

HOME LEARNING YEAR 1



Home Learning Spring 2 Week 2

The Year 1 and 2 team would like to send our thanks for your support with your child's home learning at this time. We would love to hear from you and welcome your photos to share the work that you have completed throughout the week – this can be daily or weekly. If you have any queries you can contact us via email and we will respond during working hours, as quickly as possible.

The email addresses are listed below:

Year 1 – Year1@LakesPrimary.co.uk

Year 2 – Year2@LakesPrimary.co.uk

We will endeavour to set work that does not need to be printed so that you can do it on the screen or on separate pieces of paper – any issues with this, please let us know.

The work packs each week will follow the curriculum that we will be following in school so that your child will not miss out on any education during this strange time. We have included lots of different aspects of the curriculum, including Topic and RE. Joe Wicks is also starting his PE sessions again on Mondays, Wednesdays and Fridays if you fancy a bit of challenge – parents can join in as well!

We hope that you manage to have some structure to the day and you can follow the timetable that we follow in school. We start the day with Literacy, followed by Maths after a playtime. Afternoon sessions are made up of the foundation subjects.

It would also be great to see some photos of the exciting things that you get up to outside of the curriculum, such as going for a family walk or playing some games together.

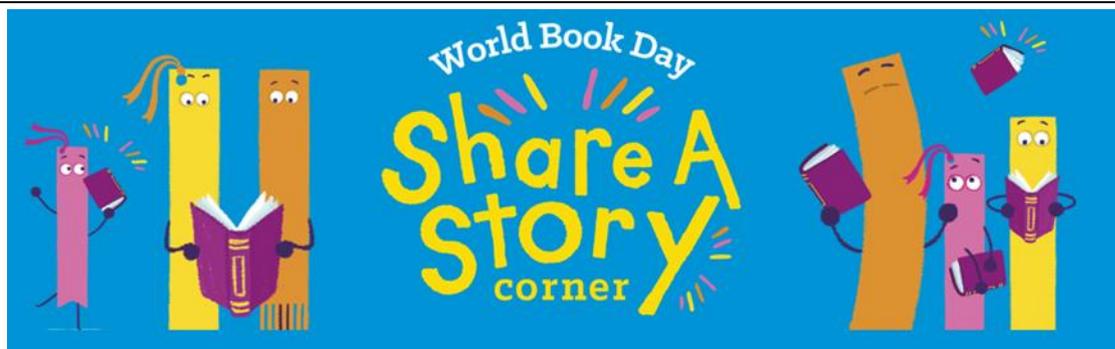
Stay safe and we look forward to seeing you on the 8th March.

KS1 Team

Monday

01.03.21

Literacy



On the 4th March it is World Book Day and in school that is always an extra special great day. So we have decided to link our Literacy to World Book Day so we are going to look at a different book every day.

Your first share a story is :- **Dear Zoo** by Rod Campbell

Click on the link <https://www.worldbookday.com/videos/dear-zoo/> by Rod Campbell to listen to the story.



Talk about the story with your child. Asking your child if they can remember the animals that were sent to the child in the story.

Today you are going to write your own letter to the zoo asking them to send an animal to you. You need to include adjectives to describe your animal in detail. Remember to write in sentences with the correct punctuation (capital letters to start and full stops or exclamation marks to end). Leave clear finger spaces between words. Spell words you know correctly and 'Fred talk' for those you don't. Write in the past tense. Use interesting adjectives.



Practise the spellings that were sent home on Marvellous Me.

Lexia Reading 15/20 minutes daily - logins have been sent home via Marvellous Me.

