

Year 1

Week beginning: 14-6-21

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	

Read the and practise the skill through the following story (catch the falling globes!)

All was not well in Fairyland!

Six fairies had mysteriously disappeared so the Fairy Queen asked Ringo, the hobgoblin, for help. Ringo travelled to Natty the Wise wizard's castle to ask him if he knew where the fairies might be.

The Wise Wizard used his crystal ball to show Ringo that the fairies were trapped inside globes hanging from trees in the orchard of a nasty wizard. A spell had been cast that meant the globes would fall when someone got close to them.

Natty helped Ringo practise catching globes from different distances so he would be ready to rescue the fairies. He started with two bounces but he knew the fairies would be hurt if he didn't catch the globes after one bounce.

When Ringo arrived at the orchard, he noticed the globes were smaller, but he was still determined to rescue the fairies. First, he rescued fairies in the trees he could get close to before releasing all the fairies from the globes.

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

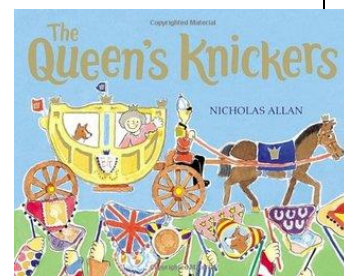
Learning Objectives (Reading, Writing, Spelling & Grammar)

- To innovate a familiar story (think of features of a character, setting, events)
- To rehearse their story
- To write an innovated version of a familiar story
- To use simple punctuation correctly in sentences

Activities

Activity 1

- Talk about and list, familiar members of the Royal family and something that is special about them e.g. Duchess Kate and her hats, Prince Charles and his medals, Princess Charlotte and her dresses.
- Decide which persons item to draw and write their name on a sheet. Then draw and label different version of their item e.g. a hat for horse racing, burger hat for a barbeque, party hat etc.



Activity 2

- Add post it notes with ideas about changes to your own copy of the class story map.
- Add pictures of the different version of their item to change the original story.
- Tell a partner your version of the story using their story map.

Activity 3

- Begin writing an innovated version of the story 'The Queen's Knickers'
- Remember to use capital letters, full stops, finger spaces and adjectives consistently.

Activity 4

- Reread your work to a partner.
- Have you added capital letters and full stops? Have you missed any important adjectives?
- Continue retelling by writing the ending.
- Illustrate the story when completed.

Activity 5

- Improve given sentences using capital letters, full stops, finger spaces and adjectives.
- Find adjectives in sentences.

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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**
- 📌 **First, one, next, because, they**

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.

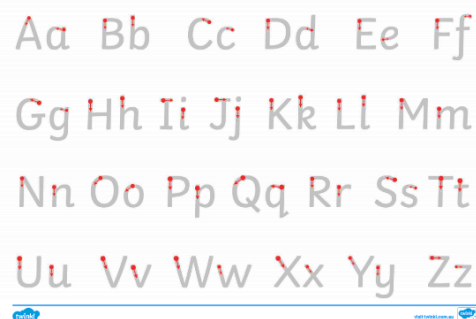
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

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 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
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This week we will especially focus on looking for different types of words (nouns, verbs, adjectives etc) in reading particular sentences. Choose a sentence from 3 pages of your reading book and talk about the type of words in it.

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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 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Say one more or less, from any given number
- Read and write number from 0 to 20 in numerals and words
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

Activities

Activity 1: To order numbers to 20

Identify one more and one less than a given number

Use the language of equal to, more than, less than (fewer), most, least

Ask questions e.g. one more than 14? One less than 20?

Show a number line and ask children to identify missing numbers. How do you know which number is missing? Tell me a number which is between 12 and 15.



Activity 2: To know odd and even numbers

Develop recognition of pattern in the number system, odd and even numbers

Count in 2s from 0, What can you tell me about these numbers?

Count in 2s from 1, What can you tell me about these numbers?

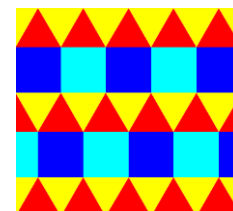
Tell your partner about your number, without showing it. Is it odd or even? Is it smaller than ten? Larger than three? Can they guess your number?

