

Hello Year 1!

We hope you are all managing to continue to stay safe. Hopefully you are all managing to get on with the home learning. This week it is a little more worksheet heavy. It is hard to find that balance because we would normally be doing this type of work during school by this time of the year. If you are at home, do what you can. If it is too much then hold back., concentrate on English and Maths if needs be. If you or your child is struggling, have a break and go back to it when you are both in a learning mindset. We are here, if you need us, please use the info@bagshot.surrey.sch.uk for any queries and we will be in touch.

Miss Greenslade and Miss Cheeseman

Peek at the week

Oak and Beech Class

WB: 15.06.2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Early morning learning	Weekend news	Write a question	Write a list of adjectives to describe what your mum is wearing.	Draw a picture of your family only using circles.	Read a book for pleasure.
Handwriting See next page for further info	Recap lowercase letters	<u>Practise writing the words</u> Cinderella, mother, Stepsisters, carriage, ugly, ball, Prince Charming, pumpkin, mice, horse, wicked, father, glass slipper.			
PE	Running race with a family member	Balance something on your head and see how long you can keep it on there for. Can you walk faster?	Checkout what Joe Wicks is doing on YouTube. Can you keep up?	Cosmic yoga The twits	https://youtu.be/-VAdItGTgaU Follow the link for a surprise!
History	<u><i>What life was like for our Grandparents (or Great Grandparents)</i></u> It would be great for the children to speak to their family members about their lives as a child. We would be researching the toys our grandparents played with, what transport was like, housing, clothes, schools and food. We would compare their lives to how we live today. There is a research table for children to fill in and compare their families lives.				

Handwriting

When we do handwriting practise in school, we use a handwriting book and pencil. There are 4 lines in their book, when writing lowercase, we encourage them to start on the bottom middle line. Numbers and capital letters at the top line. If your child has good formation and a good size of handwriting, they will be encouraged to join up their writing.

This week we would like you to work on Letter sizes and consistency.

You can either practise lower case letters or write any words. The most important thing is the children's letter sizes are the same size. We try to get them to write small (in between the 2 middle lines). For some children however, they are not developmentally ready, and this is fine!



Spellings

The children need to read and spell these words. Ladybirds are expected to write each word in a sentence too. This shows they have good understanding of what the word means.

Butterflies	Bees	Ladybirds
Monday	broken	sick
Tuesday	choke	block
Wednesday	smoke	clock
Thursday	spoke	cock
Friday	spoken	rock
Saturday	those	shock
Sunday	chose	smock
	chosen	duck
	froze	stuck
	frozen	truck

* Extra challenge

Can you write an adjective in the sentence too?

Guided Reading

Guided Reading is based on a text this week it will involve reading, spelling, rewriting sentences and retrieving information.

There will be a separate attachment for this.

Please do what you can, it does not matter how you do it.

