
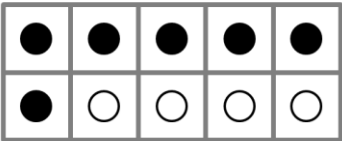
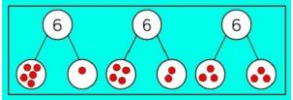
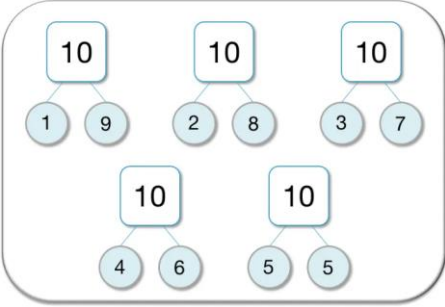


Week beginning 5th October 2020- Year 1 Home Learning Planner

	English	Maths	Phonics (Letters and Sounds Phase 3)	Topic
Monday	Share some “news” from the weekend. Talk about a “recount” as the retelling of something that has already happened- past tense, and to use the “nosy words”- who, when, what, why, where to add details. Can you write a short recount of your weekend activities, 3 pieces of information in the correct order? Use the mantra, “THINK IT, SAY IT, WRITE IT, FULL STOP IT!	<p>Number bonds – How many different ways can you make 10? Choose 10 objects (cubes, counters, buttons etc) and see how many ways you can separate them.</p> <p>e.g. 1 and 9 makes 10.</p> <p>https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8</p> <p>https://www.youtube.com/watch?v=poJmS5iWfEs</p>	<p>Today we are looking at the digraph ‘ur’.</p> <p>Practise writing the ‘ur’ digraph. Use your phoneme fingers to work out how many sounds are in these words and have a go at spelling them. Your grown up will read them to you.</p> <p>fur, burn, burp, curl, hurt, surf, turn, turnip</p> <p>Remember there are lots of games available on phonics play.</p>	<p>Geography: This week we are looking at physical features and the difference between human features (something we have added to a place) and physical features (something that exists naturally). Think about the natural features in this area, draw a picture and write about it.</p> <p>e.g.</p>  <p>This is a beach in Sunderland. It can also be called a coast.</p> <p>Don't forget to email us a photograph so that we can mark it and put it in your Topic book! ☺</p>
Tuesday	Introduce “time sequence” words, first, then, after that, next, last, finally. (Attached to planner). Discuss with your grown up all of the things you do from the minute you wake up until you leave for school. Have you got them in order? Do you have to change anything? Sort out the pictures attached to the planner and match them to the time connectives in the correct order. Retell the “story” of your morning routine to your grown-up, using the time vocabulary correctly.	<p>Use the blank tens frames to colour the number bonds to 10 in 2 different colours. Alternatively, draw a tens frame and colour the number bonds to 10.</p>  <p>6 and 4 make 10.</p>	<p>Today's digraph is ‘ow’. Practise saying it and writing it.</p> <p>Your grown up will write down some words, can you spot the ‘ow’ digraph.</p> <p>now, down, owl, cow, how, town, fown, owp, hown, low.</p> <p>Can you read these sentences together? This owl is not feeling sad and down. I park my car in the town. How do I feed a cow?</p>	<p>Science: This week's sense is sight. Look at the images on the resources sheet and see if you can categorise them into the correct columns. Remember to look carefully. Alternatively, you could go on a scavenger hunt to find objects that are spotty, striped, shiny or dull.</p> <p>Why not play a game of I spy...</p> <p>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 spying!</p>
Wednesday	Talk about the time connectives that you learned yesterday. Do you remember them all? See if you can sort them into order on the carpet/ table. Thinking about the sequence of events that happen from the minute you line up in the playground, can you draw pictures on today's sequencing frame and then “have a go” to write a short caption next to them, using the correct time vocabulary. Your grown up can help by writing the sentence underneath your “have a go” writing if necessary. Think about your letters and sounds. ☺	<p>Using the part whole model resources sheet, use objects to show the parts and wholes of a number.</p> <p>e.g.</p> 	<p>Practise this tricky word:</p> <p>you</p> <p>Can you write it? Stick it up around the house. Remember to look out for it in your reading books.</p>	<p>Art: We have collected some lovely natural objects for Autumn, so this week we would like you to do some observational drawings. Look carefully at the size, shape, details and colours of your objects. You can choose to draw and shade in pencil or add some colour. Remember to take your time and send us a picture of the finished result.</p>
Thursday	Practise applying your knowledge of letters and sounds, by decoding the captions attached to the planner, and	Use the part whole model to show the number bonds to 10. Write out the number sentences	Today's digraph is ‘oi’. Practise saying it aloud and writing it.	PSHE: This week we are thinking about what makes us special and how we are similar and

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	<p>matching them to the correct picture. Remember to “segment each sound in the words, and then “blend” them back together by saying them one after the other quickly. Your grown-ups will help you if you need them to. Try the phase 2 captions first, and if you find them a bit easy, challenge yourself to “have a go” at the phase 3 captions!</p>	<p>below. Introduce the + symbol and also that addition is commutative.</p> <p>$9 + 1 = 10$ $1 + 9 = 10$</p> 	<p>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.</p> <p>oil, boil, coin, coil, join, soil, poison, foil</p> <p>Can you think of a sentence using your new words?</p>	<p>different to others. Read the story ‘Elmer’ together and talk about being the same and being different. Play a game and tell your grown up something you like about yourself and something you are good at and then see if you can tell them something positive about them and they can do the same. Remember you are special.</p>
Friday	<p>Friday is reading day in school. So read your school reading book on the “book Bugs” app, remembering to use all of your knowledge of letters and sounds and common words to help you to decode the text. Your grown-up will help you. Them choose your favourite story from home, and share the book together. Or if you prefer, find your favourite story on you tube and listen to it together. Can your grown-up ask you some questions about the story to see how much you have understood and remembered. Can you tell them what happened at the beginning, in the middle and at the end? Happy reading! 😊</p>	<p>Practise counting forwards and backwards to 20.</p> <p>Practise counting in 2s and 10s.</p> <p>Write down your numbers to 20 in 1s, 2s and 10s.</p> <p>Check that they are facing the correct way.</p>	<p>Practise segmenting and blending ‘th’ words.</p> <p>This, them, thank, think, with, moth</p> <p>Can you think of your own ‘th’ words?</p> <p>Remember ‘the’ is a tricky word, as it has a silent ‘e’.</p>	<p>PE: “A Minute to win it!” Challenge:</p> <p>Start with a “huff and puff” challenge to build 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!</p> <p>(Hopping, skipping, galloping, side-stepping, bouncing)</p> <p>Now can you practise your shooting skills, by seeing how many times you can score a goal into a target. Use a pair of socks/ soft ball if you are working indoors! Now see how many “keepy ups” you can do by balancing the socks/ball on your knee/ foot and tapping it into the air before catching it again!</p>

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