

Year 1 Homework Tasks Summer 2: We are on Safari

<p>Just to keep you up to date we are planning on sending out Homework Learning Grids as usual every 2 weeks and holding a Zoom session every 2 weeks.</p> <p>Class 4 Zoom Sessions will be two weekly on a Tuesday starting on 9.06.20</p> <p>Class 5 Zoom Sessions will be two weekly on a Wednesday starting on 10.06.20</p> <p>Class 6 Zoom Sessions will be two weekly on a Thursday starting on 11.06.20</p> <p>These sessions will still take place in smaller groups and information of how to access the Zoom sessions will be sent out via email. Please reply to these emails to confirm that you are taking part so that if there are any technical problems we know who we need to contact with new information.</p> <p>You will also receive a 'check in' phone call at least every two weeks from a member of school staff, these are so that we can ensure that we are doing all we can to support you during these unprecedented times.</p> <p>Due to some staff being back in the classrooms full time Mrs. Gilroy, as Year 1 lead, will now be checking emails sent to Class 4 and Class 5 home learning selfies as well as Class 6 in order to ensure that we can get back to you as quickly as possible with any queries you may have. Thank you 😊</p>		<p style="text-align: right;">English: POETRY UNIT</p> <div style="text-align: right;">  </div> <p>Activity 1: Pick some different fruits to look at closely in your house. Look at each piece carefully- what can you see? Make a list of adjectives together either verbally or on paper. Repeat for what they can smell, taste, hear (when cutting or eating) and feel. Choose one fruit and complete the Activity 1 grid for the one piece of fruit.</p> <p>Activity 2: Read the poem 'Plum' (Slide 3 on PowerPoint) Read the poem 'Plum' without showing the text at first. Get child to listen again and think about what picture it puts into your child's mind. Show the text. Discuss any unfamiliar words. What do they think the words in red mean 'glum' and 'flimsy'? Why are these good words to use? What do they think the 'mystery' inside the plum is and how can it be a whole new tree? Encourage clear sentences and a variety of responses, e.g. I think it might mean...Finish with a re-reading of the poem with pupils joining in from the beginning to 'You were made to be eaten.'</p> <p>Activity 3: Listen to the poem 'Plum' again https://clpe.org.uk/poetryline/poems/plum (scroll to bottom and enlarge for clip) and encourage pupils to think of their own actions. Re-read with these actions and gestures. Hand out copies of the poem. Spot the rhyming words and highlight (see activity 3 resource) glum/plum, beaten/eaten, within/skin, key/tree Choose one or two words from the senses list created in session 1 and make rhyming strings. You may wish to use an online rhyming dictionary such as Rhymes.net or Rhymezone for support and ideas. e.g. smooth, groove, move, remove, round, sound, pound, ground, found.</p> <p>Activity 4: Can they film their own actions to the poem 'Plum' and send it in to the class learning selfie email for your teacher to see. We can't wait!</p>	
<p style="text-align: center;">Maths</p> <p>We know we have been looking in detail at Number bonds (to 10 and 20) but it is imperative we know these as quickly for e.g. as the teacher shouting 6 the children shouting back 4 or 14. We are trying to know these number bonds off by heart. Therefore we are setting this as a challenge. We have saved some activity booklets for Number bonds to 10 and number bonds to 20 for children to practise.</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button https://www.mathplayground.com/number_bonds_10.html</p> <p>These are some games you may wish to play online. We have also saved some Number bond sheets for children to practise. We will also be demonstrating some quick addition/ subtraction on our zoom sessions this week. We really want to encourage the use of mental strategies in order to try and move away from using counters etc.</p>		<p style="text-align: center;">Science</p> <p>As part of your home learning in Science you may have already completed some home learning around mammals and reptiles. This week we would like you to find out about birds and fish.</p> <p>Birds- Activity 1 https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zyd6hyc</p> <p>Can you draw and label a bird? You may want to find out about some birds that live in your garden. Key</p> <div style="text-align: center;">  </div>	
<p>Online Resources</p> <p>Phonics Bug Phonics Play Maths factor Twinkl Teach your Monster to Read Home huddle. Org</p>	<p>Handwriting</p> <p>Normally we complete a handwriting competition half termly and as we have not had the opportunity we thought it would be nice to set a handwriting challenge. We have saved the handwriting challenge on the Year 1 class page. Children need to have a go at copying</p>	<p>Phonics and Reading</p> <p>Phonics is very important as it helps us to become fluent readers and helps us with our writing. We ask that you do short phonics task daily, if at all possible, use the phonics bug games to help. Give children some words with the sound that they maybe need a little bit of help with too- if you need any extra support</p>	<p>Art</p> <p>We have been sent some fantastic weaving pictures in on the class home learning selfie emails this week. We are very impressed with how well you are doing with your weaving</p>