<https://www.lexiacore5.com>

(If Teacher email is required to first register it is Lakeslexia@home.com)

Daily phonics sessions from Ruth Miskin are available to watch at:

<https://www.youtube.com/watch?v=H9rGoXkmeyU>

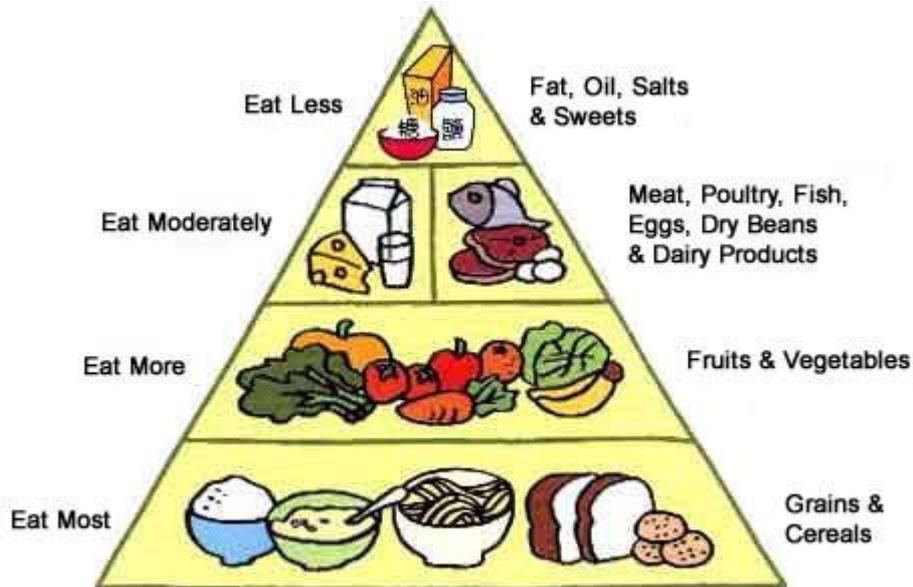
Phonics games are also available on <https://www.phonicsplay.co.uk/> for free access with
username: jan21 and password: home

They have some good games to help with blending and learning to read tricky words.

Curriculum activities

DT - To design purposeful, functional, appealing product for themselves and other users based on design criteria.

Introduce design task – Mario and Luigi’s new pizza shop. A new pizza shop is opening up in Redcar but they want to produce a new range of ‘healthy pizzas’.



Children must explore appropriate food choices, using the food pyramid to include the correct amount of each food group.

Your pizza base will use a dough which means the base of the pyramid choice is used.

Can you incorporate ingredients for the rest of the pyramid to be used to design your healthy pizza?

Draw what your finished pizza will look like and then list the ingredients needed for your tasty toppings.

You may like to make your own pizza to actually eat at home (but you do not need to do this for this task).

Maths

To solve subtraction word problems using concrete objects or by drawing images (circles to represent, then cross out)

Tom has 9 toy cars. He gives 5 of them away. How many does he have left?

$$\square - \square = \square$$

At first there were 10 monkeys. Then 7 run up a tree. How many are left?

Use counters/cubes to help you solve this and complete:

$$\square - \square = \square$$

Children use objects to represent these and work out how many are left. Adult model recording subtraction sentence. Then show them how to draw circles instead of using the objects and cross them out to take them away.

Complete the number sentence

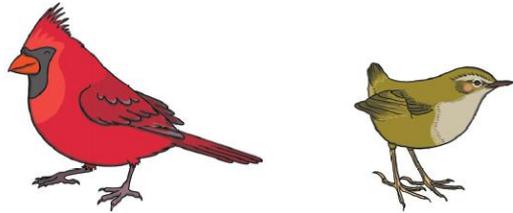


$$\boxed{7} - \boxed{2} = \square$$

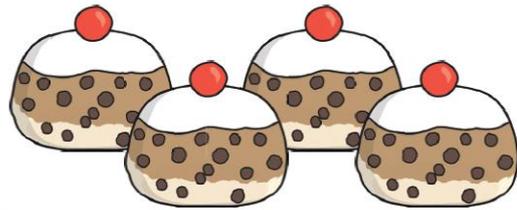
Create a story to represent the calculation.

Can you solve these and write the subtraction sentences?

If you had 5 birds in your garden and 1 of them flew away, how many birds would you have left?



If you had 10 currant buns and 8 of them have been eaten, how many of them would you have left?



If you had 20 squares of chocolate and you ate 15 of them, how many would you have left?

