

Year 1 Home Learning Activity Pack 4 - 1st May 2020



Dear Year 1 Families,

It has been so lovely to catch up with you all over the phone this week. Thank you for making time to chat to me!

Welcome to our Home Learning Activity Pack 4.

Mrs Sadler has asked teachers to give families a suggested 'daily timetable', to give an indication of roughly how much time to spend on different activities and to support you in keeping a consistent routine. You will find details of this on page 3.

The activity suggestions in this pack are labelled as 'lessons', which will hopefully help to make the sequence of learning clearer.

New Online Learning Resources

As many of you are already aware, two new online resource hubs have been developed to help parents support their children's education during this difficult time. These are as follows:

BBC Bitesize Daily Lessons - <https://www.bbc.co.uk/bitesize/tags/zjppqp3/year-1-lessons/1>

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

Both of these websites have three lessons available for each day: one maths, one literacy and one 'other' science or foundation subject lesson.

I know that lots of families have already been enjoying using these online resources. They are really accessible and don't require you to print any worksheets off which is helpful!

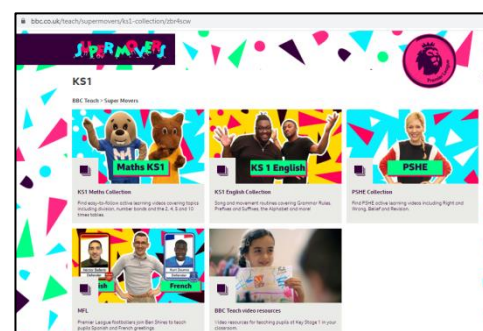
For **maths**, I would recommend continuing to follow the **White Rose** daily maths lessons, as this is the scheme that we use in school and the children are familiar with the structure and presentation of content in these sessions. From Monday, White Rose are starting to link their plans to the BBC Bitesize Daily lessons, so this will mean that even more information and lesson content is available for each day.

For **literacy**, I will continue to share with you the units that we would be covering in class, with ideas and resources to support them. However, you might like to 'mix' these sessions with some of the online daily lessons. The important thing is that your child is inspired and engaged in their learning so use whichever activities you think will enthuse them the most!

There are also lots of good science and foundation subject lessons on both websites, so it's definitely worth checking these out.

One other website that some families have had lots of fun using is **BBC Super Movers**, which contains lots of easy-to-follow, active learning videos about topics in literacy, maths, PSHE and languages. It is well-worth having a look at!

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

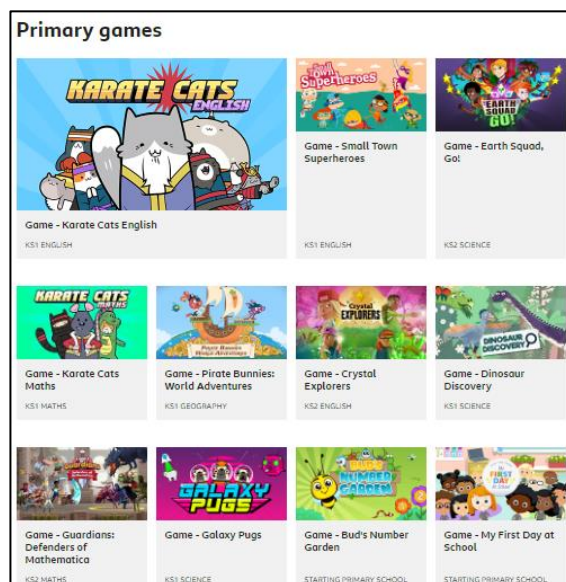


For some fun learning games, check out the **BBC Bitesize Primary Games** website at:

<https://www.bbc.co.uk/bitesize/collections/primary-games/1>

I have had good recommendations from families about the following games in particular:

- Karate Cats English
- Small Town Superheroes - English
- Karate Cats Maths
- Galaxy Pugs - Science
- Dinosaur Discovery - Science
- Pirate Bunnies: World Adventures - Geography



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!



Finally, I am still really enjoying hearing about all the exciting things that you have been doing via your email updates - thank you! Please do continue to keep in touch and let me know if there is any specific advice or guidance that you would find useful for me to include in my next pack. My email address is: sarah.peart@jys.org.uk.

With very best wishes to you all,

Mrs Neville

Suggested Daily Timetable

After six weeks in 'lockdown', I know that you have all established learning routines which work best for your family. Please don't feel that you have to change things now! Just use the timings given below as extra guidance.

