




Hatherleigh Community Primary School

Home Learning Week Beginning: 11th January 2021 Hawthorns (Year 1)

	English	Maths	Science & the wider curriculum
Monday 11th	<p>Reading Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics <u>Revisit</u> – j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,aror,ur,ow,oi,ear,air,ure,er,ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au,ey,a-e,e-e,i-e,o-e,u-e, i as in find, o as in gold, c as in cent, g as in giant,</p> <p><u>Teach</u> - Ch as in school and chef (know ch as in ch)</p> <p><u>Read</u> – Children to practise reading the words - again, work</p> <p><u>Practise</u>– Children to practise reading - (add sound buttons underneath to highlight single letters making a sound and digraph) – Christmas, chemist, chord, headache, chef, machine, b r o ch ure . . . - -</p> <p>Use your robot arms to segment and a clap when blending. Pick a few and try to spell them. (See resources if you wish to print the words.) Please keep all phonic resources in a pack as it is useful to play games with them anytime to reinforce your child’s reading and writing skills.</p> <p><u>Apply</u> – Children to read – Again children were not in school due to lockdown. She likes working on machines.</p> <p>Writing Learning Objective <i>To think of and write a sentence using a capital letter and full stop. To use the conjunction ‘and.’</i></p>	<p style="text-align: center;">Place Value (within 20)</p> <p>Learning Objective When you show me a number, I can tell you what is one more and one less.</p> <p>Mental maths - Practise counting up to 20/30. Stop at a number and ask your child what comes next? Can they write that number? Complete this several times asking them to write the number one more or one less.</p> <p>Main – * Show the digit card with a number from 0-6 on and then take it away and encourage the children to count the objects accurately. Next turn over all the digit cards and your child can find the number card to match their objects. (You can demonstrate it first and then they can have a turn.) ** Use two tens frames from last week to show me a number that is; More than 12, Less than 20, Equal to 10+10. Encourage the children to explain their reasoning. Why is their representation correct? *** Use three tens frames from last week to show me a number that is; More than 12, Less than 28, Equal to 10+15. Encourage the children to explain their reasoning. Why is their representation correct?</p> <p>Plenary - Mr Monaghan says,  I am going to count to 20 I will start at 8</p> <p style="text-align: right;">Circle the odd one out and explain why.</p> <p style="text-align: center;">11 12 13 14 15 61 17 18</p> <p>Will Mr Monaghan say 11? Explain how you know.</p>	<p style="text-align: center;">PSHE –</p> <p>Continued on from last week thinking about Healthy Eating. Design a plan for the day on how to stay healthy. Start from midnight up until midnight the next day, thinking about how much sleep you should have, what to eat to gain energy, and what exercise you could do to stay healthy.</p> <p style="text-align: center;">Art –</p> <p>Draw a picture of your bike or a toy car.</p>



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Oh no! Look what has happened to our classroom. It has made me really upset to see our classroom so messy. I'm not sure how it happened. Talk to your child about the importance of rules. Ask your child what happens when rules are broken? Recap our school rules.

Recall the wrapped bus from last week's English task. Get it out again and say to the children "This is for you. I hope you're a good driver." How does this give them a clue to what might be wrapped up?

Share the story with the children up to "but when I'm full up..."

<https://www.youtube.com/watch?v=4jafOYMjODk>

What do you think will happen next? Why? What job does 'but' do within the sentence? Draw two pictures with a sentence underneath of what you think might happen next.

Then listen to the next page. Did you predict it right? Read/Listen on to **'And nothing must stand in my way!'**

What kind of behaviour is this?

Ask your child if they wonder whether Naughty Bus is responsible for the events in the classroom? Role play what you would say to Naughty Bus. Either your child or an adult can record some of your ideas ready for tomorrow's lesson.

**Tuesday
12th**

Reading

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

Spelling/Phonics

Revisit – j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,aror,ur,ow, oi,ear,air,ure,er,ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au,ey,a-e, e-e,i-e,o-e,u-e, i as in find, o as in gold, c as in cent, g as in giant,

Place Value (within 20)

Learning Objective

I can count, read and write numbers up to 30.

