




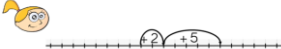
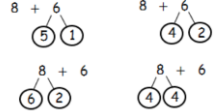
Hatherleigh Community Primary School
Home Learning Week Beginning: 1st February 2021 Hawthorns (Year 1)
Children's Mental Health Week

Hi Hawthorns,

Well done for all your hard work at home. Remember to look on the whole school tab on Class Dojo for a story each day, read by a member of staff at Hatherleigh CP School.

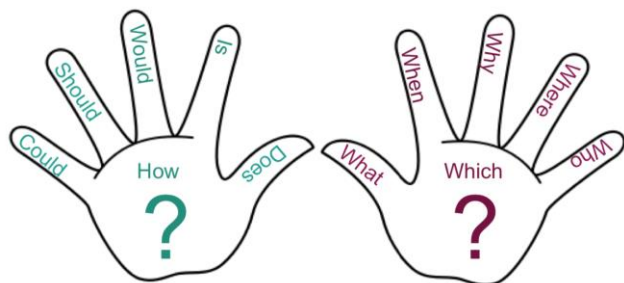
We would love to hear feedback from you about the stories you have enjoyed, to help us in choosing future stories to read.

	English	Maths	Science & the wider curriculum
Monday 1st	<p><u>Reading - Learning Objective</u> <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><u>Spelling/Phonics</u> Don't forget you can log on to phonicsplay.co.uk for free to access more resources (Jan21, home)</p> <p>Warm up – recap of Phase 3 tricky words. Complete the Tricky Word spotter activity in resources.</p> <p>Teach – how to spell Oh. When would you use it? What makes it tricky to spell? (It can't be sounded out). Watch Train Your Brain (phonicsplay.co.uk) for Oh.</p> <p>Read the sentence (write the sentence for your child to read): Our house was near to your school.</p> <p>Write the sentence (say the whole sentence and ask your child to write it. You may need to say parts of it again): Oh no, it's raining again!</p> <p><u>Writing</u> Learning Objective - I can write a text by thinking of a list of sentences in the order I need. - I can read aloud my own writing so my friends and the teacher can hear me.</p> <p>Read the story up to "Of course I will Jakey," page 4 https://www.youtube.com/watch?v=T4GAgDcQJIM</p>	<p style="text-align: center;"><u>Number</u> - Addition and Subtraction (within 20)</p> <p><u>Learning Objective</u> I add numbers up to 20 (**30)</p> <p><u>Mental maths</u> – Children to practise their number bonds to 10. Either play http://www.ictgames.com/saveTheWhale/ or get ten toys and show all the ways of making ten. Record them on a piece of paper.</p> <p><u>Main</u> – * Children to add the following numbers either using the number lines from last week or the tens frame. It is important the children see this visually and not just counting on their fingers.</p> <p>** Children to use either the number line or tens frame to add the following number sentences.</p> <p>*** Children to add two 2-digit numbers together using a tens frame or number line. Can they use their number bond knowledge of ten to help them by making ten. Challenge – If your child is confident adding two 2-digit numbers up to 30 then please ask your child to talk through the problems below encouraging them to use what they already know to explain their reasoning. This will reinforce their understanding.</p>	<p style="text-align: center;"><u>RE – Set by Mrs Hill</u></p> <p>Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of the Lost Son might lead Christians to think it is very important to say 'praise' and 'saying "sorry"' prayers. Watch The Lost Son again https://www.youtube.com/watch?v=DJgROx4wFKM</p> <p>Can you write/type or have it scribed a prayer that the Father or the son might say? Example- Dear God, please look after my son and help him come home safely. Amen</p> <p>Dear God, I'm sorry that I have been foolish and silly. Please forgive me. Amen</p> <p>Once finished you can decorate your prayer.</p> <p style="text-align: center;"><u>PE</u></p> <p>Daily exercise - https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move</p> <p>or https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers/zm2gydm</p>

