

Y1

Day 4- Thursday 26th March

Session 1	Alphabet code
Session 2	English/Handwriting
Session 3	Break
Session 4	History
Session 5	Lunch
Session 6	Maths meeting
Session 7	Art

Reading EVERY day

Alphabet code: This is the second activity on the /ai/ sound.

The children need to 'read, highlight, cut and stick'. They will need to read each of the words. Find and highlight the /ai/ code, then cut out and stick the word into the correct code column. When the children finish this activity in class, we challenge them to choose at least three of the different words and come up with their own sentences. Remember to use 'say, write, read' and check for full stops and capital letters.

English: The English task for today is focusing on **expanded noun phrases**, where we use two adjectives to describe a

noun. Encourage your child to verbally come up with as many adjectives as they can to describe different things in the picture. They may wish to write these down to help with the sentence writing.

Depending on your child, you could orally generate and practice a sentence first, then write it down for them and have your child copy the sentence.

Remember to encourage the use of '**say, write, read**' to always be checking for full stops, capital letters and finger spaces!

Handwriting: To practice the next set of high-frequency words in your neatest handwriting. Remember the challenge, try to keep your pencil on the page as you write one word.

History: In history, we started the unit 'food through time'. We began by investigating what life was like in the Stuart period (we have previously touched on this period when we learnt about Guy Fawkes) and we discovered what foods would have been available to poor people and rich people. We found that most poor people had to grow and make their own food and they would not have had much sugar or sweets in their diet.

For this lesson, we would like you to research what food was like in the Victorian period. Below are some links to some helpful websites, but you can also use other sources if you have them available. Some things to think about are; what food was available to rich and poor people? Was it similar to the Stuart period? What were common ingredients/meals

from this time? What are the similarities or differences from today? Once you have done some research you can complete the research map attached. Here you can write down some of the most interesting facts you found, write some questions you still have, draw, and label some pictures of the food.

Useful websites: <http://cookit.e2bn.org/historycookbook/index-23-victorians.html>
<https://www.youtube.com/watch?v=9MDZ7mqUBvM>

Maths Activity: In maths meetings the children have been practicing how to tell the time to o'clock and half past. For this activity the children need to draw the correct time on each clock. Remind your child to show the different sizes of the hands on their clocks for the **short hour hand** and the **long minute hand**. In class we have a tikka-tokka song with actions that your child may use to help them remember! If you cannot print the sheet, your child could draw their own clocks and try to represent the correct time.

The link below should take you to a website called Oxford Owl and straight to a time game. This website also has many other maths challenges and games!

<https://www.oxfordowl.co.uk/api/interactives/24502.html>

Art: Over the last two terms we have looked at the techniques of Da Vinci and Cezanne. We have tried to use their techniques in our own drawings such as: using shapes in our art, using different tones by pressing our pencil harder

or lighter, different patterns and styles of shading and using watercolours in different ways.

For this activity we would like you to sketch out your own landscape drawing. Think about what you would like to include in your landscape and how you will create different effects. Will you use shading? If you have watercolours, could you mix them or experiment with the amount of water you use. You could use household items like cling-film and cotton wool to create different effects. Be as creative as you like with your landscape! Below I will include some different landscapes for inspiration. Don't forget to take pictures of your artwork if you can 😊

This can be done in their art books if you have them at home, or on a piece of paper.

Alphabet code:

Learning Objective: identify different codes for the sound /ai/

1. Read the words.
2. Highlight the /ai/ spelling.
3. Sort the words into the correct spelling groups.

ay	a-e	ai	a

Words to sort:

game	hay	stay	spade	railway
again	shake	tray	spray	tail
trail	mail	baby	paper	April
navy	wait	say	stable	brain

Thursday 26th March 2020

English

Learning Objective: To use exciting adjectives in my writing.

Success Criteria: I can:

- I) Use two adjectives in my sentence.
- II) Use capital letters and full stops.

Year One, as you know Gregory loves to travel and visit new places. He has been listening to all your learning about the Polar regions in Science and he thinks that he might like to visit there one day.

Look at the picture below. Come up with some **exciting adjectives** to describe what you can see. What sort of things might Gregory be able to do there? What will he be able to see?

Write 3-5 sentences telling Gregory what he might be able to see or do. Remember to use exciting adjectives in your writing and try to **use two adjectives to describe a noun**.

Example: Gregory could swim in the deep, cold water.

