

Year 1 Learning from Home – Term 2 Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Morning Routine Write the days of the week, long and short date (Tuesday 24th March 2020, 24.3.20). Talk about the weather and the seasons.</p> <p>Phonics <u>Focus Phonemes</u> ow oa o o_e Using your phonics knowledge, blend the phonemes together to read the words from the word list attached.</p> <p>Reading <i>Cook up a Character</i> Read a fiction text and complete the worksheet.</p> <p>Writing Choose a character and a setting. Write a title, orientation, the wish and the first event for a Wishing Tale. Use the Planning Template and writing structure to help you.</p> <p>Handwriting Complete the worksheet attached for the letter Dd.</p>	<p>Morning Routine Write the days of the week, long and short date (Tuesday 24th March 2020, 24.3.20). Talk about the weather and the seasons.</p> <p>Phonics <u>Focus Phonemes</u> ow oa o o_e Practise spelling words containing the /oa/ phoneme. Use these words to write sentences.</p> <p>Reading <i>Create a Comic</i> Think of a story you have read or one that is from your own imagination. Create a comic strip with pictures and captions that will wow our readers.</p> <p>Writing Choose a character and a setting. Write a title, orientation, the wish and the first event for a Wishing Tale. Use the Planning Template and writing structure to help you.</p>	<p>Morning Routine Write the days of the week, long and short date (Tuesday 24th March 2020, 24.3.20). Talk about the weather and the seasons.</p> <p>Phonics Practise reading and writing your camera words. Use your camera words to write sentences.</p> <p>Reading <i>Town's Most Wanted</i> Make a wanted poster all about a villain from a story you have read. Include what they look like and what they have done.</p> <p>Writing Choose a character and a setting. Write a title, orientation, the wish and the first event for a Wishing Tale. Use the Planning Template and writing structure to help you.</p> <p>Handwriting Complete the worksheet attached for the letter Ff.</p>	<p>Morning Routine Write the days of the week, long and short date (Tuesday 24th March 2020, 24.3.20). Talk about the weather and the seasons.</p> <p>Phonics Complete the Rhyming word worksheet. Can you think of some more words that rhyme?</p> <p>Reading <i>Bed in Summer</i> Read the poem Bed in Summer by Robert Louis Stevenson and complete the worksheet. To be completed between today and tomorrow.</p> <p>Writing Choose a character and a setting. Write a title, orientation, the wish and the first event for a Wishing Tale. Use the Planning Template and writing structure to help you.</p>	<p>Morning Routine Write the days of the week, long and short date (Tuesday 24th March 2020, 24.3.20). Talk about the weather and the seasons.</p> <p>Phonics Complete the Word Search activity.</p> <p>Reading <i>Bed in Summer</i> Read the poem Bed in Summer by Robert Louis Stevenson and complete the worksheet that was started yesterday. Optional: If all questions were completed yesterday, you may want to create your own poem with words that rhyme about the season Autumn.</p> <p>Writing Choose a character and a setting. Write a title, orientation, the wish and the first event for a Wishing Tale. Can you write a Wishing Tale without looking at the writing structure today?</p> <p>Handwriting Complete the worksheet attached for the letter Yy.</p>


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Break	Remember to have a healthy snack and go and run around or play a game.				
Middle	Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100. Complete the 'Place Value' worksheet.	Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100. Practise adding and subtracting at your level.	Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100. Practise adding and subtracting at your level. Complete the 'Addition and Subtraction Word Problem-Day 3' worksheet.	Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100. Complete the Thursday 'What is the chance' worksheet.	Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100. Complete the Friday 'What is the chance' worksheet.
Break	Remember to have a healthy lunch and go and run around or play a game.				
Afternoon	HSIE HSIE Log into inquisitive and do the bookmarked lessons. The instructions are below: Go to: http://inq.co/class/ha6 Enter the code : 4997 Complete Family Life Lesson 3: Families Then and Now.	Science Sounds we heard at home. Complete the worksheet 'Sounds We Heard'. Complete the worksheet 'Describing Sounds'.	PDHPE For PDHPE today, find a safe space to perform each movement for 5 minutes (see Joe Wicks 5 Min Moves), either indoors or outdoors. Perform Exercise log (optional).	Science Light & Sound Complete the worksheet 'Light & Sound'. Game: with a partner play the 'sound or light game'.	Creative Arts For Creative Arts today, you are going to explore viewpoints and different ways of making art using the art features line, shape and colour. Complete the 'Picasso Face Art' using the instructions provided on the sheet.

Word Lists for Group

o oa ow o_e



<i>o</i>	<i>oa</i>	<i>o_e</i>	<i>ow</i>
no	boat	woke	bow
go	coat	nose	tow
so	goat	note	row
ago	road	bone	own
most	load	hope	low
open	foam	rope	show
only	moan	dose	slow
hello	soap	doze	snow
pony	soak	awoke	flow
bony	loaf	tone	grow
soda	roads	joke	crow
solo	groan	rode	fellow
polo	float	vote	below
hotel	toast	zone	arrow
frozen	boast	cone	yellow
zero	coach	home	pillow
chosen	<i>oe</i>	mode	window
buffalo	toe	stroke	shallow
yodel	foe	alone	Words in the shaded area are a little more difficult.
nobody	hoe	wrote	
potato	woe	spoke	
tomato	doe	froze	
	joey	stone	
	Joe	prone	
	tiptoe	choke	
		close	
		those	
		broken	
		globe	
		drone	

Camera Words

Unit 1	Unit 2	Unit 3
I the was to are she	day of a he today for	all is me no said they
Unit 4	Unit 5	Unit 6
you play this come my have	like do says what going give	away look see very once we
Unit 7	Unit 8	Unit 9
one some want many love has	people live brother sister house where	her out there about his down
Unit 10		
because two another more here our		

Rhyming Words

For each of the below words, find 3 rhyming words.

cat 1 _____ 2 _____ 3 _____

dog 1 _____ 2 _____ 3 _____

pen 1 _____ 2 _____ 3 _____

man 1 _____ 2 _____ 3 _____

pie 1 _____ 2 _____ 3 _____

see 1 _____ 2 _____ 3 _____

bell 1 _____ 2 _____ 3 _____

hair 1 _____ 2 _____ 3 _____

ring 1 _____ 2 _____ 3 _____

row 1 _____ 2 _____ 3 _____

top 1 _____ 2 _____ 3 _____

Word Search

Find the long vowel words in the puzzle below.

