

Home Learning Christ Church – Year 1

Week Beginning 25<sup>th</sup> January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Subtraction crossing 10'</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-3/">https://whiterosemaths.com/homelearning/year-1/spring-week-3/</a></p>	<p>Follow the lesson called 'Subtraction crossing 10'</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-3/">https://whiterosemaths.com/homelearning/year-1/spring-week-3/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Related Facts'</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-3/">https://whiterosemaths.com/homelearning/year-1/spring-week-3/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Compare number sentences'</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-3/">https://whiterosemaths.com/homelearning/year-1/spring-week-3/</a></p> <p>Follow up activity below</p>	<p><b>Online Activity</b></p> <p><a href="https://vimeo.com/486859385">https://vimeo.com/486859385</a></p>
English	<p>Watch Y1 English on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y1 English on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-1-learning/</a></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 <a href="#">ebook here</a> – you will need to sign up for free</p> <p>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>				
Other Subjects	<p><b><u>What is a country?</u></b></p> <p>Mrs Hawkins has been on holiday! Look at her suitcase below. Discuss which country you think she has been to and why.</p> <ul style="list-style-type: none"> <li>What different countries have you heard of (or visited) before? Can you think how these countries are similar and different to England? Talk to your grown up about it.</li> </ul>	<p><b><u>History</u></b></p> <p>How long ago did dinosaurs live?</p> <ul style="list-style-type: none"> <li>Watch this <a href="#">video</a>. You can write some facts down whilst you watch.</li> <li>Make a poster with facts from the video. Draw and label some of the dinosaurs</li> </ul>	<p><b><u>RE</u></b></p> <p>The Parable of the Sower - this is the parable that inspires our schools' Christian Vision. Read our vision and watch the video: <a href="https://www.youtube.com/watch?v=W6lwEW8jX9A">https://www.youtube.com/watch?v=W6lwEW8jX9A</a></p> <p>Write a sentence below each of the pictures in the storyboard. What things could you do that would help you to be the 'good soil' so that you can flourish?</p>	<p><b><u>Spanish</u></b></p> <p>Watch this video about farm animals <a href="https://www.youtube.com/watch?v=YwYckV5hLjI&amp;t=25s&amp;ab_channel=IndianaFresquetDelCastillo">https://www.youtube.com/watch?v=YwYckV5hLjI&amp;t=25s&amp;ab_channel=IndianaFresquetDelCastillo</a> and then watch Miss Aina's video on the school website to do a review of all the animals together. After that you will be ready to do the Spanish worksheet!</p>	<p><b><u>Art - Dream animals</u></b></p> <ul style="list-style-type: none"> <li>Pick two of your favourite animals – decide which part of each one you particularly like. You are going to 'join' these two pieces together to make a new animal. Try some simple practice drawings. See the ideas below.</li> <li>Draw your new animal – what would you call it.</li> <li>Give your animal its own habitat and add it to your drawing.</li> </ul>

## Subtraction – crossing 10 (1)

1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

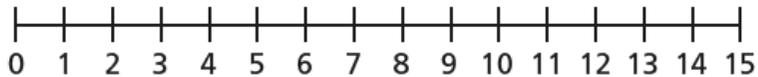
$$\square - \square = \square$$

Rosie has  cakes left.

2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?

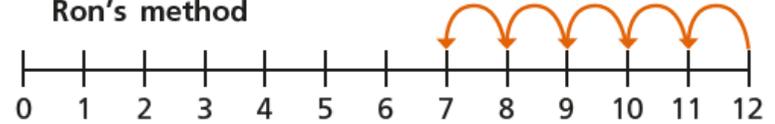


$$\square - \square = \square$$

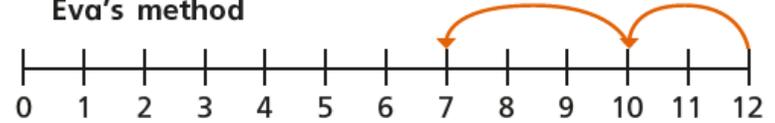
Jack has  stickers left.