	<p>Talk to your child about why they think that Astrid and Jakey are lying on their backs. (in the text it talks about them looking up at the stars)</p> <p>I would like your child to think about Astrid’s dream and pretend they are Astrid. “I want to be an astronaut.” Think of some good sentences thinking about why she might want to become an astronaut.</p> <p>You child may say - I want to be an astronaut and see the stars.</p> <p>Repeat their sentence back to them but add an adjective (describing word) to make it more interesting.</p> <p>I want to be a <u>brave</u> astronaut and see the <u>bright</u> stars.</p> <p>Explain to your child that ‘brave’ and ‘bright’ are adjectives because they describe the nouns. (astronaut/stars)</p> <p>* Children to think of 2 sentences to explain what Astrid was thinking adding at least one adjective. Remember to form your letters correctly to gain an extra Dojo point.</p> <p>** Children to think of 3 sentences to explain what Astrid was thinking adding two adjectives. Remember to use pre-cursive handwriting to gain an extra Dojo point.</p> <p>*** Children to think of 4 sentences to explain what Astrid was thinking adding two adjectives. Remember to use pre-cursive handwriting to gain an extra Dojo point.</p>	<p>Teddy and Eva are adding together 7 and 8 using a number line.</p> <p>Teddy shows it this way:</p>  <p>Eva shows it this way:</p>  <p>Who is correct? Explain your answer.</p> <hr/> <p>Annie is calculating 8 + 6 Which of these methods is most helpful? Why?</p> 	
<p>Tuesday 2nd</p>	<p>Reading - Learning Objective <i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i></p> <p>Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics</p> <p>Warm up – Phonics play – recap of Phase 5 sounds. Flashcards Speed Trial Phase 5A Flashcards Speed Trials (phonicsplay.co.uk)</p>	<p>Number - Addition and Subtraction (within 20)</p> <p>Learning Objective I know and can use the symbols - and = in a number sentence.</p> <p>Mental maths – Count up to 30 confidently in ones. Can they also write the numbers in order. (***) count/write up to 50 Count back in ones from 20.</p> <p>Main – * Children to start with ten and then choose a number cards from 0-9 to subtract/take away. Record the number sentence</p>	<p>History</p> <p>Learning Objective - <i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p>With your child help them to research who the Wright brothers were. On a piece of paper draw a picture of them in the middle, (or print the resource if you don’t want to draw them) and then like a spider diagram record information you find out about why</p>

<p>Teach – We are going to learn how to spell ‘their’. We have already learnt how to spell ‘there’ and ‘they’re’, which are homophones (words that sound the same but have different meanings). Watch Powerpoint explaining when to use their, there, they’re.</p> <p>Reading/Writing - Complete the worksheet using the appropriate spelling (their, there, they’re).</p> <p>Writing Learning Objective - I check my sentences make sense by re-reading them.</p> <ul style="list-style-type: none"> - I can write commands <p>Read or listen to Astro Girl up to “but I’ll do it! Astrid whispered. (up to page 14) Ask your child, what does Astrid and her Papa do and which items in the pictures help us to understand just how much Astrid loves the idea of space-travel? On our class web page there are a list of nouns (objects) that hopefully your child has found from the clues in the text and pictures. (space hoops , telescope, spinning, near-zero gravity, rocket cookies, food in tubes.)</p> <p>https://www.youtube.com/watch?v=T4GAgDcQJIM</p> <p>Explain to your child that they are going to create a guide for training to become an astronaut. Use one of the noun cards/words to show you child how to write a command, for example, Space Hoops.</p> <p>Command - Eat Space Hoops for breakfast.</p> <p>Encourage your child to write their guides by placing imperative verbs (sometimes referred to as bossy verbs but try to use both terms) at the beginning to create commands.</p> <ul style="list-style-type: none"> * Children to be given the resource with the verb (doing word) and the nouns to match up and make commands. ** Children to be given the resource with the verb (doing 	<p>ensuring your child can write and say the number sentence. 10 take away 3 is equal to 7, ($10 - 3 = 7$).</p> <p>** Children to watch https://vimeo.com/492198226 and remind themselves what subtraction/ take away means and then complete the sheet on the class web page. (Print 2 sheets to a page)</p> <p>*** Children to complete the same as ** and then extend to creating their own number sentences taking away from 30. Can they find an easier way to subtract instead of counting in ones?</p>	<p>they are famous and what it is they achieved. You can record in pictures and sentences.</p>
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	<p>word) and the nouns all cut up. Can they match up the correct word with the noun to make sense and then copy the commands ensuring they can read each command.</p> <p>*** Children to use the noun cards on the web page to write their own commands. Remember to be bossy and use those imperative verbs.</p> <p>Eat space hoops. Get used to zero gravity. Spin round and round.</p> <p>Purple polishing Dojo point – Children to use ideally a purple pen, but if you haven't got one a different colour and check for capital letters, full stops and clear finger spaces.</p>		
<p>Wednesday 3rd</p>	<p>Reading - Learning Objective <i>I understand the books I can read.</i></p> <p>* Friday guided reading group – Go Back to Bed.</p> <p>** Monday/Thursday guided reading group – The Odd coin</p> <p>*** Tuesday/Wednesday guided reading group – Clean the Classroom</p> <p>Your child only needs to complete one of the above.</p> <p>Spelling/Phonics Warm up – Story cards. Verbal activity. Cut out the story card pictures and place in three piles, upside down. Choose one from each of the piles. Tell a story using each of the pictures (they can be used in any order). You may have to model it before your child is confident to have a turn. For example, if I had a picture of a man, a castle and coin, I might say: A man named Peter went to the castle one day as he was very poor. The king gave him a coin which he used to buy some food for his family. You could start with two pictures to build confidence. Keep the pictures so you can play again! You could add some pictures of your own.</p> <p>Teach - Today we will be recapping all the ways we know to</p>	<p>Number - Addition and Subtraction (within 20)</p> <p>Learning Objective - I know and can use the symbols - and = in a number sentence.</p> <p>Mental maths – Practise counting back in ones from 30. Play the game, I'm thinking of a number and I want you to tell me what is one less. I'm thinking of 15? Encourage your child to say "one less than 15 is 14." Choose numbers up to 30.</p> <p>Main – Children to watch the video clip showing them how we can use the tens frame to show and help us to work out subtraction numbers sentences. We are not using the worksheets related to the video today. https://vimeo.com/492197096</p> <p>* Children to use their tens frames to subtract a single digit from ten. Show them how to write the number sentence. The children can roll a dice or pick a number card to know how many they need to count back from ten. Encourage them to write the number sentence to match the tens frame.</p> <p>** Children to use their tens frame to show their understanding of subtraction. Encourage your child to say what they are doing. I started with 15 counters and if I take 3 counters away then I have 12 counters left. This will hopefully</p>	<p>Music</p> <p>Children can learn the words about staying safe near roads and then either add musical instruments if they have them or they could make one to accompany them singing. For example, a shaker using a pot and something inside it.</p> <p><u>This Is The Way We Cross The Road</u></p> <p>Green cross code</p> <p>This is the way we cross the road, We cross the road, we cross the road. This is the way we cross the road, We stop, we look we listen.</p> <p>We stand at the kerb and we look both ways, Look both ways, look both ways. We stand at the kerb and we look both ways, Before we cross the road.</p>



