

HOME LEARNING YEAR 1



Home Learning 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 hearing from you.

KS1 Team

Monday

18.01.21

Literacy

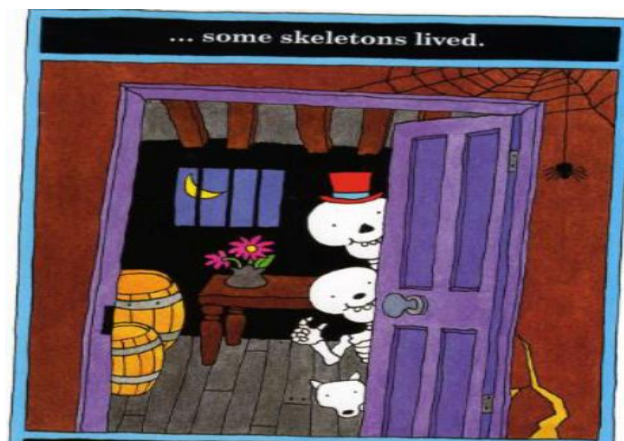
Read the story of Funny Bones at:

<https://www.youtube.com/watch?v=gweOq4OT-H0>

What do you think about the story? Do you like it? Which is your favourite part?
Focus on the first page.



This is how the story begins.
On a dark dark hill
there was a dark dark town.
In the dark dark town
there was a dark dark street.
In the dark dark street
there was a dark dark house.
In the dark dark house
there was a dark dark staircase.
Down the dark dark staircase
there was a dark dark cellar.
And in the dark dark cellar ...



There is repetitive language - it uses dark a lot. How could we improve it? Which words could we use instead? Can you think of any words that mean the same as dark (synonyms) or have a similar meaning that we could use instead? Google will come to the rescue if you can't think of many. Explain that we are going to improve the sentences by making the adjectives more interesting – they don't have to mean the same as dark.

Brainstorm your ideas in a spider diagram so that you can use your bank of adjectives as you complete your writing throughout the week. Change the first sentence together. Remember to include capital letters and full stops correctly.

Write the rest of the sentences on the first page in your own words, changing the adjectives to make the writing more exciting and varied.

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/channel/UCo7fbLgY2oA_cFCI9GdxtQ

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

Science – Our senses

Ask 'What are our senses?' 'What do we need them for?'

Discuss. How many senses do you think we have?

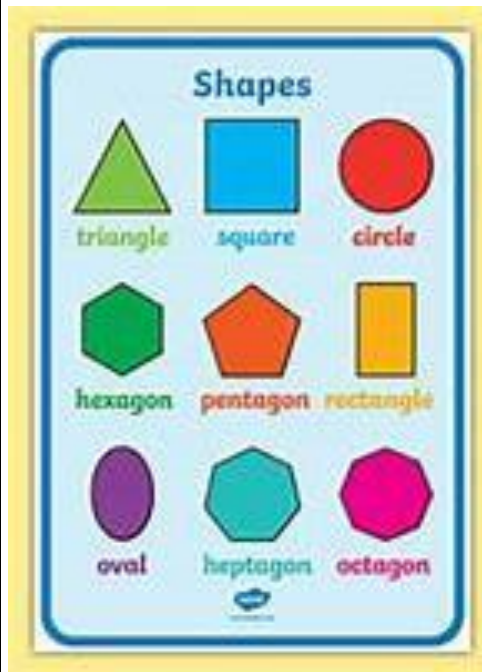
Watch the video about our senses :- <https://www.bbc.co.uk/bitesize/clips/z2fnvcw>

Talk to your child to make sure they understand the 5 different senses (sight, touch, hearing, smell, taste) they have.

Parents please can you collect things from around the kitchen (food/drink) that have very strong smells such as coffee granules, onions, lemon etc. To cover your child's eyes and let your child smell but without looking at the item to demonstrate that they use their smell sense to do this.

Parents please can you collect things from around the kitchen (food/drink) that have preferably different tastes such as sugar, salt, lemon, milk, pretzels, grapes etc. To cover your child's eyes and let your child taste the different items.





Point to the 2D shapes for the children to name. Repeat this until they know them well and can do it quickly. Correct any misconceptions/teach any they are unsure of.

