Topic: Little and Large Year Group: 1

Weekly Learning activities for week beginning: 18.1.21

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|  | English | Maths | Other subjects |
| Monday 18th January | **Main activity** **– Can I plan a new story?**  You should now be quite familiar with the story A Bit Lost, having retold it last week. This week we are going to plan a new story with the same pattern by changing some of the animals. The PowerPoint will guide you through this – use it to help you start a plan for the new story by deciding on the characters.(There is also a video of Mrs Champion explaining the PowerPoint)  **Phonics –** introducing **split digraph o-e**. PowerPoints this week have lots of activities – but you don’t have to tackle them all! (If you aren’t sure about phonics, there is a video introducing this sound.)  **Reading** – read a **story book**, either one you have at home or something from Oxford Owl.  When you have read it/ some of it, draw your favourite page and write the title of the book so that you remember where it was from. | **Warm up** – play “number bond tennis” with a grown up. The grown up “serves” a single digit number to you and you serve back the number needed to make 10. If you are good at this, extend it to number bonds to 20.  **Main activity** **– Can I count forwards and backwards to 50? Can I count up to 50 objects accurately?**  This week we are focusing on numbers to 50. Children need to become secure at counting forwards and backwards, particularly when crossing the 10s, and learn about grouping into tens to aid counting. (There is a video explaining this too.)  Today’s sheet has some practical tasks and some questions to tackle.  The 1-50 section of this game is also good for becoming familiar with a 100 square:  <https://www.topmarks.co.uk/learning-to-count/helicopter-rescue> | **Science** – **Can I identify creatures that are mammals?**  Watch the clips below and then use what you have learned to complete the work sheet, identifying mammals that live in different places.  <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zp92xnb>  <https://www.bbc.co.uk/bitesize/clips/zt3jv9q> |
| Tuesday 19th | **Main activity – Can I annotate a plan?**  Having decided on the characters, it is time to draw pictures and add some useful words and phrases to the plan, to help you when you come to write. Look through the PowerPoint for some ideas. Make sure you check your spellings at this point too. (Again this PowerPoint has an accompanying video.)  **Phonics and handwriting –** revise o-e and then write words with oa, o-e and oe. Look at the videos under Curriculum and Handwriting resources to see how letters are formed.  **Reading – non-fiction.** Read one of these on Oxford Owl (or your own non-fiction book) and write some facts you found: Plants for dinner/ Beast feasts/ Who eats who?/Animal magic/ Dinosaur safari. | **Warm up –** teach a grown up how to do “body counting” then count together to 50 …and back. There is a video modelling this further!  **Main activity – Can I understand tens and ones in two digit numbers?**  Today’s activities continue to build the understanding of two digit numbers as tens and ones, with more practical activities and questions to answer.  You could also tackle the up to 49 section of this game online:  <https://www.topmarks.co.uk/learning-to-count/place-value-basketball> | **Geography** – **Can I locate significant countries by using maps, atlases or globes?**  Most continents (land masses) are made up of lots of different countries.  Using an atlas, a globe or an online atlas (there are several suitable for children), locate the countries listed on the sheet. Mark their approximate place on the world map and see if you can find the name of their capital cities, which continents they are in and roughly how many people live there. |
| Wednesday 20th | **Main activity** **– Can I start to write a story?**  It is time to start writing. Look carefully back at your plan and retell your story in your own words to your adult.  Today you are only going to write the first half of the story. Look carefully at each picture and think of between one and three sentences for it. Remember to say then write each sentence, remembering capital letters and full stops. (Tips on the PowerPoint and video if you want them.)  **Phonics** – **new spelling pattern: ow (as in snow).** Again the PowerPoint has lots of activities. There is also a video by Mrs Champion on this sound.  **Reading** – poetry. Read the Poem activity sheets and add the best rhyming words into the gaps. | **Warm up** – count in 10s from zero to 100 …and back. If you are really good at this, see if you can count to 200 and back. If children aren’t secure on multiples of 10, the mini video for this may help.  **Main activity** – **Can I understand tens and ones in two digit numbers? (using a part-whole model)**  Today we will show understanding of tens and ones, using the part-whole model (with or without physical apparatus). | **RE** – **Can I learn about symbols for Christians?**  Have a look at the PowerPoint about symbols that are special to Christians – the cross, the dove, the fish and the candle.  Tackle the Christian symbols worksheet and then design a new symbol for your class – is there anything special to Sapphires or Emeralds that could be a symbols for them? (Ideas: the class gemstone, the class toy, the smileys or rainbow reward, or something to represent a lesson or story you love, or to show that you are all great thinkers!) |
