


Week beginning 28th September 2020- Year 1 Home Learning Planner

	English	Maths	Phonics (Letters and Sounds Phase 3)	Topic
Monday	<p>Read/ Watch “The Scarecrows’ Wedding story with your grown-up: https://www.youtube.com/watch?v=UJHLnnJuFc</p> <p>Recap the story together by taking turns to tell the sequence out loud to each other. This week we will be writing a short retell which includes a beginning/ middle/ end, using the writing frame provided. Look at the large illustration of a dog, and practise together sounding the phonemes on “phoneme fingers”, Ask a grown up to write the “sound buttons” on a piece of paper for you. Spell out the phoneme sounds one by one and write them above each button. Reread the word when it is complete by blending all the sounds together again. Repeat with the “frog” picture and “phoneme fingers”. Record on a piece of paper. Now “have a go” to complete the “soundbutton” worksheet provided. If you can’t remember some of the phoneme sounds, ask a grown-up to tell you when you are stuck, and practise those sounds every day until you can do them. ☺</p>	<p>Ask an adult to model 3 groups of objects with differing amounts (up to 10)- How do we order them from the smallest to the greatest. Practise counting accurately. Use the number line provided to help you where the numbers are not next to each other, or some are missing from the pattern. Match number cards to the groups to show ordering from smallest to greatest, then greatest to smallest. Practise with groups of different amounts. Remember to count accurately! Ask a grown-up to take a photo to email to school for your maths book☺</p>	<p>Today we are looking at the digraph ‘oo’. Sometimes we say ‘u’ as in book, hook, look, good, foot, wool.</p> <p>Sometimes we say ‘oo’ as in moon, food, soon, boot, scoop, hoop.</p> <p>Practise writing the ‘oo’ digraph. Use your phoneme fingers to work out how many sounds are in these words and have a go at spelling them. Your grown will read them to you.</p> <p>look, foot, book, good, took, too, zoo, boot, hoof, food, moon</p>	<p>Geography: We have been researching all about human (man-made) features of Ryhope lately, such as the pit wheel, play-park, Ryhope pit pony, Cenotaph, Church, School etc. This week we are going to be thinking about human features a little further afield, in our local areas and world wide. What is a “landmark”? Can you name any buildings/ sculptures or recognisable features that you may have visited locally? What about any that you might recognise from around the world? Cut up the photographs included with the planner, and see if you can sort them into local/ world wide features. Ask a grown-up to talk to you about them and help you with this. Maybe you could find out more about them on the internet? Don’t forget to email us a photograph so that we can mark it and put it in your Topic book! ☺</p>
Tuesday	<p>Recap how a story has a beginning/ middle/ end. The beginning introduces the characters and setting. The middle tells us about events that take place and introduces a “problem”. The ending explains how they solve the problems and come to a “resolution”. Read/watch the beginning of the story together and stop at where the scarecrows make a list. Who are the characters? Where is the story set? What is it about? Look at the writing frame of the story with a beginning/ middle/ end. Draw a picture about the beginning of the story, and tell your grown up the sentence you want to write. Count the words on your fingers and then spell out each word carefully, one at a time, using your knowledge of Letters and Sounds and tricky words for spellings. If you can, write another sentence.</p>	<p>Use 10 cubes (or anything that you can count, eg pencils/counters/cars/socks). and split them into 3 piles. Use the number-line to help you write the numbers in the correct order, from greatest to least. Complete the worksheet included with the planner to find how many different ways you can split them, recording from greatest to least each time.</p> <p>e.g. 7, 2, 1 6, 3, 1 5, 3, 2</p>	<p>Today’s digraph is ‘ar’. Practise saying it and writing it.</p> <p>Your grown up will write down some words, can you spot the ‘ar’ digraph. car, bark, hard, tar, shark, card</p> <p>Can you read these sentences together? Will it be hard to park my car on this road? Will a dog bark if it sees a shark? Is it dark on the moon?</p>	<p>Science: We have been learning about the 5 senses, and this week we are going to investigate the sense of taste. Do you know which part of your body you use to taste things with? Think about when you eat your dinner, where do you taste the food? Watch this video on youtube, it is super interesting! https://www.youtube.com/watch?v=gftT9bhNQJw</p> <p>Now can you choose 6 types of food/ drinks from around your house and try them. Talk to your grown-up about the flavours that you can taste. Can you use words like sweet/ sour/ salty/ spicy? Fill in the recording sheet included with the planner, and ask your grown up to take a photograph of your lovely work and email it to school so that we can mark it and put it in your Science book. Enjoy your tasting!</p>
Wednesday	<p>Read the beginning of your story with your grown-up. Now think about what happens next. Draw a picture in the next box on your writing frame, and as yesterday, write a sentence or 2 about the middle of the story.</p>	<p>Can you remember the “odd and even song”? Teach it to your grown-ups: 0, 2, 4, 6, 8 even numbers have a mate 1, 3, 5, 7, 9 hang your odd socks on the line!</p> <p>Can you use some socks to make the even numbers in the song? What do you notice about the pattern? Can you see that you are counting in groups of 2? What number would come next? Add the correct amount of socks to find out.</p>	<p>Practise these tricky words:</p> <p>no go</p> <p>They are tricky because the ‘o’ makes an ‘oa’ sound.</p>	<p>Art: We have been learning about the work of the sculptors Ray Lonsdale, Anthony Gormley and Charles Jencks, who created wonderful sculptures around our local area including “Tommy”, “The Angel of the North” and “Northumberlandia”. In school, we will be using different media to design and create our own sculptures, using inspiration from the artists we have been studying. Do you have any playdough/ plasticine/ lego or other construction kits that you can use to design and build your own sculpture. If you don’t, can you design and draw a detailed sketch of</p>