Mental maths -

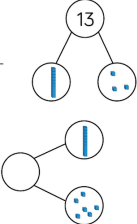
Play a game where you say a number sequence and your child has to listen out for the missing number. You can use number


History

LO - Event beyond living memory, that are significant national or globally.

Show the children a picture of a really nice bike. Explain to the children that for Christmas I was lucky and got a bike. It's great fun and now I can ride it

<p><u>Teach</u> - U as in put (know as u in but)</p> <p><u>Read</u> – Children to practise reading - mouse, friends</p> <p><u>Practise</u> - Children to practise reading (add sound buttons underneath to highlight single letters making a sound and digraph) – put, pull, push, full, bush, pudding, unit, unicorn. human, future. Use your robot arms to segment and a clap when blending.</p> <p>Pick a few and try to spell them. (See resources if you wish to print the words.)</p> <p><u>Apply</u> - Children to read – The mouse said, “I have lots of friends.” A mouse can push his human friend into a bush.</p> <p>Writing Learning Objective <i>To write a letter to Naughty Bus about his behaviour in our school. To think of and write a sentence using a capital letter and full stop.</i></p> <p>Remind children of the story so far https://www.youtube.com/watch?v=4jafOYMjODk or Powerpoint in resources.</p> <p>Talk through with your child how to write a letter to Naughty Bus explaining that he should not be naughty in their classroom and explaining the school rules.</p> <p>Children to write their own letters to Naughty Bus explaining the school rules and why it is important to not mess up the classroom. Think about how we set out a letter, just like we did last term when reading ‘The Jolly Postman.’</p> <p>* Children to finish writing the letter with support to copy or write the sentences. ** Children to write a letter including at least 4 sentences remembering to use capital letters, full stops and the conjunction ‘and’ *** Children to write a letter including at least 6 sentences remembering to use capital letters, full stops and the conjunction ‘and’. Challenge – Can one of your sentences include the conjunction ‘but.’</p>	<p>cards to help your child.</p> <p>Main – Play a game to practise matching the written words for each number and the digit cards. Use two sets of number cards, one with the numbers 0-20 and one with the words Zero to twenty * Match the words, numbers and objects for numbers 0-6. (See resources.) ** Make two sets of number cards, one with the numbers 0-20 and one with the words zero to twenty. Pairs – Play the game with your family. Lay the cards face down on a flat surface. Then take it in turns to pick a number card and a word card. Say the number on each card out loud. If the match you win the pair, if they don’t match put them back down.</p> <p>*** Make two sets of number cards, one with the numbers 0-30 and one with the words zero to thirty. Pairs – Play the game with your family. Lay the cards face down on a flat surface. Then take it in turns to pick a number card and a word card. Say the number on each card out loud. If they match you win the pair, if they don’t match put them back down.</p>	<p>whenever I want to with my family around my garden. Talk about the reasons why it’s good for me, (before lockdown) I can ride to friends, I can take presents to someone, I can go shopping and carry stuff back in a ruck sack. We call a bike a form of transport because it can transport something from one place to another.</p> <p>Talk about our topic is On the Move/Transport and encourage the children to think of different types of transport they know. (trains, cars, bikes, buses, aeroplanes, ships/boats etc)</p> <p>Talk with your child about what they know about transport and please encourage them to write/draw what they already know.</p> <p>What do we notice most types of transport all have in common? (Wheels) Children to if possible, research who invented the wheel. Then using doweling/tubes, children can explore how to move an item like a book by rolling the dowls/tubes along underneath the book to create the rolling motion.</p>
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<p>Wednesday 13th</p>	<p>Reading Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics Revisit – j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,aror,ur,ow,oi,ear,air,ure,er,ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au,ey,a-e,e-e,i-e,o-e,u-e, i as in find, o as in gold, c as in cent, g as in giant,</p> <p><u>Teach</u> – Children to consolidate ch/u</p> <p><u>Read</u> – Children to practise reading words with more than one syllable; window, Christmas,</p> <p><u>Write</u>; little</p> <p><u>Practise</u> - Use the resource to practice your learning, ensuring you can read the words correctly.</p> <p><u>Write</u> – A little chef made a Christmas pudding.</p> <p>Writing Learning Objective</p> <p>Guided reading comprehensions - (If not see look in your child's reading journal to see when they would have read with Mrs Jacob /Mrs Gibb)</p> <p>* Monday/Thursday/Friday groups – The Big Dig ** Tuesday group – Pete's Silver *** Wednesday group – The Twin</p>	<p>Place Value (within 20) Learning Objective I can identify and represent numbers using objects.</p> <p>Mental maths – See powerpoint in resources and work through each page discuss is it correct? How many? etc</p> <p>Main – Children to learn number from 11-19 is one tens and some ones. The children need to understand that 10 and 20 is made up of just tens and no ones. Discuss with your child that one ten is equal to 10 ones. Use the part-whole method to show this.</p> <p>* Children to complete the resource recognising different ways of showing numbers 5 and 6. ** See resources and complete up to question 3 using the powerpoint to help. *** See resources and complete using the powerpoint to help. Then challenge your child to show and write how many tens and ones for a selection of numbers between 10-30.</p> <p>Use the part-whole model to complete the sentences.</p> <p>My number is ____</p> <p>One part is ____, the other part is ____</p> <p>The whole is ____</p> <p>My number is ____</p> <p>It has ____ tens and ____ ones.</p> <p>The whole is ____</p> 	<p>Music –</p> <p>This term our topic is On the Move. I have included a fun bike song on the resources page for you to learn this week. It is sung to the Twinkle, Twinkle, little star music. Have fun and I'd love to hear some of you singing on our dojo page.</p> <p>PE –</p> <p>Continue to practise throwing and catching skills with a ball, ball of paper, cuddly toy etc.</p>
<p>Thursday 14th</p>	<p>Reading Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics Revisit – j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,aror,ur,ow,oi,ear,air,ure,er,ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au,ey,a-e,e-e,i-e,o-e,u-e, i as in find, o as in gold, c as in cent, g as in giant, ch as in school, u as in put</p> <p><u>Teach</u> - Ow as in blow (know ow as in cow)</p> <p><u>Read</u> - Children to read contractions such as; they'll, we'll,</p>	<p>Place Value (within 20) Learning Objective I can identify and represent numbers using objects.</p> <p>Mental maths - Play a game, I'm thinking of a number that is one more than 13? Answer 14. Please ask questions like this and encourage your child to explain how they know it's 14. "I know because one more than 13 is 14."</p> <p>Main – See powerpoint and discuss with your child.</p>	<p>Creative Thursday</p> <p>Look at the picture below. Design an A4 /3 size picture thinking about a type of transport. For example, a sea scene with different types of boats, farm scene with tractors, quad bikes etc, road scene with cars, lorries, buses, motorbikes etc. Thinking about what materials you are going to use in your collage when creating your drawing ensuring that you draw everything large enough to then collage new week during Creative Thursday.</p>

