

Year 1

Week beginning: 7-6-21

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

- 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 ZW9167

Warm Up: Play a game of Pinball-tag – run across the playing area and an adult rolls a ball, any child touched by the ball is 'out' until the next round.

New Ride Theme: Introduce the idea of Pinball where the aim of the game is to score as many points as possible by getting the ball across a board using the sides walls as bumpers. Talk about how the ball changes direction when it hits one of the bumpers. Link this to the idea of travelling with the ball from one side of the playing area to the other, changing direction as they travel as they reach any obstacles.

Learning Skills: Use your hands and feet to change direction when travelling with a ball.

Work in groups of up to four to practise this skill in a relay.

Travel from one cone to another approx. 3m away.

As you reach the second cone, stop the ball and turn back to face the cone they started at.

Now travel in this new direction to reach the first cone.

Repeat several times, while pushing the ball and bouncing the ball

Skill Application: Working in your team – take part in a Pinball Relay

Choose how to control the ball (hands or feet)

Travel to each of the bumper cones changing direction at each one.

Travel to these bumper cones in any order

Once they reach the winning hoop, you score five points and return to the team

Now the next member can have a turn.

The first team with all team members finishing the course is the winner

Cool Down: Play a game of Traffic Lights – move at different speeds between the cones

When GREEN is called run, When AMBER is called walk, When RED is called stop while touching a cone

If you cannot touch a cone, you are out of the game this time (adult removes a cone each round)

Step it up:

- Practise the skills using the hand/foot you find easiest first then swap to the other hand/foot

Step it down:

- Limit the number of cones to travel to/around as you practise the skill
- An adult can help you find your way through the cones during the relay

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LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To listen and respond to a story
- To know the main events of a story
- To retell a familiar story using actions
- To complete a story mountain of the main events
- To use simple punctuation correctly in sentences

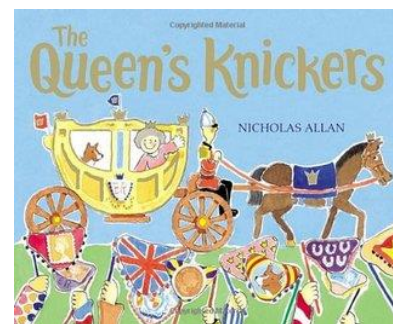
Activities

Activity 1

[The Queen's Knickers by Nicholas Allen - Mr Wickins Reads - Bing video](#)

The Queens' Knickers by Nicholas Allen

- Listen to the story or watch the video.
- Talk about the story, introduce new and unfamiliar vocabulary e.g. 'trunk'
- Start to retell the story as a class using actions.



Activity 2

- Retell the story using the chosen actions altogether.
- Complete a story map using your own pictures for each part (an adult can help with ideas).
- Tell a partner the story using your story map.

Activity 3

- Write the beginning and the middle of the story, use your story map to remember each part.
- Remember to use capital letters, full stops and finger spaces.
- Say each of your sentences out loud before writing them down.
- If you need help to remember how many words are in each sentence – use cubes in a row.
- Challenge: correctly spell the words: *Queen, said, are, was, were*.

Activity 4

- Re-read work to a partner. Have you added capital letters and full stops?
- Have you spelt the challenge words correctly? Have you missed any important adjectives?
- Continue retelling by writing the ending.
- Illustrate your story when completed.
- Practise challenge words when finished. Can you add them into a sentence?

Activity 5

- Improve some given sentences using capital letters, full stops, finger spaces and adjectives.
- Find adjectives in sentences

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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**
- *Queen, said, are, was, were*

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.

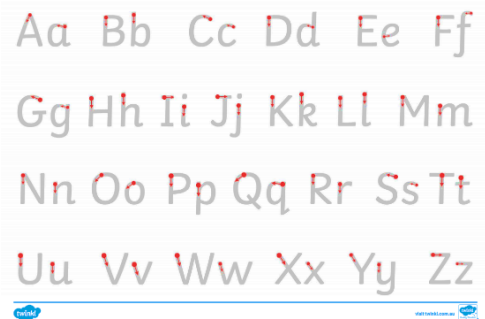
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

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
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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

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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Learning Objectives

- **To measure and begin to record capacity and volume (practical lessons).**

Activities

Activity 1: To use mathematical vocabulary to describe and compare capacity/volume

- Show a selection of containers and answer questions about how much they hold:

Which of these are full and which are empty?

Are any of them half full, a quarter full, or more than half full?

Will the contents of this full container fit into this empty container?

