

Year 1 suggested Home Learning Timetable for the week beginning 4th May 2020

Please enjoy having a go at the following activities. You can do them in any order. Good luck from Miss Salisbury and Mrs Drinkwater!



Monday 4 th May	Tuesday 5 th May	Wednesday 6 th May	Thursday 7 th May	Friday 8 th May
Reading 15 minutes listening to and discussing a favourite story.	Reading 15 minutes reading to a grown-up.	Reading 15 minutes listening to and discussing a favourite story.	Reading 15 minutes reading to a grown-up.	BANK HOLIDAY
Phonics Read Write Inc. phonic lesson- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ Select a Set 3 sound lesson. Live lessons start at 10:30am. Phonics link see below*	Phonics Read Write Inc. phonic lesson- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ Select a Set 3 sound lesson. Live lessons start at 10:30am. Phonics link see below*	Phonics Read Write Inc. phonic lesson- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ Select a Set 3 sound lesson. Live lessons start at 10:30am. Phonics link see below*	Phonics Read Write Inc. phonic lesson- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ Select a Set 3 sound lesson. Live lessons start at 10:30am. Phonics link see below*	
English Punctuation: Using Espresso, go to 'Key Stage 1', 'English', click on 'Grammar and Punctuation', and then click on 'Punctuation'. Watch the 'Separating words with spaces when we write' video. Then complete Activity 1. Complete 'Leaving Spaces Between Words – Monday'.	English Punctuation: Using Espresso, go to 'Key Stage 1' 'English', click on 'Grammar and Punctuation', and then click on 'Punctuation'. Watch the 'Capital letters and full stops' video. Then complete Activity 1. In your Home Learning book, why not have a go at writing your own sentences. How many can you write?	English Punctuation: Using Espresso, go to 'Key Stage 1' 'English', click on 'Grammar and Punctuation', and then click on Punctuation. Watch the 'Question marks and exclamation marks' video. Then complete Activity 1. In your Home Learning book, can you have a go at writing a question and an exclamation sentence?	English Punctuation: Using Espresso, go to 'Key Stage 1' 'English', click on 'Grammar and Punctuation', and then click on 'Punctuation'. Watch the 'Capital letters for names and for the word I' video. Then complete Activity 1. Complete 'Missing Capitals' activity sheet in your home learning book.	

<p>Maths Pick 5 addition facts from our grid to practise and learn this week.</p> <p>Find a half</p> <p>Use your understanding of finding half of an object or shape to help you find half of a small quantity. Make the total amount using small objects (e.g. counters/pennies etc), and then share them equally into two.</p> <p>Can you find:</p> <ul style="list-style-type: none"> - A half of 10 - A half of 8 - A half of 6 - A half of 4 - A half of 16 <p>You could write these in your home learning book, 'Half of ____ is ____'</p> <p>White Rose (Summer Term, Week 2, Lesson 1) see link below*</p>	<p>Maths Practise and learn your 5 chosen addition facts.</p> <p>Find a quarter</p> <p>(Children will use the words quarters and parts at this stage but will not use the fractional notation of 1/4).</p> <p>Cut out some square pieces of paper, circular pieces of paper and rectangular pieces of paper. Experiment folding some of each into four equal parts and others into four non-equal parts. Talk about how a quarter is one of four equal parts. Sort the paper into those split into quarters and those that are not. Colour a quarter of the shapes showing quarters.</p> <p>White Rose (Summer Term, Week 2, Lesson 2) see link below *</p>	<p>Maths Practise and learn your 5 chosen addition facts.</p> <p>Find a quarter</p> <p>Practise sharing different quantities into four equal groups. Drawing the groups, or physically sharing objects into groups may help with this. Can you find</p> <ul style="list-style-type: none"> - A quarter of 4 - A quarter of 12 - A quarter of 8 <p>White Rose (Summer Term, Week 2, Lesson 3) see link below *</p>	<p>Maths Practise and learn your 5 chosen addition facts.</p> <p>Problem Solving</p> <p>Complete the activity sheet called 'Lesson 4 Problem Solving'.</p> <p>White Rose (Summer Term, Week 2, Lesson 4) see link below *</p>	
<p>My Happy Minds</p> <p>Use the 'myHappyMind Parent Kit' which is on the home learning page of the school website (or see below*).</p>	<p>P.E. – with Joe Wicks (9am if you want to do the session live) https://www.youtube.com/user/thebodycoach1</p> <p>Or Oti Mabuse (11:30am if you want to do the session live)</p>	<p>Design and Technology</p> <p>Write the answers to the following questions about your model of your vehicle in your home learning book:</p>	<p>Science</p> <p>Classifying animals by what they eat. Watch the BBC Bitesize video 'What types of food do animals eat?' This is an introduction</p>	

