



Hatherleigh Community Primary School

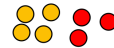
Home Learning Week Beginning: 24th January 2022 Hawthorns (Year 1)

| | English | Maths | Science & the wider curriculum |
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| Monday 24th | <p>Reading - Learning Objective <i>I re-read my books so that I become a better reader.</i></p> <p>Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics Warm up – Use flash cards on our class page to go through at pace phase 3-5 phonemes.</p> <p>Teach – nn saying n. Write the words for your child to read. Funny, banner, winner, dinner, penny, sunny. Once the children have segmented them out using robot arms, the children can write each word. Model using your fingers to represent each sound (not letter as sometimes two letters work together to make one sound – er)</p> <p>Read the sentence (write the sentence for your child to read): ‘Children went to play tennis and saw a funny banner.</p> <p>Writing Learning Objective – <i>I can think of and sequence events in a story/diary.</i></p> <p>Re read the end of the book (Naughty Bus) and explain it has been left open for a sequel/another story. With your child brainstorm what adventures the Naughty bus might go on, where might he be this time? Maybe he visits your home instead of school.</p> <p>Once you have lots of ideas use a piece of A4 and fold into four. The children can then draw a picture of what will happen each day. (The children can choose which of the four days they would like to use but they will need to be in the correct order.)</p> <p>Remember to write the day at the top of each section to help</p> | <p style="text-align: center;">Number - Addition and Subtraction (within 20)</p> <p>Learning Objective I add numbers up to 20 (**30)</p> <p>Mental maths – Practise counting from 10 – 30</p> <p>Main – Elicitation task. (do not help them to do the first part of the task)</p> <p>Children to be given 3 digits and see what they can tell you about those numbers. They can’t use any other numbers.</p> <p>* 3, 6, 9, ** 5, 7, 12 *** 5, 9, 14</p> <p>Discuss with your child what they have recorded. Hopefully they will have been able to use these three numbers to add the small parts together, 3+6=9. 9=3+6 6+3=9. 9+6=3</p> <p>Maybe they could start with the whole and take away/subtract a part. 9-3=6 6=9-3 9-6=3. 3=9-6</p> <p>Which number is greater, smaller, most, least?</p> <p>Challenge</p> | <p style="text-align: center;">Science –</p> <p>Seasonal Changes LO – To observe changes across the four seasons</p> <p>In class we have been finding out about Winter and enjoyed the lovely wintery morning last week. This week you could make a rain gauge or weather vane, or record what time the sunrises or sets, or what the temperature is the same time everyday over a week. (resources on the class webpage)</p> <p style="text-align: center;">PE</p> <p>Daily exercise - https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move</p> |

you with spelling when writing your diary entries of from The Night Bus.

Use the diagram and counters to tell your own number story for these calculations:

$$0 + 12 = \underline{\quad}$$
$$7 + 0 = \underline{\quad}$$
$$14 + \underline{\quad} = 17$$



| First | Then | Now |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

Mo and Jack are working out $11 + 7$

Mo says,



11, 12, 13, 14, 15, 16, 17

Jack says,



12, 13, 14, 15, 16, 17, 18

Use a number line to show who is correct.

Tuesday
25th

Reading - Learning Objective

I listen and discuss what I have read, including poems, stories and non-fiction books.

Daily reading at least 10 minutes to an adult if possible.

Spelling/Phonics

Children to use the resource for reading and spelling the decodable words for each phase.

Chose the phase you think is relevant for your child. How many words can they read/write in 1 minute? Can they write the words in sand, flour, rice using their finger? Which was easier to write more words in?



Writing

Learning Objective – *I can think of and sequence events in a story/diary.*

Children to use a toy car/bus to enact the different adventures the bus is going to go on each night. Encourage your child to think how the bus might be feeling, why he is doing it, and use past tense. Remember they will be writing in the first person as the naughty bus, when they write their diaries tomorrow.

Number - Addition and Subtraction
(within 20)

Learning Objective I add numbers up to 20 (**30)

Mental maths -

Count in 2's up to 20 and back again. Use a number line to support you if necessary.

Main –

Children to practice and have quick recall of number bonds to support work later in the week.