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<p>BBC Bitesize</p>	<p>the work in their best handwriting. You can either use the sheet provided on the website or children can copy it from the PowerPoint. Please send a picture to your class home learning selfie page so that Mrs. Gilroy can take a sneaky peak. Parents please note that this is the handwriting we would expect in school all the time so encourage this for all pieces of work that they are completing.</p>	<p>with this email the class home learning selfie email. Please try and read at least three times a week. We encourage children to read the same book at least three times as this helps with comprehension, fluency and recognition of sounds and tricky words. We have been trying to ensure that no child runs out of Phonics Bug Books but if you find you don't have any left please send an email and we will try and sort this out for you as soon as possible.</p>	<p>as this is a tricky skill to master. We would now like you to look at the artist Sarah Shindu. Sarah Shindu was an African Artist. One of the most exciting aspects of Sarah's paintings is the incorporation of feathers and fabrics into her paintings. She create images of Maasai shukas (traditional fabrics) in the paintings and used authentic Maasai shuka material, as well, there are banana leaves and feathers adhered to the paintings giving them three-dimensional look and feel (which is difficult to capture in digital images.) We would like you to have a go at creating a colourful background using paints, strips of paper, crayons... whatever you have at home. We will be then planning to add to this figures in the style of Sarah Shindu. Look carefully at the colours Sarah uses in her paintings. You may need to google her work so you can have a look at it. Once your background is complete. Have a look at Sara Shindu's stick figure and have a practise at sketching stick figures in the style of Sarah Shindu. Once you think you are happy with your ability, draw some stick figures onto your background. You could even add some material (if you have any) like Sarah Shindu does. Don't forget to send us any pictures to class home learning selfie emails!</p>	<p>vocabulary- beak, eye, webbed feet, wings, tail. Can you add 2 facts that you learnt about birds underneath? Fish- Activity 2 https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zxgq2hv Can you draw and label a fish? Key vocabulary- eye, gills, scales, fins, tail, head, mouth. Can you add 2 facts that you learnt about fish underneath? Comparison- Activity 3 Part of the Science National Curriculum is that children can 'Describe and compare the structure of a variety of common animals.' Can you choose two types of animal that we have looked at so far (Mammal, reptile, fish and bird) and compare them- do they have anything the same e.g. body parts? And what is different about them? E.g. One gives birth to live young and one lays eggs. Etc.</p>
<p>PSHE https://www.youtube.com/watch?feature=youtu.be&v=2PnnFrPaRgY&app=desktop 'While We Can't Hug'. This is a lovely You Tube clip that you may want to watch with your parents. It is a lovely little visual reminder that although we may not be able to hug family and friends from different houses at the moment there are plenty other things that we can do to show our love. We know that some children have been experiencing their birthdays in Lockdown. There is a lovely story saved on the school website under Year 1 called 'Teddy's Birthday' it explores what Teddy's birthday is like in 'lockdown' and how it can still be fun. Maybe if you have already had a birthday in lockdown, you could write some top tips of how you made your birthday fun so that we can share it with others. Some children may still be concerned about Covid-19 and have some questions. You may wish to share the story 'My Hero is You' Storybook. It is a story about a little girl called Sara, who along with her magical friend Ario explores the world and finds out how children all over the world are coping with the virus. Parents may wish to read it first so that you are prepared for any questions that may arise from it.</p>				