

Home Learning – Year 1 Christ Church

Week Beginning 18th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Add by Making Ten activity.</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-3/</p>	<p>Follow the lesson called 'Add by Making Ten</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-3/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Subtraction – not crossing 10'</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-3/</p> <p>Follow up activity below</p>	<p>Follow the lesson called' Subtraction- Not Crossing Ten (Counting Back)</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-3/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Subtraction – Crossing Ten (Counting Back)'</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-3/</p> <p>Follow up activity below</p>
English	<p>Watch Y1 English on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</p> <p>Follow up activity and supporting resources below</p>
Reading	<p>Make sure you have some quiet time for daily reading of your own book. You can choose and ebook here – you will need to sign up for free</p> <p>Listen to story time on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</p>				
Other Subjects	<p>Geography</p> <p>Test your knowledge of continents and oceans by playing this game. Make sure you try these challenges:</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px; margin-right: 5px;">Earth discovery: Continents challenge</div>  </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px; margin-right: 5px;">Ocean Voyage: Oceans challenge</div>  </div> </div> <p>You can try all the other challenges as well!</p>	<p>Science</p> <p>Split a piece of paper into 4 parts. In each section, draw what a tree would look like in each of the 4 seasons: summer, spring, autumn and winter. Under each picture write a sentence describing the weather during that season.</p>	<p>Spanish</p> <p>Watch the following video about animals: https://www.youtube.com/watch?v=j5THRHh4Pho&ab_channel=ChuChuTVEspa%C3%B1ol Try to guess what animal they will see before it appears! Then watch Miss Aina's video on the school website. After that, label the animals and colour them in!</p>	<p>RE</p> <p>The Parables of Jesus</p> <p>https://www.bbc.co.uk/bitesize/clips/zcy87h</p> <p>The story of the Good Samaritan shows that we should love and care for people even if they are different from us. Watch the video and read the story below, then answer the questions.</p>	<p>Science</p> <p>What is your favourite season? Why? What do you like doing in your chosen season? Are there any special celebrations in this season? What makes this season better than all the rest? Write or draw all about your favourite season.</p>

Monday 18th January

WT WA WP WI

Learning Objective: To review writing

I can:	Me	Miss A
Re-read my writing and check that it makes sense		
Check I have used exciting adjectives		
Check I have used capital letters and full stops		

Your task today is to review your story. Review means to look back over your writing. You are going to re-read your story and check it makes sense. You can then look for ways to make your writing even better!

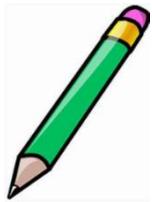
You can use:

 The two finger check! 

This is where you place your left finger at the start of the sentence and check there is a capital letter. You then use your right finger to read your whole sentence and check you have a full stop at the end of your sentence.

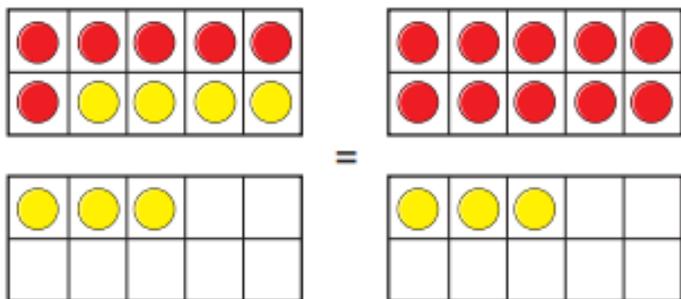
 Read your story aloud and listen to hear if it sounds like it makes sense. What might you need to change?

 Make your writing even better by using your green pen!

