

Year 1

Week beginning: 4-5-21

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

P.E

Learning 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: Send a 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 2: Send the ball by throwing it to your partner without a bound

Skill Application: Control a Bouncing Ball

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

Prepare: Chalk some large shapes on the ground or mark out a short course with cones

What to Do: Bounce a ball along the shapes as you walk / jog. You can bounce and catch or 'pat' it along.

Exploring Equipment:

Equipment: A range of PE equipment (balls, bean bags, quoits, hoops)

What to Do: Choose 3 items and explore which is the best way to send and catch each piece of equipment safely

Adults: Talk before the activity about what the objects are made of and whether throwing is safe.

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 identify the different types of words in sentences
- To write and check sentences using the correct number of words in the correct order.

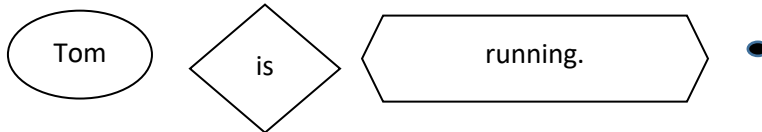
Activity 1:

- Read some sentences together and find the words that tell you who it is about and what they are doing.

- The 'who' word is called a noun. 

The 'what they are doing' word is called a verb. 

- The short word before the verb (is, are, was, were) is also a verb (an auxiliary verb). 

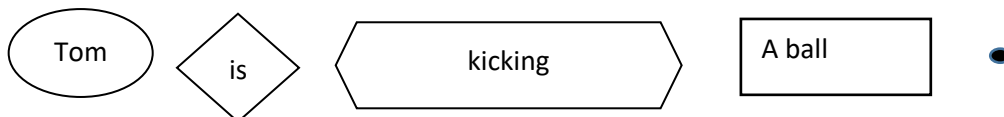


- Look at a picture/s and write sentences what describe who is there and what they are doing.
- In school we will be using the shapes around the words to help us.

Activity 2

- We know nouns can tell us who a sentence is about, nouns can also be things that are found in the sentence.

- The 'thing' word is a noun using this shape: 



- We can also use the 'thing' noun to start a sentence, for example
The ball is rolling. The doll is sitting.
- Read some sentences together.
- Underline or draw the correct shapes around the 'who' and 'thing' nouns.
- Underline or draw the correct shapes around the 'what are they doing' verbs.

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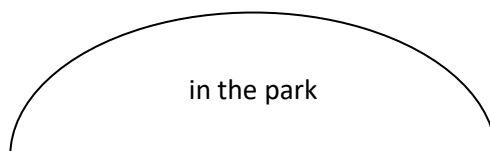
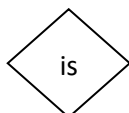
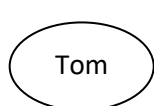
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Activity 3

- Now we will add 'where' words to our sentences.

- The 'where' word is a preposition using this shape:



- Look at some pictures and write some sentences about what you can see happening and where and to who.
- Read them to a partner or an adult and show which words are who, what doing and where words.

If you are working at home we suggest using your online reading books for pictures to give you ideas for sentences.

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**
- **First next then because and but**

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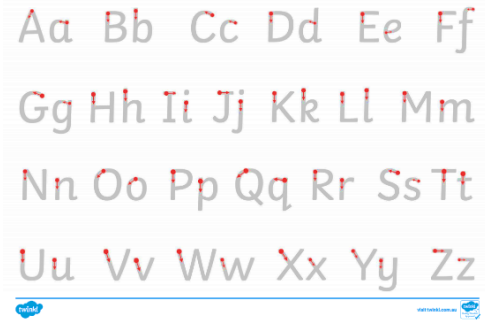
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Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

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 in books

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 in sentences.

You can look at sentences on the page in your reading book and look for which words are telling you who the sentence is about, what they are doing and where.

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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 fives
- To solve number sentences and problems by counting in 5s

Activity 1: Exploring Groups of 5

- Using range of counting equipment (cubes, pegs, blocks, beads, toy cars/animals, pencils), arrange the objects in groups of 5. We will be showing that one group is 5 altogether, 2 groups make 10 altogether, 5 groups is 25 etc. Use the words altogether, total and multiply.
- Practise counting aloud in 2s to 50 and beyond
- Use cut out shapes of hand/glove shapes to help recognise '5 in each group'

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 3×5), and/or show how repeated addition and multiplication give us the same total.

Activity 2: Calculate by Counting in 2s

- Practise counting in 5s to 50 and beyond
- Using the count in 5s patterns to draw and mark out groups of objects on paper, finding the total and finding out how many 5s are in a number

Step it Up: Show a Count in 5s pattern by colouring squares on a 100 square – what do you notice?

Activity 3: Solve Problems by Counting in 2s

- Learn how 5p coins need to be counted in 5s as they are the same as $5 \times 1p$ coins
- Look at some word problems and use counting in 5s skills to solve them. You could use counting equipment or draw pictures to help you.

