

## Hello Year 1!

We hope you have had a lovely week, where has all the lovely sunshine gone?

This week we would like you to work on your ICT skills, try and navigate the website independently and find the information yourself. We have used Bocketts farm. This was where we would have gone for our school trip.


Have a great week and do lots of lovely learning!

Miss Greenslade and Miss Cheeseman

Peek at the week

Oak and Beech Class

WB: 06.07.2020

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Early morning learning</b>	Weekend news	Write a list of words beginning with t	Can you write a sentence to describe the picture. 	Write a list of objectives to describe the tree.	Read a book for pleasure
<b>PE</b> This week we are going to work on hand eye coordination.	In pairs throw a bean bag or ball through the hoop, see how many times you can get it through in 2 minutes. Can you beat your partner?	Practise bouncing a ball on a bat.  Can you hit the ball at a target?  How many times can you bounce the ball?	Dribble a ball around a set of obstacles.  Can you kick the ball at a target?	Set up a skittles game, use filled bottles of water as your skittles. Can you knock them all down? Can you knock them down individually?	Practise hitting the ball using a bat. Ask someone to bowl the ball, see how far you can hit it.
<b>Handwriting</b>	Please continue to work on sizing and consistency. If your child is able please encourage them to join up.				

## 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.

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
what	slid	law
out	slide	outlaw
when	slim	paw
one	slime	raw
little	tin	saw
there	tine	straw
were	spin	lawn
come	spine	yawn
some	pin	awkward
so	pine	awful

### \* Extra challenge

Can you write time or I'm in your sentence.

## English

This week we are moving onto poems and traditional songs. Before you start, discuss the meaning of traditional poems/songs with your child and how these songs and poems have been sung for generations. Maybe you could speak to Grandparents and find out what poems and songs they sung as a school child.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>Write a list of all the traditional songs and poems you can think of.</p>	<p>Practise the traditional songs and poems you learnt yesterday.</p> <p style="text-align: center;">Watch:  <a href="http://www.bl.uk/learning/langlit/playground/clips/clapping/121197.html">www.bl.uk/learning/langlit/playground/clips/clapping/121197.html</a></p> <p style="text-align: center;">Read the poem                      The sailor went to sea sea sea.</p> <p>Discuss the different meanings to the word sea and see.</p>	<p>Practise the clapping version of the Sailor went to sea sea sea.</p> <p style="text-align: center;">Watch:  <a href="http://www.singup.org/songbank/song-bank/song-detail/view/38-london/">www.singup.org/songbank/song-bank/song-detail/view/38-london/</a></p> <p>Can you sing it in a round?</p> <p>Discuss why are they using the ! (a sense of urgency)</p>	<p>Sing row row wow your boat.</p> <p style="text-align: center;"><a href="http://www.singup.org/songbank/song-bank/song-detail/view/178-row-row-row-your-boat">www.singup.org/songbank/song-bank/song-detail/view/178-row-row-row-your-boat</a></p> <p>Discuss how by adding a ing to the end of the verb we change it into a suffix and it changes the meaning of the word.</p>	<p>Discuss how adding ing and ed to the end of a verb changes to the meaning of the word.</p> <p>Look at the word <b>row</b> together, discuss what <b>rowing</b> means then <b>rowed</b>.</p>
<b><u>Activity</u></b>	<b><u>Activity</u></b>	<b><u>Activity</u></b>	<b><u>Activity</u></b>	<b><u>Activity</u></b>
<p>Read the traditional rhymes below and have a go at the actions.</p>	<p>Look at the different meanings of the words in the table below. Discuss the meanings of the words and draw a picture of the different meanings.</p> <p><b><u>Extension</u></b></p> <p>Write the words into a sentence.</p>	<p>In your best handwriting copy the poem London's burning. Remember to use the same punctuation and CL.</p> <p>Once you have copied the poem, draw a illustration to go with it.</p>	<p>Look at the verb, add the ing, write a sentence with the ing word.</p>	<p>Look at the verb, add ing, write with a name, add ed changing the word to past tense. Write a sentence.</p>

Mondays English



Here's the lady's knives and forks.



Here's the lady's table.



Here's the lady's looking glass.



And here's the baby's cradle (rock hands).

Here are Grandma's glasses, (make glasses with your hands)  
And here is Grandma's hat (touch head)  
This the way she folds her hands (put hands together)  
And puts them in her lap (hands in lap!)

Here's the church and here's the steeple  
Open the door and here are all the people  
Here's the parson climbing the stairs  
And here he is, saying his prayers.

**Put your finger in Foxy's hole  
Foxy's not at home  
Foxy's at the back door  
Picking at a bone.**

(A little game to play that probably dates from Tudor times. The adult crosses the first two fingers on each hand to make a little hole. When the child puts their finger in the hole, the fox (or thumbnail below) will GET them!)

Two little dicky birds sitting on a wall.  
One named Peter one named Paul.  
Fly away Peter fly away Paul.  
Come back Peter, come back Paul.

Tuesdays English



A Sailor went to sea, sea, sea.

To see what he could see, see, see.

But all that he could see, see, see.

