

Year 1 Distance learning

<p>Week commencing 8th June, 2020.</p>	<p>Maths – Numbers to 100.</p>	<p>English –</p>	<p>Foundation activities Theme Seaside</p>
<p>Monday</p>	<p>Counting to 100</p> <p>How many crayons are there? Group them in tens.</p>  <p>To begin this lesson, show your child the picture of the crayons (see image below). Ask them to count how many crayons there are and write the answer on a piece of paper. Ask your child to use counters/ objects as crayons and count them.</p> <p>How many crayons have they counted?</p> <p>There will probably be more than one answer (if not, throw in an alternative at the end yourself). Then count the crayons together and find the proper amount. Ask your child why it was so difficult to count the crayons. Let them discuss this and come up with a few reasons.</p> <p>Prompt them to think about grouping, possibly by saying that your friend said putting the crayons into equal groups would be helpful. Ask them how many they would put in a group to make it easier for them to count. Take all of their answers, but lead them towards putting 10 in one group. Begin counting in tens. Show them the picture of one box of 10, then two, then three and so on.</p>	<p>Recall of events/ characters https://www.youtube.com/watch?v=46wCRq50Wwg&t=87s</p> <p>Use the link to display scenes from the story so that your child can explain each scene in their own words.</p> <p>Ask your child to choose their favourite scene and to draw a picture of the scene. They can label the characters, and the setting of the scene.</p> <p>Colouring the picture neatly will enable your child to strengthen their grip and fine motor skills.</p> <p>Extra: Write sentences about the main character. What are they like? Describe the setting.</p> <p>** Link to reading- when you read another book with your child, see if they can identify the main characters, and the setting in that story too.</p>	<p>History</p> <p>Watch The Promenade-Magic Grandad https://www.youtube.com/watch?v=RZIL77ZfXkl</p> <p>Discuss how the seaside is different to today.</p>

Tuesday

Finding Tens and Ones

Lesson 2

In Focus



There are 56 cubes.

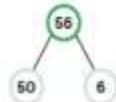
What does the digit 5 in 56 stand for?

What does the digit 6 in 56 stand for?

Let's Learn



tens	ones
5	6



56 = 5 tens and 6 ones.
There are 56 cubes.

The digit 5 in 56 stands for 50.
The digit 6 in 56 stands for 6.

You will need:

Straws, spaghetti or sticks to **represent ten** (if you have Lego blocks, even better)

Pasta shells (smaller pasta pieces) or beads to **represent the ones**

Can your child work out how many tens and ones are in these numbers below:

15, 24, 36, 48 and 57?

Extension: try other 2 digit numbers to 100.

Useful links:

<https://www.bbc.co.uk/bitesize/topics/z8sfr82/articles/zw4g2nb>

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Verb suffixes 'ing' and 'ed'

Write 'walk' on a piece of paper, can your child add any letters to the end of this word to make a new word? When you have added 'ing' and then 'ed' to the end of the word practise saying a sentence using each of these words. When your child can say the sentence out loud with confidence, ask them to write it down as carefully as they can.

To add challenge ask your child to add 2 adjectives to their sentence, and check that they have used capital letters and a full stop.

** Link to reading- look for 'ing' and 'ed' words in the stories you read with your child.

Handwriting:

Practise forming Curly caterpillar letters

Extra: practise handwriting words with the suffix 'ing'

Curly Caterpillar Letters



Art

Make a seaside souvenir from a paper plate.



Wednesday

Comparing Numbers

Ordering events in the story

Copy the sentences below onto strips of paper.

DT/Art

Make a Seaside in a Jar



Who has the most coins?
Who has the least number of coins?

Create a scene with 3 toys (model on the image above). Give the three named toys some coins, beads or pasta pieces each.

Ask:

Who has the most? Who has the least?

Get your child to write down the value of the amounts on 3 pieces of paper.

Can they tell you how many **tens** there are?

Can they tell you how many **ones** there are?

Can they order the amounts from **smallest** to **greatest**?

Can they order the amounts from **greatest** to **smallest**?

Repeat the activity again with different values.

Useful links:

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Mr Grinling watched the seagulls pinching someone else's lunch.

Hamish felt sick when he was put in the basket.

Mrs Grinling put mustard in the sandwiches.

Mrs Grinling packed a delicious lunch.

The pesky seagulls stole the lunch and ate it all up.

Can your child place the sentences in the order in which they happen in the story?

(You can add more sentences, with more detail to make this more challenging- depending on your child- or just use 3 of the above).



This is a fun activity to complete at home where you can make your own seaside scene in a jar.

This could be a favourite place that you have visited, a made-up seaside resort or even a resort from a book!

You will need:

- A jam jar with a lid (a wide necked one is better)
- A handful of sand (from a beach or sandpit)
- Water
- A selection of shells and small stones
- Blue food colouring (if possible)
- Photograph of a seaside resort
- Sticky tape
- You could put in: toy fish, broken jewellery or fish tank decorations.

How to make your seaside scene:

1. Add a layer of sand to the bottom of a clean, dry jam jar.
2. Attach your seaside photograph to the back of the jar with sticky tape. Make sure you can see it through your jam jar.
3. Add your seaside items to the sand.
4. Colour your water with a few drops of food colouring (if possible).
5. Pour the water in slowly.
6. Tighten the lid. You may need an adult to help you with this.

Why not share your creation!

Thursday

Making Number Patterns

Role play/ characters focus

Make a mask of your child's favourite

Science

BBC bitesize- What are the parts of the human body?

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zghbr82>

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This is a 100-chart.

Look at the numbers in the yellow boxes.
What number patterns do you see?

Can you find any other patterns?
If you do not have a 100 square, why not make your own?

Useful links:

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

https://www.primarygames.co.uk/pg2/splat/splat_sq100.html

character from the story (see Google for examples).



Can your child pretend they are that character when they wear the mask?
Ask them questions as that character to help them explore the feelings and actions shown in the story.

eg) Hello Mr Grinling, how did you feel when the gulls took your lunch?
Did you think it was a good idea to put Hamish in the basket?

Extra: Repeat mask making and drama activity as another character- don't forget Hamish- children in year 1 love to be a talking cat!

Watch the clip, Drag the labels onto the picture in the interactive activity. There is also a quiz to recap key facts.

Extra: Make a small moving skeleton (Twinkl search)



OR if you have pipe cleaners/ straws and patience you could make a 2d skeleton.
Keep it simple and keep it fun!



Friday

Review your learning of the 2s, 5s and 10 times tables.

Practise writing your numbers from 1 to 40. Then extend to 100 (if ready).

Misconceptions parents need to be aware of:
Writing '14' as '41'. Check your child is writing their tens and ones in the correct order. Numbers from 12 to 19 can be the wrong way round!

Spelling

Words with the trigraph 'igh', and 2 common exception words
fright, tight, high, love, come

Work at the level comfortable for your child.

L1- practise reading and copying the words underneath an adult's writing.

L2- use look, say, cover, write, check to learn the spellings.

L3- Create sentences using the words.

PE

Warm-up- slow walking around an outdoor space, change speed when adult says fast forward, change direction for rewind, (slow motion and freeze! are other useful commands).

How many different ways can your child roll a ball? Can they use their elbow? Their knee? Ankle? (Good for recapping body parts from Science yesterday).

Repeat throwing and catching practise from last week.

Extra: Can your child roll the ball up and down their legs and around their upper body using 1 hand?
Move a ball in a figure of 8 around both legs?

			
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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.