







**Hatherleigh Community Primary School**  
**Home Learning**      **Week Beginning: 18<sup>th</sup> January 2021**      **Hawthorns (Year 1)**

	Literacy	Maths	Science & the wider curriculum
<b>Monday 18<sup>th</sup></b>	<p><b>Reading</b> Daily reading at least 10 minutes to an adult if possible.</p> <p><b>Spelling/Phonics – Recap all sounds from last weeks plan</b> :</p> <p><b>Teach</b> - Today we will be teaching the ‘ie’ phoneme as in field (they already should know ‘ie’ as in tie). Explain that in the English language the same sound (phoneme) can be represented by different letter combinations (grapheme). This can make spelling tricky!</p> <p>The sound ‘ee’ is sometimes spelt with the grapheme ‘ie’ as in f-ie-l-d. Here are some words to robot talk then write:            Chief – ch-ie-f            Brief – b-r-ie-f            Shield – sh-ie-l-d            Field – f-ie-l-d            Priest – p-r-ie-s-t            Yield – y-ie-l-d            Shriek – sh-r-ie-k            Belief – b-e-l-ie-f            Thief – th-ie-f            Diesel – d-ie-s-e-l</p> <p>Do you notice anything about the words? They might say that the ‘ie’ sound is always in the middle of the word.</p> <p><b>Read the sentence (please write the sentence for your child to read):</b> The chief has eyes that I believe shield him from many lies. (Note same grapheme but different phoneme or sound in lies).</p> <p><b>Write the sentence (say the whole sentence and ask your child to write it. You may need to say parts of it again):</b> Please may I go to the field to see if the tractor needs more diesel?</p>	<p style="text-align: center;"><b>Number</b> - Addition and Subtraction (within 20)</p> <p><b>Learning Objective</b> - I know my number bond facts to 20 - such as 1+5 = 6</p> <p><b>Mental maths</b> - Count on in 10’s to 50 (** to at least 100) Make number cards so that the children can recognise what each number looks like when written in digits.</p> <p><b>Main</b> – * Children to have a set of objects up to 8. They can split them into two groups and then can they write a number story to match their objects. For example, First, I had 3 triangles.  Then I had 5 triangles more.  Now I have 8 triangles. </p> <p>Repeat 3 times with different numbers and write the number stories.</p> <p>** Children to have a set of objects up to 15. Split them into two groups. Can they write a number story to match their objects? For example, see above. Repeat 4 times with different numbers and write the number stories.</p> <p>*** Children to have a set of objects up to 20. Split them into two groups, then write a number story to match their objects. For example, see above. Repeat 4 times with different numbers and write the number stories. You can make the stories more challenging than the wording above if you like.</p>	<div style="text-align: center;">  </div> <p><b>ICT</b> Go on to kleki.com or another drawing program you have on your laptop or tablet. Can you draw a vehicle or something that moves? Do you like my drawing of my bike from last Monday’s art lesson? Is it the same as your bike?</p> <p style="text-align: center;"><b>PE</b></p> <p>Daily exercise – Throwing and catching a ball with a family member. How many times can you throw and catch a ball before you drop it? How many times can you throw and catch a ball by yourself in a minute?</p>

### Kim's Game for reading tricky words

Word list: many, eyes, any, please, you'll, we've, they're, I'd. These may be written on pieces of paper or card (inside of cereal boxes are excellent) and kept for future use.

Place the words face up on the table, make sure your child can read all the words (they are tricky words so can't be sounded out). Give your child 1 minute to look at the words and remember where they are. Put a piece of cloth (tea towels are good) over the words. Carefully remove one of the words without the child seeing. Uncover. Can they tell you which one is missing?

This can be made easier to start by just having 4 of the words or trickier once they get the hang of it by mixing the words up once you have taken the one away! You could also add some of the words with the 'ie' sound.

### English - Writing

**Learning Objective** – I can identify the features of a diary.

This week we are going to be continuing to think about days of the week and we are going to be looking at diaries. What are they and how are they set out. With your child look at the diary of Little Red Riding Hood on the class page. Talk about how it is set out. It's a little bit like the letters we wrote last term but it's all about the person who is writing it and what they have been doing.

