

Home Learning – Year 1 Christ Church

Week Beginning 22nd February

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called Count in 2s ACTIVITY – No worksheets</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-7-number-place-value-within-50/</p>	<p>Follow the lesson called Count in 2s</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-7-number-place-value-within-50/</p> <p>Follow up activity below</p>	<p>Follow the lesson called Count in 5s ACTIVITY – No worksheets</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-7-number-place-value-within-50/</p>	<p>Follow the lesson called Count in 5s</p> <p>https://whiterosemaths.com/homelearning/year-1/spring-week-7-number-place-value-within-50/</p> <p>Follow up activity below</p>	<p>End of unit assessment below – no video</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>Science</p> <p>What is a material?</p> <p>https://classroom.thenational.academy/lessons/what-is-a-material-74u30t</p> <p>In this lesson, we will be introduced to what a scientist is. We will then be learning about materials and their properties. You will need a piece of paper and a pencil.</p>	<p>Art</p> <p>An introduction to drawing</p> <p>https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c</p> <p>In this lesson, we will think about what it means to be 'good' at drawing. We will experiment with mark making in our sketch book and use a variety of media; pencils, crayons, pastels, felt tips and chalk to begin to explore the different outcomes these tools create.</p>	<p>RE</p> <p>Why is Easter the most Important Festival for Christians?</p> <p>Revise your knowledge of the Easter story here:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</p> <p>Then complete the Easter feelings chart below. Can you answer the questions about the story of Easter? If you wanted to find out more, what questions would you ask?</p>	<p>Spanish</p> <p>Watch the video and play the game of following the instructions with your family! If you want a challenge, you can make a poster or flashcards with the vocabulary, or just draw it in your book!</p>	<p>History</p> <p>How has popular music changed over the last 60 years? (part 1)</p> <p>https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-1-c4w30e</p> <p>In this lesson, we will learn about some of the ways in which popular music has changed over the last 60 years. We will learn how the ways in which people listen to music has changed over time and will look more closely at cassettes and CDs. We will then listen to some songs from singers and groups from the 1960s to 1980s. You will need a piece of paper and a pencil.</p>

Monday 22nd February

WT WA WP WI

Learning Objective: retell the middle of a story

I can:	Me	Miss A
use a capital letter at the start of a sentence		
use a full stop at the end of a sentence		
use an adverb		
use conjunctions (and/but)		

Today, your task is to continue writing your narrative. You are going to write the **middle part**.

Think about:

- What happens after she leaves the clocktower?
- What important event happens?
- How does the setting change?
- Can you use interesting adjectives to describe how the setting becomes the **opposite**?
- How does the mood of the story change?
- How does the little girl feel now?

but

Remember to use the conjunction **but** to show how the mood of the setting and how the little girl feels **changes** after she stops dancing.



Middle part:

The girl opened the **heavy doors** of the tower **and** stared at the town. Nothing had any colour to it **and** everything was still. The girl danced **slowly** forward **but** the sky stayed grey **and** the balloons didn't move. She tapped a balloon **and** saw that it changed to **bright green**. Then she turned **sadly** **and** walked back to the clock tower.

Count in 2s

1 What are the numbers?

a)

<input type="text"/>				

b)

<input type="text"/>				

2 How many flowers are there?



There are flowers.

3 Circle 14 socks.



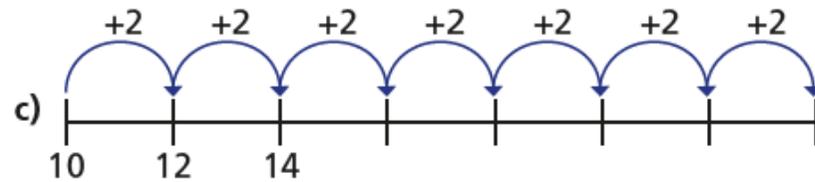
4 Fill in the missing numbers.

a)

0	2	4					
---	---	---	--	--	--	--	--

b)

18	16		12		8		
----	----	--	----	--	---	--	--



5 How far can you count up in 2s?

Work with a partner.

Can you count up to 50 together?

Now try counting down in 2s from 50

Tuesday 23rd February

WT WA WP WI

Learning Objective: write a narrative

I can:	Me	Miss A
use a capital letter at the start of a sentence		
use a full stop at the end of a sentence		
attempt to use expanded noun phrases		
attempt to use verbs		

Today they are going to write the end of the story in your own words using the skills you have learnt over the last few weeks.

→ First, orally retell the three stages beginning/ middle/ end to someone at home.

→ Then, your task is to write 3-5 sentences in a sequence. Remember that you have written the beginning and the middle of your narrative, so today you will move on to the end of the story.

Think about:

What have you learnt about the girl during this unit?

