

Year 1

Week beginning: 12-7-21

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

P.E.

Learning Objectives: Send/Receive Equipment and React/Respond

- Perform a small range of skills and link two movements together
- Perform a sequence of movements with some changes in level, direction or speed

Activities Based on Jasmine REAL PE Unit 5 Lesson 4

Warm Up: Play a game of Magic Beans - follow the directions and move / make shapes of different beans!

Runner Bean – go for a jog Baked Bean – show how hot you are

Jelly Bean - wobble like a jelly French Bean – wave and shout Bonjour!

Learning Skills

Yellow Challenge From a distance of 1, 2 and 3 metres: I can react and catch a large ball dropped from shoulder height after 1 or 2 bounces.

Green Challenge From a distance of 1, 2 and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.

Red Challenge From a distance of 1, 2, and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

Skill Application:

Physical Challenge Work with a partner, taking turns as 'catcher' and 'dropper'. The 'catcher' must come up with different ways to start, move and catch the ball(s). Use the ideas below to make the activity more or less challenging depending on how you're finding it:

Easier:	Middle:	Harder:
1 metre	2 metres	3+ metres
Large ball/s	Smaller Ball/s	Smaller Balls
1 ball drop	2 ball drop/catch	

- While you practise skills in pairs, choose to be different characters, e.g. Ringo the goblin, Natty the wise wizard, the Fairy Queen. You each need a coloured bib and a coloured cone to represent a spell. When a character holds up their cone it puts everyone under a spell, e.g. a green cone turns everyone into a frog and they have to jump around; a red cone means lots of fire balls scatter around the area (teacher rolls lots of soft balls and children have to jump over them); blue cone means children swap partners; yellow cone means children sit down as quickly as they can. Spells and characters can be changed throughout.

Cool Down: Roll Around - Roll a ball up and down the sides / back / front of your body while standing up
 Sit down and roll the ball in circles around your body, stretching behind / in front of you
 Still sitting, roll the ball up and down the sides / back / front of your body

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LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To use adjectives to describe what the wolf looks like.
- To use correct punctuation, spelling and handwriting.
- To write a Thank you letter – remembering to start with 'Dear' and end with 'Thank You Little Red Riding Hood'

Activities

Activity 1

Make a Wanted Poster

- Think about words that describe what the wolf looks like and what he does that is bad
- Draw or colour in a wolf picture
- Add some short captions describing him: eg large sharp teeth, scruffy grey fur, long pointed claws
- Then add short sentences saying why he is wanted: he wants to eat children and grannies, he tricks people with a disguise



Activity 2

Write a Thank You Letter

- Write a letter or make a thank you card for the woodcutter
- Explain why you are thankful, saying what they did and what you think about them (eg they saved Red Riding Hood, they are brave and strong).
- You could think of a way to show your thanks (offer to invite them to tea or make them a present)

Activity 3

Write a Letter to Red Riding Hood

- Write a letter to tell Red Riding Hood that you have read about her.
- Tell her what choices she made and whether they were good or bad.
- Suggest what choices would be better next time she goes for a walk.



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Handwriting

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

Learning Objective:

To 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

Dear, to, love, from, because

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.

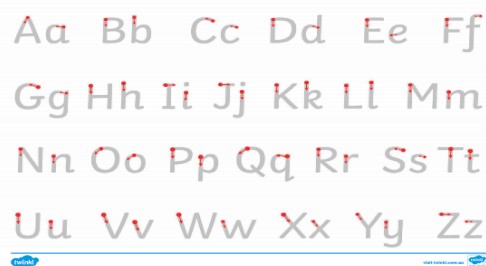
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

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 answer questions about what has been read**

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 especially focus on comprehension skills – answering questions about our books

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, including stories read to them at home.

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MATHS

Learning Objectives

- Name an order the months of the year
- Sequence events in chronological order
- Measure time in minutes and seconds
- Read and write time to o'clock and half past

Activity 1:

To order the days of the week and the months of the year

As a group, hold the names of **days of the week** and stand in order.

Which days do we come to school?

What days make up the weekend?

Which day comes before Wednesday?

Which day comes after Thursday?

Children to record the order of the days of the week.



Look at the **months of the year**.

Which month are we in now?

Which month is your birthday in?

Share the months of the year cards out.

New Year's Day is January the 1st. Who has January?

Which month comes next?

Holding the names of months, put them in order.

Which month comes after January? Which month is before December?

Which month is before January? After December?

Record the month of the year in order (cut and stick / paper chains).

Activity 2:

To sequence events in order

Chronological order is the order of when events happen

You would not go to school in your pyjamas or go in the bath after you get dressed.

When we are writing we order some writing using First, Next, Then, After.

What do we call the day before today? Yesterday.

What do we call the day after today? Tomorrow.

Complete an activity showing understanding of the order of everyday events.

How many seasons do we have? Who knows what they are called?

Which season comes after Winter? Which season comes before Summer?

Invite children to describe how they would blow bubbles using a bubble wand. What would you do first, next, then?

Activity 3:



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To read and show the time to o'clock

To recap using clocks and showing the o'clock times.

