



# Weekly learning pack

Year 1

# English

**Remember, if you get stuck it is okay to ask for help!**

Remember our sentence system.

Pencil down. Paper in front of us.

A sentence starts in our head - so think about what you want to say.

Say it.....say it again and check it makes sense.

Say it again and count the words.

Pick up your pencil and write it down.

Read it back and check it makes sense.

## Task 1

I have had to start a new diary because I have written and doodled in it that much. How is yours looking? If you have not started to write one, it is not too late to start. You do not have to write lots and lots – a sentence or two is better than nothing, and you can make it all up if you like.

What weird and wonderful things can you come up with to write about?

Don't forget to doodle in it as well, I know how you all like drawing.

Example:

Monday 1<sup>st</sup> June.

I am back at school. After been sat around my house only speaking to my pet squirrel, Tails, I have forgotten how to speak English. All of our lessons have been taught in Squirrelese.

Wednesday 3<sup>rd</sup> June.

The sunburn I got over the weekend still stings. What a doughnut Mr J is! I should have put sun tan lotion on. Doh!



## Task 2

This week we are looking at **plurals** – this a fancy word we use when we are talking about **more than 1** of anything.



A pencil



pencils

Can you see what has changed? We added an 's' to the end of the word.



A fox



foxes

Can you see what has changed? We added 'es' to the end of the word.

What can you find around the house or on your walks? Is it just one? Can you turn it into a plural? Practice saying them to get that 's' or 'es' sound onto the end.

### Task 3

#### Plurals - more than 1

Words that end in s, ss, z, zz, x, ch, or sh- you add 'es'

**A watch > watches**

**A box > boxes**

**A wish > wishes**

**A bus > buses**

All other words - you add 's'

**A car > cars**

**A pencil > pencils**

**A book > books**

Turn these words into the plural by adding 's' or 'es'.

carrot\_\_\_\_\_

fox\_\_\_\_\_

bush\_\_\_\_\_

spade\_\_\_\_\_

radish\_\_\_\_\_

bee\_\_\_\_\_

#### **Challenge:**

Can you use these words in sentences? Say them. Write them. Check them. Can you improve them?

## Task 4

Can you find the words that are plurals in this piece of writing? Get someone to read it to you, and when you hear a plural shout "I'M A BANANA!" just like we do in class.

In the classroom there were boys and girls sitting at their desks. They all had pencils and books. All day long they looked at their watches to see if it was dinner time. What would they be eating? Sandwiches? Chips? Or even boxes with pizza in!? When the food came you could see their huge smiles. We love dinner time!

### **Challenge:**

Can you write a short story using plurals? See if you can include 3 '-s' words and 3 '-es' words.

# Phonics

**Remember, if you get stuck it is okay to ask for help!**

Blendonauts, don't forget our mission to seek out and find new words by segmenting and blending.

Remember how we do things in class, segment and blend the words using our awesome dance moves.

Next, write the word down, using the dance moves to help you segment and blend.

Then add the sound buttons and bars to show how the word is segmented.

Practice the sounds, then the words that contain those sounds

Phase 4 – words with adjacent consonants

bl	fl	gl	pl
black blue blow block	fly flag flick float	glass glad glow gloom	play place plane please

Phase 5a - digraphs

Add the digraphs to complete the words.

a_e	e_e	i_e	o_e	u_e
sh__k__ m__k__ b__k__ gr__p__	th__m__ del__t__ th__s__ P__t__	sh__n__ sl__d__ n__c__ ins__d__	wh__l__ b__n__ h__m__ sm__k__	h__g__ c__b__ t__n__ pr__n__

# Maths

Remember, if you get stuck it is okay to ask for help!

When you have done the questions, can you make your own up to test someone in your house?

## Task 1

Take a look at this clock. What can you see?

We will be looking at the clock hands and the numbers to help us tell the time.

The short hand is the **hour** hand.



The long hand is the **minute** hand.

### Time to the hour

When it is 'on the hour' the minute hand always points to the number 12. The hour hand tells us what hour it is.



This clock shows the minute hand at 12, and the hour hand at 8.

This means it is 8 o'clock.

### Time to the half hour

When it is 'to the half hour' the minute hand always points to the number 6. The hour hand tells what it is 'half past'.



This clock shows the minute hand at 6, and the hour hand past 1.

This means it is half past 1.

## Task 2

### Telling time to the hour.

Match the clocks to the times.



8 o'clock



6 o'clock



4 o'clock



1 o'clock

Tick the time that matches the clock.



3 o'clock  
12 o'clock



3 o'clock  
12 o'clock

Tick the time that is more likely.

a) Mo goes to school.



b) Mo goes to bed.



### **Challenge:**

Charlotte says she gets to school at half past 8. Grace says she is in bed at that time. Why do you think this is? Explain your answer.

# Task 3

## Telling time to the half hour.

Match the clocks to the times.



half past 7



half past 10



half past 1



half past 4

Match the clocks to the times.



8 o'clock



half past 8



half past 3

Tick the time that matches the clock.



6 o'clock



6 o'clock

half past 6

half past 12

### Challenge:

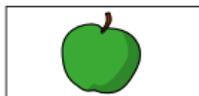
To show half past the minute hand has travelled half way around the clock from 12 to 6. Can you see how it has split the clock in half? Where would the minute hand be for 'quarter past'?

# Task 4

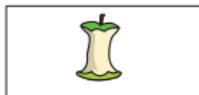
## Using 'before' and 'after'.

Sam has an apple for a snack.

Match the words to the pictures.



after



before

Draw something you do **before** school.

What time of day do you start school?

Circle your answer.

morning

afternoon

evening

Kim is helping her mum with dinner.

Match the activities to the labels to show when Kim will do each thing.



before dinner



after dinner

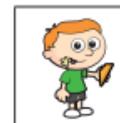


Match the pictures to the words to show the order.

first

then

now



Tell the story to a partner.

### **Challenge:**

Make up your own 'first, then, now' story.

# Curriculum

## (History)

Remember, if you get stuck it is okay to ask for help!

Did you all find out lots about William Wilberforce by being History Detectives?

This week we are going to use what we have found out to help us write an acrostic poem to describe him and what he did. I've given an example below...



Wonderful  
amazing  
brilliant  
selfless  
Intelligent  
brave  
MP

Can you see how I have spelt his name using words to describe him?

You could use any word – you do not have to use his name. You could use 'Hull', or 'Freedom', or anything to do with him and what he did.

Start by thinking of lots of different ways to describe William Wilberforce and what he did. You might need to get your detective hat back on, but that's okay, it will help you understand him more.

# Science

Remember, if you get stuck it is okay to ask for help!

Here is a video of my pet squirrel, Tails – she is keeping her nest comfy and safe for her babies.

<https://www.youtube.com/watch?v=Kh1HnMFolgw>

During the different seasons, Tails does lots of different things. Can you find out what squirrels do each season? You can use anything you can find to help you – books, Google, YouTube, asking people, or if you see a squirrel you can watch what they are doing to help you.

Can you draw a comic showing squirrels doing each of these things...

- Hibernating
- Repairing their nest
- Looking after their babies
- Collecting food ready to hibernate



Which season do they do each of these? Make sure you label your comic to show which is Winter, Spring, Summer, or Autumn.

Here is a video to help you draw a squirrel:

<https://www.youtube.com/watch?v=yBE5EIjxxTg>