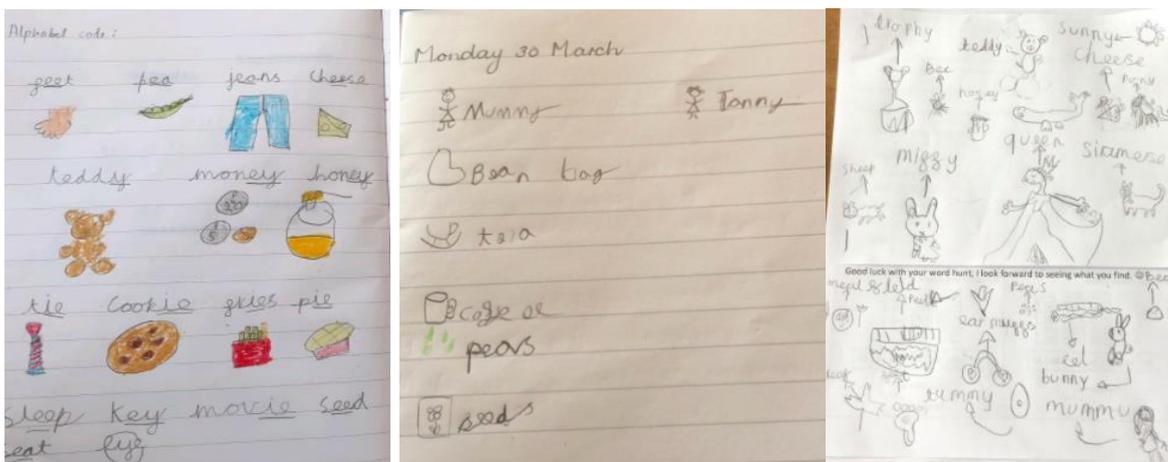


Y1 HT Wednesday 1st April 2020

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

Alphabet code:

Well done to everyone who went on an /ee/ hunt. I was very impressed with all your findings and recordings 😊 Here are just a few examples of some of the exciting things you found!



The alphabet code task for today is to complete the /ee/ chart. You must **read, highlight, cut and stick**. Read each of the words, highlight the /ee/ code you can see within the word and stick the word into the correct column. If you cannot print the sheets, you could make your own chart with all the different /ee/ codes and sort your own words into the correct /ee/ column. You could even add in some of your words from your word hunt!

Remember you can also always play different phonics games with your children at any time to help their blending of sounds. This could include treasure or trash, both the online version

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

and/or a home-made one, roll-dice games and I-spy with sounds to name a few

😊

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

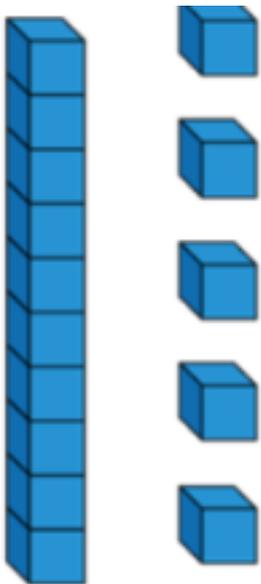
1. Read the words.
2. Highlight the /ee/ spelling.
3. Sort the words into the correct spelling groups.

e	ee <small>eeeeee</small>	ea <small>eeeee</small>	y	ey <small>eeeeee</small>

bee	leaf	sleep	he	happy
green	beak	puppy	windy	three
free	cream	east	hurry	she
easy	speak	twenty	donkey	sneeze
fifteen	treat	jelly	key	meat
sheep	sunny	me	please	

Maths:

The activity below focuses on **place value**. In year one the children have been learning to identify how many **tens and ones** there are in a given number. This helps us to understand the base-10 system and why we write numbers as we do. A key skill for year one children is to be able to identify numbers from different visual representations. We have also been working on finding quicker ways to count, such as, in 2s, 5s or 10s. Looking at the image below, the children have been learning that one stick represents ten and the blocks on their own represent ones. We can therefore see there is **1 ten and 5 ones**, so the number being represented is **15**.



