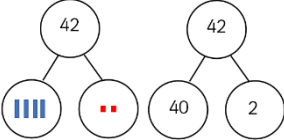



Week beginning 15th June 2020- Year 1 Challenge Activity Grid

	English	Maths	Phonics (Letters and Sounds Phase 5)	Topic
<p>Monday</p>	<p>We are going to continue with our “3 Little Pigs Story” that you were planning last week. Read the story again so that you remember the setting, characters, what they say and the order of the events.</p> <p>You can also watch it again here: https://www.youtube.com/watch?v=gdcgnSrUvU</p> <p>Today we are going to think about a good story opener, because we want to “hook” the reader in!</p> <p>Think about some of your favourite stories, and the story language that is used at the beginning. Maybe you could look at some of your story books at home and compare some of the sentences/ phrases?</p> <p>One of the most popular phrases to begin a story is “Once upon a time...” Use that as a starting point, and then write a list of as many different ways that you could begin a story. Make them as interesting as possible.</p>	<p>Last week we started looking at numbers up to 100. We look at how to partition the numbers into tens and ones. In school, we use a model called a part part whole model to show this too. Using different numbers up to 100 draw/write how many tens and ones in the number? You could also have a go at the activity sheet: https://www.twinkl.co.uk/resource/tens-and-ones-part-part-whole-model-activity-sheet-t-n-2546747</p> <p>Eg.</p> 	<p><i>Can you practise reading the tricky words from the last few weeks? See how many you can remember how to spell, although it is more important right now that you can read them on sight.</i></p> <p><i>water, where, who, again, thought, through, work, mouse.</i></p> <p><i>many, laughed, because, different, any, eyes, friends, once, please.</i></p> <p><i>little, one, do, when, what, out.</i></p> <p>Choose 5 of the words and write them in complete sentences.</p>	<p>History: What do you know about travel? Look at the set of photographs about old and new transport. Look carefully at the two pictures of the bikes, can you note down the similarities and differences?</p>  <p>You could use this to learn the parts of the bike: https://www.twinkl.co.uk/resource/parts-of-a-bike-labelling-activity-tg-t-92</p>
<p>Tuesday</p>	<p>Now we have thought about all of the important aspects that a good story needs, we are going to make a storyboard and put it in the right order.</p>	<p>Ask your grown up to ask you questions like, ‘what is one more than 40? What is one less than 56?’ Have a go at this challenge and perhaps your grown up can give you a couple of similar ones to do?</p>	<p>Today’s grapheme is “ch”. Practise sorting words into lists by the way the “ch” grapheme is pronounced. (Clue: it may sound like ch, sh, c!)</p>	<p>Science: when we look at materials they have a name like, plastic, glass etc we can also describe them using words like smooth, rough, see through you practised this last week. See if you can remember how you described them and match up the descriptions:</p>

Week beginning 15th June 2020- Year 1 Challenge Activity Grid

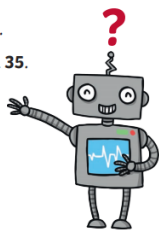
Remember that your story will need a beginning, middle and end, so our planner is split into 3 different parts.

Use the "story mapping planner" to record your ideas. Remember, these are just notes today. Tomorrow you will begin to use your notes to write the story in detail!



Representing Numbers - Challenge Cards

4. Zog is thinking of a number.
- His number is less than 40.
 - His number is greater than 35.
 - His number is **odd**.



What might Zog's number be?

Ask your grown up to write these words on pieces of paper for you:

church, chick, crunch, pinch, chirping, school, chemist, chord, chorus, technical, chef, chalet, brochure, machine.

Can you "have a go" to read them and then sort them? Try to sound out the words using all of the different "ch" ways until it sounds right.

Can you read these sentences?

Will the chef cook chicken for school dinner? Can a chuckling chicken sing in a chorus? Will a chemist use a machine to check chemicals?

<https://www.twinkl.co.uk/resource/t-sc-410-y1-describing-materials-differentiated-activity-sheets>

You could then choose a describing word like 'soft'. Look around your house for things that are soft.

Wednesday

Using your Story Mapper from yesterday, and your plans from last week when you were thinking about describing the setting, your speech bubbles to include what the characters say, and your "Wanted" posters describing how the characters behave, you are now ready to write the **beginning** of your story.

Take your time and make it as detailed as possible. The more details you include, the more interesting your story will be.

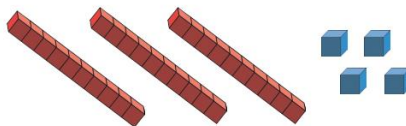
Remember to use capital letters, finger spaces and full stops, or even questions marks and exclamation marks. And don't forget your "lead in's and hook out's"!

You can use one of the "3 Little Pigs" writing frames if you want to.