Where does the small hand point to? The hour. It is known as the hour hand.

Where does the big hand point to? The minutes. It is known as the minute hand.

As an adult says a variety of times, make that time on the clock.

Answer questions such as: *My clock is showing 3 o'clock, show me the time 3 hours later.*

Make 7 o'clock - What is 2 hours earlier?



Activity 4:

To read and show half past times

Remember the o'clock times from yesterday.

Where is the minute hand if it is half past the hour?

As adult say different times, show different o'clock and half past times.

Show the time for an hour later. Half an hour later. An hour and a half later.



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R.E. (RELIGIOUS EDUCATION)

Topic: Being Neighbours

Learning Objectives:

- To remember, celebrate and respond to neighbours all around and to know that everyone is a neighbour loved by God.

Children to think of ways they want to celebrate this topic.

Gather- How shall we gather? Make a circle? Sing a song (God's love is so wonderful)? Say a prayer of thanks for our neighbours/prayer we said together about neighbours?

Word- Is there a story that reminds us of neighbours? The Good Samaritan?

Respond- What activities could we do to celebrate Neighbours?

Help the children think of ideas e.g.

- Make holding hands prayer cards thanking God for our neighbours and helping us to be good neighbours,
- Draw pictures of someone who is a good neighbour in photo frame- write words around of why they are a good neighbour,
- Make stick puppets and act out the story of the Good Samaritan,
- Make Fairtrade poster, on template of the world write and draw ways we can show God's love to our neighbours at home and beyond,
- Make cards with one side showing a time you've been a good neighbour and another time of how someone has been a good neighbour to you,
- Make a wreath of all the different children in your group's hands joining together to show we are all neighbours,



- Making people paper chains showing us all holding hands- draw faces on them.



We will all respond to this topic by writing on a footprint ways we can follow Jesus and be a good neighbour

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

Learning Objectives

- I can explain ways to keep my belongings safe.
- I understand why it is important to do so

Activity 1: How can we be careful about our belongings and why is it important to do this?

Look at the information in the Powerpoint



Recall the learning we have done about people earning money through going to work, keeping it safe and then spending it on things that they need.

Think about the sentence : ‘One way I keep my belongings safe is....’

Everyone who is happy to share their ideas with the class should have a turn.

- Look at a selection of items from around the classroom, e.g. a child’s coat (ensure you have their permission first), exercise books, rulers, pencils, resources.
- Discuss together that these are things we use a lot at school so they are very important and we need to keep them safe. How do we do this?
- We need to understand that by just putting things away, and our belongings having a safe place to be kept, we can help ensure we can use them when we need them and this helps keep them safe.

Activity Two

Group work

- Look After It!
- Work in small groups to think of ways that they keep their belongings safe in a variety of situations.
- Look at the Situation Activity Sheets and work together to complete their sheet, showing how they keep their belongings safe in each situation.


Talk Time

- What Would You Do? Groups will share with each other how we can keep our belongings safe in the situation they were working on.
- Each group presents to the whole class explaining why they have recorded what they have.
- Each group can put
-
- Situation Activity Sheet in the frame provided on the Lesson Presentation and talk about their ideas to the whole class.

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Looking After Our Belongings 

You have shared some fantastic ideas of ways that we look after our belongings. Now let's consider why it is important to do this.

What would happen if we didn't keep our belongings safe?



After some thinking time, discuss this with your partner and be ready to share your ideas with the class.

Now think of one way we need to look after things in our classroom. Can you write a reminder on a sticky note to show others how to keep their belongings safe? Go and stick your note in the area of the classroom that it is about.

Use the slide above and to talk then to write a reminder on a sticky note and put them around the classroom to help us keep our belongings safe,

Key Words: *Money, safe, look after, care, possessions, belongings, careful, important*

Step it up:

- Talk about how we can keep our belongings safe.
- Ask adults at home how they keep their belongings safe.

Step it down:

- Talk about how they can keep your belongings safe in a smaller group. Allow all children to take a turn.

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TOPIC

Art / DT/ Geography

Learning Objectives:

ART/DT: To use a range of materials and resources to respond to ideas from a story
To represent places, fabric and textures using varied colours, patterns and materials

GEORAPHY: To create a map based on a fictional journey and places

Activity 1 (you may wish to do more than one)

Create pictures/props to match different parts of the story for example

Use oil pastels and mix up shades of green/brown paint to create the woods

Use pastels/chalks to create a cottage

Use patterns to create a nightdress or blanket design for Granny

Use cardboard tubes and collage materials to create character puppets



Activity 2



Write a list of food that Red Riding Hood could take for her tea party with Granny

How much of each type of food would be needed?

You could then draw or collage the items inside a basket with a folding top

Activity 3

Draw a map showing Red Riding Hood's Journey

Include her own cottage, the woods, Granny's cottage and show the route using a dashed line/arrows

You could also add: the wolf's den, the woodcutter's house and their journeys to Granny's in different colours

Use small symbols or shaded areas to show what/where things are.

You could also look at real maps of local woods to show the symbols/colours used to help people find their way around.



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