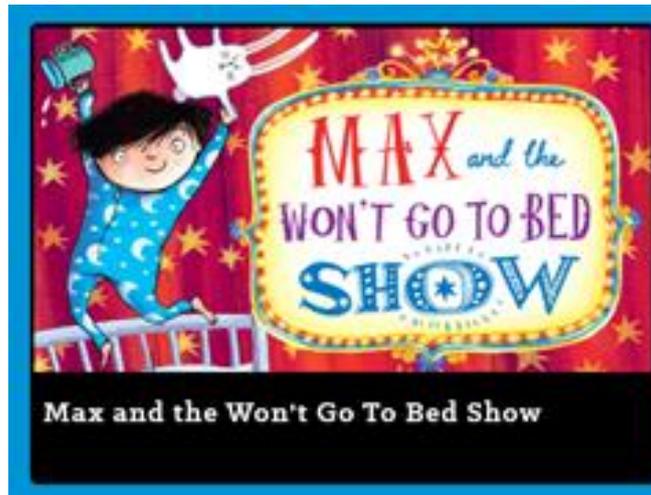


Tuesday
02.03.21

Literacy

Today your 2nd share a story is :- **Max and the won't go to bed show** by Max Sperring & Sarah Warburton.

Click on the link <https://www.worldbookday.com/videos/max-and-the-wont-go-to-bed-show/> by Max Sperring & Sarah Warburton to listen to the story.



Explain to your child that they are going to write a description of the setting that they visit in their dream. What do you think Max is dreaming about and then write about that? Is it an enchanted castle, a circus or a zoo. Is it day time or night time? Describing the setting using adjectives and include some new vocabulary.



If you need a little reminder about setting writing click on :-

<https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/z8mqsrđ>

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Curriculum activities

Computing – Grouping Data sessions. In this lesson, pupils will begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. Pupils will also label a group of objects, and begin to understand that an object can fit into more than one group depending on the context.

A key concept throughout this unit is the understanding that computers are not intelligent. Though they may seem like they are able to complete tasks autonomously, they are using input from humans, for example searching for images that have been labelled by a human, or 'counting' data that has been grouped by humans.

I'm looking for...

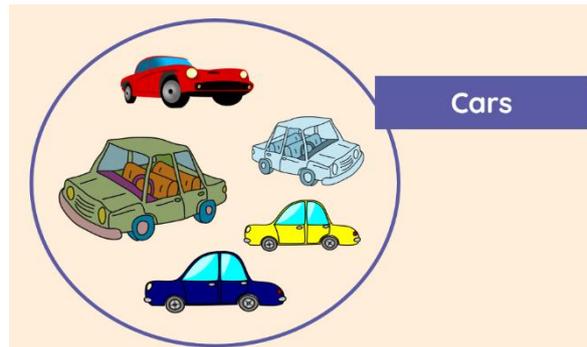
a wooden stick that has a pointed end. It is filled with lead and we use it to write on paper.



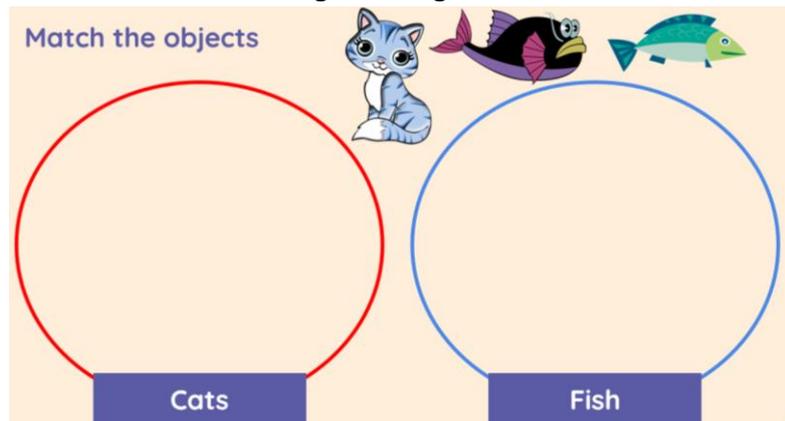
Objects are given names to make it easier for people to know what is being talked about.

Matching objects to groups:

Explain that you have labelled the images in the group (cars). Ask pupils what they notice about the group of objects. Remind them that although the cars are all different, they are cars, so they can be grouped together.



