

# The Avenue Primary School

## Work from home - Year 1



Suggested daily timetable

Our new topic is Beat, Band and Boogie – we'll be exploring music and dancing!

This week's home learning sheet will look slightly different and have a bit more for you to do. This is because I want to provide you with as much information about what I am doing in the classroom. You do not have to complete all of the activities, they are just suggested tasks for you to do at home.

	Morning			Afternoon	
	Start your morning with a workout (Joe Wicks, Just Dance, BBC movers). <b>Every morning at school we will be going for a daily run.</b>			Practise your handwriting each day. You can find downloadable sheets for each letter on twinkl or just make your own at home.	
Mon	Phonics	English	Maths	Handwriting <b>c</b>	Science Soap Experiment
Tue	Phonics	English	Maths	Handwriting <b>a</b>	Design technology Design a drum using a tube
Wed	Phonics	English	Maths	Handwriting <b>o</b>	PE 'High or low?' dance game
Thurs	Phonics	English	Maths	Handwriting <b>q</b>	Design technology Make your drum
Fri	Phonics	English	Maths	Handwriting <b>g</b>	Design technology Evaluate your drum

### Suggested activities

#### Phonics:

Log in to Phonics Play - **username** march 20 **password** home – access some of the games.

Phonics lessons at school last for approx. 20 minutes.

- **Monday** – We are going to look at words with the /ae/ sound in. Use Monday's word list below to find some words to make into flashcards and read. In each word, identify the /ae/ sound. Once you have read the word, ask the children to write it (you can continue to show them it or take it away to see if they have remembered which /ae/ spelling to use). Next, play a game of bingo with the words off the /ae/ list.
- **Tuesday** – Today we are going to read some sentences with the /ae/ sound in (see below). Before you read each sentence, have a look and see which /ae/ spellings you can see. Then read the sentence together, read it back again to increase fluency and understanding. You could choose one sentence to copy out and draw a picture to go with it.
- **Wednesday** – Read the story 'Sid the Snail' below. This is a trickier text so you could maybe take turns reading sentences or do a bit at a time. Every time you come to a word with the /ae/ sound in write it down. You could make a table split into sections for each spelling and add your words in as you read them.
- **Thursday** – Play roll and read today (see below). You will need a dice and some counters. You can take turns to roll the dice and for each roll of the dice you have a go at reading one of the words to match that number. If you read it correctly, cover it with a counter or colour it in with a coloured pencil. Whoever has read the most words by the end wins!
- **Friday** – Play some of the games on Phonics Play today, you could head to Buried Treasure and select any of the /ae/ spellings or enter your own words off the word list.

bake	great	say
break	make	Spain
came	pail	spray
cave	pain	steak
day	play	tail
game	quaint	take
way	whale	tray
gate	rain	

The snail left a trail on the pavement.

The chocolate cake is better than plain cake.

The vet came as my dog was in great pain.

# ai Sound Family Phoneme Spotter Story

## Sid the Snail

Sid was fed up with being just a snail and decided he wanted to try something new. One day during the month of May he decided to become a weather reporter. He crawled outside leaving a slimy trail behind him. At first it was warm and sunny and he liked being outdoors, but soon the grey clouds came and it began to rain. Just then it started to hail and Sid had to quickly hide inside his shell, where he felt safe. He didn't want to be a weather reporter anymore!







The next day Sid decided he would like to become a postman and deliver people's mail. "I can do this," he thought to himself, it looked easy. He set off carrying a bag full of letters and cards, he slithered along paths and pavements, he even avoided falling down all of the drains. Even though he was slow he was really enjoying himself, reading names and addresses on the front of letters and cards, but suddenly he crawled over a nail which was lying on the ground and was left in a lot of pain. Sid decided he didn't want to be a postman again! What a shame!

Next he decided to become a sailor and made his way down to the bay. He found a pale green boat and climbed inside. When he was out at sea he saw an enormous whale who created a gigantic wave with one almighty great swish of his tail. Sid was covered in water when the wave splashed over his boat. "Time to go," thought Sid.

So Sid went home and decided although he'd had a busy time, he would be most happy just being a garden snail.