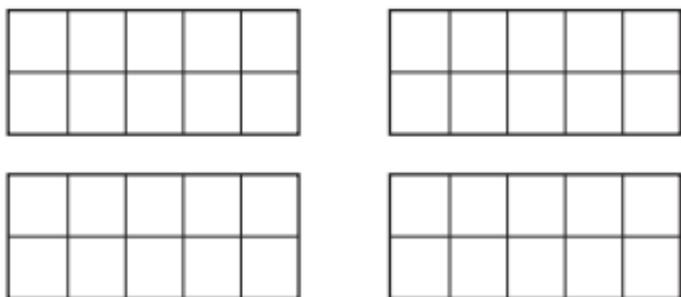


Add by making 10

- 1 The ten frames show that $6 + 7$ is the same as $10 + 3$



Draw counters to show that $5 + 6$ is the same as $10 + 1$



- 2 Complete the additions.
Use ten frames to help you.

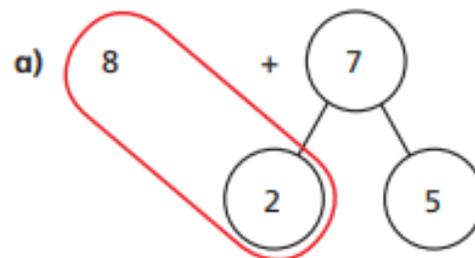
a) $8 + 3 = 10 + \square$

b) $9 + 7 = 10 + \square$

c) $7 + 5 = 10 + \square$

d) $6 + 8 = 10 + \square$

- 3 Use number bonds to complete the additions.
The first one has been done for you.



$10 + 5 = 15$



b)

$5 + 8$

$10 + 3 = \square$

c)

$6 + 9$

$\square + \square = \square$

Tuesday 19th January

WT WA WP WI

Learning Objective: learning to link what I am learning about to my own experiences.

I can:	Me	Miss A
Explain what an animal may enjoy		
Start a sentence with a capital letter		
End a sentence with a full stop		



Do you have a dog?

What is it like to have a dog?

Have a watch of Miss Adams's video and think about:

- What types of activities do these dogs enjoy?
- Can you think of other activities that aren't pictured that they would enjoy?
- What else do they do on a regular basis?

Today you are going to write sentences to explain what dogs enjoy and what they often do.



Miss Adams will be looking out for star writers!



Remember to:

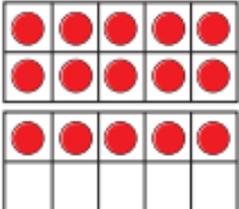
- Write neatly on the line
- Leave lovely finger spaces
- Use capital letters at the start of your sentences, for 'I' and for the names of characters
- Use full stops at the end of your sentences

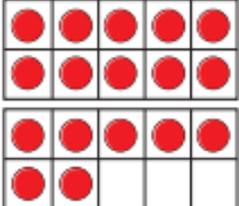
Subtraction – not crossing 10

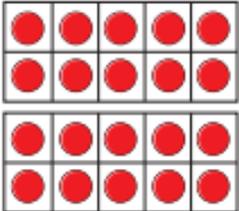


1 Cross out counters to work out the subtractions.



a)  $15 - 4 = \square$

b)  $17 - 5 = \square$

c)  $\square = 20 - 3$

2 Teddy has these shapes.



He gives Eva 3 cones.

How many cones does Teddy have left?

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

Teddy has \square cones left.

3 Complete the subtractions.

a) $13 - 2 = \square$ c) $15 - 4 = \square$

b) $14 - 3 = \square$ d) $16 - 5 = \square$

What do you notice?

Use this to fill in the missing numbers.

$17 - \square = 11$ $19 - \square = 11$



Wednesday 20th January

WT WA WP WI

Learning Objective: make inferences

I can:	Me	Miss A
Say what a character may be thinking		
Say how a character may be feeling		
Write in the 1st person		

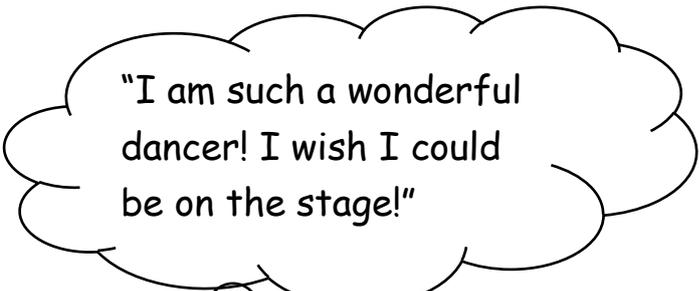
Have a look at the illustration on page 4 from the story "Dogs Don't Do Ballet!"