"Where should the images here go?"



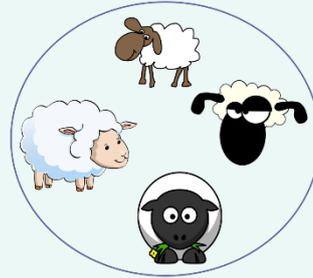
Make some areas, with three group labels such as: 'things we play with', 'things we write with', 'things we eat'. Place a number of physical objects that fit into these groups in a pile near these labels.

Ask your child to place the objects into the correct group, for example, "Can you find an object that goes with the 'things we play with' label?" Allow them to move the objects

until all the objects have a label. Ensure that they have checked that all objects are placed correctly and discuss any misconceptions that arise.

Explain that by putting the objects with a label, they have made groups. This is a way of putting similar objects into groups, and it's why a computer shows us lots of different cats when the word 'cat' is searched.

Think, pair, share: What is the label for this group?



Draw arrows to match the group labels to the correct groups

Books

Frogs

Animals

Trees

Cars

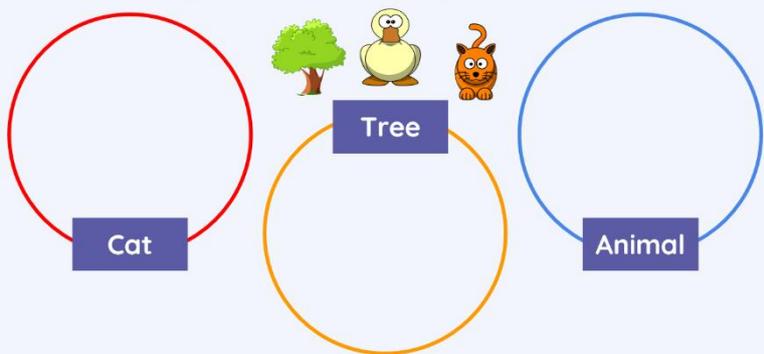
Bikes



Explain that not all of the labels can be matched to a group.

Plenary

Match the object to the category



“Which object goes with which group?”

Explain that an object can fit into more than one group. (e.g. a cat is also an animal)

Maths

To solve subtraction problems using a number line.

Remind your child to not count the start number in their jumps!



Number Line Subtraction

	Example:
$10 - 5 = 5$	

$20 - 3 =$	
$9 - 4 =$	
$18 - 2 =$	
$10 - 6 =$	
$7 - 3 =$	
$2 - 2 =$	
$3 - 1 =$	
$11 - 8 =$	
$15 - 3 =$	
$6 - 1 =$	

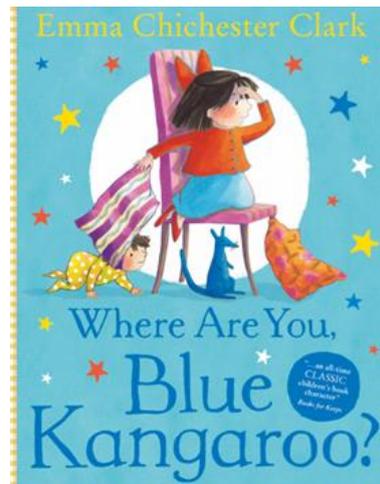
Wednesday

03.03.21

Literacy

Today is your 3rd share a story is: - **Where are you blue kangaroo** by Emma Chichester Clark.

Click on the link <https://www.worldbookday.com/videos/where-are-you-blue-kangeroo/> to listen to the story.



Explain to your child that they are going to write a character description about their favourite toy and a description of that character. It could be a rainbow, stripy zebra or a gigantic, pink and yellow spotted elephant. You need to include adjectives, make sure that your nouns fit the character you are describing.

You can also draw a picture of your character and see if your description looks like the character you have drawn.

Remember to write in sentences with the correct punctuation (capital letters to start and full stops or exclamation marks to end). Leave clear finger spaces between words. Spell words you know correctly and 'Fred talk' for those you don't. Write in the past tense. Use interesting adjectives.

Adults please email us a photo of a piece of your child's writing this week so we can see how well they are getting on. (This should be done at least once this week.)