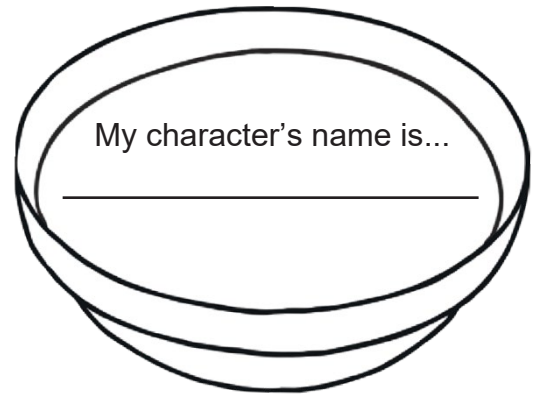
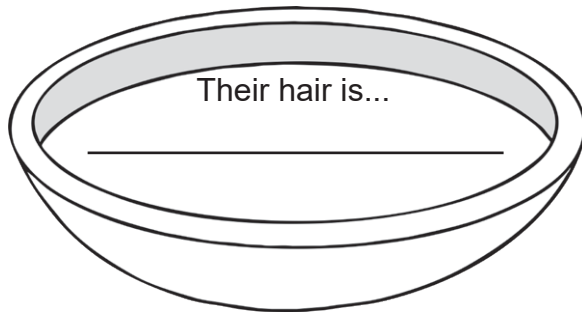
m	n	s	o	f	l	o	a	t	g
n	o	s	e	r	j	g	d	c	o
w	a	s	t	n	o	r	b	p	a
o	r	n	t	a	k	o	n	o	t
k	r	o	a	d	e	w	r	n	e
e	o	w	k	z	e	r	h	y	u
p	w	a	r	t	w	e	t	o	n
l	o	r	e	z	b	o	a	t	b
s	c	o	n	e	y	a	h	b	o
c	t	h	n	o	p	e	n	s	w

Word List:

most	boat	snow	woke
zero	goat	grow	nose
pony	soak	arrow	joke
no	road	show	cone
open	float	bow	note

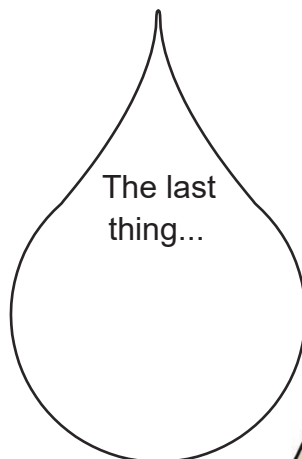
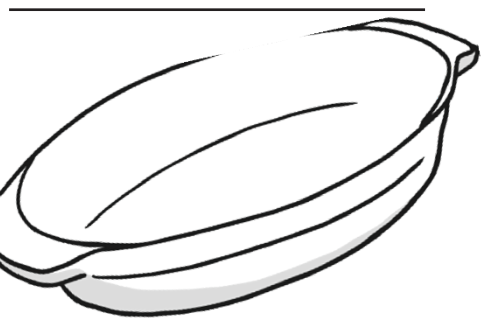
Cook up a Character

Welcome to the character kitchen, where all story book characters begin their lives. Can you add all of the ingredients to the bowl to make a brand new character to add to your story.



An interesting fact about them.

They live...

