

Home Learning Weekly Menus – Summer Term

As our schools continue to be closed to the vast majority of pupils we want to ensure all families have some support for home learning in whatever form that may have in your home. As we have said and continue to do so, **there is no pressure in these unusual times**. We have shared lots of information with you and will continue to do so. **Our advice is to do 'little and often' and don't forget to mix school work with fresh air in the garden, exercise at home and learning new skills.**

We will provide the equivalent of daily Maths and English activities as well as a bank of other weekly curriculum activities which you can dip in and out of.

There is no checklist or timetable for families to follow – this would be impossible when trying to juggle multiple children and working from home!

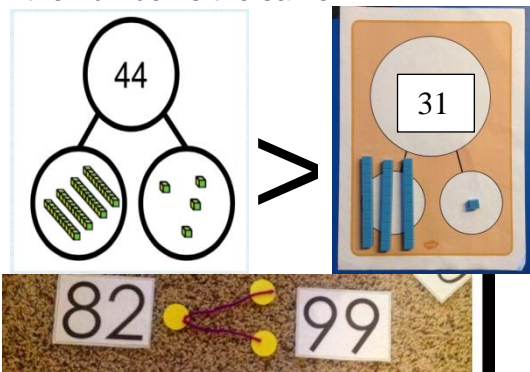
It may be that as parents/carers you are taking it in turns to be with your children so you only have a morning/afternoon/2 hours each day etc. to spend on home learning. You do not need to do all of these things, please be kind to yourselves and pick and choose from the weekly 'menu' according to what suits your situation.

A new menu will be added to the website under your child's year group page by the Friday evening of the previous week.

Year 1 Weekly Menu

Summer Term Week Beginning 15.6.20

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| <p>Daily 10 minutes</p> | <p>https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p> <p>Practise ordering and sequencing numbers. As a challenge set to count in twos.</p> <p>Log on to school 360, Click resources, click busy things, key stage 1, Year 1, Maths, number and place value : Rollercoaster one more/one less</p> | <p><u>Phonics and Spelling</u> –</p> <p>Plurals s and es. See phonics plans on school website.</p> |
| <p>Daily Lessons</p> | <p><u>Maths</u> White Rose Maths Home Learning: https://whiterosemaths.com/homelearning/year-1/ How to use the lessons:</p> <ol style="list-style-type: none"> 1. Click on the set of lessons for your child's year group. <u>YEAR 1 SUMMER TERM – WEEK 8 (W/C 15 JUNE)</u> 2. Watch the video 3. Find a calm space where your child can work for about 20-30 minutes. 4. Use video to support your child as they work through an activity. ALL WORKSHEETS WILL BE PROVIDED ON THE SCHOOL WEBSITE PAGE UNDER 'MATHS RESOURCES'. | <p><u>English</u> Below we have chosen some key tasks for this week. All of the resources you need are on the school website on our class page 'Year 2 Weekly Menu Week Beginning 15th June':</p> <p><u>TEXT:</u> There's a Snake in my School (David Walliams). A link to a video reading by David Walliams is provided but if you have your own copy of the book you might prefer to use that instead.</p> |
| <p>Day 1</p> | <p><u>1 More 1 Less</u></p> <p>VIDEO: https://vimeo.com/428005842</p> <p>WORKSHEET: on website - 'Lesson 1'</p> <p>Alternative Practical Option: Count a set of items (Grapes, Lego, Stones etc) Ask your child what 1 more or 1 less will be. Write the number e.g. 46 1 less would be 45 Discuss how the Tens number has stayed the same but the ones number has gone down. Your child can also add 1 or take away 1 object to find the amount depending on whether you are finding one more/one less. Alternatively use the interactive square (you can choose 1-50 or 1-100) to help find 1 more/1 less than a given number. https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Challenge : What happens to the Tens number when you fin 1 less than a number ending in 0 e.g. One less than 30 would be 29. The Tens number has</p> | <p>Listen to David Walliams reading his story 'There's a Snake in my School': https://www.youtube.com/watch?v=74p05epev04 What might happen if there was a snake in your school? Do you think snakes should be allowed in school? Talk about words to describe the snake. In your Home Learning Book: Use <i>Spiral Snake</i>. Print out and stick into book. Write describing words (adjectives) and phrases from the text in the spiral to describe Penelope the Python.</p> |

