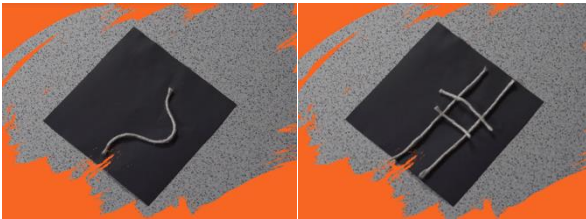


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	English	Maths	Topic
Monday	<p>Learning Objective: To use adjectives to describe a character by their appearance and personality.</p> <p>We are going to continue with our focus text this week: Little Red Riding Hood. Have another read of the story from the last planner, and remind yourself what happened.</p> <p>Today we are going to look more closely at the characters in the story. Can you remember what a “character” is? (A person/animal who acts like a person). Have a look at the “character adjectives” sheet with your grown-up. Talk about what some of the words mean if you don’t know. Have a game of “Guess Who”, there is a starter sheet for your adult to use if they like, and see if you can guess the story character from the clues. Now you choose a different character and see if your grown-up can guess! Have a little chat about Little Red Riding Hood. What type of a person do you think she is? She looks after her sick Grandmother, what does that tell you? When we think of how a person behaves, we say this is their “personality”. Can you think of adjectives that describe Little Red Riding Hood’s personality?</p> <p>Task: Smarty Pants/Whizz Kids: Think of as many adjectives as you can to describe Little Red</p>	<p>Home Learning videos to support your child’s understanding of a topic can be found on the WhiteRoseMathsHub.</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-5-number-place-value-within-50/</p> <p>Learning objective: Representing numbers to 50</p> <p>We are continuing with our numbers up to 50 and today we are looking at how numbers are represented (how they can look different) but are still the same number.</p> <p>Can you think of different ways to represent the number 25? You might find 25 items in ones, you might count in groups of 5, draw base 10, draw tens frame, write the words, draw a part whole model, write base 10 etc. There are lots of different ways.</p> <p>Smarty pants/Whizz Kids: Complete the table with the various representations of numbers. Use practical objects to help you if you want to.</p> <p>Clever Clogs: Complete the pictorials and number questions. Use practical objects to help you if you want to.</p> <p>Bright Sparks: Complete the pictorials and number questions. Use practical objects to help you if you want to.</p>	<p>Art/ICT: Before the children start drawing, they are going to practise their pencil skills by drawing lines of different thicknesses, shading and control.</p> <p>Warm up exercises for art - who knew!</p> <p>You will need 1 pencil and 1 blank piece of paper. Put on some music and all the children need to do is keep their pencil on the paper and move it to the music by listening to the speed and volume. Choose any song you want. They are not drawing a picture, they are just moving the pencil around the paper. Children can close their eyes if they want to. They can use their opposite hand/pencil in each hand etc to mix it up. 😊</p> <p>Task: Children are going to find out how to use the same pencil to create lines of different thickness, light/dark, using the tip or the side of the pencil. Try these out on your worksheet.</p> <p>If you can, give your children a couple of pieces of string/wool and ask them to create different shapes/patterns etc</p>  <p>Copy these different lines onto your worksheet. Complete the shading and line thickness worksheet.</p>

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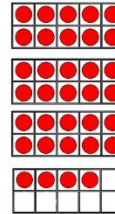
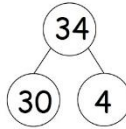
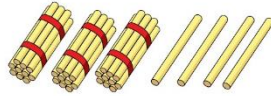
Riding Hood. Make sure you think about her personality (how she behaves) as well as her appearance (what she looks like). Write them on your adjective describing sheet. Take care with your handwriting, remember whoosh in and hook out!

Clever Clogs: With your grown-up's help, think of as many adjectives to describe Little Red Riding Hood. Try to think about how she behaves in the story as well as what she looks like. Write as many adjectives as you can on your sheet to describe her, there are some prompts to help you. Use your knowledge of letters and sounds to spell words, and don't forget your finger spaces. Take care with your letter shapes.