* Children to use a tens frame to make number bonds for 5 and 6, Below: 3+2=5



** Children to use tens frames to make all number bonds for 5, 6, 7

*** Children to use tens frames to make all number bonds for 6, 7, 8, 9

Challenge

Use equipment to represent each of the calculations below.

What is the same?
What is different?

$$7 + 3 = 10$$

$$17 + 3 = 20$$

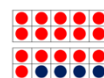
$$20 = 7 + 13$$

Explain your thinking.

What number bond is represented in the pictures?



There are ___ red counters.
There are ___ blue counters.
Altogether there are ___ counters.
___ + ___ = ___ ___ + ___ = ___



There are ___ red counters.
There are ___ blue counters.
Altogether there are ___ counters.
___ + ___ = ___
___ + ___ = ___

(Set by Mrs Hill) - RE -

What do Christians believe God is like?

Watch the parable(a special story Jesus told to help people understand ideas.) of the lost sheep

<https://www.youtube.com/watch?v=Ry2MaMyvGo>

Can you act out the story of the lost sheep, you could use some of your toys to be the sheep.

Parables might be harder to understand than some other stories as they have hidden meanings. What do you think the meaning of The Lost Sheep shows Christians?

Computing –

To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.

WITH AN ADULT watch Episode 1 - Watching Videos (please don't watch any of the others as we will be working through them at school over the term)
<https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>

Explain that sometimes things happen online that makes us feel worried, scared or sad – just like Jessie, Tia and Mo in the story. Let them know that if anything ever happens online that worries or upsets them, they can always come to you or another trusted adult for help, no matter what. Doing this is called TAG. TAG stands for Tell a grown-up.

Talk about who might be a grown up that you trust.
Can you learn the funny tummy song?

Wednesday
26th

Reading - Learning Objective

I re-read my books so that I become a better reader.

Daily reading at least 10 minutes to an adult if possible.

Spelling/Phonics

Warm up – Phonic play phase 5/ ICT games.com phase 5 flashcards

Teach – we know oa as in boat. Now we are looking at ow as in snow/blow.

Write the words for your child to read. blow, snow, glow, show, shown, tow, grow, know,
Once the children have segmented them out using robot arms, the children can write each word. Model using your fingers to represent each sound (not letter as sometimes two letters work together to make one sound – sh)

Reading – Mr and Mrs Dawn looked at the funny glow in the snow.

Write – Children to say the sentence with you and then try to write it independently. If they need support encourage them to use phoneme fingers to segment each word to help them spell it.

Writing

Learning Objective

Before I write a sentence, I can say out loud what I am going to write.

Read through with your child my example of the first days entry for “The Night Naughty Bus.” Talk about starting each sentence with a capital letter. Can you child find some places where a sentence starts? The children may point to the name Naughty Bus. Why has that got capital letters? Look at where a full stop is and re read the sentence asking the children does it make sense? (A sentence needs to ensure it gives a full piece of information so that the reader understands the text.) Find a sentence with the conjunction ‘and’ and ask their children why have I used the word ‘and’. (To add more detail to make it interesting for the reader.)

Number - Addition and Subtraction

(within 20)

Learning Objective - I add numbers up to 20 (**30)

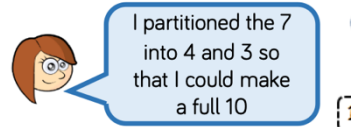
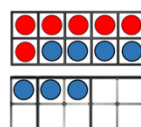
Mental maths – Quick fire number bonds game. If you say 6 can your child say the number you need to add to it to make 10. If you enjoyed playing the number bond game last Friday you could do this instead.

Main –

Show your child a number sentence and explain we are going to use the tens frame to show it. Encourage them to count out 6 red counters and 7 yellow counters. Put the 7 counters on the tens frame and then ask your child how we can add the seven.

Talk about making the ten first and then starting a new tens frame.

Rosie has used the 10 frames to calculate $6 + 7$



* Children to use the tens frame to solve these number sentences. Discuss making the ten first. (a number bond) as above.

$8 + 4 =$ $7 + 5 =$ $9 + 5 =$

** Children to use the tens frame to solve these number sentences. Discuss making the ten first. (a number bond) as above.

