Resource Pack <https://www.twinkl.co.uk/go> Code RZ1596

Warm Up: Play a game of Traffic Lights - a leader says / shows GREEN you run, AMBER you walk, RED you stop.

Talk about Travelling Forwards and Backwards

- Explain that some fairground rides travel forwards and backwards, like the pirate ship and that we can also travel forwards and backwards. It would be good to look at photos and videos of these rides.

Skill 1 – Travel Backwards: Reverse and Don't Bump!

- Walk backwards across the playing area. Keep looking over your shoulder to check for other movers!
- Work with a partner. Holding either side of a quoit, both travel backwards together across the playing area. Take turns to be leader and follower.
- Finally, work in groups of four. Hold a skipping rope and travel backwards together across the playing area.

Skill 2 – Sidestep - Side-to-Side like a Pirate Ship Ride

- Travel sideways using sidesteps.
- Play 'Stuck in the Mud' using only sidesteps to travel!
How to Play: Two players (catchers) must travel around the space trying to catch other players by gently tagging them. Players that have been caught stand still with their arms held out straight and wait to be released by other players who must sidestep under their arm.

Skill 3 – Changing Direction: On a Roller Coaster Ride!

- Practise changing direction while travelling using the instructions in the following directions:
 - *Set off, travelling forwards in a straight line.*
 - *Now the rollercoaster speeds up! Start to travel a bit faster.*
 - *It's a bend in the track! Get ready to turn a corner... now! Everybody should change direction so they are travelling a different way.*
 - *Oh! We've reached the end of the track! The rollercoaster is going to turn around so it can travel in the opposite direction. Can you turn your body to travel back the way you came?*

Step It Up

Increase the speed of movements (such as jogging backwards or making their sidesteps smaller and quicker) and the pace of the directions.

Step it Down

Practise each skill slowly at first
Work within a smaller group to during games or with an adult to help repeat instructions

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LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)


- To identify the different types of words in sentences
- To write and check sentences using the correct number of words in the correct order.

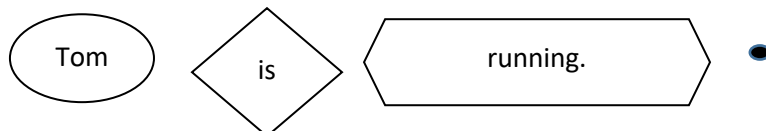
Activity 1:

- Read some sentences together and find the words that tell you who it is about and what they are doing.

- The 'who' word is called a noun. 

The 'what they are doing' word is called a verb. 

- The short word before the verb (is, are, was, were) is also a verb (an auxiliary verb). 

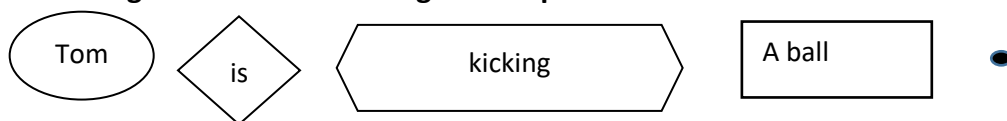


- Look at a picture/s and write sentences what describe who is there and what they are doing.
- In school we will be using the shapes around the words to help us.

Activity 2

- We know nouns can tell us who a sentence is about, nouns can also be things that are found in the sentence.

- The 'thing' word is a noun using this shape: 



- We can also use the 'thing' noun to start a sentence, for example
The ball is rolling. The doll is sitting.
- Read some sentences together.
- Underline or draw the correct shapes around the 'who' and 'thing' nouns.
- Underline or draw the correct shapes around the 'what are they doing' verbs.

Activity 3

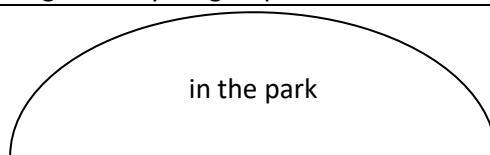
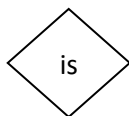
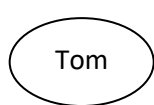
- Now we will add 'where' words to our sentences.

- The 'where' word is a preposition using this shape: 

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- Look at some pictures and write some sentences about what you can see happening and where and to who.
- Read them to a partner or an adult and show which words are who, what doing and where words.

If you are working at home we suggest using your online reading books for pictures to give you ideas for sentences.

