



# Hatherleigh Community Primary School

## Home Learning      Week Beginning: 25<sup>th</sup> January 2021      Hawthorns (Year 1)

	English	Maths	Science & the wider curriculum
<b>Monday 25<sup>th</sup></b>	<p><b>Reading - Learning Objective</b> <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><b>Spelling/Phonics</b> <b>Don't forget you can log on to <a href="http://phonicsplay.co.uk">phonicsplay.co.uk</a> for free to access more resources (Jan21, home)</b></p> <p><b>Warm up</b> - Remind children that in the English language the same sound (phoneme) can be represented by different letter combinations (grapheme). This can make spelling tricky! Recap 'ie' in field, 'a' in want, 'y' in yes. Can they remember any other words that use our alternative pronunciation? (brief, priest, yield, was, wasp, squad, try, fry, sky). Play <a href="https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures">https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures</a>. Choose 'ie', 'a', then 'y'.</p> <p><b>Teach</b> - Today we will be teaching the 'ou' phoneme as in could, you, shoulder (they already should know 'ou' as in out).</p> <p>Sorting activity. Print the sheet (in resources) and cut out words or write them on pieces of paper. Sort them into the different sound the 'ou' grapheme makes.</p> <p><b>Read the sentence (write the sentence for your child to read):</b> 'Could you please put your pudding bowl away?' said Mrs Gibb.</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> Let's go out in the garden to look for some treasure.</p> <p><b>Writing</b> <b>Learning Objective</b> <i>Before I write a sentence, I can say out loud what I am going to write.</i></p>	<p style="text-align: center;"><b>Number</b> - Addition and Subtraction (within 20)</p> <p><b>Learning Objective</b> I add numbers up to 20 (**30)</p> <p><b>Mental maths</b> – Practise counting from 10 – 30</p> <p><b>True or false?</b></p> <p>There are double the amount of numbers bonds to 20 than there are number bonds to 10</p> <p>Prove it – can you use a systematic approach?</p> <p><b>Main –</b> I would like the children to consolidate how they can use a number line to help them to solve addition number sentences. Remind them that they need to move on before they start counting.</p> <p>* Children to print and cut out the number line so that they can move an object along the number line. (If it's dry and you have some chalk it is good to draw a number line on the floor. Then give your child a number card 0-5 and encourage them to count on by actually jumping on to the next number as they count.)</p> <p>** Children to use the number line on the class page to practise counting on adding two small numbers together. You can make number cards 0-20 and the children can choose 2 to add together using the number line. (Keep the cards because they are fun to play missing number games with.)</p> <p>*** Children to use the number line 0-30 resource to practise counting on to add two small numbers together. You can make number cards 0-30 and the children can choose 2 to add together using the number line. (Keep the cards because they</p>	<p style="text-align: center;"><b>Science –</b></p> <p><b>Seasonal Changes</b> LO – To observe changes across the four seasons</p> <p>Children recap what the season of Autumn is like. Children to think about how the days are getting shorter and it's dark as we get up and dark early in the evening. Think about what other changes have happened to plants, the temperature and what people wear.</p> <p>Have a look outside in your garden or if you go for a walk, for any signs of Winter. (see the winter checklist on the class web page for any help identifying features of Winter.)</p> <p>Some ideas of things you could create to help see some of these changes happening over the next few weeks.</p> <p>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;"><b>PE</b></p> <p>Daily exercise - <a href="https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move">https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move</a></p>

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.)

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.)

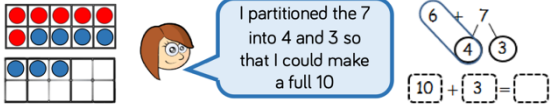
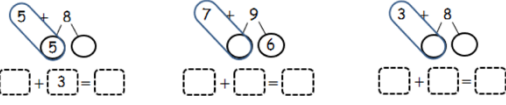
\*\*\* With your child, encourage them to think of and say aloud each sentence. Repeat their sentence back to them and encourage them to write the sentence thinking about sounding out as many words as possible on their own. Repeat this process for at least 7 more sentences, then move on to day two. (There is a sheet of paper with buses for a border if

are fun to play missing number games with.)

