# The Avenue Primary School Work from home - Year 1 

## Suggested daily timetable <br> Our new topic is Beat, Band and Boogie - we'll be exploring music and dancing!

|  | Morning <br> Start your morning with a workout (Joe Wicks, Just Dance, BBC movers) Every morning at school we will be going for a daily run. |  |  | Afternoon <br> Practise your handwriting each day. You can find downloadable sheets for each letter on twinkl or just make your own at home. |  |
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| Mon | Phonics | English | Maths | Handwriting | Art <br> Create your own rainbow heart mural like this one. Think about the tones of the paint and the patterns that you might create. |
| Tue | Phonics | English | Maths | Handwriting e | ICT <br> PurpleMash 'Air Traffic Control' Coding Game. |
| Wed | Phonics | English | Maths | Handwriting $\mathcal{L}$ | Geography <br> Research an instrument and the country it originates from. See if you can find the country on a map. Listen to the sound the instrument makes and think about how it makes you feel. |
| Thurs | Phonics | English | Maths | Handwriting | $\overline{\mathrm{PE}}$ <br> Have a go at some of the 'Just Dance Kids' videos on YouTube. |
| Fri | Phonics | English | Maths | Handwriting $l$ | Science <br> Investigate how sounds can be heard at a distance. Select from a range of sound sources such as a dropped coin, a plucked rubber band, torn or scrunched paper and a blown whistle. Working in a large space, nominate one person to walk away from the sound source until they can no longer hear it. Discuss which objects could be heard over the shortest and longest distances and why might this be. |

## Phonics:

Log in to Phonics Play - username march 20 password home - access some of the games.
Make sure to visit the Oxford Owl e-book library and read some of their e-books. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/

- Monday - This week we will go onto the next sound unit but it would be beneficial to continue practising/ae/ sounds alongside it. You could make some of these fun sliders (see below) to make words by changing the letters. You could think of your own words or use the ones I have thought of for you.
- Tuesday - This week we are going to revisit the /ee/ sound and the different ways to spell it. To begin with we are going to build some words. Magnetic letters would be great for this activity or you could cut up paper into small flashcards and write the letters on (I have put some below that could be printed as well) You will need to do this one word at a time and only lay out the sounds they need. Explain that we are going to build the word 'feet' (so you will have 3 pieces of paper one will have f, another ee and the third $t$ ). Using the resources you have, help your child to build the word. Repeat for leaf, key and me. When you have built each word re-read them and highlight where the /ee/ sound is in the word.
- Wednesday - See the 'Read and Colour' sheet below. Read the words together and colour in the letters that make the /ee/ sound.
- Thursday - Using some cut up pieces of paper make a game of pairs to practise matching capital and lowercase letters. I would suggest to start with 16 pieces of cut up paper and choose 8 letters from the alphabet. Write the 8 lowercase and 8 capitals, turn them over and muddle them up. Take turns turning over two at a time and try to find a match. Keep repeating this game with different letters.
- Friday - Share a story together, as you read keep a listen out for any words with the /ee/ sound in. Have a piece of paper or whiteboard handy to write them down and make a list as you read. After you have finished your story look at the list, highlight the /ee/ sounds and discuss the different spellings.


An example of how they should look.

You will need:

- Strips of paper
- Scissors
- Pen

You will need to cut some slits in the horizontal strip big enough to thread the vertical strips through.


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t
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f


## Read and Colour

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\begin{aligned}
& \text { peell mene } \\
& \text { crealk } \\
& \text { she moeet } \\
& \text { theat } \\
& \text { be lkey } \\
& \text { hockey }
\end{aligned}
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## Maths

There are a lot of number facts and sequences that the children need to remember and recall quickly when working mathematically. This week we are going to work on improving how quickly we can recall these.

Activity 1 - Watch 'Numberblocks' Series 3 - Episode - Ten Again. Enjoy the catchy song, watch it a few times and sing along! From watching the video and singing along can you write down all of the number bonds to 10 in number sentences? Keep practising your number bonds to 10 in as many ways as you can, you could make a number bond treasure hunt, play number bond bingo or complete a time challenge - how many can you write in a minute?

Activity 2 -Practise counting in 2's, 5's and 10's, here are some ideas.

- Watch the White Rose video 'Week 2 Lesson 2 - Counting in 10's'
- Have a go at the 'Duck Shoot' game and choose either 2's, 5's, or 10's. https://www.ictgames.com/mobilePage/duckShoot/index.html
- Listen to some of the catchy songs on YouTube.
- Have a go at counting your toys in groups of 2,5 or 10 .
- Make some missing number sequences and count in 2's, 5's or 10's to find the missing number.
- Watch number blocks Series 4 - Episode Fifty (Counting in 5's)
- Watch Numberblocks Series 4 - Episode I can count to 20 (Counting in 2's and 5's)


## English

This week we are going to write instructions. You will need to decide what it is you are going to write instructions for, I would suggest something with about $4 / 5$ steps.

Activity One - When you have decided what it is you are going to write instructions for, the best thing you can do is practically do it! If the children are able to recall it from their memory, they will be able to write the instructions much easier. Take photos of each step as you do it.

Activity Two -.If you can, print off your photos (they don't need to be huge - all on A4 is perfect). Give them to your child in a muddled order and put them into the correct order together. While you are discussing this, model the language of first, next, after that, then and finally at the start of each instruction.

Activity Three - Look at the example instructions below for making a sandwich and discuss the features.
I can see:

- A title that tells us what the instructions are going to show us to do.
- 'What you will need' list.
- Pictures to help us see what each step looks like.
- Numbers to show us what order the steps go in.
- Time conjunctions first, next, after that, then and finally.
- An instruction that explains what you need to do at each step.

Activity Four - Write up your instructions using your photos to help you remember each step. I have attached a blank instruction sheet below if you would like to use it. Make sure you include all of the features we spotted in the instructions for making a sandwich.

# How to Make a Jam Sandwich 

What you will need:

- 2 slices of bread
- Butter
- A knife
- Jam
- Plate


1. First, get two slices of bread.
2. Next, use the knife to spread some butter onto both slices.
3. After that, use a knife to spread the jam on top of the butter, on one of the slices of bread.

4. Then, put one slice of bread on top of the other, to make a sandwich.
5. After that, cut the sandwich in half with the knife.
6. Finally, eat it!
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