**Year 1 Home Learning Activity Pack 7 – 12th June 2020**

Dear Year 1 Families,

Welcome to our Home Learning Activity Pack 7, which I hope will give you some fun and enjoyable ideas to support your home learning time over the next two weeks. Remember to have a look at websites such as the 'BBC Bitesize Daily' and 'Oak National Academy' if you are looking for some extra learning activities. If you have any questions or need ideas about something in particular, please do ask!

Online Learning Resources

Here is a list of useful website addresses which are referred to in this, and previous, packs:

**BBC Bitesize Daily Lessons** - <https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-lessons/1>

**Oak National Academy** - <https://www.thenational.academy/>

**White Rose Maths** - <https://whiterosemaths.com/homelearning/year-1/>

**Phonics Play** - new.phonicsplay.co.uk

**Phonics Play Comics** - phonicsplaycomics.co.uk

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

**BBC Bitesize Primary Games** - <https://www.bbc.co.uk/bitesize/collections/primary-games/1>

As before, you can find the resource files that are mentioned in this pack on the Year 1 section of our **school website**. Go to <https://www.jys.org.uk/website>, click on the ‘Classes’ tab and scroll down to Year 1. I will also keep posting new additions onto the Year 1 page of our **Virtual Learning Environment** (VLE), as I receive them!

Please do keep in touch. My email address is: sarah.peart@jys.org.uk.

With very best wishes to you all,

Mrs Neville

Suggested Daily Timetable

|  |  |  |
| --- | --- | --- |
| **Subject** | **Details** | **Approximate timing** |
| Phonics | Use the ‘Phonics Play’ website to revise different sounds each day!*See Pack 2 for all the details.*  | 15 minutes |
| Reading | Apply your phonics skills and read a longer passage or story. Discuss what you’re reading with someone at home. Use ‘Phonics Play’ Comics if you want to read a short text. *See Pack 2 for all the details.*   | 15 minutes |
| Handwriting | Practise forming letters from a ‘chunk’ of the alphabet (c. 5 letters a day); practise joining different letters to each other. *See the ‘Cursive Letter Formation Handwriting Sheet with Rhymes’ given out with Pack 1.*  | 10-15 minutes |
| Writing | Try and write a few sentences every day. *You could write a diary, a joke, favourite facts about something you have learned, a set of instructions or part of a story - the choice is yours!* | 20–30 minutes |
| Maths | Do the ‘White Rose’ and ‘BBC Bitesize Daily’ maths lessons.Keep practising those key ‘Bronze Award’ mental maths skills.Use ‘Sumdog’ and ‘TT Rockstars’ websites.  | 20-30 minutes |
| Science and ‘Other’ subjects | Try and choose one ‘other’ subject to learn something about each day. Use the activities in this pack or watch a lesson from one of the websites mentioned (BBC or Oak Academy).  | 30 minutes |

In addition to the ‘academic’ learning covered in the timetable above, do keep making plenty of time for the following types of activities every day – they are just as important!

* art / creative craft / music / Lego building / imaginative play / cooking;
* ‘keep fit’ and ‘active’ activities such as walks, bike rides, Joe Wicks’ P.E. sessions and Cosmic Kids Yoga sessions;
* ‘down’ time just to relax and be quiet.

**Literacy**

*Remember, it really doesn’t matter what your child writes about, as long as they keep writing! Even writing just a sentence or two each day will help them to maintain their skills. Remember to use the ‘Year 1 Phonics Mat’ to help them sound out and write their spellings phonetically.*

*They could write a short diary entry each day; write labels for something that they are making (e.g. a play shop or museum); make a joke book that they add to over time; write down their favourite facts about something they have learned; write a set of instructions or a conclusion for a science experiment that they have carried out; write a letter to a family member or friend; retell a favourite story in writing . . . the list goes on!*



‘Pippety Skycap – A tale of mischief!’ unit of work

Please go to the ‘Talk for Writing’ website and find the Year 1 Home-school unit ‘Pippety Skycap – A tale of mischief!’ activity pack.

 <https://www.talk4writing.com/home-school-units/>

This is a unit of work written especially for Year 1, based on the story of ‘Pippety Skycap’. You can also listen to the story being read, by clicking on the following link:

<https://soundcloud.com/talkforwriting/pippety/s-P2LOxhx3Hmn>

Enjoy sharing the story together and then complete the activities mentioned in the pack, over the next two weeks.

**Maths – Daily Lessons**

Please continue to use the **White Rose Maths Hub** and **BBC Bitesize Daily** websites for your daily maths lessons:

<https://whiterosemaths.com/homelearning/year-1/>

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-lessons/1>

Remember that you need to visit the school website to access the worksheets that accompany each daily White Rose lesson. Please do let me know if you have any problems with this.

In school, our maths lessons will continue to focus on securing our strategies for adding, subtracting, multiplying and dividing. We are continuing to revise and apply these skills in a range of fun ‘problem solving’ and ‘investigative’ contexts.

