

YEAR 1



YEAR 1

Coming up next week...19.4.21

We hope that you all have a lovely, relaxing Spring break over the coming two weeks. The children have settled back in to school incredibly well and they totally deserve a well-earned rest from their school work over the break (as do you!)

We cannot thank you enough for all the support, and hard work, that you have put in with your children this term. It is very much appreciated and is evident in how well they have returned. We look forward to seeing the children back in school on

Monday 19th April at their usual start times.

Stay safe and well,

Love from

The Year One Team

Learning in school	Suggested home learning for children self-isolating (to supplement isolation packs)
Maths	
Learning in school: We will be recapping counting patterns and will be counting in 2's, 5's and 10's. When we are completing patterns, we will be looking for what is similar to all the numbers in that particular pattern. For example, when we count in 5's (5,10,15, 20 etc), we would encourage the children to say that all the numbers either end in a five or a zero. We will also asking the children to show us what numbers we would say in a particular counting pattern.	
Home Learning (if your child is self-isolating): <u>Activity 1:</u> Your child may enjoy watching and joining in with this counting song from BBC Supermovers : https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs Ask your child to count in 2's up to 50. Can you help your child to show you the numbers they would say if they counted in 2's, starting at 2. They can write the numbers down on a piece of paper. Can they explain to you what all these numbers have? They may like to colour the numbers in the counting in 2's pattern on a 100 square, they will then be clearly able to see and explain the pattern. <u>Activity 2:</u> Ask your child to count in 5's up to 100. Can you help your child to show you the numbers they would say if they counted in 5's, starting at 5. They can write the numbers down on a piece of paper. Can they explain to you what all these numbers have? They may like to colour the numbers in the counting in 5's pattern on a 100 square, they will then be clearly able to see and explain the pattern.	

As an extra challenge, are they able to answer this question?

Mo counts up to 50 in 5's and Eva counts up to 50 in 2's.

What numbers do they both say?

Please get your child to write down the numbers that both Mo and Eva say. Which numbers appear in both counting patterns?

PLEASE DO NOT ACCESS AND COMPLETE THESE UNLESS YOUR CHILD IS ACTUALLY SELF ISOLATING IN THE WEEK COMMENCING 19.4.21

English

Learning in school:

In English we will begin to read some of the book 'Alice in Wonderland' as this will relate to our new topic "Tumbling Back in Time." We will be using our senses to write about what we might see, hear, feel and smell if we fell down the rabbit hole. We will also be encouraging the children to use a range of adjectives for things that we might encounter as we go through different doorways and discover different settings.

Reading

We will be hearing the children read as normal this week and they can continue to change their books on a Monday or Thursday as well as their reading day. Please keep your child's reading book and reading record book in their bookbag each day as your child may now have a new reading day.

Please remember your child can still read books from the Rising Stars online reading scheme.

Home Learning (if your child is self-isolating):

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Activity 1

Please show your child the first part of Alice in Wonderland on the You tube link below. Please stop the video when it gets to **1.08** which is the part when Alice falls down the rabbit hole.

<https://www.youtube.com/watch?v=Q93VrYOXSe8>

Role play falling down the rabbit hole with your child and talk about what they can see. Encourage your child to be imaginative especially if they already know the story. Can they think of a different idea?

What can they see? What can they hear? What can they smell? How do they feel?

After talking about their ideas ask your child to write about what they saw when they fell down the rabbit hole. It might help your child to draw their ideas before beginning their writing. Encourage your child to write in full sentences using capital letters and full stops. Can they make their writing more exciting by using a variety of adjectives? Remind them to read their work and check it just like a Wise Owl.'

Activity 2

Please get your child to watch the complete Alice in Wonderland video clip from yesterday.

<https://www.youtube.com/watch?v=Q93VrYOXSe8>

Show your child some pictures of different doors that Alice found down the rabbit hole. Discuss what they think might be behind the different doors. *What would you see? What would you hear? Who might be there? Does what the door look like give you a clue as to what might be behind the door?*



Get your child to choose one of the doors and draw what they think is behind the door. Can they now label their drawing and include some adjectives?

Now get your child to write their ideas in full sentences remembering capital letters and full stops. Encourage them to use adjectives and to join their ideas together using the conjunction 'and.'

Phonics

Learning in school:

We will be continuing to work on Phase 5, thinking about alternative graphemes for sounds that we have already come across. This week we will be learning about how the letters 'gn' and 'kn' make a 'n' sound as in the words gnome, gnat, knight and knock. We will also be learning that the letters 'wr' make a 'r' sound as in wrong and wrist and that the letters 'mb' make a 'm' sound as in lamb and thumb.

We will be reading words with these single phonemes and digraphs and segmenting them out loud, thinking about the number of sounds in each word and then trying to write them. We will then be reading and writing sentences using these sounds.

