

This term we have provided a daily break down of what your child should aim to achieve for each subject on each day. We understand that you may be unable to complete all tasks, however we advise ensuring your child experiences a mixture of tasks. For example, if you were unable to complete a reading comprehension last week, prioritise this week's reading comprehension task.

<p>Maths</p>	<p><b>Maths No Problem, Chapter 20, Space</b>  <b>Monday:</b> Lesson 1 (then worksheet 1 in the workbook)</p> <p><i>This lesson covers a range of vocabulary and it would be helpful to introduce this in small sections. Give children clues (of one or two words), allowing them to come up with the terms from the clues you give them. To begin, if possible, place some ingredients on the table (real or make-believe) and ask children to make a sandwich. Ask them to describe the arrangement of the ingredients (one slice of bread is on the bottom, the chicken is in the middle, another slice of bread is on top of the chicken and so on). Prompt your child with the language from In Focus and then show them the task. Ask them to describe how everyone is seated. In this portion of the lesson, introduce them to the terms 'top', 'middle' and 'bottom' as well as 'in front of' and 'behind'. Use Let's Learn 3 to consolidate the language used for the sandwich activity. To introduce the terms 'near', 'far', 'close' and 'around', show them the picture in Let's Learn 4.</i></p> <p><i>During Guided Practice, pupils are reinforcing the terms learnt using different pictures. At this point, using people as volunteers to position around the room will be helpful so that they are active and understand the meaning of the terms in both pictures and everyday life. Alternatively, use objects in the room to illustrate the terms.</i></p> <p><b>Hit the Button:</b> <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>  Select an activity- number bonds, doubles, halves, times tables. It's your choice!</p>
	<p><b>Tuesday:</b> Lesson 2 (then worksheet 2 in the workbook)</p> <p><i>To begin this lesson, ask children to think about going down a slide. Ask them what they need to do to use the slide. Prompt them for language like 'climb up' and 'slide down'. Then show pupils the picture from the In Focus task and ask them what they think Amira is doing so that she can use the slide. Tell them your friend said Amira is climbing down the ladder and going up the slide. Does that make sense? How would they describe what she is doing?</i></p> <p><i>Next, show your child a toy car or the picture of the car from Let's Learn 2 without the text and ask them how a car can move. Begin asking them how you drive a car. Can we do it from our living room? What must we do before we can drive the car forwards or backwards (get in the car, get out of the car). Use Let's Learn 3 to enable pupils to use the terms 'inside' and 'outside'. This can also be done by getting a pupil volunteer to go 'outside' and then come back 'inside'.</i></p> <p><i>During Guided Practice, pupils are describing movements using the terms 'up', 'down', 'forward', 'backward', 'inside' and 'outside' through varied examples.</i></p>
	<p><b>Wednesday:</b> Lesson 3 (then worksheet 3 in the workbook)</p> <p><i>To begin this lesson, show your child the picture of the In Focus task. Ask them if they think they are able to turn their bodies like the characters in the picture. Ask them how they would describe the turns. Tell them your friend said all the characters started by facing forward. How did she know that? What are the arrows telling us? Ask them how they would describe the turn of a specific character, e.g. Elliott. He was facing us, but now his back is facing us. What happened? Amira turns all the way around and is now facing us again. What kind of turn did she make? Encourage your child to talk and discuss the different turns. Also allow them to stand up and turn around themselves.</i></p> <p><i>Show children an analogue clock. Ask them how Elliott's turn and half past the hour are similar. Prompt them by helping them make the connection between the half turn and half past the hour. Ask them to pretend they are minute or hour hands and have turned on the spot. What would this look like on a clock?</i></p>

Use the clock to show them. Then work through Let's Learn to consolidate the learning and allow pupils to practise using the terms 'a whole turn', 'a half turn', 'a quarter turn' and 'a three-quarter turn' in context. During Guided Practice, pupils are describing how the hour hand and characters have turned. It is important they see how a clock turning and a person turning are similar.

**Numbots!**

**Thursday:** Lesson 4 (then complete the Mind Workout and the Maths Journal, both in your workbook)- leave Review 20 in the workbook until tomorrow.

On the maths lesson online, complete the following first:

Mind Workout

Ask pupils to describe the movement of the bird shown in the picture to their friends. Get their friends to check whether they are using the correct language for the description.