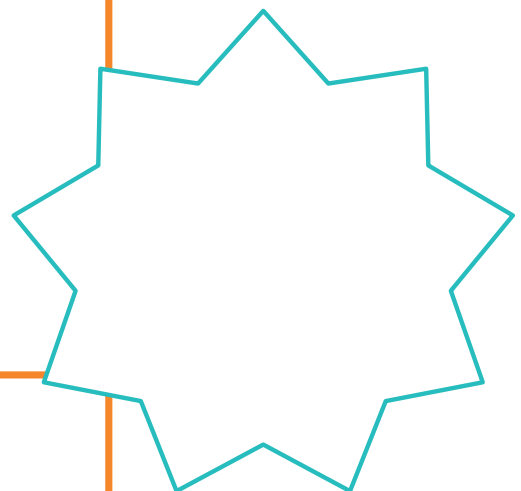
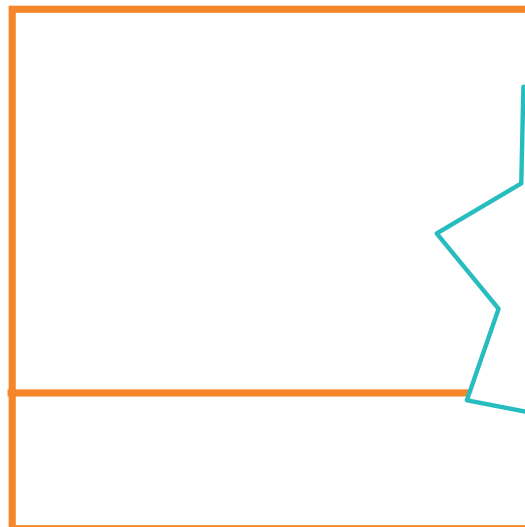
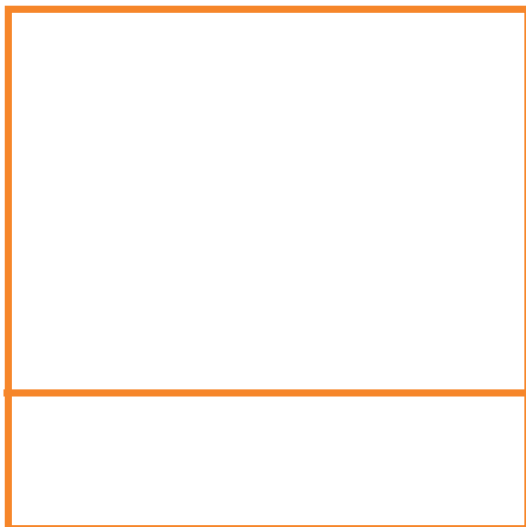
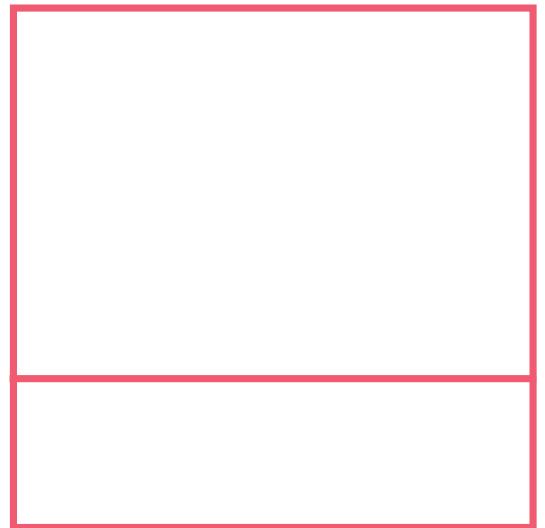
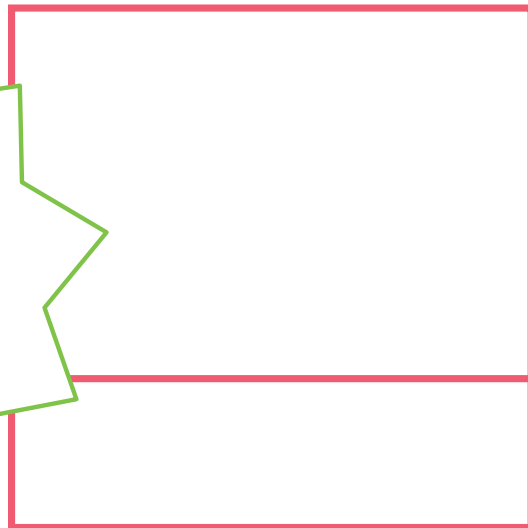
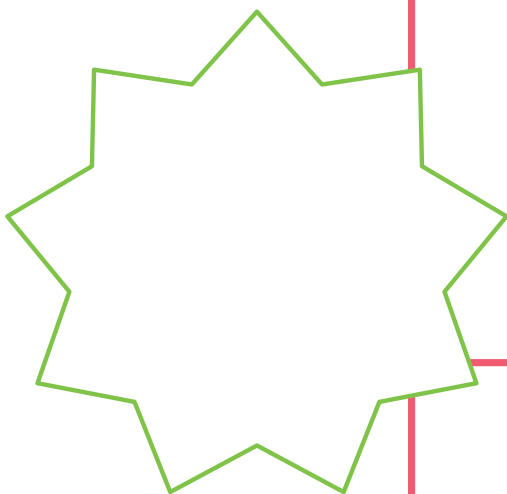
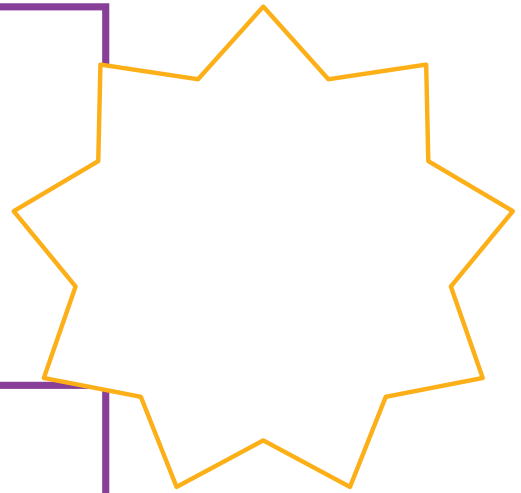
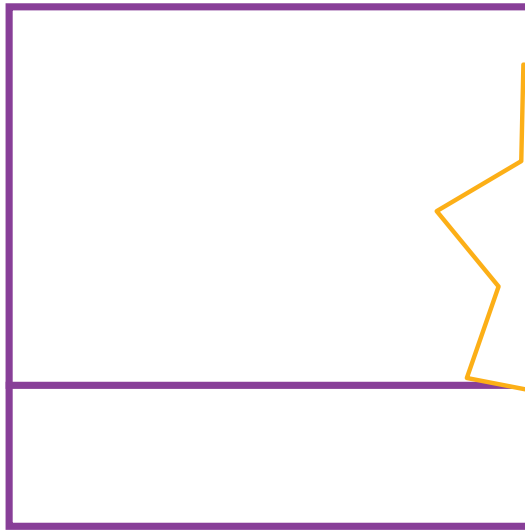
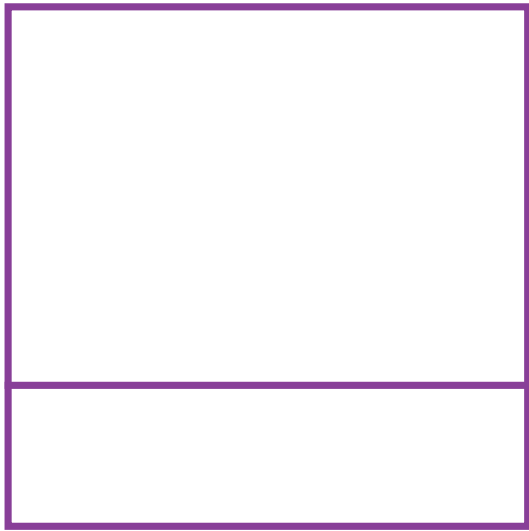


Their face is...



Create a Comic

Think of a story you have read or one that is from your own imagination. Create a comic strip all about it, with pictures and captions that will wow our readers?



Twinkl -Town's Most Wanted

Make a wanted poster all about a villain. Include what they look like and what they have done.



Read the beginning of the poem **Bed in Summer** by **Robert Louis Stevenson** and answer the following questions.

Bed in Summer

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

By Robert Louis Stevenson



1. **When** does the child in this poem have to get up in **winter**? **Tick one.**

- ☐ in the day
- ☐ at lunchtime
- ☐ at night
- ☐ in the afternoon

2. **Find and copy** 8 words in the poem that **rhyme**.

_____	_____
_____	_____
_____	_____
_____	_____

3. **What** does the child in the poem **hear** when going to bed in summer? **Tick one.**

- ☐ birds in the tree
- ☐ grown-up people's feet
- ☐ cars in the street
- ☐ children playing

4. Do you think the child in the poem prefers going to bed in **summer** or **winter**? **Why?**

5. **Which words** in the poem tell you that it is set in the past?

6. This is the last verse of the poem. Can you work out and fill in the missing words?

And does it not seem hard to you,
When all the sky is _____ and _____,
And I should like so much to _____,
To have to get to bed by _____?