write the 'c' sound. Use robot talk to sound out the following words: cat, back, kit, mosquito, school. They all have the 'c' sound but have different graphemes (letter combinations). Can you hear the 'c' sound in except? Have a look at: [Letters and Letter Combinations that make the c sound \(teachphonics.co.uk\)](#) but preferably not cc, que, cq, cqu.

Write – You are going to write some words that have different spellings for the 'c' sound, grouping the same spellings together. You could do this by writing the grapheme's down the side of your page, leaving space for several words, or have 6 small pieces of paper.

The graphemes are: 'c', 'ck', 'k', 'qu', 'x' and 'sc'.

Words to write: cat, back, kit, mosquito, except, school, kind, packet, cream, picnic, bike (split digraph), key, chicken, sock, anchor, archery, excited. anxious, quiche. Can you think if any other words with the 'c' sound? Which group do they go in?

Writing

Learning Objective - To predict what might happen on the basis of what has been read so far.

- To use a question mark at the end of a question.

Main - Re-read the story from the beginning, this time reading up to (but not letting the children see the page!)...*just in time for the doors to open.*

Talk to the hand

Encourage your child to ask questions,

Why are they at the airbase?

really help them with their understanding.

Show the following number sentences and work out the answers.

$$16 - 4 =$$

$$18 - 5 =$$

$$17 - 5 =$$

$$19 - 7 =$$

*** Children to complete ** and then extend themselves to subtracting using the tens frame, but starting with numbers up to 30.

$$28 - 6 =$$

$$29 - 8 =$$

$$26 - 4 =$$

$$30 - 7 =$$

What do you already know that may help you to work these out? Encouraging your child to talk about what they have done really helps them to become confident in what they know.

If the road is clear we cross the road,
Cross the road, cross the road.

If the road is clear we cross the road,
We follow the green cross code.

Sung to the tune of 'Here we go round the Mulberry bush'.

PE

Daily exercise – Craig's PE lesson /Joe Wicks on twinkl

	<p>Remind them how to write the question, saying each word as you write and placing the question mark at the end explaining that this takes the place of the full stop.</p> <p>* Talk with your child about what sort of questions they could ask and then ask them to choose 2 questions which you can write for them reinforcing where the question mark needs to go and why it is a question. (you are wanting to find out the answer)</p> <p>** Talk to your child about what questions they could ask using the helping hands to start the questions in different ways. Show your child again how to record a question with a question mark at the end and then encourage them to write 2 of their own. Hopefully if you have thought of lots of questions together, they will be able to do this independently.</p> <p>*** Talk to your child about what questions they could ask using the helping hands to start the questions in different ways. Show your child again how to record a question with a question mark at the end and then encourage them to write 4 of their own. Hopefully if you have thought of lots of questions together, they will be able to do this independently.</p> <p>-----</p> <p>Once they have finished the questions choose a different colour to write in and see if they can write an answer. (prediction) They can choose one of their questions to read to you and then you can respond highlighting that it's the answer so needs a full stop at the end of the sentence.</p> <p>For example, Why are they at the airbase? I think they are at the airbase because Astrid loves space.</p> <p>Finally share the rest of the book with your child and compare the predictions.</p>		
<p>Thursday 4th</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>Number - Addition and Subtraction (within 20)</p> <p>Learning Objective - I subtract numbers up to 20 (**30)</p> <p>Mental maths - https://www.topmarks.co.uk/subtraction/subtraction-to-10</p>	<p>Creative Thursday –</p> <p>As you are hopefully already aware this week is Children's mental health week and the theme is 'express yourself'. This afternoon we would like you to have time</p>

Spelling/Phonics

Warm up – Compound words. These are two real words that work together to make a complete word, eg. farmyard. Cut out (in resources) or write the list of words (below) and have in two piles. Turn over one from each pile at a time. Do they make a real word? If not place the one from Pack 1 at the bottom of the pack and take the next one. Continue until they are all complete. Some of the words may have several options. If you are left with ones that don't make sense, can you rearrange the ones already made so that all the words are used?

Pack 1: blue, every, no, play, moon, foot, down, up, goal, farm, green, dust, week, water

Pack 2: bell, body, thing, ground, one, ball, light, keeper, yard, house, stairs, end, fall, bin

Recap - Revise 'oi' and 'oy' spellings for the same sound.

Read – Read the Spotter Story. Circle all the 'oi' words one colour and 'oy' a different one.

Write – Write all the 'oi' and 'oy' words underneath.

Writing

Learning Objective – To name the features of a simple non-fiction text.

A letter from a now grown-up Astrid arrives to class: (larger version on the class webpage if you want to share it with your child.

Dear children,

I followed my dream and, like Mae Jemison, Helen Sharman, Kalpana Chawla and my amazing Mama, I made it to space!

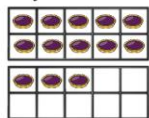
I want to help other children - girls and boys - who dream of space travel have this amazing experience too! And for those who don't want to go to space, I want to give them information about the wonders that I have seen.

I've been asked to write a Space Travel Fact file. Can you help me? I've left you some books for ideas.

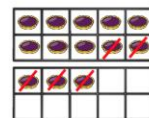
Yours sincerely,
Astrid

First there were 13

jam tarts

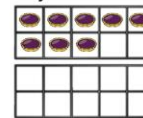


Then 5 were eaten



Now there are 8

jam tarts.



Main – Today if your child is confident counting backwards to subtract we are going to be subtracting crossing 10. Knowing number bond facts of 10 are vital to really understand this. If your child needs more practise counting backwards then please carry on doing that today.

* Children to complete the subtraction from 10 resource consolidating what they have learnt this week. (on class page on the website)

** Children to continue to use the tens frame to subtract but today they are going to be taking away so that they are crossing the ten. ie, $15 - 7 = 8$

$$17 - 9 =$$

$$16 - 8 =$$

$$14 - 7 =$$

$$16 - 9 =$$

$$15 - 8 =$$

*** Children to continue to use the tens frame to subtract but today they are going to be taking away so that they are crossing the ten. ie, $15 - 7 = 18$

$$16 - 8 =$$

$$14 - 7 =$$

$$25 - 8 =$$

$$23 - 7 =$$

What do you notice happening?

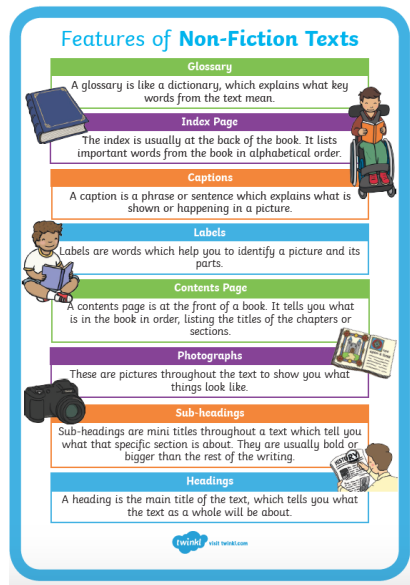
away from a screen and do something that you enjoy that will support your mental well-being. You might like to ride your bike, read a book, play a board game or do some painting. Whatever you choose to do please relax and enjoy it.