	<p>Children to practise reading words with more than one syllable; window, Christmas,</p> <p><u>Practise</u> - Children to practise reading - (add sound buttons underneath to highlight single letters making a sound and digraph) – low, grow, bowl, show, slow, rowing boat. Use your robot arms to segment and a clap when blending.</p> <p>Pick a few and try to spell them.</p> <p><u>Apply</u> – Children to read – The mouse was asked to work with people in a show.</p> <p>Children to write - There were lots of children rowing a boat down the river.</p> <p>Writing Learning Objective <i>To identify words with 'ay' phoneme in the story The Naughty Bus.</i></p> <p>https://www.youtube.com/watch?v=4jafOYMjODk or Powerpoint in resources.</p> <p>Listen to the story again and pause when you hear a word with the ay sound in it. Write the words onto a piece of paper/whiteboard. (play, say, wait, straight, table, take, saving, again,) Make sure your child can read through all the words and then sort them according to how they look in a phoneme sorter. All ay words, ai words, a-e words. Children to place words within sentences that we could use to caption the pictures.</p> <p>Encourage the children to include the words within sentences that we could use to caption the pictures in the book.</p> <p>* Children to write 2 sentences. ** Children to write 3 sentences. ***. Children to write 5 interesting sentences, perhaps including the conjunction 'and.'</p>	<p>Children to be thinking about what each digit in a number represents, thinking of tens and ones.</p> <p>* Bingo game.</p> <p>** Children to complete up to question 4 to consolidate their understanding of tens and ones.</p> <p>*** Children to complete all of the worksheet to consolidate their understanding of tens and ones.</p>	 <p>RE – Set by Mrs Hill</p> <p>Watch the story The Lost Son or you can find it in the bible in Luke 15:1-2, 11-32. https://www.youtube.com/watch?v=DJgROx4wFKM</p> <p>This story is called a “parable” a special story that Jesus told people to understand ideas. They have a hidden meaning. Can you work out the hidden meaning? (forgiveness and love, God loves you even if they go of on their own way)</p> <p>Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.</p>
<p>Friday 15th</p>	<p>Reading Daily reading at least 10 minutes to an adult if possible.</p> <p>Spelling/Phonics Revisit – j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,aror,ur,ow,oi,ear,air,ure,er,ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au,ey,a-e,e-e,i-e,o-e,u-e, i as in find, o as in gold, c as in cent, g as in giant, ch as in</p>	<p>Place Value (within 20) Learning Objective I can identify and represent numbers using objects.</p> <p>Mental maths - I’m thinking of a number with 1 ten and 4 ones. What number am I thinking of? 14. “I know this because I can start counting</p>	<p>Computing – Set by Mrs Hill Can you type your full name without any help? You can use a laptop, mobile phone or tablet. Can you also recognise the letters if they are in capitals? Remember to use the shift button to make a capital letter.</p>