Watch this clip and identify the 2d shapes.
<https://www.youtube.com/watch?v=svrkthG2950>

Show some examples of these shapes in simple patterns. Can the children identify then continue the pattern?

Repeating Patterns

Can you continue the patterns below?



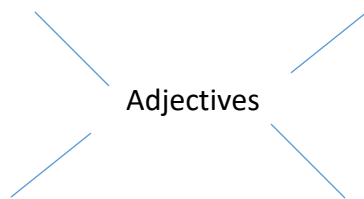
Tuesday

19.01.21

Literacy

Re-read of the original setting of Funny Bones. Today we are going to change the adjectives to make it feel happier rather than scary. This will change the atmosphere of the setting.

Children to use a spider diagram format to write down happy/positive adjectives (describing words) to describe the setting.



Model how to use these to write descriptive sentences about the setting taking suggestions from children too.

Write the funny bones setting (from the first page) substituting adjectives to make it a happier atmosphere (not scary).

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Curriculum activities

Computing - Label the parts of the body at:

http://resources.hwb.wales.gov.uk/VTC/our_bodies/eng/Introduction/default.htm

PSHE – Online Safety. Learn how to stay safe online with childnet. Each week we will be sharing a video and learning activity for children and adults to do together. This week watch the M rule video <https://www.childnet.com/resources/video-lessons/the-m-rule> and choose a follow on activity.

★ Challenge Time ★

1. Chat with an offline friend via video call. Tell them about the M rule!



2. Invent a dance to help you remember that M is for meet.

3. Go to the ThinkUKnow website and find the report button.



Maths

Watch this clip about 2D shapes.

<https://www.youtube.com/watch?v=mitkOPuvj2U>

Can children identify the different 2D shapes in everyday objects on the screen?

Can children identify these shape patterns? What shape would come next?



Can the children create their own repeating 2d shape pattern for someone in their house to continue it? Can they name all of the shapes they have used?

They could use objects from around the house depicting 2D shape faces or draw their own 2D shapes on paper to create their patterns.

Can they tell you what 2D shapes would come next to continue their pattern?

We look forward to seeing your maths work this week when it is emailed into us.

Mathletics can be accessed daily – the logins have been sent home via Marvellous Me.

Wednesday

20.01.21

Literacy

Explain that the skeletons have gone on holiday to the Isle of Blowyernose (from last week's story).

Share read the pre-constructed setting of what they saw, smelt, heard and felt.

It was a bright sunny day on the relaxing Isle of Blowyernose. The gentle breeze rustled the green leaves in the tall flum flum trees and the sound of cheeky monkeys chattering could be heard. In the distance, waves crashed against the shore and the faint smell of salt could be smelt in the air. Beautiful flowers grew all around and their sweet scent filled the air.

Explain that adjectives could describe what the setting looks like, sounds like, smells like or feels like (mood). Write adjectives under each heading (of the senses) to describe our setting.

Model write descriptive sentences about the setting.

Write descriptive sentences about the setting of Blowyernose.

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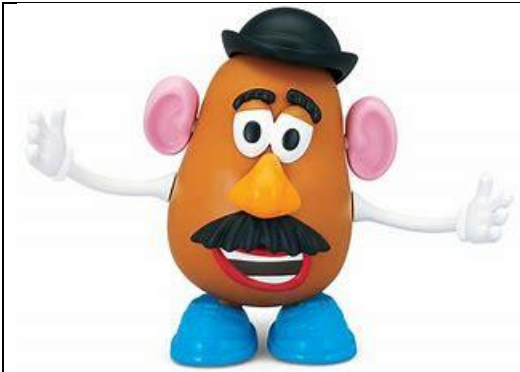
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Curriculum activities

Science – Label Mr Potato head activity

On paper draw a Mr Potato head and label the 5 different senses such as hearing, taste, smell, touch and sight and show where you would find them on Mr Potato head.



PSHE – Online safety. Follow the Thinkuknow activity ‘Sharing pictures’ quiz and to draw what makes you feel happy.

<https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-5-7s-home-activity-sheet-3.pdf>

Maths

Active maths, join in with saying the numbers and doing the actions:

Counting forwards in 1s to 100

<https://www.youtube.com/watch?v=0TgLf3PMOc>

counting backwards in 1's from 20

https://www.youtube.com/watch?v=srPkt4k_O8

Children develop counting to continue a number sequence 0 - 20. (or beyond if suitable)

- Counting backwards and forwards from different starting points.

