



# Hatherleigh Community Primary School

## Home Learning      Week Beginning: 22<sup>nd</sup> February 2021      Hawthorns (Year 1)

**Phonics** - Don't forget you can log on to [phonicsplay.co.uk](http://phonicsplay.co.uk) for free to access more resources (Jan21, home) Lots of fun exciting resources to support the learning of phonics.

**PSHE** – Harold's daily diary <https://www.coramlifeeducation.org.uk/harolds-daily-diary>

Remember to look out for Mr Mongers Assembly along with Revd. Leigh's assembly on the whole school section of Dojo.

	English	Maths	Science & the wider curriculum
<b>Monday 22<sup>nd</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 - See phonics powerpoint on Dojo.</b></p> <p><b>Warm up</b> – Write your name (first and last) and three sentences about your half term. Try to include the day names. For example, On Wednesday I went to the park.</p> <p><b>Teach</b> – writing Mr and Mrs. When do we use them? They are a short way of writing mister and missus (Mrs is actually derived from mistress, as is Miss). They always have a capital letter to start. They can not be spelt by sounding out.</p> <p><b>Reading</b> – ask you child to read the sentence 'Mr Monger is the head teacher and Mrs Monger works at school too.'</p> <p><b>Write</b> – Children to have two columns, one with Mr at the top and one with Mrs. Write the names of all the people who work in school in the correct column. (Mr Monger, Mrs Orbell, Mr Pearson, Mrs Gibb, Mrs Jacob, Mr Mercy, Mrs Perry, Mrs Bennett, Mr Lea, Mrs King, Mrs Newby etc) Encourage your child to write Mr or Mrs and you can write the surname for them.</p> <p><b>Writing</b> <b>Learning Objective</b> – To speak audibly and fluently To gain and maintain the interest of the listener. To use expression effectively when performing your</p>	<p style="text-align: center;"><b>Measurement</b> – Length and height</p> <p><b>Learning Objective</b> – I use words such as long/short, longer/shorter, tall/short to describe my maths work when I am measuring.</p> <p><b>Mental maths</b> – Quick recall of number bonds. You can play a number bond game on topmarks (<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>) if your child prefers this.</p> <p><b>Main</b> - Measure length and height <a href="https://vimeo.com/507943851">https://vimeo.com/507943851</a> Watch the video with your child and discuss the terms, longer than, shorter than, tall, taller than.</p> <p>* Encourage your child to find 2 objects around the house and they say "The _____ is longer than the _____. Take a photo of their finds. Or The _____ is shorter than the _____ . Repeat several times including items that are similar in size ensuring they measure by starting at the same point, ie a line like in the video.</p> <p>**/** Encourage your child to find 3 objects around the house and they say "The _____ is longer than the _____. Take a photo of their finds. Or The _____ is shorter than the _____ . Repeat several times including items that are similar in size ensuring they measure by starting at the same point, ie a line</p>	<p style="text-align: center;"><b>Science</b> –</p> <p>Our new topic this term is all about plants.</p> <p>I would like the children to use the plant identification sheet in the resources to identify plants within their own garden/school. Children to draw the plants and then name them. If the children would prefer to they can take photos and name the plants.</p> <p>(If you haven't got many plants in your garden or you do not have a garden you can try to draw you 4 favourite garden plants from the resource sheet.)</p> <p style="text-align: center;"><b>PE</b></p> <p>Daily exercise – Choose one of Craig's PE sessions from the link on our class webpage or Jess's Dance session.</p>

poem/nursery rhyme.

Children to think about well known Nursery rhymes. Which nursery rhymes do they already know?

Use the links to listen to and join in with some more nursery rhymes. Children to discuss each poem, whether they like it or not, did they notice anything about the rhymes, rhyming words, etc.

