

## Home Learning - Year 1 Summer Term Week 5

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Maths</b>	<p style="text-align: center;"><u>Compare lengths &amp; height</u>  <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> After watching the video, complete the learning below.                      Answers can simply be recorded in your home learning book if you are not able to print.</p>	<p style="text-align: center;"><u>Measure length 1</u>  <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> After watching the video, complete the learning below.                      Answers can simply be recorded in your home learning book if you are not able to print.</p>	<p style="text-align: center;"><u>Measure length 2</u>  <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> After watching the video, complete the learning below.                      Answers can simply be recorded in your home learning book if you are not able to print.</p>	<p style="text-align: center;"><u>Introduce weight &amp; mass</u>  <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> After watching the video, complete the learning below.                      Answers can simply be recorded in your home learning book if you are not able to print.</p>	<p style="text-align: center;">Rehearse your number bonds to 10 or 20  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>
<b>Alphabet Code</b>	<p style="text-align: center;"><u>/e/</u> (see below)</p> <ol style="list-style-type: none"> <li>Copy each sound underneath.</li> <li>Say each sound as you write it.</li> <li>Highlight the different /e/ spelling. (ready)</li> <li>Read the whole word</li> </ol>	<p style="text-align: center;"><u>/e/</u> (see below)</p> <ol style="list-style-type: none"> <li>Read the words.</li> <li>Sort the words into the correct spelling groups.</li> <li>Highlight the different /e/ spellings.</li> </ol>	<p style="text-align: center;"><u>/e/</u> (see below)</p> <ol style="list-style-type: none"> <li>Say each sound as you write it</li> <li>Highlight the /e/ spelling.</li> <li>Read the sentence you have written.</li> </ol>	<p style="text-align: center;"><u>/e/</u></p> <p>Look through a selection of books at home to see if you can find any words containing the sound /e/ and write them into your learning journal. How many different spellings of /e/ can you find?</p>	<p style="text-align: center;"><b>Look, Cover, Write, Check</b>  <a href="https://www.ictgames.com/mobilePage/lcwc/index.html">https://www.ictgames.com/mobilePage/lcwc/index.html</a></p> <p>Select 'Year '1 and then 'tricky words' &amp; then any or all of the lists</p>
<b>Reading</b>	<p>Make sure you have some quiet time for daily reading of your own book. You can choose and <a href="#">ebook here</a> – you will need to sign up for free                      Listen to story time on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a></p>				
<b>Writing</b>	<p style="text-align: center;"><u>Write your own 'Cloudland' story</u></p> <p>Read Miss Quirke's &amp; Miss Adam's 'Cloudland' story.                      Look at your plan from last week.                      What three activities will Albert be doing in your story?                      Write your own Cloudland story, using your planning sheet from last week.                      Remember to describe:</p> <ul style="list-style-type: none"> <li>- What Albert and his family were doing at the start of the story</li> <li>- The three activities Albert did in the clouds</li> <li>- How Albert got home</li> <li>- How the story ended</li> </ul>	<p style="text-align: center;"><u>Publish your writing</u></p> <p>Well done for writing your Cloudland story!                      Now spend time publishing your work.                      Write the story in your best writing and then decorate it with pictures of Albert, the Cloud Children and what Cloudland looks like.                      Remember to:</p> <ul style="list-style-type: none"> <li>- Write neatly and clearly</li> <li>- Form your letters correctly</li> <li>- Draw pictures of Cloudland</li> </ul>	<p style="text-align: center;"><u>Read your story aloud</u></p> <p>Read your story out loud to some of the other people in your house.                      Remember to:</p> <ul style="list-style-type: none"> <li>- Face your audience</li> <li>- Speak loudly and clearly</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>- Try to add expression to show how the characters were feeling.</li> </ul>	<p style="text-align: center;"><u>Write an invitation, inviting others to a Cloudland party</u></p> <p>Look at the example invitation below.</p> <p>Have a go at writing your own Cloudland party invitation.</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>- When is the party?</li> <li>- Who will be there?</li> <li>- Where will the party be?</li> <li>- What food will they eat?</li> <li>- What games will they play?</li> </ul>	<p style="text-align: center;"><u>Write an acrostic poem</u></p> <p>Look at the example acrostic poem below.                      An acrostic poem is a poem where the first letter of each line spells out a word.                      Write your own 'Cloud' acrostic poem.</p> <p>You could describe:</p> <ul style="list-style-type: none"> <li>- What clouds look like</li> <li>- What clouds feel like</li> <li>- The shapes of clouds</li> <li>- The colours of clouds</li> </ul>

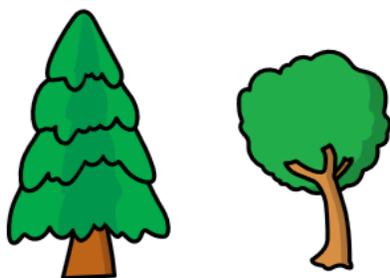
<b>Topic</b>	<p style="text-align: center;"><u>Science</u></p> <p>What do plants look like?</p> <ul style="list-style-type: none"> <li>● How many parts of a plant can you name?</li> <li>● Watch the <a href="#">video</a></li> <li>● Draw and label a plant.</li> </ul> <p>Use these words: stem, roots, leaves, flowers. You could also explain what the parts do.</p>	<p style="text-align: center;"><u>Well-being</u></p> <p><b>Question:</b> Can I think myself happy? Does focusing on happiness make you happy? Is it possible to “think” yourself into being happy all the time by positive thinking?</p> <p><b>Activity:</b> Keep a happiness diary: Record one thing every day that made you happy. Notice how it makes you feel and behave.</p>	<p style="text-align: center;"><u>Art - Gustav Klimt</u></p> <ul style="list-style-type: none"> <li>● What is a pattern? See Support sheet.</li> <li>● Look carefully at the painting of Adele Bloch Bauer and draw the lines and shapes that you can see. Can you see any patterns in the painting?</li> <li>● Design a pattern using shapes, colours lines and details. Please see below for help.</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>It is Ascension Day on Thursday 21st May.</p> <p><a href="https://www.youtube.com/watch?v=7wLrw60bY5w">https://www.youtube.com/watch?v=7wLrw60bY5w</a></p> <p>How do you think you would have felt if you had watched Jesus returning to heaven? What questions do you think you would have had? Do not forget to blow some bubbles to symbolise Jesus’ ascent into heaven, as we do every year at school. You could also use bright colours to colour in the stained glass window below.</p>	<p style="text-align: center;"><u>P.E</u></p> <p>Do some exercise with <a href="#">Mr Henwood</a></p>
<p><b>Choose some of the challenges to do with your family! Remember to take photographs and videos to share with your class teacher!</b></p> <p><b>Click on the link 'Everything is Interesting' on the website'</b></p>					

## Compare lengths and heights

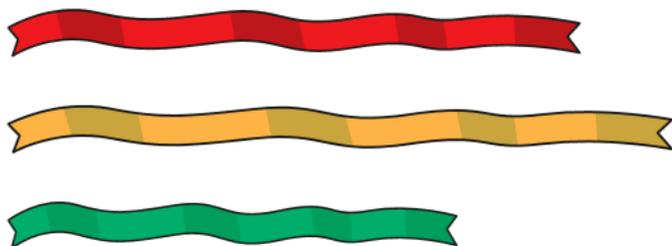
1 a) Tick the taller flower.



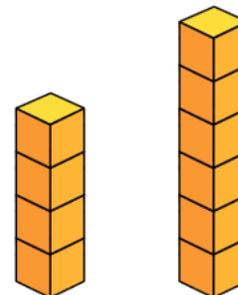
b) Tick the shorter tree.



c) Tick the longest ribbon.



d) Tick the taller tower.



2 Complete the sentences.



• C is longer than \_\_\_\_\_

• \_\_\_\_\_ is the longest train.

• \_\_\_\_\_ is the shortest train.

3 Complete the sentences.



Annie



Rosie



Mo

a) \_\_\_\_\_ is the tallest.

b) Mo is taller than \_\_\_\_\_.

c) \_\_\_\_\_ is the shortest.

Compare the heights of your friends.



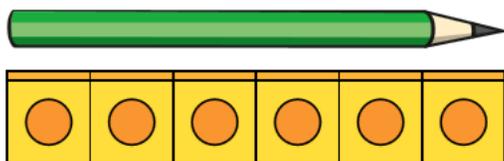
Monday Alphabet Code:

th e m	h ea d	h e n	r e d	r ea d y
ch e s t	sh e l f	p e t	s t ea d y	b r ea d
s ai d	b e s t	t e n t	th r ea d	w e n t
a n y	s m e ll	h ea v e n	m a n y	s t e p

# Measure length (1)

1 How long is each object?

a)



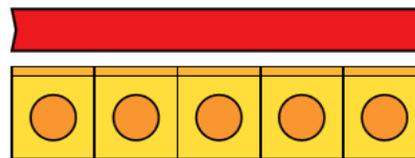
The pencil is  cubes long.

b)



The chew bar is  cubes long.

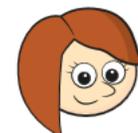
c)



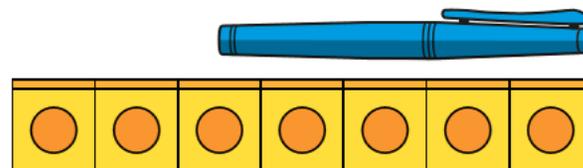
The ribbon is  cubes long.

d) Use cubes to measure some objects in your classroom.

2



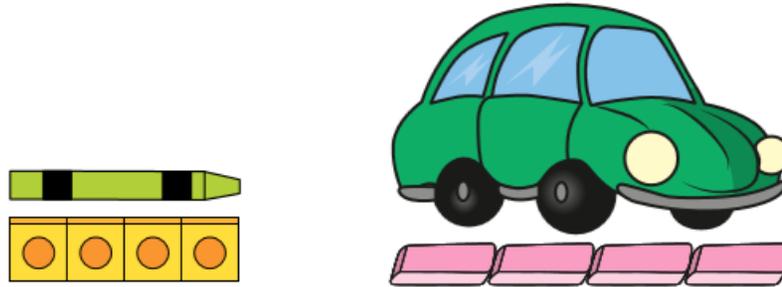
The pen is 7 cubes long.



Talk about it with a partner.



3 Tommy is measuring objects.



The car and the crayon are the same length.

Do you agree with Tommy? \_\_\_\_\_

4 Measure objects in your classroom with these items.

- cubes
- hands
- sticks

Which object is the longest?

Which is the shortest?

How do you know?



Tuesday Alphabet Code:

*e*

*ea*

*a*

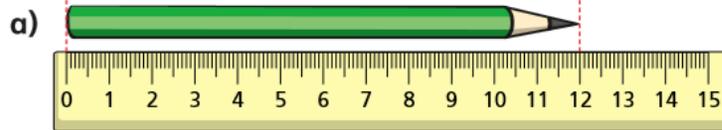
*ai*

<i>e</i>	<i>ea</i>	<i>a</i>	<i>ai</i>

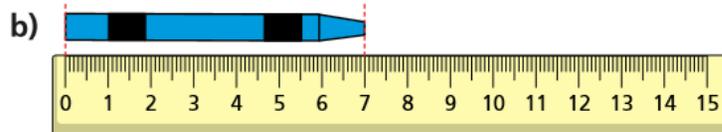
bed	belt	bread	end	tent
spell	head	dead	any	pet
bend	fresh	thread	spread	letter
test	better	said	many	step

## Measure length (2)

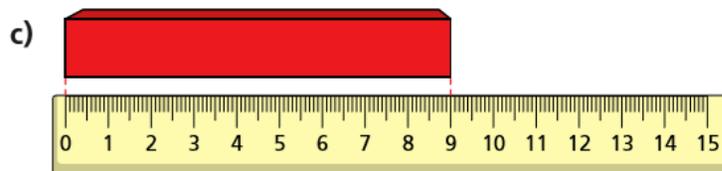
1 How long is each object?



The pencil is  cm long.



The crayon is  cm long.

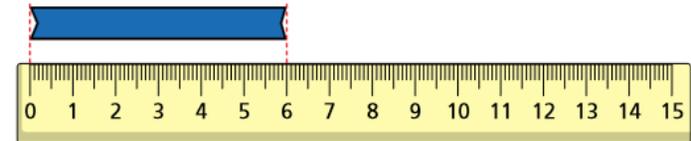


The brick is  cm long.

d) Measure the length of other objects in your classroom.

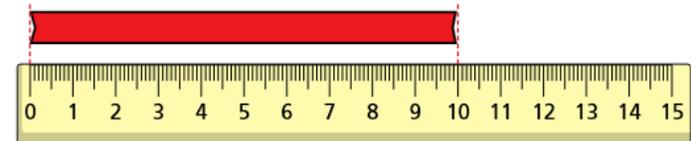


2 a) How long is the blue ribbon?



The blue ribbon is  cm long.

b) How long is the red ribbon?

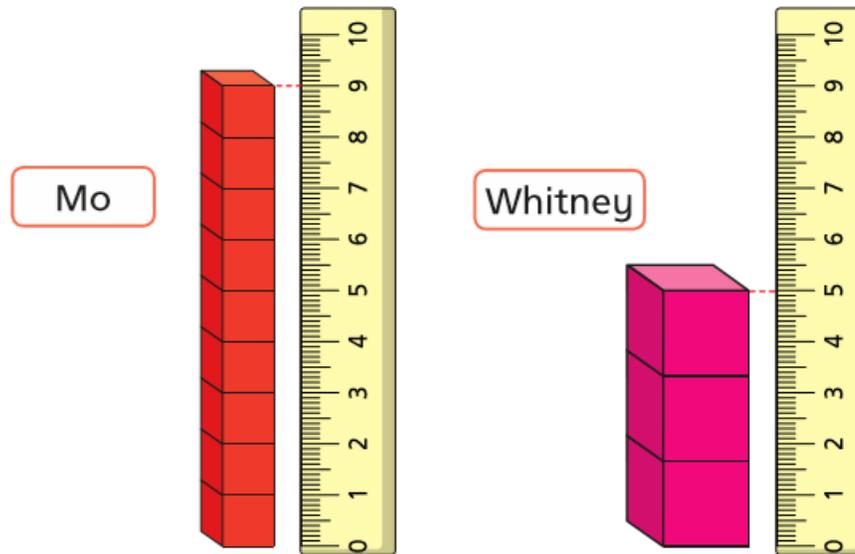


The red ribbon is  cm long.

c) Which piece of ribbon is longer?

