


Week beginning 22nd February 2021 - Year 1 Home Learning Planner

	English	Maths	Topic
Monday	<p>Learning Objective: To demonstrate Understanding of Reading- Personal Views.</p> <p>For the next few weeks our Focus Text is going to be a familiar and well loved traditional tale- Little Red Riding Hood. If you have heard this story before, talk to your grown-up first about what you know. See if you can give them a verbal retell of the story with as much detail as possible. Read the story in your pack, try to read as much as possible yourself, but your grown-up will help you if you need them to.</p> <p>There is also a powerpoint version on the blog if you have access to a laptop.</p> <p>Task:</p> <p>All groups: Complete the book review to tell us your response to the story. What were your favourite parts? Why? Who were the characters? Where was it set?</p>	<p>We are starting a new topic of Place Value to 50.</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-5-number-place-value-within-50/</p> <p>Can you count up to 50? Try using a number square to help you. Ask your grown up to test you by reading out a number for you to find.</p> <p>https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Task: We are looking at counting to 50 by making groups and the easiest groups to make are 10s. Can you collect 50 objects and put them in to groups of 10. Can you see that it is easier to count them now?</p> <p>Alternatively, draw 50 circles randomly on a page. Now draw 50 circles in groups of 10. Can you see that it is easier to count them now?</p> <p>Smarty Pants/Whizz Kids: Complete the word problems and remember to show your working.</p> <p>Clever Clogs: Complete the worksheet to show counting to 50 in 10s.</p> <p>Bright Sparks: Complete the worksheet to show counting to 50 in 10s. You can support with practical resources.</p> <p>Brainboxes: Numbers within 20. Counting in 2s to 20.</p>	<p>Art/ICT: Self Portrait</p> <p>Take a careful look at your face in a mirror. Think about your features such as eyebrows, eyelashes, indentations under your nose, hair etc Think about the shape of your features and the shape of your face.</p> <p>Task (all groups): You are going to draw a self portrait, using pencils only (no colour). There is a template to help you with the position of your main features. Take your time and keep checking your face in a mirror.</p>  <p>https://www.twinkl.co.uk/resource/t2-a-004-how-to-draw-a-face</p>

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		https://www.youtube.com/watch?v=W8CE0IAOGas	
Tuesday	<p>Learning Objective: To demonstrate Understanding of Reading.</p> <p>Task: Reading Comprehension</p> <p>Smarty Pants/Whizz Kids: Read the “Little Red Riding Hood” comprehension story to your grown-up. Talk about it together, then answer the questions to show that you understand what you have read.</p> <p>Clever Clogs: Read the “Little Red Riding Hood” comprehension with your grown-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>Bright Sparks/Brainboxes: Listen to your grown-up read the “Little Red Riding Hood” comprehension story 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>Objective: Numbers to 50</p> <p>Task: Continue to practise counting to 50.</p> <p>Tens numbers are: 10,20,30 etc</p> <p>What do we do when it is not a tens number? We count in tens until we have no more and then count on. If the number is 36 – 10,20,30,31, 32, 33, 34, 35, 36.</p> <p>Look at the discussion question together– why are the counters in the tens frame easier to count?</p> <p>Children need to use their counting in 10s knowledge plus counting on to complete the questions, They can use any resources that they need to – number lines, number squares, objects etc</p> <p>Smarty Pants/Whizz Kids: Complete the questions (pictorials and number tracks).</p> <p>Clever Clogs: Complete the questions (pictorials).</p> <p>Bright Sparks: Complete the questions (pictorials) – use objects to help you.</p> <p>Brainboxes: Complete the tens frame activity concentrating on numbers 11-20.</p>	<p>RE: What is Easter? Talk about what you already know about Easter. Why is it celebrated and who celebrates it? Do you know any traditions? During the holidays you might have celebrated pancake day. Did you know that it is also called Shrove Tuesday and the next day is Ash Wednesday. Shrove Tuesday was the day that people used up all of their rich food before beginning 40 days of Lent. Did you know that Easter is the most important celebration for Christians?</p> <p>We are beginning with Palm Sunday. Read through the slides together to find out all about Palm Sunday. https://vimeo.com/59691514</p> <p>Palm Sunday marks the start of Holy Week, which Christians believe was Jesus’ last week on Earth.</p> <p>Task: To know and understand the symbols and importance of Palm Sunday</p> <p>Smarty Pants/Whizz Kids: Imagine you were there when Jesus came to Jerusalem. Write a letter to a friend in Galilee describing what you saw and heard and how it made you feel.</p> <p>Clever Clogs: Write sentences next to Palm Sunday images. Bright Sparks: Write captions next to Palm Sunday images.</p> <p>Brainboxes: Tell a grown up about the Palm Sunday images and they will write them down for you</p> <hr/> <p>This half term is all about going for goals.</p>

