







# 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!**

	<b>Morning</b> 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>			<b>Afternoon</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>DT</b> Make a musical instrument from this video... <a href="https://www.youtube.com/watch?v=INypwY4eF80&amp;feature=youtu.be">https://www.youtube.com/watch?v=INypwY4eF80&amp;feature=youtu.be</a>
Tue	Phonics	English	Maths	Handwriting 	<b>Music</b> Follow this YouTube video to create some Samba music using your instrument from yesterday! <a href="https://www.youtube.com/watch?v=-1MPDlb2nn4&amp;feature=youtu.be">https://www.youtube.com/watch?v=-1MPDlb2nn4&amp;feature=youtu.be</a>
Wed	Phonics	English	Maths	Handwriting 	<b>PE</b> Dance along to Julia Donaldson's 'Snail and the Whale'. <a href="https://www.bbc.co.uk/programmes/p0440f1f/episodes/player">https://www.bbc.co.uk/programmes/p0440f1f/episodes/player</a>
Thurs	Phonics	English	Maths	Handwriting 	<b>Music</b> This week we'd like you to listen to some CELTIC music. <a href="https://www.youtube.com/watch?v=gYEWEn0INuU">https://www.youtube.com/watch?v=gYEWEn0INuU</a> Can you find out where Celtic music comes from? Can you find it on a map?
Fri	Phonics	English	Maths	Handwriting 	<b>ICT</b> PurpleMash 'Bubbles' Coding Game.  Bubbles

### 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.

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 are going to practise the /oe/ sound (o, oa, oe, ow, o-e). To begin with, we are going to do some word building. Cut up lots of small square pieces of paper, ask your child to write 'o' on one square then write 's' on another square. Then say, "we are going to make the word so, which sound do we need first?" and encourage your child to build the word. Continue with the words coat, toe, home and snow. Please note when you do 'toe' you will have one square with 't' on and one with 'oe' on.
- Tuesday** – Using the words we built yesterday (so, home, toe, snow, coat) can you come up with some silly sentences together? How many of our words can you get into one sentence I wonder! If you enjoy making your silly sentences, you could always have a go at writing a silly story too!

- **Wednesday** – We are going to ‘Seek the Sound’. Read the story below about a goat. As your child reads the story, encourage them to listen out for any words with the /oe/ sound in. Draw a line under each word as you find it. When you have finished reading the text, go back and now highlight the letters that are used to spell the /oe/ sound. Once you are happy that you have found all of the words and highlighted all the spellings, make a list of the words just like below for every word you found.

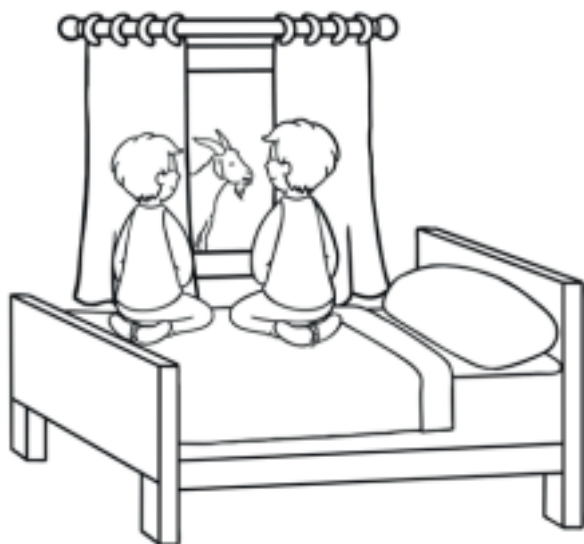
Word	Spelling
old	o
goat	oa
showed	ow

- **Thursday** – Now we are onto our third sound unit, you could play ‘Seek the Sound’ for more than one sound. As you read your storybooks at home you could say, “on this page we are going to seek the sound /ae/”. Then on the next page look for another sound. See how many different spellings of each sound you can find.
- **Friday** – Have a game of Buried Treasure on Phonics Play, you will find the different spellings of /oe/ in Phase 3 and Phase 5.

Read the story. Can you find any 'oa' words? Look for oa, ow, o, o-e or oe.

Remember to read the word to check it has the right sound before you highlight it – don't just highlight every time you see the letter 'o'.

An old goat showed up at our open window. Joe woke up, rose, groaned and closed it. Joe hopes the goat will go home, but I don't know if I want him to – he could mow the grass when it grows. We could be the only ones on our road with a goat mower!



## Maths

Visit White Rose to access the videos for the sessions below.

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

- **White Rose Summer Term Week 9 Lesson One – Counting to 100**

For this session you may want to print out your own hundred square to use during the video, see below.

After you have finished watching the lesson have a go at the **Counting to 100** sheet.

- We have thought about numbers all the way up to 100 and used the hundred square to help with counting. Now have a go at these **hundred square puzzles** (see below). To figure out the missing numbers you will need to work out one more, one less or ten more, ten less than the numbers you are given. Try it without a hundred square first, but if needed give your child a hundred square for support.

