|  |  |  |
| --- | --- | --- |
| **Year 1**  **Term 3** | **Week 5 - 1st February**  **This week we will look for examples of the Becket value kindness. How will you show kindness this week? Maybe you could say thank you for all the things your grown-ups do to look after you.** | **Week 6 – 8th February**  **This week we will look for examples of the Becket value equality. Can you find out what equality means to you in your life?** |
| Phonics  30 mins | Sounds being taught in Teams sessions this week are split digraphs a-e, e-e, i-e, o-e and u-e.  Handwriting focus is the correct letter formation of one armed robot letters, r, n, m, h, b, k and p. You can choose to practice in cursive or non-cursive. Use Letterjoin online to help with cursive.  Choose one activity a day and spend up to 15 minutes on it.  The following activities can be used for revising reading and spelling of Phase 3 sound ck, or you can include words with the days sound.  If your child is confident with Phase 3 sounds and sight words please go on to Phase 5 sounds and sight words (see Phonics Play for the sounds and sigh words)  Practice reading and spelling words that end in ck, e.g. peck, check, Jack, lick. Or, change the words for the sound of the day.   * Think of 5 words with ck in them and then make rhyming pairs for them. Write the word on paper then play a matching pairs game but you have to find the rhyming word to make a pair. * Think of 3 words with ck in them and make one sentence that includes all the words. Can you make the funniest sentence you can and write it down. Challenge your grown-up, give them 3 ck words and ask them to write down a funny sentence. Can you read their sentence? * <https://www.phonicsplay.co.uk/resources/phase/3/dragons-den> play this game at Phase 4. * Write out 10 pairs of ck words, you write one word and your child writes the other. Now play snap with the words. * You draw a picture of a ck word, e.g. neck, peck, sock and your child has to say what it is and write the word. Make sure they have spelt it correctly. | Sounds being taught in Teams this week are the alternative pronunciations of a, e, i, and o  a as in wasp, father, apron  e as in he  i as in kind  o as in no  When you are reading this week notice any words containing these new pronunciations. You might notice them in your reading book, in a magazine, in a recipe book or in print around you. Can you make a list of any that you find?  Polysyllabic words. The definition of a syllable is ‘A unit of [pronunciation](http://www.oxforddictionaries.com/definition/english/pronunciation#pronunciation__2) having one [vowel](http://www.oxforddictionaries.com/definition/english/vowel#vowel__2) sound, with or without surrounding [consonants](http://www.oxforddictionaries.com/definition/english/consonant#consonant__2), forming the [whole](http://www.oxforddictionaries.com/definition/english/whole#whole__9) or a part of a word; for example, there are two syllables in water and three in [*inferno*](http://www.oxforddictionaries.com/definition/english/inferno#inferno__2).’   * <https://www.phonicsplay.co.uk/resources/phase/3/dragons-den> play this game with polysyllabic words. * <https://www.phonicsplay.co.uk/resources/phase/3/buried-treasure> play this game with polysyllabic words. * <https://www.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto> play this game with polysyllabic words. * Clap the syllables in your name and all the names of the people in your house, on your favourite TV programme, the children in your class. Make a list of all the names you clap and the number of syllables. Which name has got the most syllables? Can you think of one that has more syllables? * Think of your favourite people and write a story about them. Make your story at least 5 sentences long. Make sure you spell all the sight words correctly and you can read your story to a grown-up. |
| Spelling shed  10 mins | Log on and complete this week’s assignments.  Who will be the Spelling Shed Star of the Week this week????? | Log on and complete this week’s assignments.  Who will be the Spelling Shed Star of the Week this week????? |
