




The Avenue Primary School

Work from home - Year 1

Suggested daily timetable

	Morning Start your morning with a workout (Joe Wicks, Just Dance, BBC movers)		Afternoon Begin your afternoon session with some handwriting or fine motor development e.g. playdough or threading.	
Mon	Phonics	English	ICT	Log in to Purple Mash and complete your Monday news. I loved reading them last week – I can't wait to read some more.
Tue	Phonics	Maths	Science	See the 'Superworm – Treasures in Soil' activity below. If you don't have the book there are read aloud versions on YouTube you can watch together.
Wed	Phonics	English	DT/Art	Make a rainbow wind chime. First you need to find a selection of objects, consider the material really carefully. What sound do we want the objects to make when they knock together? Add some colour to you chime, this could be with beads, paper, paint. Now find something to hold them all the together, a stick would be good for this. See the pictures for some inspiration! 
Thurs	Phonics	Maths	Art/Fine Motor	Have a go at learning the craft of Origami, it is all about making precise folds in paper to create something! Together find some instructions to follow online and have a go! This is a good opportunity to practise the mathematical language of halves and quarters from last week. I wonder what you might make?
Fri	Phonics	English	Science	Keep checking on your plants! I wonder how big they are now! Don't forget your weekly entry in your plant diary.

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.

- Use Phonics Play to play some of the games.
- On <http://phonicsplaycomics.co.uk/comics.html> you can find comic strips that are completely decodable. The children can practise their reading with these.
- Following on from reading words with the /ee/ sound in, I have attached the story 'A Funny Feeling', this text is a little bit longer so you may want to work on it across two days. Read the story and sound out the words together as you go. Now we will 'seek the sound' (we have done this together in class before). First of all you will re-read the text and underline any whole words with the /ee/ sound in. Remember we have looked at 4 different spellings of the /ee/ sound (ee, e, ea and y). Next you will get a coloured pen and **colour** the letters that make the /ee/ sound in each word. E.g. "What funny feeling is it do you think dear?" said Mummy. To finish off we count up the words to see how many we could find (don't forget the title!) and see who found the most.
- A selection of the words off the /ee/ list from last week will be on Spelling Shed from Monday – Thursday. On Friday we are going to have another Hive Game! If you didn't join last time, a Hive Game is the usual Spelling Shed game but it begins at a certain time and we all play together! On Friday we will begin the game at 11:00 (please be prompt as I will begin the game at 11:00 exactly). I will send you a code over Marvellous Me at 10:30 which you will use to join the game.

A funny feeling



"Mummy, I have a funny feeling in my tummy," said Emily.

"What funny feeling is it do you think dear?" said Mummy. "Is it a pain or do you think you are hungry?"

Emily had been having great fun playing games all day with her mates. She had not stopped to eat her lunch. "I think maybe you are hungry," said Mummy. "Shall we eat a meal and see if that helps? I have salad. I can make sandwiches and I have some cake."

"What can I have in the sandwiches?" said Emily.

"I have cheese or chicken," said Mummy. "Which will you eat today?"

"Can I please have some salad and some grated cheese?" said Emily. She ate the sandwich, and then a cake topped with jam and cream.

"Well," said Mummy, "you really were famished, weren't you? I think I will make a cup of tea."

"Can you make me a cup of tea too?" said Emily.

"Yes," said Mummy.

"My funny feeling has gone," said Emily. "Can I see if my mates are still playing? I think they will be waiting for me."



Maths

Visit the White Rose Maths website using this link:

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

White Rose Maths have made some fantastic short videos to support the children's Maths learning during this time.

This week I would like the children to watch and work through Summer Term - Week 3.

This includes:

- Lesson One – Part Whole Relationships Number Bonds *(for this lesson it would be handy to have 20 small objects in front of you on the table, something that can resemble counters)*
- Lesson Two – Fact Families – linking addition and subtraction (1)
- Lesson Three – Add together and find a part. *(There will be a lot of pause and discussion needed in this video as there is a lot of recording required).*
- Lesson Four – Add more and count on within 20.

I hope you find these videos helpful and enjoy having the pressure taken off you for a little while! During the video please be on hand to help your child through the questions and there will be times the videos ask you to pause to answer a question together.

English

- We have got a new common exception word to learn this week, 'your'. Practise spelling and reading this word. You could use the sheet I have attached below or come up with your own ways to learn the spelling of the word.
- Please continue to practise handwriting as frequently as possible. See sheet below for pre-cursive formations.
- This week I would like you to choose one of your favourite books, read it together and discuss what happens. Then decide together on the key parts of the story, you can decide how many but I would recommend six. Draw/paint/photograph a picture of each key part in the story and hang them up. Throughout the week keep retelling the story to each other. This will lead into a writing activity next week.
- This week's comprehension text includes lots of words with the /ee/ sound in. If your child finds the words tricky please help them. Enjoy!