3 Ron and Eva have worked out  $12 - 5$  on a number line.

Ron's method



Eva's method



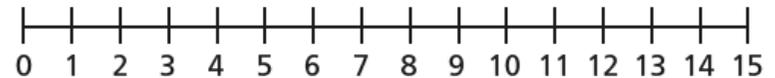
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

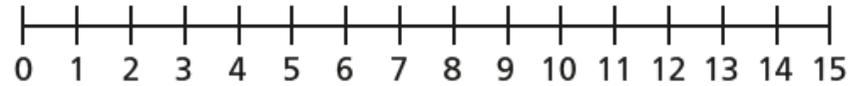
$$12 - 6 = \square$$



$$15 - 8 = \square$$

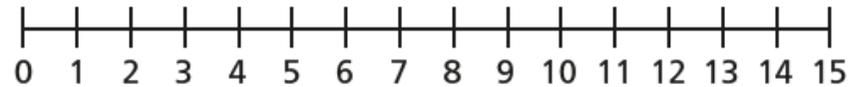


$$14 - 9 = \square$$

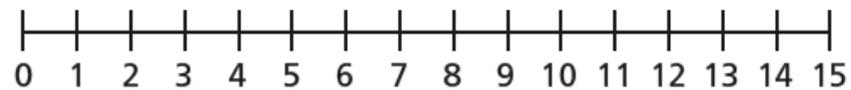


4 Fill in the missing numbers.

$$14 - \square = 8$$



$$\square - 6 = 7$$



English:

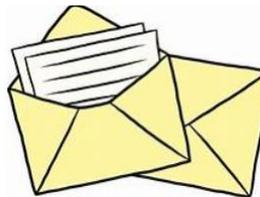
Monday 25<sup>th</sup> January

WT WA WP WI

Learning Objective: to write sentences

I can:	Me	Miss A
Use capital letters at the beginning of a sentence		
Use capital letters for 'I'		
Use full stops at the end of a sentence		
Place finger spaces between words		
Use question marks if we are asking a question		
Use 'because' to give my opinion		
Give strong reasons to convince dad		

Today you are going to pretend to be the little girl and you are going to write a letter to the dad. In your letter you can explain why you think Biff should be allowed to go to the ballet.



-What reasons can you conclude to change Dad's opinion?

-Remember to use 'because' to explain why you want Biff to come to the ballet.

-Remember to use 'I' because you are writing in the 1<sup>st</sup> person.



Miss Adams will be looking out for star writers!

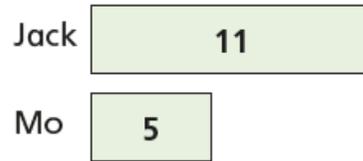


Remember to:

- 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 – crossing 10 (2)

- 1 Jack has 11 apples.  
Mo has 5 apples.



How many more apples does Jack have than Mo?

Tick the number sentence that answers the question.

$11 + 5 = 16$

$11 - 5 = 6$

- 2 Eva has 13 sweets.  
Teddy has 6 sweets.

How many more sweets does Eva have than Teddy?

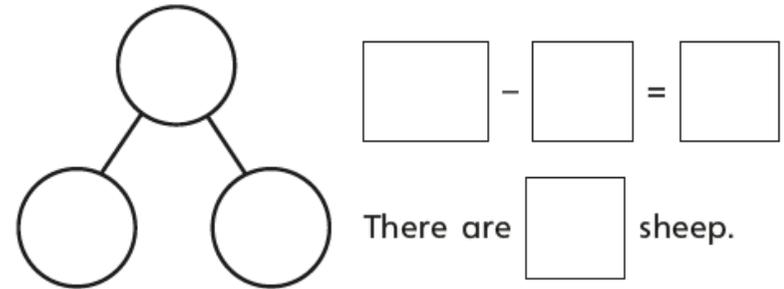
$$\square - \square = \square$$

Eva has  more sweets than Teddy.