Activity 3: To follow repeating patterns

Recognise and create repeating patterns with objects and with shapes

Show a repeating pattern of red and white circles. Tell me the colour of the next circle and the next. How do you know this?

Children continue repeating patterns using a variety of shapes and colours.



Activity 4: To follow repeating patterns

Recognise and create repeating patterns with objects and with shapes.

Follow repeating patterns of animals, utensils. What comes next? How do you know?

Children to choose one object each and create a repeating pattern with a partner.

Children to share their patterns and the rest of the children identify their pattern.

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R.E. (RELIGIOUS EDUCATION)

Topic: Islam

Learning Objectives:

- To know that the prophet Muhammad is a special person to Muslims.
- To know a story about prophet Muhammad.

Activity 1

- Talk about new topic and key vocabulary in the list below.

Explain to children that people who follow the beliefs of Islam are called Muslims.

Ask children what they already know about Islam and write ideas on the board. Ask any Muslim children to help us compare the ideas with their own experience.

Watch Clips BBC introducing Islam and 2 stories 'The Prophet and the Ants' and 'The Crying Camel', showing that no matter how small or large animals may be. They are all important to God and need to be cared for.

Activity 2

Read a story about Muhammad – The Child and the Dates

Questions:

- *What do you think about the boy?*
- *How do you think the owners felt?*
- *What do you think about the way Muhammad explained to the boy what he had done wrong?*

Talk about how all our actions have consequences.

Have a short time of thinking or prayer about making choices that help/care for all living things.

Key vocabulary:

Muhammed Muslim Islam Allah

Step it up

Retell the story about The Child and the Dates and explain how the boy and the owners felt.

Step it down

Using pictures and drawings retell the story of The Child and the Dates

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

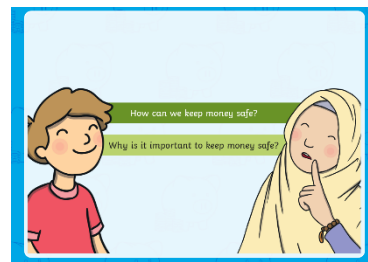
Learning Objectives

- To explain how we can keep money safe and why it is important.

Activity 1

Children to talk about the Big Question

- Exploring** – How to keep my money safe – talk with partners and explain a time when they looked after their money e.g. birthday money, pocket money.
- Exploring** – Looking after my money - Children to work with a partner or a small group and talk about the posters around the room.
- Exploring** – Why do we need to save money? As a class talk about why we need to save? Think about buying a house, car and how we need to save for a long time to buy expensive items.



Activity Two

- Reflecting** – Saving up - As a class using actions (hands on knees etc.) show how you think you should save your money to buy certain items.
- Consolidating** – Helping others look after your money - design a poster to show other children how to save money.

Key Words: money safe save piggy bank wallet purse bank bank account

Step it up:

Design a poster to help adults save their money.

Step it down:

Work in a small group supported by an adult.

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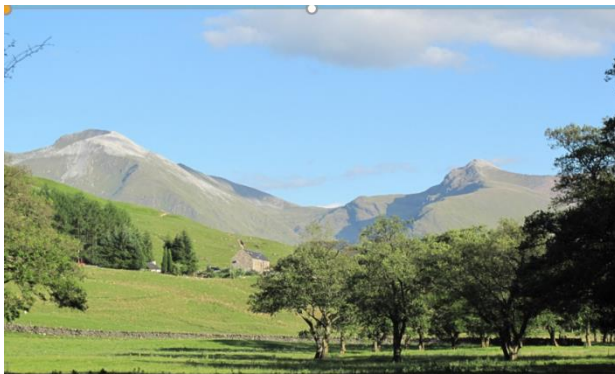
Topic Geography

Learning Objective: To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (series of lessons)

- To name and locate the four countries of the UK (recall)
- To identify characteristics of Scotland and Edinburgh

Activity 1

- Recap – how many countries are in the United Kingdom and name them. Today we are going to find out about Scotland and Edinburgh
- Model how to find Scotland on the map and show the capital city (Edinburgh)
- Write at least one fact about Scotland from information and photos shared.



Ben Nevis

Located within the Grampian Mountains, Ben Nevis is the tallest mountain in the British Isles.



Key Words:

**features capital city country England Scotland Wales Northern Ireland United Kingdom
London Cardiff Belfast Edinburgh**