**Maths – TT Rockstars**

Remember, if you would like me to ‘change’ or ‘add in’ different multiplication tables on TT Rockstars for you to practise, please just email me and I can organise this for you.

For example, if you’ve been practising your 3x table, you might like to have two weeks when only questions from this multiplication table appear in the ‘teacher set’ areas of TT Rockstars for you. After that, you might like the 3x table questions to be mixed with 2x table questions and then mixed with 2x, 5x and 10x table questions.

**Science /Geography**

Continue learning about ‘Plants’ and ‘Seasonal Changes’, using the ideas given in Pack 2.

**Science**

‘Animals, including Humans’ topic

Learning objectives:

* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);
* identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Lesson 1 – Carnivores, Herbivores and Omnivores

One way in which animals can be classified, or grouped, is according to what types of food they eat.

In this lesson, can you find out what the science words ‘carnivore’, ‘herbivore’ and ‘omnivore’ mean?

Watch the ‘What types of food do animals eat?’ video in the ‘KS1 Science – Animals’ section of the BBC Bitesize website:

<https://www.bbc.co.uk/bitesize/clips/zwfd2p3>

Watch the twinkl ‘Quick Facts: Herbivores, Omnivores and Carnivores’ video:

<https://www.twinkl.co.uk/go/resource/tgv2-sc-19-quick-facts-herbivores-omnivores-and-carnivores-video>

Look at the ‘Science – What do I eat?’ PowerPoint presentation and answer the questions as you go through it. *See the attached resource file.*

Lesson 2 – presenting your learning

Can you present what you have learned about carnivores, herbivores and omnivores in Lesson 1? How will you show what you’ve found out? Could you make an information poster?

Perhaps you would like to have a go at making the ‘Carnivore, herbivore, omnivore fortune teller’ (*see the attached pdf document*). Could you make your own version of this, using different animals?

Lesson 3 – Researching the foods of your favourite animal

Choose one of your favourite animals.

Which animal classification group do they belong to? How do you know?

Can you find out what they like to eat? Maybe you could draw a plate with all of their favourite foods on it?

Once you have researched what your favourite animal likes to eat, can you say whether they are a carnivore, herbivore or omnivore?

You could repeat this activity for as many different animals as you like!

*Please see ‘Pack 6’ for details of ‘BBC Bitesize Daily’ and ‘Oak National Academy’ Year 1 science lessons that are related to our topics.*

**Design and Technology**

‘Cooking and Nutrition’ strand

Learning objectives:

* understand where food comes from;
* use the basic principles of a healthy and varied diet to prepare dishes.

As part of our ‘All Things Bright and Beautiful’ topic, we would usually learn about how different fruits are grown and where in the world they come from. You could explore this theme at home, by making a fruit salad together!

Lesson 1 – Researching favourite fruits

Ask each person in your family, including yourself, what their five favourite fruits are. Can you draw a tally chart to record your results?

Lesson 2 – Finding out about different fruits

Look at the results from your fruit survey. Which were the most popular fruits? Choose the top 3 fruits and see what you can find out about them.

* Which country is each fruit grown in? Can you show this on a blank map of the world? Which are local and which come from a long way away?
* Where and how does each of the fruits grow? Can you learn about the life cycle of one of your chosen fruits?
* How much do the different fruits cost to buy? Which is the cheapest? Which is the most expensive? Why do you think this is?

Lesson 3 – Planning your fruit salad

Decide how you will make your fruit salad. Think about the questions below to help you:

Which main fruits will you use?

How many of each fruit will you need to buy? How much will this cost?

What size and shape of pieces will you cut the fruits into?

Will you need to skin or peel your fruits?

Will you need to remove any pips or stones?

Will you need to add any extra fruit juices to your fruit salad?

How will you remember what you have decided? Do you need to write any notes or draw any pictures to help you?

Lesson 4 – Making your fruit salad

When you make your fruit salad, ask an adult at home to show you how to use the different items of kitchen equipment safely. For example, you might need to use a peeler to peel some fruit; use a knife to cut, slice and take cores out; use a fork to hold a piece of fruit ready to be cut with the knife or use a spoon to scoop out pips.

Talk about how important it is to wash your hands thoroughly before and after you prepare food, and discuss how you can make sure that you work cleanly and safely in the kitchen.

How will you present your fruit salad in the best way possible so that it looks really appetising?

Lesson 5 – Evaluating your fruit salad

Ask your family to try your fruit salad when it is ready!

What do they think about it? Ask them to think carefully about how the fruit salad looks (including the colours and size and shape of different fruit pieces), how it tastes and the different textures within it.

How would each person in your family rate the dish overall, out of ten?

Based on the feedback, how successful do you think your fruit salad has been?

What changes could you make to improve your fruit salad, if you made it again?