Step it Up: Use 1p, 2p, 5p and 10p coins in different combinations to find totals

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R.E. (RELIGIOUS EDUCATION)

Topic: Holydays and Holidays

Learning Objectives:

Big Question - *How does the Holy Spirit help and guide me?*

- To know what happened on Pentecost day
- To know that Pentecost is the Birthday of the church
- To know the Holy Spirit can guide us and help to spread the Good News

Activity 1

Remind children about the Ascension and our questions about Pentecost.

Pentecost Day (based on Acts 2:1-4)

In the second part of Luke's story, the book of the Acts of the Apostles, we hear the story of Pentecost.

After Jesus had gone back to his Father, his friends stayed together with Mary, Jesus' Mother.

Peter was there and James and John and all the others.

They missed Jesus very much.

They felt weary and lost.

They couldn't get up and get on with their lives.

They didn't know what to do.

They talked about their time with Jesus, and wondered about his promise, 'I will not leave you alone'.

Then on Pentecost day everything changed.

It was as if they had been made new, re-created.

They were different people.

They were filled with life, joy, peace and happiness.

They knew that Jesus had kept his promise to send the Holy Spirit, who would be with them always.

They wanted to share this happiness

and they got up straight away to go out to tell everyone.

- How do you think the Disciples felt? Lonely, scared, happy, peaceful?
- Retell the story of Pentecost, adding how the Disciples were feeling.

Activity 2

- How do you celebrate your birthday?
- Pentecost is sometimes called the birthday of the Church. The priest wears red to represent the Holy Spirit and we use flames to represent the Holy Spirit.
- What does the Holy Spirit do for us? He guides us and gives us strength and courage to share the Good News with others.

All read this verse together

***Go out, go out in Jesus' name
Tell the world His story
By the way you live and work
By the love you show***

As a class or groups make up another verse to show how we can share the Good News.

Craft Activity – make headbands with flames adding how the Holy Spirit helps guides you to help others.

Key Words: *holiday holyday Apostles help Pentecost promise
Holy Spirit (helps us and guides us in our lives) guide Resurrection alleluia*

RE - Step it up:

- Sequence the story, writing at least one sentence.
- Add how the Disciples felt eg waiting in the room scared, lonely.

RE - Step it down:

To act out the story first and then write at least one sentence on what happened at Pentecost.

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

Learning Objectives

- I can make healthy choices about sleep and drink

Activity 1

Children to talk about the Big Question

Resources for this lesson are found here:

<https://www.twinkl.co.uk/go> Code **TG5908**



- Exploring Exercise:** Using the Lesson Presentation, ask children to feel their resting heartbeat for one minute.
Children dance, jump on the spot for two minutes. Talk about how the body reacts when we exercise.
Encourage children to suggest answers to the question, 'What is my heart doing to help my brain?' and discuss the answers.
Talk about what happens when we don't get enough exercise. What might this do to our bodies and our minds? What stops us exercising? Talk about fun, free things we can do to exercise.
- Exploring Sound Asleep:** Explain that as well as getting enough exercise, it is important to also get enough rest. Ask the children to consider how much sleep they need and go on to discuss what happens when we don't get enough sleep. Think about how it affects our mood and our ability to concentrate. Using the Lesson Presentation, look at potential barriers to getting a good night's sleep and share ways to get a 'super sleep'.

Activity Two

- Make a poster to help others know about healthy bedtime or fun exercises which keep us healthy.

Key Words: muscles, breathing, exercise, brain, routine, sleep, rest, heart, healthy, strength, body, mind.

Step it up:

- Children can find out if children need different amounts of sleep according to their age. Ask their older siblings and cousins how long they sleep each night.
- If they have a younger sibling do they sleep more than they do? Do they sleep during the day?

Step it down:

- Work with a partner and take it in turns to write down your ideas and answers.

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COMPUTING

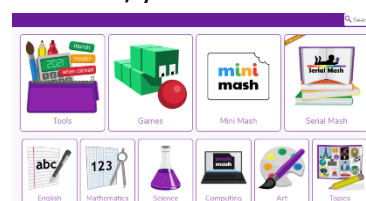
Learning Objectives

- To understand that data can be represented as a picture format and contribute to a class pictogram

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 **2Count in the Maths and Data Handling section**
- Make your own pictogram using fruit ask your friends which fruit they enjoy.
- Click on the add and subtract signs at the bottom of each column to add / take away items until you get to the correct number



Which is the most popular fruit? Which fruit is the least popular?
Can you complete another pictogram using food or animals?

TOPIC: GEORGRAPHY

Learning Objectives

- To name and locate the four countries in the UK

Activity 1

- Use the information about the UK in PowerPoint in this pack to learn about the UK and where it is in the world: <https://www.twinkl.co.uk/go> Code BH1678
- Find the UK on a world map and/or globe
- Talk about which continent the UK is in and whether we know the names of any other countries near it

Activity 2

- Using a blank UK map, colour each country in a different colour. Then label each country correctly.

Step it Up: Locate and name the capital cities of each UK Country

Talk about whether each country is north, south, east or west of another