The \_\_\_\_\_ ribbon is longer.

3 Mo, Whitney and Eva are building towers.



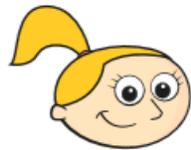
a) How tall is Mo's tower?

Mo's tower is  cm tall.

b) How tall is Whitney's tower?

Whitney's tower is  cm tall.

c)



My tower is taller than Whitney's, but shorter than Mo's.

How long could Eva's tower be?  cm

Is there more than one answer?



B e n h a s a p e t .

H i s p e t w a s a h e n .

T h e h e n s a t o n h i s h e a d .

J e n i s m y p e t s a i d B e n ,

T h e r e a r e m a n y h e n s i n t h e p a r k .

Art support Ks 1 **Sheet 1** Patterns Inspired by Gustav Klimt

What is a pattern?

A pattern is when something repeats again and again.

- Try making a sound, then make it again, and again, and again. That is a pattern.
- Name a colour, then a different colour, then the first colour again, then the second colour again.  
For example: Red Blue Red Blue Red Blue.

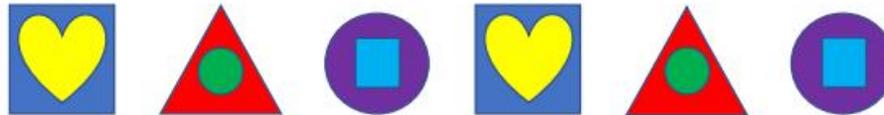
Make a shape pattern:



Make a pattern with shapes and colours:



- Try putting one shape on top of another to make layers.

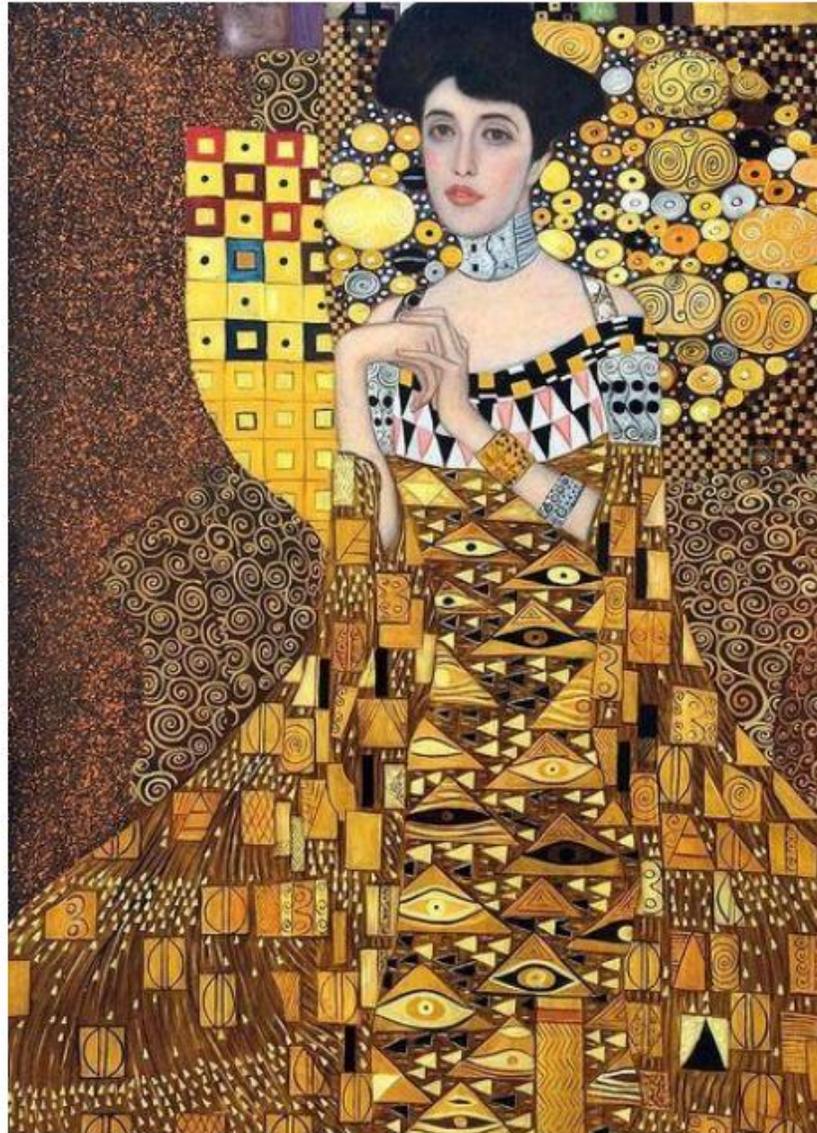


Can you see any patterns in these artworks ?