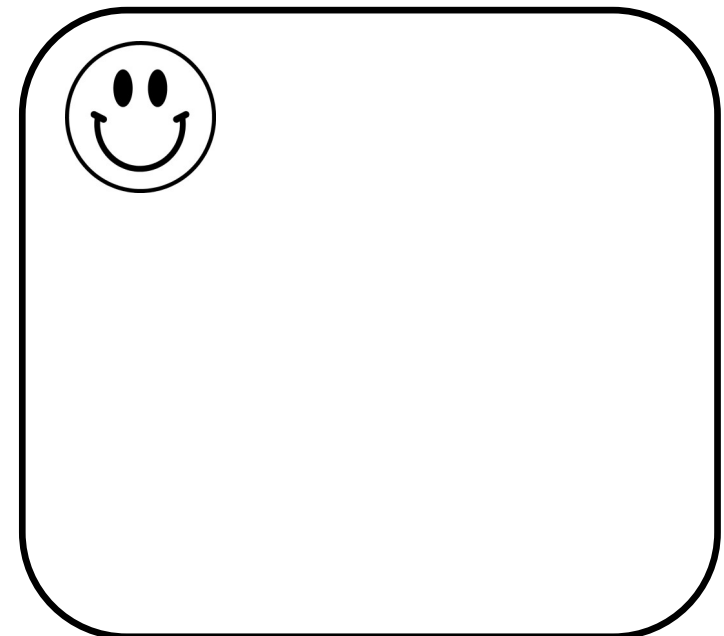
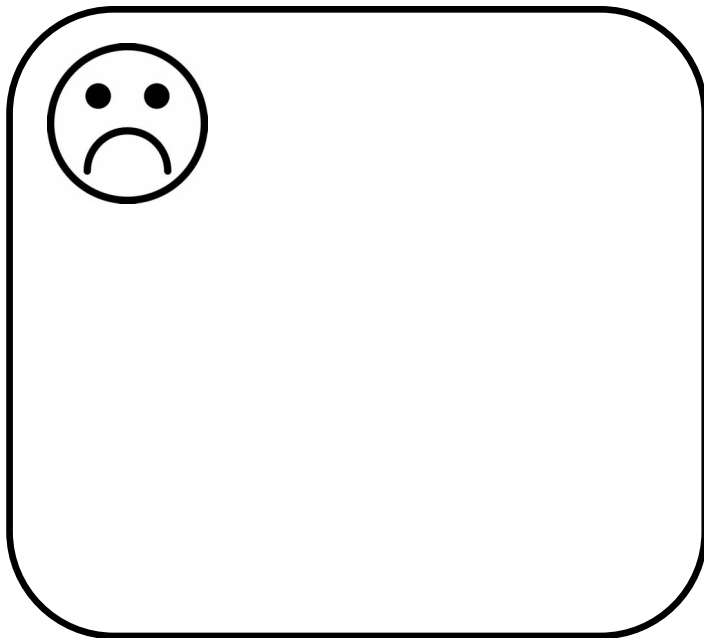
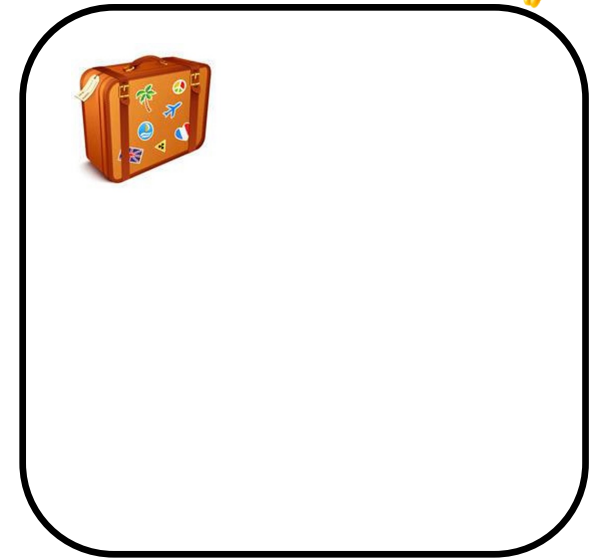
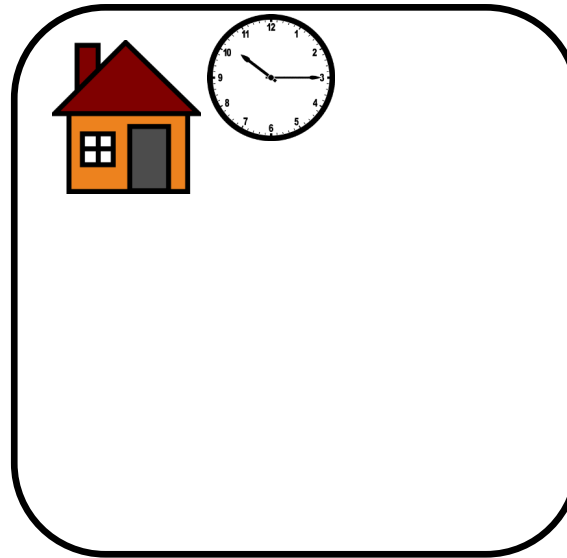
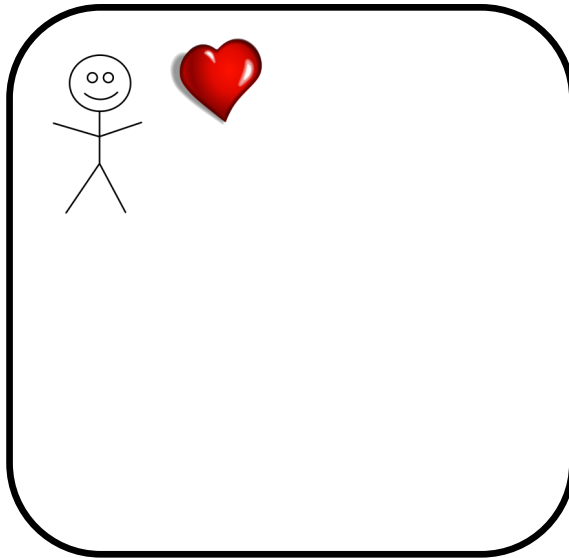
The Fishy Wish

Once upon a time, there was a cranky crab who lived in a muddy swamp.

The frustrated crab wished that he had lots of delicious food to eat, so he was never hungry.

So one day, he woke up and found hundreds of tiny, shimmering fish swimming through the dirty water.

Writing to entertain: Wishing Tales



Use the template below to help you write the title, orientation, wish and first event for a Wishing Tale. Remember to write the whole text in your book.

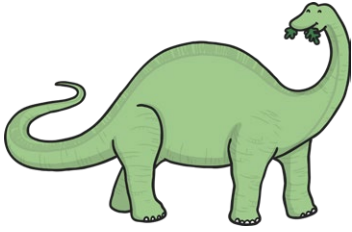
The _____ Wish

**Once upon a time, there was _____ who
lived in _____.**

The _____ wished _____.

So one day, _____.

Dd



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

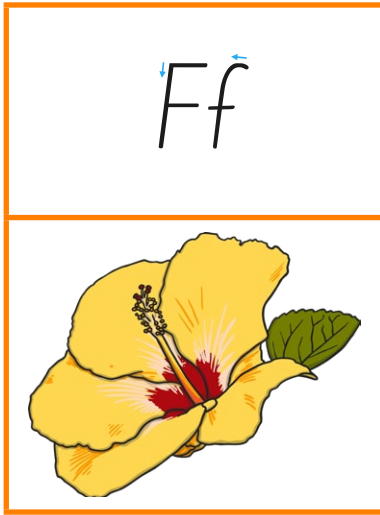
D D D

Dd Dd Dd

Dad

do

did



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

f f f

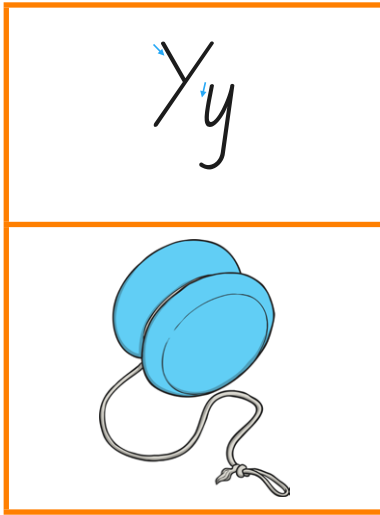
F F F

Ff Ff Ff

for

four

from



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: y for yo-yo.

