Topic: Let’s Celebrate! Year Group: Year One

Weekly Learning activities for week beginning: 4th May 2020

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|  | English – **Factual writing about Kangaroos.** | Maths- **Subtraction** | Other subjects |
| Monday | Share with the children the Kangaroo fact sheet (see sheet provided). Read through the sheet taking turns to read a sentence each and discuss the information.Activity – Can the children spot and give examples of these features of factual writing:* The title,
* A photograph,
* A caption,
* A ‘Did you know’ box,
* A fact with a number in,
* An interesting fact that ends with an exclamation mark.
 | To begin recap that subtraction is the inverse (opposite) of addition and that when we take away the numbers get smaller. Model how to take away numbers in their head by counting backwards.Activity- speedy subtraction. Provide the children with ten questions below 10 that are taking away (up to 20 for a challenge). The children are to work out the answers in their head by counting backwards- they could time themselves and repeat with another 10 for fun!  | **Science: what plants need to grow.** Share with the children this video on how seeds grow;[https://www.youtube.com/ watch?v=tkFPyue5X3Q](https://www.youtube.com/%20watch?v=tkFPyue5X3Q)Explain that plants need air, water, soil and light to grow well.Activity – Ask the children to complete the sheet about what plants need to grow well (see attached sheet.) |
| Tuesday | Share with the children the 2 videos about Kangaroos.(<https://www.youtube.com/watch?v=EIlokXDuMWo>)(<https://www.youtube.com/watch?v=8BbZTCdB2X4>)Pause after each video to discuss the information given.Activity – children to write five facts they have found out about Kangaroos. Remember to use a capital letters, full stops or exclamation mark for each fact. | Next show the children a number line (see number line provided) and model how we can use this to take away by counting backwards. Activity- number line subtraction. Give the children ten take away questions up to 30 (you can go over 30 and use the number square for a challenge) and see if they can accurately count back to find the answer. NB make sure the children start counting from the next number not the number they start on. | **Computing: sending emails.**Revisit how to logon and navigate DB Primary. Show the children the email icon and model how to send an email.Activity- children to send an email to a friend or teacher and insert a paint picture (next to the text box is a link that says ‘Paint a Picture’.) |
| Wednesday | Revisit the Kangaroo fact sheet from Monday (see sheet provided). Read it again and check understanding.Activity – provide the children with the Kangaroo question sheet (sheet provided) and see if the children can use what they have read to answer the questions about Kangaroos. | Explain that we use subtraction every day in our lives. Model a word problem involving subtraction (I have 10 apples and you take 5, how many do I have left?) and model how to find the answer. Explain we need to identify the key numbers and that key words that tells us it is subtraction.Activity – children to complete word problem challenge cards (see sheet provided) using either mental subtraction or their number line. | **History: VE 75th celebrations.**Explain to the children that on the 8th May it is the 75Th VE day celebrations. Share with the children the Newsround website which has lots of information about it in a child friendly way. https://www.bbc.co.uk /newsround/48201749Activity- Ask the children to design a poster they can put up in their windows ready for the celebration on Friday. |
| Thursday | Recap all of the children’s learning from the week about kangaroos. Discuss key facts and information that the children have learnt. Activity- children to use the learning from the week to make a planning sheet for their informative writing the next day (see sheet provided.) The children can use pictures and key words rather than sentences. | Explain that for larger numbers we can use tens and ones to take away. Recap drawing a number as tens and ones; e.g. 26Explain that we can take way by some of the number out and counting what remains; e.g. 26 – 5 = 21Activity – children to complete take away questions up to 50 that are only taking away a single digit and not crossing a tens boundary (see sheet provided). The children must draw the number as tens and ones to get them used to the method. | DT – Recap prior learning and ingredients the children have planned to use in their recipes. Ask the children to think about what decoration they plan to use such as icing or sprinkles.Activity – The children are going to design their celebration cupcakes (you can link them to the VE day celebrations or for a birthday etc.) and include labels stating what they will need to make them. |
| Friday | Take out the children’s planning sheet form the prior day. Ask them to verbally put the key words they have written into a full sentence. Model recording a sentence with accurate punctuation and spelling.Activity- the children are then going to use their plans to independently write about kangaroos. Remind them to check for capital letters, full stops and exclamation marks. Try to encourage accurate spelling and provide key words on their plans they may need such as Australia or Marsupial. | Recap the days prior learning involving subtraction with tens and ones. Show the children that they can use this method to take away a tens and ones number. e.g. 26 – 13 =Activity – children to complete take away questions up to 50 that are taking away a tens and ones number (see sheet provided). The children must draw the number as tens and ones to get them used to the method. | **PSHE- community in the classroom.**Explain that the school and our classroom is a type pf community and in order for it to be a successful and happy place there are jobs we all do. For example, cleaning up the tables, sharpening the pencils, listening to each other, sharing toys and games. Activity – The children are to draw a picture of themselves and write around the picture the things they do to make the classroom a happy and productive community. |

**Phonics/grammar/punctuation**

Phonics and grammar sessions are short and should be between 15 and 20 minutes a day. They provide crucial opportunities for your child to develop the essential skills required for Age Expected reading, writing and spelling in Year 1.

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise the main alternative pronunciations of ‘oo’.oo - moonue - glueew- stewu-e - cubeCan the children think of some examples and put one into a sentence? | Using exclamation marks – remind the children we use exclamation marks for an exciting sentence.Can the children write three sentences with a capital letter and an exclamation mark in them? | Revise the main alternative versions of ‘oa’oa- boatow – growoe - toeo-e – boneCan the children think of some examples and put one into a sentence? | Spelling the days of the Week. Part of the Year One writing expectation is that children can correctly spell the days of the week.Can the children practise spelling the days of the week by writing a sentence for each day?e.g. On Monday I go swimming. | High frequency spelling practise.Choose 5 words from the year 1 (or year 2 if you have your year 1 spelling badge and practise writing them in lots of different colours. Can the children correctly remember the spellings? Can they put some into a sentence? |

**PE and Exercise**

Regular PE and exercise is entail for your child’s health and mental wellbeing. Try to encourage the children to do a little exercise each day to keep them fit and active. You might like to do PE with Joe Wicks (<https://www.youtube.com/watch?v=o-ZCP91mjeE>) or try a different form of exercise such a yoga, ball skills, walking or bike riding. The children will find lots of excellent songs and videos on YouTube that will help inspire them to get moving!