We would love to put some photographs onto the website so if you would like your photograph included please e-mail it to your class e-mail address. It would be lovely to see some of the things you enjoy doing as a family so please feel free to get involved too parents!

Tell the children that they will need to investigate what this kind of writing - information writing - is like in terms of how we set the writing out and the sorts of words we might use.

If possible, choose a selection of non-fiction/information books you might have at home. (at this stage, the topic doesn't matter as it's the layout features that are being explored). If not, there is a sheet you can use to look at two nonfiction texts on the class web page.

I would like the children to spot features used in this type of text - can they identify headings and sub-headings? What about indexes, contents pages and glossaries? How are they used?



Can you solve these using this number bond knowledge to help you?

27 – 9 =

26 – 8 =

33 – 8 =

Friday
5th

Whole class Guided Reading activity

LO - I can tell you about why a character does or says some things.

Recorded lesson on Dojo. You can print the text from resources – The Peaceful Campsite.

Spelling/Phonics

Number - Addition and Subtraction
(within 20)

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

Mental maths – Number bonds of 5 and 7 quick recall.
(be able to recall. 5+0, 4+1, 3+2, 2+3, 1+4, 0+5 etc) Use your number cards 0-5 or 0-7 and turn one over at a time and say

PSHE

Children to design their own/or use the coat of arms template, to produce their own coat of arms/shield promoting resilience and not giving up.

Talk to your child about the fact that it is ok to get things wrong and that we learn from

Warm up – The children in school really enjoyed the Yes/No game last week, so I thought it might be a nice Friday Activity – Have the words Yes and No. They can be placed opposite ends of the room or on the table. Ask questions that have a yes/no answer. Get the children to think of some questions for you. One of my favourites was ‘would you kiss a slug?’ It would be lovely to see some of your child’s questions on Dojo.

Reading – Reading sentences using the alternative phonemes. You can play this online [Sentences \(phonicsplay.co.uk\)](http://phonicsplay.co.uk) choosing ‘u’, ‘ea’, ‘ie’ ‘c/g’, ‘y’ and ‘ch’. or write the sentences out.

- Can a unicorn play music on a tuba?
- Will a stupid human get stuck in a pudding if they eat it sitting on a muddy cushion?
- Is bread a treat or do you dread it?
- Will a deaf cat bleat to get treats?
- Will a chief shriek with relief in a field?
- Will a priest have strong beliefs?
- Can you cycle and cling onto a clock?
- Can an accent bring success?
- Can you grow ginger in a magic garden?
- Is the gym a happy place to be?
- If you spy a mummy in Egypt, will it be dry, smelly and yellow?
- Will the chef cook chicken for school dinner?
- Will a chemist use a machine to check chemicals?

Writing

Learning Objective - I can write some capital letters. I can write some of my letters correctly, starting and finishing in the right place. (pre-cursive handwriting)

I would like the children to just focus on their letter formation today and use the resource on the class webpage to copy a version of Astrid’s letter to us. Most children should be completing **/** sheet please. Think about where you need to start each letter, from the line, and sitting you letters on the line with tall sticks, (ascenders) and tail under the line, (descenders)

Then you can sing the alphabet song to ensure you know the

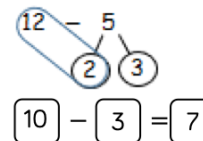
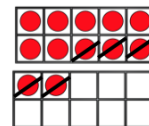
the number bond to make 5 or 7. How quick can you do it.

Main –

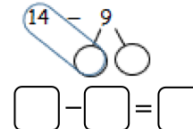
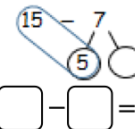
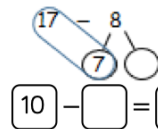
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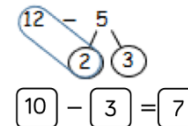
↳ Rosie has used the ten frames to calculate 12 – 5



Use her method to complete:



*** Children to use the part whole method to solve the following number sentences.



- 22 – 7 =
- 35 – 9 =
- 32 – 5 =
- 44 – 6 =
- 42 – 8 =

making mistakes. Encourage your child to research coat of arms, or guide them to the Harry Potter and royal family ones below.



(See the coat of arms resource on the class page on the website if you want to decorate it.)

PE – Dance

See Jess’s week 5 dance session on the school website

	<p>names of all the letters in the alphabet. It also reminds the children <u>not to add er</u> to sounds like b, d, m, c, etc.</p> <p>https://www.youtube.com/watch?v=5PmB3SijNdQ</p> <p>https://www.youtube.com/watch?v=XC6wQQHo8uU</p>		
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