| White Rose Maths  30mins | **Monday** – represent numbers to 50  Watch this video - <https://vimeo.com/500465193>  Do this activity – find things around your house to make in to bundles of 10 like in the video. You can use strips of paper and tie with string or Sellotape. Use spaghetti, Lego and build towers of ten, draw around your feet 20 times and then cut them out, go on a walk and collect sticks and tie them into bundles of ten.  Greater depth - Greater Depth problems and answers – Go to Assignments in your Teams account and find the assignment for Monday 1.2.21.  **Tuesday** – one more one less  Watch this video - <https://vimeo.com/500466597>  Do this activity - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO1-Numbers-to-50-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-ANS1-Numbers-to-50-2019.pdf>  Greater depth - Greater Depth problems and answers – Go to Assignments in your Teams account and find the assignment for Tuesday 2.1.21.  **Wednesday** – compare objects within 50  Watch this video - <https://vimeo.com/500467345>  Do this activity - <https://resources.whiterosemaths.com/wp-content/uploads/2020/12/Y1-Spring-Block-2-WO-Count-forwards-and-backwards-within-50-2020.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2021/01/Y1-Spring-Block-2-ANS-Count-forwards-and-backwards-within-50.pdf>  Greater depth - Greater Depth problems and answers – Go to Assignments in your Teams account and find the assignment for Wednesday 3.1.21.  **Thursday** – compare numbers within 50  Watch this video - <https://vimeo.com/500467998>  Do this activity - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO2-Tens-and-ones-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-ANS2-Tens-and-ones-2019.pdf>  There is no greater depth activity for today. Please do extra Numbots or Snappy Maths.  **Friday** – order numbers within 50  Watch this video - <https://vimeo.com/500468562>  Do this activity - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO3-Represent-numbers-to-50-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-ANS3-Represent-numbers-to-50-2019.pdf>  There is no greater depth activity for today. Please do extra Numbots or Snappy Maths. | **Monday** – One more one less (first part of worksheet)  Watch this video - <https://vimeo.com/503093120>  Do this activity – <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO4-One-more-one-less-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y1-Spring-Block-2-ANS4-One-more-one-less-2019.pdf>  Greater depth - Go to Assignments in Teams for GD 8.2.21, make sure you ask your child all the questions in green on the left hand side of the page first.  **Tuesday** – One more one less (second part of worksheet)  Watch this video - <https://vimeo.com/503098045>  Do this activity – <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO4-One-more-one-less-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y1-Spring-Block-2-ANS4-One-more-one-less-2019.pdf>  Greater depth - Go to Assignments in Teams for GD 9.2.21, make sure you ask your child all the questions in green on the left hand side of the page first.  **Wednesday** – Compare objects within 50  Watch this video - <https://vimeo.com/503099894>  Do this activity – <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO5-Compare-objects-within-50-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-ANS5-Compare-objects-within-50-2019.pdf>  Greater depth - Go to Assignments in Teams for GD 10.2.21, make sure you ask your child all the questions in green on the left hand side of the page first.  **Thursday** – Compare numbers within 50  Watch this video - <https://vimeo.com/503102857>  Do this activity – <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO6-Compare-numbers-within-50-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y1-Spring-Block-2-ANS6-Compare-numbers-within-50-2019.pdf>  Greater depth - There is no greater depth activity for today. Please do extra Numbots or Snappy Maths.  **Friday** – Order numbers within 50  Watch this video - <https://vimeo.com/503093819>  Do this activity – <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO7-Order-numbers-within-50-2019.pdf>  Here are the answers - <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-ANS7-Order-numbers-within-50-2019.pdf>  Greater depth - There is no greater depth activity for today. Please do extra Numbots or Snappy Maths. |
| Snappy Maths  10mins | * <https://uk.ixl.com/math/year-1/learn-to-skip-count-by-twos> * <https://uk.ixl.com/math/year-1/skip-count-by-twos> * <https://uk.ixl.com/math/year-1/skip-count-by-twos-on-ten-frames> * [https://uk.ixl.com/math/year-1/learn-to-skip-count-by-fives#](https://uk.ixl.com/math/year-1/learn-to-skip-count-by-fives) * <https://uk.ixl.com/math/year-1/skip-count-by-fives> | * <https://uk.ixl.com/math/year-1/skip-count-by-twos-fives-and-tens> * <https://uk.ixl.com/math/year-1/select-two-dimensional-shapes> * <https://uk.ixl.com/math/year-1/compare-sides-and-corners> * <https://uk.ixl.com/math/year-1/two-dimensional-and-three-dimensional-shapes> * <https://uk.ixl.com/math/year-1/identify-shapes-traced-from-solids> |