Ask your child to continue your counting sequence when you stop.

E.g. 7,8,9,10,... 13, 14, 15, 16, 10, 9, 8, 7, 18, 17, 16,

Challenge your child with different count on or back start numbers for them to continue to say the next 3 numbers.

If they are able to do this with numbers within 20 easily extend them to numbers within 30, 50 or 100!

Mathletics can be accessed daily – the logins have been sent home via Marvellous Me.

Thursday

21.01.21

Literacy

Explain the task, which is to independently write a setting description using our knowledge from this week's sessions. What do we need to include? Encourage children to list things like capital letters, full stops, adjectives.

Show the setting image of the skeletons at the park (from the end of the Funny Bones story) and children given time to verbally describe them to their adult. Make a list of adjectives like earlier in the week to prepare for writing the setting. Feedback ideas and verbally share their first sentence.

Children to independently write a setting description of the skeletons at the park using the adjectives that they have brainstormed.

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Curriculum activities

Music – Play some music and with different parts of your body can you make noises. Such as clapping using yours hands, tapping your feet on the floor etc.



P.E. – Watch the video clip '**Morph**' <https://amazingmorph.com/>

See if you can practise some dances where you change the speed, weight and size of the movements just like morph.

Maths


Recap counting forwards and backwards in ones to and from 20.
Can the children confidently say the number names in order, both forwards and backwards? Practise this until they can or extend them to counting forwards and backwards to 30 or 50!

Place the missing numbers in to the correct place on the number lines below. Choose the most suitable level for your child's ability.

Either Within 20

Name _____ Date _____
COUNTING ON IN ONES (UP TO 20) SHEET 1 

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

Can you help Newton to fill in the missing numbers by counting on in ones. 

- 1)

| | | | | | | | |
|---|---|----|--|----|----|--|----|
| 8 | 9 | 10 | | 12 | 13 | | 15 |
|---|---|----|--|----|----|--|----|
- 2)


| | | | | | | | |
|----|--|----|----|--|----|----|--|
| 10 | | 12 | 13 | | 15 | 16 | |
|----|--|----|----|--|----|----|--|
- 3)

| | | | | | | | |
|----|----|--|----|----|--|----|--|
| 12 | 13 | | 15 | 16 | | 18 | |
|----|----|--|----|----|--|----|--|
- 4)

| | | | | | | | |
|----|----|----|--|----|----|--|----|
| 13 | 14 | 15 | | 17 | 18 | | 20 |
|----|----|----|--|----|----|--|----|
- 5)

| | | | | | | | |
|----|----|----|--|----|--|----|--|
| 12 | 13 | 14 | | 16 | | 18 | |
|----|----|----|--|----|--|----|--|
- 6)

| | | | | | | | |
|--|----|----|--|----|----|--|----|
| | 11 | 12 | | 14 | 15 | | 17 |
|--|----|----|--|----|----|--|----|

Name _____ Date _____
COUNTING BACK IN ONES (UP TO 15) SHEET 1 

| | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|

Help Newton to fill in the missing numbers by counting **back** in ones.

- 1)

| | | | | | | | |
|----|----|----|--|----|---|--|---|
| 14 | 13 | 12 | | 10 | 9 | | 7 |
|----|----|----|--|----|---|--|---|
- 2)

| | | | | | | | |
|----|--|----|---|--|---|--|---|
| 12 | | 10 | 9 | | 7 | | 5 |
|----|--|----|---|--|---|--|---|
- 3)

| | | | | | | | |
|----|----|--|----|---|--|---|--|
| 13 | 12 | | 10 | 9 | | 7 | |
|----|----|--|----|---|--|---|--|
- 4)

| | | | | | | | |
|----|--|----|----|--|----|--|---|
| 15 | | 13 | 12 | | 10 | | 8 |
|----|--|----|----|--|----|--|---|
- 5)


| | | | | | | | |
|--|----|---|--|---|--|---|--|
| | 10 | 9 | | 7 | | 5 | |
|--|----|---|--|---|--|---|--|
- 6)

| | | | | | | | |
|--|----|----|--|---|---|--|---|
| | 12 | 11 | | 9 | 8 | | 6 |
|--|----|----|--|---|---|--|---|

Or Beyond 20

Name _____ Date _____
COUNTING ON IN ONES (UP TO 25) SHEET 1 

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 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 | | | | | |

Can you help Newton to fill in the missing numbers by counting on in ones. 