Practise the spellings that were sent home on Marvellous Me.

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Curriculum activities

PE – Skip2bfit session this week: Workout 1 https://youtu.be/ex6goi_CMgs

Don't forget to send us your highest score for your 2 minutes skipping, via your year group emails. Also, if you haven't collected your free skipping rope yet, they can still be collected from outside the main entrance. There will be a box of ropes under the table in the entrance hall to the KS2 building. To help us ensure that every child has received their rope, please could you use the intercom to let the office staff know who you have collected ropes for.

PSHE – Mind & Body: Simple hygiene routines that can stop germs from spreading.

How often do you wash? Which parts of your bodies do you clean more often? Why? Emphasise the need to wash hands more often to stop the spread of germs. What are germs? Can you see them? How do they spread?

Watch: What are Germs? To help you answer these questions.

<https://www.youtube.com/watch?v=Vl6r3ae0Xls>

Children can go outside and carry out the shaving foam or glitter experiment showing the spread of germs. Ask family members to stand in a line and shake hands with each other – the first person is loaded with shaving foam or soap with glitter mixed in and you see how far the germs spread! What happens if you touch other things like door handles or your cheek?

You can also watch this Germ Wars cartoon about how children can be superheroes fighting germs if you would like! <https://www.youtube.com/watch?v=O5PwLAZNnKc>

Maths

Subtract a multiple of 10 from a 2 digit number.

Model this first to children by rolling a dice twice to generate a 2 digit number (or make your own 0-9 number cards to pick from) and write this on the board. Then write it as a subtract 10 sentence. (e.g. rolled 3 and a 6 so $36-10=$)

Using a number square show children how to count back 10 to work out the answer and mark it on the number square and record it as the answer. Do this a few times, rolling different numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do they notice about the pattern when they count back 10 on a number square? (the answer is the number above the start number)

What do they notice about the numbers that change and those that stay the same?

(tens number changes units stays the same each time) Make this explicit to them!

Have a go at these!

$$51 - 10 =$$

$$15 - 10 =$$

$$26 - 10 =$$

$$93 - 10 =$$

$$64 - 10 =$$

$$14 - 10 =$$

$$28 - 10 =$$

$$22 - 10 =$$

$$46 - 10 =$$

$$85 - 10 =$$

Thursday

04.03.21

Literacy

Today is your 4th share a story is: - **The Gingerbread Man** by Alan McDonald.
Click on the link <https://www.worldbookday.com/videos/the-gingerbread-man/> to listen to the story.



Talk to your child about the story and talk about what happened to the Gingerbread Man at the end. Our story is going to change the ending and we want you now to imagine that the fox did not eat the gingerbread man and instead he escaped from the fox. The baker and his wife want to write a wanted poster however they do not know how to write it. Please can you write a poster to help them find the gingerbread man.

Remember to write in sentences with the correct punctuation (capital letters to start and full stops or exclamation marks to end). Leave clear finger spaces between words. Spell words you know correctly and 'Fred talk' for those you don't. Write in the past tense. Use interesting adjectives.

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Wanted!



Curriculum activities

World Book Day!