*Nursery rhyme links*

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-incy-wincy-spider/zr4yt39>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-little-bo-peep/zf3h7nb>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-little-jack-horner/zmhq92p>

<https://www.bbc.co.uk/teach/school-radio/eyfs-nursery-rhymes-songs-jack-and-jill/z4t3sk7>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-baa-baa-black-sheep/znbpg8>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-diddle-diddle-dumpling-my-son-john/zvvgf4j>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-grand-old-duke-of-york/zrymd6f>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-doctor-foster-went-to-gloucester/zhkfv4>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-hickory-dickory-dock/znpj47h>

<https://www.bbc.co.uk/teach/school-radio/eyfs-nursery-rhymes-songs-little-miss-muffet/z6sc3j6>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-mary-mary-quite-contrary/zdtj47h>

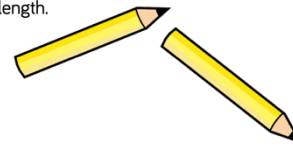
After the children have explored several nursery rhymes, including new ones, choose their favourite one and encourage your child to practise performing it adding actions and expression in their voice.

Once they are really confident with all the words and actions they are ready to perform it to someone at home.

like in the video.

### Reasoning

Eva thinks the pencils are the same length.

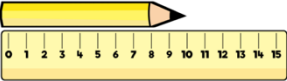
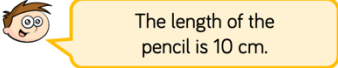


How can Eva check if she is correct?

### \*\*\* Extension

Play a game with your child using questions like the example below to challenge their understanding of the language. Can you find an object/2 objects which is/are longer than your **rubber** but shorter than your **pencil**? Once found an object compare to check they are correct and then encourage them to repeat the sentence, "My bookmark is longer than my rubber but shorter than my pencil."