Remember: An adjective describes a noun; it tells you what it's like!



Handwriting:

don't

could

a

all

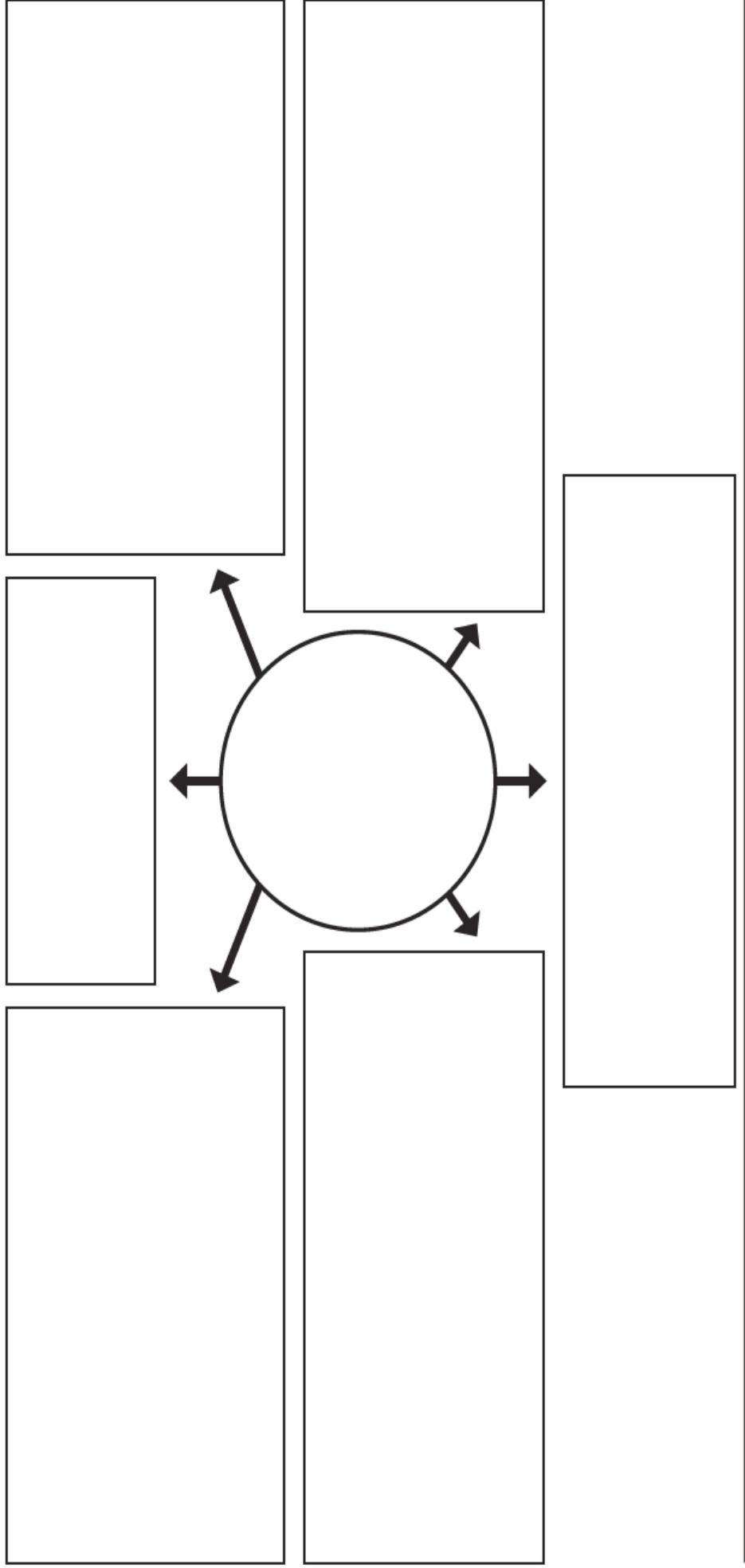
Learning objective: To research what food was like in the Victorian period.

Success Criteria: I can:

- i) Carry out my own research.
- ii) Make notes on a research map.

My Research Map

Fill the map with facts or pictures from your research and make links between any that have a connection. You could include questions you might research another day.



Maths Meeting Activity: Don't forget to show your **short hour hand** and your **long minute hand**.



9 o'clock



half past 3



6 o'clock



half past 4



11 o'clock



half past 2



5 o'clock

Art:

