Topic: Let’s Celebrate! Year Group: 18.05.2020

Weekly Learning activities for week beginning:

|  |  |  |  |
| --- | --- | --- | --- |
|  | English- Poetry | Maths - dividing | Other subjects |
| Monday | Share with the children the poem ‘Friends’ (sheet provided) and read together. Look at the poem and see what features you can spot (rhyming words, personification, etc.).  Activity – ask the children to underline in the poem the pairs of words that rhyme and an example of personification (making something sound human). Ask the children to write how many lines are in each verse and what the poem is describing. | Explain this week we will be looking again at division. Explain that to divide means to share or group things **equally**. Demonstrate (if possible) with some raisins, grapes or other small item. Show the children 10 raisins and group them into piles of 2. Ask the children to count how many groups of 2 they could make.  Activity – Children to complete the ‘division by grouping’ sheet provided. | Science: **Plants and trees native to the UK.**  Explain that different plants grow in different parts of the world as a result of the weather and temperature there. Share with the children the UK plant identification sheet and ask them if they recognise any.  Activity- either in the garden or on a walk, ask the children to draw some picture of the common plants and leaves they see. Afterwards use the identification sheet to label their pictures. |
| Tuesday | Share with the children the poem ‘The Caterpillar’ (poem provided). Explain that this poem is different to ‘Friends’ in its structure but that some things are still the same. Read it together and spot the rhyming words.  Activity- make a list of the nouns in the poem (names of things) and the adjectives (words describe them) for example:  Noun – caterpillar  Adjectives – brown and fury. | Explain that today we are going to look at dividing using a sharing method. Again using a practical resource model sharing out items between two people.  e.g. 12 raisins- keep sharing them between you until they are all shared out equally and then count how many out each have.  12 ÷ 2 = 6  Activity – repeat this using the practical resource for the following questions.  8 ÷ 2 =  16 ÷ 2 =  10 ÷ 5 =  15 ÷ 5 =  12 ÷ 3 =  18 ÷ 3 = | Computing: **Emailing**  Briefly recap how to aces and log on to DB primary. Remind the children where the email icon is and show them the subject line.  Activity – for the children to independently send an email to a friend or the teacher including something in the subject line. |
| Wednesday | Share with the children ‘Popcorn’. Explain that again this poem is different to the others but still poetry. Ask the children if they can spot the repeated phrase and how it is used for every other line.  Activity – Share with the children a picture of a rainbow. Using the sentence starter ‘beautiful bright rainbow’ ask the children to generate four lines for a poem. NB- it doesn’t need to rhyme!  For example;  Beautiful bright rainbow,  shining in the sky.  Beautiful bright rainbow,  pretty colours up high,  Beautiful bright rainbow,  I like to look at you,  Beautiful bright rainbow,  red, yellow and blue. | Explain that we don’t always have a counting resource we can use to help us find answers and so sometimes we need to use a drawing to help us. We can draw people to show how many people we are sharing between and dots to show the number we are sharing out.  e.g. 6 ÷ 2 = 3  [Stick person clipart tumundografico 2 - ClipartBarnStick person clipart tumundografico 2 - ClipartBarn](https://www.google.com/url?sa=i&url=http://clipartbarn.com/stick-person-clipart_22462/&psig=AOvVaw1e-XrW4ijQYP4qgdYS-toh&ust=1589370488375000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNihrZOhrukCFQAAAAAdAAAAABAD)  Activity – For the following question draw the people and share out the amounts to find the answers.  4 ÷ 2 =  14 ÷ 2 =  5 ÷ 5 =  20 ÷ 5 =  16 ÷ 4 =  9 ÷ 3 = | History: **Queen Victoria**  Support the children to access the ‘Queen Victoria’ fact file on DB Primary let them read/listen to the information.  Activity – To complete the Queen Victoria Quiz on DB primary. If the children are struggling with reading the questions, there is a ‘listen’ option for them. |
| Thursday | Have a quick look back look at the poems from the week. Which poem was their favourite and why. Explain we are going to be planning our own poems.  Activity – using the planning sheet fill in the boxes to prepare a plan for the next day’s writing. There is a rhyming box at the end of the sheet but the poems DO NOT need to rhyme so the children can leave this box empty if they wish. | Explain that we can use dividing to solve real word problems. Share with the children the first word problem form the sheet provided. Work through it together to pick out the key information. Record the number sentence and use the sharing method to find the answer.  Activity – children to work through the examples provided. | **DT – Making cupcakes**!  Remind the children of their cupcake designs from the previous week and support them to make and ice their cupcakes (the children could always ice a biscuit if the cupcakes are proving tricky to make/find). Encourage the children to include the details form their plans into their final product.  Activity – making and decorating cupcakes to match their plans. |
| Friday | Recap the planning sheet from Thursday with the children. Ask them to verbally say a line from their poem and model recording it for them with capital letters, finger spaces, full stops or an exclamation mark.  Activity- after spell checking the planning sheet (the key words the children need) ask the children to try and independently write their own poem about their chosen animal. The children should try to write a minimum of four lines using adjectives and descriptive language. For a challenge the children could try to include some rhyme or personification in their poems. | Explain that division can also be done by counting in multiples and seeing how many multiples it takes to reach the number.  For example, 40 ÷ 10 means we need to count in tens to reach 40.  10, 20, 30, 40.  We counted in ten 4 times so the answer is 4.  Activity – recap counting in 2’s, 5’s and 10’s. See if the children can answer these questions by counting in multiples;  50 ÷ 10 =  80 ÷ 10 =  40 ÷ 5 =  30 ÷ 5 =  16 ÷ 2 =  20 ÷ 2 =  Extension – the speedy division game on DB Primary. | **PSHE: Protecting the environment**.  Share with the children the BBC bite size clip ‘what should I do with my rubbish’ –  <https://www.bbc.co.uk/bitesize>  /clips/z8s87hv  Discuss what was suggested in the video and why it is important to reduce our rubbish and recycle it safely.  Activity – create a poster encouraging people to throw litter away safely, reduce the amount of rubbish the make and recycle. Try to include pictures and some key phrases. |

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise the main alternative pronunciations of ‘ow’.  ow – brown  ow- snow  Can the children think of some more examples and put one into a sentence? | Adding ‘ed’ to verbs (doing words) to make them into the past tense.  Can the children add ‘ed’ to these verbs and write a sentence for each?  Walk  Play  laugh | Revise the main alternative versions of ‘oi’  oi – boil  oy – toy  Can the children think of some more examples and put one into a sentence? | Past tense – common irregular examples.  Some verbs we can’t simply add ‘ed’ and they are called irregular verbs. Can the children change these verbs into their irregular past tense version and put them into a sentence?  Eat-  Drink-  Write-  Swim- | 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!

For yoga see: <https://www.youtube.com/user/CosmicKidsYoga>