

## Y1HT

Day 4- Thursday 26<sup>th</sup> March

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

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>

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**.

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.

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:

## Treasure Words



twinkl visit [twinkl.com](https://www.twinkl.com)

## Fake Words



twinkl visit [twinkl.com](https://www.twinkl.com)

1



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!



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.

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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 6 pennies.

He spends 2 pennies.

How many pennies does he have left?



Jack has \_\_\_ pennies left.



Miss Quirke made 2 cupcakes. Then she made 3 more cupcakes. How many cupcakes does she have altogether?

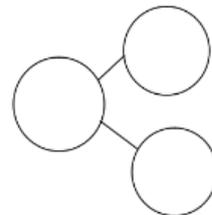
There are \_\_\_\_\_ cupcakes altogether.

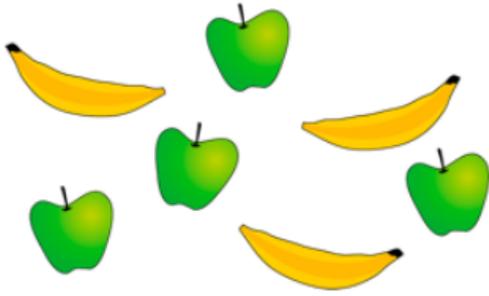


There were six pencils in a pot. 2 pencils fell out. How many pencils are left?

There are \_\_\_\_\_ pencils left.

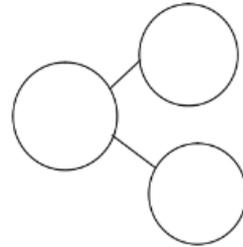
$$\square - \square = \square$$





Maisie Maths has 4 apples. Michael Maths has 3 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.

Handwriting:

don't

could

a

all

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

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Art:

