



<p align="center"><b>Year 1 Remote Learning Overview</b> <b>Week Beginning</b> <b>4.5.21</b></p>	<p align="center"><b>English: Toys in Space</b></p> <p><b>Activity 1:</b> Re-read the story and recap on the new lost toys characters created last week. Using the beginning, middle and end structure, can you plan a new story – E.g. Metal Mike and the new toys in which the new toys are taken by a space robot called Metal Mike.</p> <table border="1" data-bbox="651 134 1458 204"> <tr> <td>Beginning</td> <td>Middle</td> <td>End</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			Beginning	Middle	End			
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<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><b><u>This remote learning plan &amp; any resources will be uploaded to Teams as an assignment on Monday morning of each week when any children are remote learning.</u></b></p>	<p>Use a table such as the one above to record your key ideas for each part of the story.</p> <p><b>Activity 2:</b> Using your story plan from the previous day, write the beginning of your story. Don't forget to set the scene, introduce the characters and begin the build up for the next part of the story. Try to use and to join your ideas and add suffixes such as ed, er, est, ing to any verbs. Also don't forget to punctuate your sentences with capital letters and full stops. You may also need to use an exclamation mark or question mark.</p> <p><b>Activity 3:</b> Re-read the beginning of your story and check for any errors you may need to correct. Read your story plan for the middle of the story. Write the middle section of the story. Remember to include all the features mentioned in activity 2.</p> <p><b>Activity 4:</b> Re-read the middle of your story and check for any errors you may need to correct. Read your story plan for the end of the story. Write the ending to your story. Remember to include all of the features mentioned in activity 2. Once you have finished writing your story, don't forget to read it through, make sure it makes sense and check for any errors you may need to correct.</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>Recap on the continent of Africa and it's location within the world map. Imagine you are going on a safari with a ranger in Kenya. What animals will you see? Some animals like to live near water whilst other families like to live near grassland. Find out about 3 African animals and their natural habitats.</p>	<p align="center"><b>PSHE</b></p> <p>Talk about our bodies and different parts of our bodies. Introduce the PANTS rule. (information on how to do this can be found at <a href="http://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>)</p> <p>Watch the video below and let your child guide the discussion around what is safe and private body parts. <a href="https://www.youtube.com/watch?v=-lL07JOGU5o">https://www.youtube.com/watch?v=-lL07JOGU5o</a></p>	<p align="center"><b>Science</b></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z33jv9g">https://www.bbc.co.uk/bitesize/clips/z33jv9g</a></p> <p>Watch the clip above. Recall key aspects that make an animal a fish.</p> <p>Find out about, draw and label 3 fish.</p>						
<p align="center"><b>PE</b></p> <p><b>Throwing &amp; Catching</b> – Using a ball (large or small depending on how much you wish to challenge yourself), practise your throwing and catching skills. Can you remember the different types of throwing (under arm and over arm)? Make yourself a challenge – can you throw your ball at a target in your garden e.g. a tree or a net. If this is too easy you can make this more challenging by moving further away from the target or you could try using a smaller ball.</p>	<p align="center"><b>RE</b></p> <p>Bible Stories – Revisit that concept of teaching through stories. Introduce the story The Lost Sheep taken from the New Testament. Read this story or watch the video clip below. <a href="https://youtu.be/9LEu0mAjORO">https://youtu.be/9LEu0mAjORO</a></p> <p>Why did the shepherd search for the lost sheep? Discuss how Christians believe that we are all valuable to God and how he cares for us as people like a shepherd does his sheep. Discuss what feeling lost (like the lost sheep) would feel like? What dangers would there be for the lost sheep? And for us?</p>	<p align="center"><b>Computing</b></p> <p>Using a computer/laptop or tablet with a painting programme to open, edit and re-save our work from last week.</p> <p>Remind children of the SMART rules for staying safe online.</p> <p>Children find art/drawing from the previous week. (If completed in school – children can create a new piece of work, save and re-open).</p> <p>Children should remember how to log on safely, locate the work in their own folder used to save work, edit their picture and re-save and close the programme.</p>	<p align="center"><b>Art</b></p> <p>Look at an image of an African sun set (use google to find an inspirational image). Compare to a sunset they may have seen – perhaps at Crosby beach.</p> <p>Share how many artists paint the African sunsets with beautiful colours.</p> <p>Research the artist Sarah Shindui who used paint and textiles.</p> <p>Using 'hot colours' paint African sunset.</p>						