| Thursday 21st | **Main activity** **– Can I finish a story and check my work?**  Reread your writing from yesterday before you start writing again, to make sure your story flows! Carry on with the approach you used yesterday – say then write each sentence, checking you have punctuation. Bring the story to a close and then reread the whole story to your grown up. Together, think about whether there are any parts that need to be clearer or could be improved by adding extra detail. Check your spellings too! When you have finished, you can draw your picture for the “front cover” of your story.  **Phonics and handwriting –** revision of all the week’s learning and then write some sentences in your neatest writing with spelling patterns covered this week.  **Reading** – read a book of your own choice. | **Warm up** – count in 2s from 0. See how far you can go. As a challenge, try starting from different even numbers (not just zero) or counting backwards in 2s. There is a short video on this too.  **Main activity** – **Can I represent numbers to 50 in different ways?**  Today we will represent numbers to 50 with tens and ones in lots of different ways with physical apparatus and pictures of physical apparatus.  There is a grid to complete but you will also be asked to use your imagination to represent the Large tens and Little ones in different ways to fit in with our topic!  You might also like to play this game on Topmarks:  <https://www.topmarks.co.uk/place-value/place-value-charts> | **Art** – **Can I plan a sculpture?**  The usual meaning of “sculpture” is a piece of 3D art that is surrounded on all sides by space. Many sculptures are made by shaping wood or stone but we are going to combine and shape any materials we have – plasticine, clay, cardboard, tin foil, boxes, pencils….anything! It can be abstract or you can try to make it look real.  The title of our sculpture is going to Little and Large and you can do anything that fits – animals, eyes, wellington boots, people, buildings…absolutely anything!  Use the planning grid to experiment with some different ideas, noting possible different materials or different subjects. Have fun! |
| Friday 22nd  There is a short video summarising all today’s resources and activities. | Main activity and phonics – **Can I remember and write sentences, using spelling patterns I have learned?**  EWI: Bill saw a stone in the snow. Then he rode his bike home alone.  Read these sentences together in different voices, noticing how many words there are, where there are capitals and which ai/ay/a-e is in which words. Then hide the written sentences and see if you can write them from memory. Mark them together and rewrite any words spelled wrongly.  **Reading** – either another book of your own choice OR ask Mum or Dad to read a story to you and ask you questions about it. | **Warm up** – Get your grown up to choose a starting number between 1 and 30. Count on in 10s (remembering that the ones don’t change). Then choose a starting number between 81 and 100 and count back in 10s. Use a 100 square to help if you need to!  **Main activity** – **Can I show understanding of place value in numbers to 50?**  There is a sheet for children to tackle independently today, giving them the chance to show their understanding of this week’s learning. | **Computing** – **Can I give precise and unambiguous instructions?**  Pretend you are a human Beebot! Stand in your living room or kitchen and get someone to choose a place for you to travel to. Decide how many steps and turns you think you will need. Take that number of steps and turns and see if you end up in the right place. If not, go back to your starting place and change your instructions then try again!  Then try the next coding activity on DBPrimary. |

PE - Don’t forget to get some exercise every day! Try some of these:

Do a daily shuttle run, either in the garden or along the pavement. Take 30 big paces and then run back and forwards across the distance. You could rope in a parent or sibling too and take it in turns to run, or time yourself each day and see if you get quicker over the week!

Do Joe Wicks’ work out on Monday, Wednesday and Friday.

Do some skipping or dribble a ball between obstacles in your garden.

Make up a dance/ keep fit routine, performing each action 8 times in a repeating pattern.

Go for a walk or a bike/ scooter ride.