These children added lines and dots to make the shapes more interesting, we call that DETAIL.

This a painting by an Austrian artist called Gustav Klimt (1862-1918).



### ACTIVITY

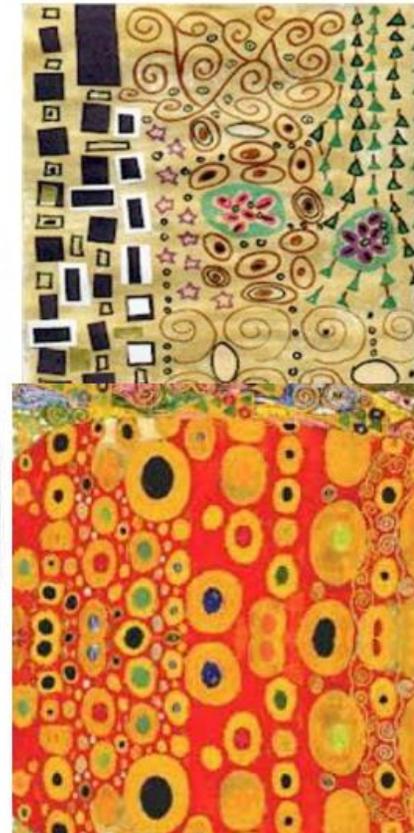
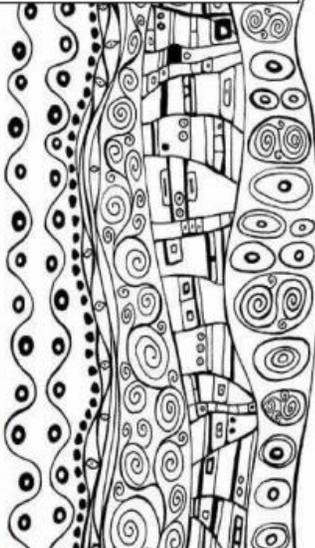
What kinds of lines, shapes and patterns can you see in this painting? Can you see that Klimt has painted some shapes on top of others in **LAYERS**.

- Draw some of the lines, shapes and patterns that you can see. See Sheet 3 for support
- Design your own pattern, you could look around your house for patterns for some ideas.
- See if you can **layer** shapes and add **DETAILS** to make your shapes interesting

- If you don't have coloured pens, crayons or paint, you could cut out coloured paper and stick other smaller shapes on top and draw on details.



Describe and draw the lines, shapes, patterns, layers and details that you can see.



## Introduce weight and mass

1 Which object is heavier?

Tick your answer.



How do you know?



2 Which object is lighter?

Tick your answer.

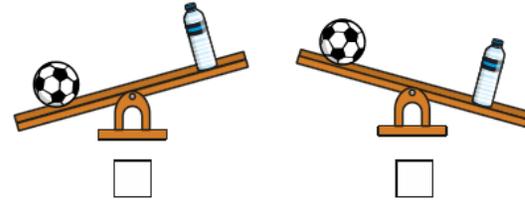


How do you know?



3 The ball is lighter than the bottle.

Tick the picture that shows this.



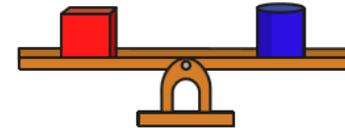
4 Choose a phrase to complete the sentences.

more than

less than

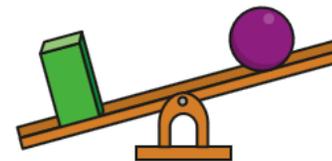
the same as

a)



The cube weighs \_\_\_\_\_  
the cylinder.

b)



The cuboid weighs \_\_\_\_\_  
the sphere.



