

Y1

Day 6- Monday 30th March

Session 1	Alphabet code
Session 2	Maths
Session 3	Break
Session 4	English / Handwriting
Session 5	Lunch
Session 6	Maths Meeting
Session 7	RE

Reading EVERY day

Alphabet code: This activity is treasure or trash. The children need to read each of the words and decide whether they are real words (treasure words) or trash words (made up words). Try to spot the different /ai/ codes within the words and sort them into the correct pile. There are many ways you could extend this game with your child. You could have them orally use the words in a sentence to check for meaning and understanding, you could have them write a sentence using some of the words, or you and your child could come up with some of your own treasure and trash words to test each other with. Whichever way you decide to use this game, keep it fun for you and your child 😊

If you cannot print this resource at home, you could make your own! Below is a link to the phonics play website where you can play treasure or trash online.

Select phase 5, and then the sound/code you are revising

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure>

Treasure Words

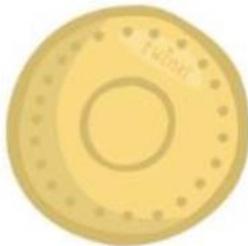


twinkl visit twinkl.com

Fake Words



twinkl visit twinkl.com



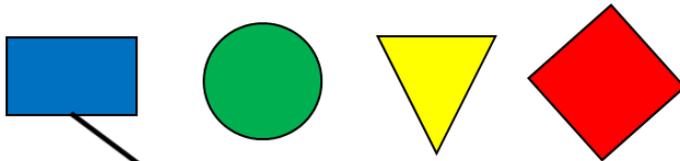
Maths: Learning objective: To identify properties of 2D shapes

Please note that if you cannot print these pages then you can record your answers in an exercise book, or on paper.

1.

Match each shape to its name.

One has been done for you.

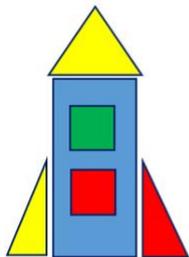


2.

Ed makes a picture using shapes.

Complete the sentences to describe

Ed's picture.



There are squares.

There are triangles.

3.

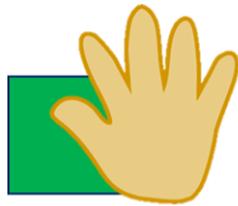
Sam has made a pattern.



Draw the next two shapes in the pattern.

4.

Mo covers part of a shape.



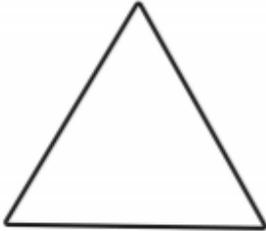
Tick all of the shapes it could be.

- | | | | |
|--------|-----------|--------|----------|
| circle | rectangle | square | triangle |
|--------|-----------|--------|----------|

5.

Properties of 2D Shapes

Write down the properties of the shapes.



A triangle has ___ sides.

A triangle has ___ corners.



A rectangle has ___ sides.

A rectangle has ___ corners.



A square has ___ sides.

A square has ___ corners.



A quadrilateral has ___ sides.

A quadrilateral has ___ corners.

English:

Learning Objective: Write instructions on how to play your favourite game

Dear Year One,

Today's English learning task is to write instructions on how to play your favourite game. Imagine you are explaining how to play your favourite game to your friend so that you two can play it together!

Remember that instructions are different to stories and they are used **to tell us how to do something**. Just like when we follow a recipe to bake a cake, we need to begin with the first step and then follow the other steps in order.

Success Criteria: I can:

- i) Sequence my instructions in order
- ii) Use a capital letter at the beginning of my sentence
- iii) Use a full stop at the end of my sentence

Don't forget to **'say, write and read'** and check every sentence for **full stops, finger spaces** and **capital letters**.

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

we

go

will

old

Don't forget your finger spaces between every word 😊

Maths meeting activity:

How much money is there in each purse? Remember to check the value! Is it pounds or pence?

1.



2.



Extension activities:

You can extend this game by using real coins with your child, showing them a group of coins and asking them how many there are altogether. Another fun idea is to role play going shopping. Make up some prices for items and ask your child to pay using the right amount of coins.

Hit the button:

Below is a link to an online game we have played in class. Hit the button is a fun way of practising number bonds at speed! You can choose to practise number bonds to 10 or 20.



<https://www.topmarks.co.uk/maths-games/hit-the-button>

Addition to 20 bus ride game:

You will need a dice to play this game. Roll the dice and jump forward the number of squares. You need to solve the addition sentence to be able to move forward on your next go! Remember you can use your knowledge of number bonds to 10 to solve these even quicker.

If I know that $3 + 3 = 6$, then I also know that $13 + 3 = 16$ (**I must not forget the 10**)

If you do not have a dice then you can time yourself to see how quickly you can move around the board. 😊

Addition to 20 School Bus Ride

16+1 13+1
12+2 13+3 7+8
14+4 18+1
1+13 15+5
8+9 1+11 14+2
17+2 8+9
2+12 12+3
3+7 6+7 5+14
19+1 9+2
5+13 6+12
13+3 5+10
7+9 8+4
6+14 2+5 10+1

START

Finish!

RE:

The RE activity for this week is to think about how the characters in the Easter story were feeling. Re-watch the Easter video clip from last week. Who are the main people in the story? What kinds of emotions were they feeling and why? Name and draw a picture of the different people in each box.

Extension: Are there any other feelings that haven't been included on the table? Can you write a sentence to describe what the person is feeling and why?

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h>

Easter feelings

There are lots of important feelings in the story of Easter. Think about the people in the story.

In each box, draw a person from the story who had the feeling or write their name.

happy	sad
amazed	afraid
angry	puzzled or confused