**Year 1 Home Learning Activity Pack 5 – 15th May 2020**

Dear Year 1 Families,

Welcome to our Home Learning Activity Pack 5!

As the week of 25th May is ‘half term’, we have been asked to set learning activities for this coming week only. If you are continuing your home learning routine during the half term week, you might like to use the following resources to help you:

* BBC Bitesize Daily lessons (see below for the website);
* Oak National Academy lessons (see below for the website);
* White Rose Maths lessons (which will be continuing through half term);
* Phonics Play (see below for the website);
* Any of the activity suggestions from previous packs that you haven’t yet tackled.

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 all of the new resource sheets and 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 am also continuing to post links to videos made by people in our class on the Year 1 page of our **Virtual Learning Environment** (VLE), so keep checking that now and again too!

Please do continue to share your learning with me and let me know if you have any questions that I can help with. My email address is: [sarah.peart@jys.org.uk](mailto: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!*



This week’s literacy lessons are linked to the book ‘**Monkey Puzzle**’ by Julia Donaldson and Alex Scheffler. This is a lovely book for the children to enjoy sharing and to have a go at reading parts of themselves. It also links well to ‘The Wonder of Me!’ topic as it is all about families.

Please use the lessons below in addition to other writing opportunities that your child is enjoying at the moment.

Lesson 1 – Sharing the Story

Read ‘Monkey Puzzle’ together (see the attached ‘Literacy – Monkey Puzzle Story’ PowerPoint file). Encourage your child to join in with you as you read, or to read some sections by themselves if they feel confident enough. As you read, focus on the following points:

* Enjoy the wonderful illustrations! Take time to look really carefully at them.
* The text in the book is divided into two different fonts (one ‘normal’ and one ‘italic’). Why? It is to show who’s talking. Little Monkey’s words are always in the normal font and Butterfly’s in italics.
* Pick out the pairs of rhyming words in the story. You could write them down if you want to! Talk about how, because the story rhymes, it helps you to read it fluently – it gives the words a nice ‘flow’.
* Ask your child to tell you if there are any words that they haven’t seen before or that they don’t understand and discuss these together.
* Ask a question or two about each page to check that your child understands what is going on. Can they make simple predictions about what might happen next?

Try and ask a mixture of ‘closed’ retrieval questions and more open-ended questions which require some reasoning. For example:

Closed

What does Butterfly tell Little Monkey not to do? Cry.

What does Little Monkey say that his mum would rather do, than swallow a fly? Eat fruit.

Open

When Little Monkey says that his mum ‘leaps and springs’, which animals *might* Butterfly be thinking of? A frog, a cricket, a gazelle, a salmon or a kangaroo for example.

*Why* do you think Butterfly didn’t automatically know that Little Monkey’s mum would look like him?

* When you reach the end of the story, talk about which was your favourite part and why. Did you like how the story ended? How is the ending linked to the beginning?

Lesson 2 – Writing Speech Bubbles

Look at the first page of the story. What might the other animals in the jungle be saying to Little Monkey when he announces “I’ve lost my mum!”?

Can you write speech bubbles for the other animals? Try and make each one say a different kind, encouraging or reassuring comment. You can either print off and write on the ‘Literacy – Monkey Puzzle Speech Bubbles Sheet’ or make up your own version!

Lesson 3 – Adjective and Verb Hunt

Be a text detective and search through the story of ‘Monkey Puzzle’ looking for as many adjectives and verbs as you can find!

Remember:

* Adjectives are describing words. They describe what something or someone (a noun) is like. Examples of adjectives are: ‘big’, ‘grey’ and ‘feathery’.
* Verbs are action words. They describe what something or someone does or how they act.

Examples of verbs are: ‘coils’, ‘slithers’ and ‘leaps’.

Read the story again. Write down a list of all the adjectives you can find and another list of all the verbs you can find.

Choose some of your favourite adjectives and verbs from the lists you’ve written and use them in some sentences of your own.

Lesson 4 – Designing a ‘Missing’ Poster

Whilst Little Monkey is scared at the start of the story, Mum and Dad Monkey must also be feeling very worried to have lost him.

Create a ‘missing’ poster that Mum and Dad Monkey could put up on the trees in the jungle, giving all the different details about what Little Monkey is like. You could draw Little Monkey, but remember to also write labels for all of his important features and use adjectives to describe them. In addition, try to include information about where Little Monkey was last seen and make up a reward that could be given if somebody found him!

Lesson 5 – Writing Animal Riddles

Find out what riddles are by looking at the ‘What is a Riddle?’ video and trying to solve some riddles on the ‘BBC Bitesize – KS2 – English – Poems’ page:

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z84p97h>

A riddle is a poem that works like a puzzle. You have to give the reader **clues** to help them work out what you are describing, without actually telling them the thing that you’re writing about!

Chose one of the animals from the ‘Monkey Puzzle’ story, or another animal of your choice, and write down some clues about them for someone else to read. Can they guess which animal you have written about, without you telling them directly?

Other ‘Monkey Puzzle’ Writing Ideas

* Make up another page for the book, in which Little Monkey gives a different clue to Butterfly about his mum and Butterfly suggests a new animal who might be her!
* Retell the story in your own words.
* Write your own story about an animal who gets lost and then has an adventure. Who does your animal meet and what happens?

**Maths**

Please 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>

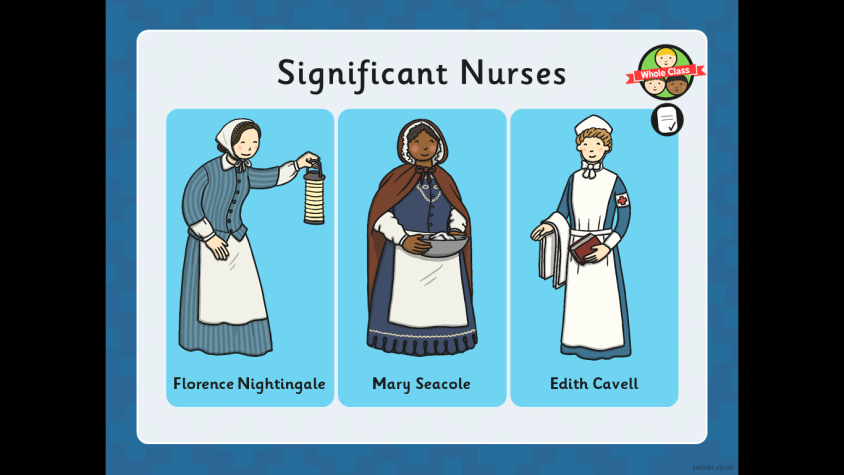
Remember that you now need to visit the school website to access the worksheets that accompany each daily White Rose lesson. Please do let me know if you have any problems with this.

**History**

As part of our ‘The Wonder of Me!’ topic, we do a unit of history learning called ‘Nurturing Nurses’.

The key learning objectives for this unit are to:

* understand what makes a person ‘significant’;
* learn about, and be able to recall, key facts about the experiences and lives of significant people from history;
* talk about the similarities in, and differences between, the lives of different significant people from history;
* understand the chronology of the historical times when different significant people lived.

During this unit, we learn about three influential nurses from history: Florence Nightingale, Mary Seacole and Edith Cavell. We explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today.

This is obviously especially topical at the moment, with the building of the NHS Nightingale Hospitals around the country. In addition, this year ‘International Nurses Day’ on 12th May was the 200th anniversary of Florence Nightingale’s birth.

Lesson 1 – Significant People

Look at the ‘History – Significant People Introduction’ PowerPoint.

Talk about people who are special or ‘significant’ in your life.

Then talk about any famous people that you know. Think about why they are considered to be important.

Read some of the reasons given on the PowerPoint for why people are thought to be significant.

Then look at the pictures of the three nurses on the final page. You are going to learn about these significant nurses from history over the coming lessons.

Lesson 2 – Florence Nightingale

You might have heard on the news that lots of new hospitals are being built around the country to help fight Coronavirus.

They are called ‘NHS **Nightingale** Hospitals’. Have you wondered why? It is because they are named after a very special and significant nurse from history called Florence Nightingale.

Find out as much information as you can about Florence Nightingale.

You might like to look at the ‘History - Florence Nightingale’ PowerPoint presentation.

You might also want to look at the following websites to help you learn about her:

* ‘Who was Florence Nightingale?’ learner guide, found on the ‘BBC Bitesize – Key Stage 1 History – Significant People – Nurses’ page:

<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39>

* Dramatised version of Florence Nightingale telling the story of her life and work on the BBC ‘Teach’ Class Clips video:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-florence-nightingale/z68fcqt>

* Horrible Histories’ ‘The Formidable Florence Nightingale’:

<https://www.bbc.co.uk/cbbc/watch/horrible-histories-the-formidable-florence-nightingale>

Once you have learned about Florence Nightingale, if you have a printer at home you could print out and complete the ‘History - Florence Nightingale Activity Sheet’, matching up the nursing problems that Florence came across with her solutions for these. Can you explain what each ‘solution’ picture means?

Which of Florence’s improvements do you think were the most important? Why?

Lesson 3 – Mary Seacole

Mary Seacole is another significant nurse from history. Find out as much information as you can about her.