(Diaries include the day and date, written by the person so it says 'I', include detail about what they have done, how they have felt, used time connectives, first, then, next, finally.)



(A copy is on the class page for you to read with your child and discuss the features)

### Plenary

Either draw a numberline from 0-20 or use a ruler or tape measure to discuss the problem below. Who is correct? (Jack because he counted on from 11.)

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  
19<sup>th</sup>

**Reading**

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

**Spelling/Phonics**

**Warm up** – play Flashcards Time Challenge ([Flashcards Time Challenge \(phonicsplay.co.uk\)](https://www.phonicsplay.co.uk)) Choose Phases 3 and 5A and either 1 minute or 2 minutes, depending on how confident you are feeling!

**Teach** - Today we will be teaching the 'a' phoneme as in what (they already should know 'a' as in hat).

Recap that yesterday we learnt an alternative spelling for the 'ee' phoneme. Today we are going to be learning a different grapheme for the 'o' sound. Sometimes it is spelt 'a'. Try sounding out what (they will probably say w-o-t). Look at how the word is written and try again (they will probably say w-a-t). Ask them if that sounds right? Say that the 'o' phoneme can sometimes be written 'a'. Look at the following words that have the 'a' grapheme for the 'o' phoneme:

was  
wasp  
what  
squad  
squash  
want

Try sounding them out with the normal 'a' sound. They should sound wrong! Now sound them out using the 'o' sound for the 'a' grapheme. Do they sound better?

**Read** – write the following sentence for your child to read: There was a wasp that didn't want to be in the squad.

**Write** - Practice writing when and what. Give the children the sentence starter 'What time is it when.....' and ask them to complete it. Can they write 3 different sentences?

**English - Writing**

**Learning Objective** - I can add endings such as -ing and -ed to words to make new words.

**Number - Addition and Subtraction**  
(within 20)

**Learning Objective.** I know and can use the maths symbols + - and = in a number sentence.

**Mental maths** -

Count on in 10's to 50 (\*\* to at least 100) Use their hands to clap to reinforce we are counting in tens. (ten fingers)

**Main** –

Children to think about ways of making ten by adding 2 numbers. (Number bonds) They can then count out 10 toys and arrange them into 2 piles and write the number sentence. ie. 1+9=10, 2+8=10 etc.

\* Children to use a tens frame to show these number sentences using two different colour counters.

\*\* Children to explore number bonds of 20. Can they use what they already know about number bonds of tens to help them solve number bonds of 20. Children to use their tens frame to show.

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.  
\_\_\_ + \_\_\_ = \_\_\_  
\_\_\_ + \_\_\_ = \_\_\_


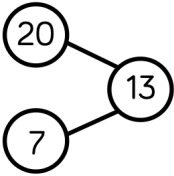
\*\*\* Children to find all the number bonds of 20 working systematically. Can they show some of these number bonds in different ways, ie using the tens frame, diennes ten stick and ones, lego bricks etc always using two colours to show the number bond.

**History**

Watch Mr Gumpy's Motor car, <https://www.youtube.com/watch?v=WjVJ9ytVT90> or if you have the book you can read it, and talk about how Mr Gumpy's car is different from the cars we see today.

Watch the Powerpoint about cars on the class web page and discuss with your child how cars have changed over the past 100 years.

Children to then cut out the pictures of the cars (resources on the class page and ppt) and see if they can order them on a timeline from 1900 up to now (maybe a photo of your own car) Use your knowledge of counting in tens from your maths learning this week.

