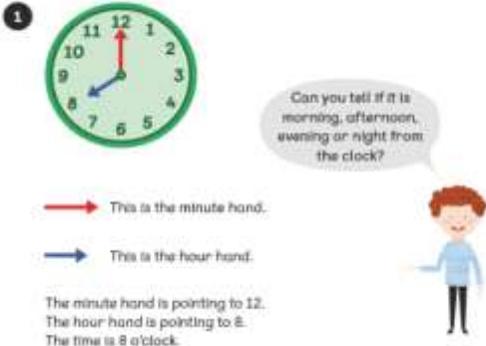


Year 1 Distance learning

Week commencing 15 th June, 2020.	Maths – Time	English –	Foundation activities Theme Seaside
Monday	<p>Telling Time to the Hour</p>  <p>Make a clock!</p> <ol style="list-style-type: none"> 1) Make a clock from a paper plate or card. 2) Write on the numbers. 3) Add on a blue arrow as the hour hand. 4) Add on a red arrow as the minute hand. <p>Once your child has made their clock, ask them to describe as much as they know about clocks. Prompt them with ideas about minute/hour hands, hours, seconds, minutes, morning, afternoon, evening, o'clock and so on. Practise telling the time to the hour.</p> <p>Useful game links:</p> <p>https://www.topmarks.co.uk/time/teaching-clock</p> <p>https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p>	<p>Create a story map to help your child retell the story clearly.</p> <p>Lesson 1/2. A story map has simple cartoons, arrows and symbols to show the events in a story. We would use 2 lessons for this, with children writing for about 20mins for each lesson. There are lots of examples of story maps online, keep it simple! (You might like to listen to the story again on Youtube and note the basic events before you sit down with your child).</p> <p>Big paper works well, simple stick men are best for Y1 (the one below is based on an adult leading the activity- you should simplify the story more than this).</p>	<p>History</p> <p>Watch Seaside Entertainment- Magic Grandad https://www.youtube.com/watch?v=exFmCLMjKs_w</p> <p>Make a list of things you do to be entertained at the beach. Discuss your ideas with a parent. How is it different to 100 years ago?</p> <p>Further links for discussion: http://history.parkfieldprimary.com/victorians/victorian-seaside-holidays</p>

In Focus

Ravi wrote down things that he did yesterday evening.

5 o'clock: I played with my toys.
6 o'clock: I read some stories.
half past 7: I did my homework.
8 o'clock: I got ready for bed.
7 o'clock: I watched TV.
half past 8: I had a bath.
half past 8: I want to sleep.

What did he do first?
What did he do last?

Discuss with your child the things they did yesterday:

- Getting up
- Breakfast
- Going for a walk
- Playing with ...
- Dinner
- Tea time
- Bedtime

Write down the key events on separate strips of paper and add times for when they did these. Use o' clock times to the hour and half hour.

Can your child put the events in the correct order?

Can they discuss when the events happened using the language next, before and after?

even use facetime to tell it to a grandparent or other friend. The aim is to practise oral sentence building which will support writing.

Can you make a list of the human features?

physical features
peaceful
nobody there
nature made
made itself
man made
people made it
busy
traffic, people going to work

Watch BBC Schools: Barnaby Bear - Episode 1 'Seaside'.

<https://www.youtube.com/watch?v=6qO0mu6YJW8>

Thursday

Estimating Duration of Time

'un' words

Introduce the idea of 'un' changing the meaning of a word when it is placed in front eg) kind/ unkind, pack/ unpack.

Science: What are the senses?

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/xy987h>



Ask your child to think of activities that take **one second** to do and allow them to discuss this. Now repeat this exercise to discuss activities that take **one minute** and **one hour**.

Work through Let's Learn to illustrate the duration of one second, one minute and one hour. Use a digital timer to show the duration of seconds and minutes by timing your child doing certain activities. This will give your child a sense of the duration of time.

Extend onto the terms 'weeks' and 'days'.

Guided Practice

Fill in the blanks with seconds, minutes, hours, days or weeks.

- 1 A train ride from one side of London to the other takes about 30 .
- 2 I sleep for about 8 each day.
- 3 I take about 5 to walk from one part of the room to another.

There are lots of activities connected to using 'un' words that you could choose. We use the 'Matching cards' available on Twinkl, or you could simply write sentences with your child using some 'un' words to show they understand the meaning of the root word has changed.

Youtube clips to support:

- <https://www.youtube.com/watch?v=jvRq1BgpVE>
- <https://www.youtube.com/watch?v=xfEUgf2Enpk>

Watch the clip, follow with interactive labelling activity and quiz.

Go for a senses walk, stop and sit quietly and ask your child what they can feel, hear, see and touch. You could take a picnic to show your child that you can use more than one sense at a time.

Ext: draw a mouth, a hand, a nose, an eye and an ear on a piece of paper. On the walk when your child hears something get them to write it next to the ear and so on.

<p>Friday</p>	<p>Comparing Time</p> <p>In Focus</p>  <p>Ask your child to start making a paper airplane at the same time as you. Purposely, one of you must make it more slowly (this might be you). When the first person finishes, stop and ask pupils to discuss who was quicker and who was slower. How do they know?</p> <p>Then, show them a sporting event online such as a 100 m race and ask them similar questions about who was the quickest or slowest and how they know.</p> <p>Ask your child to write sentences using the terms 'quicker', 'slower', 'earlier' and 'later'. They can be as imaginative as possible with their ideas!</p>	<p>Spelling</p> <p>Words with the vowel digraph 'ar', and 1 common exception word</p> <p>car, start, park, arm, some</p> <p>Work at the level comfortable for your child.</p> <p>L1- practise reading and copying the words underneath an adult's writing.</p> <p>L2- use look, say, cover, write, check to learn the spellings.</p> <p>L3- Create sentences using the words.</p>	<p>PE: Balancing in different ways.</p> <p>Put some music on that your child enjoys and mime with them getting ready to go to the beach (Happy by Pharrell Williams works well at school). They could mime swimming, jumping for joy when they get an ice-cream and hopping on the hot sand. Get them wriggling and jiggling around to warm up those muscles!</p> <p>How many different balances can your child think of? They could use a ball to balance on different parts of their bodies.</p> <p>Partner balances-</p> 
---------------	--	--	--

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Play on Hit the Button - focus on number bonds, halves, doubles and times tables. 	<ul style="list-style-type: none"> Listen to your child read and let them discuss what they have read. Encourage them to read with fluency and expression. Many websites are offering the opportunity to access books through their websites. <ul style="list-style-type: none"> Audible – A variety of free books to read online. Oxford Owl - Your child can log on to and read a book that matches their book band. First News – A free online digital download of a specialist children's newspaper.