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		<p>Challenge available! Extra Dojo points will be awarded.</p> 	<p>PSHE: Knowing Myself (and how I learn in different ways)</p> <p>Read Pammy's story about using different senses to learn. At the end of each section, talk about what Pammy learned and which part of her body or senses she used to learn.</p> <p>Thought shower all of the things you have learned this week. How did you learn these things?</p> <p>Task – Under each senses pictures draw something that you have learned.</p> <p>e.g. I have been learning to read by looking at the words and listening.</p>
Wednesday	<p>Learning Objective: To retell a short familiar story with a beginning, middle and end.</p> <p>Task: Retell the story of Little Red Riding Hood in your own words.</p> <p>Smarty Pants/Whizz Kids: Think about everything that we have learned so far about story writing. Write a short retell of the story, and remember to use punctuation carefully! Can you use some descriptive language to make it interesting?</p> <p>Clever Clogs: Write a short retell of the story in your own words. Use your knowledge of phonics and tricky words to spell carefully. Remember capital letters, full</p>	<p>Objective: Counting forwards and backwards to 50</p> <p>Begin with counting forwards to 50. Then see how far you get counting backwards. Keep practising!</p> <p>https://www.youtube.com/watch?v=YtNskltyAOE</p> <p>Smarty Pants/Whizz Kids: Complete the sequences using numbers and pictorials forwards and backwards.</p> <p>Clever Clogs: Complete the sequences using numbers and pictorials forwards and backwards.</p> <p>Bright Sparks: Complete the sequence using numbers and pictorials. Support with practical resources, as needed.</p>	<p>Geography: Where do you live? Discuss ideas with your grown-up.</p> <p>Encourage your children to name and talk about area and city, street etc.</p> <p>If you can, use Google maps to show children the earth, zoom in to Sunderland, zoom in to Ryhope. Talk to children about the area in which we live and how Ryhope is in Sunderland.</p> <p>In the supporting materials, look at the aerial photographs of the British Isles and then Ryhope, showing our school, church, fields etc. Talk to children about what they can see, name the recognisable parts on the map. We will be concentrating on human features, so looking at town/city, villages, buildings.</p>

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	<p>stops and finger spaces! Try to use some descriptive language to make it interesting.</p> <p>Bright Sparks/Brainboxes: Order the picture sequence of the Little Red Riding Hood story, then "Have a go" to write 3 sentences in the correct order to retell it- a beginning/ middle/ end. Your grown-up will help you to sound out words.</p>	<p>Brainboxes: Counting forwards and backwards within 20.</p>	<p>Smarty Pants/Whizz Kids: Put a circle around each feature you recognise on the aerial map and give it a number, e.g 1. "school". When you have circled everything that you recognise on the map, write a numbered list, and then choose a feature to write a little bit more about. We like to visit the playpark in Golden Time, can you see where it would be on the map? Maybe you could write about that?</p> <p>Clever Clogs: Put a circle around each feature you recognise on the aerial map and give it a number, e.g 1. "school". When you have circled everything that you recognise on the map, write a numbered list. Which is your favourite place on the map of Ryhope? Write a simple sentence or 2 to tell us. We like to visit the playpark in Golden Time, can you see where it would be on the map? Maybe you could write about that? Or about going to little Asda?</p> <p>Bright Sparks/Brainboxes: With the help of your grown-up, put a circle around each feature you recognise on the aerial map and give it a number, e.g 1. "school". When you have circled everything that you recognise on the map and write a numbered list. Tell your grown-up your favourite place, and ask them to help you to write a sentence. For instance, we love to visit the playpark, did you see where it would be on the map?</p>
Thursday	<p>Learning Objective: To develop characterisation.</p> <p>Task: Imagine you are Little Red Riding Hood. You are going to write a letter to Granny because you miss her so much.</p>	<p>Objective: Tens and ones</p> <p>Collect your 50 objects again or draw your tens and ones with lines and dots. (Look at the example)</p>	<p>Science: Think about the story of Little Red Riding Hood, and discuss the "setting" (the woods). Start with a question: Which plants and animals would LRH find in our local park? Discuss plants, animals etc. Focus on the trees in the woods and look at pictures of different trees that we would find in our local</p>