Now copy the letters and words into your handwriting book.

y y y

Y Y Y

Yy Yy Yy

yes

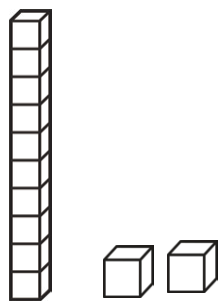
yell

yo-yo

Place Value: How Many Tens and Ones?

Example:

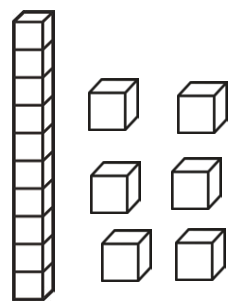
12



tens	ones

_____ is _____ tens and _____ ones.

16

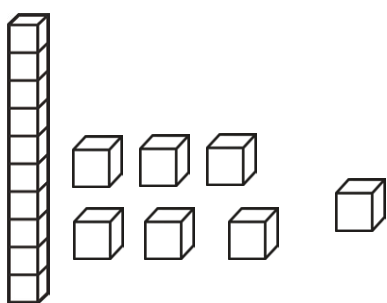


tens	ones

_____ is _____ tens and _____ ones.

_____ is _____ ones.

18



tens	ones

_____ is _____ tens and _____ ones.

_____ is _____ ones.

Now choose a teen number and try doing it on your own. Draw your place value chart and write your number sentence in your home learning book as you have done above.

PROBLEM SOLVING

Adding and Subtracting Counting by Ones on a Number Line.

Instructions: Write a number sentence using the numbers for each question. Then work out the answer to the problem by drawing a number line. Decide if you need to add or subtract on the number line. Remember to write your answer after you do the working out in your number sentence.

(1a) Lilly had 2 toy cars and Ben had 9 toy cars. How many toy cars did Lilly and Ben have altogether?

(1b) Ahmed had 5 toy cars and Zoe had 7 toy cars. How many toy cars did Ahmed and Zoe have altogether?

(1c) Rose had 6 toy cars. Glen had 2 more toy cars than Rose. How many toy cars did Rose and Glen have altogether?

What is the Chance?

Chance is how likely something is to happen. Some things will happen, some things might happen and some things won't happen.

Read the sentences and write what is the chance of the event happening using the words 'will happen', 'might happen' and 'won't happen'.

What is the chance that you will play with a friend today?	What is the chance that it will rain today?	What is the chance that you will go to the beach tomorrow?
What is the chance that you will drink water today?	What is the chance that you will read a book today?	What is the chance that there will be a thunderstorm tomorrow?
What is the chance that you will be one year older next year?	What is the chance that your teacher will swim around the whole world?	What is the chance that an elephant will climb a tree?

What is the Chance?

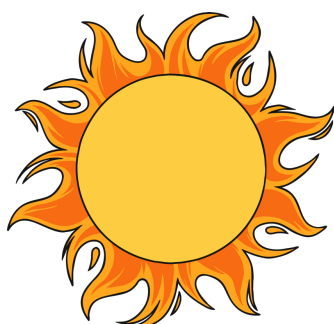
What is the chance of these events occurring? Explain if the event will happen, might happen or won't happen.



I will fly to school in a space ship.



It will snow at school today.



The sun will rise tomorrow.



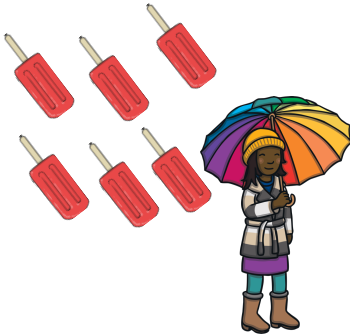
A friend will come to my house to play.



I will breathe.



I will ride my bike after school.



Lollies will rain from the sky.



I will eat dinner tonight.

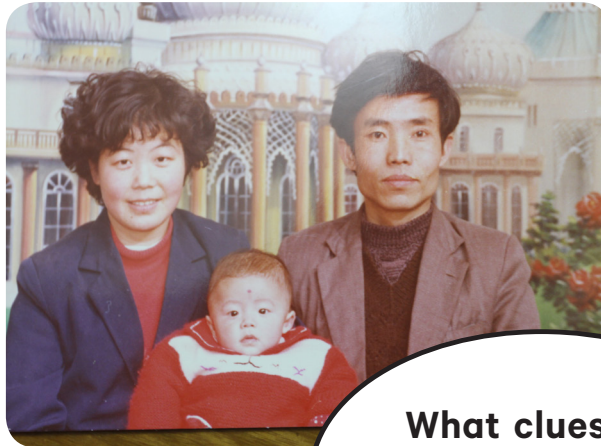


Challenge

Create your own chance events showing something that will happen, might happen and won't happen.

Photos can give us information about families over the years.

3 Look carefully at Crespo's family photos and order them from the oldest to the newest.



What clues tell you how old the photos are?



What might be the next photo in the timeline?



4

Look at the old photos. Count how many people belong in each family.

Think, pair and share about the questions in the pink boxes.

Families in the past were often much larger than today.



What would be the good things about living in a big family?

What would be the bad things about living in a big family?

When we look at old and new photos we can see how people have changed over time.

5 Read the eBook *All Grown Up*, which shows people posing the same way they did in old photos of themselves. Which one looks the most like the old photo?

6 Choose one of the photos on this page. Get into small groups and make the same poses.





7

Draw and label four members of your family from the oldest to the youngest. Label their connection to you, eg mum, grandad, cousin.



←			→
Oldest			Youngest



- 8** Families have changed over time but many things about families stay the same.

Draw the things that have stayed the same for families.
Do one of your own.

			
Caring for each other	Raising children	Celebrating	

Lesson 3: We are learning to identify and describe things that produce sound.

Success Criteria: - I can identify and describe things that produce sound inside my home and outside of my home. Draw a picture and write the sound it makes.

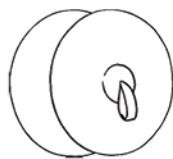
Sounds We Heard	
Inside my home	Outside of my home

Describing Sounds

Colour the words to describe the sounds these items make.



