



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:

Tuesday 23rd June.

My Dad got knocked off his bike today. Thankfully he is okay. Always remember to wear your helmet!

Friday 26th June.







For the last month I have been doing my garden up – it used to look like a jungle! I ripped out four trees and have moved lots of things to one place and then to another place. Today I got a lawn delivered and it actually looks like a garden.



Task 2

Use this online dice roller to help you practice using these conjunctions – you might recognise this from when we play ‘Silly Sentences’ in class. Remember, the sillier it is the better!


<https://www.online-stopwatch.com/chance-games/roll-a-dice/>

	and		but
	because		then
	so		when

You can play this on your own, or with someone in your house.

You could even practice writing your sentences – Can you include plurals? How about question marks or exclamation marks?

Example:

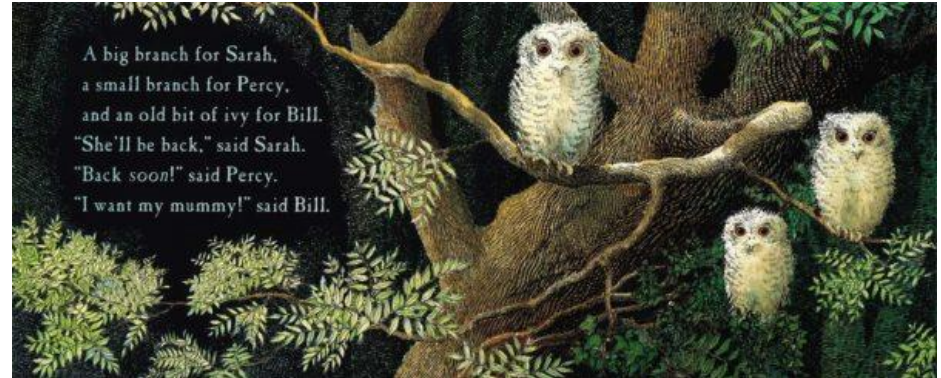
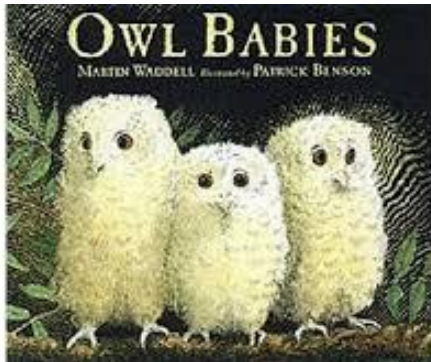
You roll a  so you need to think of a sentence with the word **but** in it.

“Mr J was going to go swimming **but** his paddling pool was full of sharks!”

Task 3

Here is an animation of the book 'Owl Babies' – start to watch it **but you must stop it at 3 minutes 20 seconds!**

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



We are going to make predictions about what could happen on Mammy Owl's way home then write our own ending – your predictions will help you plan your ending.

Think about...

Who could she meet on the way home? What are they like?

Where do they go? Why do they go there?

What happens when they get there?

Task 4

Think back to the predictions you made about how the story 'Owl Babies' could end. Use the predictions to help complete your planning sheet. I have included examples to help you.

	Description
<u>Who do they see?</u> Terry the Toucan	daff plonker likes flying backwards
<u>Where do they go?</u> East Park	empty cold night-time starry
<u>Why do they go there?</u> for an ice-cream	chocolatey freezing scrumdiddlyumptious
<u>What happens?</u> it is closed	fly home hungry

Write down your plan and use it when you are writing your ending, just like we would in class.

Challenge:

When you are writing your story can you include...

an exclamation mark

a noun phrase

a noun phrase

an -ing, -ed, -er word

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

nch	scr
bench	screw
punch	scrap
crunch	scrub
drench	scram

Phase 5b – Alternative pronunciations

Practice the sounds, then the words that contain those sounds

a	y	ch	ou
hat band grand splash	yes yell yawn yellow	church chick crunch pinch	loud proud sound round
angel bacon apron bagel	by why dry reply	school chemist chord chorus	you soup group

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

Counting to 100.

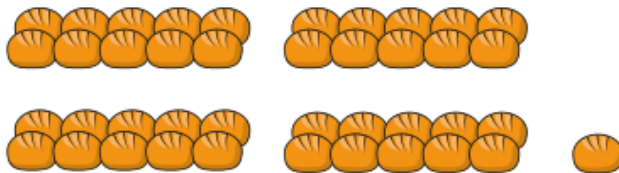
1 How many cherries are there?



There are cherries.

How did you count them?

2 How many bread rolls are there?



There are bread rolls.

How did you count them?

3 How many sweets are there?



There are sweets.

How did you count them?

4 Complete the number tracks.

a)

67	68			71			
----	----	--	--	----	--	--	--

b)

89			92				
----	--	--	----	--	--	--	--

c)

			97	96		94	
--	--	--	----	----	--	----	--

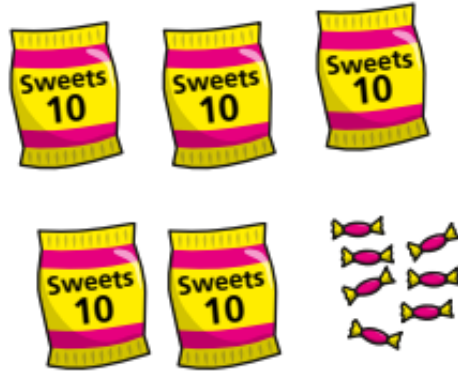
Challenge:

45 – this is the number fifty-four! Am I right? Explain your answer using the words ‘tens’ and ‘ones’.

Task 2

Partitioning numbers.