school, u as in put, ow as in blow

Teach - Read words containing – ing and -ed endings (suffixes)
Yelled, shouted, looking, jumping, doing, looked, yelling.

Children to learn to write; little

Practise - Children to write the sentence below and then see if they can swap one of the words in the boxes into the sentence to create a new sentence. Once you have written the sentence can you read it.

Cows and sheep may graze in a meadow.

field

stay

goats

sail

Writing

Learning Objective

To name and spell the days of the week

Introduce children to the days of the week in a muddled order. Ask them to read them and then place them into the correct order. Now ask children to match the days of the week to an event that the Naughty bus did and draw them in the story plan. (see resources)

from 10 up to 14 by counting on 4 more.”

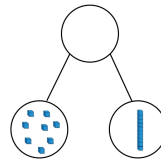
Main –

* Choose a number between 0-6 and use different objects to show that number. Try to do the task with greater independence.

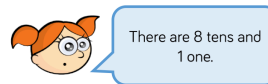
** Talk through two problems below with your child encouraging your child to give you reasons explaining why? “I know that 15 is one more than 14. So, if a sweet is taken away that means there are 14 left.” This reasoning is important in maths to show the each child's full understanding.

*** Talk through all the problems below encouraging your child to give you reasons explaining why? “I know that 15 is one more than 14. So, if a sweet is taken away that means there are 14 left.” This reasoning is important in maths to show the each child's full understanding.

Alex makes a part-whole model.



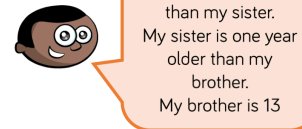
She says:



Explain her mistake.

What is her number?

Mo says,



How old is Mo?

How old is his sister?

PE –

Miss Squire here: Happy New Year everyone!

Let's stay fit, happy and healthy together!

... and here we go - we are starting our online sessions with a New Year dance party! A super fun selection of great songs and some blasts from the past to help us to keep us active, and for those of you at home, suitable for the whole family to do too.

All you need to do is press the link below which will take you to YouTube and you can then dance along. Please note the link is set to private rather than public so you need to click it to get to the video, you won't be able to search for it. Any technical issues, please get in touch.

Adults - There are health and safety instructions in the video notes, so please read them before dancing.

Key Stage 1:

Week 1 Dance: <https://youtu.be/-CgdnRwC5Zs>

Teddy thinks of a number.



1 more than his number is 11

What is his number?
Prove it.

Rosie thinks of a number.



1 less than her number is 15

What is her number?
Prove it.

Which image is the odd one out?
Why?