A Game you might like to play to practise number bonds of all numbers 0-10

<https://www.topmarks.co.uk/Flash.aspx?f=WaystoMake>

	<p>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.)</p> <p>I am looking for them to be able to use:</p> <ul style="list-style-type: none"> <li>• Clear spaces between each word.</li> <li>• Capital letters and full stops to mark the beginning and end of a sentence.</li> <li>• The conjunction 'and' to add more detail into a sentence. (**/***)</li> <li>• Neat handwriting, forming letters correctly (**/***) pre-cursive writing to earn extra Dojo points.)</li> </ul> <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><b>Tuesday 26<sup>th</sup></b></p>	<p><b><u>Reading - Learning Objective</u></b>  <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><b><u>Spelling/Phonics</u></b>  <b>Warm up</b> – Real or Alien words. It is important for children to be able to blend sounds confidently and accurately. We use alien words to check this, which are combinations of sounds that do not make real words. This is a fun game to practice blending: Picnic on Pluto (<a href="http://phonicsplay.co.uk">Picnic on Pluto (phonicsplay.co.uk)</a>)  Choose Phase 5, Revise all Phase 5.</p> <p><b>Teach</b> – Recap of tricky words already learnt – the, come, her, their, people, looked, called, asked. Remind children that the -ed ending shows the past tense (something that has already happened).</p> <p><b>Reading</b> – Quick read. How many words can you read in a minute? (Quick read - in resources) Follow the path, mark where you get to in a minute. Try again until can read all.</p> <p><b>Writing</b> - Practice writing your full name. Remember to use a capital letter to start each part.</p>	<p><b><u>Number</u></b> - Addition and Subtraction (within 20)</p> <p><b><u>Learning Objective</u></b> I add numbers up to 20 (***)30)</p> <p><b><u>Mental maths</u></b> -  Quick fire number bonds. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> 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><b><u>Main</u></b> –  I would like the children to use their number bond knowledge from last week 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 <math>4 + 9 = ?</math>  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 <math>3+1 = 4</math> (This visual will hopefully then help the children to progress to being able to do this mentally later in the year).</p>	<p><b><u>History</u></b></p> <p>Last week you looked at cars and how they have changed over the past 100 years. Can you find out who is believed to be the first person to have invented the first motorised cars?  Can you draw a picture of the first person to invent the motorised car in the UK and record some facts about them and why their invention was so important.</p> <p><a href="https://www.dkfindout.com/uk/transport/history-cars/">https://www.dkfindout.com/uk/transport/history-cars/</a></p> <p>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,</p> <p>OR  Be an inventor yourself and create a car for the future. What will it look like and label it</p>

	<p><b>Writing</b>  <b>Learning Objective</b> - I can write a text by thinking of a list of sentences in the order I need.</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>Rosie has used the 10 frames to calculate <math>6 + 7</math></p>  <p>Use Rosie's method to complete:</p>  <p>* Children to use the tens frame to add two single digits together. Use the cards you made yesterday so that the children can make their own number sentences and say <math>1 + 4 = 5</math>. One and four more is equal to 5.</p> <p>** Children to use the tens frame to add two single digits together. Use different counters for each number so that the children can see if it is more than 10. The children can use the number cards they created yesterday to be able to create their own number sentences. (0-20)</p> <p>*** Children to use the tens frame to add two single digits together. Use different counters for each number so that the children can see if it is more than 10. The children can use the number cards they created yesterday to be able to create their own number sentences. (0-30)</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-3/">https://whiterosemaths.com/homelearning/year-1/spring-week-3/</a> Add by making 10 activity.</p>	<p>explaining why you have designed it the way you have.</p>
<p><b>Wednesday 27<sup>th</sup></b></p>	<p><b>Guided Reading - Learning Objective</b>  <i>I understand the books I can read.</i></p> <p>* <u>Friday</u> guided reading group – Dad's Bag</p> <p>** <u>Monday/Thursday</u> guided reading group – Zoom to the Moon</p> <p>*** <u>Tuesday/Wednesday</u> guided reading group – Whoopsit.</p> <p><b>Spelling/Phonics</b>  <b>Warm up</b> – Yes/no – have the words Yes and No. They can be placed opposite ends of the room or on the table. Ask the</p>	<p><b>Number</b> - Addition and Subtraction (within 20)  <b>Learning Objective</b> - I add numbers up to 20 (***)30)</p> <p><b>Mental maths</b> – 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.</p> <p><b>Main</b> – Consolidate the work from yesterday. Use the tens frame to show how to solve some more number sentences adding two small numbers. Hopefully the children will be more independent today.</p>	<p><b>Music</b>  <a href="https://www.youtube.com/watch?v=zzE-kVadtNw">https://www.youtube.com/watch?v=zzE-kVadtNw</a> Listen to the winter section (32mins to 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</p>

following questions and your child has to show the correct word, either by going or pointing to it. Can you carry an elephant on your head? Would you put ice cream in the freezer? Would you like to wave a magic wand? Would you crawl into a thorn bush? Is December a summer month? Would you scream if you saw a snake? You could make up your own questions, that have yes/no answers then swap with your child and they can ask you questions. They may need support to understand that the answer has to be yes or no and how to form the question so that it does.

