

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

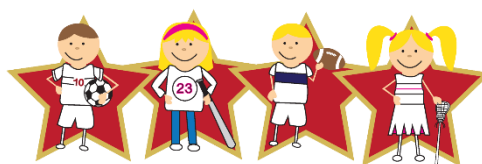
- Perform a range of skills and link two movements together
- Perform a sequence of movements with control over direction and speed
- Take part in races and events, understand that there are winners and runners up

Activities

We are taking part in different active events for Healthy Week

- Races on our Year 1 Sports Day:

- Dribbling a ball around cones.
- Jumping over small hurdles.
- Running with objects and placing them in a hoop.
- Balancing a ball on a small bat.
- Running race.



- Bollywood Dance Workshop:

- Listening to the music
- Listening carefully to instructions
- Following sequences of movements.
- Remembering the different sequences and completing a dance.



- Tennis Workshop

- Listening and following instructions
- Holding a tennis racquet correctly and how to hit the ball.
- Working with a partner.
- Taking turns.



- Cheerleading Workshop

- Making pom poms for our cheerleading workshop
- Learning dance combinations
- Learning and completing a cheerleader routine



See also MATHS plan for timing and scoring challenges using Sports Equipment

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LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To write a recount based on own experience
- To start sentences with words showing the order of events (first, next, then, finally)
- To use simple punctuation correctly in sentences

Activities

Activity 1

- Talk about an experience you have had recently - at school this will be an activity we do in Healthy Week (Bollywood dancing, Tennis workshop, Cheerleading workshop, Sports Day) and remember what you did. Using some photos could help jog your memory.
- Think about the order of the events and say what happened first – you could do a simple timeline with pictures on or put post it notes in order to help you remember.
- Use words such as First / Then / Then / After that / Finally

Activity 2

- Using your own or the class plan, write a recount of your experience.
- Remember to start some of your sentences with the 'time' order words to show us when each thing happened.
- Keep working on using capital letters, full stops, finger spaces and adjectives consistently.

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, second, third, fast, last**

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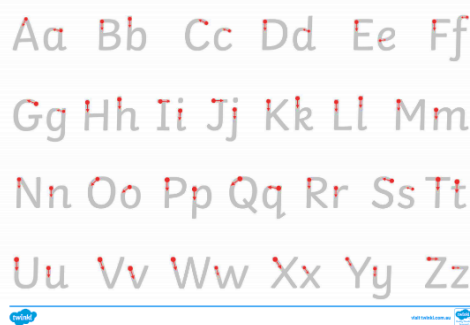
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Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

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 words that show 'time' in books
- To use punctuation to help develop expression in reading

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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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 measure time and distance using comparative and standard measures
- To find the total of a set of one digit scores

Activities

You will need: Some sports equipment to throw, roll, kick
Some hoops, buckets or circles to aim into
Skipping ropes or hula-hoops
A timer (sand-timer or digital clock on phone)
Clipboard and pencil / Whiteboard and pen

Activity 1: Using a 1 minute / 2 minute / 5 minute timer

Work with a partner or in a team to see how many times IN A MINUTE or 5 MINUTES you can:

- Throw and catch a ball
- Score goals
- Throw bean bags into a hoop or bucket
- Run around a short obstacle course
- Roll a quoit to each other
- Jump over a skipping rope (individually in turn or over a rope held by others)
- Jump through a hula hoop (individually) or in and out of a set in a row

Find a way of writing a record of how many your team did.

You could attempt the challenge on different days to see if you can improve your scores.

Activity 2: Keeping the Score

Find some containers/mats/hoops that you can aim objects into.

Arrange these targets between 3 and 5 metres away from a 'throw circle'.

You could add shapes made with chalk or skipping rope to your targets.

Give each target a 'score' of between 1 and 10.

Make a scoreboard that you can write your scores into. Now play the game:

- Take turns in your team to throw into the targets
- If you score points go and write the number on the scoreboard
- When the game is finished, work together to add up the total of the scores

You could attempt the challenge on different days to see if you can improve your scores.

