

Hello Year 1!

We hope you have had a fabulous week and achieved some lovely learning. Please do not fret or worry about covering all the home learning, you need to come up with a routine and structure that works for you and your child. We are all on the storm together, but everyone is riding it differently with different obstacles to tackle. The main priority is that you and your family are well and remain as stress free as possible.

Stay safe and be fabulous!

Miss Greenslade and Miss Cheeseman

Useful websites

www.phonicsplay.co.uk

www.bbc.co.uk/bitesize

www.cosmicyoga.co.uk

www.classroomsecrets.co.uk

www.oxfordowl.co.uk

www.topmarks.co.uk

www.nrich.maths.org/primary

www.bl.uk/childrens-books

Music and PE

This week we would like you to come up with a dance routine.

The children have done this before in PE. We have used the Spice Girls (who do you think you are to be precise). You can of course choose your own music.

When we did this the children danced for 8 beats before changing. We did a variety of dance moves such as clapping, jumping, side to side, walk forward then kick then back and kick, turning around, flossing, freestyle, the worm, running man, what ever floats your boat. The main thing is you have fun!



Peek at the week

Oak and Beech Class

WB: 27.04.2020

Gross and fine motor skill activities

Make playdough

www.bbcgoodfood.com/howto/guide/playdough-recipe

Painting your fence posts and panels using a paint brush and water.

Clothes pegs. How many can the children peg around a box in 1 minute?

How many paper clips can they join together?

Phonics

Remember to practise tricky trucks and flash cards every day. Any other games you can play for phase 5 will help you. There are lots of games to help you practise on phonics play.

Spellings

This week we would like you to learn, read and write the following common exception words. Check your child can read them (you could make them into flashcards), write them on their own, then independently write them in a sentence.

are	friend
a	full
be	go
by	he
come	here

***Extra challenge**

Can you write the word **and** in your sentence too?

Maths

Doubling

Start with double 1. Collect 1 object and explain by doubling we are adding the same amount so adding 1, add another object. Discuss the ways in which we would record this, which are:

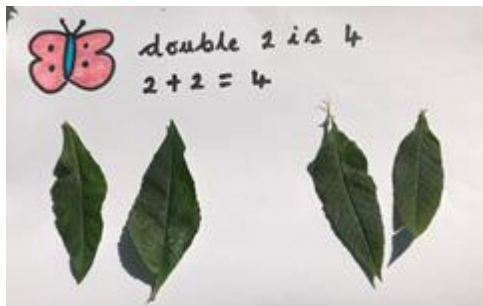
Pictorially - drawing it

Describing it in a number sentence - double 2 is 4

Writing it in a calculation- $2+2=4$

This is how it should be recorded: collecting the actual amount, draw it (the butterfly), describe it, and write it in a calculation.

If you can try and work up to double 10.



Once the children have completed and understood here are some examples of problem-solving questions and calculations.

Double ___ is 18

Double 4 is

$9 + \underline{\quad} =$ $\underline{\quad} + \underline{\quad} = 10$

Halving

We would describe halving as splitting an object into 2 or sharing into 2 equal groups.

Start with 2 objects and model to the children putting the objects into 2 groups. Repeat all the way up to 10 (or 20) getting children to take over once they are confident. Make sure they are physically doing this using objects.

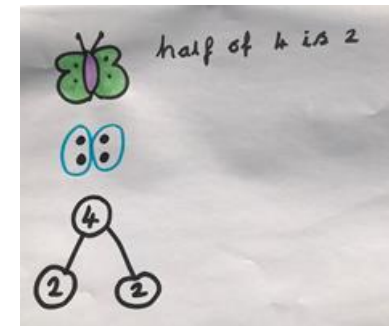
We will then begin to record:

Pictorially - drawing it

Circling it

Writing it in a number sentence - half of 4 is 2

Part whole - the whole number split into 2 groups



Once the children have completed and understood here are some examples of problem-solving questions and calculations.

Ayesha has read half of the books in her class library. There are 8 books in her class library. How many books has she read?

If the children grasp this, we would discuss how doubling and halving are linked. Double 4 = 8 so half of 8 = 4

Some children will grasp this, and others will not, if they do great if not do not worry.

English

Writing labels and captions.

Favourite item of clothing

Writing labels and captions is an easy way of helping children create their own non-fiction texts. Children can also be encouraged to think of reasons why they like something - instead of just saying 'because it's nice!'

- First get your child to design a t-shirt with your favourite animal/character/thing on.
- Children then label their t-shirt
- Write a sentence about why you like it
- See Miss Greenslade's and Miss Cheeseman's.

Captions

Once you have done your favourite t-shirt. Look at different pictures either in books and magazines or on the internet. Ask the children to say what they picture is and what they see. They then write that as a caption. See examples below.



The dragon is tiny and standing on someone's fingers.

The dragon has smoke coming out from its nose.

The dragon has 2 wings.

The dragon is green.



Labels

Label the Gruffalo



Choose your favourite character, draw it, and label it.

- Please ensure the children are writing using capital letters at the beginning, finger spaces and full stops.