**Teach** - Today we will be teaching the 'ea' phoneme as in bread (they already should know 'ea' as in eat).

Today we are going to be learning a different grapheme for the 'e' sound. Sometimes it is spelt 'ea'. Try sounding out bread (they will probably say b-r-e-d). Look at how the word is written and try again (they will probably say b-r-ea-d, rhyming with need). Say the 'e' sound can sometimes have the grapheme 'ea'.

Look at the following words that have the 'ea' grapheme for the 'e' phoneme:  
head, dead, deaf, ready, heaven, feather, pleasant, breakfast

**Reading** - write the following sentence for your child to read:  
For breakfast I asked for bread and a cup of tea.

**Write** – Rhyming string. Remind your child what rhyming means (the last sound is the same, although not necessarily the same spelling). Ask your child to think of as many words that rhyme with 'snake' as they can. Write them down. Adult to check they are correctly spelt. Repeat for 'rain' then 'eight'.

### **Writing**

#### ***Learning Objective -***

I can discuss what I have written with an adult.  
I check my sentences make sense by re-reading them.

#### **Purple polishing for extra Dojo points.**

In class we would normally encourage the child to re-read through their work and edit things missing. For example, can

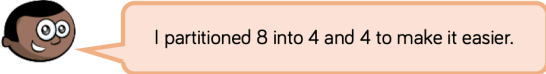
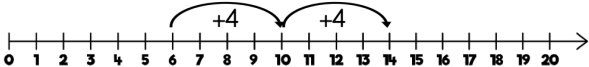
A game you might like to play to practise matching words and digits. There is a 0—10 and 0-20 version.

<https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/>

unless you have lots of energy!

### **PE**

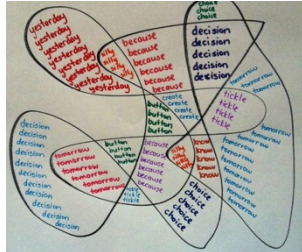
Daily exercise – Practise skipping, throwing and catching a ball with a family member.

	<p>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><b>Thursday 28<sup>th</sup></b></p>	<p><b>Reading - Learning Objective</b>  <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><b>Spelling/Phonics</b>  <b>Warm up</b> – Choose three right answers – Ask a question and provide four answers, three correct and one wrong. Which is the wrong one? Examples: Which of these are days of the week? Sunday, Thursday, Tuesday, September. Which of these are numbers? Blue, five, nine, thirteen. Which of these can you put in bread? Jam, coffee, butter, cheese. Make sure the incorrect one is not always in the same place. There is no expectation to write the questions but it might be helpful to write the four answers if your child finds it difficult to remember them.</p> <p><b>Recap</b> - Revise up to here (Phase 5-teaching an alternative grapheme for known phonemes)</p> <p>Cheeky Chimps - <a href="http://phonicsplay.co.uk">Cheeky Chimps (phonicsplay.co.uk)</a> Phase 5. Choose 'ou' and 'ea' first then any other sound if you have time.</p> <p><b>Kim's Game for reading tricky words</b>  Word list: thought, through, laughed, breakfast, mouldy, like, could, treasure. These may be written on pieces of paper or card (inside of cereal boxes are excellent) and kept for future use.</p> <p>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</p>	<p><b>Number - Addition and Subtraction</b>  (within 20)</p> <p><b>Learning Objective</b> - I add numbers up to 20 (**30)</p> <p><b>Mental maths</b> – Counting forwards and backwards in 1s and 10s from different numbers. Recap number bonds to 10.</p> <p><b>Main</b> – Use the knowledge from the last two days and number bond knowledge to add on a number line.  Watch <a href="https://classroomsecrets.co.uk/year-1-add-by-making-10-lesson-slides/">https://classroomsecrets.co.uk/year-1-add-by-making-10-lesson-slides/</a> up to slide 13 (please don't watch the rest as this will confuse the children as it goes on to talk about other methods.)</p> <p>Mo has used a number line to calculate <math>6 + 8</math></p>   <p>Use Mo's method to calculate:</p> <p><math>5 + 8 = \square</math>      <math>9 + 4 = \square</math>      <math>6 + 8 = \square</math></p> <p>* Work with your child to practise counting on the number line accurately. Remember Hawthorns to jump before you count.</p> <p><math>6 + 5 =</math>                      <math>6 + 7 =</math>  <math>6 + 6 =</math>                      <math>7 + 5 =</math></p>	<p><b>Creative Thursday –</b></p> <p><b>Art</b> – Encourage your child to go outside or look outside and draw a picture of the winter scene they can see. Trees with just branches, robins, bird feeders, people in hats or a scarf, pine cones, plants (snow, frost, puddles).</p> <p><b>RE – Set by Mrs Hill</b>  Listen to the song- You can hold on <a href="https://www.youtube.com/watch?v=mgx_tT3czvg">https://www.youtube.com/watch?v=mgx_tT3czvg</a>  Discuss the messages in the song. Write an extra verse to the song or learn to sing some of the song. You could make up actions and play instruments. I would love them to be recorded and put on Dojo.</p>