Will there be too much or too little to fill it?

Sort containers from the one which will hold the least amount to the one which will hold the most.



Activity 2: To measure capacity using uniform non-standard measures

- Using spoons count how many spoonful's or rice/lentils in each container. Think about:

Will this have more spoons of pasta or less?

Which container do you think will hold the most?

Use a smaller spoon. Will it contain the same number of spoons? Why/ Why not?

What do we need to do to make sure we are making a fair comparison?



Activity 3: To measure capacity using uniform non-standard measures

- Choose a container that you can use to fill a bucket. Think about:

Why have you chosen that container?

Would a cup fill the bucket quicker than a saucepan?

Would you use a different container each time? Why not?

How would we be able to compare if you use a variety of containers?

Could each group use a different container? Why?

- Order all the containers starting with the one which holds the least.



Activity 4: To measure capacity using the standard unit - litre

We need to find out which container holds more than, less than or the same as 1 litre.

- Order the containers by predicting the volume they can hold. Then check if this is correct by comparing them to the 1 litre container. Does it hold the same as the 1 litre container? Less? More?

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R.E. (RELIGIOUS EDUCATION)

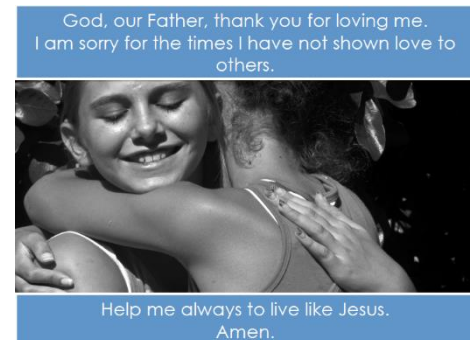
Topic: Being Sorry

Learning Objectives:

- To know that we can pray for forgiveness
- To recognise that we are happy when we love one another

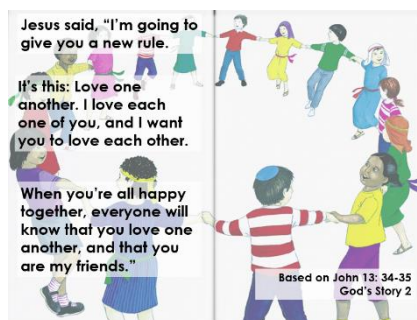
Activity 1

- Remind children about the stories we have listened to about people asking for forgiveness and saying sorry. It is important to say sorry and know that God always forgives us.
- Ask children – What things are we sorry for?
- Write a sorry prayer – share ideas about how we begin and end prayers



Activity 2

- We have learnt a lot about being sorry and forgiveness. What can we do to stop ourselves from making these mistakes that hurt God and others in the first place? Where might we find out?
- Read God's new rule from John 13:34-35 and talk about it. Talk about how we can follow this rule at school.



- Make a poster to show how we can follow this rule at school.

Key vocabulary:

Light Forgiveness Sorry Understanding Acceptance Follow Here I am

Kind Good Happy Cheer up others God Choice rule

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Step it up

- To write a sorry prayer including why they are sorry and asking for forgiveness.

Step it down

- To write their sorry prayer using a template.

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

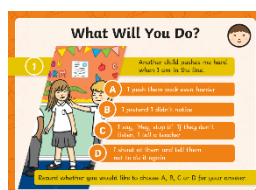
Learning Objectives

- To know and choose how to keep my mind and body safe**

Activity 1

Children to talk about the Big Question

- Exploring – talk about the choices children can make.
- Children will answer ‘What you will do questions’ and talk about the consequences.



- Exploring – Children to reflect on decision they have made at home or school. Children to work with a partner and decide how they could have made a healthier or safer choice.

Activity Two

- Reflecting – Children to choose an ending to a story. Remind them that there are consequences to their choices.
- Consolidating – I can choose. Children to draw things at home or school that they can have a choice about. Talk to your partner about your choices.

Key Words: decision choice consequence safe questionnaire

Step it up:

- Children to make a list of good choices and helpful words and phrases which can be displayed in the classroom.

Step it down:

- Support children who find it difficult to understand there are consequences to choices.

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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 Northern Ireland and Belfast

Activity 1

- Recap – how many countries are in the United Kingdom and name them. Next we are going to find out about Northern Ireland and Belfast.
 - Find Northern Ireland on the map and show the capital city (Belfast)
- Watch some Irish Dancing and have a go.
- Watch a video about the Giant's Causeway.
- Write one fact about Northern Ireland.



Key Words:

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