Subject	Details	Approximate timing
Phonics	Use the 'Phonics Play' website to revise different sounds each day! <i>See Pack 2 for all the details.</i> 	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. <i>See Pack 2 for all the details.</i> 	15 minutes
Handwriting	Practise forming letters from a 'chunk' of the alphabet (c. 5 letters a day); practise joining different letters to each other. <i>See the 'Cursive Letter Formation Handwriting Sheet with Rhymes' given out with Pack 1.</i>	10-15 minutes
Writing	Try and write a few sentences every day. <i>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!</i>	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.

When thinking about your home learning routine, you may be interested to read the following article on the BBC News website, published on 20th April:

<https://www.bbc.co.uk/news/education-52314856>

The report quotes Professor Helena Gillespie, professor of learning and teaching in higher education at UEA, talking about how much time should be spent on 'academic' learning each day.

Here is an extract from the article:

Prof Gillespie says that much depends on how young the child is, but "if they can stay focused for between an hour and three hours a day that would be fantastic".

Guidance from teaching unions suggests children do no more than three hours' work a day.

But Prof Gillespie says parents should not worry too much on how much time the child spends learning: "It's much better to have a really successful hour where the child enjoys their work, then watches telly."

It's important to know when to bail out, she says, if things aren't going well and everyone is getting frustrated, she advises. "Don't beat yourself up - you can pick things up again tomorrow."

Good advice! Keep doing 'a little and often' with 'bite sized' chunks of learning and take it one day at a time.

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!

If we were in school at the moment, the main focus of our literacy lessons would be a poetry unit linked to our 'The Wonder of Me!' topic and the senses. Please use the lessons below in addition to other writing opportunities that your child is enjoying, over the next two weeks.

Lesson 1 - 'What is Pink?' poetry reading

Read the 'What is Pink?' poem (*see the attached PowerPoint and pdf files*) and talk about the following things:

- What is this poem all about? Colours!
- Can you see how the poem is structured as a series of questions and answers?
- Pick out and write down the pairs of rhyming words in this poem. What do you notice? Each time, a 'colour' word rhymes with another word, e.g. 'pink / brink', 'red / bed'.
- Look at the final 'question' and 'answer' in the poem. This is different to the rest of the poem because the word 'orange' is repeated twice. What are the two meanings of this same word? First as a colour and then as a fruit. It's really hard to find any other words that rhyme with the word 'orange' so Christina Rossetti has used the same word twice!
- Practise reading the poem out loud, using a really clear, loud voice. You could take it in turns with someone else at home, reading a line each. Could you perform your poem?

Lesson 2 - 'I Asked the Little Boy Who Cannot See' poetry reading

Read the 'I Asked the Little Boy Who Cannot See' poem (*see the attached Word document*) and talk about the following things:

- Can you find the question sentence in this poem?
- Pick out and write down the pairs of rhyming words in this poem.
- What is blue in the poem?
- Which colour makes the boy think of a thunderstorm?
- What are the two adjectives that are used to describe the colour yellow?
- How is this poem similar to the 'What is Pink?' poem? It is all about colours. It has rhyming words in it.
- How is this poem different to the 'What is Pink?' poem? It is about someone who can't see and who is imagining what different colours are like.

Lesson 3 - Colour poetry writing - linked to Science Lesson 2 - Sight

Following the two poems that you have read in Lessons 1 and 2, can you now write your own poem all about colours?

You could use the same 'question' and 'answer' structure as the 'What is Pink?' poem.

Start by thinking of a colour and trying to find something really interesting which is that colour! Write down your idea and then move on to think about a different colour. Alternatively, you could write your poem about different things that are all the same colour.

You could try and make your poem rhyme but you don't have to!

Can you think of some really well-chosen adjectives to describe the different colours and things in your poem?

Once you have written your poem, can you perform it to someone at home or make a video of you reading it aloud?

Lesson 4 - 'Ears Hear' poetry reading

Read the 'Ears Hear' poem (*see the attached Word document*) and talk about the following things:

- How many verses are there in this poem?
- Pick out and write down the pairs of rhyming words in this poem.
- Talk about the structure of the poem. Each line is made up of only two words, so they have to be very well chosen! The first word is a **noun** (a 'thing', 'object' or 'person') and the second word is a **verb** (an 'action' word).
- Look at the last line of each verse. How is it different from the rest of the verse?
- Which tense is this poem written in? Past (as though it's already happened)? Present (as though it's happening now)? Future (as though it's going to happen)?
- Practise reading the poem out loud, using a really clear, loud voice. You could take it in turns with someone else at home, reading a line each. Could you perform your poem?