$6 + 7 =$ $8 + 4 =$ $5 + 7 =$ $9 + 8 =$

*** Children to use the tens frame to solve these number sentences. Discuss making the ten first. (a number bond) as above.

$9 + 8 =$ $6 + 7 =$ $4 + 9 =$ $18 + 4 =$ $17 + 5 =$

History

Who is believed to be the first man to invent a motorised car?

Choose your favourite car since Victorian times in the UK (just over the past 100 years) to draw or make out of lego, boxes etc,

OR

Be an inventor yourself and create a car for the future. What will it look like and label it explaining why you have designed it the way you have.

https://nationalmotormuseum.org.uk/collections/vehicles/?fwp_car_type=car&fwp_page=4

Music

<https://www.youtube.com/watch?v=zzE-kVadtNw> Listen to the winter section (Start at 32mins and finish at 40 mins) Can the children identify any instruments being played? (violin, cello, double bass and piano) They can then decide if they would like to create a dance or draw/paint a picture of what each section of the winter music (three parts) makes them think of. Remember Monday’s science lesson. Can they talk through their ideas with you? You may only want to dance for one section not all three unless you have lots of energy!

Children to find their plans from last week to remind them of the ideas they had for the “Night Naughty Bus Diary.” Please work with your child to ensure they are using the correct grammar and including lots of detail.

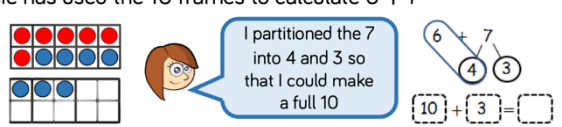
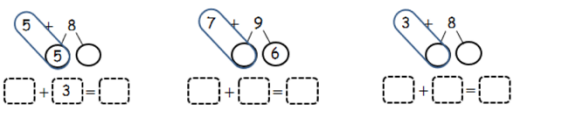
* With your child, encourage them to think of and say aloud their sentence. Repeat their sentence back to them and encourage them to write the sentence thinking about sounding out as many words as possible on their own. Repeat this process for another sentence, before moving on to day two. They can then draw a picture to match their sentences. (There is a sheet of paper with buses for a border if you would like to use that for your diary but you don’t have to, you could just write on a normal piece of paper.)

** With your child, encourage them to think of and say aloud each sentence. Repeat their sentence back to them and encourage them to write the sentence thinking about sounding out as many words as possible on their own. Repeat this process for at least 5 more sentences, then move on to day two. (There is a sheet of paper with buses for a border if you would like to use that for your diary but you don’t have to, you could just write on a normal piece of paper.)

*** With your child, encourage them to think of and say aloud each sentence. Repeat their sentence back to them and encourage them to write the sentence thinking about sounding out as many words as possible on their own. Repeat this process for at least 7 more sentences, then move on to day two. (There is a sheet of paper with buses for a border if you would like to use that for your diary but you don’t have to, you could just write on a normal piece of paper.)

I am looking for them to be able to use:

- Clear spaces between each word.
- Capital letters and full stops to mark the beginning and end of a sentence.
- The conjunction ‘and’ to add more detail into a sentence. (**/***)
- Neat handwriting, forming letters correctly (**/***) pre-cursive writing to earn extra Dojo points.)
- Contractions – I’ve, I’m, don’t,

