



Year 1 – School Closure Home Learning – Week 8



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	Wednesday	Thursday	Friday
Activity 1 (English) Play 'Teach your Monster to Read'	Prefix -un Create your own pairs game by cutting out squares of paper and drawing and writing the root word and the opposite prefix word for -un. E.g. kind/unkind, happy/unhappy, zip/unzip, wrap/unwrap, fair/unfair, healthy/unhealthy, safe/unsafe etc.	Charades for prefix -un Using the cards you made yesterday, pick a card and play charades with someone in your family. Remember you have to act it out, you can't speak. Challenge: Can you using Fred Fingers to spell out each charade?	Draw your own plant monster. Go on a nature walk/hunt to find a plant/flower/tree that appeals to you. Using the plant you found and your imagination, draw/make/create a 'plant monster'. You might make it 3D, use junk modelling, paint it etc.	Describe using adjectives Write a description of your plant monster. Think about its appearance, what it eats, how it moves etc. Challenge: Use and colour code: Adjectives (describe the noun) Verbs (doing words) Adverbs (describe the doing word) My spikey plant monster scarily jumps out on insects.	Fresh Air Friday! Cloud watching Lie in the garden and look at the sky. Use your imagination to tell your adults what the clouds look like. Senses Challenge: Close your eyes: What can you hear? What can you smell? What can you feel?



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Activity 2 (Science)	<p>Do all insects have wings?</p> <p>Plan an experiment that will find the answer to this question. Think about these questions:</p> <ul style="list-style-type: none">• What will you need to do?• What equipment will you need?• How will you collect your data? <p>You could collect your ideas in a mind map or make notes!</p> <p>Challenge: How many different ways can you think of to record your data?</p>	<p>Do all insects have wings?</p> <p>Write steps to instruct someone else to carry out your experiment. Make sure you use your bossy verbs to make it clear and try to use as much scientific vocabulary as you can! You might use:</p> <p>Experiment, equipment, observe, test, record, method.</p> <p>Challenge: Give your instructions to a family member to see if they can understand them. Have a read through and give yourself a target that would make it even better next time!</p>	<p>Do all insects have wings?</p> <p>Think of a prediction of what you think you might find out in your experiment. Start your prediction with:</p> <p>"I predict that..."</p> <p>Tell a family member your prediction!</p> <p>Miss Whear and Mrs Sukstiene have written our own prediction.</p> <p>"We predict that all insects do have wings because we always see them in our gardens".</p> <p>I wonder if we are right!</p> <p>Challenge: Write your prediction down near to your experiment plan so that you can remind yourself of it later!</p>	<p>Do all insects have wings?</p> <p>Carry out your experiment, following your plan. Record your findings – you could use a tally chart or a table.</p> <p>Challenge: Sort your data into groups. For example, you might create a group of green insects or a group of poisonous insects!</p>	<p>Do all insects have wings?</p> <p>When you are playing outside or enjoying a family walk, can you spot any of the insects you researched for your experiment?</p> <p>Challenge: Write a summary of your findings from your experiment. Can you say what went well and what you could change next time to make it even better? This is called evaluating.</p>
Extra Info	<p>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.</p> <p>Children can also be accessing and using the following websites with their school log-ins:</p> <p>Teach Your Monster to Read- www.teachyourmonstertoread.com</p>				



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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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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. 
Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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.....? 	Example questions <ul style="list-style-type: none"> • 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?