

# Year 1

## Week beginning: 19-4-21

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

### P.E

#### Learning Objective

- To perform skills and link two movements together
- To perform send and receive ball skills with increasing control

#### Activities

##### Warm Up: A Game of 'Spot Them'

Equipment: Floor Spots or other Markers placed around the ground

Prepare: Think of and show each other different ways to move (walk, jog, hop, skip, jump)

How to Play: Leader will move and you should copy, no-one should step on or over a spot

If leader stops and says stop, copy them

If leader speeds up or slows down, copy them

If leader shouts 'change it', change the way you move

##### Learning Skills: Send and Receive a Ball

Equipment: Large balls, tennis balls

Prepare: Watch Jasmine Unit 5 Videos at Yellow and Green level if possible

Work in pairs with a ball for each pair

Skill 1: Roll a large ball to your partner along the floor, stop the ball when it comes to you

Practise with both your right and left hand until you can do both with control

Skill 2: Send the smaller ball to your partner by letting it bounce once before it reaches them, catch the ball when it reaches you, gather the ball to your body with both hands for a secure catch

Practise the throw with both your right and left hand until you can do both with control

##### Skill Application: Control a Bouncing Ball

Equipment: Large or small balls – one for each child, space to move

Prepare: Watch Jasmine Song Video if possible

What to Do: Sing or Chant Song as you move around the space bouncing the ball

You could follow the beat of the song as you bounce it on the floor, explore bouncing the ball off a fence bench, maintain a bounce with one hand, bounce it off your head/shoulder/foot

##### Cool Down: Roll with It

Equipment: Large or small balls – one for each child

What to Do: Roll the ball up/down/across/around your body in different ways, breathing in and out slowly

Try not to let the ball run away!

##### Step it up:

- Speed up the pace of 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 write a personal recount
- To use simple punctuation correctly in sentences

#### Activities

##### Activity 1: My Easter Holiday News

- Talk to your partner about somewhere you went or something you did in the Easter holidays.
- Write it down. Include details about where you were, who you were with, what you did and how it made you feel.
- Think about using the tricky words and sounds you know to spell words.
- Remember to include capital letters to start sentences and full stops to finish them.

##### Activity 2: Using Question Marks

- When we finish a sentence, we usually use a full stop but when we write a question we use a full stop.
- Listen to each sentence that the adult reads to you and think about whether it needs a full stop or a question mark. Write down only the ones that are questions and use the question mark correctly.

##### Activity 3: Using Exclamation Marks

- Another way to finish a sentence is using an exclamation mark. This is used when the sentence tells us something surprising or shocking.
- Listen to each sentence that the adult reads to you and think about whether it needs a full stop or an exclamation mark. Write down only the ones that need the exclamation marks and use them correctly.

##### Activity 4: Choose the Correct Punctuation Marks

- Complete the worksheet by putting in the correct type of punctuation to complete the sentences – these could be full stops, question marks or punctuation marks.
- **Step it Down: Look at some sentences and use different coloured highlighters to show the different types of punctuation marks.**

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### 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**
  - *who what when where*

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**.

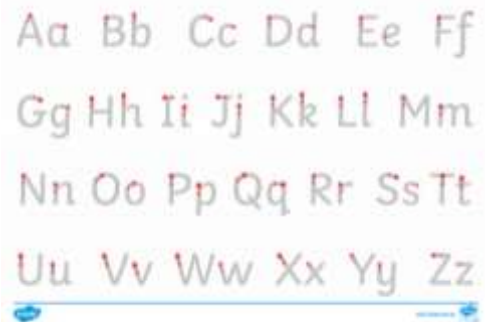


Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

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

[www.twinkl.co.uk/go/Code/CP9160](http://www.twinkl.co.uk/go/Code/CP9160)

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



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### 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 especially 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 count aloud in twos
- To identify odd and even numbers
- To solve number sentences and problems by counting in 2s

#### Activities

##### Activity 1: Exploring Groups of 2

- Using range of counting equipment (cubes, pegs, blocks, beads, toy cars/animals, pencils), arrange the objects in groups of 2. We will be showing that one group is 2 altogether, 2 groups make 4 altogether, 3 groups is 6 etc. Use the words altogether, total and multiply.
- Practise counting aloud in 2s to 20 and beyond

**Step it Up:** - Be able to count in 2s from any even number.

-Link the arrays you make to multiplication sums (eg show me an array for 3 x 6), and/or show how repeated addition and multiplication give us the same total.