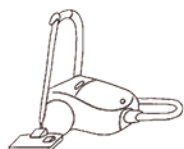
hairdryer	
high	low
loud	soft



cymbals	
high	low
loud	soft



helicopter	
high	low
loud	soft



vacuum	
high	low
loud	soft



brushing teeth	
high	low
loud	soft



whistle	
high	low
loud	soft



doorbell	
high	low
loud	soft



phone ringing	
high	low
loud	soft



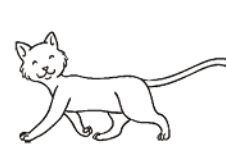
bike bell	
high	low
loud	soft



dog barking	
high	low
loud	soft



alarm clock	
high	low
loud	soft



cat purring	
high	low
loud	soft

Week 3- Thursday

Light And Sound At Home

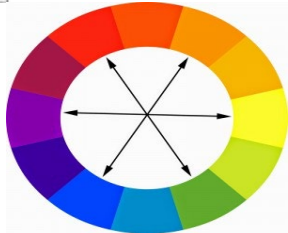
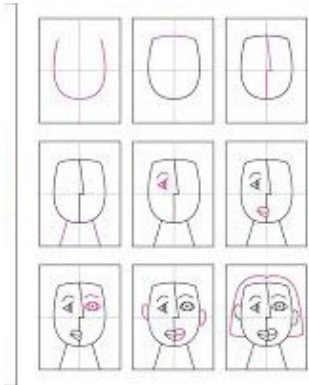
We are learning to discuss and identify sounds and light that are produced at home.

What things at your home produce light and sound?

Complete the worksheet below by finding 3 things that produce light and 3 things that produce sound in your home.

[illegible]

Picasso Face Art



Lesson Focus:

- Appreciate artists way of making art and explore these techniques in own artmaking.
- Create different viewpoints using the art features line, shape and colour.

Look at the Picasso 'face' artwork example. Think about how the artist has created different viewpoints and perspectives of a face. One side of the face is looking forwards and the other side of the face is looking to the side!

Activity steps:

- Students will use a mirror or have a family member sit opposite them as a guide. Start by drawing an oval face in the centre of the paper. Make sure it uses up all the space on the page.
- Looking at yourself in the mirror or a family member opposite you, and with a black crayon or pencil, draw a line with a nose down the centre of the artwork.
- Draw the features of the face facing forwards first. These features include the eyes, mouth, eyebrows, ears and hair.
- Now draw features of a face on the side. Look at yourself in the mirror or look at someone turned to the side. Now draw the eyes and mouth from a side view.
- Look at the colour wheel and choose complementary colours (colours opposite each other). Use the colour combination to colour features of the face. Try to shade your artwork in the same direction so that it is tidy and there are not white marks left.

What will I need?

A Black pencil or crayons.

Coloured pencils, crayons or paint

A4 white paper

Joe Wicks: 5-Minute Move Workout 1

Star Jumps

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.



Joe Wicks: 5-Minute Move Workout 1

Low Sprint Shuffle

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.



Joe Wicks: 5-Minute Move Workout 1

Squat

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.



Joe Wicks: 5-Minute Move Workout 1

Climb the Rope

1. Pretend to climb a rope!
2. Reach your hands above your head one at a time and pull the rope down.
3. Lift your knees high and climb on the spot.



List all the different types of physical activity you have done this week. This can include walking to or from school, playing football or tag at playtime or any sport you have done in your PE lesson.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

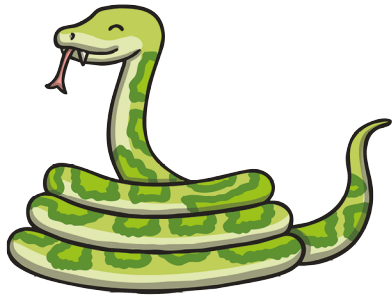
My Exercise Log

Name: _____



Snakes and Ladders

Camera Words


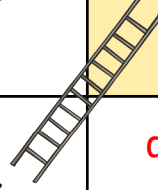
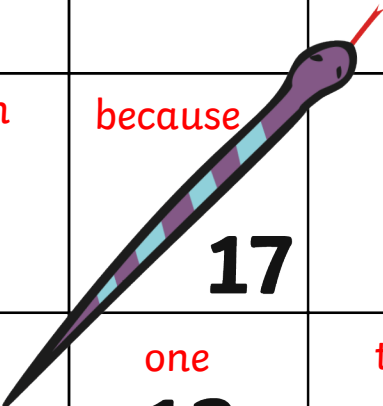

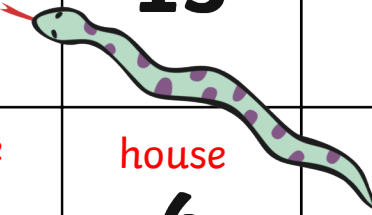
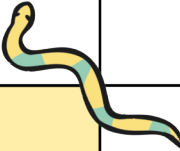
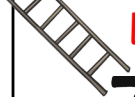
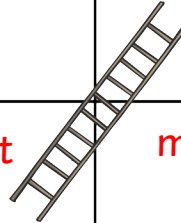