Maths Journal

Ask pupils to carry out the activity and write down the steps taken to describe their movement. Ask them to share what they have written with their friends.

Self-Check

Complete this with pupils as a chapter summary and determine if any pupils need extra support.

**Friday:**

- Complete Review 20 from your workbook- try to do this as independently as possible.

**Daily 10:** <https://www.topmarks.co.uk/maths-games/daily10>

Select an activity- maybe number bonds? Addition? Subtraction? Practise as you will!

- Each lesson is now accessible on the Maths No Problem website through your Parent Hub. Please support your child to work through all parts of the lesson first, before they complete the worksheet in their workbook.
- **Y1 Mastery Maths Challenge – Y1 Position and Direction Mastery Investigation (download from home learning page). An extra challenge for those that would like a further challenge!**

**Core maths skills to practise:**

- Addition and subtraction of single and double digit numbers using various methods (partitioning into tens and ones, column method)
- Missing number sentences e.g.  $14 + ? = 20$      $30 = ? + 10$
- Practising times tables (particularly 2, 5 and 10)
- Halving and doubling numbers to 20.
- Word problems e.g. If I have 20 pencils and I give 12 to my friend, how many do I have left?
- Writing numbers to 100 accurately
- Partitioning numbers into tens and ones e.g. 45 has 4 tens and 5 ones
- Telling the time to the nearest half an hour
- Counting money and calculating change

English, Reading Comprehension and Topic

**Monday:**

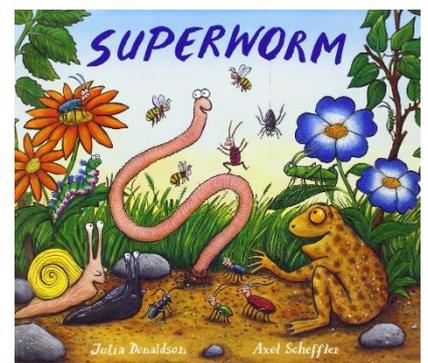
Download the Superworm story from this week's Home Learning page.

**Reading comprehension:** Superworm by Julia Donaldson.

Using the link above, read the story of Superworm! You will likely need to read this together with an adult (adopting a shared reading approach). If there are words/sentences that you think you may be able to say the sounds and read on your own, you should do so.

If your child needs to access this independently- they could listen to this reading of Superworm instead

<https://www.youtube.com/watch?v=7Jnk3XApKBg>



**Task 1:** Whilst reading, listen out for words that you are curious about or maybe haven't heard before. Collect these words in the back of your blue writing book. Why not write a bubble writing title, 'Word Collecting', to create an area where you collect words from your reading this term? Make sure that you know what these words mean by discussing them with a grown up.

**Task 2:** Answer the questions about what you have read today at the bottom of this plan. If possible, print and stick the questions in your book before answering them.

**Remember to think carefully about your presentation, handwriting and including the date.**

**Please send a photo or scan of this piece of learning to the class email.**

To finish, why not watch this very funny song version of the Superworm story!

<https://www.youtube.com/watch?v=00nrqekk1Q0>

**Tuesday:**

**Vocabulary:** Vocabulary Tri-Jigsaw (the red example)- complete the jigsaw so that the synonyms (words with the same meaning) are touching. Make and stick the puzzle in your blue book if you can.

- Can you explain to a grown-up the meaning of these words?
- Choose 2 words and use each word in a sentence. Record these in your blue book under your puzzle if you have time.

**Wednesday:**

**Grammar activity:** Watch this short video about plurals.

<https://www.youtube.com/watch?v=ID1OaD4FBqM> Then complete Y1 Adding Plurals activity. Use your sounds to read these words yourself. Either complete on the sheet or write the words into your blue book.

**Thursday:**

**Topic session:** Please see separate plan downloadable from the school website. Please complete activities in your blue book. **Please send a photo or scan of this piece of learning to the class email.**

**Friday:**

Today you are going to practise your editing skills. It is really important to know how to re-read your writing, check for errors and ensure it makes sense.

Read, 'Editing Task- A teacher's autobiography' (the red example), looking for the following:

- 1) Mark 8 missing capital letters in blue.
- 2) Mark 8 missing full stops in red.
- 3) Underline 10 spelling mistakes in green.