Home Learning (if your child is self-isolating):

There are daily Letters and Sounds phonic sessions on YouTube. Please click on the link below and then scroll down to find the Spring Term Year 1 Lessons.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw The new daily phonic lesson is uploaded each day at 10.30am.

There are lots of great activities on phonics play, many of which can be accessed free. We are now working on Phase 5 activities. Practising the Phase 3 and 4 sound activities would also be helpful. <https://www.phonicsplay.co.uk/>

Topic

Learning in school:

We will be beginning our new topic "Tumbling back in Time" this week. In History we will begin to learn about the life of Queen Victoria. In Art, we will be learning about a Victorian artist called William Morris and then having a go at making similar floral and nature related patterns. In PSHE, we will begin to learn about relationships and the people who are very important to us. Finally in RE we will begin to learn about Judaism and the synagogue. In

Computing, we will be beginning to learn how to create an animated story using Purple Mash 2Animate.

Home Learning (if your child is self-isolating):

History

Please explain to your child that when they are in school, they will be fact detectives and collect facts about the Victorians over the next few weeks.

Who were the Victorians?

Ask your child if they know the names of any of the royal family. Do they know who our queen is?

Explain that our current queen is Queen Elizabeth II.

Explain that this term we will be thinking about the past. In particular a period of time that is very well known because so many things changed around the world, and in particular in Britain.

This week we will be learning about Queen Victoria who was head of the royal family in the period that we are going to be finding out about.

Queen Victoria was Elizabeth's great, great Grandmother. What else do we know about her?

Please ask your child if they know anything about Queen Victoria already? (It's fine if they don't).

Share <https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk>

Ask your child what they now know about Queen Victoria that they didn't know before? Which facts do they think are the most important?

Look at the activity below the video link on the BBC site, as above. Ask your child to put the cards in order. Your child could use this to make a simple fact file about Queen Victoria.

Art

In Art this week we will be looking at William Morris who was a Victorian designer whose designs are still used in textiles today. William Morris was born on 24th March, 1834.

186 years ago. He was the son of a wealthy business man. He originally was going to become a priest but decided to devote his life to art instead. He became a poet, artist and manufacturer. He had lots of friends who were writers, poets and artists. His career in designing started when he decorated his own house in London.

William Morris is very famous for his wallpaper designs. He created some beautiful designs, the likes of which had never been used before. In fact, wallpaper before his day was quite plain.

The Victorian era was the era of industrialisation; factories were being built in the cities in Britain, especially London. People flocked to the cities to work in these factories or run them, and the cities grew bigger and bigger. As a result, people led more urban lifestyles and grew to miss the countryside. Wealthier people did have gardens, but still, it was desirable to feel closer to nature.

William Morris, who was also an environmental campaigner, created designs of floral patterns (patterns inspired by flowers and plants) which were repeated many times by printing machines

He loved to use images from nature, in repeating patterns, to make his designs. Please look at the following designs with your child. Think about the flowers, leaves, animals etc that they can see. Can they see the repeating pattern?





When your child has looked at the designs, then they can have a go at recreating some floral and animal design ideas. When they are confident, then they can use a 4 x 4 grid, and have a go at repeating the pattern across the grid.

RE

Watch: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382> to find out what Judaism is.

Watch BBC Bitesize "The Torah and Abraham's search for a wife for his son"

<https://www.bbc.co.uk/bitesize/clips/zw9jxnb>

And <https://www.bbc.co.uk/bitesize/clips/zd9jxnb> - meet a Jewish family.

Ask your child to recall the main facts that have they learnt from the videos. Can they write a fact or two about what they have learnt?

PSHE

Please ask your child who their **very important people** are (their **VIPs**). They can be friends, family, any other people that they see as important in their lives such as club leaders etc. Explain that we all have people who are special in our lives but that the people who are special to us might not be the same people who are special to someone else.

Why are these people so important to them? Explain that the special people in our lives show that they care in lots of different ways. This may be by doing things for them, or with them etc. Ask your child to think quietly about how they are going to show others that they care, both at home and at school.

Ask your child to work on designing and making a poster that will encourage children in school to show care for others and to be a VIP for their friends and families.

IMPORTANT:

Please be aware that when accessing videos through YouTube, we have no control over the adverts so please screen these before your child accesses the links. Thanks.

PLEASE DO NOT COMPLETE THESE ACTIVITIES UNLESS YOUR CHILD IS ACTUALLY SELF ISOLATING IN THE WEEK COMMENCING 19.4.21

Additional notes and reminders

Homework

Please get your child to complete the next two or three pages in their speedy maths books.

Class email addresses:

Badgers: badgers@mead.surrey.sch.uk

Hedgehogs: hedgehogs@mead.surrey.sch.uk

Squirrels: squirrels@mead.surrey.sch.uk

Please note that as the week progresses it is sometimes necessary to change what is planned to meet the learning needs of the children and therefore changes to the above may occur.