- 1)

| | | | | | | | |
|----|----|----|--|----|----|--|----|
| 16 | 17 | 18 | | 20 | 21 | | 23 |
|----|----|----|--|----|----|--|----|
- 2)

| | | | | | | | |
|----|--|----|----|--|----|----|--|
| 14 | | 16 | 17 | | 19 | 20 | |
|----|--|----|----|--|----|----|--|
- 3)

| | | | | | | | |
|----|----|--|----|----|--|----|--|
| 18 | 19 | | 21 | 22 | | 24 | |
|----|----|--|----|----|--|----|--|
- 4)


| | | | | | | | |
|--|----|----|--|----|----|--|----|
| | 16 | 17 | | 19 | 20 | | 22 |
|--|----|----|--|----|----|--|----|
- 5)

| | | | | | | | |
|----|----|----|--|----|--|----|--|
| 17 | 18 | 19 | | 21 | | 23 | |
|----|----|----|--|----|--|----|--|
- 6)

| | | | | | | | |
|--|----|----|--|----|----|--|----|
| | 19 | 20 | | 22 | 23 | | 25 |
|--|----|----|--|----|----|--|----|

Name _____ Date _____
COUNTING BACK IN ONES (UP TO 20) SHEET 1 

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Help Newton to fill in the missing numbers by counting **back** in ones. 

- 1)

| | | | | | | | |
|----|----|----|--|----|----|--|---|
| 16 | 15 | 14 | | 12 | 11 | | 9 |
|----|----|----|--|----|----|--|---|
- 2)

| | | | | | | | |
|----|--|----|----|--|----|----|--|
| 18 | | 16 | 15 | | 13 | 12 | |
|----|--|----|----|--|----|----|--|
- 3)

| | | | | | | | |
|----|----|--|----|----|--|----|--|
| 20 | 19 | | 17 | 16 | | 14 | |
|----|----|--|----|----|--|----|--|
- 4)

| | | | | | | | |
|----|----|----|--|----|----|--|----|
| 19 | 18 | 17 | | 15 | 14 | | 12 |
|----|----|----|--|----|----|--|----|
- 5)

| | | | | | | | |
|----|----|--|----|--|----|--|----|
| 17 | 16 | | 14 | | 12 | | 10 |
|----|----|--|----|--|----|--|----|
- 6)

| | | | | | | | |
|----|--|----|----|--|----|--|---|
| 15 | | 13 | 12 | | 10 | | 8 |
|----|--|----|----|--|----|--|---|

Friday

22.01.21

Literacy

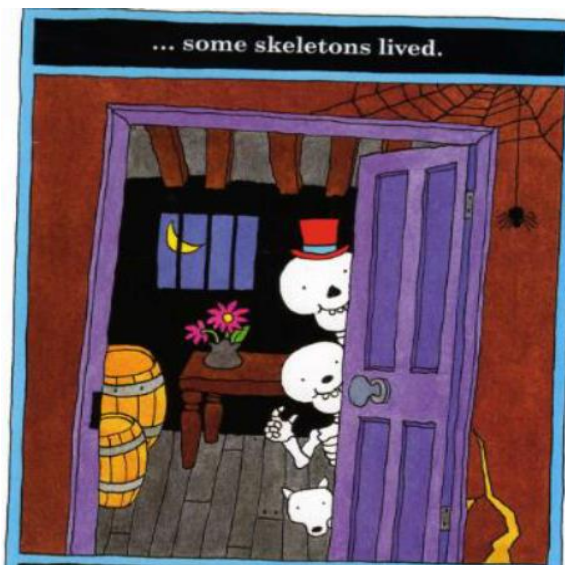
Reading activity.