*(If you are unable to print, your child should complete verbally, pointing out the errors and parts that need editing as they read)*

**Spelling:** Use the 'Spelling Scribble' from the home learning page to practise 6 spellings from the 'First 100 Words' mat, or the 'Next 200 Words' if you are able to spell the first 100. *If you are unable to print, practise spellings in any way you like.*

Reading

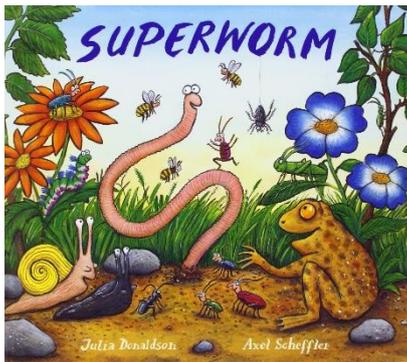
Reading for at least 10 minutes every day. Ask your child questions about what they have just read to check they have understood their reading. For example, what sort of animal was Scruff? What sort of a character was the giant? How do you know this? Can you find one word which means the same as 'rich'? **RE-READ THE SAME BOOK FOR FLUENCY- this will vary per child but at least 3 times per book until they can read this fluently and expressively, without overly sounding out.**

- **Free Oxford Owl colour banded books online!** Register for a free account to read eBooks online. Quick and easy to do and then your child can access a whole library of free eBooks just like the ones we have at school. Choose books according to your child's colour band. If you you're your child has made good progress with reading, you may wish to try the next colour band too.

	<p>Remember to encourage your child to re-read for fluency. <a href="https://www.oxfordowl.co.uk/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=book+band+1%3A+pink&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=book+band+1%3A+pink&amp;book_type=&amp;series=#</a></p> <p><b>Have a go at the reading comprehension challenges that come with several of the books.</b></p> <ul style="list-style-type: none"> <li>- Reading for 'The Stanton Summer Term Reading Challenge' - reading books from home or online.</li> </ul>
Phonics <b>EVERY DAY FOR 20 MINS</b>	<ul style="list-style-type: none"> <li>- This week we would like you to continue to learn and practise Unit 18 (Spelling 'l') which you started learning the week before half term.</li> <li>- Read this super comic to revise Unit 3- <a href="https://phonicsplaycomics.co.uk/comic_ph5b_a_meal_out.html">https://phonicsplaycomics.co.uk/comic_ph5b_a_meal_out.html</a></li> </ul> <p>From the phonics grid in your pack, practise reading words with your child from Unit 18. Then writing these words, asking them to 'say the sounds and write the word'. Ask them to then underline the key sound in each word. You will find other ideas for teaching phonics and games on the document titled, 'Phonics Guide to Teaching'.</p>
Spelling	<p>See activity above for spelling this week.</p> <p>Ongoing: Please test your child on the words from 'First 100 Words' and practise the words they do not know. Aim for 6 words per week and then test your child on these the following week. Once the 'First 100 Words' are achieved, move on to the 'Next 200 Words'.</p>
Science	<p>See separate plan downloadable from the school website, titled, 'Y1 and 2 Science Plan, Week Commencing 1.6.20'. Complete in blue books.</p>

Activities for foundation subjects for the next three weeks can now be found on the separate activity mat.

Reading Comprehension-  
Superworm by Julia Donaldson



How did Superworm help the bees?

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Who fell down the well?

Tick **one**.

The bees.

Baby toad.

Wizard Lizard.

Beetle.

Who caught Superworm in his beak?

Tick **one**.

Wizard Lizard.

Owl.

Crow.

Pigeon.

What happened when Superworm tried to escape from Wizard Lizard?

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Name some of the objects that Superworm found.

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Put one tick next to each statement to show whether it is true or false.

	True	False
Superworm is long and strong.		
Baby toad hopped onto a park.		
Superworm was a lasso.		
He was a skipping rope.		
He was a fishing line.		
Crow did not want to eat Superworm.		

Put a number 1-4 in the boxes to show when the events happened in the story.

<p>The crow put Superworm in his beak.</p>		
<p>Superworm was a skipping rope.</p>		
<p>Wizard Lizard was dropped on the rubbish dump.</p>		
<p>Superworm was a lasso.</p>		