Bright Sparks/Brainboxes: With the help of your grown-up, think of as many adjectives as you can to describe Little Red Riding Hood. Look carefully at how she looks in the pictures. If you can, try to think about how she behaves, what type of person do you think she is? Would you want to be her friend? Why? Write as many describing words on your sheet as you can with the help of your grown-up to sound them out. Write all of the sounds you can hear.

Brainboxes: Complete the questions working on numbers to 20.


Could you represent 34 in all the different ways?



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<p>Tuesday</p>	<p>Learning Objective: To use adjectives to describe a character by their appearance and personality.</p> <p>Using your adjective sheets from yesterday's task, today you are going to think of some descriptive sentences to include them in. Play another game of "Guess Who?" to refresh your memory, but this time you have to ask questions to find out the answer. Is it a girl? Is it an animal? Does he have long fur? Does he have sharp teeth? Are they kind? Are they bad? Take turns with your adult.</p> <p>Task:</p> <p>Smarty Pants/Whizz Kids: Use your adjective sheet from yesterday's task and write some descriptive sentences to describe Little Red Riding Hood. Think carefully about your handwriting and make sure your letters are the same size. Remember that tall letters touch the "sky" and short letters touch the "grass", but all letters begin on the ground with a whoosh in and end with a hook out!</p> <p>Clever Clogs: With the help of your adult, use your adjective sheet from yesterday's task and write some descriptive sentences to describe Little Red Riding Hood. Choose at least 2 adjectives that describe her personality, and 2 that describe her appearance. Remember to use your letters and sounds to spell words, and to make</p>	<p>Learning Objective: One more and one less numbers to 50</p> <p>Practise counting forwards and backwards to 50.</p> <p>https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Play a game using paint the square by asking them to splat/paint one more or one of a number that you give them.</p> <p>You can also try this using practical objects to add one more and take one object away.</p> <p>Remind them which way to count for more and which way for less.</p> <p>Task:</p> <p>Smarty Pants and Whizz Kids: Complete the pictorial and abstract number questions, using objects if you need them.</p> <p>Clever Clogs: Complete the pictorial questions, using objects if you need them.</p> <p>Bright Sparks: Complete the pictorial questions, using objects to help you.</p> <p>Brainboxes: Start with one more or one less up to 10 and move on to one more or one less up to 20, if you can. Use objects to help you.</p>	<p>RE: Maundy Thursday and The Last Supper</p> <p>Watch these videos about Maundy Thursday:</p> <p>https://www.youtube.com/watch?v=wYAVu4MR7rc</p> <p>https://www.youtube.com/watch?v=SigoALSS1R8&feature=emb_logo</p> <p>Why not re-enact The Last Supper by taking bread and 'wine', breaking and drinking it and repeating Jesus' words and pass it around. If you do, please send in some pictures.</p> <p>Can your child tell you what Jesus told his disciples they must do? Are they able to tell you who betrayed Jesus? Explain the symbolism of bread and wine – they are the body and blood of Jesus. Talk about how church services still often feature Holy Communion where people come to the front of the church and are given the bread and drink the wine in memory of Jesus.</p> <p>Task:</p> <p>Smarty pants/whizz kids: Retell the story of The Last Supper using the word mat.</p> <p>Clever Clogs: Draw and write about one event from Maundy Thursday, explaining why it is important. Use the word mat to help you to write your sentences.</p> <p>Bright sparks and Brainboxes: Complete the speech bubble. What did Jesus say at The Last Supper?</p>
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	<p>sure your letters sit on the lines. Take care with letter shapes and try to use whoosh in's and hook out's!</p> <p>Bright Sparks/Brainboxes: With the help of your adult, use your adjective sheet from yesterday's task and write some descriptive sentences to describe Little Red Riding Hood. Try to use at least 1 that describes how she looks, and 1 that describes how she behaves. Remember to use your letters and sounds and write down all of the sounds you can hear in the words. Try to sit your letters on the lines. Use your letter mat to help with letter shapes.</p>		
<p>Wednesday</p>	<p>Learning Objective: To use adjectives to describe a character by their appearance and personality.</p> <p>Task: "Wanted! The Big Bad Wolf!"</p> <p>The police want to catch the Big Bad Wolf for his crime against Little Red Riding Hood and Granny! Can you help them? Look at your "character adjective sheet" again with your adult. Read them to your adult if you can, or ask your adult to help you to read them. What kind of character is The Big Bad Wolf? There is a clue in his name! Can you find adjectives that describe him on your sheet or think of some of your own? Remember to describe is personality as well as his appearance! Talk about the meaning of some of the words. Now you</p>	<p>Learning Objective: Comparing objects within 50</p> <p>Recap the vocabulary with your child of more/less/equal to and the inequality symbols (< > =) Remind children about the crocodile - the crocodile always eats the biggest number.</p> 	<p>Geography: Can you remember the human features you identified on your aerial map last lesson? The buildings around and about our school? This week is a "finding out" week. What fun! Take a walk around your local area with your grown-up, focusing on the types of buildings you can see, in particular the styles of homes and houses, such as semi-detached, detached, cottage, flats, bungalow, terraced, apartments. Do you know what style of house you live in? There is a supporting sheet to help you to identify the different styles that you might see on your walk. You could even make a tally chart to see which style is the most popular around where you live! What other human features can you see? What types of buildings, and what are they used for? Shops? Health Centre? Community Centre? Sport's Club? Old People's Homes? Maybe there is a play park built for children to use?</p>