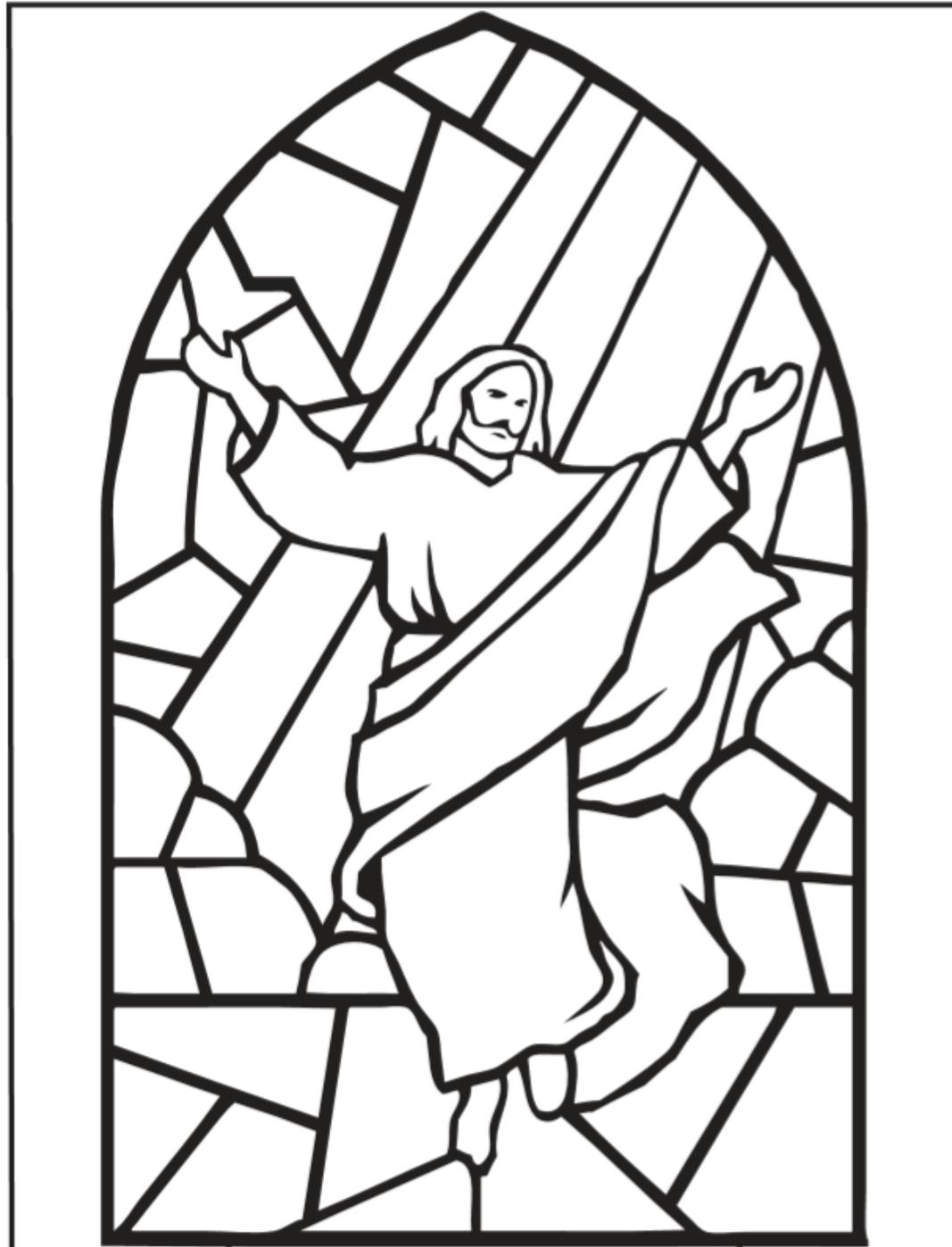
Come to Albert's party!

All the children in Cloudland are invited to Albert's leaving party!

It will be on Thursday 30<sup>th</sup> April at 2pm in Cloudland.

There will be fun games like painting with the rainbow and jumping to and from the clouds.

There will be cloud cakes, pies and plenty of sweets!



Friday Writing:

So hot  
Under the shade  
Many children eating ice-creams  
My friends playing in the garden  
Everyone is happy  
Really really hot!

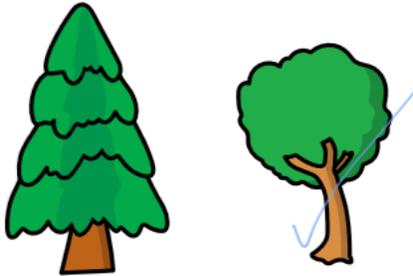


# Compare lengths and heights

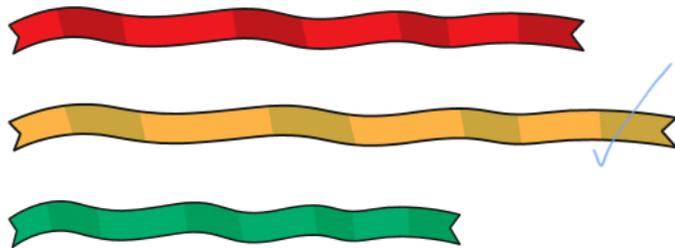
1 a) Tick the taller flower.



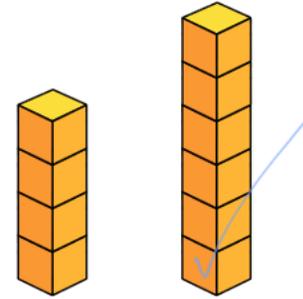
b) Tick the shorter tree.



c) Tick the longest ribbon.



d) Tick the taller tower.