How does the girl feel about her role?

In what ways does the town change when she leaves the clock tower?

What happens when she returns?

 Miss Adams will be looking out for star writers! 

- Try to use expanded noun phrases and a range of powerful verbs!
- Can you complete their writing in a suitable way? How can you end you narrative?

The ending:

At the top of the clock tower, the girl *stood* between two *large cogs*. The bottom of her dress *slotted* into the cogs *and* she began to *dance*. As she danced, the colour *returned* to the town. Balloons *floated* upwards *and* one *green balloon* drifted into the window of the clock tower. The girl *reached* out to *catch* it *and* *smiled*.

Wednesday 24th February

WT WA WP WI

Learning Objective: to review my writing

I can:	Me	Miss A
Re-read my writing and check that it makes sense		
Check I have used expanded noun phrases		
Check I have used powerful verbs		
Check I have used capital letters and full stops		

Today you are going to review your narrative of 'The Clock Tower'. You can re-watch the film and check that you have retold the story in the correct sequence.

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.

Count in 5s

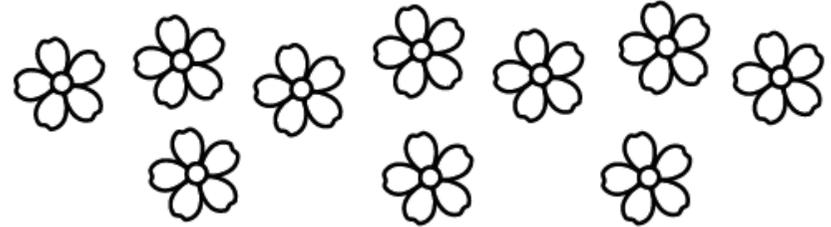
1 What are the numbers?

2 How many spots are there in total?



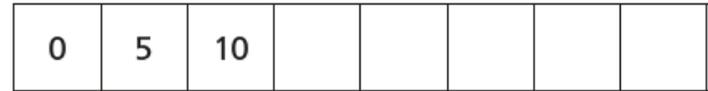
There are spots in total.

3 Colour 35 petals.



4 Fill in the missing numbers.

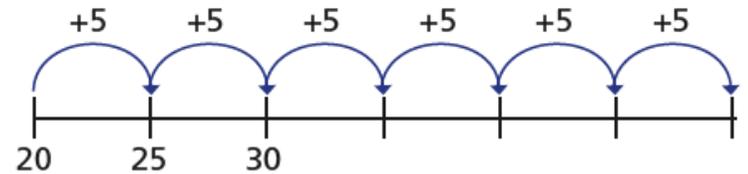
a)



b)



c)



5 Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

What numbers do they both say?

Can you spot a pattern?

Thursday 25th February

WT WA WP WI

Learning Objective: to make predictions

I can:	Me	Miss A
Use hot-seating to explore how a character feels		
Use role play to explore what might happen next in the story		

Today you are going to think about what might happen next in the story. Do you think the girl will be stuck in the clock tower to turn time forever, or will she be rescued?

Look at this picture of the Big Ben and St. Stephen's Tower:



Imagine the girl in the clock tower was in fact, in modern times and the town was in fact, London?

What if she left the tower every day but we knew nothing about it, because our time stood still?

-Would we ever know?

-Where might she go when she left?

With a participant at home, pretend you are the little girl and that you live in St. Stephen's Tower, in London.

See if you can answer the questions below:

- What is your job?
- Where you go when you leave the tower?
- How you feel?
- How the city of London looks to you when leave the tower?

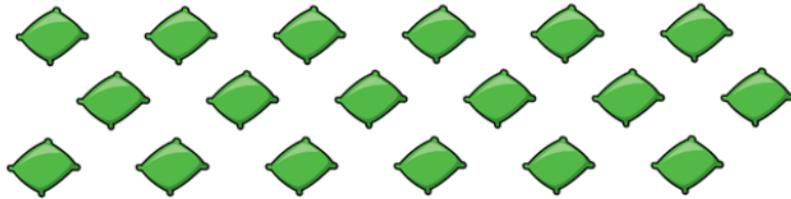
Remember to use the word 'I' because you are answering in the first person.



Remember to answer using full sentences and using the word 'I' because you are speaking from the girl's point of view. Miss Adams will also be listening out for exciting adjectives to help describe how you are feeling and how the city looks.



How many beanbags are there?



There are ____ beanbags.

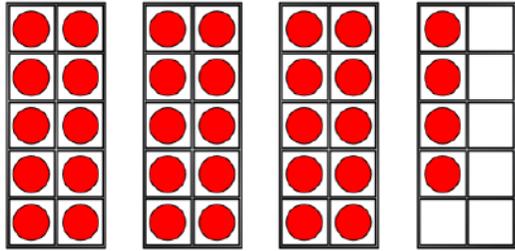


Complete the missing numbers.