Lesson 5 - 'Ears Hear' poetry writing - linked to Science Lesson 3 - Hearing

Can you write your own 'Ears Hear' poem, using the same structure as the original?

Remember:

- each line is made up of a noun, followed by a verb;
- the poem is written in the present tense.

Listen to the noises around you at home to give you some inspiration! What can you hear?

For an extra challenge, can you use **alliteration**? For example,

'Crisps crunch', 'Sissors snip' and 'Rice Crispies crackle'.

Once you have written your poem, can you perform it to someone at home or make a video of you reading it aloud?

Lesson 6 - 'My Sense of Touch' Poetry - linked to Science Lesson 5 - Touch

See if you can write your own poem about the sense of touch.

Find at least 3 interesting things that you can **touch** at home and for each one, choose 2 **adjectives** to describe it. Try and think of things that have very different 'textures', 'temperatures' and 'feels', to make your poem interesting!

Read the 'example' poem below before you start writing your own poem and use the same structure in your poem.

'My Sense of Touch'

With my sense of touch,

I can feel so many different things:

A soft silky ribbon,

A sharp jagged rock,

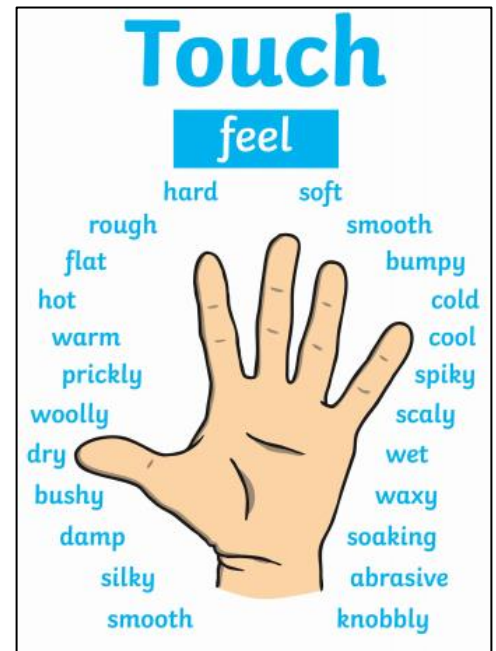
A cold smooth glass,

A tickly bristly toothbrush,

A warm fluffy hot water bottle cover.

I can feel so many different things,

With my sense of touch.



Once you have written your poem, can you perform it to someone at home or make a video of you reading it aloud?

Spellings

In addition to doing some daily phonics practice, you may want to revise over the Year 1 Common Exception Words. If your child is confident with spelling all of these words already, move on and begin to learn the Year 2 Common Exception Words.

Please see the attached pdf documents of these words which can be used as 'on screen' flashcards. If you want to print them, I would recommend using the 'multiple pages per sheet' option on your printer settings!

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>

If you followed the timetable that I gave in the last Home Learning Pack, we are a few lessons behind on White Rose. However, going forward, it will be easier to start from Week 3 Lesson 1 on Monday 4th May and carry on from there, so you know where you are!

This leaves three lessons that won't have been covered. If you get a chance, try and do Week 2 Lesson 3 - Find a quarter (2). Week 2 Lessons 4 and 5 are problem solving activities which can be caught up with at any time.

Science /Geography

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

Science

Animals, including Humans

Learning Objectives for the whole half term:

- identify, name, draw and label the basic parts of the human body;
- say which part of the body is associated with each sense.

Help your child to work scientifically by using their senses to compare different textures, sounds and smells.

Help your child to learn and use the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes - covered in Pack 3.

Learning about the Senses

Lesson 1

Watch the BBC Bitesize KS1 Class Clip 'What are the senses?':

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h>

Watch the BBC Bitesize KS1 Class Clip 'The Five Senses':

<https://www.bbc.co.uk/bitesize/clips/z2fnvcw>

Complete the 'Labelling Parts of the Face and Senses' activity sheet, or make up your own version of this!

1. First neatly copy the correct word from the bottom of the sheet into each numbered box, to label each part of the face.
2. Then create a 'key' for the senses by colouring in each 'sense box' in a different colour.
3. Finally, colour each of the numbered boxes in the correct colour, according to your key, so that they show which sense is related to each part of the face.

Lessons 2 - 6

It doesn't matter which order you do these lessons in!

Choose one of the following senses to explore in more detail by watching the relevant BBC Bitesize Class Clips and doing the activities suggested. You can find all of the clips on the BBC Bitesize website. They are in the KS1 Science 'Human Body' section and are called 'An introduction to the sense of . . . '

Lesson 2 - linked to the 'What is Pink' poetry lesson in literacy

Sight - <https://www.bbc.co.uk/bitesize/clips/z2yd2p3>

Also, look at the PowerPoint presentation 'Science and Art - Parts of the Eye'.