Step It Up:

Increase the distance for throwing
Keep up activities for an increasing number of minutes

Step It Down:

Decrease the distance for throwing
Keep trying the 1-2 minute challenges

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R.E. (RELIGIOUS EDUCATION)

Topic:

- **New Topic - Neighbours**

L.O. To recognise that we are all neighbours

To know that everyone is our neighbour and is loved by God

Activity 1

- Give all children a piece of paper with the name of another person in class.
- Ask them to open their paper and think about how they are a neighbour to this person.
- Children to watch information about a child who lives in Rwanda, Africa and how she is also our neighbour.
- Explain the church is universal; it is the people that God gathers in the whole world. We are all part of God's family. We are one world and one family where we are all neighbours.

When someone asks Jesus, "Which commandment in the Law is the greatest?" Jesus replies, "You shall love the Lord your God with all your heart And a second is: You shall love your neighbour as yourself."

- Children to draw a picture of someone they call a neighbour (using a boy/girl template).
- Then write about how that person is their neighbour.



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Activity 2

Go outside:

Stand in a space.
Close your eyes.
Think about yourself in your space.
What can you hear?

Now open your eyes and look around you.
What do you see?
What do you see above you?
If you were here tonight, what would you see above you?

What are you standing on?

Look around you.
Look at the people who share this space with you.

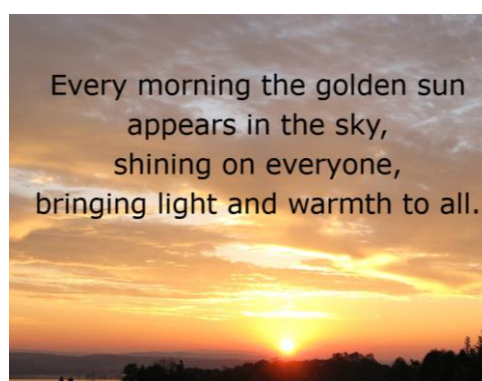
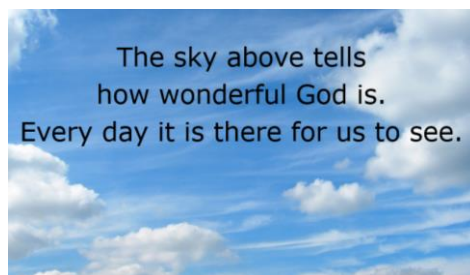
You are a neighbour to each one.

There is only one sun, one sky, one world.

We share all these with one another.

To work in small groups thinking about who is their neighbour.

Children listen to Psalm 18 verses 1-5



Choose one of these parts and draw or paint a picture about that part.

All reflect on the Psalm together.

Quiet reflection using a candle and calming music.

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

Learning Objectives

- **To explain choices I have about spending money.**
- **To know how to keep track of what you spend.**

Activity 1

Children to talk about the Big Question

- **Exploring** – Where the money goes – Look at some receipts and ask children what influenced people to spend this money? Look at the choices made and show how this was shopping for a picnic.
- **Exploring** – How can we keep track? - Children to sit at their tables with a shopping card in front of them. Take turns to say 'When I went shopping I bought a'. The next person then continues adding their item and so on. When you get to the 12th person can you keep track of what you have bought? This is to demonstrate how hard it is to keep track of your spending unless you record it somewhere.
- **Exploring** – Ways to keep track - Complete the game again but in smaller groups. Is it easier to keep track if you are in a smaller group so buying less items?
- What if you write down what items you buy and how much they cost, would that help?



Activity Two

- **Reflecting** – Why keep track? - children to write one piece of advice on a post it note on why we should keep track of our money.
- **Consolidating** – How I keep track? - children to buy items for a specific purpose – picnic, party, train journey.

Key Words: money spend record receipt keep track record save choice amounts payment list

Step it up:

Add a sentence to their shopping receipt activity sheet to explain why it is important to keep track of your spending.

Step it down:

Children to keep a receipt of their spending in small groups for discussion as a class, with adult support.

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Topic Science

Learning Objectives

- To identify living things in the local environment
- To name/explore the features of plants in the local environment
- To observe and describe how plants are growing / changing
- To identify ways in which we can help/protect our environment and living things

Activity 1

We have planted some sunflower seeds. Observe how they are growing and changing as we look after them each day.

- Describe when we planted the seeds and what we did
- Talk about what has already happened (the changes we have seen)
- Say what we need to do to help them keep growing
- Predict what will happen next week, in a month and how it will look

If you are learning at home this week you could look for living things in your garden or see what living things you can see out of your windows.