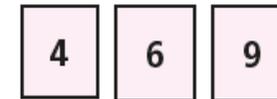


- 3 There are 17 animals on a farm.  
There are 9 horses.  
The rest of the animals are sheep.

a) How many sheep are there?



4



a) Choose two cards to complete the subtraction.

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

b) How many different subtractions can you make?

Work out the answer to each one.

Tuesday 26<sup>th</sup> January

WT WA WP WI

Learning Objective: to spell plurals (more than 1)

I can:	Me	Miss A
Add -s to a word		
Add -es to a word		

Add the correct ending (*s/es*) to these words to make them plural.  
 REMEMBER: if it ends in *x, ch, sh* or *ss*, you will need to use 'es'

dog

pug

box

dress

dish

cat

ring

peg

fox

wish

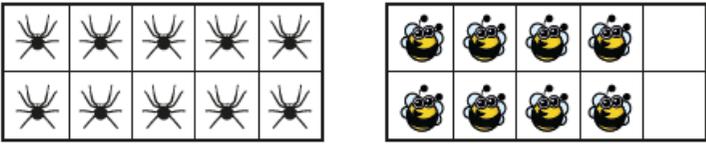
kiss

rug

CHALLENGE: Can you use these plurals in a sentence?

# Related facts

1 Look at the picture.



Complete the part-whole model and fact family.

$$\begin{array}{r} \square + \square = 18 \\ \square + \square = 18 \\ 18 - \square = \square \\ 18 - \square = \square \end{array}$$

Can you write each number sentence a different way?



2 Complete the fact family for each bar model.

a)

$$\begin{array}{r} \square + \square = \square \\ \square + \square = \square \\ \square - \square = \square \\ \square - \square = \square \end{array}$$

b)

$$\begin{array}{r} \square = \square + \square \\ \square = \square + \square \\ \square = \square - \square \\ \square = \square - \square \end{array}$$

c) Draw your own bar models.

Ask a partner to write the fact family to match.

Wednesday 27<sup>th</sup> January

WT WA WP WI

Learning Objective: to write questions

I can:	Me	Miss A
Use question marks		
Use question words		
Ask questions in role		
Answer questions in role		

First, you are going to write and ask the little girl and the Dad some questions.

What would you like to find out?

- Remember to use questions words at the start of your questions and question marks at the end of your questions.

Questions words:



Next, you are going to use hot-seating to answer the questions as Dad. Use role play to pretend to be the character of Dad and imagine how he might have felt at the theatre.

## Compare number sentences

**1** Draw counters to show each addition.  
Use two different colours.

a)  $9 + 3$ 



b)  $6 + 7$ 



c)  $11 + 2$ 



d) Write the missing phrase.

less than

greater than

equal to

$9 + 3$  is \_\_\_\_\_  $6 + 7$

$11 + 2$  is \_\_\_\_\_  $9 + 3$

$6 + 7$  is \_\_\_\_\_  $11 + 2$



**2** Cross out counters to show each subtraction.

$14 - 5$ 

●	●	●	●	●
●	●	●	●	●

●	●	●	●	

$15 - 6$ 

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●

Write the missing phrase.

less than

greater than

equal to

$14 - 5$  \_\_\_\_\_  $15 - 6$

**3** Write  $<$ ,  $>$  or  $=$  to compare the number sentences.

a)  $12 + 3$  ○  $12 - 3$

b)  $17 - 4$  ○  $17 - 6$

c)  $13 + 6$    $6 + 13$

d)  $14 - 4$    $1 + 0$

Did you have to work them all out?

**4** Complete the number sentence.

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

How many ways can you complete the number sentence?