# Phase 5 'ai', 'ay' and 'a-e' Sound Family Phoneme Roll and Read Mat

	<b>wait</b>	<b>hail</b>	<b>snail</b>	<b>tail</b>	<b>rain</b>
	<b>sail</b>	<b>nail</b>	<b>aim</b>	<b>pain</b>	<b>train</b>
	<b>day</b>	<b>may</b>	<b>bay</b>	<b>spray</b>	<b>play</b>
	<b>say</b>	<b>crayon</b>	<b>tray</b>	<b>way</b>	<b>may</b>
	<b>rake</b>	<b>name</b>	<b>take</b>	<b>maze</b>	<b>late</b>
	<b>whale</b>	<b>flake</b>	<b>make</b>	<b>grape</b>	<b>plane</b>

# Maths

Visit the White Rose Maths website using this link:

<https://whiterosemaths.com/homelearning/year-1/>

This week I would like the children to watch:

Summer Term Week 6

- Lesson Three – Introduce Capacity and Volume
- Lesson Four – Measure Capacity

For this series of lessons, you may want to collect some containers or take some bottles out of your recycling that you can experiment with. If you could collect different sized containers that would be great.

Complete the worksheets below together after each video and discuss the answers.

Once you have watched the videos and answered your questions you could experiment with your containers. Which has the biggest capacity? How many of \_\_\_ do I need to fill \_\_\_?

For the remaining three sessions in the week we are going to do some basic number work.

We will look at:

- Number formation
- Counting forwards and backwards
- One more and one less

To practise these skills you may want to watch numberblocks, play a game of bingo, look out your window and note down how many of certain things you can see, do some counting on your walk or play a board game that includes numbers.

# Introduce capacity and volume

**I** a) Match the picture to the label.



empty



almost full



almost empty



full

b) Show 'almost full' and 'almost empty' another way.



almost full



almost empty



2 Choose a word to complete the sentence.

more

less



A



B

A has \_\_\_\_\_ than B.



A



B

A has \_\_\_\_\_ than B.

3 Show the volume in each glass.

- A is nearly full.
- B is nearly empty.
- A has more than C.
- C has more than B.



A



B



C

Compare answers with a partner.

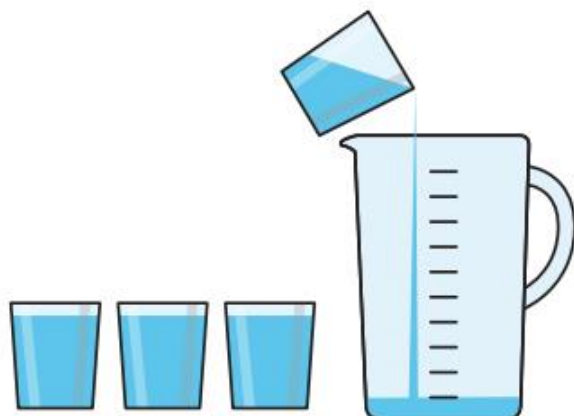




# Measure capacity

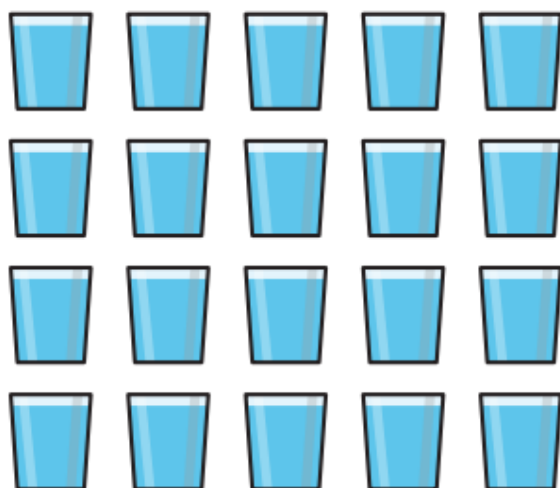


- I** 4 glasses of water fill 1 jug.



- a)** How many glasses will fill 2 jugs?

- b)** Eva uses 20 glasses of water.



How many jugs can she fill?