##### Activity 2: Calculate by Counting in 2s

- Practise counting in 2s to 20 and beyond
- Using the count in 2s patterns to draw and mark out groups of objects on paper, finding the total and finding out how many 2s are in a number

**Step it Up:** Show a Count in 2s pattern by colouring squares on a 100 square – what do you notice?

##### Activity 3: Solve Problems by Counting in 2s

- Learn how 2p coins need to be counted in 2s as they are the same as 2 x 1p coins
- Look at some word problems and use counting in 2s skills to solve them. You could use counting equipment or draw pictures to help you.

**Step it Up:** Use 1p, 2p and 10p coins in different combinations to find totals

##### Activity 4: Exploring Odd and Even Numbers

- Use numicon shapes to show how some numbers have an 'odd one out' when arranged in twos.
- Using range of counting equipment (cubes, pegs, blocks, beads, toy cars/animals, pencils), arrange groups of objects into sets of 2 to see if there is an 'odd one out'. Show on a white board which numbers are odd and even.

##### Activity 5: Recording Odd and Even Numbers

- Practise counting aloud even and odd numbers to 20 and beyond
- Complete number sequences involving odd and even numbers
- On a number line to 20 or 30 circle the odd and even numbers in different colours, what do you notice

**Step it Up:** Record the odd numbers on the 100 square you began earlier in the week

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### R.E. (RELIGIOUS EDUCATION)

#### Topic: Holydays and Holidays

##### Learning Objective:

- To know that holidays are different from other days and they should be days to be happy.

##### Activity 1

What is a holiday?

Look at pictures of people on holiday. Talk about holiday experiences, show the BBC Barnaby Bear programme about how Barnaby goes on holiday.

<https://www.bbc.co.uk/programmes/p0113z8j> Poole Harbour

[https://www.youtube.com/watch?v=azhK5uf3t\\_0](https://www.youtube.com/watch?v=azhK5uf3t_0) Barnaby goes to the seaside

Sometimes holidays are taken at home but we may do something different. Ask children to think about how they feel on holiday.

##### Key Questions

*Why are holidays different from ordinary days?*

*What do you like to do in the holidays?*

*Who is with you?*

*What do you like to do on holiday?*

*What makes it a happy time?* **Write ideas on the board**

- Write about one day in their Easter holidays. Remember to write in sentences, adding capital letters and full stops. Draw a picture / pictures to help.
- What do you wonder about holidays and how they should be happy days.?

##### Activity 2

- Write word 'Holiday' and explain that it comes from the word 'Holyday'.
- Explain the only holiday anyone had before was a saint's feast day or important feast days like Easter and Christmas.
- Some days of the year are 'holy days', when we celebrate these special times in the Church's year. We have just celebrated Easter.
- What other holy days can you think of?* **Record on the board**
- Make a Happy Holy Day card

**Key vocabulary:** *holiday holyday Apostles help Pentecost promise Holy Spirit  
guide Resurrection alleluia*

##### RE - Step it up:

- Use capital letters, full stops, sentences and describing words (adjectives)

##### RE - Step it down:

- Draw 3 pictures of your holiday and write at least one sentence about each picture.

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

#### Learning Objectives

- I know how to deal with little and tricky problems.
- I know what a serious problem is.
- I know who I can ask for help.



#### Activity 1

Talk about the Big Question

- Talk about the different scenarios in the PowerPoint, discuss in small groups or with a partner.
- Talk about your ideas, reasons as a class or in 2 groups.
- Draw a picture of something which bothers them.
- Decide with a friend what you could do to solve this problem. Is it a little problem or a tricky problem? Who would you ask to help you?

#### Activity 2

- Complete the cartoon sheet and draw the solution and add what you would say to the other children in the cartoon drawing.

**Key Words:** *little, deal, tricky, serious, problems, scared, help, choice.*

#### Step it up:

- Take it in turns to listen to each other and think about how you could solve the problem.

#### Step it down:

- Child is supported by an adult in a small group.

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### TOPIC: SCIENCE

#### Learning Objectives

- To know the main parts of a flower
- To label a flower
- To begin to recognise some common flowers

#### Activity One

- Go on a flower hunt around the school gardens. Can you find all the flowers on the sheet? Which flowers have you seen before?
- Complete a flower word search. Can you find all the different flower names? Look at some photos of these flowers to learn more about what they look like

#### Activity Two

- Look at the PowerPoint about the main parts of a flower.
- Discuss why flowers are brightly coloured and many have a beautiful perfume.
- Look at the diagram and label the parts of a flower.