First, with someone at home, act out this scene and then create a frozen picture of the girl and her dog. You can show how the characters are standing and behaving by using your body language.

Then, have a try at saying aloud what your character might be thinking.

Here are some questions to help:

- Would you usually expect a dog to walk like this?
- How would you feel if you saw a dancing ballerina dog?
- Is it what you usually expect to see?



"I am such a wonderful dancer! I wish I could be on the stage!"



Why is he dancing?
Why can't he be like other dogs?



You are going to write 3 sentences to express what Biff or the girl is thinking.

Remember to use 'I' because you are writing in the first person, from Biff's perspective.

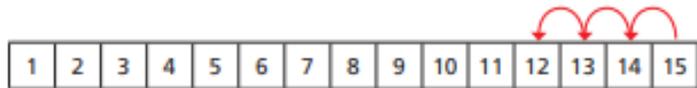


You might like to listen to: 'The Dance of the Sugar Plum Fairy' from "The Nutcracker."

**Subtraction – not crossing 10
(counting back)**



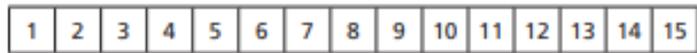
1 Ron uses a number track to work out $15 - 3$



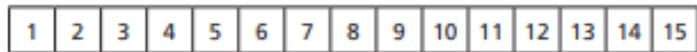
$15 - 3 = 12$

Use the number tracks to help you work out the subtractions.

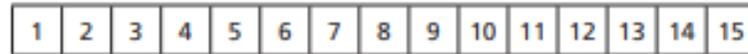
a) $14 - 3 =$



b) $15 - 4 =$



c) $14 - 4 =$



2 Use the number lines to help you.



a) $16 - 5 =$



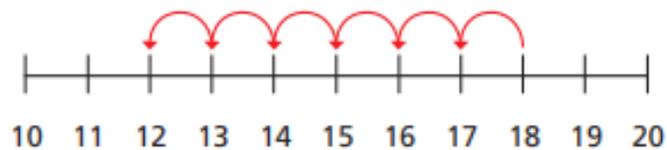
b) $18 - 4 =$



c) $19 - 5 =$



- 3 Sam uses a number line to work out a subtraction.



Complete Sam's subtraction.

- =



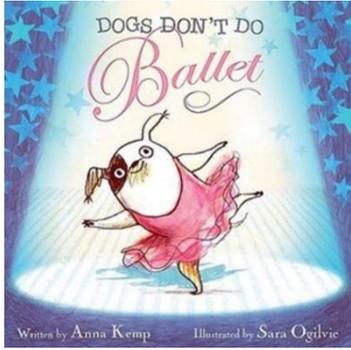
Thursday 21st January

WT WA WP WI

Learning Objective: use the prefix un-

I can:	Me	Miss A
Add un- to a root word		
Write a sentence to show the meaning of a word		

Start today's lesson by looking at these pictures of Biff.



happy



unhappy

What do we notice about Biff on the front cover?

How does he feel?

Why is this?

How do we know?

What can we tell about Biff's emotions on this page?

The prefix '**un**' can mean 'not' and changes the word into its opposite.

The adjective 'un' happy means not happy and is the opposite of happy.

Activity:

First, cut up the words in the grid and match the 'root' words to 'root' words with the prefix -un.

Then, your task is to write sentences using these words. You can write sentences to describe what has happened in the story so far.

