

Hello Year 1!

Welcome back! We will be continuing to send out weekly home learning. If your child is in school or at home learning, we will be using this as our plan. It is important you try to do as much as possible so that we can continue to learn together. You will notice that we will be doing lots of recapping during the first couple of weeks. This is important to get children familiar again to our expectations, look for gaps in their learning, get them back into a learning routine and revive their memories. When we get onto their new learning, having all their knowledge will hopefully help them to pick it up at a quicker rate. There is a breakdown of learning and activities for you to follow each day. Maths and English have their own separate one. If you are unsure of anything you are welcome to email us at school through info@bagshot.surrey.sch.uk or ring the office and make a telephone appointment.

Reading

Please ensure you carry on reading with your child at home. For those that are returning we will be sending home books on a 2 weekly cycle. We will not be reading with children on a 1:1 basis at school. If you are not returning to school please use www.oxfordowl.co.uk to access books.

Peek at the week

Oak and Beech Class

WB: 01.06.2020

	Tuesday	Wednesday	Thursday	Friday
Early morning learning	Weekend news.	Write a list of words beginning with s.	Make 10 in as many ways as you can.	Read a book.
Phonics	Practise phase 2, 3 and 5 sounds Write a list of words with the sound <u>ay</u>	Practise reading and writing phase 2 and 3 tricky words.	Practise phase 2, 3 and 5 sounds Write a list of words with the sound <u>ai</u>	Practise phase 2, 3 and 5 sounds. Practise phase 2 and 3 tricky words. Play buried treasure.
PE	Gym circuits			
Guided reading (see below for further info)	Write a list of all the characters from the book	Design a new front cover	Draw your favourite character and label it	Write what happens at the beginning of the story
Handwriting	Recap all lowercase cursive letters			

- When writing **weekend news**, it really is just that. However, please ensure your child is writing in full sentences using capital letters for the beginning and

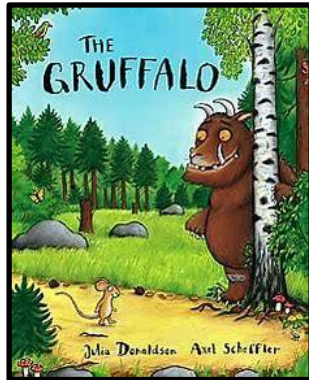
Guided reading

The Gruffalo

Each week we will be looking at a book in more detail. If you have the book, please read that if not look at the following video

<https://youtu.be/ADqon006eRY>

Before we do each task, we would read the book again then discuss the task in detail.



PE Gym circuits

Create a circuit of exercises the children have to complete. Jumping jacks, running, 10 jumps, push ups, the plank, running on the spot, squats etc.



Websites to help support learning

Phonics - www.phonicsplay.co.uk - here you will find flash cards of sounds, tricky trucks and games to support their learning (buried treasure)

Handwriting, letter formation - www.ictgames.com/mobilePage/skyWriter

Place value games - <https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Spellings

This week we are re-introducing group spellings. We will be doing spelling tests again however, we are unable to send home spelling practise sheets. If you are at home please ensure you test your child every Friday. We will test those children who are in with us on Friday for the spellings they have been learning that week. Remember your child needs to be able to sight read, spell the individual word and write it in a sentence correctly.

Butterflies	Bees	ladybirds
me	share	not
my	square	note
put	stare	cub
said	tide	cube
people	wide	tub
Mr	bike	tube
Mrs	size	us
frog	wise	use
long	inside	cut
going	mine	cute

* **Extra challenge**

Can you write the word shoe in your sentence too?

Maths

Before we move forward with Maths, we would like to recap place value. We will recap all the different ways in which we manipulate the numbers, calculate and record. These can then be applied across all numbers up to 100. We will start with 10 and build up to 20, recording in a variety of ways.

