Topic: Here We Are Year Group: 1

Weekly Learning activities for week beginning: 28.6.21

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|  | English | Maths  | Other subjects |
| Monday 28th June | **Main activity** **– Can I identify and use time words?**We are going over recounts again for the next 2 weeks. These are where you write about something that you have done, and it is important to write in the past tense and to put events in the right order.Watch the PowerPoint and then add time words to the plan about Sports Week, before writing a recount with them in.**Phonics/ grammar –** revising au and the suffix –ing. **Reading** – read a story or part of a story. Draw your favourite picture or, if it was a chapter book without pictures, draw one for your favourite part. | **Warm up** – put the days of the week in order, starting from different days.**Main activity** **– Can I sort events by the time of day when they occur?**Introduce time. What is time? Why is it important? Ask the children what is meant by before and after? Talk about things we do before school and after school. Children sort the pictures out into morning, afternoon, evening and night.Challenge: identify activities that occur at a particular time each day. | **RE** – Can I learn about special places for Christians?There is a PowerPoint about parts of a church. Add labels to the picture of the inside of a church, using the information from the PowerPoint and then use your art skills to draw the outside of one of the churches featured. |
| Tuesday 29th June  | **Main activity** **– Can I identify past tense verbs?**We have learned previously that when we write in the past, many verbs end –ed. However, many don’t! Watch the PowerPoint, make a mind map of verbs from Sports week and then sort them into regular and irregular verbs.**Phonics/ grammar –** common exception words to practise: hour, minute, after, before.EWI: After school, I will play football for one hour. \*Then continue with what you will do next.**Reading** – read a non-fiction text and write down 3 interesting facts you learned. | **Warm up** – count forwards and backwards in 5s to 60. Repeat with 2s to 24 and 10s to 120. Then count forwards or backwards by 10 from different places, using fingers to help you.\*Challenge: Begin to count in 3s by tapping one leg for 1, the other leg for 2 and then say the number 3 as you clap.**Main activity** **– Can I tell the time to o’clock?**Children are introduced to telling the time to the hour using an analogue clock. They learn the language of o’clock and understand the hour hand is the shorter hand and the minute hand is the longer hand. Children read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o’clock time, and understand that they need to look at the hour hand to see which hour it is. Children make their own clock. Ensure they have written the numbers in the correct places. Model, showing where 12,3,6,9 go then fill in the rest of the numbers. Don’t stick down the hands (use blu tac or a split pin).If children are comfortable with the normal clock, challenge them to write the 5 minute divisions below the appropriate number. | **Computing** – Can I use features of Word?This half term we have been learning to use Word. We can create a new document, type and correct mistakes, change the size and colour and add underlining.If you have access to a computer or device, this is your chance to create a document about something you are interested in – sport, animals, Lego, dinosaurs…anything you like!You could also go onto DBPrimary and try some of the tasks we have set you, or send an email or add to a blog. |
| Wednesday 30th June  | **Main activity** **– Can I use past tense verbs?**You have learned a little bit about past tense verbs and how some of them are irregular (not ending –ed). Today’s job is to turn a passage of writing that is in the present tense into the past tense, using what you learned.**Phonics/ grammar –** handwriting – au and common exception words.Revising ce and the suffix –ing.**Reading** – read some poems or nursery rhymes and list any rhyming words you can find. If you don’t have any at home, you can use one of the poem books on Oxford Owl or use the words on the attached sheet to generate lists of rhymes.Remember – not all poems rhyme! Rhymes are usually at the ends of lines. | **Warm up** – order numbers that are not consecutive.**Main activity** **– Can I read and set the hands for o’clock times?**Use the clock they made yesterday to read times set by an adult or set the hands themselves. Ensure they recognise which hand always points to 12 for o;clock times. | **History** – Can I create a timeline?Last week, we learned some key facts about the life of Edward Jenner. This week, we are going to add them to a timeline, which also includes some other facts from the Georgian era. Watch the PowerPoint to remind you how to do this.\*As a challenge, you could also get some dates about your family from your parents and try to make a timeline for your own family! |
| Thursday 1st JulyThere is a video about all today’s activities. | **Main activity** **– Can I write a sequence of sentences (as a recount)?**Today you are going to write a recount about something of your own choice. Watch the PowerPoint to recap on what you have learned, make a brief plan and then show us what you can do!**Phonics/ grammar –** general Phase 5 sounds recap and game relating to –ing words.**Reading** – comprehension – locate the words in the text and then see if you can answer the questions. The key words will help you find the right place in the text! | **Warm up** – order the months of the year, again starting from different places.**Main activity** **– Can I tell the time to o’clock?** Recap what we did on Tuesday and Wednesday. Children to have their clocks they made in front of them. Adult to call out a time to o’clock and the children to make it on their clocks. Activity –Write the times to o’clock (see sheet). Challenge: use blank clocks with the time written underneath. Children to draw the hands on correctly. | **Science** – Can I understand the function of lungs?Watch the video on the respiratory system: <https://www.youtube.com/watch?v=mOKmjYwfDGU> Discuss things that might not help our lungs to work as well. (If we have a chest infection or we have asthma for example.) Children to cut out and stick where they think the lungs and heart should go on the body and write a sentence about the lungs.Then comes the fun part! Choose a number of light objects (paper, ping pong ball, handkerchief, tissue, pencil, match stick, etc.) and have a go at blowing them across the table. Then try blowing them through a straw – does it make any difference? Make a list of those you could blow and those you couldn’t. Photos would be great too! |
| Friday 2nd JulyThere is a video about all today’s activities. | **Main activity** **– Can I write a recount?**Join Mrs Bacon’s cook-along session on Zoom and then write a recount about what you did together!Alternatively, do some cooking of your own and write a recount about that. Remember, this is NOT a recipe, which tells you what you need to do, it is writing about something you have ALREADY done.**Phonics/ grammar –** EWI: I like to read a book for one hour before lunch. \*Say where you like to read it.Practise and test common exception words hour, minute, before and after and words with au and ce practised earlier in the week.Game relating to ce words.**Reading** – read anything you like, anywhere you like! Reading is fun! | **Warm up** – number bond tennis (bonds to 10 and 20)Or if child has no-one to play it with, write down all the bonds as quickly as they can!**Main activity** **– Can I add by counting on? (revising addition)**What is adding? How do I count on? Model adding two numbers together by putting the bigger number in their head and counting on with fingers. Complete the seaside addition to 20 sheet. Children to count the objects and work out the number sentences.Extension – we have noticed that if we add ten to a number, the ones part of the number doesn’t change. Add 10 to each of your answers. See if you can do this without any counting and then check with fingers if you need to. | **Design and Technology** – Can I learn and practise a technique? (sewing, running stitch)This half term our DT is fabric technology and we had planned to make a glove puppet. But before we can do that, we need to learn to sew 2 pieces of fabric together. If you have any simple sewing materials, could you practise running stitch, where you go down from the top then up from the bottom each time, not over the edges. Sewing cards are also good to practise this, or simple weaving, which can be done with paper. |

**PE - Don’t forget to get some exercise every day! Put on some music and dance to it or make up a sequence of moves and repeat them for the whole piece of music.**