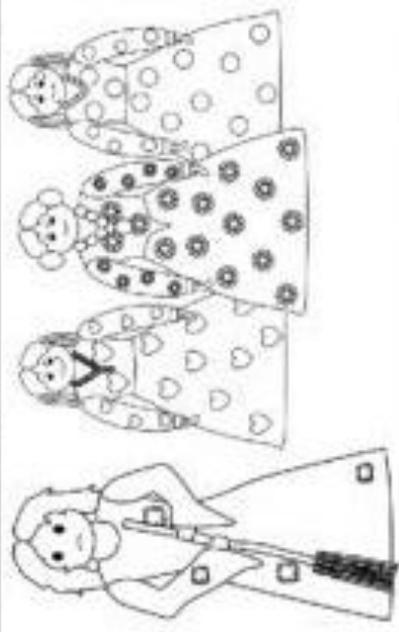
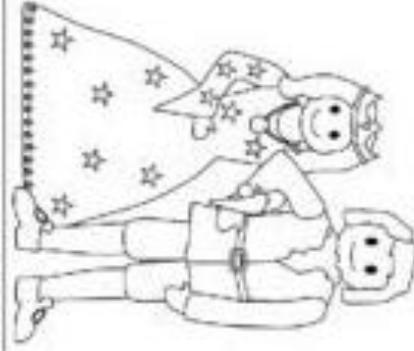
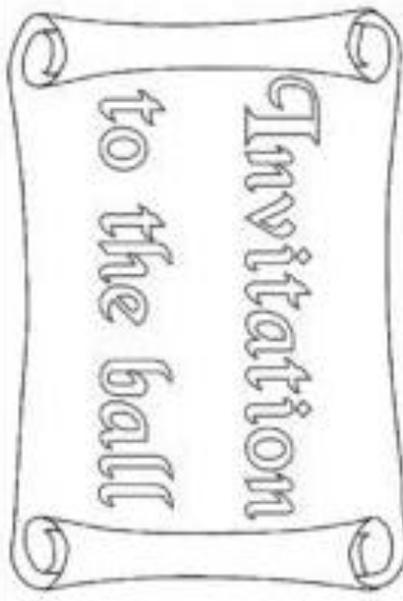
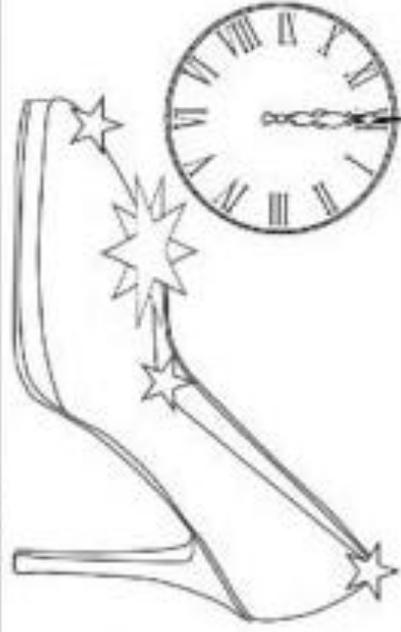
You could do it all at once or in little snippets it is entirely what works for you.



English

Our next English subject is based on traditional Fairy Tales, this subject will last for 3 weeks. It helps the children learn about story writing and type of language that is used. The children will do lots of acting out, sequencing, oral retelling and of course rewriting the stories.

Monday	Tuesday	Wednesday	Thursday/Friday
<p>To set the scene, show chn 'The Work Song' from the 1950s Disney film Cinderella: https://www.youtube.com/watch?v=mof0dEKT_9Q.</p> <p>Discuss with the children what is the story about, who are the characters and what are the events.</p> <p>Discuss Fairy Tails are traditional stories which have been read for many years.</p> <p>Create a list together of all the traditional Fairy Tales you know.</p>	<p>Listen to the story Cinderella together and discuss how the book begins. Ask the children if they know of any other stories that begin this way (Most Fairy Tales).</p> <p>https://www.storiestogrowby.org/story/cinderella-fairy-tale-english-story-for-kids/</p> <p>Discuss how these stories generally end (and they all lived happily ever after)</p> <p>Ask the children to write these phrases out using their phonics to help sound out the words.</p>	<p>Go back to Mondays work and recall the events that happen in the story.</p>	<p>Recall the sequence of the story of Cinderella. Use the pictures to help.</p>
<p style="text-align: center;"><u>Activity 1</u></p> <p>Act out the story of Cinderella with a partner. You can choose to do a scene or the story. Feel free to use props.</p> <p style="text-align: center;"><u>Activity 2</u></p> <p>Draw your favourite part of Cinderella. Label the characters.</p> <p>Write a sentence using CL FS and FS about the scene you choose to draw.</p> <p style="text-align: center;"><u>Watch</u></p> <p>http://www.youtube.com/watch?v=gqS61GeN-dA</p> <p>What do you think about the film? Is it new or old?</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Create a freeze frame of a particular scene from Cinderella. Ask another member of the family if they can guess which part to the story it is.</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Using the pictures below, sequence the Cinderella story.</p> <p>Ask chn to orally retell the story at the end. It is important they use traditional story telling language like once upon a time and happily ever after.</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Children to rewrite the story of Cinderella.</p> <p>They can either use the pictures just as prompts, then recreate their own pictures. Or write the story next to the pictures.</p> <p>It is important they use traditional story telling language like once upon a time and happily ever after.</p> <p>Please ensure the children use capital letters for names and at the beginning of their sentences.</p>



Maths

We are now following the home learning that White Rose Maths is providing. This week we will be looking at Fractions.