Thursday 28<sup>th</sup> January

WT WA WP WI

Learning Objective: to write a narrative (first part)

I can:	Me	Miss A
Use capital letters at the beginning of a sentence		
Use capital letters for 'I'		
Use full stops at the end of a sentence		
Use finger spaces between words		
Use exclamation marks if we are exclaiming		
Use question marks if we are asking a question		
Retell the story from the girl's point of view (1st Person)		
Write sentences that make sense		
Use adjectives to add description		

Today you're going to the **first part** of your narrative. You are going to write a description of the performance as if you are the little girl. This means that you won't need to say 'the little girl' if you want to talk about how she felt or what she did. Instead, you're going to use the word 'I'.



- You will need to describe what you did, what you saw and what you felt.
- Remember to **say** your sentences aloud first, retelling the performance from the little girl's point of view.
- Double check whether you need to use a question mark, an exclamation mark or a full stop at the end of your sentence.

What happens at the start?

How does the little girl travel to the theatre?

What does she see at the theatre? What does she hear?

How is she feeling when she arrives at the ballet?

English:

Friday 29<sup>th</sup> January

WT WA WP WI

Learning Objective: to write a narrative (second part)

I can:	Me	Miss A
Use capital letters at the beginning of a sentence		
Use capital letters for 'I'		
Use full stops at the end of a sentence		
Use finger spaces between words		
Use exclamation marks if we are exclaiming		
Use question marks if we are asking a question		
Retell the story from the girl's point of view (1st Person)		
Write sentences that make sense		
Use adjectives to add description		

Today you are going to write the **second half** of your narrative. Remember to retell the events from the little girl's point of view and to use the word 'I'.



Try and use some expanded noun phrases to make your description more detailed

and exciting!



What is the surprising event that happens during the ballet?

How does the little girl feel? What does her dad do?

How do the other people in the audience behave?



# Mrs Hawkins Suitcase

 <p>Beach towel</p>	 <p>Snorkel mask</p>	 <p>Walking boots</p>
 <p>Mosquito spray</p>	 <p>Mangoes</p>	 <p>Tea</p>
		

## Art

Can you see which two animals have been joined together to make the new one?



What would you call it? A tortolion? A lurtle?

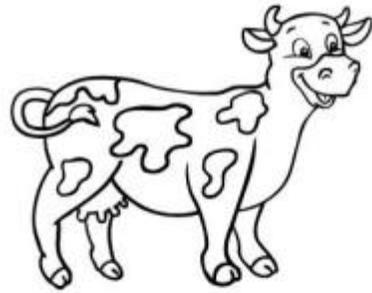
Perhaps you could write a story about your new animals and its adventures.

What would you call these?

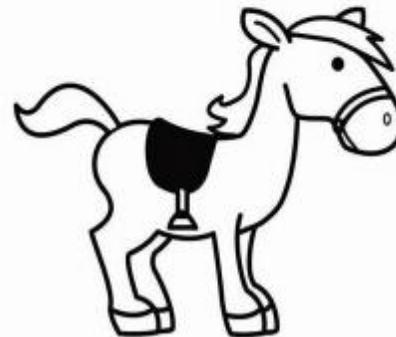
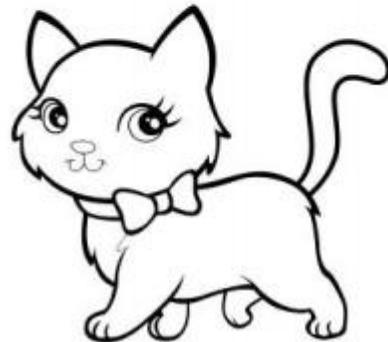
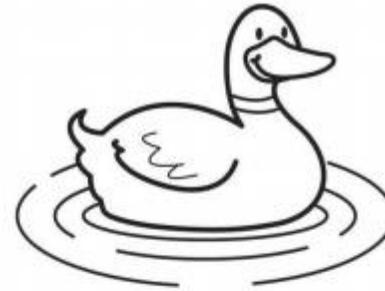


If you enjoy making these animals you could take it one step further by making your own mixed up dream animals book.