- **White Rose Summer Term Week 9 Lesson Two – Partitioning Numbers**

This lesson focuses on partitioning numbers into tens and ones. The representations used are a part-whole model and place value grid. I have attached blank ones below if you wanted to make your own.

- Have a go at counting how many tens and ones are shown with the cubes on the sheet below. Now can you show that in a sum? Have a go at coming up with your own questions. To extend this activity you can reverse the question so you tell the children how many tens and ones and they have to draw a representation of the number.

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

# Counting to 100

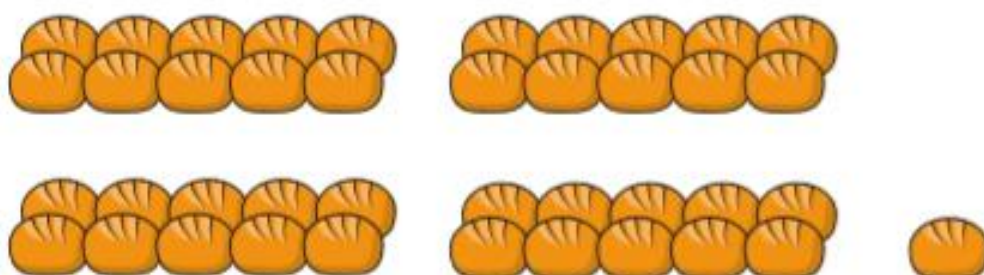
1 How many cherries are there?



There are  cherries.

How did you count them?

2 How many bread rolls are there?



There are  bread rolls.

How did you count them?





3 How many sweets are there?



There are  sweets.

How did you count them?



4 Complete the number tracks.

a) 

67	68			71			
----	----	--	--	----	--	--	--

b) 

89			92				
----	--	--	----	--	--	--	--

c) 

			97	96		94	
--	--	--	----	----	--	----	--

# Number Jigsaws

Someone has broken the number square into pieces!  
Can you fill in the missing numbers?

