

Home Learning – Year 1 Christ Church

Week Beginning 1<sup>st</sup> March

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called Compare lengths – <b>ACTIVITY- No worksheet</b></p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/">https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/</a></p>	<p>Follow the lesson called Compare heights – <b>ACTIVITY – No worksheet</b></p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/">https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called Compare lengths &amp; heights</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/">https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/</a></p>	<p>Follow the lesson called Measure length – <b>ACTIVITY – No worksheet</b></p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/">https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/</a></p>	<p>Follow the lesson called Measure length</p> <p><a href="https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/">https://whiterosemaths.com/homelearning/year-1/spring-week-8-measurement-length-and-height/</a></p> <p>Follow up activity below</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>Science</b></p> <p>What are objects made from?</p> <p><a href="https://classroom.thenational.academy/lessons/what-are-objects-made-from-61gp8d">https://classroom.thenational.academy/lessons/what-are-objects-made-from-61gp8d</a></p> <p>In this lesson, we will be learning about materials and their properties. We will be investigating different objects and identifying what material is used to make them. You will need a piece of paper and a pencil.</p>	<p><b>Art</b></p> <p>Why is colour important in art?</p> <p><a href="https://classroom.thenational.academy/lessons/why-is-colour-important-in-art-c9j66c">https://classroom.thenational.academy/lessons/why-is-colour-important-in-art-c9j66c</a></p> <p>In this lesson, we will be thinking all about how colours can make us feel. We will begin to learn about the properties of colour and how to select colours for our art to express an emotion. At the end of the lesson we will be drawing a self-portrait in our sketch books using the colours that express how we are feeling today. This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.</p>	<p><b>RE</b> <b>Easter</b></p> <p>What happened on Palm Sunday and what does it teach us about Jesus?.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zvxn34j">https://www.bbc.co.uk/bitesize/clips/zvxn34j</a></p> <p>Think about these questions: Why were there so many people? Who did the people think that Jesus was? Why would some people not have been happy about Jesus' arrival? What words would you have shouted if you were welcoming Jesus? What might you have been feeling if you had been in that crowd?</p> <p>Draw a banner and decorate it with images and words linked to Palm Sunday e.g. Jerusalem, palm leaves, donkey, Jesus, crowds, Hosanna etc.</p>	<p><b>Spanish</b></p> <p>Watch the story of little red riding hood on the school website, where you'll be learning the parts of the face! Then, do the worksheet in the learning pack!</p>	<p><b>History</b></p> <p>How has popular music changed over the last 60 years? (part 2)</p> <p><a href="https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-2-6wu36t">https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-2-6wu36t</a></p> <p>In this lesson, we will continue to 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 have changed over time and will look more closely at MP3 players and smartphones. We will then listen to some songs from singers and groups from the 1990s to 2020s. You will need a piece of paper and a pencil.</p>

Monday 1st March

WT WA WP WI

Learning Objective: to make inferences

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		
describe how a character is feeling		
choose adjectives to describe different emotions		

To celebrate World Book Day, we are going to read the story 'The Day the Crayons Quit'. Have a listen to Miss Adams reading the story online : [Monday's Lesson](#)

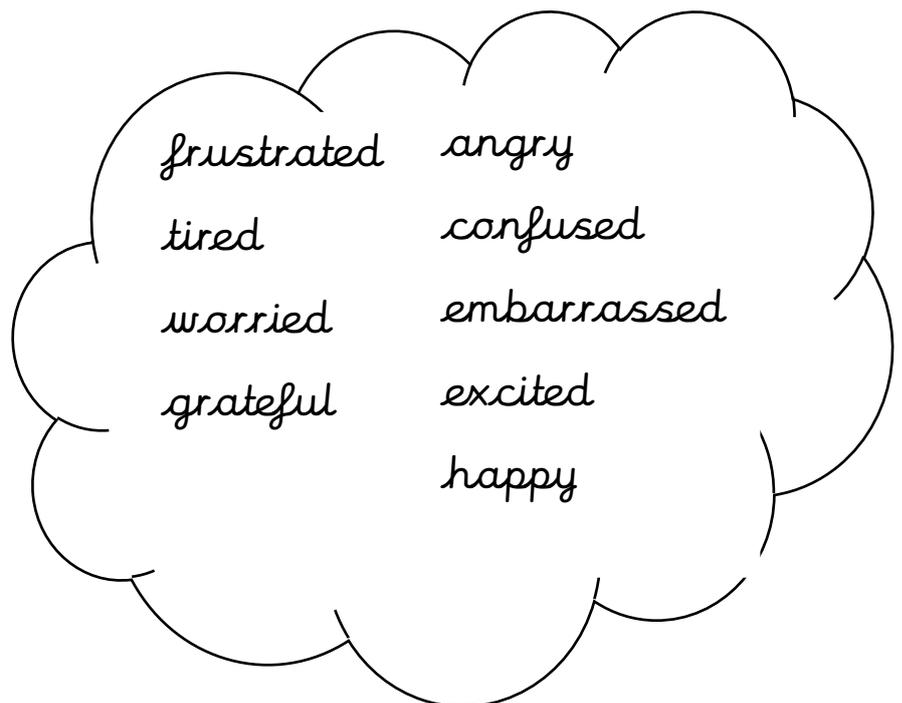
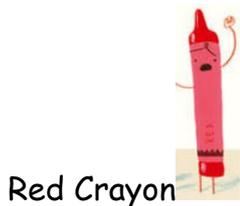
Your task today is to describe how the characters of the crayons are feeling.