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	<p>are going to make a “Wanted” poster to help the police to find the wolf!</p> <p>Smarty Pants/Whizz Kids: Using your “Wanted” sheet, describe the wolf in as much detail as you can. Write in complete descriptive sentences. The more details you give, the easier it will be to catch him! Be careful with your handwriting, as your activities are going in your evidence books! 😊</p> <p>Clever Clogs: With the help of your adult to encourage you to spell words and write your letters correctly, fill in the “Wanted” sheet with as many details as you can about the wolf. Remember to take care with your handwriting!</p> <p>Bright Sparks/Brainboxes: Tell your adult all about the wolf. Try to describe him in as much detail as you can. Then fill in the “Wanted” poster sheet with as much information as you can, your grown-up will help you.</p> <p>All Groups: If you would prefer to make a big bright poster instead, use your “Wanted” sheets as inspiration so you know how to set it out 😊</p>	<p>When we are comparing 2 sets of objects, we need to know how many objects we have on each side. Remind children that they need to organise them to count them accurately. This could be on tens frames, in rows, in groups of 2s,5s,10s.</p> <p>Task:</p> <p>Smarty Pants/Whizz Kids: Compare the varied pictorials by adding the correct symbols and using the correct vocabulary.</p> <p>Challenge: Missing object questions.</p> <p>Clever Clogs: Compare the pictorials by adding the correct symbols and using the correct vocabulary.</p> <p>Challenge: Missing object questions.</p> <p>Bright Sparks: Compare the pictorials by choosing the correct vocabulary and adding the correct symbols.</p> <p>Brainboxes: Compare the objects within 10.</p>	<p>If you can, take some photographs and upload them to dojo, so we can make an evidence sheet of what you found when you come back to school. Keep your photos for the next lesson. If you don't have a camera, maybe you could draw some sketches of the buildings you see?</p> <p>Smarty Pants/Whizz Kids: Write a recount of your walk and all of the human features that you saw. Give as much detail as possible, and maybe you could draw some illustrations? Have you used any of the buildings? If so, what did you do there?</p> <p>Clever Clogs: Draw and label some of the buildings you saw on your walk. Have a go with the help of your grown-up to write a short recount and tell us about some of the buildings. Maybe you have been to some of them, what do you do there?</p> <p>Bright Sparks/Brainboxes: Draw a picture of your house and label it. What style is it? Tell your grown-up which type of buildings you saw on your walk. Have you been to any of them? If so, what did you do there? Your grown-up can write what you tell them, then you can have a go to write a few short sentences with their help.</p>
Thursday	<p>Learning Objective: To use adjectives to describe a character by their appearance and personality.</p> <p>Task: All groups: Thinking back on all of your tasks this week, it is your turn to make up</p>	<p>Learning Objective: Comparing Numbers within 50</p> <p>Today we are moving on to comparing abstract numbers, which is the same as comparing</p>	<p>Science: Last lesson we were introduced to the words deciduous and evergreen. Can you remember what this means? They are types of trees but can you describe which is which? Here is a reminder: https://www.youtube.com/watch?v=ormoPFTt7qs</p>