	<p>Watch the teaching resources Powerpoint with your child which looks at how to change a verb from the present tense to the past tense. (The children may not be familiar with the terms <u>verbs</u>, <u>present</u> and <u>past tense</u>. Please ensure they know a verb is a 'doing' word, and the present tense is happening now and the past tense is what has already happened and is now in the past.) Discuss each slide on the Powerpoint.</p> <p>Children can draw or take pictures of them doing different actions (verbs) and then write a sentence what they are doing using the present tense and what they did using the past tense underlining the verb. ie. I was <u>jumping</u> on the spot in the classroom. I <u>jumped</u> up and down on the spot in the classroom.</p> <p>Or if you prefer there is a sheet on the class page that you can use to help you.</p>	<p>Discuss with. Your child that it doesn't matter if you write <math>7 + 3 = 10</math> or <math>10 = 7 + 3</math> because equal means both sides are worth the same amount.</p> <p>Use equipment to represent each of the calculations below.</p> <p>What is the same? What is different?</p> $7 + 3 = 10$ $17 + 3 = 20$ $20 = 7 + 13$ <p>Explain your thinking.</p> <hr/>  <p>Jack represents a number bond to 20 in the part whole model.</p>  <p>Can you spot his mistake?</p>	
<p><b>Wednesday 20<sup>th</sup></b></p>	<p><b><u>Guided Reading</u></b></p> <p><u>Monday/Thursday</u> guided reading group – The Big Turnip <u>Tuesday/Wednesday</u> guided reading group – The Queen's Elephant <u>Friday</u> guided reading group – The Pup is in the Mud</p> <p><b><u>Spelling/Phonics</u></b></p> <p><b>Warm up</b> – quick fire, can you think of an animal that starts with each of the following sounds (you could take it in turns with your adult): j, v, y, z, ch, sh, th, ar, wh, ph</p>	<p><b><u>Number</u></b> - Addition and Subtraction (within 20)</p> <p><b><u>Learning Objective</u></b> - I know my number bond facts to 20 - such as <math>1+5 = 6</math> and <math>5 = 6 - 1</math>.</p> <p><b><u>Mental maths</u></b> - Play Merlin's coin drop game. Drop either 1p's or 10p's into a pot and children have to count how much money Merlin has.</p>	<p><b><u>Music</u></b></p> <p>Can you remember the words for Riding your bike song we learnt last week? (tune - Twinkl twinkle)</p> <p>I have found another transport song which has the lyrics and music for you to sing along to. Thank you to those who sent me a video of last weeks' song. It really made me smile.</p> <p>It's called "The Transport song" Click on the link for the lyrics and on the right the sound track.</p>

**Teach** - Today we will be teaching the 'y' phoneme as in by (they already should know 'y' as in yes).

Recap that yesterday we learnt an alternative spelling for the 'o' phoneme. Today we are going to be learning a different grapheme for the 'eye' sound. Sometimes it is spelt 'y'. Try sounding out by (they will probably say b-eye). Look at how the word is written and try again (they will probably say b-y). Ask them to blend it. Can they do it? Say the 'eye' sound can sometimes have the grapheme 'y'. Look at the following words that have the 'y' grapheme for the 'eye' phoneme:

by  
my  
try  
why  
dry  
fry  
sky  
reply

Do you notice anything about the words? They might say that the 'y' is always at the end of the word.

**Write - say** the following sentence for your child to write:  
Why did I try to dry my socks?

**Read – Corners Game**

Resources – words on card or paper –biggest, smallest, brightest, funniest, laziest, slowest, faster, prettier, greater, happier, grumpier, duller, drier.  
Have the list of words on cardboard/paper. Assign one corner of the room 'est' and another 'er'. Place the cards in a pile, upside down, in the middle. Child takes a card and reads it out loud, then takes it to the correct corner. How quickly can they do all the words?

**English - Writing**

**Learning Objective** - I spell words correctly by adding -ing, -ed, to create new words such as helping, helped.

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

**Main –**

\* Children to consolidate yesterday's learning of number bonds of ten and complete the resource on the class page.

\*\*/\*\* Children to consolidate yesterday's learning and complete the snappy maths challenge sheet of the class page. How many can you complete in 5 minutes? Talk through with your child that this is adding two numbers to make 20 and that there are other facts we know using this information. What is the opposite to adding? Subtracting/taking away.


Children can use their tens frames to make 12 red + 8 blue = 20 (colours can change) Then talk through with them what happens if I take the blue ones away. What have I done?  $20 - 8 = 12$ . Write down the number sentence and ask your child to show you what other subtraction fact do we know? (Hopefully  $20 - 12 = 8$ )

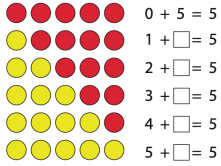
Try a few more examples until your child is confident and then encourage them to record the addition and subtraction number facts for 13, 16, 11.