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Remember what you know about letter writing and how it starts with a greeting. You might tell her what you like to do when you go to her cottage, or what you are going to take for her in your basket to make her feel better. Don't forget to ask how Granny is feeling!

Smarty Pants/Whizz Kids: Write your letter including lots of details and adjectives to make it interesting. Remember punctuation!

Clever Clogs: Have a go to write your letter. Remember to use capital letters, full stops and finger spaces. Think about your knowledge of phonics and tricky words to help with spellings.

Bright Sparks/Brainboxes: Tell your grown-up what you want to say to Granny. They will help you to write simple sentences using your knowledge of phonics and tricky words to "Have a go" at spelling

Step 1: How many groups of 10 can you make? Put this number in the tens column.

Step 2: How many ones are left over? Put this number in the ones column.

Remember if there are 3 tens we write the number 3 not the number 30. So this is 34, not this 304.

Smarty Pants/Whizz Kids: What is the number? Pictorials and missing numbers.

Clever Clogs: What is the number? Look at the pictorial on the PV mat and write how many tens and how many ones?

Bright Sparks: Write the number next to the pictorial. Recreate with practical resources.

Brain Boxes: Tens and ones within 20 - Cut and glue activity.

Challenge available!



area. Name these trees and talk about how they are different and how we can tell them apart. Talk about the words **deciduous** and **evergreen**. Ask children what they know about this. Allow time for children to look at the tree pictures and decide if they are deciduous or evergreen and why. Look at the information sheets together and discuss. Here are some short videos for you to watch about trees.

<https://www.youtube.com/watch?v=ormoPFTt7gs>

<https://www.youtube.com/watch?v=YSkSKmkNNhk>

<https://www.youtube.com/watch?v=YThcpSZIN0c>


Task:

Smarty Pants/Whizz Kids: Think about a walk through the park. What plants, trees and animals might you see there? Use the writing frame to describe what you might see. You can draw a little picture to show us too.

Clever Clogs: Think about a walk through the park. What plants, trees and animals might you see there? Draw a picture on the writing frame, and have a go to write about it.

Bright Sparks/Brainboxes: Draw a picture of all of the plants, trees and animals that you might find in the park. Tell your grown up what you think and ask them to write your response in the speech bubble on your worksheet. Then have a go to write a sentence of your own with your grown-ups help.

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Friday	<p>Free Writing Friday</p> <p>Your own choice of writing! Remember, this is a Dojo Bonus Activity for 5 extra points!</p>  <p>Remember capital letters, finger spaces and full stops.</p> <p>Use your phonics to sound out your words.</p> <p>Please read your child's new reading book with them today.</p>	<p>Whizz Kids/Smarty Pants/Clever Clogs/Bright Sparks: Complete the reasoning and problem solving questions.</p> <p>Brainboxes: Complete the flashback 4 questions.</p>	<p>PE: Warm up with some Jump Start Jonny or Minute to Win It exercises ☺</p> <p>https://www.jumpstartjonny.co.uk/home</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>We are going to continue to practise our rolls and balances. Think about the styles that you have been learning so far and practise them again. Now can you find as many different ways as you can to balance with different parts of your body, e.g. two hands and one foot, one hand and two feet, backwards. Forwards etc. Send us some photographs of the different ways that you find!</p> <p>Handwriting: We are continuing to practise our handwriting style over the next weeks.</p> <p>This week's letter family is: j and y and</p> <p>Practise writing these words: yell, eye, jaw, jay.</p> <p>Remember that all of the lower case letters begin on the line with a "whoosh in", and end with a "hook out". Watch the short video on Class Dojo today to help you ☺</p>
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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/supermovers>