<p><b>Tuesday</b> 23<sup>rd</sup></p>	<p><b>Reading - Learning Objective</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>Spelling/Phonics -</b> A fun song to sing and dance to before you start. <a href="https://www.twinkl.co.uk/go/resource/lowercase-alphabet-jigsaw-game-tgv2-e-121">https://www.twinkl.co.uk/go/resource/lowercase-alphabet-jigsaw-game-tgv2-e-121</a></p> <p><b>See phonics powerpoint on Dojo.</b></p> <p><b>Warm up</b> – capital letter match. Complete sheet in resources or write the capital and lower-case letters for your child to match.</p> <p><b>Teach</b> – Recap different ways to spell the ‘f’ sound (f, ff and ph).</p> <p><b>Reading/Writing</b> – Look at the sheet in resources. Sort the words into the different boxes. Can you guess the words with the f sound? Write the missing letters. Write a sentence using a word from each of the boxes.</p> <p><b>Writing –</b> <b>Learning Objective</b> – When writing, I sit and hold a pencil correctly.</p> <p>I can write some of my letters correctly, starting and finishing in the right place.</p> <p>Today the children will be looking at different styles of poems. In the resources are four poems which can either be read to the children or they can read them themselves. Discuss with the children, what they like or dislike about the poems, how do the poems make them feel? What makes the poem special to you? Do they rhyme? Can you spot what words rhyme and where they are in the poem? Do all the poems rhyme?</p>	<p><b>Measurement</b> – Length and height</p> <p><b>Learning Objective</b> – I use words such as long/short, longer/shorter, tall/short to describe my maths work when I am measuring.</p> <p><b>Mental maths</b> – Practise counting in 10’s from 0 to at least 50. Write the numbers on small pieces of paper. Can the children order them and then say all the numbers?</p> <p><b>Main</b> – Measure length Vocabulary – long, longer, short, shorter,</p> <p>Watch the video link <a href="https://vimeo.com/508439670">https://vimeo.com/508439670</a></p> <p>* Children to think about measuring different items they can find around their home or class. Use either lego or multi-link (has to be the same size pieces) to measure how long 5 different objects are. Take a photo of their findings. Can they tell you which is the longest and which is the shortest?</p> <p>** Children to think about measuring different items they can find around their home or class. Use either lego or multi-link (has to be the same size pieces to measure how long 5 different objects are. Take a photo of their findings. Can they tell you which is the longest and which is the shortest? Can they tell you two more statements where they are comparing two items? If you haven’t got cubes or would prefer there is a sheet linked to this on the class page.</p> <p>*** Children to think about measuring different items they can find around their home or class. Use either lego or multi-link (has to be the same size pieces to measure how long 5 different objects are. Take a photo of their findings. Can they tell you which is the longest and which is the shortest? Can they tell you two more statements where they are comparing three items? For example, “The toy car is shorter than my ruler but longer than my marble.” If you haven’t got cubes or would prefer there is a sheet linked to this on the class page.</p>	<p><b>Science –</b></p> <p>Remind the children of some of the names for plants they found in the garden. Children can play a game of matching the names and pictures. (Cut up the sheet for identification from yesterday).</p> <p>Today we are going to be looking at wild plants. What are wild plants? Wild plants are ones that will seed themselves and do not need someone to plant them. If possible, go for a walk around Hatherleigh and see if you can find some wild plants that are on the identification sheet in the resources. You can take pictures of what you find or you can simply tick them off on the sheet.</p> <p>After your walk talk about what you found and compare the two sets of plants – garden and wild.</p> <p>(If you are unable to go out for a walk, then you can look at the resource sheet and try to draw your favourite ones on <a href="https://kleki.com">https://kleki.com</a> )</p>
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	<p><b>When I was three.</b></p> <p>I come up to My brother's knee But that's because I'm only three!</p> <p>But when I'm four I will be able To see what's on The kitchen table!</p> <p>And when I'm five I know that I Will be so big I'll reach the sky.</p> <p><b>A little worm.</b></p> <p>Today I saw a little worm Wriggling on his belly. Perhaps he'd like to come inside And see what's on the telly!</p> <p><b>My Den</b></p> <p>With a cardboard crate And an empty sack, A broken buggy And a plastic mac</p> <p>Down in my garden Under the tree, I've built a home And it's just for me!</p> <p><b>Wellies.</b></p> <p>Blue wellies, yellow wellies! Green wellies, red. You wear your wellies in puddles - I wear mine in bed!</p> <p>Choose your favourite poem out of the four to learn to perform to a family member.</p> <p>Copy the poem in your neatest pre-cursive handwriting and illustrate it.</p>	<h2 style="background-color: #003366; color: white; padding: 5px;">Reasoning and Problem Solving</h2> <p>Teddy measures the length of the pencil.</p>  <p>He says,</p>  <p>Do you agree with Teddy? Explain why.</p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #e0f0ff;"> <p>Teddy is wrong because he has started measuring from the end of the ruler not from 0</p> </div>	
<p><b>Wednesday 24<sup>th</sup></b></p>	<p><b>Reading - Learning Objective</b> <i>I understand the books I can read.</i></p> <p><b>Spelling/Phonics - See phonics powerpoint on Dojo.</b></p> <p><b>Warm up</b> – read high frequency and tricky words. <a href="#">Tricky Word Trucks (phonicsplay.co.uk)</a>. Choose Phase 5 All HFW. It is useful if you can sit with your child as they play, so that you can say if they are correct.</p> <p><b>Teach</b> – reading polysyllabic words. Powerpoint on words with more than one syllable.</p> <p><b>Read</b> – write the sentence for your child to read. Mr and Mrs Wellard saw a rainbow and found a pot of gold at its end!</p> <p><b>Write</b> – Choose some polysyllabic words to try and spell.</p>	<p><b>Measurement</b> – Length and height</p> <p><b>Learning Objective</b> – I use words such as long/short, longer/shorter, tall/short to describe my maths work when I am measuring.</p> <p><b>Mental maths</b> – Counting in 2's forwards and backwards to at least 20.</p> <p><b>Main</b> – Measure lengths and heights</p> <p>Vocabulary – long, longer, short, shorter, cm (centimetres)</p> <p>Once your child is confident at understanding measuring skills, making sure you measure from one end to the other accurately they can begin to use a ruler or a tape measure. (I have included a ruler within resources in case you haven't got one. It may not be completely accurate but will help your child to measure from 0 to ? Watch <a href="https://vimeo.com/510394371">https://vimeo.com/510394371</a></p>	<p><b>Music</b> –</p> <p>Have fun singing and doing the actions for this song.</p> <p><a href="https://www.outoftheark.co.uk/ootam-at-home/?utm_source=homepage&amp;utm_campaign=ootamathome2&amp;utm_medium=banner">https://www.outoftheark.co.uk/ootam-at-home/?utm_source=homepage&amp;utm_campaign=ootamathome2&amp;utm_medium=banner</a></p> <p>See activity sheet in resources for extra ideas.</p> <p><b>PE</b> -</p> <p>See Craig's sessions on the school website, or Andy's workout, Joe Wicks on Twinkl 5/8 minute workouts.</p>