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your own fairytale character to describe. Think about whether you want your character to be good or bad. All traditional tales have heroes and heroines and a character that misbehaves! Use the “character adjectives” sheet, or the prompts on your worksheets to draw your character and then describe them. Remember, think about personality as well as appearance. We can’t wait to see them!
😊

objects but we don’t have to count the objects first.

Keep counting up to 50 and back again. There are lots of Jack Hartman counting videos on YouTube to help you and do some active counting too!

Task:

Smarty Pants/Whizz Kids: Compare the numbers and calculations using the inequality symbols.

Clever Clogs: Compare the number using the inequality symbols.

Bright Sparks: Choose from the numbers to compare them and complete the statements.

Brainboxes: Count the pictures and then decide which is the biggest and add the crocodile symbol.

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

Have a look at the first few parts of the supporting materials for science this week to remind yourself. Then we are going to have some fun! We are going on a tree hunt! How exciting! Have a walk around your local area with your grown-up, and see how many different types of tree you can spot. Can you take some photographs or maybe draw a picture of the leaves as evidence? Here are some videos about UK trees that you might like to watch. They are quite long, but your adult can help you skip through them if you need to.

https://www.youtube.com/watch?v=Zo_gfajkj8c&t=467s

<https://www.youtube.com/watch?v=-46v93xEeXc&t=28s>


<https://www.youtube.com/watch?v=a2xgA5-OPQc>

Task:

Smarty Pants/Whizz Kids: Complete your “tree hunt” sheet as you do your walk. How many did you find? Sort the “evergreen” and “deciduous” leaf pictures, then on the recording sheets, explain why you grouped them in this way. Can you explain the difference between evergreen and deciduous?

Clever Clogs: With the help of your adult, fill in as many trees on your sheet as you have your walk. Sort the “evergreen” and “deciduous” pictures in your supporting

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			<p>pack, then have a go to explain on your recording sheet why you have grouped them this way.</p> <p>Bright Sparks/Brainboxes: With the help of your adult, fill in as many trees on your sheet as you have your walk. Sort the “evergreen” and “deciduous” pictures in your supporting pack, then have a go to explain to your grown-up why you have sorted them this way. They will write what you say on your recording sheet, then you have a go to write a short sentence about each tree group.</p>
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>Task: Length and height end of unit questions.</p> <p>Please read these questions to your child and they will answer the questions independently to see how much they can remember and have understood from this topic.</p> <p>Good Luck! 😊</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>This week we are going to be starting to focus on our jumps! The first one we are practising is called a “stretch jump”. It sounds easy, but it is all about how you control your shape and your landing. A high quality jump has a good starting position, a controlled jump, and then a good finishing position. It is super important to remember that when you land, you need to bend your knees slightly. They are like “shock absorbers” and stop you from hurting yourself. Can you remember to do this as you land? If you have a stair or a step, you can do this jump from one step. Otherwise you can still perform is perfectly well from a standing position on the floor.</p> <p>After you have performed a starting position, bend your knees slightly and lower your arms behind you at your sides. Then raise them quickly up in the air and stretch</p>

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			<p>right up to the sky. As your arms come up in from of you, straighten your knees and jump up with your arms in the air. As you come back to the floor, lower your arms and bend your knees for your landing. Then do a finishing position. Now practise practise practise!</p> <p>You can watch a stretch jump here:</p> <p>https://www.youtube.com/watch?v=11TkxObwA04</p> <p>Handwriting: We are continuing to practise our handwriting style over the next weeks.</p> <p>This week's letter family is: g and q and</p> <p>Practise writing these words: huge, going, quay, queen.</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>