| English  30 mins | Learn the Popcorn poem through the week. We will perform for each other later in the week. The words are saved on the Year 1 page of the website and in Teams Assignments.  **Monday –** Choose one part of your story for editing and publishing. This means checking it for correct punctuation and spelling as well as improving your word choices. See the rubric for editing and publishing on the school website to check you’ve done your best work. Who will get a certificate emailed home for great work today?  Have you got all the resources you need to film your story? You might want to have a practice at telling you story.  **Tuesday and Wednesday** – Gather everything you need to tell your story with your puppet and your setting. You can use other toys and props to help you tell a great story. Take time to practice speaking loudly and clearly so that you will be heard on whatever device your grown-ups have got for filming you. Have a few goes to check sound quality and lighting. It probably won’t be your best first time round so be prepared to take time and tell the story a few times before you are happy with it.  Grown-ups – The films may be too big to email. I may have to make you all presenters in a meeting so you can share your screen and play your films to us on your devices. This may take some time and practice so please bear with me while I sort out the best way to do this.  **Thursday –** complete a writing challenge from the phonics part of this weeks plan.  **Friday -** Big write 4 - Choose a picture that you love from somewhere in your house, it could be from a book, DVD or magazine. Write at least 5 sentences about your chosen picture. Make sure you use Capital letters, fingers spaces, and full stops and that your sight words are all spelt correctly. Use your sounds to sound out other words. Remember to use adjectives or 2 adjectives with a comma to bring your writing to life. Make sure you can read all your writing back to a grown-up and that your grown-up can read it too. Have fun writing about what you love. Please send in to the Year 1 email. | See the Design and Technology section for how to write an evaluation of your designing and making experience.  Monday – Complete the first page of facts in your fact book of toys. Choose one of the toys you have researched and write 3 facts about them. Remember to use factual language and to write in full sentences. You will need to add a title at the top of the page.  Tuesday – Tell your grown up a helicopter story about one of the toys you have researched. What adventures will they get up to?! You could choose to include all three of your researched toys in your story. Remember to keep your story to one side of A5 paper and get your grown up to email it to the year1 email for us to share. I wonder which character you will choose to be!  Wednesday – Complete the second page of facts in your fact book of toys. Choose one of the toys you have researched and write 3 facts about them. Remember to use factual language and to write in full sentences. You will need to add a title at the top of the page  Thursday - Complete the third page of facts in your fact book of toys. Choose one of the toys you have researched and write 3 facts about them. Remember to use factual language and to write in full sentences. You will need to add a title at the top of the page  Big write 5 - Choose a picture that you love from somewhere in your house, it could be from a book, DVD or magazine. Write at least 5 sentences about your chosen picture. Make sure you use Capital letters, fingers spaces, and full stops and that your sight words are all spelt correctly. Use your sounds to sound out other words. Make sure you can read all your writing back to a grown-up and that your grown-up can read it too. Have fun writing about what you love. Please send in to the Year 1 email. |
| Read to an adult  10 mins | Read the school books on Teams in Files, or use Oxford Owls online.  Before you read the book can your child spot the author and illustrator on the front cover.  Ask your child to find the blurb, it’s the bit on the back of the book. Can they read it? What is it for?  Oxford Owls –  Stage 2 = Red band in the school reading books  Stage 3 = Yellow band in the school reading books  Stage 4 = Blue band in the school reading books  Stage 5 = Green band in the school reading books  Stage 6 = Orange band in the school reading books | Read the school books on Teams in Files, or use Oxford Owls online.  Share the story and ask your child to retell it at the end. What can they remember? Can they use time connectives to talk about the story, first, then, next finally?  Oxford Owls –  Stage 2 = Red band in the school reading books  Stage 3 = Yellow band in the school reading books  Stage 4 = Blue band in the school reading books  Stage 5 = Green band in the school reading books  Stage 6 = Orange band in the school reading books |
