

# Week beginning 1<sup>st</sup> February 2021 - Year 1 Home Learning Planner

	English	Maths	Topic
Monday	<p><b>Learning Objective: Developing a love of poetry.</b></p> <p>We are going to be thinking about different types of poetry this week. Some poems <b>rhyme</b>, but they do not always need to. This week, we are going to be thinking about poems that do rhyme. Remember a “rhyme” is words that have the same sound at the end, e.g <b>dog/log</b>, often with the same spelling pattern.</p> <p><b>Task:</b></p> <p><b>Smarty Pants/Whizz Kids:</b> Read the selection of poems to your grown-up. Have a chat about them. Can you identify the words that rhyme? Choose your favourite poem from the selection and write a review about it. Why did you like it? How did it make you feel- sad, happy, amused, excited?</p> <p><b>Clever Clogs:</b> Read the selection of poems with your grown-up. They will help you with tricky words. Choose your favourite poem from the selection and complete the review sheet to explain why it was your favourite. Was it funny? Scary? Exciting?</p>	<p><b>Measurement: Length and Height</b></p> <p>We are starting a new topic for the next 2 weeks on measurement.</p> <p><b>Don't forget to look at the videos to help you:</b>  <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a></p> <p>Start by thinking of as many words as you can for describing <b>length</b> e.g long  <b>Height</b> is another type of length.</p> <p><b>Task: Find and compare the lengths and heights of objects (practical activity)</b></p> <p><b>All groups:</b> This is a practical activity where you are going to find objects and compare their lengths and heights. You need to find something that is:  <b>Longer/shorter/taller/long/short/equal than something else.</b></p> <p>Take photos of your objects.</p> <p><b>challenge: Can you put a group of objects (3 or more) in length or height order? Take a picture.</b></p>	<p><b>Art/ICT:</b></p> <p><b>Task (all groups):</b> To create a <b>warm</b> background wash.</p> <p>Remember which primary or secondary colours are warm.</p> <p><b>To create a wash:</b></p> <p><a href="https://www.youtube.com/watch?v=F6f2h-fo8go">https://www.youtube.com/watch?v=F6f2h-fo8go</a></p> <p>Take your paint and add water to it until it is runny. You can add more paint and more water on the page, depending on how light or dark you would like your colours to be. <b>Remember not to add too much water, as this will tear your paper. Leave your background wash to dry on a flat surface, as it will be fragile when wet.</b></p> <p><b>If you do not have access to paint, create a cool background with pencils or crayons.</b></p> <hr/> <p><b>French: Learning to count in French 😊</b>            Try counting to 10.  <a href="https://www.youtube.com/watch?v=evDuqXTfhkA">https://www.youtube.com/watch?v=evDuqXTfhkA</a></p> <p>]</p> <p><a href="https://www.youtube.com/watch?v=lsc3qLMaCu8">https://www.youtube.com/watch?v=lsc3qLMaCu8</a></p> <p><a href="https://www.youtube.com/watch?v=dhj9Sqr1ZqI">https://www.youtube.com/watch?v=dhj9Sqr1ZqI</a></p>

