

Year 1

Week beginning: 17-5-21

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

P.E

Learning Objectives

- To control a ball with feet while travelling.
- To bounce and catch a ball while travelling.

Activities

Full Lesson Plan can be found at <https://www.twinkl.co.uk/go> Code ON1648

Warm Up: Video Game Moves

Move around the space following these instructions

Fast Forward – Run around

Rewind – Walk Backwards

Pause – Stop and Freeze

Slow Motion – Walk very slowly

Learning Skills:

Travelling While Pushing the Ball

Travel in a straight line while pushing the ball with your feet using small 'taps' – the ball should not be kicked beyond your control.

To practise the skill, work in pairs, standing approximately two metres apart. The first child travels while pushing the ball with their feet to their partner. They then return to where they started, leaving the ball with their partner who now travels to them while pushing the ball with their feet.

Travelling While Bouncing the Ball:

Travel in a straight line while bouncing the ball with their hands, NOT patting it but using both hands to bounce and catch.

Begin by bouncing the ball while standing still. Catch it as it returns upwards, rather than continually bouncing it. Then, bounce it, catch it and take a step forwards, so that they build confidence in travelling while bouncing the ball. Speed up the pace of movement to increase the challenge.

Skill Application: Control a Bouncing Ball

Push and Bounce Game:

Set up the playing space and play the game in groups of approximately four. The aim is to travel with a ball to get the ball into the hoop at the opposite side of the playing area.

Travel with the ball by pushing the ball with their foot, or by bouncing the ball with their hands. Link the game to the roll-a-ball fairground game as they need to get the ball from one side to the other, just like in the game.

Cool Down: Simon Says

Follow the instruction of the adult but only move/do as they tell you when they start their sentence with Simon Says.

Step it up:

- Speed up the pace of moving and sending and retrieving the ball
- Move a few steps while your partner has the ball, stand still when you receive and send it

Step it down:

- Use the larger ball for all the skills
- Stand closer together to practise the stand and receive skills

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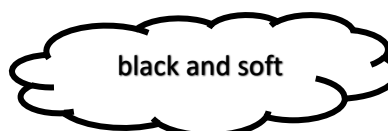
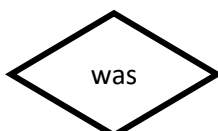
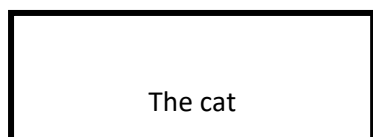
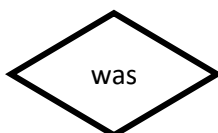
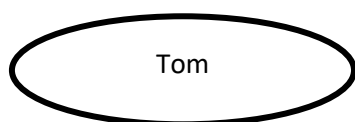
LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To recall the events of a story
- To identify the types of words in sentences
- To write sentences using simple punctuation

Activity 1:

- Last week we learnt about nouns, verbs and prepositions (who, what, what they are doing and where words).
- Now we are learning about **describing words**: these are called **adjectives**
- **An adjective is shown using this shape**



- Look at the pictures and write some sentences using adjectives. Some should use 'people' nouns and some 'thing' or 'place' nouns.

Activity 2

- Listen to the story of Katie in London
- Listen to some short sentences from the story and see if you can listen for a noun, verb or adjective in each one.
- Make a chart that shows lists of the nouns, verbs and adjectives you hear.

Nouns	Verbs	Adjectives
Katie lion bus	travelled rode saw	big noisy

- **Step It Down:** Use the Shape Coding shapes and point to the Shape for who/what, what they were doing and what it was like as you say the sentence Together

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Activity 3

- Read some sentences from the Katie in London story.
- Use the Shape Coding shapes / colours to identify the nouns, verbs, prepositions and adjectives.
- Use coloured pens to underline or highlight: Nouns – Red for people, pink for things
Verbs - Yellow for what they are doing
Prepositions – Blue for where they are (in, on, under)
Adjectives – Green for describing them

Activity 4

- Look at some of the pictures of events from the story Katie in London.
- Talk together to say some sentences using the Shape Coding questions – Who is it? What are they doing? Where are they? What is it like?
- Write sentences to match some of the pictures.
- With an adult or partner, read at least one sentence and talk about the type of words you use.