	4	5
13		
	24	

11	12	
	22	
		33

8	
	19

3		
13		15

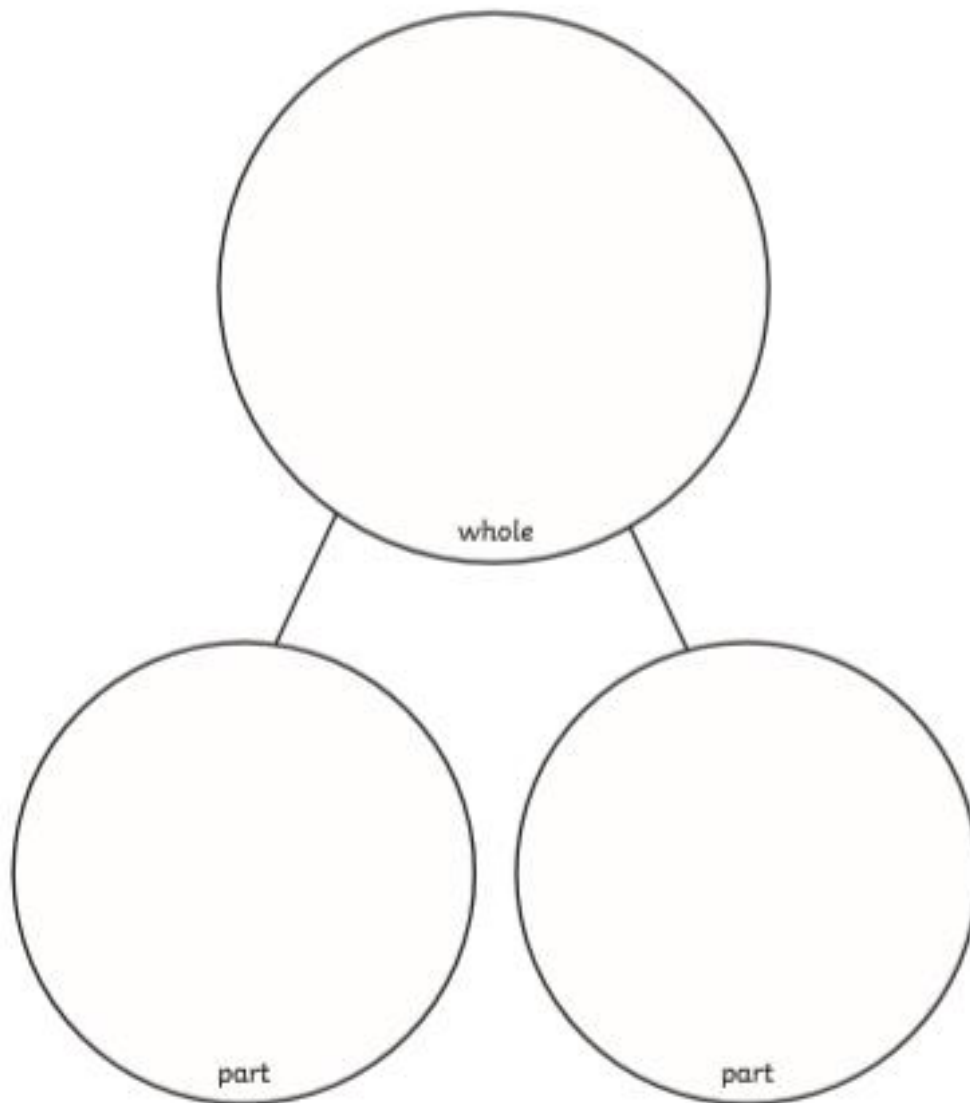
16
35

	64	
73		75
83		

16		
	27	
		38
		48

44		
	55	
		66

78		
	89	
		100



## Tens and Ones Place Value Grid



**Tens**

**Ones**

--	--



## Partitioning numbers



**I** Here are some sweets.



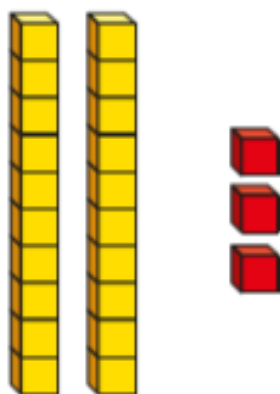
Complete the sentences.

There are  bags of 10 sweets.

There are  individual sweets.

There are  sweets altogether.

2 The base 10 show the number 23



Complete the sentence.

23 has  tens and  ones.

How do you know?



3 Complete the sentences.



a) 49 has  tens and  ones.

b) 92 has  tens and  ones.

c) 60 has  tens and  ones.

- 4 Ron is thinking of a number.



My number has 4 ones  
and 7 tens.

What number is Ron thinking of?

- 5 Fill in the missing numbers.

a)  is greater than 57

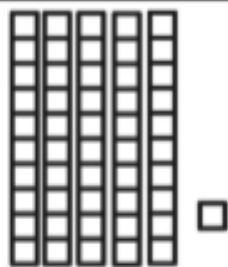
b)  is less than 41

c)  is greater than 28 but less than 36

d) 65 is greater than

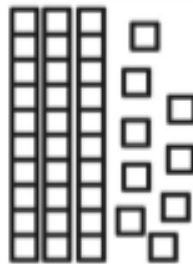
How many tens and ones does each of your numbers have?

Write how many groups of tens and ones there are.



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



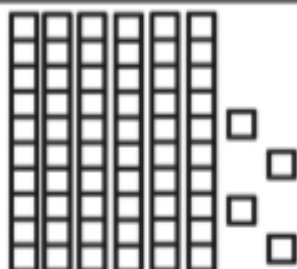
\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

# English

This week we are going to think about our time in Y1. We are going to remember all of the special times we have had and the fun things we have done.

**Activity 1** - Can you think of a memory from each topic? Our topics have been 'Wriggle & Crawl', 'Splendid Skies', 'Superheroes' and 'Towers, Tunnels and Turrets'. What did you enjoy and why? Have a chat about all of your memories and ask questions to encourage discussion.

Some ideas to get you thinking:

## **Wriggle & Crawl**

We went on a Minibeast Hunt

We learnt about bees

We had a craft afternoon and used leaves to make things

## **Splendid Skies**

We learnt about the different types of clouds and went outside to see if we could see any.

We explored weather patterns and looked at extreme weather.

We pretended to be presenters and did a weather forecast.

We designed and made kites to fly in the wind.

We created umbrella paintings

Our Polar Express afternoon

Nativity and Carol Service

## **Superheroes**

Superhero Day

We learnt about real life superheroes.

We attempted some world record challenges

We played in our superhero rescue role play area

The Evil Pea came and stole all of the super veggies!

## **Towers, Tunnels and Turrets**

We made a castle.

We looked at castles around the UK.

We learnt about people who live in a castle.

We made castles out of different materials and tested them to see how strong they were.

**Activity 2** – Can you draw a picture of a memory from each topic and write a caption to say what it is. Use the sheet below to do this activity. Before you begin, have a discussion about what a caption is and how it should link to the picture.

**Activity 3** – Choose one of your memories to complete a longer piece of writing. Use the plan below to develop your ideas. Remember to write in full sentences with capital letters and full stops.

**Activity 4** – Look back at your plan, do you need to do any editing? Check you have remembered to use full stops, capital letters and finger spaces. Can you make your writing more interesting by adding any adjectives or extending your sentences using the conjunctions *and*, *so* or *because*.

**Activity 5** – Write up your memory, take your time and concentrate on your handwriting. Then, email your memories to me and I will share them with the Key Stage 1 teachers, we would love to read them.


Who did you do it with?

Why did you like it?

My memory is from the topic

\_\_\_\_\_

Draw a picture.

What did you do?

What did you learn?