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	<p><b>Bright Sparks/Brainboxes:</b> Listen to the selection of poems that your grown-up will read with you. Can you listen for the rhyming words? Draw a picture of your favourite poem and tell your grown-up why you liked it. Ask them to write what you say in the speech bubble on your review sheet. Colour in the stars to show how much you liked it!</p>		
<p>Tuesday</p>	<p><b>Learning Objective: Identify patterns and generate own Rhyming Words.</b></p> <p><b>Task:</b></p> <p><b>Whizz Kids/Smarty Pants:</b> Put a circle around the rhyming words in the "Villainous Verse". Choose 5 different words that you have circled and see if you can make a "rhyming string" for each one by thinking of other words that make the same rhyme. (Eg. spout-pout-lout-out-shout)</p> <p><b>Clever Clogs:</b> Put a circle around the rhyming words in the "Villainous Verse". Choose 2 different rhyming words that you</p>	<p><b>Objective: Comparing lengths and heights (written activity)</b></p> <p>To compare lengths and heights you need to either look at 2 objects or put objects (or pictures) in order of their size. Remember to read the questions carefully.</p> <p><b>Smarty Pants/Whizz Kids:</b> Complete the questions. Write comparison sentences about the objects you collected on Monday.</p> <p><b>e.g. I am shorter than my sister.</b></p> <p><b>Clever Clogs:</b> Complete the sentences.</p>	<p><b>RE: The Story of Zacchaeus (zac-ay-us) The Tax Collector</b></p> <p><a href="https://www.youtube.com/watch?v=Fe7dTNID6h8">https://www.youtube.com/watch?v=Fe7dTNID6h8</a></p> <p><b>The lesson in story is that Jesus chose to eat dinner with the greedy tax collector because he wanted to help Zacchaeus see that what he was doing was wrong and to help him to change. Like last week, Jesus spent his time helping those that were lost and making wrong decisions.</b></p> <p><b>Task:</b> To write down the lessons Zacchaeus learned from Jesus.</p>

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	<p>have circled and see if you can make a “rhyming string” for each one by thinking of other words that make the same rhyme. (Eg. spout-pout-out-shout).</p> <p><b>Brainboxes/Bright Sparks:</b> Match the rhyming pairs by reading the words on the cards, ask a grown-up to help you if you need them to. Draw a line to join the pairs. Can you see the part of the word that rhymes? ( eg. <b>red/ bed</b>). Draw a line under each rhyming part- <u>red/ bed</u>.</p>	<p><b>Bright Sparks/Brainboxes:</b> Complete the questions. Extra task: colour/cutting task</p>	<p><b>Smarty Pants/Whizz Kids:</b> On the worksheet, write down 3 lessons Zacchaeus learned and how you know that he did by his actions. Use the word <b>because</b>. e.g. Zacchaeus learned..... because he...</p> <p><b>Clever Clogs:</b> On the worksheet, write down 3 lessons Zacchaeus learned from Jesus.</p> <p><b>Bright Sparks/Brainboxes:</b> Complete the sentence on the worksheet. Zacchaeus learned...</p> <hr/> <p><b>PSHE: Pride and Jealousy</b> <a href="https://www.jumpstartjonny.co.uk/free-stuff/breathing-out">https://www.jumpstartjonny.co.uk/free-stuff/breathing-out</a></p> <p>Sometimes when we are jealous, we say or do something to hurt others. However, this does not make us feel any better or change the situation. What we need to do instead is to think of something that will make us feel better inside, without hurting someone else.</p> <p><b>Task:</b> Read Pam’s story and talk about it. Think of ideas that would help you to feel better when you feel jealous.</p> <p>You could create a poster with a green eyed monster and write down your ideas of how to be proud and not jealous.</p>
Wednesday	<p><b>Learning Objective: To make rhyming couplets.</b></p> <p><b>Task:</b> Use the worksheet to record your own pairs of rhyming words. then make them into sentences that rhyme together.</p>	<p><b>Objective: Measuring lengths (non-standard units) (practical activity)</b></p> <p>A non-standard unit is measuring with objects such as hands, cubes and straws. Anything that is not a ruler or measure. <b>Remember that you</b></p>	<p><b>Geography: People who live in the Kalahari desert.</b></p> <p>Quick recap of knowledge about desert habitats- weather/ animals/ features. Pose the question- <b>“Do people live in the desert?”</b> Discuss. Watch the youtube video about the Bushpeople of the Kalahari.</p>