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**
 - **one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty**

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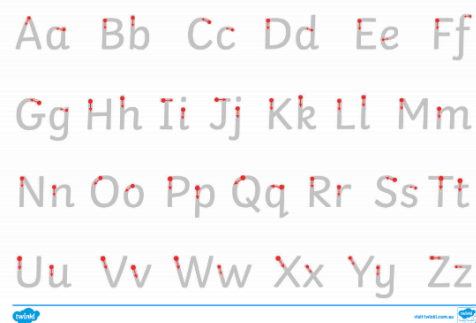
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Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

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 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 accurately count to and across 20 / 50 / 100 forwards and backwards beginning from any given number.
- To identify a number which is one more or less than a given number.
- To read and write numbers 1 to 20 in numerals and words.

Activities

Activity 1: Writing numbers from 1 to 20

- Read and write numbers from 1 to 20 in numerals and words.
- Use number cards, hold up the number that is one more or less than the given number.
- Children show the number word or numeral.

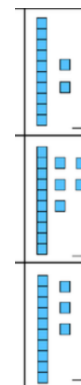
Step It Up

- Use a 100 square, find 10 more/less than another number



Activity 2: To identify how many 10s and 1s are in a number

- Count objects showing a set of 10s and ones
E.g. 12 10+2 15 10+5 13 10+3 (see image)
- How many 10s are in 17? How many ones in 13?
- Use dienes counting equipment to represent 'teens' then other 21 digit numbers



Activity 3: Comparing and counting numbers

- Use the language more than, less than, equal to, fewer, most, least - when comparing numbers
e.g 11 is less than 15 20 is more than 1

Activity 4: Counting in 1s, 2s, 5s and 10s

- If I count in steps of 2 to 20, starting from 0 which numbers will I land on?
- What do you notice about these numbers?
- If I count in 5s from 0 to 50 what do you notice about the numbers you land on?

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R.E. (RELIGIOUS EDUCATION)

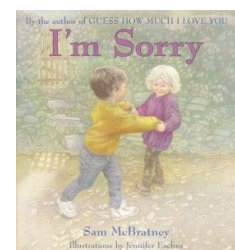
New Topic: Being Sorry

Learning Objectives:

- **To know we have a choice**
- **To know that sometimes we choose well, and sometimes not.**

Activity 1

[I'm Sorry! By Sam McBratney - Bing video](#)



- Talk about the story: what the characters did and said and how they felt.
- Talk about the times they have made a good choice and when they have not.
How did you feel? What did you do?
- Sort pictures into good and not so good choices in table groups.
- Talk about their choices and experiences.
- Sort and stick pictures into a chart with two boxes of Good/Bad Choices



Activity 2

- Briefly recap last lesson about Good/Bad Choices
- Read the story of Levi the Tax Collector or watch [Levi the tax collector - Bing video](#)
- Talk about the story.
- Write a sorry prayer that Levi might say to God about the bad choices he had made and how he could put things right.
-

Key vocabulary:

*choice happy sad disappointed sorry forgive
rules wrong right feeling love*

Step it up

- Explain the consequences of a bad choice and how it can make others feel.

Step it down

- Explain how they feel when they make a good or a wrong choice

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

Learning Objectives

- **To know how to keep my body clean**

Activity 1

Children to talk about the Big Question

- *Exploring -Clean me. Talk about germs and how important it is to keep yourself clean. Then complete the 'Clean me' activity sheet.*
- *Exploring – Tiger Teeth – Why do tigers need strong teeth? Complete the 'Tiger teeth' sheet.*
- *Exploring – washing hands, teach the children a washing hand song.*
- *Reflecting - Play a 'Simple Simon game' Using Clean Bean says instead. Remind children we need to keep clean to get rid of germs and to reduce diseases.*



Activity Two

Children to make a 'Wash your hands poster'. They can be put beside the sinks and toilets to remind the children how important it is to keep their hands clean.



