Year 1 suggested Home Learning Timetable for the week beginning 27th April 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 27th April	Tuesday 28th April	Wednesday 29th April	Thursday 30th April	Friday 1st 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.	**Reading** 15 minutes listening to and discussing a favourite story.
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*	**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 Reading comprehension- read 'Birds in your garden' and answer the questions either on the sheet or in your **home learning book**.	**English** Spellings: Using Espresso, go to KS1 English, click on Spellings, Videos and choose the 'Compound Words' video. Then click on activities and complete the 'connect the words' activity. Alternatively complete the 'Compound Words' worksheet in your **home learning book**.	**English** Spellings: compound word challenge. Following on from yesterday, can you write a list of all the compound words you can think of in 10 minutes! Here are some to start you off: butterfly, football, bedroom, farmyard, and playground. Can you write sentences containing compound words in your **home learning book**? Try to complete 5 sentences.	**English** Reading comprehension- read 'Sharks' and answer the questions either on the sheet or in your **home learning book**.	**English** Spellings: Practise your handwriting and spelling of the following Year 1 words: by, my, friend, there, here and where. Then there is an attached word search (common exception words) that includes those spellings to complete.

Maths	Maths	Maths	Maths	Maths
Pick 5 addition facts from our grid to practise and learn this week. **Make Doubles** Talk about how a 'double' is two groups of a number or an amount. Use objects around your house and draw pictures to practise making doubles. Write what you find out in the sentence 'Double ____ is ____' Use addition to work out these doubles with no resources: Double 4 is _____ Double 6 is _____ Double 7 is _____ Double 10 is _____ **White Rose (Summer Term, Week 1, Lesson 1) see link below ***	Practise and learn your 5 chosen addition facts. **Make equal groups (grouping)** Watch the White Rose Home Learning video: Week 1/Lesson 2/Making Equal groups (https://whiterosemaths.com/homelearning/year-1/) Find an (even) group of socks or gloves. How many equal groups of 2 can you make? If you had 10 socks, how many equal groups of 2 could you make? Use the number 20. How many equal groups can you make? Use objects to help you. I can make _____ groups of 2. I can make _____ groups of 5. I can make _____ groups of 10. **White Rose (Summer Term, Week 1, Lesson 2) see link below ***	Practise and learn your 5 chosen addition facts. **Make equal groups (sharing)** Collect 20 resources (e.g. cubes, lego pieces, etc.). Use bowls to represent your friends. Can you share the resources between 5 friends? 20 shared between 5 = _____ Can you share the cubes between 2 friends? 20 shared between 2 = _____ Can you share the cubes between 10 friends? 20 shared between 10 = _____ Tim has 16 bananas. He shares them equally between two boxes. How many bananas are in each box? **White Rose (Summer Term, Week 1, Lesson 3) see link below ***	Practise and learn your 5 chosen addition facts. **Find a half** (We use the vocabulary 'half' and 'whole', not at this stage using the fractional notation of ½. We talk about a half as 'one of two equal parts'). Have a look at real life objects and how they can be cut in half (e.g. symmetrical food, shapes, pictures). Count how many halves would make a whole. Talk about if there is more than one way to show half of a shape or object. Practice folding paper shapes in half and label: half 1 and half 2. Complete the activity sheet called 'Find a half (1)'. **White Rose (Summer Term, Week 1, Lesson 4) see link below ***	**The Friday challenge** See The Friday Challenge Sheet
My Happy Minds - use the 'myHappymind Parent Kit' which is on the home learning page of the school website (or see below*).	**P.E.** – with Joe Wicks (9am if you want to do the session live) https://www.youtube.com/user/thebodycoach1	**Design and Technology** Have another look at your plan and then finish making the moving vehicle you started last	**Science** Home School Safari! Please watch the videos of experts at Knowsley Safari Park talking	**Geography** The 7 continents of the world worksheet- please label the continents using the 'map of the

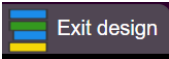|				
Recap on Module 1: 'Meet your Brain' – Complete: Neuroplasticity Noodlings Feather Breathing *You can now access these materials direct (including coached breathing exercises). Simply visit: https://myhappymind.org/Parent Kit-direct-enrol and follow the instructions as outlined in the 'Happy Minds Parent Kit Information Sheet' which can be found on the home learning page.	Or Oti Mabuse (11:30am if you want to do the session live) https://www.youtube.com/channel/UC58aowNEXHHnflR_5YTtP4g **Computing –** Purple Mash (you should have been given a log in – if you need these details again then please email. admin@templemoor.trafford.sch.uk) To access Purple Mash: https://www.purplemash.com/sch/templemoor and then log in from here. Click 'Computing', '2 Code', 'Free Code Chimp' 'launch app', 'ok'. Then follow instructions below. (There are video tutorials if you are finding coding tricky!)	week. If you have finished your moving vehicle is there anything you can add to your model to make it even better. Send photographs of your finished models to homelearningY1@templemoor.trafford.sch.uk. We can't wait to see your finished work!	about mammals, reptiles, birds and amphibians, on the link below.https://www.knowsleysafariexperience.co.uk/explore/home-school-safari/ Scroll down to the Animal Classification section. Please have a go at completing the attached workbook. If you do not have access to a printer, you could talk through the different activities with your child and they could try some of the activities in their home learning books	world' sheet on the home learning page.

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 we are doing **Summer Term – Week 1 and on Friday a brand new 'Friday Challenge'.** We hope that you find this resource useful! It really is an absolutely brilliant resource.
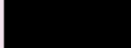
<u>**Espresso Log in:**</u>

www.discoveryeducation.co.uk

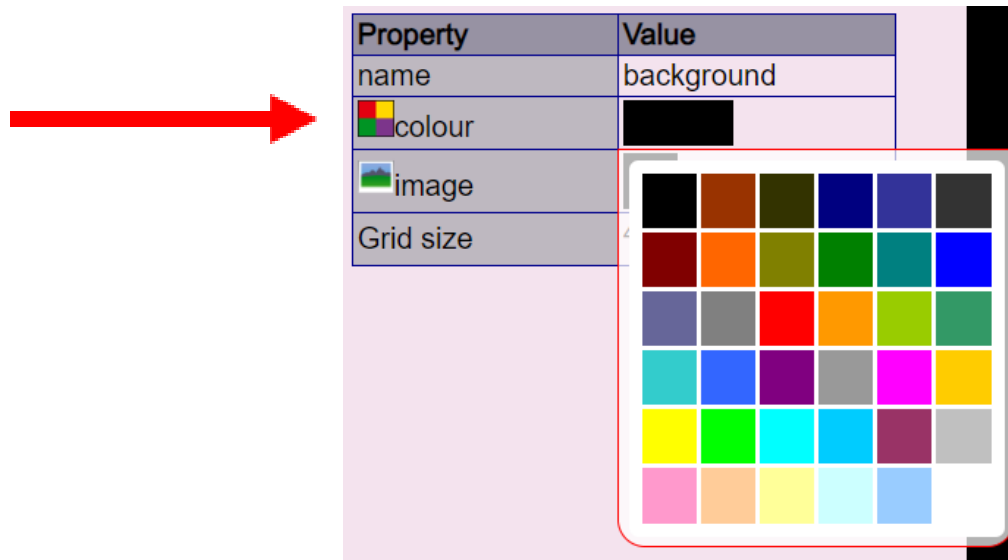**Student Username:** student6783 (lower case)   **Password:** temple

Computing: Lesson Instructions

1. Show the children **Free Code Chimp**. This is different to the Chimp lessons because you have the freedom to create your own **programs** and you can **design** the look and add the **objects** to the program.
2. Explain that the children are going to be programmers and that their task is to create their own simple game. Discuss any computer games that the children have played.
3. Before starting the code, you need to think about how your game will look. This is called the **design stage** of the coding process. Just like pages in a book, a game needs to have a background image. What else do games need? Discuss the use of **characters/objects** in games and the requirement for a game to have an aim. For example; to collect items, to save other characters, to score points or to get onto another level or into another world.
4. 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 [Design] When in Design view, click [Exit design] to switch to code view. Currently, the design is blank. This is because we haven't chosen a **background** or any **objects**.

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

Property	Value
name	background
▦colour	⬛
🏞image	?
Grid size	4

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

7. 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.
8. Next, show children how to add a character to their background by dragging the character box from the left-hand side into the design.
9. 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.
10. 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?
11. Once children have experimented get them to create their own scene for a game to be continued next lesson. Don't forget to save their work!