


<p align="center"><b>Year 1 Remote Learning Overview</b> <b>Week Beginning</b> <b>15.3.21</b></p>	<p align="center"><b>English: The Curious Case of the Missing Mammoth</b></p>  <p><b>Activity 1:</b> As we can't visit a museum at the moment (and haven't been able to for quite some time) we would like you to have a look around the Natural History Museum using their virtual tour <a href="https://www.nhm.ac.uk/visit/virtual-museum.html">https://www.nhm.ac.uk/visit/virtual-museum.html</a>. Can you find the mammoth skeleton? How do you think these bones were found and put together? Can you find a picture of a living mammoth and compare the skeleton and the picture? Write a short description of the picture?</p> <p><b>Activity 2:</b> It is important with our pathways stories you follow the instructions of pages to read carefully as we deep dive into the text. Today we would like you to read the first page to 'saw a huge, hairy ...'. Pause and discuss what can be seen under the flap (photographed as next page). Model saying the sentence Oscar peeped out and saw a huge hairy elephant. Can you think of different animals and describe them e.g. Oscar peeped out and saw an enormous black gorilla. Can you write the some of these sentences down imagining different animals?</p> <p><b>Activity 3:</b> Re-read the story up to 'curiouser and curiouser' Focus on what the baby brother did. Use the 3 images (by the bins, on the stairs, opening the doors) describe each image explaining that this is in the past tense so ed is added e.g. crashed, banged. Complete the worksheet adding the ed suffix onto root words to complete the sentence. You could even write this as a narrative.</p> <p><b>Activity 4:</b> Read up to 'He went that way'. How would that characters feel at this point? Focus on what the creatures and people are doing in the image and generate a list of verbs – e.g. walking, listening, playing. Model using past tense verbs e.g. a dinosaur peered through the arch. Children compose and write short descriptive sentences from the boys point of view describing what happened e.g. the brave knight twisted to the music.</p>		
<p align="center"><b>Remote Learning Information for Parents</b></p> <p>We know remote learning can be difficult and depending on your circumstances will vary. This planning sheet is a range of activities that mirror the Year 1 learning in school this week as much as possible.</p> <p>We would suggest a daily Maths, English and Phonics (when possible) and focusing on one or two of the foundation activities each afternoon.</p> <p>Please send any home learning to your class teacher using the home learning selfie email address.</p> <p align="center"><b><u>This remote learning plan &amp; any resources will be uploaded to Teams as an assignment on Monday morning of each week.</u></b></p>	<p align="center"><b>Phonics</b></p> <p>If your child is isolating for 10-14 days, please contact the school office. Details of your child's phonic phase will be sent to you. You should then access the appropriate phonic materials on the 'Remote Learning English page' to support your child. We would recommend a short daily phonic session, revising the phoneme grapheme correspondence using the appropriate phase resources and revision of tricky words/common exception words. Children should be able to read and spell the words in the phonic phase they are working in. Other daily phonic activities could include online Bug Club reading, online Bug Club phonic games and reading and writing captions using the sounds and tricky words in their phase.</p>		
<p align="center"><b>Maths</b></p> <p>In school we use Big Maths as our teaching scheme. Some resources can be found on our Remote Learning Maths page. If your child is isolating for 10-14 days, please contact the school office and they will inform you what CLIC level your child is working on and send you more specific CLIC Home Learning tasks appropriate for your child.</p>	<p align="center"><b>Geography</b></p> <p>Re-read the story of The Naughty Bus (read in Reception) and recap on learning in this topic linked to the naughty bus being a London bus and the London landmarks.</p> <p>Use the ppt to revisit and name London Landmarks. Can you draw and label some London landmarks?</p>	<p align="center"><b>Computing</b></p> <p>Read the story of Little Red Riding Hood (any version you have). Use Google Kids (as a safe search engine) to search images of different versions of this book. Think about the importance of an illustration and what it tells us and how they match the text. Draw a sketch of a front cover illustration and add some key words for things to remember.</p>	<p align="center"><b>Art</b></p> <p>Revisit the skills of cross hatching, scribbling, stippling and outline (see sheet).</p> <p>Using the woolly mammoth outline split into sections, complete each of the sections demonstrate one of these art skills in each section. Sheet will be uploaded to Teams.</p>
<p align="center"><b>PE</b></p> <p><b>Gym Fit Circuits Lesson 4 (see lesson upload on Teams)</b> To identify techniques to improve balance.</p> <p><b>Brilliant Ball Skills Lesson 4 (see lesson upload on Teams)</b> To master basic sending and receiving techniques.</p>	<p align="center"><b>RE</b></p> <p>Watch the video link below for the story of Moses. <a href="https://www.youtube.com/watch?v=yHKFvxgQOFI">https://www.youtube.com/watch?v=yHKFvxgQOFI</a></p> <p>Recap on Christian and Jewish symbols of faith. Talk about how candles and light for the Christian faith symbolise Jesus whilst for the Jewish faith this symbolises Moses and the burning bush.</p>	<p align="center"><b>Science</b></p> <p>Gather a selection of different types of materials from around your home. Explore and discuss the properties of the materials and what objects this it might be used for. Can you use any of the vocabulary below to describe these materials? If you are not sure what they mean can you find out?</p> <ul style="list-style-type: none"> <li>Transparent</li> <li>Translucent</li> <li>Opaque</li> <li>Waterproof</li> <li>Absorbent</li> <li>Stretchy</li> <li>Flexible</li> <li>Smooth</li> </ul> <p>Can you choose the best material to make a waterproof coat for the woolly mammoth from our story this week?</p>	