| Project  45 mins | Science –  We will start to learn all about animals. We will take 4 weeks to learn about different types of animals including **fish**, **amphibian**, **bird**, **reptile** and **mammal**. For each type of animal we will answer the following questions:  What type of animal is it and what is its structure (does it have a beak, gills)?  What is its habitat (where does it live)?  What is its diet (including herbivore, carnivore or omnivore)?  What are its teeth like?  Is it a predator or prey?  What is its life cycle?  When we have found out about these animals your child will choose their favourite animal, make a poster and do a presentation to a small group on Teams about what they have found out.  This week we will start learning about fish and finding the answers to the questions above. We will use Espresso in our Teams sessions to watch videos about fish.  At home you may want to watch Octonauts on Cbeebies, David Attenborough The Blue Planet and Blue Planet II (with caution and only with an adult as some bits may be scary), Use Espresso, Key Stage 1, Science, Animals, Fish. You could research fish that live in the sea and in fresh water. Have fun and let us know what other sources you use to find out about fish.  You might want to record the facts you learn so you can refer back to them. You could write the facts, draw labelled pictures. Make a scrap books of pictures. Record voice notes. Anything that you can refer back to that makes sense to you. | Design and Technology   * Complete an evaluation of your puppet. Answer these questions using the evaluation template found in pupil zone on the schools website, or make your own evaluation sheet: * What went well when you were making it? * Did you find anything challenging? * How did you overcome these challenges? * Would you do anything differently next time? * Complete the evaluation template for your puppet and ask your grown up to email it to the Year1 account.   Science  **Amphibians**  Can you find the answers to these questions:  What does amphibious mean?  Can you name some amphibians?  What is its structure (does it have a beak, gills)?  What is its habitat (where does it live)?  What is its diet (including herbivore, carnivore or omnivore)?  What are its teeth like?  Is it a predator or prey?  What is its life cycle?   * We will use Espresso in our Teams sessions to watch the video about amphibians. * At home you may want to use Espresso, Key Stage 1, Animals, Amphibians to watch the video and read some facts. * <https://www.bbc.co.uk/bitesize/clips/z2qfjty> watch this great video about amphibians from BBC Bitesize. * <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zc6br82> watch the short recap video and do the quiz about amphibians on BBC Bitesize. * <https://www.youtube.com/watch?v=LJg3Dy5Jm48> learn the amazing frog and amphibian facts from Andy’s rap (**caution**, this is on YouTube, please make sure you supervise your children when watching YouTube). * <https://www.bbc.co.uk/iplayer/episode/m000fl7z/andys-aquatic-adventures-series-1-9-andy-and-the-glass-frog> learn about Glass Frogs with Andy.   You might want to record the facts you learn so you can refer back to them. You could write the facts, draw labelled pictures. Make a scrap books of pictures. Record voice notes. Anything that you can refer back to that makes sense to you. |
| Physical activity  30 mins | Choose one of these activities or do something different:  Skipping,  Go noodle,  Cosmic Kids Yoga  BBC Super movers | Choose one of these activities or do something different:  Skipping,  Go noodle,  Cosmic Kids Yoga  BBC Super movers |
| Storytime  10 mins | Read a recipe in a cook book. Can you find the words ingredients, method, can you find some numbers, what do the numbers tell you? Look for instructional language like first, then and next. | Read a story that you know is also a film or TV programme, like the Gruffalo, Room on the Broom, Goldilocks and the Three Bears or the Snowman. Compare the 2, are they exactly the same, what is different? |