Handwriting

(Suggested 10 minutes, 3 times a week if doing some at home)

Learning Objective:

Improve the formation and size of tall and short letters

Activity

- Write the words on lined paper or a whiteboard. Start at in the correct place and go down or around first. Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t**, **f** or **x**.
- Write these words

- *they you your me we she he*

Some letters are tall (we call a part that is higher an ascender) - **l h b**

Some letters are short - **a s n**

Some letters have a 'tail' (we call this a descender) - **p g y**

Make sure all letters start at in the correct place and go down or around first.

Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t**, **f** or **x**.



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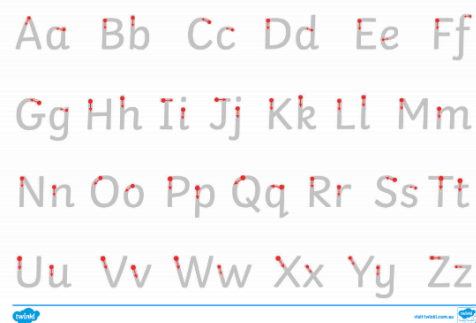
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Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

You might like to print one out to keep and use:

www.twinkl.co.uk/go/Code/CP9160

This will help your child see where their letters should begin and end.



Reading

(Suggested 15 minutes, 3 times a week)

Learning Objective:

- To identify different types of punctuation in books
- To use punctuation to help develop expression in reading aloud

Activity

Children will be reading in groups developing the following skills

- Decoding new words – using phonic and context/picture cues
- Answering questions about what has been read
- Sharing opinions about the book

This week we will focus on looking for different types of punctuation marks and how we should use these to help us know how to use our voice in reading particular sentences. This helps us develop expression which makes our reading interesting to the listener.

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Online Reading Books can be found at <https://my.risingstars-uk.com/>

Rising Stars reading scheme online - staff have selected books for each child.

You have received a Parent Mail about this with a username and password for your child.

You will also need to enter the 'Centre ID' - 6060655, in the box below the username and password.

Encourage your child to:

Read independently using phonic sounds and known words

Answer questions about what is read and heard in books

Please continue to enjoy reading any other picture books and stories aloud to children. You could watch stories on youtube or CBeebies Bedtime stories if you have limited books at home.

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MATHS

Learning Objectives

- To solve one stop multiplication and division words problems using objects and pictures.

Activities

Activity 1: Grouping

- Count aloud in groups of 2, 5 and 10 –
- **Step it Down:** Some children may need objects or numberline/100 square to help them with these sequences
- Use counting in multiples to add equal amounts. Another way to describe this is repeated addition, or *multiplication*.
- Make some arrays and talk about how the multiply or 'times' symbol is used in number sentences for these (eg 3 rows of 2 is 6 as a number sentence is: $3 \times 2 = 6$)



Activity 2: Multiplication Problems

- Solve everyday problems involving groups of 2, 5 and 10 – decide which multiplication (or repeated addition) sum to use.
- Examples might be:
 - 'Dad sorts 5 pairs of socks – how many socks altogether?'
 - 'Sam had three 5p coins – how much does he have to spend?'
 - 'Kim got 5 bags of sweets with 10 sweets in each bag – how many sweets altogether?'
- Calculate answers using objects or pictures to help you.

Activity 3: Sharing

- Use groups of objects and share them equally – we could use cubes, dienes 10s & 1s, coins, food items
- Some children can use the divide symbol (which is \div) in number sentences to show how a larger number is split into groups (eg 10 shared by 2 is 5 as a number sentence is: $10 \div 2 = 5$)

Activity 4: Division Problems

- Children will calculate their answers using objects and pictures to share equally
- Examples might be:
 - 'Mum had 12 socks – how pairs is that?'
 - 'Tom shared 10 biscuits onto 5 plates – how many on each plate?'
 - 'I had 30 sweets and shared them between 10 friends – how many each?'
- Calculate answers using objects or pictures to help you.

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R.E. (RELIGIOUS EDUCATION)

Topic: Holydays and Holidays

Learning Objectives:

- To remember, to celebrate and respond to holidays as days to be happy.
- To know that Pentecost is a holy day and the feast of the Holy Spirit.

Celebrating

Activity 1 – Child/Children to decide how they would like to celebrate in the next lesson

Gather- How shall we gather? Make a circle? Sing a song? Say a prayer of thanks for the Holy Spirit?