Can you identify their different emotions and use adjectives to explain how they feel and why?

Write four sentences to explain how they are feeling.

Key emotion words:

The Characters:



because

Have a go at using the conjunction 'because' to explain why the crayons are feeling these emotions. What reasons do they give in their letter to Duncan?

Tuesday 2<sup>nd</sup> March

WT WA WP WI

Learning Objective: to write a letter

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 a letter layout		
attempt to use verbs		
use an adverb		
use conjunctions (and/but)		

Today you are going to pretend to be Duncan from the story, 'The Day the Crayons Quit' and you are going to write a letter to one of the crayons. You are going to reply to one of the letters from the story.

→ First, choose a letter from the book.

→ Then, write a reply letter to the crayon from Duncan. Can you write a message to make the crayon feel better? What could you say to cheer the crayon up?

**Think about:**

How the crayon is feeling and why?

Can you say sorry to the crayon?

How can you make the crayon feel better about their job?

What could you promise to do to make their job easier?



Miss Adams will be looking out for star writers!



- Try to use expanded noun phrases and a range of powerful verbs!
- Remember to begin your letter with 'Dear'
- Remember to end your letter with 'From'
- Try and join two sentences together using a joining word (but, because, and)

Example letter:

Dear Purple Crayon,

I am sorry that you are feeling frustrated. I forget to stay inside the lines because I feel excited when I draw dragons! I know you are very neat and I promise to colour in my purple pictures carefully from now on.

From,

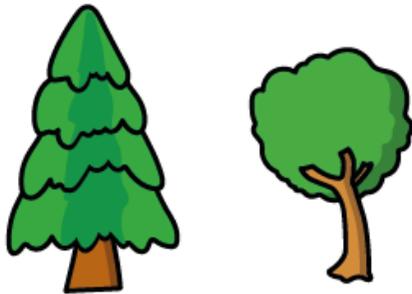
Duncan

## Compare lengths and heights

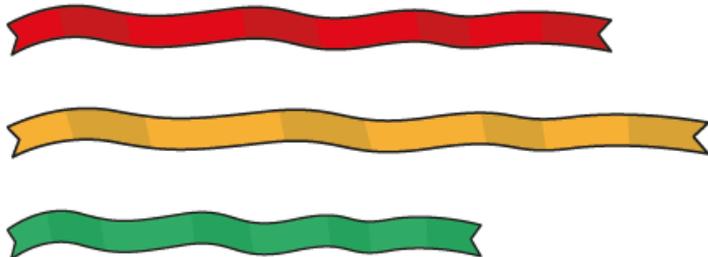
1 a) Tick the taller flower.



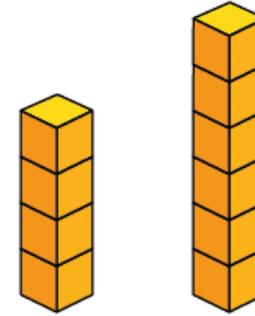
b) Tick the shorter tree.



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.

Wednesday 3<sup>rd</sup> March

WT WA WP WI

Learning Objective: to plan a story

I can:	Me	Miss A
Create a character		
Describe a setting		
Use adjectives to describe my character		

Today you are going to plan your own story! Your task is to create a character based on an object from our Year One classroom. This object is feeling unhappy about how Year One have been treating them.

You will need to think about how you can describe the setting of the classroom.

- What does it look like?
- Where is the object kept?
- What is their job?



For example; you could plan a story about how the character of the whiteboard pen is feeling grumpy because all the children keep forgetting to put its lid back on, so it is running out of ink!

Fill in the planning sheet below to show what happens in the beginning, the middle and the end of your story. You can draw pictures in the boxes and write some adjectives underneath to help describe what happens in your story.

### The beginning

Who is your character? What is their name? What is their job?

What is the Year One classroom like? Where does your object live?

### The middle

What happens in the story to upset your object?

What kinds of emotions do they feel and why?

### The ending

How is the problem solved? How do the Year One children help make the character feel a bit better?