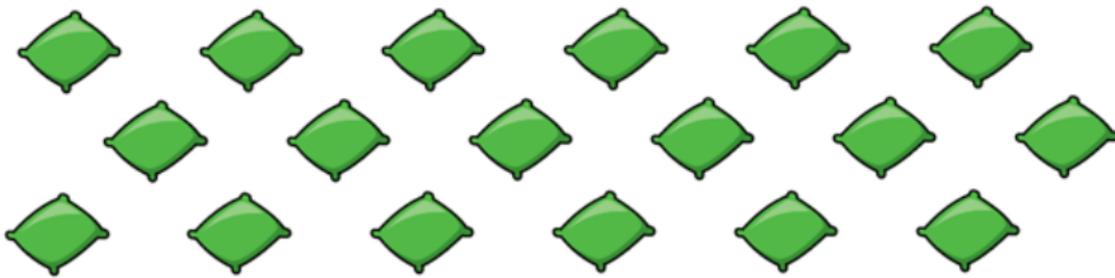
If you cannot print the sheets below, you could practice counting out different sets of objects from your home and working out how many you have. Your child could then draw their own place value chart and draw in their own tens and ones to represent the different sets.

Maths:

Learning Objective: To understand place value.

Starter: Do you need to count the beanbags one by one, or is there a quicker way?

How many beanbags are there?

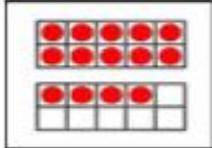
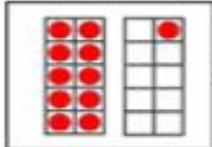
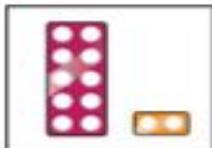


There are ____ beanbags.

1.

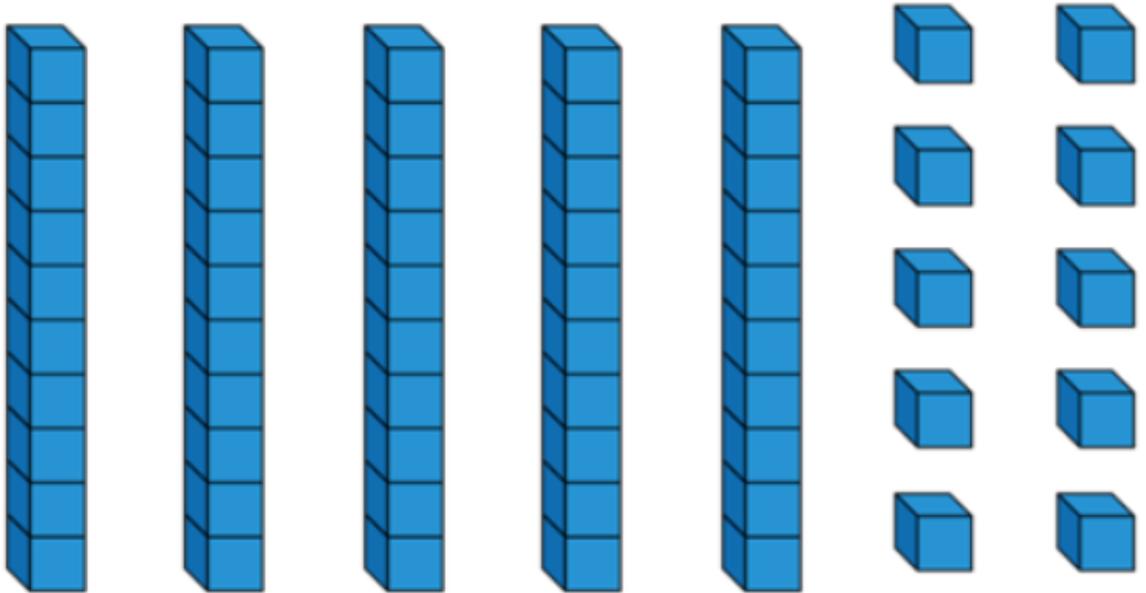
Match the numbers to the representations.