Eva can fill  jugs.



- 2 Teddy pours these 6 glasses of juice.

He uses a whole bottle of juice.



The bottle has a capacity of 6 glasses.

Do you agree with Teddy? \_\_\_\_\_

Talk about it with a partner.



- 3 It takes 8 glasses of water to fill a jug.



It takes 3 jugs of water to fill a bucket.



How many **glasses** of water fill a bucket?



What else can you find out?



# English

This week we are going to make a **poster**.

**Activity One** - First, have a look at some posters, where might you see them? It may be a poster in a bus stop or a poster in shop. You may have a poster in your bedroom!

Some posters are used to inform us about certain things. This week we are going to make a poster that will inform us about hygiene. Who will look at this poster? Who will our audience be?

**Activity Two** - Have a look at this poster about Giraffes (see below). Can you identify the key features of the poster? Have a look together and see what you can see.

I can identify:

- A title that tells us what the poster is about.
- 4 facts about giraffes.
- Some pictures so we know what a giraffe looks like.
- A fun 'did you know?' fact.

Other posters you look at might include things such as:

- Telephone numbers/emails for contact.
- Some instructions.
- Diagrams to show you how to do something.
- Event information e.g time and place.

**Activity Three & Four** - The poster we are going to design is a poster to inform about germs so we will use a similar structure to the giraffe poster.

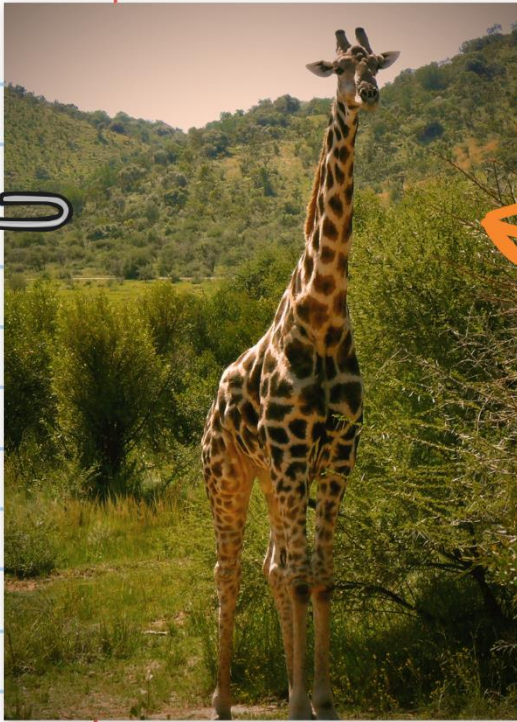
Your poster must include:

- A title that draws the reader's attention.
- Facts about hygiene.
- An interesting 'did you know?' fact.
- A picture.
- Instructions on how to wash your hands effectively.

Gather all the information you will use for your poster and then decide on a layout.

**Activity Five** – Create your poster! Email it to me when you have finished, I would love to see your design.

# Giraffe



The giraffe is the tallest living mammal that lives on land. It is around 5-6 metres tall.

The giraffe has an extremely long neck which can be up to 2 metres long in fully-grown adults.

Giraffes usually live in savannahs, open woodlands and grasslands.

## Did you know?

Like camels, giraffes can go for long periods without drinking water.



Giraffes use their long necks to eat the leaves at the top of trees where they are more nutritious.



Follow these instructions and fill in the prediction table below. Was your prediction correct?

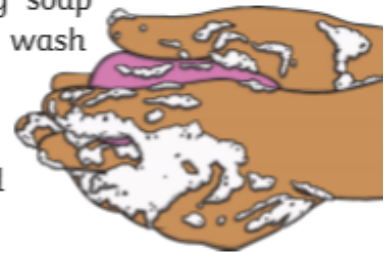
# Why Soap Works Experiment

### You will need:

- A bowl
- Some water
- A sprinkle of black pepper (or another spice)
- Liquid hand soap
- A hand towel
- A camera (optional)

In this experiment, you are going to find out why soap works and why it is better than using just water to wash your hands.

In the experiment, the surface of the water in the bowl represents your hands. The pepper represents harmful dirt and germs that need to be washed away.