**Writing**

**Learning Objective** – I understand what an adjective is.

This week we are going to focus on descriptive poems using adjectives (describing words) to describe nouns (objects).

I have included a few descriptive poems about winter in the resources. Please read through them with your child and then highlight the descriptive parts. In a different colour highlight capital letters, punctuation – full stops and commas etc.

**What Could It Be?**

Frosty windows, wind blowing through my hair,  
Rustling leaves everywhere,  
Crunching, slipping beneath my feet,  
As I briskly walk down the street.

The air now feels different,  
A magical sight,  
Not ice, rain or hail,  
What could it be? So spectacularly bright.

**I Am...**

High twirling,  
Sky swirling,  
Smile lifting,  
Gently drifting,  
White glittering,  
Softly skittering,  
Slow falling,  
Ground sprawling,  
Coat clinging,  
Cheek stinging,  
Boot crunching,  
Hand scrunching,  
Land quilting,  
Soon melting...  
I am snow.

**I Love Winter**

I love winter! Winter is cold.  
It's Christmas with sleds.  
It's warm, snuggly beds.  
It's silver snowflakes.  
It's skating on lakes.  
It's snowmen that stand  
In a snowy, white land.  
It's blue joys that feed  
On sunflower seed.  
It's angels that pose  
In wintertime clothes.  
It's a polka-dot sky.  
It's winter. That's why.....  
I love winter.  
Author unknown

Winter is a puff of warm breath and a cold nose.  
Winter is a snowflake on your tongue and a shiver down your spine.  
Winter is playing in the snow and warming up by the fire.  
Winter is a sleigh ride and hot chocolate with a peppermint stick.  
Winter is a Christmas gift wrapped with a bow.

\* Children to complete question on the sheet reading the measurement on the ruler carefully.

\*\*/\*\* Children to complete question on the sheet reading the measurement on the ruler carefully.

Then choose 5 items you want your child to find either at home or school and help them to learn how to measure accurately from zero (not necessarily the end of the ruler!)

**Extension - Reasoning**

Eva, Dexter and Rosie are comparing ribbons that they have. Unfortunately, Dexter has lost his ribbon.

He says, My ribbon is shorter than Rosie's, but longer than Eva's.

Eva: 10 cm

Rosie: 13 cm

Dexter: How long could Dexter's ribbon be?

**Possible answers:**

11 cm  
12 cm  
13 cm  
14 cm

Thursday 25<sup>th</sup>

**Reading - Learning Objective**

I check what I am reading makes sense as I am reading through it.

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

**Spelling/Phonics** See phonics powerpoint on Dojo.

**Warm up** – capital letter writing. Complete the sheet in resources or write the lower-case letters so your child can write the capitals next to them.

**Measurement** – Length and height

**Learning Objective** – I use words such as long/short, longer/shorter, tall/short to describe my maths work when I am measuring.