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| | gone down because there are no more ones left. | |
| Day 2 | <p><u>Compare Objects Within 50</u></p> <p>VIDEO: https://vimeo.com/428005936</p> <p>WORKSHEET: on website - 'Lesson 2'</p> <p>Alternative Practical Option: Have various objects such as Lego pieces, play dough balls, beads, etc. Get your child to make rows of 10. If the last row doesn't make a ten explain they are ones. E.g. 37 would have 3 rows of 10 and 7 ones. Create another set doing the same thing but with a different number e.g. 45 (4 rows of 10 and 5 ones). Which amount is greater? How do you know?</p> <p>Challenge: What is the difference between the two amounts?</p> | <p>https://www.youtube.com/watch?v=74p05epev04</p> <p>Listen again to David Walliams reading his story 'There's a Snake in my School' (pausing video at 1 minute, 21 seconds). Talk about the adjectives used to describe the pets (45 seconds onwards), pausing and replaying the video if necessary, e.g. the stupidly cute gerbil, the fat cat.</p> <p>In your Home Learning Book: Can you write some funny, alliterative (repetition of the same sound) sentences about the pets that came to school? For example, <i>The slippery snake slithered around school.</i></p> |
| Day 3 | <p><u>Compare Numbers Within 50.</u></p> <p>VIDEO: https://vimeo.com/428006174</p> <p>WORKSHEET: on website - 'Lesson 3'.</p> <p>Alternative Practical Option: Give your child 2 digit number to put at a top of a part whole that is drawn on a piece of paper (like diagram below) Your child then draws a line to represent the amount of tens and dots for 1's. Repeat with another 2 digit number. Look at the two part wholes. The number with most tens is the larger number. It's worth more. Use the crocodile symbols (Greater than/Less than symbols) to show which is the greater number < > = (Remember the crocodile always eats the biggest number). Use the equal sign if the number is the same.</p>  | <p>Discuss story 'There's a Snake in my School' and watch it again if necessary using the above link. Imagine that you could bring a pet to school for the day...what would that be like?</p> <p>In your Home Learning Book: Design a poster to let everyone know about a 'Bring Your Pet to School Day' – make sure it is bright, colourful, gives some important information (when, where, cost etc) and has a few illustrations too.</p> |
| Day 4 | <p><u>Order Numbers Within 50</u></p> <p>VIDEO: https://vimeo.com/428006174</p> <p>WORKSHEET: on website - 'Lesson 4'</p> | <p>What would be the best pet in the world? Discuss your favourite ideas for a pet by thinking about how easy or hard they would be to look after, what you would need to do to keep them fit and what they would eat!</p> <p>In your Home Learning Book: Draw what you have decided would be the best pet in</p> |

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| | <p>Alternative Practical Option: Write several 2 digit numbers up to 50 e.g. 12, 15, 24, 25, 31, 38, 43, 44, 45, 49, 50 Get your child to go on a scavenger hunt to find the numbers. How quickly can they put the numbers in order from smallest to biggest. What strategies can they use to work out which number is worth more? Use the tens and ones skills from the previous lessons.</p> <p>Challenge: If a 2 digit number has more ones than the other 2 digit number it's always the greater number. True or False? Investigate.</p> | the world and label it to show any special features e.g. dolphin, labels might include streamlined body, strong tail, fin for swimming, smooth skin, long nose. |
| Day 5 | <p><u>Friday Maths Challenge</u></p> <p>Friday is challenge day on White Rose Maths! The most suitable questions for Year 2 are 1, 2 & 3. Work with your family. Do as many as you can! Help each other out.</p> | <p>In your Home Learning Book: Continue your work from yesterday on 'The Best Pet in the World'. Underneath your labelled diagram from yesterday, explain why you have chosen this animal. What would be easy or hard about looking after it? Would you need any special equipment? What does it eat? Use capital letters and full stops!</p> |
| Additional Activities | Log on to school 360, Click resources, click busy things, key stage 1, Year 1, Maths, number and place value. Explore the games in this section. | <p>https://www.worldofdavidwalliams.com/ Explore the website of author David Walliams – there's so much to see!</p> |