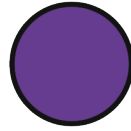
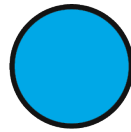
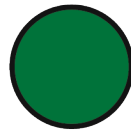
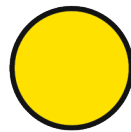
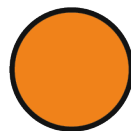
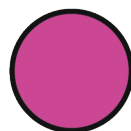
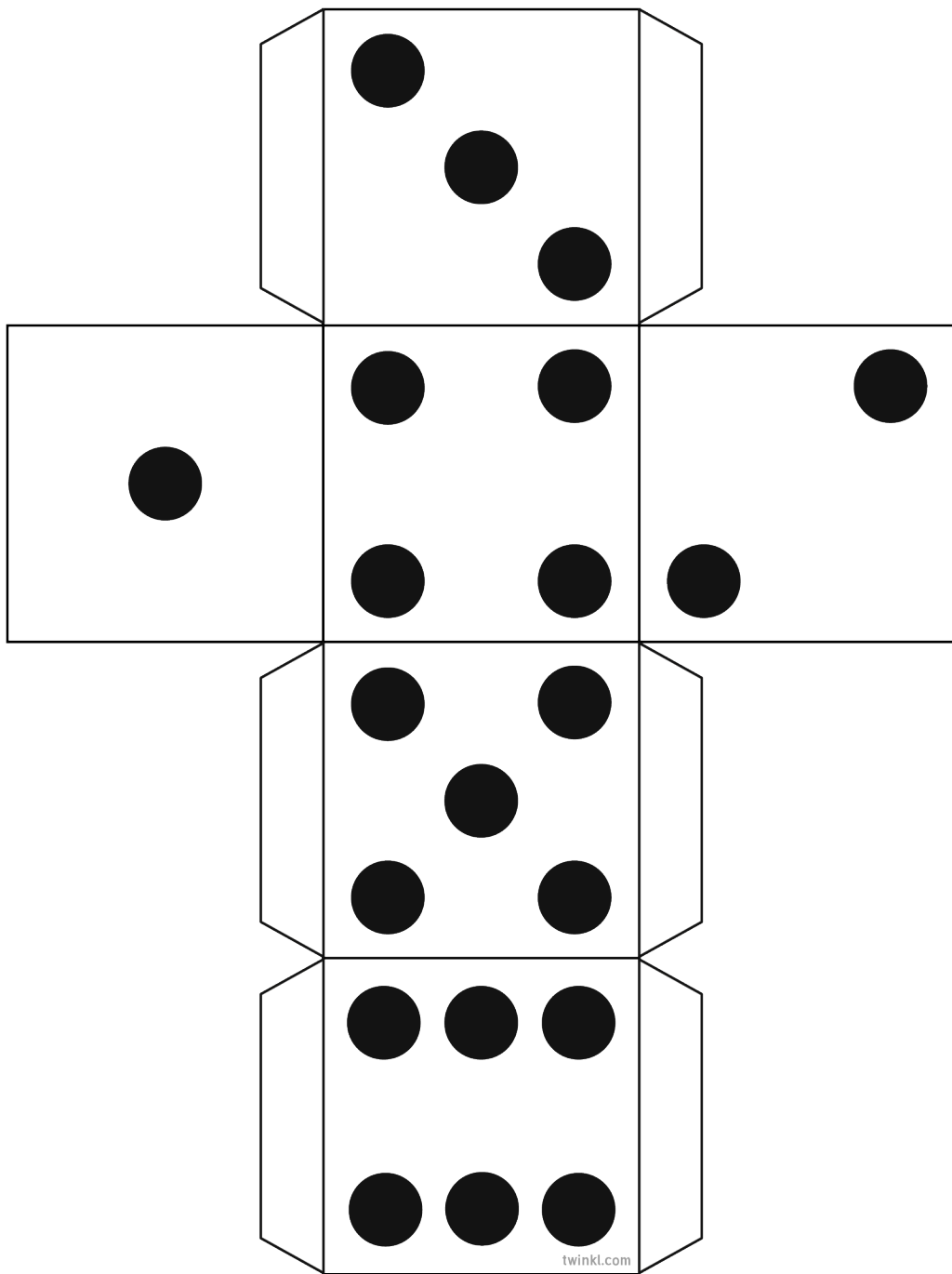
You will need...

- The Snakes and Ladders Board Game
- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes seconds and so on.
2. The player moves the counter the number of spaces shown on the dice. The player must then read the camera word on the board.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach the finish is the winner!

more 20 	here 21	our 22	out 23 	FINISH
his 19	down 18	because 17 	two 16	another 15
where 10	her 11 	one 12	there 13 	about 14
people 9 	brother 8	live 7 	house 6 	sister 5
START	some 1	want 2 	many 3	has 4



Picture Word Match - Print 1 copy. Match the picture and word cards for the 'o ow oa, o_e' phonemes. After you have matched the words to the pictures, write a sentence for each word.

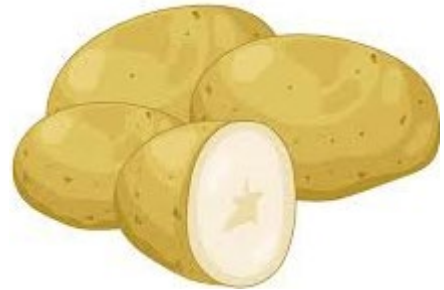
pony



cone



grow



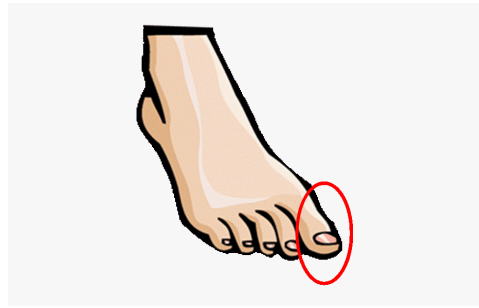
home



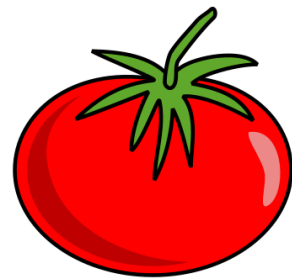
hello



arrow



toe



tomato



potato



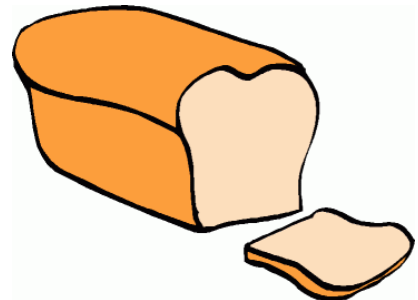
loaf



frozen



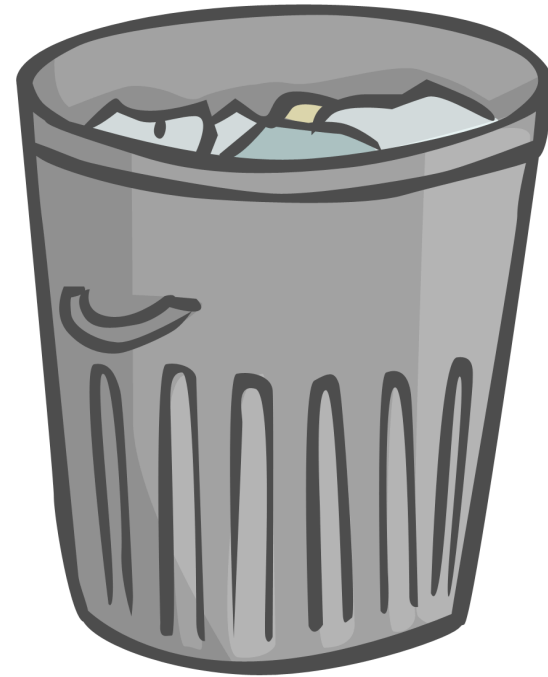
snow



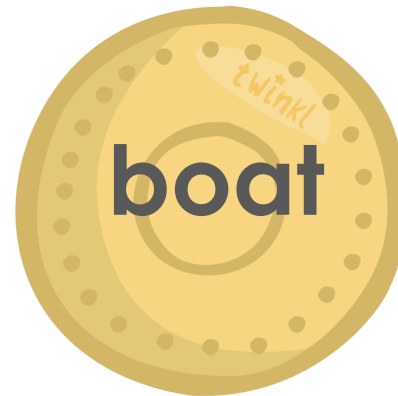
Cut out the coins. Read each word on the coin. Is it the correct spelling? If it is a real word, place the coin in the Treasure Box. If the word is a nonsense word, place the coin in the Trash Bin.