2 Complete the sentences.



• C is longer than B

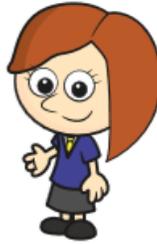
• A is the longest train.

• B is the shortest train.

3 Complete the sentences.



Annie



Rosie



Mo

a) Rosie is the tallest.

b) Mo is taller than Annie.

c) Annie is the shortest.

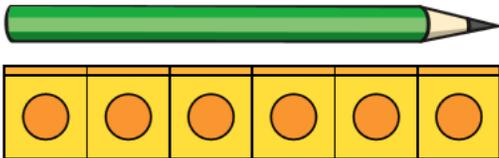
Compare the heights of your friends.



# Measure length (1)

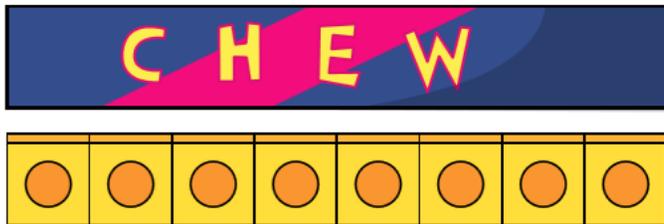
1 How long is each object?

a)



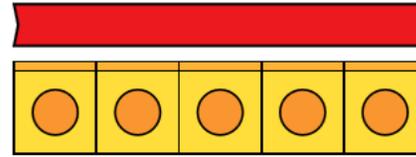
The pencil is  cubes long.

b)



The chew bar is  cubes long.

c)



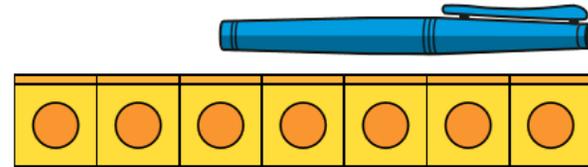
The ribbon is  cubes long.

d) Use cubes to measure some objects in your classroom.

2



The pen is 7 cubes long.

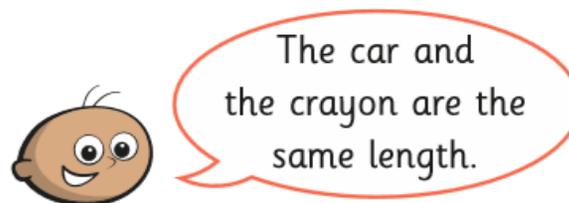
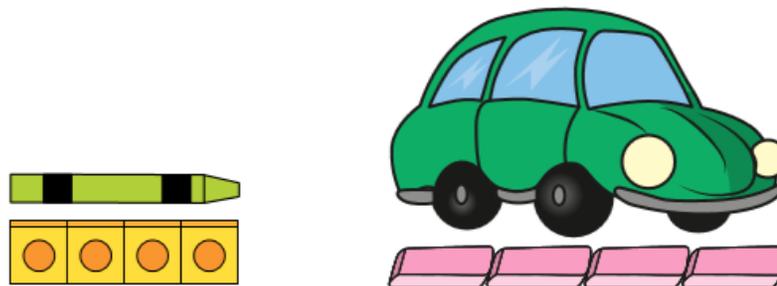


Do you agree with Rosie? No

Talk about it with a partner.



3 Tommy is measuring objects.



Do you agree with Tommy? No

4 Measure objects in your classroom with these items.

- cubes
- hands
- sticks

Which object is the longest?

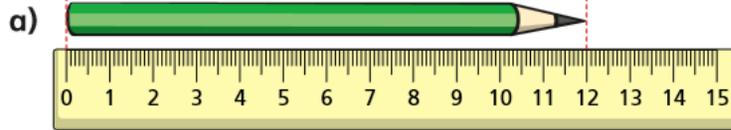
Which is the shortest?

How do you know?

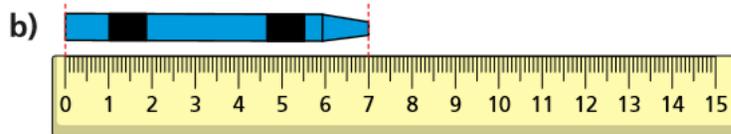


## Measure length (2)

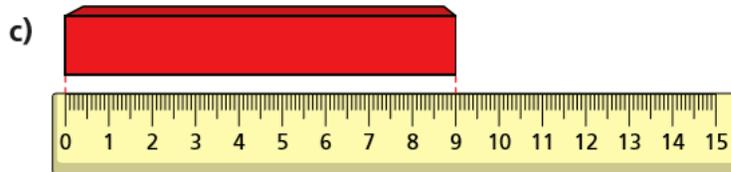
1 How long is each object?



The pencil is  cm long.



The crayon is  cm long.