We follow WRM in school so children are very familiar with the features and level of questioning. There are good links on their website to other learning opportunities, such as BBC Bitesize.

Please go to www.whiterosemaths.com/homelearning/year-1

Then go to Summer Term - Week 8 (w/c ^{15th} June)

Monday	Tuesday	Wednesday	Thursday	Friday
Find a half (1)	Find a half (2)	Find a quarter (1)	Find a quarter (2)	Friday Maths Challenge

For more challenge activities please visit:

<https://nrich.maths.org/5590>

<https://nrich.maths.org/217>

<https://www.ncetm.org.uk/resources/42628>

<https://nrich.maths.org/8939>

History research sheet

	You	Parents	Grandparents	Great Grandparents
Mode of transport growing up				
Favourite food				
Favourite book/story				
Favourite toy				
What ways have you travelled?				
Did you have McDonalds as a child?				
Dis you have electronic games growing up like xbox, computers, tablets etc?				

Please research these questions together. It does not have to be a family member. Over the next few weeks, we will use the information the children gather to help us in teach "old and new".

Phonics

This week we are going to move onto Phase 5c phonics. For the next few weeks, we will be exploring alternative pronunciation of sounds. We use Phonics play as a guide for our planning, please use the games and resources available on www.phonicsplay.co.uk it is currently free but you will have to sign up initially. It is a tricky stage to teach and we have tried to simplify it. You will notice there is lots of repetition and this is key to teaching phonics.

Monday	Tuesday	Wednesday	Thursday	Friday																		
Practise phase 2 and 3 sounds	Practise spelling words said, so, have, like	Practise phase 2 and 3 tricky words	Quick write the following words: meat, feet, lazy, donkey, thief, jolly. Discuss the alternative ee spellings	Spelling test																		
<p style="text-align: center;"><u>Alternative spellings for the /ee/ phoneme</u></p> <p>Visit: www.phonicsplay.co.uk/member-only/eeAltSpellings.html</p> <p>Read through the phoneme spotter with your child for alternative sound /ee/</p> <p>Write all the words you find which have the ee_sound.</p> <p>Then sort the words into the same spellings</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;"><i>e</i></td> <td style="text-align: center;"><i>y</i></td> <td style="text-align: center;"><i>ee</i></td> <td style="text-align: center;"><i>ea</i></td> <td style="text-align: center;"><i>ey</i></td> <td style="text-align: center;"><i>ei</i></td> </tr> <tr> <td style="text-align: center;"><i>we</i></td> <td style="text-align: center;"><i>lazy</i></td> <td style="text-align: center;"><i>see</i></td> <td style="text-align: center;"><i>treat</i></td> <td style="text-align: center;"><i>money</i></td> <td style="text-align: center;"><i>Neil</i></td> </tr> <tr> <td style="text-align: center;"> </td> </tr> </table>		<i>e</i>	<i>y</i>	<i>ee</i>	<i>ea</i>	<i>ey</i>	<i>ei</i>	<i>we</i>	<i>lazy</i>	<i>see</i>	<i>treat</i>	<i>money</i>	<i>Neil</i>							<p>Write out the following sentences. Highlight all the alternative ee sounds.</p> <p>The chief jumped in the deep freezing sea with a squeak. He had a dream about magic beans that made him scream. The beast machine ate a feast of green peas.</p>		<p>Alternative spellings for ch phoneme</p> <p style="text-align: center;">Write the words rich, much, future, adventure, catch, stitch</p> <p style="text-align: center;">Children to read the words. Ask children what sound they all have (ch)</p> <p style="text-align: center;">Highlight the different spellings for the sound ch - ch/ture/ Ask children to write the following sentences: The witch in the picture is making such a messy mixture. Watch out! The future will be such a big adventure. Can you catch the cheeky creature from the kitchen?</p>
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