

Year 1

Week beginning: 28-6-21

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

- 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 equipment to throw, roll or kick (balls, bean bags, rolled up socks, plastic plates)
Some hoops, buckets or circles to aim into
Skipping rope or hula-hoop
A timer (sand-timer or digital clock on phone)
Paper and pencil / Whiteboard and pen

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

Work with someone at home 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 or ball 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 you did.

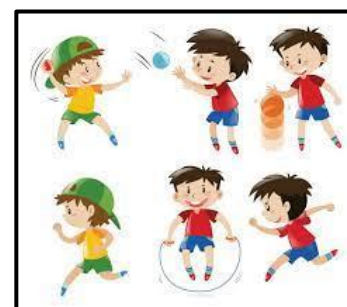
You could attempt the challenge on different days to see if you can improve your scores.

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 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

You can also find some fitness videos at:

<https://www.youtube.com/watch?v=fomkRYcl mo>

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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 – this could be an activity from Healthy Week (Bollywood dancing, Tennis workshop, Cheerleading workshop, Sports Day)
- Think about the order, what happened first (e.g. We lined up in our colour teams for a relay and waited. Then we had to take turns...) –
- Draw a simple timeline with pictures on or put post it notes in order to help you remember.



Activity 2

- Using your plan, write a recount of your experience.
- Use words such as **First / Then / Then / After that / Finally** to write about what happened
- Read your work to an adult and check that you have included:
Capital Letters to start sentences
Full Stops or other punctuation marks to finish sentences
All the words you need in each sentence
All the sounds you need in each word



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**

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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.

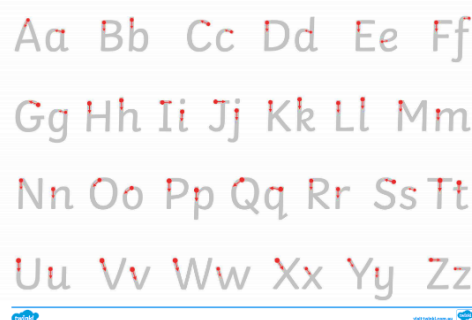
Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

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 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

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

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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.

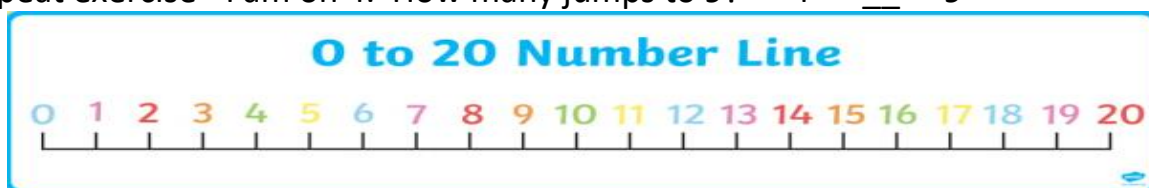
MATHS

Learning Objectives

- To add and subtract one-digit and two-digit numbers to 20, including 0
- To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- To represent and use number bonds and related subtraction facts within 20
- To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 3$

Activity 1

- To know pairs of numbers that add up to 10
- To use this knowledge to fill in missing numbers
- Write all the number facts (sums) that you know add up to 10 e.g. $4+6=10$
- Use a number line (see example below)
- Say "I am on two. How many jumps do I need to make so that I land on ten? Write : $2 + \square = 10$ and find the missing number by doing the jumps on the number line
- Repeat exercise - I am on 4. How many jumps to 9? $4 + \underline{\quad} = 9$



Activity 2

- To use doubles to work out other addition facts.
- What do we need to do to find out the double of a number?
- We add the same number together e.g. $3+3=6$ $2+2=4$ $10+10=20$
- Answer these double questions.

What is double 3? Double 5? Double 2? Double 10? Double 6?

Watch this clip that models how use near doubles as a strategy when adding:

<https://www.youtube.com/watch?v=EA0In8e8Pqc>

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Try and find the answer to the following sums using the near double strategy

$2+3 =$

$6+7=$

$5+6=$

$8+9=$

$9+10=$

See note below for Extra resources for Home Learners*

Activity 3

- To know addition number facts
- To use these facts to find subtraction facts

Use some counters / blocks / buttons to explore additions facts as seen below.

$$4 + 1 = 5$$
$$1 + 4 = 5$$

Now use the counters / blocks / buttons to change the addition facts into subtraction facts as in the next example below

$$5 - 1 = 4$$
$$5 - 4 = 1$$

Try finding the subtraction facts for:

$5+2=6$

$8+5=13$

$6+5=11$

See note below for Extra resources for Home Learners*

Activity 4

- To know subtraction number facts
- To use subtraction facts to find addition facts

Use the examples from yesterday to help you change subtraction facts into addition facts.

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Try changing the following:

$9-4=5$

$11-4=7$

$8-5=3$

Match the addition fact with the subtraction fact from this list of sums.