Read the section of the story with an adult – adults, you can read it to your child. You can then ask them the questions about the text that are listed below:



This is how the story begins.
On a dark dark hill
there was a dark dark town.
In the dark dark town
there was a dark dark street.
In the dark dark street
there was a dark dark house.
In the dark dark house
there was a dark dark staircase.
Down the dark dark staircase
there was a dark dark cellar.
And in the dark dark cellar ...

... some skeletons lived.



Reading Comprehension: Funny Bones Setting

1. Where was the town?

2. What was in the dark, dark town?

3. What was in the dark, dark house?

4. What was down the dark, dark staircase?

5. What was in the cellar?

6. What do you think will happen next in the story?

Practise the spellings that were sent home on Marvellous Me.

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Curriculum activities

Science – Research Talk to your child about animals having senses the same as humans and explain that dolphins, whales, and bats and other animals have very good hearing.

Show the clip about a special animal that has super hearing :-

<https://www.bing.com/videos/search?q=animals+and+their+senses&&view=detail&mid=809FFFC4B82911ADDF22809FFFC4B82911ADDF22&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Danimals%2Band%2Btheir%2Bsenses%26FORM%3DHDRSC4>

Write 3 facts about the animal you have learnt about.

R.E. – Remind your child of what they did last week in R.E. about the birth of Moses. To watch <http://www.youtube.com/watch?v=2DRGInW4x9o>. Draw a burning bush like in the story and write around it how Moses felt (shocked, upset etc) when he first saw the burning bush.



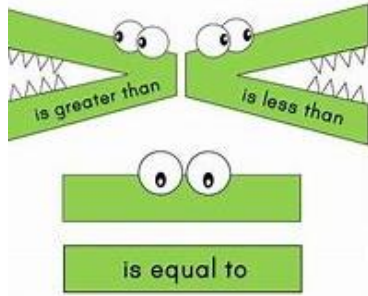
Talk about times when you may have been afraid to do something because you thought you couldn't. How can you help someone who is feeling afraid?

Maths

Say a number up to 20 to your child. Can they identify which number comes next or before the number you said? E.g. say 11. What is before 11? (10) What is after 11? (12) Repeat with different numbers.

Extend to numbers beyond 20 if your child is confident doing this with a range of numbers up to 20.

Explain that numbers that come after the number said are greater than the number said and those that come before are less than the number said.



Watch: <https://www.youtube.com/watch?v=M6Efzu2slal>

And Alligator chomp!

<https://www.youtube.com/watch?v=xGvrG6049wE>

Showing how the alligator likes to eat the number which is greater.

Complete one task below (the most appropriate for your child's ability) by putting the greater than or less than sign to show how the numbers compare.

You can record on this page or your child could use their hands to make the alligator sign needed to show their answer to you or you could write the numbers out on paper and they could write the correct sign.

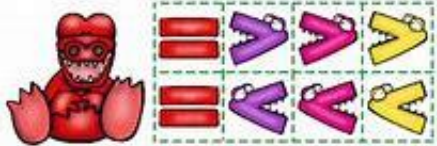
Alligator Chomp!

Directions: Cut the alligators. Paste the alligator head with the mouth facing the bigger number.

| | |
|--------------------------|--------------------------|
| 2 <input type="text"/> 7 | 5 <input type="text"/> 3 |
| 7 <input type="text"/> 6 | 1 <input type="text"/> 4 |

Name: _____

| | |
|--------------------------|---------------------------|
| 1 <input type="text"/> 3 | 10 <input type="text"/> 5 |
| 7 <input type="text"/> 7 | 8 <input type="text"/> 1 |
| 2 <input type="text"/> 6 | 6 <input type="text"/> 2 |
| 3 <input type="text"/> 3 | 4 <input type="text"/> 5 |



Comparing Numbers to 20

Cut and Paste

| | |
|----------------------------|----------------------------|
| 12 <input type="text"/> 12 | 11 <input type="text"/> 7 |
| 11 <input type="text"/> 5 | 13 <input type="text"/> 13 |
| 3 <input type="text"/> 13 | 2 <input type="text"/> 10 |
| 1 <input type="text"/> 18 | 19 <input type="text"/> 19 |
| 4 <input type="text"/> 15 | 9 <input type="text"/> 14 |
| 6 <input type="text"/> 6 | 6 <input type="text"/> 2 |
| 16 <input type="text"/> 6 | 15 <input type="text"/> 7 |

