

## Year 1 Weekly Home Learning Plan – 3<sup>rd</sup> April 2020

If you could continue to do lots of reading and any other activities suggested over the holidays it will really help your child to maintain their skills and make it easier to continue after Easter if needed. We hope you have a super Easter and find ways to make it fun even without being able to go very far!

### Daily Reading (this will be the same every week)

Read to an adult for at least half an hour each day. This could be broken into two 15-minute sessions. Enjoy any reading material you have at home including comics, magazines, books, annuals etc.

If you run out of books and are able to get online, you can also access reading activities on:

**BookTrust** - Enjoy storytime with free online books and videos, play games, win prizes, test your knowledge in our book-themed quizzes, or even learn how to draw some of your favourite characters.

<https://www.booktrust.org.uk/hometime>

### Previously recommended sites / apps:



Lexia



Teach Your Monster to Read



Phonics

Play

### Daily Writing

Share the Christian story of Easter either by finding the story in a children's bible or by watching **The Beginner's Bible 'The Story of Easter'** which can be found on YouTube (please check for ads before viewing). After sharing the story, discuss what happened and ask your child to retell the story in their own words. Encourage them to write the story – the free pictures here may help with sequencing and remembering the main parts of the story. <https://www.twinkl.co.uk/resource/T-T-003-Easter-Story-Sequencing> Remember, for children who find writing tricky, it's fine for you to help them either by writing their ideas or writing it down for them to copy underneath.

#### Phonics

In Year 1 we had just started revising all of the sounds we have been learning over the year. One of the groups of sounds the children have been finding tricky is 'split vowel digraphs'. There are 5: a\_e e\_e i\_e o\_e u\_e (as in **t**ake, **P**ete, **l**ike, **h**ome, **c**ute). Remind your child about these split digraphs and ask them to use their 'robot arms' to practise sounding out and spelling the words below. If they can spell the words correctly, can they put them into a sentence?

<b>a_e</b> made bake snake same game cage rake cake late flame blame spade	<b>e_e</b> these delete concrete complete extreme Pete Steve evening even swede athlete eve	<b>i_e</b> bike kite like lime mice price slice time wide pine slime chime	<b>o_e</b> home bone alone hope woke those stone broke tone note nose rope	<b>u_e</b> June tune huge cube flute costume prune flume cute computer rule resume
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### Daily Maths

**Measuring** – if you have a tape measure at home, can you teach your child how to use it? Measure lots of different objects and write down how many centimetres long they are. Compare them, talk about which is longest and shortest, which are the same length etc.

If you do not have a tape measure, can your child use a non-standard measure to compare different objects? E.g. how many pieces of Lego long is the book? How many hands tall is the sofa?

Measure how tall everyone in the house is – who is the tallest? Who is the shortest? How long are your feet? Compare how big your hand is compared to your family. Use lots of measure and comparative language such as thick, thin, tall, short, longer, longest, shorter, shortest, wide, deep, shallow, narrow, centimetres, metres, width.

#### Counting

It is always helpful to keep counting every day – we have started learning to count in 2s, 5s and 10s. We aren't quite ready for times tables but saying the numbers in the right order will prepare us for this!

e.g 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30.

0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95.....100!

0, 10, 20, 30, 40, 50, 60, 70, 80, 90.....**100!** (Not 20 – watch out for this as it's a common error!)

### Daily PE

If you can't take any more of Joe Wicks' lunges and crunches, how about trying something different?

**BBC Super Movers:** <https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw>

For **Strictly** fans, **Oti Mabuse** is releasing regular kids' dance tutorials on her YouTube channel:

<https://www.youtube.com/user/mosetsanagape/feed>

She has created dances to Frozen, Greatest Showman and more. Please check all videos for adverts etc.

### Teddy Bear Walk

Go for a walk every day whilst we are still allowed to. Lots of homes are now putting teddy bears in their windows for children to spot – how many can you find? There are a few to be found in the roads near school. Remember to stay at least 2 metres away from other walkers – cross the road safely if you must.



### Mental Health and Wellbeing – weekly suggestions

Choose any of these activities to do – these are suggestions and don't all have to be completed:

- ✓ Continue to spend plenty of time outdoors whilst the weather is still good.
- ✓ Create a teddy bear hunt in your own home – hide lots of soft toys around the house and see how many your child can find.
- ✓ Ask your child to draw around their hand on a piece of paper, in each outline of a finger write one thing they are thankful for. For example: family, friends or the environment.
- ✓ Make an Easter card for a loved one and post it to them before the bank holiday. Walk to the post box to send it to them – look for teddies on the way!
- ✓ As the weather turns a bit wetter, here's some indoor yoga to try:

<https://www.youtube.com/user/CosmicKidsYoga>

### Other subjects – weekly suggestions (other subjects will be added if we stay closed)

**History – A Personal History:** Share photos of your child with them from when they were a baby up til the present day. Talk about how they have changed – what could they do when they were a baby? What did they need? What could they do when they were 2 years old that they couldn't when they were first born? What can they do now? If you can, put some photos in order, like a timeline, and talk about how they have changed.

**Design Technology –** Talk about the different types of food you have at home. Have a look at the food in the cupboard / fridge and look at the food labels. Can your child work out which food group some of the food at home belongs to? There are 5 different food groups and the plate below shows how we can all have just the right amount of each group. Can your child describe their own balanced meal based on the eatwell plate below? They can either talk this through with you or they could draw a picture of the meal they come up with.



We would love to see your home learning in action so don't forget to tweet pictures of your work to @stmatprimary or bring it into school when we return.