										
$3 + 2 = \square$	$4 - 0 = \square$	$1 + 7 = \square$								
$5 + 1 = \square$	$8 - 5 = \square$	$7 + 2 = \square$								
$4 + 3 = \square$	$7 - 1 = \square$	$2 + 5 = \square$								
$6 + 2 = \square$	$5 - 2 = \square$	$4 + 0 = \square$								
$2 + 4 = \square$	$10 - 2 = \square$	$1 + 6 = \square$								
$3 + 5 = \square$	$7 - 3 = \square$	$8 + 2 = \square$								
$6 + 3 = \square$	$6 - 2 = \square$	$0 + 8 = \square$								
$3 + 7 = \square$	$9 - 2 = \square$	$5 + 4 = \square$								

*See note below for Extra resources for Home Learners**

*Home Learners

If you have access to a printer or would like to look at some examples online for Activities 2, 3 and 4 go to:

<https://www.twinkl.co.uk/go>

For Activity 2: Near Doubles use Code ZB7852

For Activities 3 and 4: Using Addition and Subtraction Facts use Code SQ5941

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R.E. (RELIGIOUS EDUCATION)

Topic: Neighbours

**L.O. To know that Jesus taught his friends to be good neighbours
To know how to be a global neighbour**

Activity 1

Read these words from the Bible together: Based on Isaiah 12:4-6

'The day will come when everyone will say, Praise God:

When everyone will know God by name;

When everyone will tell of God's greatness all over the world;

When everyone will sing for joy because God is here with them.'

Talk Time

- What did Isaiah say will happen?
- How do we praise God?
- How do you think people felt when they heard what Isaiah had to say?
- How can we share these ideas with our neighbours?

Activity 2

Read - Jesus and his Friends based on Mark 6:30-32

"The disciples gathered around Jesus and told him about all the things they had done and taught. Crowds of people were coming and going so that Jesus and his followers did not even have time to eat. He said to them, "Come away by yourselves, and we will go to a lonely place to get some rest. So they went in a boat by themselves to a lonely place."

Talk Time

- What makes a good neighbour?
- In what ways did Jesus' friends show they were good neighbours?
- How can you be the best friend you can be?
- What is Jesus' message?

Draw a picture to show how you can be a good neighbour to someone who lives near you or someone at school. Choose from Step It Up or Step It Down below.

Look at this

Here is the true story of a man who needs to take care of his own needs to help others

<https://comeandsee.cafod.org.uk/Year-1-resources>

Click on Raphael's Story.



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Step it up

Make up a 'recipe' for being a good neighbour – what sort of ingredients would need to be included.

Step it Down

Draw a picture and ask an adult to help you write a sentence showing you with a neighbour using key words

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

Learning Objectives

- **To explain the difference between what we want and what we need.**

Resources for this lesson can be found at: <https://www.twinkl.co.uk/go> Code: DP1476

Activity 1

Talk about the Big Question

- **Exploring** – Sort it out – Complete the sorting activity and decide if they want or need an item.
- **Exploring** – How did you decide? Talk about your choices with an adult. Can you explain the difference between want or need?



Role-Play Scenario Cards

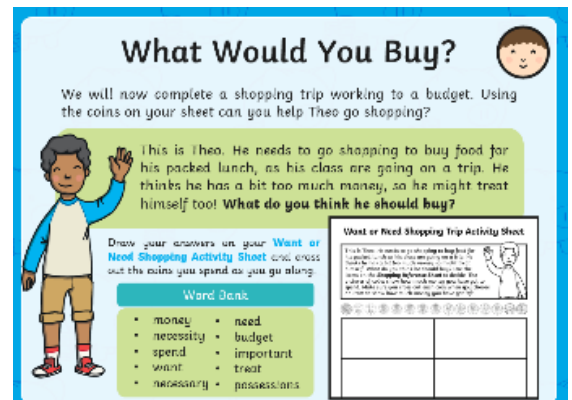
You have just returned from your friend's house where you have been playing a new game. You really enjoyed it and would like to buy it so that you have one of your own as well. You ask your parents if they can buy it for you.



Activity Two

- **Reflecting** – Act out what might happen in this situation. What would you advise the parent to do in our role play? Why? Remember that what we want or need is not always the same.

- **Consolidating** – What would you buy? Decide what you need to buy on a shopping trip. Remember you have a budget to stick to.



Key Words: money spend want need important possessions essential necessary budget

Step it up:

Write a sentence on their want or need sheet, explaining why they bought their items.

Step it down:

Identify what we need and want with an adult for support

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Topic Design and Technology

Learning Objectives

- To use a range of materials creatively to design and make products using a wide range of patterns.
- To design a pair of knickers for the Queen and give reasons for their choices

Activity 1

- Find a variety of fabrics around your house and explore how they feel. Can you name the different fabrics and identify their different properties for example, wool, cotton or denim and stretchy, smooth or stiff?
- Think about the texture and decide whether it would be comfortable to wear as underwear.
- Design a pair of knickers for The Queen in the story The Queen's Knickers (a story we have read in class!).
- Think about the fabric you will use and any patterns that you might add. For example - sparkly, spotty, frilly, stripy, repeated images.
- Try to think of something different to the ones in the book.
- Plan and design the knickers on a piece of paper, write about the choice of material, design and theme you have chosen. Consider what image or pattern the Queen would like to see in her knicker drawer!

Here is a design sheet you can use if you wish: <https://www.twinkl.co.uk/go> Code KD2848



If you would like to watch the story again or share it with your family – here is a link:

<https://www.youtube.com/watch?v=E-wbxz8Drjw>

Home Learners

You can send photos of work or a message to the class teachers using this email address:

year1@stjosephsrcinfant.bucks.sch.uk