

Y1

Day 5- Friday 27th March

Session 1	Alphabet code /Handwriting
Session 2	Maths
Session 3	Break
Session 4	PE
Session 5	Lunch
Session 6	Guided Reading

Dear parents and carers,

With the restrictions on non-essential contact in place, if you find that you cannot print the resources at home, you can draw/write the answers in your exercise books if you have them, or on any available paper you have.

Reading EVERY day

Everyday Oliver Jeffers will be doing a live reading of his books! Below is the link to the website with some of his videos.

<https://www.oliverjeffers.com/books#/abookaday/>

Alphabet code: This is the third activity on the /ai/ sound. The children need to read each sentence carefully, one sentence at a time. They can then highlight/colour the /ai/ codes they can find within the sentence. They then need to

re-write the sentences neatly underneath. Remember to check for full stops, capital letters and finger spaces. A phonics roll-dice game is included for today. This game focuses on words with the split a_e code such as, make, cake and bake.

Handwriting: Here are the next four high frequency words to practise today.

Maths: The learning objective for maths today is to solve word problems.

The starter for this activity is for discussion only. Your child should use their reasoning and number bond knowledge to be able to explain to you how they know whether Michael Maths is correct or incorrect.

When solving word problems, we try to teach the children to look for information they are given within the problem first. Are we given the parts or the whole? Do we know the whole yet? (how many there are altogether) and what is the question asking us to do?

There are key words in word problems which give us a clue as to what it is asking of us. If a question asks how many are there **altogether**? We then know that we need to find the whole. This usually involves **adding** the parts together.

If a question is asking us **how many are left**? This is usually a **subtraction** problem and we may have **one known part**.

Brain Break: This link is to Cosmic Kids mindfulness for kids. This video is 14 minutes long. You could do five minutes a day or however long or short your child wants/needs. 😊

<https://www.youtube.com/watch?v=Wsy2L9VvX90>

PE:

The following links will take you to exercise and yoga videos you can do at home:

<https://www.youtube.com/watch?v=Rz0go1pTda8> Jo Wicks PE

<https://www.youtube.com/watch?v=mhHY8mOO5eo> Jo Wicks kids exercises for beginners

<https://www.youtube.com/watch?v=tbCjkPlsaes> Cosmic Yoga Pokemon adventure

Guided Reading: For guided reading, we usually all sit in a circle and read a text together. We make inferences from the story, thinking about the key events and how different characters are feeling and why. We then spend time on activities linked to the text. The activity for this week is to recommend a favourite book and explain why you enjoy it.

Alphabet code:

1. Read the sentences.
2. Say each sound as you write it on the sound lines.
3. Highlight the /ai/ spelling.
4. Read the sentence you have written.

Today I made a cake.

It is raining. What a shame!

Dave is a mate at school.

We play games and swim in the lake.

Hurrah! It is my birthday!

Handwriting:

were

come

house

to

Maths:

Starter:



Michael Maths thinks that if he knows $8 + 2 = 10$. Then he knows $18 + 2 = 20$.

Do you agree or disagree with him?

What do you know about 18? How many tens and ones are in 18? Explain your answer.

Learning Objective: To solve word problems.

Success Criteria: I can:

- I) Work out if a word problem is asking me to add or subtract.
- II) Find the answer using a strategy of my choice.

Jack has 16 pennies.

He spends 8.

How many pennies does he have left?



Jack has ____ pennies left.



Miss Adams made 12 cupcakes. She then made 4 more cupcakes.

How many cupcakes does she have altogether?

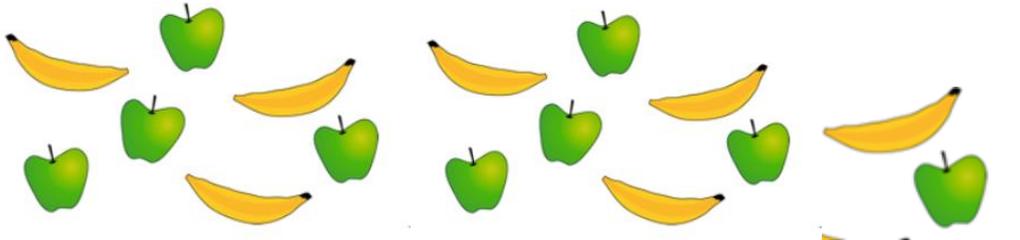
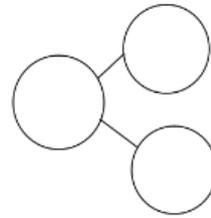
There are _____ cupcakes altogether?



There were six pencils in a pot. 2 pencils fell out.
How many pencils are left?

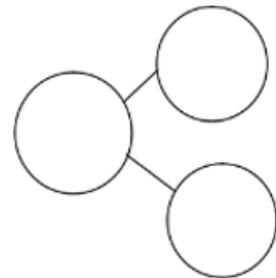
There are _____ pencils left.

$$\square - \square = \square$$



Maisie Maths has 9 apples. Michael Maths has 7 bananas.
How many pieces of fruit do they have altogether?

$$\square + \square = \square$$



Extension: Can you come up with and write your own word problems for someone to work out at home? Remember a word problem is like a story, it must have words.

Guided Reading:

Success Criteria: I can:

- 1) Use a capital letter at the beginning of a sentence
- 2) Use a full stop at the end of the sentence
- 3) Use because to explain my reason



Year one, Gregory needs your recommendations! Write Gregory a letter explaining to him why he should read your favourite book. We have written letters before in class. Remember every letter needs to start with 'Dear..' and the name of the person you are writing to and finish with 'from' and your name.

Don't forget:

- Capital letters at the beginning of a sentence, for I and for names.
- Full stops at the end.

- Joining words to be used once to join two sentences together.
- Exciting adjectives!

Examples of how you could start your letter:

Dear Gregory,

My favourite story is _____ because_____.

I think you should read _____ because _____.

You can also draw Gregory a picture of the front cover of your book.

Homework:

Friday 27th March 2020

Learning Objective: To create a weather chart.

The homework this weekend is to create a weather chart.

This way you can keep track of the weather each day of the week, just like we would do in a maths meeting.

At the end of the week you will be able to see which type of weather we have had the most! The picture below is just an example of how I created mine, but you could choose to record yours a different way. For example, you could write the days of the week along the side.