	<p>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?</p> <p>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 more of the words with the 'ou' or 'ea' sounds.</p> <p><b>Writing</b>  <b>Learning Objective –</b>  <i>I can think of and say a sentence before I write it.</i></p> <p>We are going to be starting our new text tomorrow. In class we would normally do an elicitation task, to see what the children already know. Please can the children write a fact file using the resource on the class web page if you want to, about an animal of your choice.</p>	<p><b>**/**</b> Use the number line in the resources to solve number sentences thinking about what do I need to add to the first number to make 10 and what's left to add on. See the example above <u>6 + 8. I know that 6 + 4 is 10. I also know 8 is made up of 4 + 4 more so I need to count on 4 more from 10.</u> The children may find this difficult at first.</p> <p>6 + 5 =                      7 + 6 =                      8 + 5 =</p> <p>8 + 7 =                      7 + 7 =                      9 + 5 =</p> <p><b>Challenge (***)</b>  16 + 6 =                      18 + 5 =                      14 + 8 =</p> <p>Explain how you know. See example of explanation above.</p> <p>(I'm not in school today so if you need any support with this please contact me via dojo)</p>	
<p><b>Friday 29<sup>th</sup></b></p>	<p><b>Reading</b>  <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><b>Spelling/Phonics</b>  <b>Warm up</b> – choose a sound. Child has 1 minute to find as many things beginning with that sound. How many did they find? Choose another sound, one that they might not find as many things (z or v?). Give them another minute. How many did they find? Discuss which sounds are more commonly used.</p> <p><b>Reading</b> – you can play this online <a href="http://phonicsplay.co.uk">Sentence Substitution (phonicsplay.co.uk)</a> 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</p>	<p><b>Number</b> - Addition and Subtraction (within 20)  <b>Learning Objective</b> - I add numbers up to 20 (**30)</p> <p><b>Mental maths</b> -  Quick fire number bonds. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> How many can you get right? Are you getting quicker? (more correct in the time limit)</p> <p><b>Main</b> –  Continue to consolidate yesterday's work, adding two numbers on a number line by making ten and adding on.  If you would like to use it, I have included a sheet which may help you but please don't feel you have to.</p> <p>Well done Hawthorns. This is tricky to grasp but I know you can do it.</p>	<p><b>PSHE</b> –  <b>Activity 3 - Medicine safety</b>  Ask your child what sorts of things can we do to help us get better if we're unwell, e.g. rest, sleep, drink plenty of fluids. Then discuss the following questions.</p> <p>What is a medicine? (Something which can be given to help make somebody feel better. A medicine often only helps treat the symptoms of an illness, rather than the illness itself. The body is pretty good at recovering from most illnesses by itself!)</p> <p>How do people take medicines? (Tablets that are swallowed, liquids that are measured in a special spoon and swallowed, creams or ointments that are rubbed onto the skin. Less commonly inhaled - breathed in.)  How would someone feel if they took too much medicine? (They could feel very</p>

The thief was kept in prison. New words – robber, put, oyster, jail

**Write** – Squiggle Write. On a piece of paper draw a squiggle pattern. children write the following words as many times as they can in a section. Example below but words are: out, could, should, some, bread, chief, try, what



### Writing

#### **Learning Objective –**

*I like to predict what happens next.*

Show your child the image on our class web page, of a backpack and its contents, a rocket, a globe, a map of star constellations, a telescope and other items that are linked to space travel and the stars. e.g. On the backpack read the label: [Astrid's bag](#).

Ask your child, *what might Astrid do for a job or hobby if this is her bag?*

Share the front cover of the book, *Astro Girl* (on our class page.) Encourage your child to predict what the character may be like and what might happen in the story.

I would like them to write a paragraph about what they think might happen in the story.

poorly.)  
How would someone feel if they took the wrong medicine? (Again, they could feel very poorly.)  
Why do adults need to look after medicines? (To make sure they were kept in a safe place and taken properly.)

Who would normally look after your medicine at home? (Parent/carer.)

Play the game **Help Tania Get Better!**  
If you have a printer, make a copy of this board game (you could stick it onto card, to make it stronger), then find a dice, plus some counters to move round the board - coins will do.  
If you don't have a printer, play the game on the screen. Use a dice to move around the on-screen board. Your child can be given the job of keeping note where each of you is on the board.

<https://www.coramlifeeducation.org.uk/scarf/home-learning-unit-3-for--5-7-year-olds>

### **PE – Dance**

See Jess's week 4 dance session on the school website