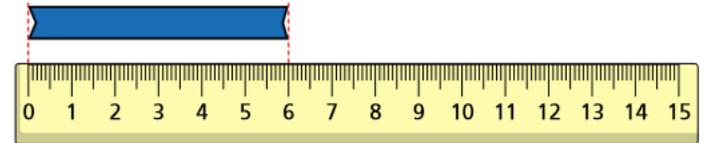


The brick is  cm long.

d) Measure the length of other objects in your classroom.

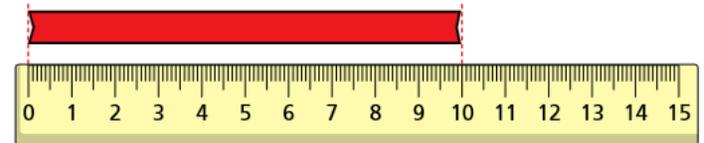


2 a) How long is the blue ribbon?



The blue ribbon is  cm long.

b) How long is the red ribbon?

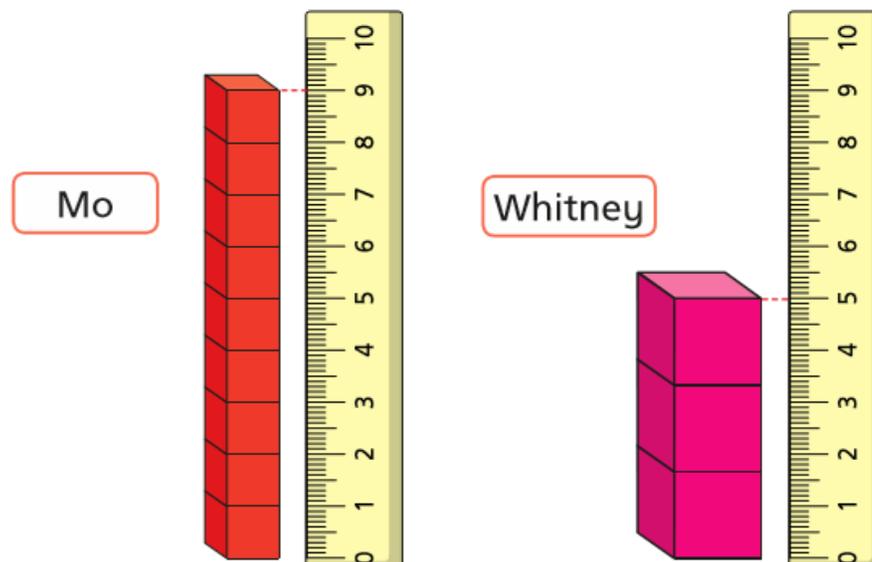


The red ribbon is  cm long.

c) Which piece of ribbon is longer?

The red ribbon is longer.

3 Mo, Whitney and Eva are building towers.



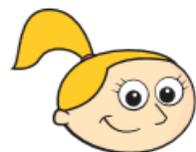
a) How tall is Mo's tower?

Mo's tower is  cm tall.

b) How tall is Whitney's tower?

Whitney's tower is  cm tall.

c)



My tower is taller than Whitney's, but shorter than Mo's.

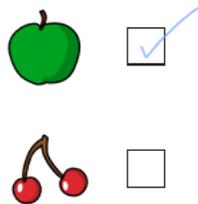
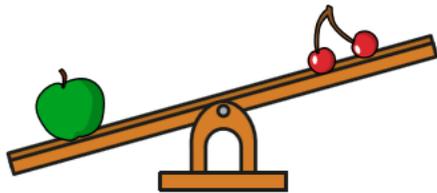
How long could Eva's tower be?  cm

Is there more than one answer?



# Introduce weight and mass

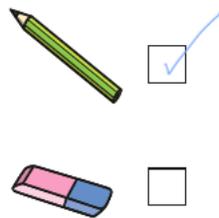
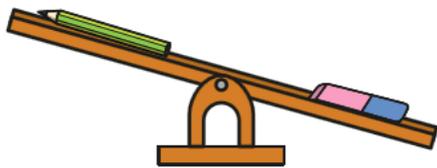
1 Which object is heavier?  
Tick your answer.



How do you know?



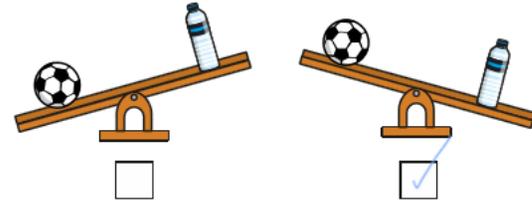
2 Which object is lighter?  
Tick your answer.



How do you know?



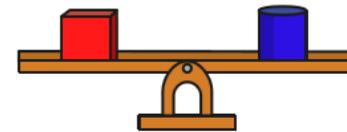
3 The ball is lighter than the bottle.  
Tick the picture that shows this.



4 Choose a phrase to complete the sentences.

- 

a)



The cube weighs the same as  
the cylinder.

b)



The cuboid weighs more than  
the sphere.