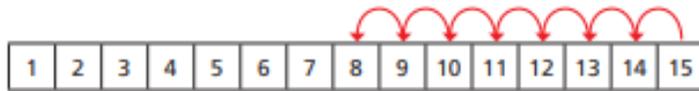
kind	unkind
dress	undress
do	undo
fair	unfair
zip	unzip

<i>tie</i>	<i>untie</i>
<i>pack</i>	<i>unpack</i>
<i>lock</i>	<i>unlock</i>
<i>able</i>	<i>unable</i>
<i>cover</i>	<i>uncover</i>
<i>fold</i>	<i>unfold</i>
<i>fit</i>	<i>unfit</i>
<i>fasten</i>	<i>unfasten</i>
<i>equal</i>	<i>unequal</i>
<i>wrap</i>	<i>unwrap</i>



**Subtraction – crossing 10
(counting back)**

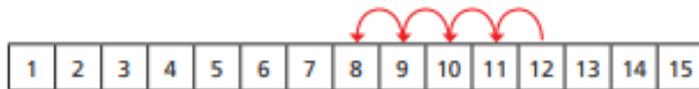
- 1** There are 15 cookies in a jar.
Mo eats 7 cookies.
He counts back 7 from 15



How many cookies does Mo have left?

- 2** Use the number tracks to help you.

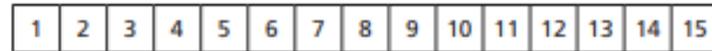
a) $12 - 4 =$



b) $12 - 5 =$

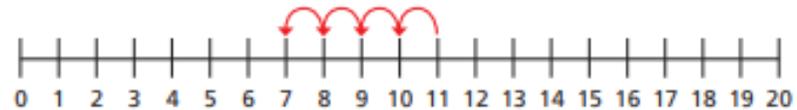


c) $12 - 7 =$



- 3** Use the number lines to help you.

a) $11 - 4 =$



b) $16 - 9 =$



c) $14 - 11 =$



4

There are 13 toys in a box.

Kim takes some toys out of the box.

There are 5 toys left in the box.

How many toys does Kim take out of the box?



Kim takes toys out of the box.

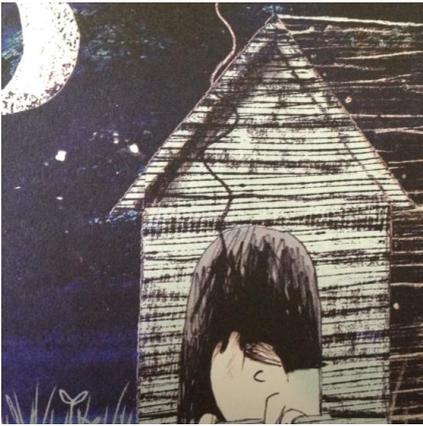
Friday 22nd January

WT WA WP WI

Learning Objective: explain my understanding and feelings

I can:	Me	Miss A
Use full sentence to share my views		
Have an opinion on a subject		

First, recap what has happened in the story so far. Retell the story in your own words to someone at home.



In the picture, Biff is feeling very unhappy because he can't go to the ballet.

What would you do if Biff was your dog?

With someone at home, explain whether you believe that Dad should let Biff go to watch the ballet. Did anyone at home have a different opinion to you?

Can you come up with different reasons as to why you think Biff **should** be allowed to go to the ballet? Now swap with your partner and give reasons to explain why Biff **should not** be allowed to go to the ballet.

Sentence starters:

I think Biff should be allowed to go to ballet because

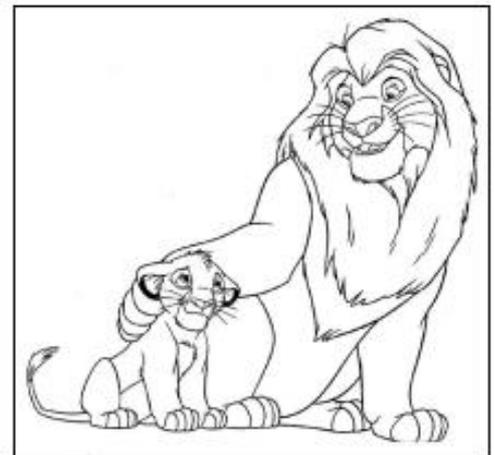
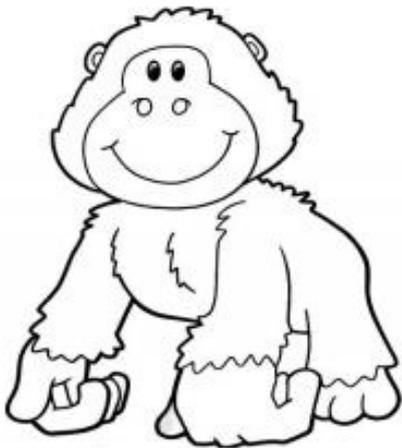
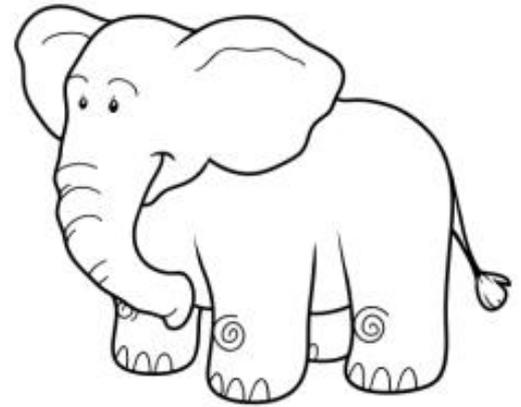
I think Biff should not be allowed to go to ballet because

I agree because

I disagree because

Label the animals!!

LEÓN - PINGÜINO - ELEFANTE - GORILA - CEBRA - CANGURO



RE: The Parables of Jesus – The Good Samaritan

After his Baptism, and then the 40 days he spent in the desert, Jesus began to gather together his disciples or special friends. Over the next three years, Jesus travelled from place to place performing miracles and telling stories or parables, with important messages about how people should live their lives.

Over the next few weeks, we will learn about some of the parables that Jesus told.

The Good Samaritan

Jesus loved telling people how God wanted people to be kind and to 'love one another'. Jesus really wanted everyone to understand this, so he told them that the best way was to 'love your neighbour as you love yourself'.

One man wasn't very sure what Jesus meant when he said 'love your neighbour as you love yourself'. So the man asked Jesus a question. He asked Jesus 'Who is my neighbour?' Jesus answered by telling a story. Watch the video <https://www.bbc.co.uk/bitesize/clips/zcyr87h> and read the story that Jesus told below, or ask someone to read it to you.

'Once, a man was travelling from Jerusalem to Jericho. It was a long, hot, dusty road. On the way, he was attacked by robbers. They took his clothes. They beat him up. They went away, leaving him almost dead. Luckily, a priest was walking down the same road. Priests are very important, holy men. But when the priest saw the man that was almost dead, he walked away and did not help. Then another man came along. This man was also a holy man. He worked in the temple in Jerusalem. He looked at the injured man but did not stop to help him. Next, a visitor from another country walked down the road and saw the injured man. The country he came from was Samaria, and he was a Samaritan. When the Samaritan saw the injured man, he felt sorry for him. He looked after the man's wounds. Then the Samaritan lifted the man onto his donkey and took him to an inn. Once they were at the inn, the Samaritan made sure the injured man was comfortable. In the morning, the Samaritan gave the innkeeper 2 silver coins. The Samaritan said: 'Take good care of him. If it costs any more, put it on my bill – I'll pay you on my way back.'

'What do you think? Jesus asked the man. 'Which of the three was a neighbour to the man attacked by robbers?' 'The one who treated him kindly,' the man replied. Jesus said, 'Go and do the same.'

(Based on Luke 10:25-37.)

Now answer the questions below:

1. Where was the man travelling to?
2. Did the priest help the injured man?
3. Who helped the injured man?
4. What did the Samaritan do to help the man?
5. At the end of the story, the person listening says that the Samaritan was a neighbour to the man. Why do you think he says that?
6. What do you think Jesus meant when he said: 'Go and do the same'?
7. What do you think are the qualities that make someone a true friend?