**Mental maths** – Counting in 2's forwards and backwards to at least 20.

**Main** – Adding lengths

**Creative Thursday** –

**Art** – Our theme is line drawing and shading. I would like you to choose **one** crayon, pencil, charcoal to show different shades, either light shading or dark shading to make the shapes seem alive. In the resources is a sheet with some shapes on. You can sub divide the shapes and then shade them in, in different tones, to create a piece of art work. (You can

**Teach** – Different ways of spelling the ‘ai’ sound. [Alternative Spellings /ai/ \(phonicsplay.co.uk\)](http://Alternative Spellings /ai/ (phonicsplay.co.uk))

**Read** – complete the Colour by Spelling ai sheet (in resources).

**Write** – choose at least three of the words to write in a sentence.

**Writing**

**Learning Objective** – I can read aloud my own writing to an adult.

Today we are going to start thinking about writing our own descriptive poem. We are going to be writing it about the transport linked to our history topic. In resources there is a sheet which has ideas for your child to write some descriptive sentences about different transport.

Transport description poem

Decide which of these words describes how a thing looks and which describe the way it sounds. Then choose one or two ideas from each box to make your poem. Here is an example:

Huge shiny fire engines screeching through the town.

Next, write your ideas in the planning sheet. Finally, write your poem.

huge shiny squealing tiny bright clean muddy slow zooming bumping soaring  
sailing dirty floating gliding hissing thundering flashing screeching fast whizzing

Looks like	Type	Sounds like	Where it goes
.....	cars	.....	under the bridge
.....	buses	.....	through the town
.....	lorries	.....	past the bus stop
.....	trains	.....	down the river
.....	bicycles	.....	in the sky
.....	ferries	.....	through the air
.....	boats	.....	along the road
.....	ships	.....	around the fields
.....	aeroplanes	.....	along the track
.....	hot air balloons	.....	
.....	fire engines	.....	

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Children to choose their favourite lines to read aloud explaining why it’s their favourite. Is it because it’s about a transport they like, is it because of a descriptive word they think will give a clear picture to the listener about their choice of transport, etc.

Children to consolidate measuring with a ruler before moving on to today’s lesson.

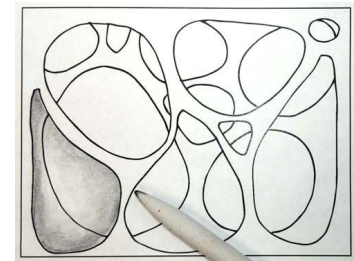
Watch <https://vimeo.com/511039862> and use what they have learnt about length to solve addition word problems. Reinforce which words tell us it wants us to add the measurements together. (total length, in total)

\* Children to find a book, pencil, spoon, shoe. Can they use bricks (lego or multi-link) to show how long they are? Ask you child questions like, “What is the total length of the book and the pencil?” Talk it through with them, what do I need to do? Help them to count all the bricks for the book and pencil. Repeat with two other objects. They may like to ask you a question?

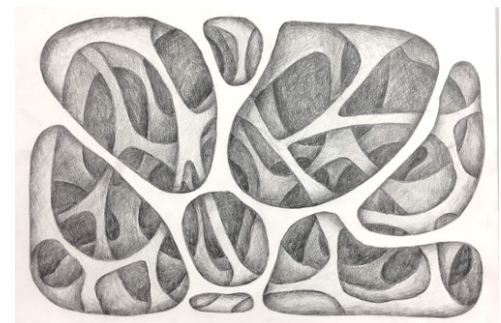
\*\* Children to solve the word problems on the sheet in resources or they can find some objects around the house/class and answer similar questions.

\*\*\* Children to solve the word problems on the sheet in resources or they can find some objects around the house/class and answer similar questions.

simply draw your own pebble shapes and sub divide)



**End product.**



**RE – Set by Mrs Hill**

Who is Jewish and how do they live?

Discuss with your child what items are precious to them at home – not in terms of money but in terms of being meaningful. Talk through with them why they are important? Maybe it was given to them by someone special, maybe it was made for them, maybe it was a gift for Christmas or Birthday or it reminds them of a special time or place.

Draw a picture of one of two items and write a sentence to explain why this item is precious to you.