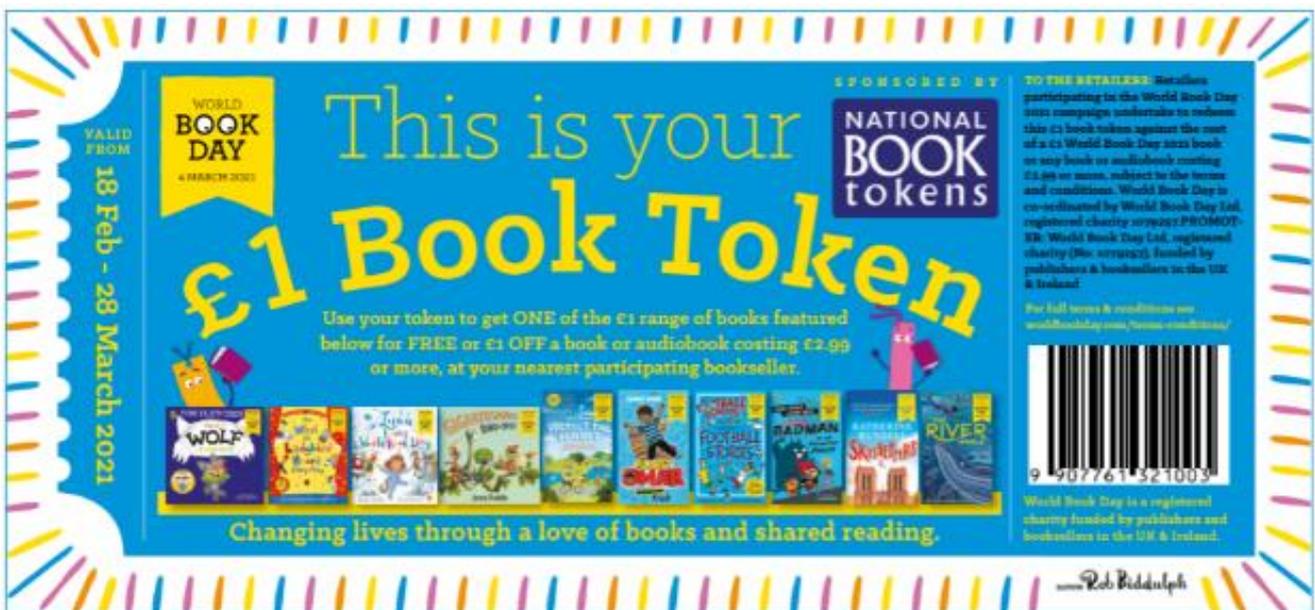
World Book Day token is attached in this pack if you have a paper copy or this can be printed off at home to be used if you have an electronic copy. (Alternatively, you can collect a voucher from the school office.)

The main theme of the event this year is Share a Story so we are encouraging you to share a favourite story with your family or join one of the Share a Story Live events via:

www.worldbookday.com/events

Share a story videos of stories are available at <https://www.worldbookday.com/share-a-story-corner/>

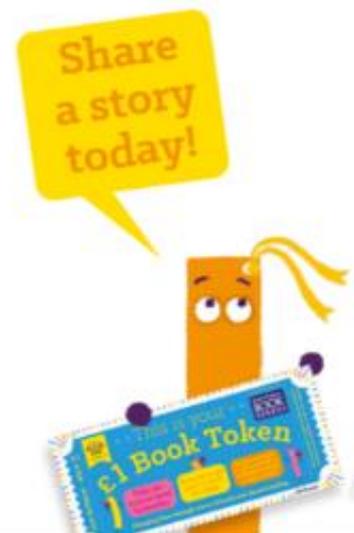
Free audio books are also available at: www.worldbookday.com/world-of-stories



The poster is for the World Book Day £1 Book Token. It features a blue background with a colorful border of vertical lines. At the top left, it says 'WORLD BOOK DAY 4 MARCH 2021' and 'VALID FROM 18 Feb - 28 March 2021'. The main text reads 'This is your £1 Book Token'. Below this, it says 'Use your token to get ONE of the £1 range of books featured below for FREE or £1 OFF a book or audiobook costing £2.99 or more, at your nearest participating bookseller.' A row of book covers is shown, including 'WOLF', 'THE WINDS OF CHANGING', 'THE SECRET OF THE SANDS', 'THE SECRET OF THE SANDS', 'THE SECRET OF THE SANDS', 'FOOTBALL STORIES', 'SADMAN', 'SKETCHED', and 'RIVER'. To the right, it says 'SPONSORED BY NATIONAL BOOK tokens'. Below that, it says 'TO THE RETAILERS: Retailers participating in the World Book Day 2021 campaign undertake to redeem this £1 book token against the cost of a £1 World Book Day 2021 book or any book or audiobook costing £1.99 or more, subject to the terms and conditions. World Book Day is co-ordinated by World Book Day Ltd, registered charity (No. 299221) PROMOTED BY World Book Day Ltd, registered charity (No. 299221) funded by publishers & booksellers in the UK & Ireland.' A barcode is shown with the number '9 487761 321003'. At the bottom, it says 'World Book Day is a registered charity funded by publishers and booksellers in the UK & Ireland.' and 'Rob Biddulph'.