One has been done for you.

	<input checked="" type="checkbox"/>	eleven
	<input type="checkbox"/>	12
	<input type="checkbox"/>	13
	<input type="checkbox"/>	fourteen

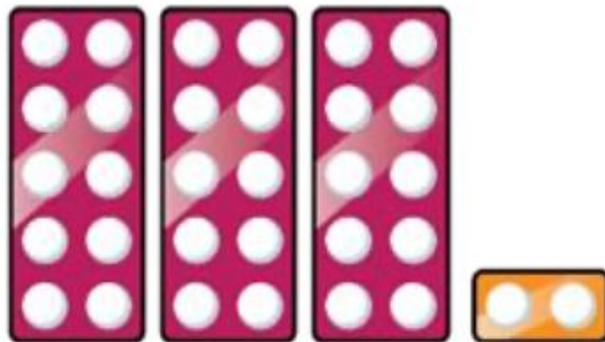
2.

Circle 35



3.

Sam makes a number.

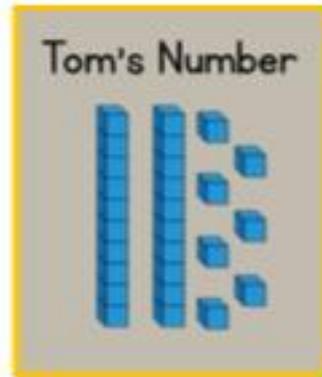
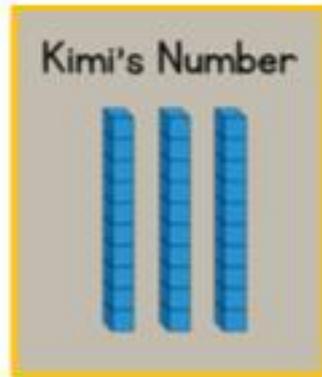


What number has Sam made?

Sam has made the number _____

4.

Kimi and Tom have each made a number.



Who has made the smallest number?
Circle your answer.

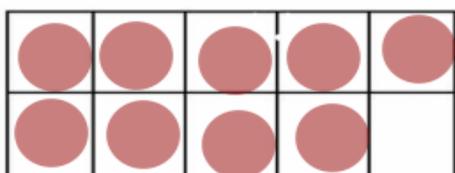
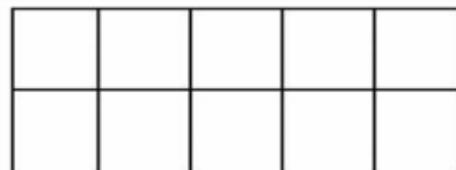
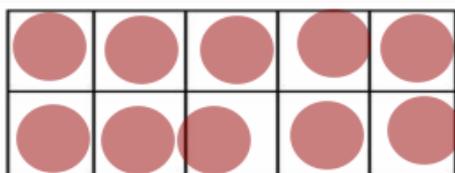
Kimi Tom They have made
the same number.

Extension challenge:



Maisie thinks she has represented 29 on the Ten-frame below.
Do you think she has shown 29 correctly?

I agree/disagree because there are _____ tens and _____ ones
in 29.



English:

Learning objective: To write a simple recount.

Success Criteria: I can:

- i) Write about a past event.
- ii) Use a capital letter at the start of a sentence.
- iii) Use a full stop and the end of a sentence.

Dear Year One, this year we were very lucky as we got to go to **Forest School** with Trevor and Mathew. We had so many fun experiences and participated in lots of different exciting activities. Next year it will be Reception class's turn to go. To help them know what to expect, could you write a simple recount of your time at Forest School. Think about what you enjoyed most.

Some things to include in your recount could be:

- How we got there.
- What we saw at Forest School (toads, worms, birds.)
- What activities you enjoyed (mini-beast hunts, den making, wand making, exploring with magnifying glasses, hide and seek.)
- Where is Forest School?