<p>Introduce Module 2: 'Celebrate' – Complete:</p> <p>'Select some strengths activity'</p> <p>*You can now access these materials direct (including coached breathing exercises). Simply visit:</p> <p>https://myhappymind.org/Parent-Kit-direct-enrol</p> <p>and follow the instructions as outlined in the 'Happy Minds Parent Kit Information Sheet' which can be found on the home learning page.</p>	<p>https://www.youtube.com/channel/UC58aowNEXHHnflR_5YTtP4g</p> <p>Computing – Purple Mash (you should have been given a log in – if you need these details again then please email.</p> <p>admin@templemoor.trafford.sch.uk)</p> <p>To access Purple Mash:</p> <p>https://www.purplemash.com/sch/templemoor</p> <p>and then log in from here.</p> <p>Click 'Computing', '2 Code', 'Free Code Chimp' 'launch app', 'ok'. Then follow instructions below. (There are video tutorials if you are finding coding tricky!)</p>	<ol style="list-style-type: none"> 1. What worked well? 2. What challenge did you face? 3. How did you deal with this challenge? 4. What would you change next time? 	<p>video to Herbivores/Carnivores and Omnivores.</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q</p> <p>Then listen to the song on the link below about herbivores, carnivores and omnivores.</p> <p>https://www.youtube.com/watch?v=gZa8qkdP86M</p> <p>Complete the worksheet (using the lyrics sheet to help you) and colour code the different animals according to what they eat.</p>	
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Read Write Inc. Phonics – There are lots of free *Read Write Inc. Phonics* resources to help your child continue learning, including eBooks, practice sheets, slideshows, videos, and parent films. Read, Write, Inc. are adding more resources each week. Our teachers who teach *Read Write Inc. Phonics* are trained to teach the programme, but don't worry if you are not a phonics expert! These activities will help you support your child during this period of school closures. We suggest you start by watching this film for parents: [What is Read Write Inc. Phonics?](#) This [link](#) will take you to the resource page with access to lots of Read, Write, Inc. reading books and resources, just like we use at school. It's a brilliant resource!

The speed sounds timetable for this week is as follows:

Date	Set 3 Sound
Monday 4 th May	o-e
Tuesday 5 th May	u-e
Wednesday 6 th May	aw
Thursday 7 th May	are
Friday 8 th May	Bank Holiday

Maths- The activities above are related to the home learning produced by the White Rose maths scheme. The link to the home learning pack should you wish to use it is: <https://whiterosemaths.com/homelearning/year-1/> The pack consists of: flashback 4- (short questions that recap a variety of prior learning), a focussed teaching session video explaining the concept and an activity sheet which can be done to support this. If you wish to use it, this week we are doing **Summer Term – Week 2**. We hope that you find this resource useful! It really is an absolutely brilliant resource.

Espresso Log in:

www.discoveryeducation.co.uk

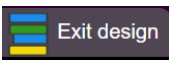
Student Username: student6783 (lower case)


Password: temple


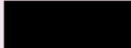


Computing: Lesson Instructions: Making a Character Move Left and Right

1. Explain that children will be creating their own scenes today with characters. They could use the ideas that they started last week or choose new scenes. Look through some picture books that show different backgrounds and characters. Discuss how the characters are relevant to that scene. For example, you have a snowman in a winter scene and not on a beach.
2. Create a scene like last week by following these instructions again (steps 3 to 9, or if you have saved the scene from last week you could use this!).
3. Remind the children about Design View and the Code View in 2Code that they saw last in the previous lesson. To switch to Design view, click

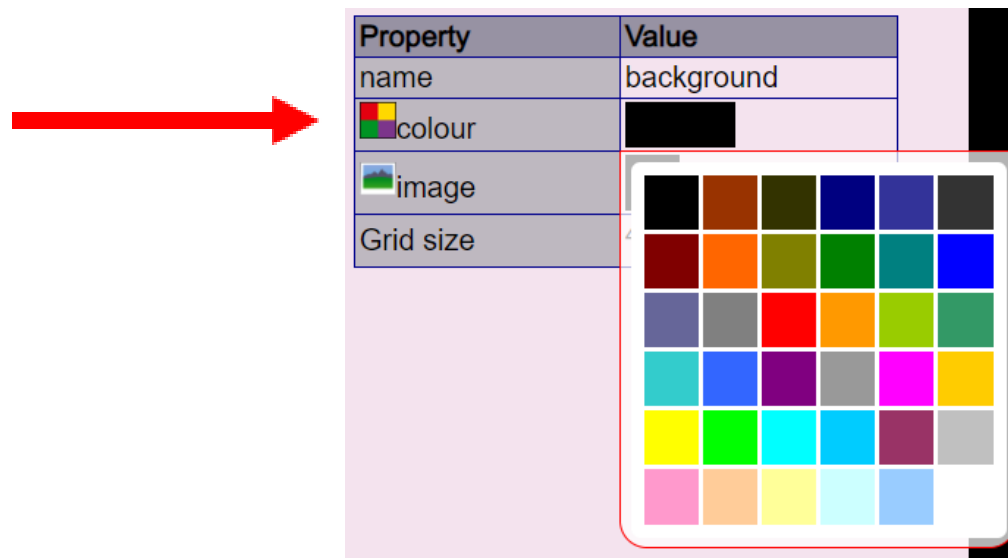



When in Design view, click  to switch to code view. Currently, the design is blank. This is because we haven't chosen a **background** or any **objects**.

4. Demonstrate the following in Design View: To add a background, press the Background button .  An information box will appear that has the **properties** of the background:

Property	Value
name	background
 colour	
 image	
Grid size	4

5. To change the colour of the background, you can click on the colour property and select a different colour:



6. To choose an image for the background, click on the  next to the 'image' title. Show children how to choose different backgrounds including the Camera (if you have webcams), Choose file and Paint buttons.
7. Next, show children how to add a character to their background by dragging the character box from the left-hand side into the design.
8. Show children how to change the character image **property** by double clicking on the character and using the drop-down menu of the clipart picker.
9. Show children how to change the character scale **property** by clicking the scale property in the property box on the left and using the green arrows to increase or decrease it. What effect does this have on the character?

10. Next, model how to add code to the character in code mode (you will need to exit design mode) by dragging in the appropriate blocks to make the character move left or right. Here is an example:



11. Remind your child how to run the code. Check that the code works.
12. Once they have completed their design and are confident that they can code it, they should save it.
13. Once children have completed and tested their code, they could refine their design to add more complexity and then attempt to code it by tinkering with 2Code.