CABALLO - GATO - PATO - VACA - PERRO - CERDO



[www.kidtopo.com](http://www.kidtopo.com)



RE: The Parable of the Sower (Matthew 13:1-23, Mark 4:1-20 and Luke 8:4-15)

## Our Christian Vision

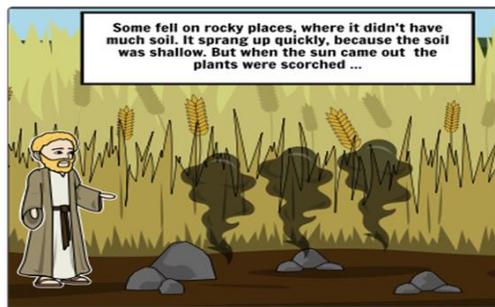
'We take inspiration from the Parable of the Sower, teaching children to "See with their eyes, hear with their ears and understand with their hearts".

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a Delight in seeking wisdom and knowledge. We are all learning to love God, one another and ourselves.'

Watch the video <https://www.youtube.com/watch?v=W6LwEW8jX9A>

Write a sentence below each of the pictures in the storyboard below (and colour the pictures if you like).

Then answer this question in your books: What things could you do that would help you to be the 'good soil' so that you can flourish?

 <p>A Farmer went out to sow seeds</p>	 <p>" As he scattered the seeds, some fell along the path and were eaten by the birds ...</p>	 <p>Some fell on rocky places, where it didn't have much soil. It sprang up quickly, because the soil was shallow. But when the sun came out the plants were scorched ...</p>
<p>Large crowds gathered around Jesus and he climbed into a boat and sat into it, while all the people stood on shore. Then he told them many things in parables.</p>	<p>This represents the people who don't hear God's message.</p>	<p>These are the people who hear God's message but since they don't have much root, they last only a short time.</p>
 <p>Other seeds fell among thorns, which grew up and choked the plants ...</p>	 <p>Still, other seeds fell on good soil where it produced a crop - a hundred, sixty or thirty times what was sown ...</p>	 <p>The seed falling on good soil is someone who hears the word and understands it. This is the one who produces a crop, yielding a hundred, sixty or thirty times what was sown</p>
<p>This refers to people who hear the word but physical desires stop them from accepting God.</p>	<p>These are the people who hear God's word and take it in and understand it .</p>	<p>Jesus then added</p>



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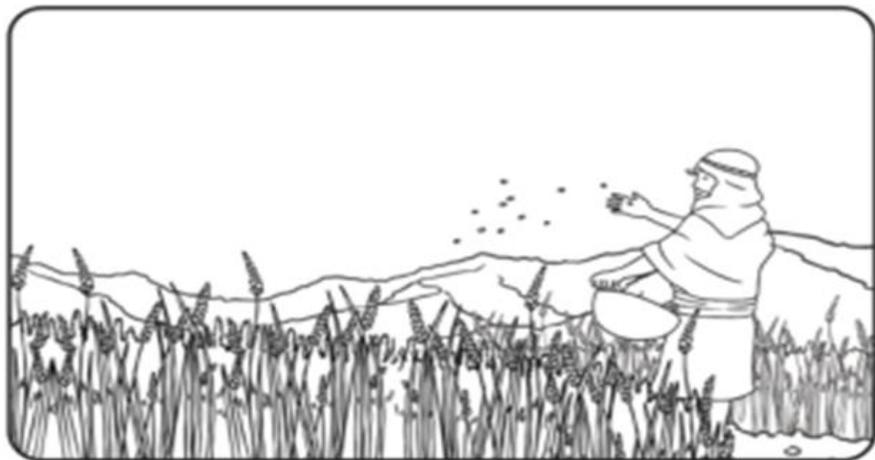


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