

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!

	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.
Tue	Phonics	Maths	Music	Start a Kitchen Beat Band! Collect pans, colanders, containers, whisks, spoons, pastry brushes, plastic spatulas and other kitchen utensils. Explore sounds that can be made by tapping and beating them, just like a professional drummer.
Wed	Phonics	English	Art/DT	Make an instrument! Research some different instruments and decide what you are going to make. Make a list of everything you are going to use and design your instrument. Then when you have designed your instrument and collected your materials get making!
Thurs	Phonics	Maths	Music	Think about your favourite song/piece of music. Ask your family their favourite too. Share your favourite piece of music/song with your family and listen to their favourite. Ask your extended family too and you could record everyone's favourites in a table. Miss Firman's favourite is 'The sun will come out tomorrow' from Annie and Miss Burnett's is 'We're all in this together' from High School Musical.
Fri	Phonics	English	Science	The beginning of June means we are entering the season of Summer. What changes do you think we will start to see as we move from Spring to Summer? Record your thoughts using pictures and words.

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.
- Log in to Phonics play, select Phase 5, scroll down and select either 'Cheeky Chimps' or 'Acorn Adventures'. When asked to choose a grapheme select 'o'. This will build on last week's new learning that the <o> spelling can make the /o/ sound like in hot or the /oe/ sound like in cold.
- Using the word list below, write each word on a piece of paper. Set a timer for an amount of time, maybe 1 or 2 minutes (we do 2 minutes in the classroom). See how many words your child can read in that time, write down their score. Try it again the next day, write down the score again. Keep practising reading the words each day and hopefully the amount of words should go up each day! We call this 'Speed Read'.

boat	float	most	slow
bone	go	no	snow
bowl	goat	old	so
coat	grow	only	toe
cold	Joe	open	
crow	know	pole	

- A selection of the words off the /oe/ list 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.

Maths

We are going to move away from White Rose videos this week as their Week 5 lessons are around length and height. We had just finished a whole teaching block on length and height before school closed. However, the videos would still be good practise for the children if you wish to continue watching the lessons.

This week we are going to look at 'Time'. The first thing you should prepare for this week is a clock that the children can manipulate. Some examples below.



- First of all, identify the minute hand and the hour hand (make sure they are different sizes). Discuss how they move, the direction they move and which hand moves quicker/slower. When the minute hand is pointing to 12 the clock is showing us an 'o'clock' time. We then need to look at the hour hand to know exactly what time it is. Have a go at reading and moving the hands for o'clock times on your homemade clock then complete the o'clock worksheet below. When drawing the hands emphasise the importance of the hands being different sizes.

We touched on o'clock very briefly at the end of Reception when talking about times of the day. The children really enjoyed the challenge I gave them where they got house points every time they noticed it was an o'clock time using the classroom clock. You can do this at home with your own incentive!

- Next have a look at half past times. A great way to illustrate the movement of hands during an hour is with one of those clocks with a windy dial behind that moves both hands at the same time. If you don't have one visit this link <https://www.topmarks.co.uk/time/teaching-clock> and use the '+ 1 hour' and '+30 minutes' toggles to watch what happens to the hands. Help your child to identify that one full turn from 12 is an hour so half a turn would put the minute hand at 6 and show us half an hour. As above have a go with your homemade clock reading and moving the hands to show different half past times. When you feel your child is confident with half past times have a go at the second sheet which is a mixture of o'clock and half past times.
- A fun video to help explain time.

<https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs>

Tell the Time: Writing the Time

Write the time shown on each clock.



____ o'clock



____ o'clock



____ o'clock



____ o'clock



____ o'clock



____ o'clock



____ o'clock



____ o'clock

Tell the Time: Drawing the Time

Draw the time on each clock.



5 o'clock



11 o'clock



4 o'clock



9 o'clock



1 o'clock



10 o'clock



2 o'clock



6 o'clock

Tell the Time: Writing the Time

Write the time shown on each clock.

