Remember it's ok to only write 2 – 3 sentences, but you must make sure you use **say, write, read** and check for **capital letters, full stops** and **finger spaces**. Remember to also **sound out your words** and check to make sure you have used the correct codes in your spelling.

If you really want to challenge yourself, see if you can include:

- **Exciting adjectives.**
- **'And, but or because'** to join two sentences together.

Handwriting: Here are the next four high-frequency words for today 😊

said

can

little

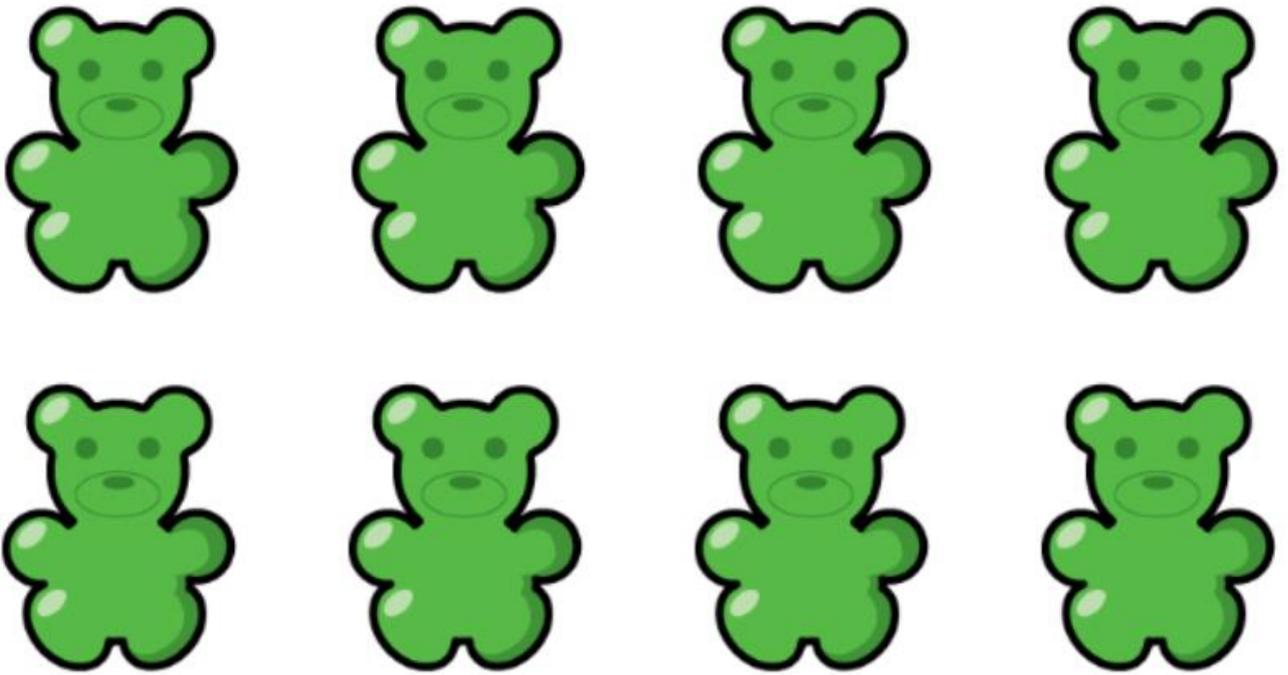
into

Maths Meeting Activities: To identify half of an amount.