Practise counting forwards or backwards from different numbers within 100. Have a go at this challenge:

Representing Numbers - Challenge Cards

6. Use any three pieces of this equipment to make a number.



How many different numbers can you make each time?

Today's grapheme is "ou". Practise sorting words into lists by the way the "ou" grapheme is pronounced. (Clue: it could sound like ou, oo, u, oa!)

Ask your grown up to write these words on pieces of paper for you:

loud, proud, sound, round, mountain, you, soup, group, could, would, should, mould, shoulder, boulder.

Can you "have a go" to read them and then sort them? Try to sound out the words using all of the different "ou" ways until it sounds right.


Can you read these sentences?

Could you carry a boulder on your shoulder? Would you eat soup with a trout? Should you shout about a mouldy group of boulders that you have found?

Art: Last week you drew/painted a picture of where you love to visit. This week see if you can make a model of the transport you would use to get there. (you can google for ideas)



Week beginning 15th June 2020- Year 1 Challenge Activity Grid

<p>Thursday</p>	<p>Using all of your plans and your story mapper, continue with the middle of your story. What happens next? Remember, it's all about the details!</p>	<p>Can you practise counting in 2s 5s and 10s? Maybe try going forwards and backwards! Have a go at this challenge:</p> <div data-bbox="734 309 1189 628" style="border: 1px solid purple; padding: 10px;"> <p>Representing Numbers - Challenge Cards</p> <p>8. Use two of these digit cards to make a 2-digit number</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • What is the greatest number you can make? • What is the smallest number you can make? • How many odd numbers can you make? • How many even numbers can you make? </div>	<p>Phonics learning opportunities: To know alternative spellings for the /ai/ phoneme.</p> <p>Read the "phoneme spotter" text aloud with your grown-up. Listen carefully for the /ai/ phoneme. Reread the first sentence or two again and put your thumbs up when you hear that phoneme (sound). (You may find this easier with your eyes closed while your grown-up reads to you). Use the phoneme spotter sheet and underline all words you can find containing the phoneme. See how many ways of spelling the phoneme there are. You can jot these down on the side of the page. (Clue for the grown-ups: (a, ay, ai, ey, eigh, a-e, ea).</p> <p>You can follow this link if you prefer to play or practise it online: https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</p>	<p>Music: Continue to learn the song 'Something inside so strong' See if you can learn some of the words and sing along. You will find the info here: https://www.youtube.com/watch?v=rKktzKf3m60&t=3s</p>
<p>Friday</p>	<p>Today you are ready to write the ending to your wonderful story! Again use all of your plans and story mapper, and bring your story to its conclusion.</p> <p>Don't forget to use your best handwriting and complete sentences, with some interesting vocabulary. Check through it once you have finished, and make sure the high frequency words you have been practising this year are spelled correctly.</p> <p>When you are finished you can add some illustrations. NOW READ IT TO YOUR FAMILY! 😊</p> <p>Take a photo of your writing and send it to our Facebook page, or you could even send a video of yourself reading it! We would love to see them!</p>	<p>Choose a way to practise counting and then select an activity you have enjoyed this week?</p> <p>Maybe you could practise some more part part wholes or do another number challenge?</p>	<p>To know the 'best bet' for spelling words containing the /ai/ phoneme.</p> <p>Recap all the graphemes (spelling patterns from yesterday) and remember that they can all represent the same phoneme (sound). Watch carefully where words end up on the chart and to look for patterns. Can you identify the best bet (which is the most commonly used grapheme for the /ai/ phoneme)? Can you find any other rules (e.g. graphemes that only occur at the start/end of words or before certain letters)? Use the Word Sort grid and cut up the words to put in the correct spaces.</p> <p>You can follow this link if you prefer to play or practise it online: https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</p>	<p>P.E: This week we are learning about traditional Bhangra dancing. Bhangra is a traditional folk dance from the Punjab region of India and Pakistan. Originally, it was a celebratory folk dance that welcomed the coming of spring, or Vaisakhi, as it is known.</p> <p>Can you find out where in the world India is?</p> <p>Here is a short video which tells you more about India. https://www.youtube.com/watch?v=kMCUCYK3LY</p> <p>Watch some traditional Bhangra dancing. https://www.youtube.com/watch?v=gAbIzZODtSO https://www.youtube.com/watch?v=riUDirZ7F78 https://www.youtube.com/watch?v=vDLFksC1Nc</p> <p>You can learn some basic moves here. Can you join in? https://www.youtube.com/watch?v=YYX8e8I55zs https://www.youtube.com/watch?v=loa6zppaEs https://www.youtube.com/watch?v=hQkitPHEdt0 https://www.youtube.com/watch?v=3w52eHnk_sA</p>

Please send us photos of your child working or of their work and we can add it to the Facebook gallery, it would be lovely to see what they do!