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		Can you colour all of the even numbers in the hundred square provided? Remember to look for the pattern! Now colour the “counting in 2’s worksheet” and use your number-line to write the numbers on the pairs of socks. Make sure your numbers are the correct way round! ☺	Can you write them? Stick them up around the house. Remember to look out for them in your reading books.	your own sculpture, tell us what you would use to make it, and send a photo to school via email?
Thursday	Read your story so far. Now you have to finish it by writing the ending. Think about how to construct your sentence by counting the words on your fingers first. Which word comes first? The first word in a sentence has a capital letter, did you remember? Which word comes last? What do you need to do after the last word so that you know that your sentence is finished? Did you remember the full stop? Don't forget to draw your illustration!	Today we are going to practise counting in groups of 10. Watch this catchy video to help! https://www.youtube.com/watch?v=7stosHbZZZg Look at the 100 square. Can you count along each row to see how many numbers are in each? Can you colour the number every time you get to 10? Do you see a pattern? Count the coloured numbers. Are they the same numbers that you were singing in the song? Is it faster to count in 1's to 100, or to count in groups of 10? Have a go and race your grown-up! What did you find out? If you have any pencils/ counters/ lego cubes etc. can you group them in sets of 10 and then try to count the groups by 10's? Complete the 10's worksheet and send us a pic to be marked for your maths book☺	Today's digraph is 'or'. Practise saying it aloud and writing it. Sound talk these words with an adult, using your phoneme fingers. Can you have a go at spelling them. Remember to add your sound buttons. for, fork, sort, born, worn, torn Can you think of a sentence using your new words?	PSHE: Remember how we have been talking about our feelings lately? This week we are going to be thinking about when you feel worried. Listen to this story on youtube with your grown-up: https://www.youtube.com/watch?v=8QwE0SBjOt8 Talk to your grown-up about how Jenny solved the problem of her worries. Do you think this was a good idea? Do you have any worries of your own that you would like to share? Remember, your grown-up can help you to solve any problems, and if they can't then they will find someone to help. Could you draw a picture of a worry and then write how you could solve the problem? Maybe your grown-up could write it for you if you are finding it difficult, and then you could “have a go” to copy it.
Friday	Can you read your story to your grown-ups all by yourself? Spell out each word carefully if you can't remember what it says. Remember to blend the sounds back together so that you don't sound like “Robbie the Robot” ☺ Add some more information if you like, or even make up “what happens next”!	Choose one of your activities from this week. Maybe one you really enjoyed, or perhaps one that you need more practise with. Have a go at doing it again! ☺	You are learning 2 syllable words. How many beats can you clap in these words? chicken, jacket, velvet, wicked, zigzag, liquid, tonight, boatman, rooftop, market, farmyard They should all be 2 claps: e.g. chick – en (clap-clap) Practise these words with an adult. Can you think of any of your own?  Write a caption or sentence about this image.	PE: “A Minute to win it!” Challenge: Today it is all about the “huff and puff” and building up your stamina. Can you do a minute's worth of each of these basic moves without stopping? Have a quick break between each different move, but then get cracking again quickly! (Hopping, skipping, galloping, side-stepping, bouncing) Now can you practise your over arm throwing, by seeing how many times you can throw a ball (or a pair of socks) into a target? Can you do it again but using your foot to score goals?

Please remember to email us photographs of your child's work so that it can be marked and included in their workbooks. Many thanks! ☺