Weekly Activities

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| Science (PLANTS) | <p><u>Life Cycles</u> Look at Life Cycles Power Point presentation, following the links within it to further BBC videos too.</p> <p>Home Learning Book: Complete Activity Sheet Sunflower Life Cycle – cut and stick pictures into the correct place of the life cycle diagram. Can you also add a sentence to the line provided in each box to explain the stage?</p> <p><u>Extra Challenge (drama):</u> Use Sunflower Drama Prompt to re-enact the life cycle of a sunflower.</p> |
| Creative | <p><u>How to Draw...</u> Use the fantastic 'Art Hub for Kids How to Draw...' links below to draw a variety of plants grown from bulbs and seeds – enjoy!</p> <ul style="list-style-type: none"> - Sunflower https://www.youtube.com/watch?v=i_pQWFkZJrc - Tulip https://www.youtube.com/watch?v=fhYxT1tcR4Q - Bunch of Tulips https://www.youtube.com/watch?v=W9VKhXW41-A - Hibiscus https://www.youtube.com/watch?v=ao2IP7f23-8 - Daisy https://www.youtube.com/watch?v=TMYhplLC9oo |
| History / Geography | <p>THE SEASIDE – GEOGRAPHY FOCUS Key Questions: What are the key features of seaside locations? Which are human (man-made) features? Which are physical (natural) features? Use Features of the Seaside Power Point presentation to begin discussions. Examine the photographs of the seaside resorts and ask: What can you see? What do you think is happening here? What things can you see which are 'human' (man-made)? What things are physical (natural)? What is the weather like? Model how to identify a feature and classify it e.g. <i>I can see a lighthouse – this is man-made, so it is a HUMAN feature. I can see cliffs – these are natural, so are a PHYSICAL feature.</i> Continue with the presentation until you reach 'Features of the Seaside' activity (SLIDE 16) and complete this verbally together. Continue discussions with 'In the Picture' and 'Let's Ask' activities (SLIDES 17-20). Home Learning Book:</p> |

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| | <p>'Seaside Sort' (SLIDE 21 onwards). Read slide 21 together. Use slide 22 to draw a table into your book with headings Human and Physical. Use the key words from slide 21 and sort them into the correct place in your table. ANSWERS – slide 23.</p> |
| P.E. | <p>Visit the school website School Closure pages for 'PE Activities and Challenges'</p> <p>Complete a session of cosmic yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Complete a P.E. with Joe https://www.youtube.com/watch?v=qGKGNzNbWiU</p> |
| Online Games/Links | <p>School 360 – login and click Resources from pupil homepage. J2E (J2 Blast) has Spell Blast and Times Tables Blast which awards points and places children on a class leader board! Also, Busy Things is great for all ages with a variety of activities. If using a device with Flash, Big Red Bus also worth exploring and covers all curriculum areas.</p> <p>iPlayer are increasing their daily educational programme for different year groups. BBC Bitesize will also be expanded https://www.bbc.co.uk/bitesize/primary</p> <p>NRich Maths is a practical problem-solving website with clear instructions on how to play. It covers the whole primary age range. Why not try the Go Wild maths section to encourage children to think creatively or the Be a Good Thinker section for some task which develop thinking skills https://nrich.maths.org/primary</p> <p>Twinkl has set up a parent hub with a wealth of information and resources to support you. It has videos, games and worksheet-based tasks to support across the curriculum https://www.twinkl.co.uk/resources/parents</p> |