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	<p>Remember, your rhyming words always go at the end of your sentence. When you write your “couplet”, the second sentence always goes underneath the first sentence. See the example on your worksheet☺</p> <p><b>Smarty Pants/Whizz Kids:</b> Think of at least 5 rhyming pairs. Write them in the box. In the next section, write them in short sentences to create your rhyming couplets! Try to use some describing words☺</p> <p><b>Clever Clogs:</b> Think of at least 3 rhyming pairs. Write them in the box. In the next section, write them in short sentences to create your rhyming couplets!</p> <p><b>Bright Sparks/Brainboxes:</b> Look at the worksheet with your grown-up, and think of a rhyming word to match each word in section one. With support, “have a go” to put one or 2 of the pairs into short sentences to create your own rhyming couplets.</p>	<p><b>can only choose 1 measuring object at a time to measure and you must not have gaps between when you measure.</b></p> <p>Think about these questions and talk about them:</p> <p><b>What could you use to measure how long a pencil is?</b>  <b>What could you use to measure how tall you are?</b>  <b>Is it easier to measure someone lying down or standing up?</b>  <b>What could you use to measure the length of a room?</b>  <b>Why is it important to measure in a straight line?</b></p> <p><b>Smarty Pants/Whizz Kids:</b> Measure the objects and record answers in the table.</p> <p><b>Clever Clogs:</b> Measure the objects and record answers in the table.</p> <p><b>Bright Sparks:</b> Measure the objects using non-standard units.</p> <p><b>Brain Boxes:</b> Measure the objects using non-standard units.</p>	<p><a href="https://www.youtube.com/watch?v=GzYcg94qb60">https://www.youtube.com/watch?v=GzYcg94qb60</a> (From 5 minutes in)</p> <p><a href="https://www.youtube.com/watch?v=OVBN_5-7mNo">https://www.youtube.com/watch?v=OVBN_5-7mNo</a></p> <p>Discuss the similarities and differences between ourselves and the Kalahari Bushpeople. Do we look the same? Wear the same clothes? Eat the same food? Get our food in the same way? Live in the same type of house? Etc. There are some fact sheets to help you if you cannot watch the videos. Your grown-ups will discuss them with you☺</p> <p><b>Smarty Pants and Whizz Kids:</b> Explain some similarities and differences between our two cultures. Adult give prompts such as food, house, clothing as support.</p> <p><b>Clever Clogs:</b> Under picture headings of a Kalahari Bush family in the desert, and a family from the UK, list similarities and differences between them. Adult give prompts such as food, house, clothing as support. E.g house of bricks, straw huts.</p> <p><b>Bright Sparks and Brain Boxes:</b> With adult support, talk about the pictures of the Kalahari Bushpeople in the desert. What is the same/ Different between them and ourselves? “Have a go” to write a few simple sentences about them, thinking about where they live, what they wear how they look and what they eat. Ask your grown up to write down everything else that you can tell them.</p>
Thursday	<p><b>Learning Objective: To demonstrate Understanding of Reading-Comprehension.</b></p> <p><b>Task:</b></p>	<p><b>Objective: Introducing the ruler to measure.</b></p> <p>Have a look at the ruler, what do you notice? You always measure from 0 (not the end of the ruler).</p>	<p><b>Science: What do Polar animals eat?</b></p> <p>Here are 3 new words for you today: <b>carnivore, herbivore, omnivore.</b> Do you know what they mean? Watch this video to help you.</p>