Was the bottom of the deep blue sea, sea sea.

by	bye	buy
sea		see
two	to	too

*Words that sound the same but have different meanings.*

<u>blue</u>	<u>blew</u>
<u>flower</u>	<u>flour</u>
<u>high</u>	<u>Hi!</u>
<u>meet</u>	<u>meat</u>
<u>right</u>	<u>write</u>
<u>see</u>	<u>sea</u>
<u>son</u>	<u>sun</u>
<u>tail</u>	<u>tale</u>

Wednesdays English

London's Burning

London's burning, London's burning!

Fetch the engine, fetch the engine!

Fire, fire! Fire, fire!

Pour on water, pour on water!



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Thursdays English

<u>Verb</u>	<u>Add ing</u>	<u>Write a sentence</u>
row	rowing	I am rowing a boat down the river.
jump		
cry		
eat		
play		
sing		

Fridays English

<u>Verb</u>	<u>Add ing</u>	<u>Add name</u>	<u>Add ed</u>
row	rowing	John's rowing	John rowed his boat.
jump			
cry			
eat			
play			
sing			
talk			
fling			
stay			
shout			
stand			
wait			

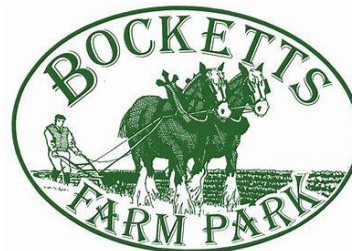




## ICT

This week we would like you to research some questions using the Bocketts Farm website. Children these days are a whizz on ICT, obviously we want the children to be safe whilst surfing the net but try and let the children do as much as possible from turning on the computer, signing in, and looking for the website, then navigating their way around the website. We have used Bocketts Farm as this would have been our school trip.

<b>What animals do they use to race?</b>	<b>How much is a pony ride?</b>	<b>What view can you see on a clear day if you take a ride on the tractor?</b>	<b>Write a list of the animals you might see if you were to visit Bocketts Farm</b>	<b>How many Hens do they have at Bocketts Farm?</b>
<b>What can you play on at Bocketts Farm?</b>	<b>How much is a little Farmers Picnic Box?</b>	<b>How much is a cup of squash?</b>	<b>What are the opening times?</b>	<b>What vehicles will you see whilst visiting?</b>



## 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](http://www.whiterosemaths.com/homelearning/year-1)

Then go to Summer Term - Week 11 (w/c 6<sup>th</sup> July)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Find a half (1)	Find a half (2)	Find a quarter (1)	Find a quarter (2)	Friday Maths Challenge

For more activities please visit:

<https://www.ncetm.org.uk/resources/42627>

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

<https://nrich.maths.org/10359>

<https://www.stem.org.uk/resources/elibrary/resource/28342/fraction-games-students-aged-5-7>

## Phonics

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](http://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.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>															
<p>Practise reading and writing the words: water, where, there, again, thought, through, work, mouse</p> <p><b><i>We are learning alternative spellings for the /oa/ phoneme.</i></b></p> <p>Ask children to write the following words highlighting the /oa/ spelling told, hold, gloat, boast, don't, won't, stone, throne, blow, snow</p> <p>Write the following sentences, highlighting the /oa/ spellings.</p> <p>The boasting toad spoke boldly to a mole.</p> <p>I won't throw a stone if it is cold.</p> <p>Will you hold some soap, put it in a bowl or hang it on a rope?</p>	<p>Practise phase 5 flashcards</p> <p>We are learning alternative spellings for the /igh/ phoneme. Play /igh/ phoneme spotter putting all words with the /igh/ spelling into a table.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>igh</i></td> <td style="padding: 2px;"><i>i</i></td> <td style="padding: 2px;"><i>ie</i></td> <td style="padding: 2px;"><i>i_e</i></td> <td style="padding: 2px;"><i>y</i></td> </tr> <tr> <td style="height: 15px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="height: 15px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Read the following sentences and add the /igh/ words to the table.</p> <p>The bright light hurts my eyes. A tiny sprite might hide behind my nice sofa.</p> <p>Did a fine ship, called the Titanic, hit an iceberg a long time ago?</p>	<i>igh</i>	<i>i</i>	<i>ie</i>	<i>i_e</i>	<i>y</i>											<p>Practise all phases of tricky trucks</p> <p>We are learning alternative spellings for the /f/ or /m/ phoneme.</p> <p>Children to write the following words highlighting the /m/ or /f/ spellings.</p> <p>swimming, dolphin, crumb, feet, mouse, cough, summer, cliff.</p>	<p>Practise reading the words: day, made, came, make, very.</p> <p>We are learning alternative spellings for the /oa/ phoneme.</p> <p>Children to read the following sentences.</p> <p>I froze my nose on the cold window.</p> <p>I broke a bone in my little toe.</p> <p>If you stole my phone, I would turn you into a toad.</p> <p>Highlight all different spellings for the /oa/ phoneme.</p>	<p><b>Spelling test</b></p>
<i>igh</i>	<i>i</i>	<i>ie</i>	<i>i_e</i>	<i>y</i>															