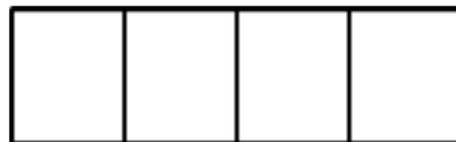
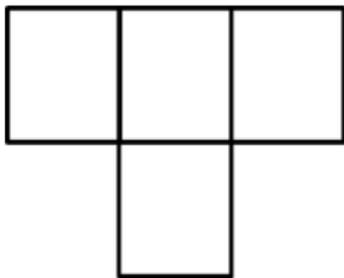
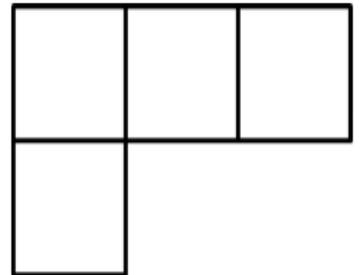
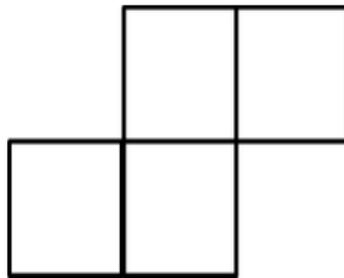
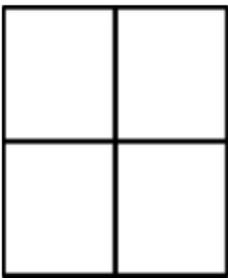
In our Maths Meetings the children have started to identify halves of a given amount or quantity. We know that **half means the whole has been shared into two equal parts.**

If you cannot print the sheets below you could find half of amounts of objects you have home. Use whatever you have available and have a conversation with your child about how you could find half and how they know it is half. In class we have practiced finding half by sharing objects and using the language of '1 for you, 1 for you, 2 for you, 2 for you' and so on until the objects have been shared equally into 2 groups. You could also practice halving things such as biscuits, chocolate bars etc. 😊

Circle half of the bears.



Colour half of each shape.



is half of 4

Science:

MATHEMATICS

- Temperature °C.
- Sort animals.
- Buy and weigh food supplies for the expedition.

ART

- Make animal masks for role play, e.g. seal, polar bear, penguin, arctic fox.
- Paint pictures of animals that would be seen on their expedition.
- Shades of white.
- Create camouflage background for animals.
- Making models of polar landscapes.
- Ice art – putting different things into ice, e.g. leaves, fabric, sparkly things.

Polar adventurers

Scientific language

It is assumed that most children know, from their Foundation Stage experience, words associated with the weather or hot and cold places, such as freeze, frozen, penguin and polar bear, although they might not know how to write and spell them.

Arctic: The Arctic is the area around the northern most part of the Earth.

Antarctic: The Antarctic is the area around the southern most part of the Earth.

Carnivore: An animal that eats mostly meat, e.g. spiders, frogs, owls, petrels, polar bears, seals, whales and wolves.

Herbivore: An animal that eats only plants, e.g. butterflies, snails, caribou, cows, deer, elephant, guinea pig, horse, panda, reindeer.

Omnivore: An animal that eats both meat and plants, e.g. wasps, magpies, bears, dolphins,

hedgehogs, humans.

Flexible: A material that bends easily without breaking.

Waterproof: Does not let water through.

Habitat: The place where you will normally find an animal or plant living.

Key words: adventurer / Antarctic / Arctic / carnivore / clothes / cold / explorer / freeze / frozen / herbivore / ice / icebergs / North Pole / omnivore / penguin / polar bear / sea lion / seal / snow / South Pole / warm / waterproof / weather / whale

Can you pack your own bag for a day out or time away?

Can you name any polar animals? Why are they so good at living in these regions?

Some children can ...

- compare different animals and name parts of the body.
- identify animals that are carnivores, herbivores and omnivores from habitats other than polar regions.
- name animals that are fish, birds and mammals from habitats other than polar regions.
- suggest how properties of materials such as transparent, translucent, opaque, waterproof, flexible are used in polar regions.
- design and carry out their own test, for example: Which gloves are waterproof?
- decide how to collect, record and use their data to answer questions.

Useful websites

www.show.me.uk/site/news/teachers/tNatural-World/STO628.html

<https://www.bas.ac.uk/polar-operations/life-in-the-polar-regions/clothing/>

Choose an activity from the topic sheet above. You could use whatever materials you have at home to create a polar landscape model or put different things into ice such as, food colouring or oil and see what happens when the ice begins to melt. Use these activities as an opportunity to have a conversation with your child and broaden their understandings. Try and use the scientific language in your discussions 😊