1 Here are some sweets.



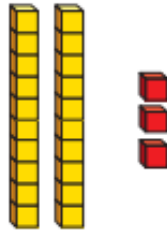
Complete the sentences.

There are bags of 10 sweets.

There are individual sweets.

There are sweets altogether.

2 The base 10 show the number 23



Complete the sentence.

23 has tens and ones.

How do you know?

3 Complete the sentences.

a) 49 has tens and ones.

b) 92 has tens and ones.

c) 60 has tens and ones.

4 Ron is thinking of a number.



My number has 4 ones
and 7 tens.

What number is Ron thinking of?

Challenge:

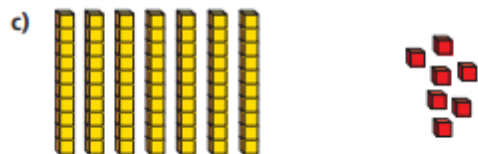
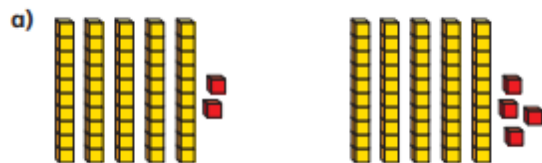
Our times-tables help us work out numbers – can you write the number 45 as a multiplication question? Clue – think about your 5s.

Task 3

Comparing Numbers.

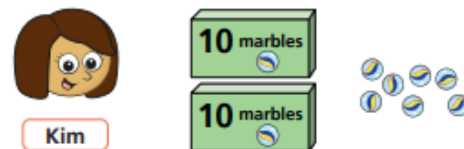
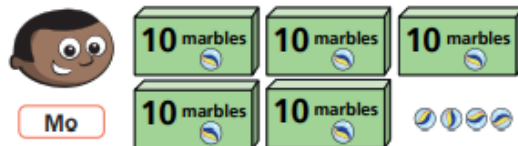
1 Which is the greater number in each pair?

Tick your answers.



How do you know?

2 Mo and Kim each have some marbles.



a) How many marbles does Mo have?

b) How many marbles does Kim have?

c) Who has more marbles? _____

How do you know?

3 Use base 10

a) Make a number greater than 50

What number did you make?

b) Make a number less than 90

What number did you make?

c) Make a number greater than 80 but less than 100

What number did you make?

Talk about your answers.

4 Write **greater than** or **less than** to complete the sentences.

a) 72 is _____ 83

b) 100 is _____ 99

c) 65 is _____ 56

Challenge:

True or False? 100 is more than 10×10 – explain your answer.

Task 4

Comparing Numbers - continued.

1 Which is the smallest number in each pair?

Tick your answer.

a)

Tens	Ones
4	6

Tens	Ones
5	1

b)

Tens	Ones
7	2

Tens	Ones
7	1

How did you know which number to tick?

2 Circle the greater number in each pair.

a)

37

81

b)

90

9

c)

16

72

3 Use the digit cards.



Make a number greater than 25

Make a number less than 72

Make a number greater than 59

Talk about your answers.

Challenge:

Evie is thinking of a number greater than 20 but smaller than 23. This number is part of the 2 times-tables. Which number is Evie thinking of?

Curriculum

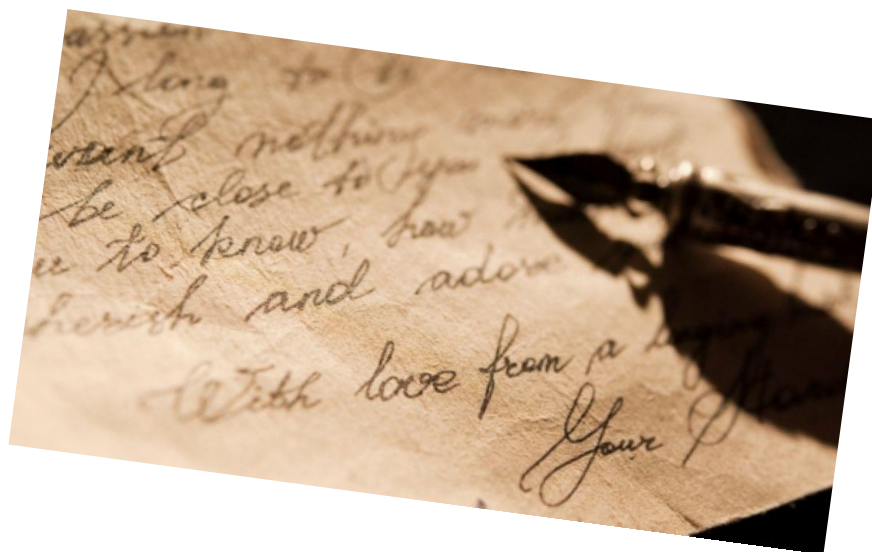
(History)

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

Did you know that when William Wilberforce was alive not everyone went to school!? Sound good? Well, you might change your mind when you learn that children had to go to work instead – horrible jobs like chimney sweeps!

Luckily for us, William Wilberforce did not just fight against slavery, but he worked hard to stop children having to go to work at such awful jobs.

This week I want you to write a letter to Parliament, explaining 3 reasons why you should not have to be a chimney sweep.



Send me your letters on ParentMail and I will write back pretending to be the Prime Minister.

Science

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

Think about the four seasons and complete these sentences to describe the temperature and weather.

In Winter it is _____

In Spring it is _____

In Summer it is _____

In Autumn it is _____

Time for a singalong – do you know “We’re All Going On a Summer Holiday”? No? Oh well.....lets pretend we are off on holiday anyway. Draw the clothes you would need to take for each season in the suitcase – don’t forget, think about what the temperature and weather will be like.