Tell the Time: Drawing the Time

Draw the time on each clock.



9 o'clock



half past 3



5 o'clock



1 o'clock



half past 7



half past 8



10 o'clock



half past 12

English

The activities this week follow on from last week's activities.

By now you should be really familiar with the story you chose last week if you have been retelling it to each other all week. I am going to give you a sequence of activities which should be spread over the two weeks, not done in one go.

- Activity 1 - Try to put your images into a long line (on the wall or a washing line) so you can see them all. Discuss which show the beginning, middle and end of the story and separate them.
- Activity 2 – Look at only the beginning of your story, discuss what happens talking in full sentences. Once you are happy repeat these sentences a few times so you can remember them. You could come up with some actions to help you remember. Write the beginning of your story on a piece of paper.

When we write in the classroom, we have a 'Success Criteria' for the children to refer to so they remember to include all the things I would like them to. For this piece of writing I would like to see capital letters at the start of a name or sentence, full stops at the end of sentence, finger spaces, the use of 'and' to join two sentences together, adjectives and a challenge to include some of these words, next, then, later, after, that, first, finally, suddenly. These are all regular things on our success criteria and should be no surprise to the children. Below I have presented it how I would usually give it to the children in picture form.

- Activity 3 – Repeat the above for the middle section of the story.
- Activity 4 – Repeat the above for the end section of the story.
- Activity 5 – Read through your work together, use the success criteria to spot anywhere you could make your story better and change it.

And finally, send a picture/scan of it to me through the school email. I would love to read your stories!

- This week's reading text 'The Old Pony' includes lots of words with the /oe/ sound in. Please read the text and then complete the sorting sheet activity. Make sure to discuss the text as you read it and ask each other questions.

Remember these are just suggestions.

Have fun and stay safe 😊

Success Criteria

A B
C

Use capital letters at the start of a sentence or name.



Use full stops at the end of your sentences.



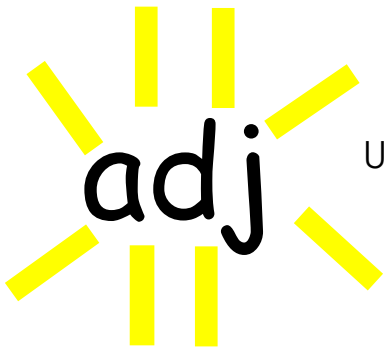
Use finger spaces in between words.

mat

Use your sound mat from the very first pack I gave you for sounds and tricky words,

and

Use 'and' to join two sentences together.



Use adjectives to make your sentence more interesting.

Challenge – Can you use any of these words?

next then later after that
first finally suddenly just then



The Old Pony

Joe, the old pony, was in his field. He was so old and slow that nobody rode him anymore. The wind was blowing. He felt cold and lonely.

Just then, Jazz and Hal rode by on their bikes. They were going home for tea. They felt so sorry for old Joe that they stopped to stroke him.

At teatime they told Dad about Joe.

"Don't worry," said Dad. "I know I can help him."

