

Year 1

Week beginning: 24-5-21

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 while following a path and turning corners.

Activities

Full Lesson Plan can be found at <https://www.twinkl.co.uk/go> Code FN7820

Warm Up: Play Traffic Lights Game - Follow the Directions: Green means Go
Amber means Slow Down
Red means Stop

Practise:

The skills from last week:

- Controlling the ball with feet by 'dribbling' or pushing it with feet to a partner.
- Controlling the ball with hands by bouncing/catching it as you move along.

Learning Skills:

Talk about: how some fair rides are on tracks, that the carriages have to go along the lines shown and cannot come off, we are learning how to keep a ball under control along a line or track without it coming off/away from us

Twisting and Turning:

Now we have recapped travelling with a ball in a straight line, we will work on travelling with a ball in different directions, just like the monorail. Emphasise that we need to keep good control of the ball while travelling. Explain that this means keeping the ball close to you as you travel.

Tips to keep control of the ball as you travel:

- Stay on your toes. You need to be able to move easily to follow the twisting and turning path, and staying on your toes will help you to do this. You don't need to tiptoe, just keep your heels slightly raised as you travel.
- Use small touches to control the ball. You don't need to push or bounce the ball a long way at once. If you do, it will roll away from you and you will lose control of it. Use small touches to keep it close to you as you travel.
- Face the direction you want to travel. Turn your body to follow the pathway so that you are always facing forwards.

Practise moving along lines or tracks (drawn on the ground or marked out with cones) without you or the ball leaving the track!

Skill Application: Monorail Challenge!

- Work in groups of four, imagining you are a monorail train with four carriages.
- Transport balls to stations along a gently twisting and turning track, drawn on the floor with chalk. Use the travelling skills they have learnt to keep control of the ball as they change direction. You can choose to use their hands or feet to travel with the ball.
- Once each person in a group has visited all the stations on their track, you may wish to move the groups on to try different tracks.
- Make sure you follow these rules: you must stay on the track while travelling with the ball, and you must not overtake anyone.

Cool Down: Roll a Ball

- Roll a Ball to and from a partner – first standing, then sitting, then around yourself before sending it.

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LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To sequence and retell a story
- To write sentences using simple punctuation and interesting word choices

Activity 1:

- Read at some sentences from the Katie in London story – they are not in the correct order.
- Stick the sentences into a sequence that makes sense.
- Look for words that give clues to the order – *First, Then, Later, After that, Finally*

Step It Down: Work with an adult or partner to help with reading the sentences; say if the event happens at the beginning, middle or end of the story.

Activity 2

- Choose a picture and sentence from the story.
- Can you make the sentence more interesting? You could change the verb or add in adjectives. Write it on a whiteboard so it's easy to change.
- Talk together in a group/class to collect the most interesting sentences to use in our work later in the week.

Activity 3 / 4

- Look at the sequence of pictures from the story.
- Write a sentence for each picture so that they will build up to tell the story.
- Remember to include some interesting verbs and adjectives, and also use words to show the order of events (First, Then, Later...)
- This may take more than one lesson to complete!

Step It Down: Use 3 or 4 pictures to retell the story

Activity 4 / 5

- Read your story to someone else.

Step It Up

- If you finish story quickly, you could write postcard, imagining your own trip to London and telling a friend all about what you did and saw there.

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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**
- ***in, on, under, before, after, beside, next to, in front of.***

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.

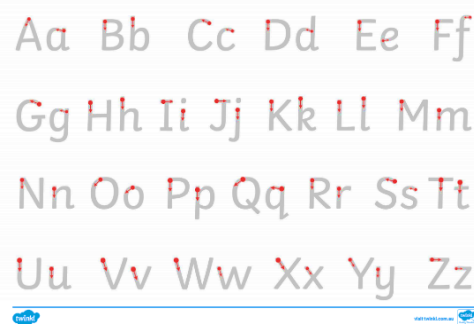
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t**, **f** or **x**.

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

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

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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.

MATHS

Learning Objectives

- **To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity**

Activities

Activity 1: To recognise and find one quarter (or $\frac{1}{4}$) of an object or shape.