There are two tests in this experiment and they will show you what happens when you wash your hands with and without soap.



Fill the bowl with water, but not all the way to the top.



Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.



**Test 1:** Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.



Dry your hand, then dip your finger into the liquid hand soap.



**Test 2:** Dip your soapy finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

**Prediction table**

Draw a picture and write a sentence.

What do you think will happen without soap?	What actually happened?
What do you think will happen with soap?	What actually happened?

## Design Technology

You will need:

- A crisp tube (or something similar)
- Decorations for the drum

### Design a Drum

Make a list of the materials you are going to use and draw a picture.

• \_\_\_\_\_



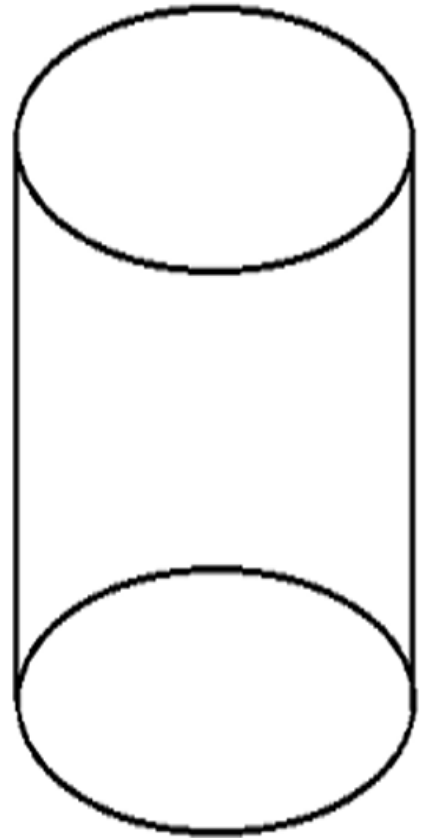
• \_\_\_\_\_



• \_\_\_\_\_



• \_\_\_\_\_



What does your drum look like?

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### Evaluate your drum

Draw a picture of you playing your drum.

Does my drum look like my design?

yes

no

What is the best part of your drum?

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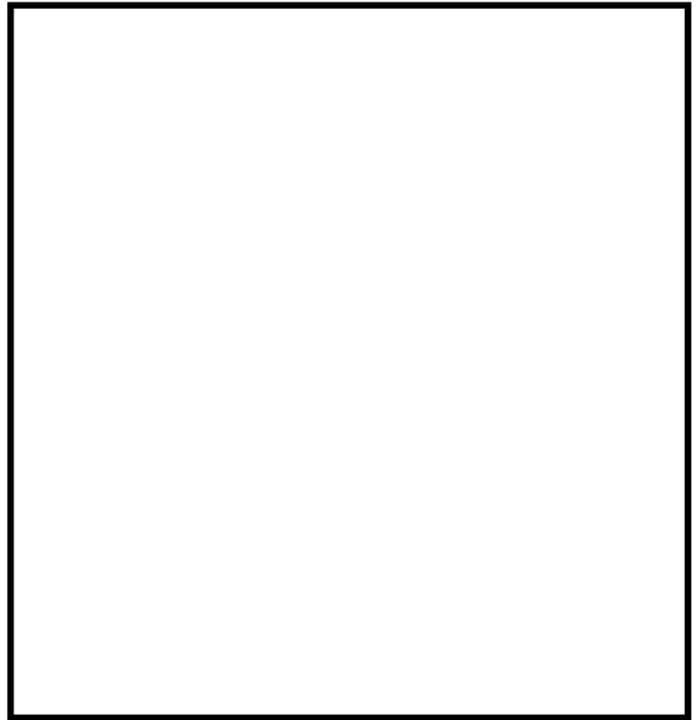
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What could you make better?

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## **PE**

Play a game of 'high or low?'. Listen to a tuned instrument playing different notes. Stretch up high for high notes, crouch down low for low notes and stretch your arms out to the sides for middle notes.

Vary this by leaping when playing the triangle, freezing when hearing a drum, move around to the beat of a drum by hopping, jumping.

Build up a sequence of movements to create a dance.