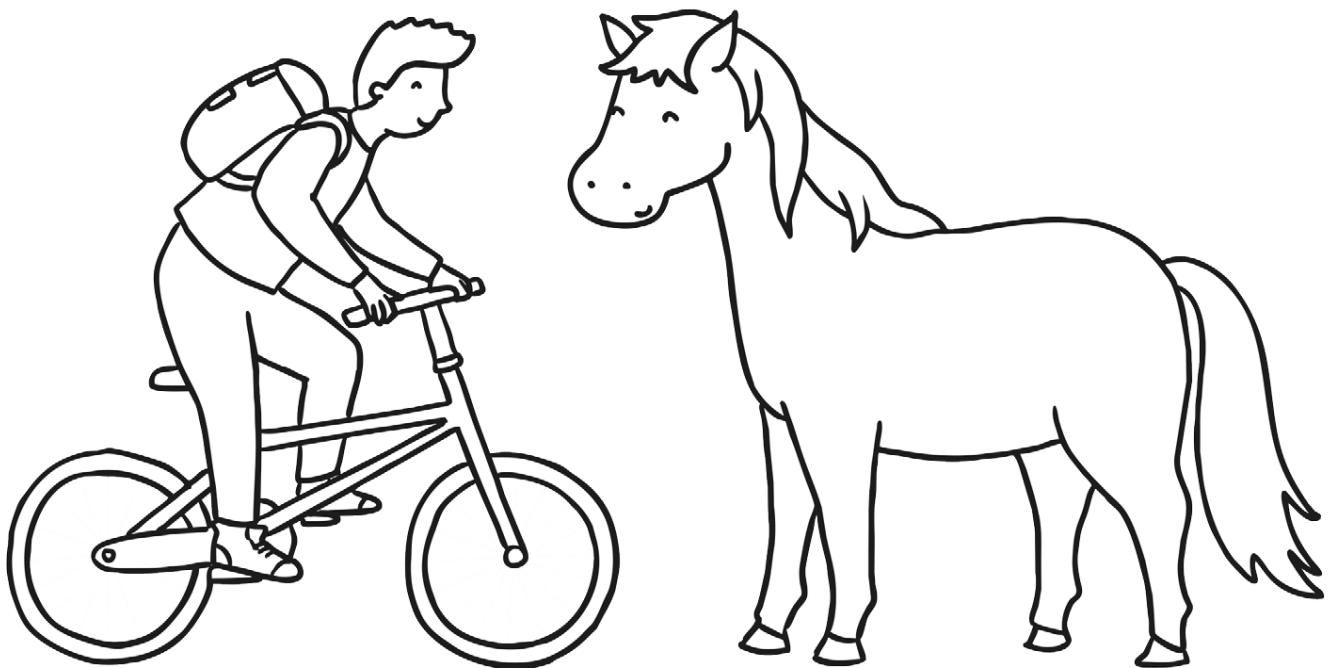
After tea, Dad went to the shed and got an old green coat and a thin rope. Jazz and Hal got the end of a loaf of bread.

"Let's go," said Dad.

Dad and Jazz and Hal went back to Joe's field.

"Hello, old fellow," said Dad. Quickly, he put the old coat over Joe's back and tied it on with rope. In no time at all, Joe was as warm as toast!

Jazz and Hal gave Joe some of the loaf to eat. Old Joe was happy at last.



Sorting Sheet Activity

Can you spot all of the words from the story that have the 'oa' sound? Write each word once.	Can you sort the words you spotted into different spellings of the 'oa' phoneme?
	<p style="text-align: center;">oa</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="width: 100%; border-bottom: 1px solid black; margin-top: 10px;"></div>
	<p style="text-align: center;">ow</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div>
	<p style="text-align: center;">oe</p> <div style="width: 100%; border-bottom: 1px solid black; margin-top: 10px;"></div>
	<p style="text-align: center;">o_e</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="width: 100%; border-bottom: 1px solid black; margin-top: 10px;"></div>
	<p style="text-align: center;">o</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div>

Answers

Can you spot all of the words from the story that have the 'oa' sound? Write each word once.	Can you sort the words you spotted into different spellings of the 'oa' phoneme?
<p>Joe pony slow nobody rode blowing lonely going home so stroke don't know coat rope loaf go hello fellow no toast</p>	<p>oa</p> <p><u>coat</u> <u>loaf</u> <u>toast</u></p>
	<p>ow</p> <p><u>slow</u> <u>blowing</u> <u>know</u> <u>follow</u></p>
	<p>oe</p> <p><u>Joe</u></p>
	<p>o_e</p> <p><u>rode</u> <u>lonely</u> <u>home</u> <u>stroke</u> <u>rope</u></p>
	<p>o</p> <p><u>pony</u> <u>nobody</u> <u>going</u> <u>so</u> <u>don't</u> <u>go</u> <u>hello</u> <u>no</u></p>