Have fun and stay safe 😊

Reading Comprehension

Dear May,

I am glad you are having fun. I am not! Today, I broke my green necklace and lost all the beads! Then, I took Pete the dog for a walk but I lost the lead. Pete got covered in mud and leaves.



When I got home, Dad was so cross he wouldn't even speak to me. For tea it is beef stew and I hate meat! I wanted to read a book to cheer myself up but there is a leak in my bedroom so I can't! It is just not my day. I hope I am in a better mood next time I see you. Maybe you will bring me home a treat?

Lots of love and see you next week.

Daisy xxx

Questions

1. What colour were the beads on the necklace that Daisy broke?

2. What did Daisy lose on her walk? Tick one.

☐

Pete's lead

☐

her book

☐

her new coat

3. Can you find and copy **four** words with the 'ea' sound?

4. What treat do you think May might bring home for Daisy?

Common Exception Word

4

Common Exception Word Activity Mat: your

Find and circle the word **your**.

your you our one
our your you one
your you our your

Highlight the word **your** in these sentences.



Here is **your** book.



Is this **your** bike?



Wash **your** hands.



Your brother is kind.

Write the letters from
the word **your**
inside the boxes.

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Trace the word **your**.

your

your

your

Clap the word **your**.

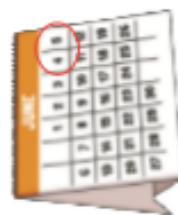


Finish off the word **your**.

yo__	__ur
y__	__r

Now write the full word.

Add the word **your** to these sentences.



How was _____ weekend?



_____ painting is great.

Close _____ eyes.



Handwriting

a b c d e f

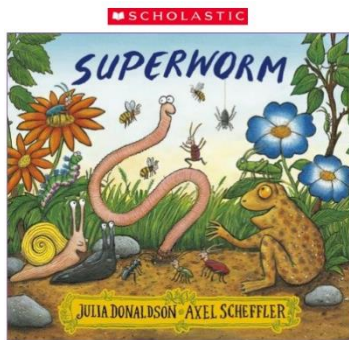
g h i j k l

m n o p q

r s t u v w

x y z

Science



5-7 Years Home Learning Pack



Treasures in soil

Objectives

- To identify and name a variety of everyday materials
- To sort everyday objects according to the materials they are made from

Resources

- *Superworm* by Julia Donaldson and Axel Scheffler
- A large container filled with soil
- 2 trays labelled 'Treasure' and 'Trash'
- A selection of 'Trash' objects eg plastic spoons, lids, bottle tops, buttons
- A selection of 'Treasure' objects eg metal spoons, jewellery items, paper clips,
- A magnet (optional)

Resource Bank
primary

Treasures in soil

5-7 Years Home Learning Pack

Outcomes

- Children will identify objects which they consider to be 'trash' or 'treasure', and identify the material they are made from
- Children will sort a collection of everyday materials according to their materials, identifying qualities they have in common



Lead in

After reading the story of *Superworm* with your child, revisit the part where he tunnels, twists and winds through the soil. Explain that just like Superworm, they are going to seek treasure in the soil.

Task

The large container of soil should be pre-filled with a selection of metal objects such as paper clips, spoons and jewellery as well as plastic objects such as buttons, lids and sweetie wrappers. Using a spoon or small spade, encourage your child to dig around and find something buried in the soil.

Explain that all items found should be placed in either the 'trash' or 'treasure' tray. Children can use *Resource Sheet 1: Trash or treasure?* to record their findings.

Prompt your child to notice what materials the objects on their trays are made from. Once the children have identified the objects materials as metal and plastic, encourage them to describe what the plastic objects have in common and what the metal objects have in common. For example, the metal objects are shiny and heavier or the plastic objects are colourful and lighter. Your child can add these describing words to *Resource Sheet 2: Metals and plastics*.

Extension

Ask your child how they can find out which of Superworm's treasures are magnetic. This should reinforce that plastic and certain kinds of metal will not stick to a magnet. Explain to the children that magnets are used in real life to sort out metal objects such as tins and cans in recycling centres. Provide your child with a magnet and ask them to re-label their trays 'Magnetic' and 'Non-magnetic'. Can they sort their treasure again using these headings?

Treasures in soil

Resource Sheet 1: Trash or treasure?

What did you find in the soil? Record your findings on this sheet.

Trash:

Draw or write the things you found:

Treasure:

Draw or write the things you found:

Treasures in soil

Resource Sheet 2: Metal and plastic



Are these items metal or plastic?



Are these items metal or plastic?

Describing plastic:

Write some words that describe plastic:

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Describing metal:

Write some words that describe metal:

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