<https://www.singup.org/singupathome/songs-for-learning/4-7>

**PE**

Daily exercise – Andy's workout/Joe Wicks

	<p>going to write.</p> <p><b>Main activity</b> Remind the children of the diary of Little Red Riding Hood from Monday. I have prepared a diary entry of what I did on Monday to help support the children’s learning. As you read through it, talk about sounding out words using their robot arms like we do in phonic sessions, re-reading a sentence to check it makes sense and I haven’t missed out a capital letter of full stop or spaces. Can they spot the conjunction ‘and’ and tell you why it has been used? (to add more detail to make the writing interesting for the reader.)</p> <p>Now I would like your child to use what they have learnt so far this week to write a diary of what they did on Monday and Tuesday this week using pictures drawn or given to help them.</p> <p><b>Choose which * you think is appropriate for your child.</b></p> <p>* Write a sentence for each day/picture. ** Write 2 sentences for each day/picture including ‘and’ in one sentence. *** Write 3 sentences for each picture/day including ‘and’ in one sentence.</p>		
<p><b>Thursday 21<sup>st</sup></b></p>	<p><b>Reading</b> Daily reading at least 10 minutes to an adult if possible.</p> <p><b>Spelling/Phonics</b> <b>Warm up</b> – write your child’s full name on a piece of paper and cut it up into individual letters. Can they sort it to make their names?</p> <p><b>Recap</b> - Revise up to here (Phase 5-teaching an alternative grapheme for known phonemes)  <b>ay as in day</b> (know ai as in rain)  <b>ea as in eat</b> (know ee as in weed)  <b>ie as in tie</b> (know igh as in night)  <b>aw as in saw</b> (know or as in for)  <b>ue as in blue</b> (know oo as in moon)  <b>e-e as in these</b> (know ee as in weed and ea as in eat)  <b>i-e as in like</b> (know igh as in night and ie as in tie)</p>	<p><b>Number</b> - Addition and Subtraction (within 20)</p> <p><b>Learning Objective</b> - I know my number bond facts to 20 - such as <math>1+5 = 6</math> and <math>5 = 6 - 1</math>.</p> <p><b>Mental maths</b> - How quick can you recall number bonds of 10? Can you use your fingers to help you? For example, 10 fingers add 0 9 fingers add 1 8 fingers add 2</p> <p><b>Main</b> – I would like the children to use the tens frame and number lines this week to help them to see how number bonds to 10 can help them to solve number sentences. This will then help them to progress to being able to do</p>	<p><b>Creative Thursday –</b></p> <p>Use your drawing from last week of a scene that included a type of transport and find various types of materials to create your transport collage. (I was hoping to do this in class and make a wonderful display of all your designs. Maybe I can collage all your designs together to create a class collage to add to our class page.) Some ideas</p> 

	<p>wh as in when (know w as in wood)  o-e as in home (know oa as in boat)  ph as in photo (know f as in fort)  ou as in out (know ow as in cow)</p> <p><a href="#">PhonicsPlay - Phase 5 Resources</a> – scroll down to week 8 to 30 where there are various games to play Investigating Alternative Spellings. Play ‘ai’ and ‘ee’ (more if you want) then the Sentences Phase 5C.</p> <p><b>English - Writing</b>  <b>Learning Objective</b> – <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 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 you with spelling next week.</p>	<p>this mentally.  * Children to have 5 counters and write <math>5 + 0 = 5</math>  Then have four counters (red) and one counter (blue)  write that number sentence. Continue until you have all the number bonds for 5.</p> <p>  </p> <p>** Use your tens frame to find all the ways of making 5, 6, 7. Children to record each number sentence as they make it.</p> <p>*** Use your tens frame to find all the ways of making 5, 6, 7, 8, 9. Children to record each number sentence as they make it.</p>	<p style="text-align: center;"><b>RE – Set by Mrs Hill</b></p> <p>Talk about other times when forgiveness is given; At home? At out of school clubs? How do parents forgive? Have you had to be forgiven for something you have done?  What happens when forgiveness is not given? You can say “I’m very sorry” and “that’s ok” Can you draw a “I’m very sorry” picture to cheer someone up.</p>
<p><b>Friday 22<sup>nd</sup></b></p>	<p><b>Reading</b>  Daily reading at least 10 minutes to an adult if possible.</p> <p><b>Spelling/Phonics</b>  Play the alien game from your homework packs. Who can make a silly name?  <b>Recap</b> - Revise up to here (Phase 5-teaching an alternative grapheme for known phonemes)  au as in Paul (know or as in for and aw as in saw)  oe as in toe (know oa as in boat and o-e as in home)  oy as in toy (know oi as in coin)  ew as in new (know oo as in moon and ue as in blue)  u-e as in rule (know ew as in new)</p>	<p style="text-align: center;"><b>Number</b> - Addition and Subtraction (within 20)</p> <p><b>Learning Objective</b> - I know my number bond facts to 20</p> <p><b>Mental maths</b> – count forward 10 from 3, 13, 23. What do you notice (they all end on the same ones digit). Count back from 10, 20, 30 to 0.</p> <p><b>Main</b> –  * Children to play a game with a family member to consolidate learning from this week and to be able to quickly recall the facts.</p>	<p style="text-align: center;"><b>PSHE –</b></p> <p>(Please go to <a href="https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-3-Keeping-Myself-Safe-activities-during-self-isolation">https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-3-Keeping-Myself-Safe-activities-during-self-isolation</a> and sign in. Go to SCARF at home – Keeping myself safe. Activities for 5-7 year olds and then activity 2.</p> <p><b>Super Sleep!</b>  Begin by talking about why sleep is important. Here are some ideas to get the conversation started. Sleep helps our body to...</p>