The World Book Day £1 books are a gift from booksellers, who fully fund the cost of the £1 book token redemptions. Check with your local bookseller what plans they have in place for World Book Day. Please note:

- The £1 book token can be exchanged for one of our **exclusive, new £1 books** (see the full line-up at worldbookday.com/books/) OR for getting £1 off any book or audiobook costing £2.99 or more in participating bookshops and supermarkets.
- The book token is valid from **Thursday 18 February – Sunday 28 March 2021**. Participating booksellers will honour the tokens beyond the 28 March while stocks last. Please contact your local bookseller to check if they are able to offer £1 off other titles.
- The book token can **ONLY** be used in participating bookshops (find your nearest at booksellers.org.uk/wbd)
- The book token can be printed out and taken to your local bookseller. Booksellers such as Sainsbury's and Asda are unable to accept the voucher on a phone or tablet screen. For all other booksellers, please check before you visit.
- The digital £1 book token cannot be redeemed online.



Maths

Go on Mathletics today and see if you can earn 1000 points to earn a certificate!

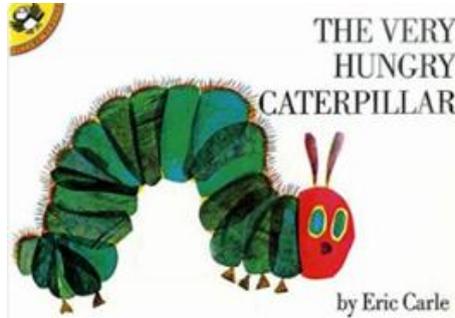
Complete the subtraction tasks first then you can choose any activities that you like.

Friday

05.03.21

Literacy

Today is your 5th share a story is: - **The Very Hungry Caterpillar** by Eric Carle.
Click on the link https://www.youtube.com/watch?v=kMjTKNoZn_o
to listen to the story.



Talk to your child about the story and the character. Explain to your child that they are going to write a diary entry today and add their own detail to the paragraph. See example underneath to help.



On Monday I ate 1 red apple.

Making sure you include adjectives to describe the item that the hungry caterpillar has eaten.

Remember to write in sentences with the correct punctuation (capital letters to start and full stops or exclamation marks to end). Leave clear finger spaces between words. Spell words you know correctly and 'Fred talk' for those you don't. Write in the past tense. Use interesting adjectives.

You need to include interesting vocabulary and make your sentences into an expanded noun phrase. To help remind you click on the link below about expanded noun phrases.

<https://www.bbc.co.uk/bitesize/topics/z4mh7yc/articles/z7v4bqt>

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Curriculum activities

PE- Skip 2 Be Fit Workout 2 this week: <https://youtu.be/TUp7qzI3VMk>

Don't forget to send us your highest score for your 2 minutes skipping, via your year group emails.

RE – Why is the Bible Special for Christians?

Share some more stories from the Bible by watching some video stories at the Beginners Bible on YouTube: <https://www.youtube.com/channel/UCiM9mWNxTWpKY-V9Eb9TfkA>

Which story did you like the best this week? What was the moral of that story? What was it trying to teach us? Make a poster to share the moral of the story.

Maths

To read and interpret mathematical statements involving subtraction (-) and equals (=) signs.
Subtract one-digit and two-digit numbers to 20, including zero.

Subtract a multiple of 10 from a 2 digit number



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$8 - 3 = \underline{\quad}$$

$$12 - 5 = \underline{\quad}$$

$$13 - 0 = \underline{\quad}$$

$$19 - 12 = \underline{\quad}$$

$$13 - 10 = \underline{\quad}$$

$$27 - 10 = \underline{\quad}$$

$$40 - 10 = \underline{\quad}$$

To solve one step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

On world book day I read 4 stories, which meant that I read 12 stories altogether that week. How many stories did I read on the other days? (Remember You can use cubes or draw pictures to help you if needed)

$$12 = \underline{\quad} - 4$$



Self assessment: How do you feel about this week's maths learning? (please tick to show)

Unsure/found it hard



ok



confident