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| | <p>Well done Hawthorns, and thank you parents for your support. I know I am asking you to write a lot but it is our end of sequence piece of writing and I will be giving Dojo points for each of the points above. I'm really looking forward to hearing about what adventures the Night Naughty Bus has.</p> | | |
| <p>Thursday 27th</p> | <p>Reading - Learning Objective <i>I check what I am reading makes sense as I am reading through it.</i></p> <p>Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics Warm up – Choose the phonemes your child is finding more challenging to remember. Make a pairs game and see if they can match the sounds, saying each sound every time a card is turned over.</p> <p>Teach - Children to practise reading high frequency words using the game below. https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html</p> <p>Writing Learning Objective - <i>I can write a text by thinking of a list of sentences in the order I need.</i></p> <p>Children to write the final two days of their diaries ensuring they add lots of detail. I would like them to work independently so I can see if they can apply capital letters, full stops, spaces, write in complete sentences unsupported. This is what we would do in class, support them to begin with modelling how we want them to write it and then they carry on independently. (They can copy Naughty Bus spelling.) You may want to break it into two different sessions to help them to focus.)</p> | <p>Number - Addition and Subtraction (within 20)</p> <p>Learning Objective - I add numbers up to 20 (**30)</p> <p>Mental maths - Quick fire number bonds. https://www.topmarks.co.uk/maths-games/hit-the-button How many can you get right? This is a fun game that will help you become really quick at recall these number facts and help you with addition.</p> <p>Main – I would like the children to use their number bond knowledge from yesterday to help them to add two numbers together. It is good to use the tens frame as this is really visual for your child to see how knowing number bonds of all numbers from 1 to 10 is really helpful. Can you complete $4 + 9 = ?$ The children can cover 9 on their tens frame in one colour counter and then use a different colour counter to carry on from 9 to add 4 more. The children will hopefully notice that the number bond $3 + 1 = 4$ (This visual will hopefully then help the children to progress to being able to do this mentally later in the year).</p> <p>Rosie has used the 10 frames to calculate $6 + 7$</p>  <p>Use Rosie's method to complete:</p>  | <p>Creative Thursday –</p> <p>Art – In class we are working on making a collage of a type of transport. At home you could use things around the house or in your garden to create a car, lorry, hot air balloon, plane, bike, scooter etc. Take a picture and bring it in so that we can add it to your art books.</p> |

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| <p>Friday 28th</p> | <p>Reading <i>LO - I can tell you about why a character does or says some things.</i></p> <p>Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics Warm up – Choose the phonemes your child is finding more challenging to remember. Make a pairs game and see if the can match the sounds, saying each sound every time a card is turned over.</p> <p>Reading – you can play this online Sentence Substitution (phonicsplay.co.uk) or write the sentences out. Have a sentence and change one word at a time. Examples: Paul eats peas with his meat. Extra words – beans, reads, cooks, Phil Kay must pay for her new bike. Extra words – toes, Jean, wait, toy Soup is a healthy kind of food. New words – wealthy, fish, sport, sort The thief was kept in prison. New words – robber, put, oyster, jail.</p> <p>Writing Learning Objective - I can discuss what I have written with an adult. I check my sentences make sense by re-reading them.</p> <p><u>Purple polishing for extra team points.</u> In class we would normally encourage the child to re-read through their work and edit things missing. For example, can you find any missing full stops? Have you always started your sentence with a capital letter? When else should we use a capital letter? Did you remember that? Look at your child's work they completed independently yesterday and see if you can ask them one of the above questions to help them to look for mistakes and correct them in their work. They can do this in a purple pen, to show that an adult has seen their work before they edited.</p> | <p>Number - Addition and Subtraction (within 20) Learning Objective - I add numbers up to 20 (**30)</p> <p>Mental maths - Quick fire number bonds. https://www.topmarks.co.uk/maths-games/hit-the-button How many can you get right? Are you getting quicker? (more correct in the time limit)</p> <p>Main – Continue to consolidate yesterday's work.</p> <p>Well done Hawthorns. This is tricky to grasp but I know you can do it.</p> | <p>PSHE – Start a discussion on feelings with some key questions: How might we feel if:</p> <ul style="list-style-type: none"> • Your best friend comes round to play • You're going to a party • You're asked to tidy up your toys / games • You can't go out and play because it's raining • You've got no-one to play with at playtime • Someone asks you to join in a game at playtime • Other ideas <p>Explain that sometimes we can feel nervous, worried, anxious or scared about something, for example, going somewhere we haven't been before. When we feel like this our body tells us that it's having those feelings because things happen to our body which don't normally happen. What things can happen to our body when we're feeling nervous or worried? (prompt as necessary):</p> <ul style="list-style-type: none"> • Butterflies in the tummy • Feeling hot • Feeling sweaty • Feeling sick • Hands might shake • Needing the toilet • Going red in the face • Other ideas <p>Draw around their hand and right someone who can help them if they feel these feelings, at home, school etc. on each</p> |
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| | | | <p>finger/thumb. They could make each finger a drawing of that person and name it.</p> <p><u>PE –</u></p> <p>Throwing and catching of a ball, cushion etc?</p> <p>Can they throw a ball into a hoop, bucket, bowl etc.</p> |
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