You might like to look at the ‘History – Mary Seacole’ PowerPoint presentation.

You might also want to look at the following websites to help you learn about her:

* ‘Who was Mary Seacole?’ learner guide, found on the ‘BBC Bitesize – Key Stage 1 History – Significant People – Nurses’ page:

<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>

* BBC ‘Teach’ Class Clips – KS2 History Victorians – The Life of Mary Seacole:

<https://www.bbc.co.uk/teach/class-clips-video/ks2-history-victorians-the-life-of-mary-seacole/zmmmf4j>

* Horrible Histories’ ‘Mary Seacole Song’:

<https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-mary-seacole-song>

When you have found out about Mary Seacole, you might like to play the ‘History - Mary Seacole Board Game’. You will need a copy of the game board and the question cards which are in two separate documents. When a player lands on a picture square, they pick up a question card and try to answer it, using their knowledge of Mary Seacole.

Lesson 4 – Comparing the lives of Florence Nightingale and Mary Seacole

Talk about what you have learned about the lives of Florence Nightingale and Mary Seacole. What is the same about their lives and achievements and what is different? Can you write down your ideas in a table with columns for ‘Both’, ‘Florence Nightingale Only’ and ‘Mary Seacole Only’?

Lesson 5 – Edith Cavell

Edith Cavell is the third significant nurse from history who you will be learning about. Find out as much information as you can about her.

You might like to look at the ‘History – Edith Cavell’ PowerPoint presentation.

You might also want to look at the following website to help you learn about her:

* ‘Edith Cavell: Patriotism is not Enough’, found on the ‘BBC Bitesize – Key Stage 1 History – Themes – Women’ page:

<https://www.bbc.co.uk/bitesize/clips/z8dqmp3>

When you have found out about Edith Cavell, you might like to use the ideas in the ‘History – Edith Cavell Role Play Cards’ document to help you act out different scenes and scenarios showing Edith carrying out some of her important nursing duties at her Red Cross Hospital. You might need to use some toys or members of your family to be in your drama sketch with you!

If you can, perform your drama sketches to an audience at home. Can they guess which nursing duties you are carrying out?

Lesson 6 - Remembering

Look at the ‘History - Remembering the Nurturing Nurses’ PowerPoint presentation and talk about what you have learned about the nurses you have studied in this unit.

Talk about how all three of these significant people are still remembered in many different ways today, including with the name of the NHS Nightingale Hospitals.

Which nurse do you think was the most important and why? Remember to give some reasons to support your choice!

**Science /Geography**

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

**Science**

Continue learning about the main parts of the human body and the senses, using the ideas given in Packs 3 and 4.

The ‘kids’ page of the following website has lots of fun animated videos which explain how different parts of the body work. There are videos about the eyes, ears, nose, tongue, bones and skin, as well as lots of other body parts. Find all of the videos under the ‘For Kids’ tab in the ‘How the Body Works’ section:

<https://kidshealth.org/en/kids/center/htbw-main-page.html?WT.ac=k-nav-htbw-main-page>

**Art**

Over the last few weeks, you have been learning all about how to draw a human face.

You have been practising getting the proportion and spacing of the different features right and using your skills of close observation to look at how to draw eyes in detail.

You have also learned about the abstract portraits of Pablo Picasso.

Lesson 1 – Creating a life-like self-portrait

Use all of the skills that you have learned over the last few weeks to help you draw your own self-portrait.

You could look in a mirror or use a photo of yourself to help you make your artwork as realistic and life-like as possible.

Remember, you only need to draw your head and neck, rather than your whole body!

Try and make your drawing quite big, so that you have lots of space to add as much detail as possible.

You can decide whether to leave your portrait as a pencil sketch or whether to add colour to it. You could use pencil crayons, wax crayons, felt tip pens or paints if you have these at home.

Maybe you might want to draw several different self-portraits?

Compare these ‘final’ pieces of art with the other drawings that you have already done. Can you see how you have improved?

Lesson 2 – Creating an abstract ‘Picasso style’ self-portrait

Use the ideas given in Pack 4 to create a Picasso style portrait but this time, make an abstract portrait of you! Try to represent your skin, hair and eye colour as realistically as you can, but then have fun playing around with the number of, and positioning of, the different features that you are including on your abstract face!

Lesson 3 – Comparing and Evaluating Your Art

Look at the life-like and abstract self-portraits that you have created. Think about the following questions:

* Overall which portrait do you like best and why?
* Which specific aspects of your art are you most pleased with and why? E.g. getting the proportions right, drawing your hair carefully, using wax crayons to add bright colours etc.
* What did you find most tricky about doing these self-portraits?
* What would you do differently if you tried creating a self-portrait again in the future?