Tuesday	Wednesday	Thursday	Friday
<p>Recap number bonds to 10 - explore all ways using concrete objects to make 10.</p> <p>Record your findings using part whole model.</p>	<p>Recap number bonds to 20 - explore all ways using concrete objects to make 20.</p> <p>Record your findings using part whole model.</p> <p>Write systematic number bonds to 20. Use a number line and/or concrete objects, to help you.</p>	<p style="text-align: center;">Fact family</p> <p style="text-align: center;"><i>Beat the parent or teacher at systematic number bonds to 20. Take one of those number bonds and have a look at the ways in which you can make it. EG - $6+14=20$, $14+6=20$. Then discuss what happens if you swap the calculation symbols around, it becomes $20=6+14$ and $20=14+6$. Write these calculations (you have created a fact family of 4)</i></p>	<p style="text-align: center;">Number stories</p> <p style="text-align: center;">Challenge the child to create a fact family using the numbers 12 8 20. See if they can independently work them out and out the symbols in.</p> <p style="text-align: center;">Create some number stories together using concrete objects. Ask the children how they would record this.</p>
<p style="text-align: center;">Activity</p> <p style="text-align: center;">Record number bonds to 10 in a systematic way</p> <p>Ask the children what do they notice? Have a race and see who can write them the quickest. Start with 10 and work backwards.</p>	<p style="text-align: center;">Activity</p> <p>Roll a dice, write that number down, now find the rest of the number to make 20 (or 10). Use a number line or concrete objects to help. Write the whole calculation. $6+14=20$</p> <p style="text-align: center;">*Extension - how many ways can you record your answer?</p>	<p style="text-align: center;">Activity</p> <p>Practise writing fact families of 4 using different calculations. Please see image below on how to record.</p> <p style="text-align: center;">*Extension - missing numbers, write the fact family but deliberately miss out numbers (or symbols). Ask your child to fill in the missing numbers</p>	<p style="text-align: center;">Activity</p> <p>Children to independently write some number stories using number facts up to 20. Children to record the actual number calculations too using part whole or number calculations.</p>

Different ways to record.

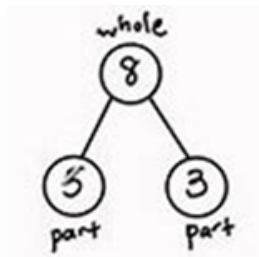
Fact family of 4

(4 ways to record the same calculation)

$$\begin{array}{l} \square + \square = 10 \\ \square + \square = 10 \\ 10 = \square + \square \\ 10 = \square + \square \end{array}$$

Part whole model

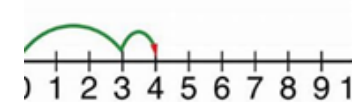
(the different parts to make the whole number)



Number calculation
or number sentence

$$3 + 1 = 4$$

Number line



Number stories

There are 5 hot air balloons in a race.
3 more balloons join.
How many balloons are there altogether?

Concrete objects = bricks, pasta, buttons, Lego, leaves, corks anything you can touch and move about.

Systematic number bonds

0+10	10+0
1+9	9+1
2+8	8+2
3+7	7+3
4+6	6+4
5+5	5+5
6+4	4+6
7+3	3+7
8+2	2+8
9+1	1+9
10+0	0+10

English



This week would have been our superhero week. We would have come into school dressed as superheroes and had a whole week themed around this.



Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Write a list of all the superheroes you know. • Discuss with an adult what makes a person a superhero? • Discuss who is your favourite superhero and why. 	<p>Today you are going to create your own superhero..... Yourself. We are all superheroes in our own skin.</p> <ul style="list-style-type: none"> • Think about what your superpowers are (fake or real). • What would you look like? <p><i>If you are at home, you could dress up as a superhero.</i></p>	<p>Read- Super heroes - All sorts by Ruth Merrttens</p> <p>Discuss with the children real life superheroes - family members, doctors, nurses, pets, fire fighters, teachers etc. Talk about what makes them great and qualify to be a superhero.</p>	<p>Capital letters.</p> <p>Have a go at writing your name in capital letters.</p> <p>Play</p> <p>https://www.roythezebra.com/reading-games/capital-letter-1.html</p> <p>(Parents it might be a good idea to write out the alphabet together in capital letters).</p>
<p style="text-align: center;"><u>Activity</u></p> <p>Draw a picture of your favourite superhero.</p> <p>Write about why they are your favourite superhero.</p> <p>Remember CL (capital letters) FS (finger spaces) and FS (full stops)</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Draw a picture of you as a superhero. Remember to draw your superpowers too!</p> <p>Label your picture and write a caption using CL, FS and FS.</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Draw pictures of your own superheroes and write sentences to go with them, beginning with 'There are...e.g. traffic-stopping superheroes and kitchen superheroes.</p> <p>Use CL, FS and FS.</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Copy these sentences using CAPITAL LETTERS only.</p> <p>There are fluffy superheroes and spiky superheroes.</p> <p>There are superheroes at school and at the shops.</p> <p>Draw pictures to go with them.</p>

Caption = brief explanation = *I am Zorro. My superpower is to defend the commoners of the world. My special powers are acrobats and using a variety of weapons. My main weapon is my sword it is long and sharp, I will put a z onto those I defeat.*

Link for Superheroes - All sorts by Ruth Merrttens:

http://www.asmg3.weebly.com/uploads/1/3/9/3/13937170/superheroes_all_sorts.pdf