Treasure Words



Fake Words





poany



foam



joke



grow



noa



pony



moast



no



woake



nose



broke



soap

Dice Addition

4-in-a-Row

You will need:

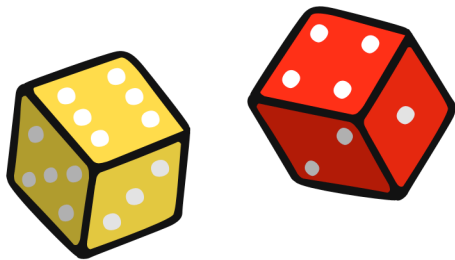
2 dice

2 different coloured sets
of 13 counters

The aim of the game is to get four
of your own counters in a row.

Roll the two dice. Add the
numbers together and place
a counter on that number.

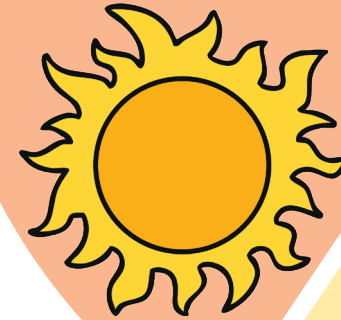
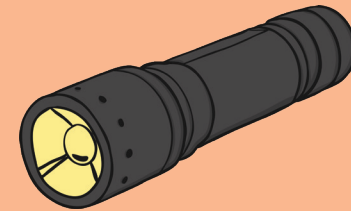
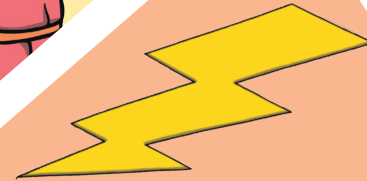
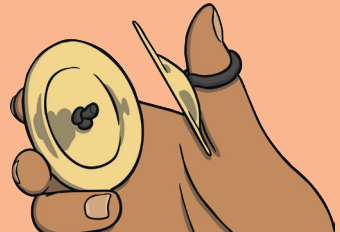
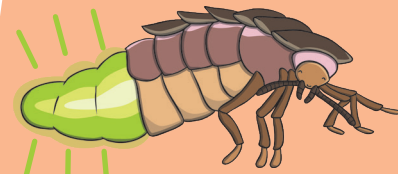
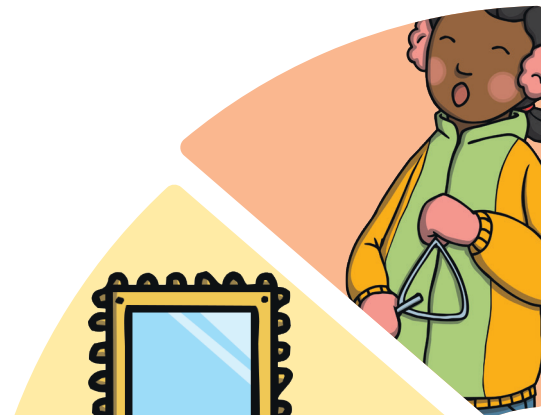
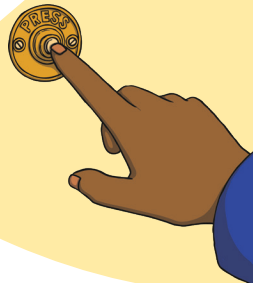
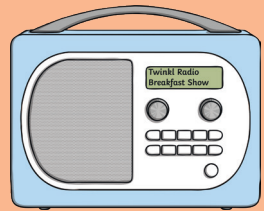
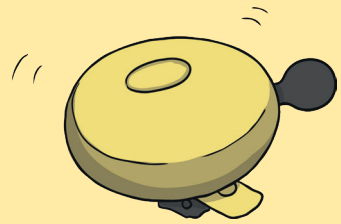
Take it in turns until a player
wins or the board fills up.



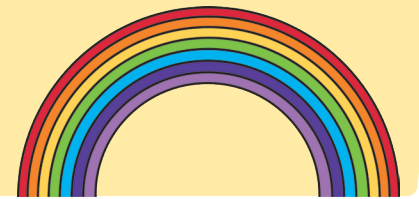
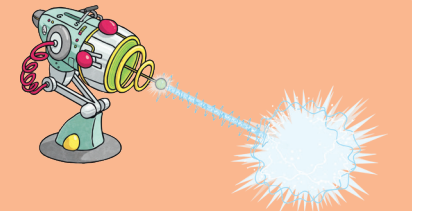
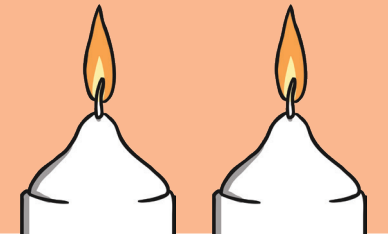
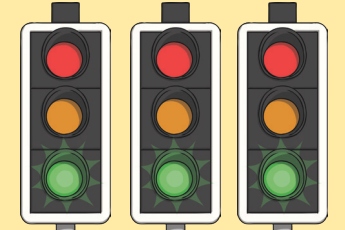
2	5	10	8	3
4	11	6	4	10
5	7	2	12	8
11	6	4	9	5
12	3	8	6	9

Sound or Light?

Start



Finish!



Sound or Light?









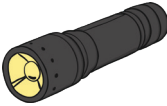









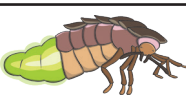




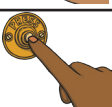


Instructions

The aim of the game is to be the first player to reach the 'Finish' space. You will need one counter per player and a 1-6 dice.

1. All players place their counters on the 'Start' space.
2. Take turns to roll the dice and move along the board the number of spaces shown on the dice.
3. When you land on a picture, tell the other players if the item is to do with light or sound.
4. Get your teacher to check the answer key if you are not sure.
5. If you are incorrect, move back one space.
6. If you are correct, stay where you are on the board until your next turn.
7. The one to reach 'Finish' first wins the game.



Sound or Light? Answers

Things to Do with Light	Things to Do with Sound
shadow 	ears 
sun 	drum 
eye 	triangle 
rainbow 	singing 
torch 	bark 
fire 	telephone 
candle 	horn 
mirror 	clapping 
lightning 	radio 
glow worm 	alarm clock 
stars 	cymbals 
laser 	doorbell 
traffic light 	whistle 
	bike bell 