To understand that a quarter is one of four equal parts



- As a group decide how to share a 'cookie' equally between four people, reminding children a fourth $\frac{1}{4}$ is known as a quarter. Can you only find a $\frac{1}{4}$ of a circle?

Activity 2: To recognise and find one quarter (or $\frac{1}{4}$) of a quantity

To understand that a quarter is one of four equal parts



- Share 4 'spots' between 4 ladybirds. How many do they get each?
- Can you share 8 spots with 4 ladybirds?
- What about 12 spots?

Activity 3: Recognise and find one quarter (or $\frac{1}{4}$) of a length

•To understand that a quarter is one of four equal parts

- Cut a piece of string into 4s not quarters. Do the children recognise these are not quarters / equal pieces?
- Ask what we can do? Children work with a partner to find a way to cut the string into $\frac{1}{4}$ s.
- Talk about what methods they used to find a quarter.
- Children work with a partner and make equal towers, quarter, from a tower of 16.
- A tower of 20. Did you notice that $\frac{1}{4}$ is half of a half?

Activity 4: To recognise and combine quarters as part of one whole

Solve these problems:

- If I cut a ribbon into quarters, I end up with four pieces exactly the same length. Each quarter is two centimetres long. How long was the ribbon before I cut it into quarters? (8cm)
- I have one quarter of a cookie, Asha has one quarter, Ellis has one quarter and Sam has one quarter. How many cookies did we start with? (1)
- Children to complete problems using $\frac{1}{4}$

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R.E. (RELIGIOUS EDUCATION)

Topic: Being Sorry

Learning Objectives:

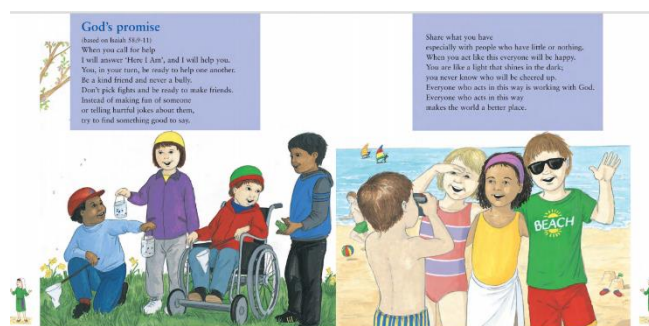
- To know that God helps us to be kind.
- To recognise that we need forgiveness.

Activity 1

Recap the story of Levi from last week. Do you think it was easy for Levi to change his ways? It is not easy but God is there to help us.

Isaiah wrote about God's forgiveness - see image. What is God's promise? Talk about how you feel to hear these words and what can we do?

Children to write on a candle template how they can be kind and 'a light that shines in the dark'. Only colour the flames and write words, phrases onto the candle.



Activity 2

Talk about the words (image) and ask children to share situations they have been in. Talk about the word forgive what does it mean?

<https://www.youtube.com/watch?v=-Gs4XdsMc7s>

Talk about the video.

Children to make a card - on one side draw a picture and write about something they are sorry for, eg I'm sorry for the time I didn't let someone join in my game.

On the other side draw a picture and write about something they are thankful for, eg. Thank you God for all the friends I have and the times we spend playing together.

Key vocabulary:

Light Forgiveness Sorry Understanding Acceptance Follow Here I am Kind Good Happy Cheer up others God Choice

Step it up

- To explain how their choices can affect other people.
- What would the World be like if we all followed God's promise?

Step it down

- To write words or phrases on how they can be a light in the darkness.

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

Learning Objectives

- **To know what is safe to eat and drink**

Activity 1

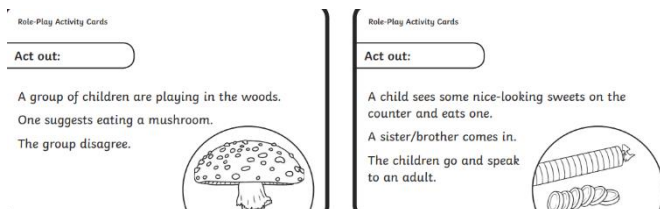
Children to talk about the Big Question

- Exploring -Don't eat it. Talk about things you can and can't eat use the Ppt and explain why it is important. Then complete the 'Don't eat it' activity sheet.
- Exploring – Help! Using the role play activity cards on what to do if you eat something you shouldn't and how to get help. Adults praise children follow the key steps especially telling someone straight away.