Word- Is there a story that reminds us of Holy days? Ascension, Pentecost?

Respond- What activities could we do to celebrate Holidays and Holy days? Children can choose from the selection or have their own ideas.

- flame templates to write prayers, Jesus' promise or words that describe how the disciples felt,
- prayer cards to give thanks for the Holy Spirit,
- painting of Pentecost,
- make disciple finger puppets and act out the story of Pentecost,
- make flame kites explaining what the holy Spirit is,
- make windmills/wind twirls.

Going Forth- Share different things we did to respond.

Ask: How can I help to make a holiday a happy time? How will I let the Holy Spirit help me and guide me this week? How shall we celebrate/conclude this?

Activity 2 – Children to celebrate the topic. During 'Going Forth' children to record their ideas onto a footprint to be added to their Jesus book.

Key vocabulary:

holiday holyday Apostles help Pentecost promise

Holy Spirit (helps us and guides us in our lives) guide Resurrection alleluia

P.S.H.E (Personal, Social, Emotional Health Education)

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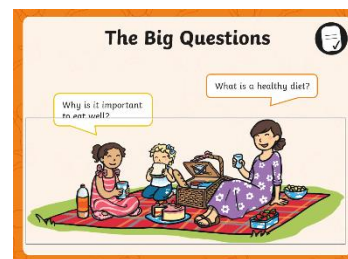
Learning Objectives

- To make healthy choices about food and drink

Activity 1

Children to talk about the Big Question - What is healthy food?

- Think about healthy food – what is healthy food? Talk about it as a Class.
- Look at the Lesson Presentation, Work with a partner and decide which foods are healthy or unhealthy. How often do you eat treats? Highlight it is healthier to eat less treats for your body, teeth and mind.
- Children to sort snack cards into healthy, unhealthy and 'not sure'. Remind the children that talking about it together is more important than everyone agreeing.
- Reflecting – Treat or Healthy? Using the spinner, children in teams to talk together about whether the food is healthy or an occasional treat. Praise for talking about the food as well as answering the question.



Activity Two

- Make a list of the food they would like to have at a party. What would be healthier options?

Key Words:

treat healthy unhealthy occasional

Step it up:

- Could we make an alternative birthday cake? Children research how to make cakes from vegetables and make a list of which are the most successful.

Step it down:

Have prompts to help eg

- word mats
- sheet showing healthy food

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Learning Objectives

- To understand the importance of listening and following instructions

Activity One

Split class into 2 groups and play 'Simple Simon' indoors and second group play a game (passing a ball) around the playground by following instructions. Swap.

- Look at two simple Lego models or two simple patterns using multi-link. What do you notice about them? Children to notice they are not the same there is a pattern or multi-link in the wrong place. Talk about what could have happened when they were built? Yes, one did not follow the instructions carefully.
- Show children the simple instructions and ask 2 children to build it again. What happens?
- Work with a partner making a lego model or multilink pattern. One child builds the model and then gives the other child instructions on how to build it. Do they look the same? Were the instructions clear?

Activity Two

- An adult will draw a simple picture (house, 2 windows, a door, a tree, roof etc) **without the child seeing** the drawing. Then the children will listen carefully and follow the instructions to draw the house.
- Do the drawings both or all look the same? Did everyone listen carefully to instructions?

Learn the word '**Algorithm**' which means precise, step-by-step instructions.

You were all given 'algorithms to complete your models and drawings.

Can anybody give examples of 'algorithms' they use?

One example might be getting ready for school in the morning, there is a correct order for doing things.

What would happen if you put your clothes on over your pjs? What about breakfast? Would you pour cereal out before you have a bowl?

We use 'algorithms' to create simple instructions on the computer. Next week we will be complete some paintings on the computer following step by step instructions

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TOPIC

Geography

Learning Objective:

- To identify human and physical features of a place

Activity 1

- Look at pictures of different places using the powerpoint.
- Talk about what they can see with their talk partners.
- Talk about the human and physical features



Activity 2

- Sort a variety of pictures into two groups – human and physical.
- Talk about how they have sorted the pictures and address any misunderstandings.
- Draw one human feature and one physical feature and label.

Step It Up

- Write a sentence comparing human and physical features.

Key Words:

Physical features – features which are made by nature eg. Rivers, rocks, mountains, sea, beach

Human Features - features which are made by humans eg houses, shops, roads, swimming pools