*The beginning*

<hr/>	<hr/>
<hr/>	<hr/>

*The middle*

<hr/>	<hr/>
<hr/>	<hr/>

*The ending*

<hr/>	<hr/>
<hr/>	<hr/>

Thursday 4<sup>th</sup> March

WT WA WP WI

Learning Objective: to write the first part of your 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 expanded noun phrases		
use conjunctions (and/but)		

Today you are going to write the first part of your story. Remember to look back at your plan from yesterday to help you.

You are going to write your story in sequence, starting with the beginning so, today, you will introduce your character and describe the setting of the story.

Top tip:

- Use exciting expanded noun phrases to describe what your object looks and feels like.

Remember that your story takes place in the Year One classroom. How can you describe what the classroom looks like? What about the children who go to school there?

Try and write a few sentences about how the character is feeling and why.

Here are some emotion adjectives:

happy

joyful

delighted

sad

disappointed

worried

tired

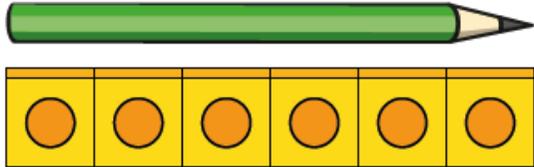
grumpy

exhausted

# Measure length (1)

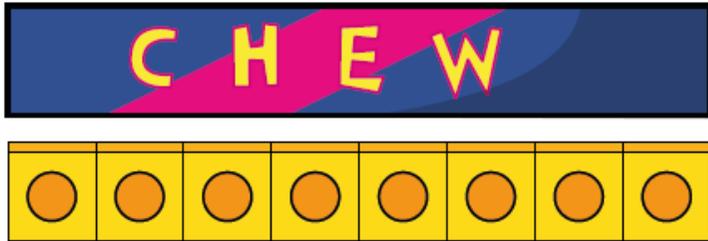
1 How long is each object?

a)



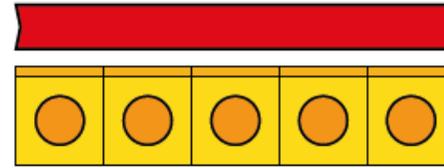
The pencil is  cubes long.

b)



The chew bar is  cubes long.

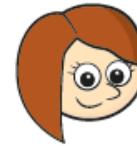
c)



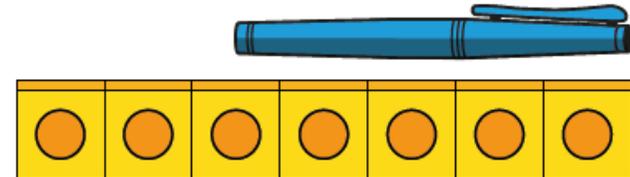
The ribbon is  cubes long.

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

2



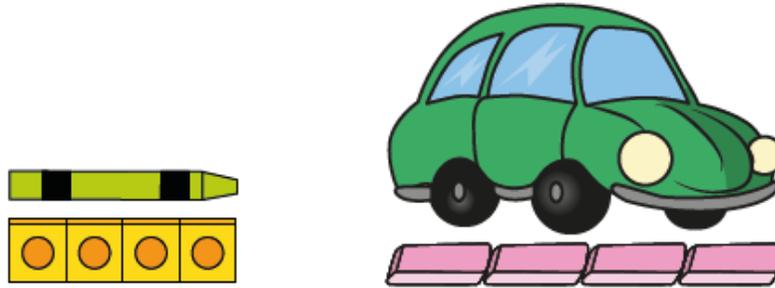
The pen is  
7 cubes long.



Do you agree with Rosie? \_\_\_\_\_

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?

Friday 5<sup>th</sup> March

WT WA WP WI

Learning Objective: to write the second part of your 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		
attempt to use verbs		
use an adverb		

Today you are going to finish writing your story. First, re-read your story so far and then write the middle and the ending. Remember to keep looking back at your plan for ideas!

You are going to explain why your character is feeling a particular way and then describe how they start to feel better.

Try and use:

- Powerful verbs to make your story more exciting.

e.g.

- The cheeky rubber sneaked away from the toolbox so she could have rest.

-The grumpy glue stick jumped out of the drawer because he wanted to stick some worksheets.

-The mini whiteboard slid off the table and dashed into the corridor.

- Interesting adverbs to describe how the verb is performed.

<u>Adverbs:</u>				
quickly	gently	calmly	hurriedly	noisily
softly	excitedly	happily	nervously	curiously

Spanish:

### Colorea el payaso!

Colour in the clown! colour the face of the clown according to the instructions in the box. The rest of the face and clothes are free style!

Ojos → azul	Orejas → naranja	Pelo → verde
nariz → rojo	boca → rosa	



**Extra work** → Label the parts of the face!