	<p>oo as in moon (know or as ue in blue)  a-e as in make (know ai as in rain and ay as in day)  ir as in girl (know ur as in fur)  i as in find (know i as in fin)  o as in gold (know o as in hot)  c as in cent (know c as in cat)  g as in giant (know g as in got)  ch as in school, chef (know ch as in chin)  u as in put, (know u as in but)  ow as in blow, (know ow as in cow)</p> <p><a href="#">PhonicsPlay - Phase 5 Resources</a> – scroll down to week 8 to 30 where there are various games to play Investigating Alternative Spellings.</p> <p><b>English - Writing</b>  <b>Learning Objective</b> - I can add endings such as -ing and -ed to words to make new words.</p> <p>I can give well-structured descriptions and narratives for different purposes, including for expressing feelings.</p> <p>Before I write a sentence, I can say out loud what I am going to write.</p> <p>Encourage your child to use their planning sheet from yesterday, to tell their story to a friend or family member ensuring they are speaking in complete sentences, to help them become confident in what their story is and prepare them to write their detailed diary of the Naught Night Bus, next week.</p> <p>Design your front cover for the story of The Naughty Night Bus.</p>	<p>**/** Children to play a game with a family member to consolidate learning from this week and to be able to quickly recall the facts.</p> <p>Challenge – If you are able to quickly recall your number bonds to 10 and 20, you can make up your own game choosing a teen number as the number to make.</p>	<ul style="list-style-type: none"> <li>• Grow</li> <li>• Feel awake and able to concentrate</li> <li>• Recover after a busy day</li> <li>• Repair - our body repairs things when we're asleep</li> <li>• Remember - sleep boosts our memory</li> <li>• Sort out problems or worries - our brain keeps working when we're asleep and can help is to work out the answer to problems that might be bothering us!</li> </ul> <p>To help us get enough sleep it helps everyone (and that includes adults!) if they have a good bedtime routine.</p> <p>Find out how much sleep young people need, from the <a href="#">NHS Live Well website, here.</a></p> <p>Next, talk about the things we do before going to bed (e.g. stop looking at screens - TV, tablet, phone etc.) put nightwear on, brush teeth, wash hands and face or have a bath, bedtime story, cuddle teddy bear or blanket etc.</p> <p>Look at the picture of Harold the healthy giraffe's bedtime routine and together, cut out the pictures of bedtime routine activities, then stick them onto a blank sheet of A4 paper in the correct order for their own bedtime routine. If you don't have a printer, draw the pictures, putting them in the right order.</p> <p>Your child can draw additional activities and include these if they want to.</p> <p style="text-align: center;"><b>PE – Dance</b></p> <p>See Jess's week 2 dance session on the school website</p>
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I can add and subtract numbers up to 20 - such as  $5+5$  or  $12-8$ .

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

I can solve some number problems such as  $7 = ? - 9$