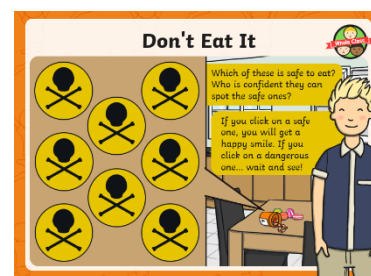


Activity Two

- Reflecting – True or False? Ask children to decide if each item is safe or unsafe to eat. Then, whether each statement is true or false. Looking at indoors and outdoors. Remind children to get help quickly if they think they may have eaten something dangerous.
- Consolidating - Eat don't eat. In small groups children cut and sort images into 'eat' or 'don't eat piles'. Check children's understanding and remind them the discussion is as important as the sorting of the cards.



Remind children that the symbol opposite means you do not eat this item it is dangerous.



Key Words:

poisonous danger medicine cleaning emergency product unsafe alcohol
cigarettes deadly ingredients warning ill sick

Step it up:

- Ask some children to talk to the class about things that are not safe to eat. Give them time to plan what they will say (scaffold if needed)

Step it down:

- Children to use the word mat to help.

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Computing

Learning Objectives

- To understand how the order in which the steps of a recipe are presented affects the outcome.
- To organise instructions for a simple recipe.
- To know that correcting errors in an algorithm or program is called 'debugging'.

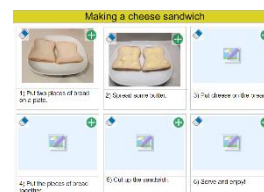
Activity One

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**
- **Search – The Wrong Sandwich**
- Talk about what a recipe is. What is included in a recipe? Why do we need them?
- Open the 'Wrong Sandwich' activity on the whiteboard. There is a gallery of photos accessed by clicking on the white crosses. The algorithm is not very good, so a robot making the sandwich would probably make some mistakes. Can pupils suggest which 'wrong' photos could occur?
- Instruction 2 does not say to spread the butter on the bread; there is a photo of the butter spread on the plate.
- Instruction 3 does not say to cut slices of cheese; there is a photo of the whole block of cheese on the bread.
- Instruction 4 does not say to put the top piece of bread butter-side down; there is a photo with the butter-side up on top.
- Instruction 5 does not say how to cut up the sandwich; there is a photo of a haphazardly cut-up sandwich.
- *Now let's 'debug' the algorithm. When you 'debug' a program you look for any bugs (problems) in the code and try to fix them.*
- *Go through each step, in order, and correct it. Match the correct photos to end up with a better algorithm.*



Activity Two

- Children go to **English – Instruction Writing - Sequencing Games**
- Children to complete some of these games
- What could go wrong with each recipe if the algorithm is incorrect?
- Can the children make up an algorithm to make cereal that a robot could follow? Can others debug any errors?

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Topic Geography

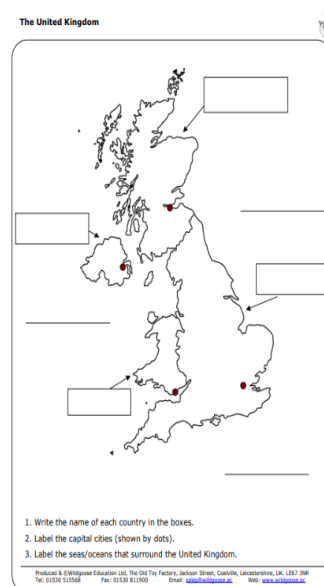
Learning Objective: To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (series of lessons)

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

Activity 1

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- Recap – how many countries are in the United Kingdom and name them. Today we are going to find out about Scotland and Edinburgh.
- Find Scotland on the map and then locate the capital city Edinburgh.
- Write at least one fact about Scotland using a picture to help you – you might like to add your own drawing.
- Children to paint a picture of a Scottish landscape (have examples to show the children). Children to label features e.g. human or physical on their painting.

Children to write a fact they have found out about Scotland on a speech bubble.



Key Words:

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