Friday  
26<sup>th</sup>

### Reading

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

### Spelling/Phonics

**Warm up** – Story cards (you may have kept the ones from last time or you can cut pictures from magazines. 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!

**Read** – **Whole class Guided read on Dojo.** Kit and Sam's Project. Text and questions in resources.

### Writing

**Learning Objective** – I can read aloud my own writing so my family can hear me.

I can check my sentences to make sure they make sense.  
I can use capital letters and full stops.

Today the children are going to use their work from yesterday to write their own transport poem.

\* Children to choose 3 of their favourite descriptive lines and then illustrated their poem. Remember to use capital letters and full stops or commas.

\*\* Children to choose 2 of their favourite descriptive lines and then try and write two new ones of their own. Then illustrate their poem. Remember to use capital letters and full stops or commas and choose interesting descriptive words to paint a picture in the reader's mind. For example, Huge shiny fire engines screeching through the town. Draw a shiny fire engine with its light on going through a town.

\*\*\* Children to choose 2 of their favourite descriptive lines

### Measurement – Length and height

**Learning Objective** – I use words such as long/short, longer/shorter, tall/short to describe my maths work when I am measuring.

**Mental maths** – Missing numbers from a numberline 0 to 20 (\*\* 0 to at least 30)

**Main** – Subtracting Length

Children to watch - <https://vimeo.com/511040266>

\* Children to use a ruler to measure a selection of items. Record the lengths in cm. (centimetres)

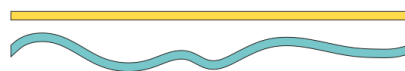
\*\*/\*\* Children to complete the sheets in resources using their knowledge of subtraction.

\*\*\* Extension – See below

### LENGTH

Which line is longer?

Explain your reasoning.



A long brick is twice the length of a short brick.

Which is longer:

2 long bricks or 3 short bricks?

3 long bricks or 5 short bricks?



### PSHE –

#### Activity 1 - Getting to know money

On a mat or tray, place different items all relating to money. These can include: coins, notes, debit/credit cards, till, price tags/labels, receipts, purses/wallets, piggy bank.

- Can you tell me anything about these things?
- What have you heard about money?
- Where do we use money?
- What does it look like?

Follow this with a discussion about money.

Prompts you could ask are:

- What do we do with money?
- Why do we need money?

Look closer at the coins and notes. See whether the children recognise any of the coins.

Ask:

- Can you find the numbers hiding on the coins?
- Can they tell those which are worth more than others?

Work together, encouraging your child to take the lead to order the coins from the lowest value to the highest. It might help to draw a number line for your child to refer to.

#### Extra ideas

Set up or create a role play shop/stall. Make the children a part of 'opening up' and organising the shop. They can make signs and price labels. The actual price of items doesn't need to be accurate but it could provide an opportunity to discuss which items are more expensive than others and to have the price labels reflect this.

Give your child a purse/wallet of money (you can use play money or make your own) to use when they're in the shop so they

and then try and write three new ones of their own. Then illustrate their poem. Remember to use capital letters and full stops or commas and choose interesting descriptive words to paint a picture in the reader's mind. For example, Huge shiny fire engines screeching through the town. Draw a shiny fire engine with its light on going through a town.

have to consider how much money they have when they choose what they want to buy. Some children may need support in selecting the correct coins.

When playing in the shop, encourage the children to compare how much things cost.

Ask questions such as:

- Why do they cost more?
- What can you buy lots of ...?

Playing 'shop' is also a great way to model and discuss manners and the importance of saying, 'please' and 'thank-you'.

Encourage your child to play independently, using soft toys as customers.

Read *The Great Pet Sale* by Mick Inkpen - <https://www.youtube.com/watch?v=1ISVfZAVD6o>

This book is a great way to encourage counting out the coins as each price is mentioned. (You'll need a pile of pennies.)

#### **PE – Dance**

See Jess's dance session on the school website or choose one of Craig's PE sessions.