Key Words:

clean wash brush germs disease hygiene

Step it up:

- Are all diseases caused by germs?
- Why do doctors' surgeries have hand gel at the entrances?
- Why do we wipe our feet or take our shoes off when we come home?

Step it down:

- Use the word mats to help when writing poster
- An adult to support their understanding of the new vocabulary

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Computing

Learning Objectives

- To follow and create simple instructions on the computer

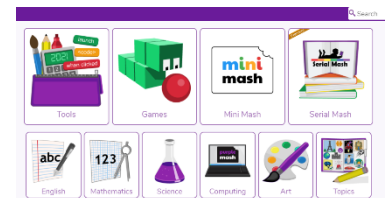
Activity One

Purple Mash is the website we use to teach Computing Skills in school.

www.purplemash.com/stjosephshp21

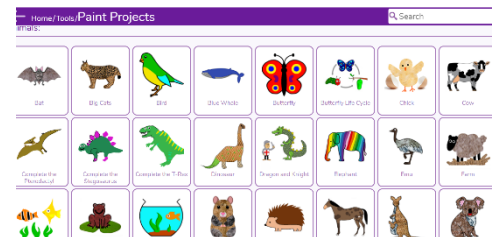
Log in to this site using the Username and Pupil Password (numbers on the animals) you have been sent in the Year 1 email

- Go to the **Home Page**
- Click on **Tools**
- Click on **Paint Projects in art and design**



Choose from – butterfly, elephant, dinosaur, cat

- Children will colour the animal using the Paint colours. Complete at least 2 animals. Look at some of the paintings. Do they all look the same?



Activity Two

- Remind children what an algorithm is precise, step-by-step instructions.
- Children to open the bird picture and follow the algorithm on how to colour it.

Algorithm

- Step 1) Paint the beak yellow
- Step 2) Paint the head red
- Step 3) Paint the tummy dark green
- Step 4) Paint the wing dark blue
- Step 5) Paint the tail orange
- Step 6) Paint the legs yellow
- Step 7) Paint the middle of the body turquoise
- Step 8) Paint the back, light blue
- Step 9) Add an eye (instructions at the bottom of the page).

- Show some of the paintings. Do they all look the same? Why?

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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 England and London

Activity 1

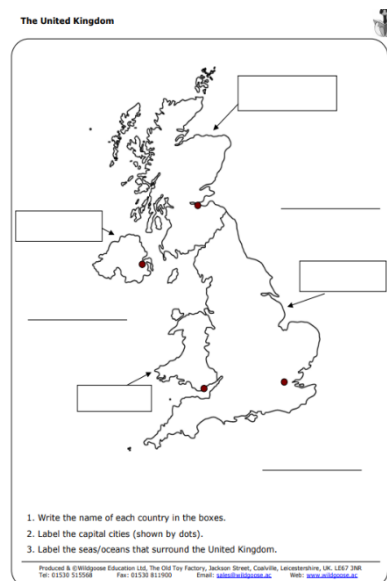
- Look at maps and atlases, what do they show?
- Show a map of the United Kingdom. Can the children identify which country / countries the map is showing?
- Using a blank map of the United Kingdom, name/label each country and add the capital of England.

Use some information from here <https://www.twinkl.co.uk/go> Code KN7145 to learn some facts about famous English places.

- Write at least one fact about England using a picture to help you – you might like to add your own drawing.

Activity 2

- Our story this week is set in London, here is some more Information about England's capital city.
<https://www.twinkl.co.uk/go> Code RQ7314
- To write at least one fact about London.



Key Words:

features capital city country England Scotland Wales Northern Ireland United Kingdom (and the names of famous London landmarks/features)