

Year 1 - School Closure Home Learning - Week 4



Visit our YouTube channel for Penpol Teachers interactive RWI Phonics Lessons (link on the website)

Daily phonics and reading practise resources available on: https://www.oxfordowl.co.uk/welcome-back/for-home

Daily maths lesson videos and worksheets available linking to Year 1 National Curriculum: https://whiterosemaths.com/homelearning/year-1/

	Monday	Tuesday	W	ednesd	ay	Th	ursday	Friday
Activity	Practise learning the days of the week by singing this song to 'The Adams Family' tune.		What day comes in between?		Unscramble the days of the week and then write		Fresh Air Friday! Tally and Bar Chart	
1	Practise saying them in order	•	Thursday		Saturday	them in ord		
	them.	and wiring, spetting	Saturday		Monday			Using a packet of your
(English)			Tuesday		Thursday	unacud		
(English)	Remember they are proper no	ouns so have capital	Monday		Wednesday	unasyd		favourite sweets:
	letters.		Friday		Sunday	nomyad		E.g. m&m's, smarties,
Play	There's Sunday and there's	Monday	Wednesday		Friday	2000 1 2000		jelly babies, mini-eggs
`Teach	There's Tuesday and there's	Wednesday	Sunday		Tuesday (esutady		etc.
your	There's Thursday and there		yesterday	today	tomorrow	dwesenayd		
Monster	And then there's Satur			Wednesday	2000000000	10 000 000 000 000 000 000 000 000 000		Predict and Solve:
to Read'	and their their of sections			Friday		srthdyua	Answer verbally in full	
10 Redu	Days of the week, Coluck	cluck1		50500		irdfya		sentences.
	Days of the Week, Esnap			Sunday				
				Saturday	2	yasarudt		Which will be the most
	Days of the week, Days of the week, Days of the week [stomp, stomp]			Tuesday	-			common colour?
	Challenge for the week- Diary Writing.			Thursday				
				Monday				Which will be the least
	Keep a diary writing a sentence or two about what you are doing each day. Remember to start with						common colour?	
			Monday Tuesday Wednesday Thursday Friday Saturday Sunday					How many more red
								are there than green?
			1					
	the date and the day of the	week.						



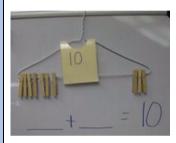
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Activity 2

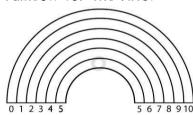
(Maths)

Number bonds





Make a number bond rainbow for the NHS:



Secure your number bonds to 10 with rapid recall.

1 + 9 = 10

2 + 8 = 10

Challenge -

Secure your number bonds to and within 20 / 100. E.g.

Doubles

Using pasta/toys/crayons etc find doubles of numbers 1-20 by making 2 equal groups.

Record this as an addition sum.

E.g.

1 + 1 =

2 + 2 =

3 + 3 =

Tell your adult 2 facts about the patterns you notice when doubling.

Clue (odd/even, what number they end in, how much they increase in each time)

Challenge: Halving

Using even numbers find half of numbers to 20 by sharing into 2 equal groups.

E.g.

Grouping - Problem Solving

Explore and solve using pasta/pebbles/lego bricks etc.

I am thinking of a number between 20 and 30.

I can only make equal groups of 5 – What must my number be?

Challenge:

What happens when I try to make groups of 2 with it?

What happens when I try to make groups of 10 with it?

Tally, Pictogram and Bar Chart

Make a tally chart to count how many windows, doors, chairs, pillows etc. there are in your house.

Draw a pictogram to show this.

Fruit	Favorite Fruit
apple	8888
bonono	00000000
strawberry	888
peor	0 0
gropes	8888

Make a practical bar chart to show this. You could use lego bricks, sweets etc.



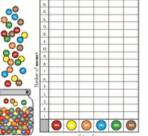
<u>Challenge</u> – Draw your bar chart.

Make a practical tally chart and then draw.



Make a practical bar chart and then draw.







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17 + 3 = 20	Half of 8 = 4		PENPOL SCHOOL
60 + 40 = 100			
75 + 25 = 100			

Extra Info

Don't feel that you have to have physical evidence for these challenges and please feel free to be creative about how you deliver them. We really want you to look after yourselves and not add extra stress to this tricky time.

Children can also be accessing and using the following websites with their school log-ins:

Teach Your Monster to Read- www.teachyourmonstertoread.com

Education City - www.educationcity.com

Mathletics - login.mathletics.com

Please keep practising your **phonics** as much as you can – remember to encourage the children to use "Special Friends, Fred Talk, Read the word" for unknown words.

Don't forget, sharing stories is a great way to develop the children's language and reading. We have attached some questions that we call "Reading VIPERS" at school.

You can use this guide to ask your children appropriate questions about different books/films/tv programmes you may share at home.

Take care and looking forward to seeing you soon - Miss Whear and Mrs Sukstiene



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PENPOL SCHOOL					PENPOL SCHOOL
Vocabulary Draw upon knowledge of vocabulary in order to understand the text.	Infer Make inferences from the text.	Predict Predict what you think will happen based on the information that you have been given.	Explain Explain your preferences, thoughts and opinions about the text.	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence Sequence the key events in the story.
What does the word mean in this sentence? Find and copy a word, which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/ mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section?	Why was feeling? Why did happen? Why did say? Can you explain why? What do you think the author intended when they said? How does make you feel?	Look at the book cover/blurb - what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next?	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	What kind of text is this? Who did? Where did? When did? What happened when? Why did happen? How did? How many? What happened to?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?