44	45	46	47		
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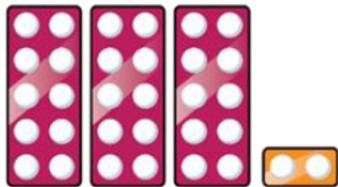
26	27	28			
----	----	----	--	--	--

How many counters are there?



There are ____ counters.

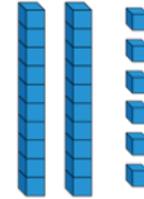
Sam makes a number.



What number has Sam made?

Sam has made the number ____

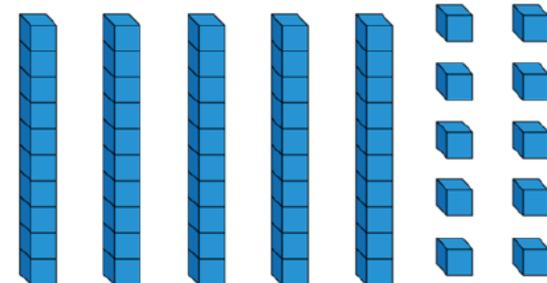
Amy makes a number.



What number has Amy made?

Amy has made the number ____

Circle 35



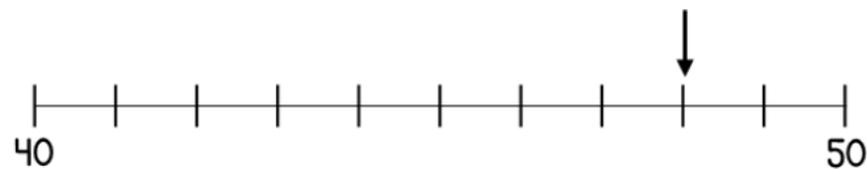
Complete the sentences.

1 more than 38 is

1 less than 30 is

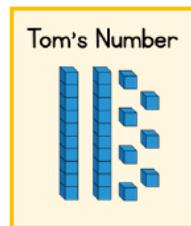
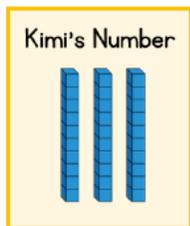
24 is 1 less than

Here is a number line.



What number is the arrow pointing to?

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.

Circle the largest number.

35

38

29

Friday 26th February

WT WA WP WI

Learning Objective: to make predictions

I can:	Me	Miss A
use a capital letter at the start of a sentence		
use a full stop at the end of a sentence		
attempt to use expanded noun phrases		
Extend sentences using and/but/because		

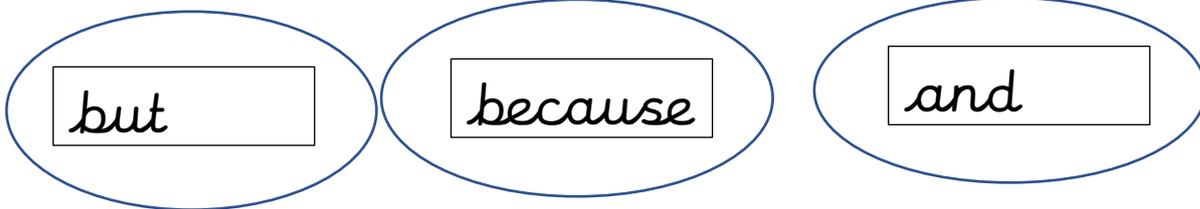
Today you are going to predict what happens after the film finishes. Think back to yesterday's lesson when you used hot-seating to explore how the girl felt.

Now that you can identify the beginning, middle and ending of the story in the film, you are going to think about what could happen next.

Your task today is to write your prediction of the ending of the story.

Remember to use a wide range of descriptive vocabulary and extended sentences using 'and', 'but' and 'because'.

Try and include these conjunctions:



Write 4 sentences sharing your own predictions about how the story could end and if and how the girl could be 'saved' or if she continues forever...



The little girl in St. Stephen's Tower...

Core Concept: Salvation**Big Question: Why is Easter the most important Festival for Christians?**

Watch the video then complete the Easter feelings chart.

Easter feelings

There are lots of important feelings in the story of Easter. Think about the people in the story.

In each box, draw a person from the story who had the feeling or write their name.

happy	sad
amazed	afraid
angry	puzzled or confused

Watch the video again. Can you answer these questions about the Easter story?

1. What special name is given to the day Jesus died?
2. What was used to close Jesus' tomb?
4. Who did Mary see whilst she was crying?
5. What do Christians like to remember at Easter?

Do you have any questions that you would like to ask about the Easter story?