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	<p><b>Smarty Pants/Whizz Kids:</b> Read the “Yo Ho Ho” poem to your grow-up. Talk about it together, then answer the questions to show that you understand what you have read.</p> <p><b>Clever Clogs:</b> Read the “Yo Ho Ho” poem with your grow-up. They will help you with tricky words. Talk about it together, then answer the questions to show that you understand what you have read.</p> <p><b>Bright Sparks/Brainboxes:</b> Listen to your grown-up read the “Yo Ho Ho” poem to you. Talk about it together, your grown up will ask you the questions about it and you can tell them your answers. Your grown-up will help you complete the answer sheet, and they might want to also write anything interesting you tell them too.</p>	<p>The ruler measures in cm. Each cm is the same size. It looks like a number line.</p> <p>If you don’t have a ruler, a grown up might have a tape measure you can use.</p> <p>Task: Reading measurements from a ruler.</p> <p>Today you will be reading measurements from a ruler and on Monday you will be using a ruler to measure objects.</p> <p><b>Smarty Pants/Whizz Kids:</b> Look at the pictures and read the measurements in cm. Answer the reasoning question.</p> <p><b>Clever Clogs:</b> Look at the pictures and read the measurements in cm.</p> <p><b>Bright Spark/Brain Boxes:</b> Look at the pictures and read the measurements in cm.</p>	<p><a href="https://www.bbc.co.uk/bitesize/clips/zwfd2p3">https://www.bbc.co.uk/bitesize/clips/zwfd2p3</a></p> <p>Carnivores – meat eating animals Herbivore – plant eating animals Omnivores – meat and plant eating animals</p> <p><b>Task:</b> Look at the mind map and think of ideas of what foods the different animals might eat.</p> <p><b>Smarty Pants/Whizz Kids:</b> Sort the animals into the 3 <b>classifications</b> (groups). In the Venn diagram the overlapping section means both (omnivores). Write a short description about each group.</p> <p><b>Clever Clogs:</b> Sort the animals into the 3 <b>classifications</b> (groups). Write about 1 of the groups.</p> <p><b>Bright Sparks/Brainboxes:</b> Sort the animals into the 3 <b>classifications</b> (groups). Have a go to write about 1 of the groups.</p>
Friday	<p><b>Free Writing Friday</b></p> <p>Write about anything you like today! You might want to tell us something interesting that you have done, or which activities you enjoyed the best this week. You might even want to “have a go” at writing your own poem!!</p> <p>Remember capital letters, finger spaces and full stops.</p> <p>Use your phonics to sound out your words.</p>	<p>End of unit assessment.</p> <p><b>Smarty Pants/Whizz Kids/Clever Clogs/Bright Sparks:</b> Read through the questions together and then see how many questions your child can answer on their own.</p> <p>Brain Boxes:</p>	<p><b>PE: Warm up with some Jump Start Jonny or Minute to Win It exercises ☺</b></p> <p><a href="https://www.jumpstartjonny.co.uk/home">https://www.jumpstartjonny.co.uk/home</a></p> <p>Minute to Win It!- Do ten hops for a minute. Then 10 bounces for a minute. Choose 3 more moves of your choice and do each for a minute. Have a drink of water!</p> <p><b>For the next few weeks we are going to practice our balances and jumps. Then we will create a short sequence to include a balance, jump and roll. Today</b></p>

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Please read your child's new reading book with them today.

**we are going to practice an "egg roll" and a "standing balance".**

To do an **egg roll**- lie on your back and then tuck your knees up to your tummy. Wrap your arms around your knees to hold them. Rock backwards and forwards from your head to your toes 3 times. (backwards and forwards, head to toe counts as one "rock") On the 3<sup>rd</sup> "rock", when your feet go near the floor, try to stand up without using your hands to push you up! The harder you "rock" the easier it will be! Practise, practise, practise! 😊

When you are up on your feet, stand tall with your feet together and a very straight back with your arms at your sides. Look straight ahead of you, imagine you are looking at a dot on the wall in front of you, this will help you keep your balance! Put your arms out to the sides, nice and straight to make a letter "T". Lift up one knee



so your leg is bent, like this . Keep looking at your spot on the wall, don't wobble! See if you can count to 5 in position.

**Challenge:** Try a sequence- forward roll into teddy bear roll, curl into an egg roll and rock 3 times to stand up, lift your leg and balance! Good luck!! Send videos! 😊

**Handwriting:** We are going to practise our handwriting style over the next weeks.

This week's letter family is: **a** and **d**.

Practise writing these words: **lad, add, toad, data**

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Please remember to send in your child's work, so that it can be put into their workbooks. You can do this online or you can arrange to hand in a completed week of work in person by contacting the office. Many thanks! 😊

There are lots of maths videos at: <https://www.bbc.co.uk/teach/super movers>