For some practical investigation ideas, look at the 'Science - Senses Practical Experiment Ideas' PowerPoint, pages 1 and 2.

Start collecting word lists of things that are a particular colour. Keep the lists somewhere that is easy for you to add to them over a few days. Which are the most common colours? Which colours are hard to find around your home?

You might also want to look at the Oak National Academy art lesson 'To Investigate the Colours', which is all about the natural art of Andy Goldsworthy, who we studied in the autumn term!

<https://www.thenational.academy/year-1/foundation/to-investigate-the-colours-year-1-wk1-5/>

Lesson 3 - linked to the 'Ears Hear' poetry lesson in literacy

Hearing - <https://www.bbc.co.uk/bitesize/clips/zqf9wx5>

Keep a 'sound diary'. Record the day, time and place where you are. Then set a timer and keep absolutely silent for 2 minutes. What sounds can you hear? Is it noisy or quiet? Write down all the sounds that you can hear in your diary. Repeat several times at different times of the day and in different places (e.g. different rooms inside your home, in your garden if you have one or when you go out for a walk or cycle ride) over the course of a week.





For some practical investigation ideas about sound, look at the 'Science - Senses Practical Experiment Ideas' PowerPoint, pages 3 and 4.

Lesson 4

Taste - <https://www.bbc.co.uk/bitesize/clips/zwn9j6f>

Carry out a blind taste test! You can find the details on the 'Taste Test Recording Sheet'. You could print out this sheet and record your results on it or you could make up your own sheet instead!

These are the 'mystery' liquids that we use in school for this test, but you can obviously use different ones!

Item	Liquid
A	Lemon juice 
B	Cold black coffee 
C	Honey 
D	Salt water 

A - sour

B - bitter

C - sweet

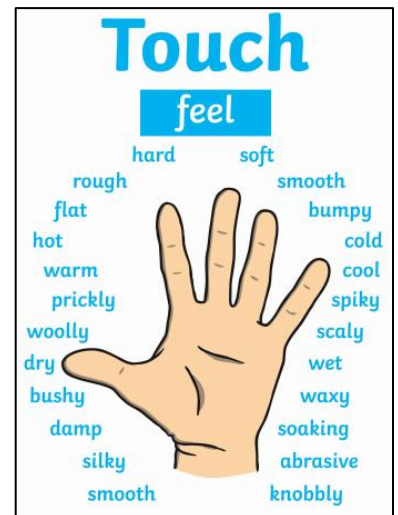
D - salty

Lesson 5 - linked to the 'Touch' poetry lesson in Literacy

Touch - <https://www.bbc.co.uk/bitesize/clips/zg2vcwx>

Go on a 'textures' hunt around your home. Record each of the items or objects you find, together with its texture or temperature, in a table.

Challenge: can you find a different item or object for each of the textures and temperatures listed on this poster?



Lesson 6

Smell - <https://www.bbc.co.uk/bitesize/clips/zy8hycw>

Carry out a blind smell test! You could do this in a similar way to the blind taste test in Lesson 4.

Ask someone to prepare some different items that have strong aromas, such as slices of lemon, onions, cinnamon, mint, pepper, perfume, smelly socks etc! Wear a blindfold and see if you can guess what each one is, without looking!

Choose how to present the results of your experiment.

Art

Learning Objectives:

- WALT understand the proportions of the human face, so we can draw a portrait accurately;
- WALT develop skills of close observation.
- WALT learn about the work of a famous artist.

Lesson 1

Look at the PowerPoint presentation 'Science and Art - Parts of the Eye'.

Then focus on drawing the human eye as accurately as possible.

Ask someone at home to sit in front of you and look really carefully at one of their eyes. Can you see and name all of the different parts of the eye that you have learned about from the PowerPoint presentation? Alternatively, you could look at your own eye using a mirror.

Practise sketching the person's eye. Make your drawing big so that you can fit all of the different parts in.

Look particularly carefully at the iris. Is it just one block of colour? How many different colours can you see in it? What shapes can you see? Try and draw it as accurately as you can.

If you have some colouring pencils at home, use them to shade your drawing of the eye really carefully.

Carry on practising drawing different people's eyes over the next few days.

When you are really confident with drawing eyes, try drawing a whole human face again (see Pack 3) but this time, draw the eyes in lots of detail.

Compare your latest drawing with the ones you did a week or two ago. Can you see how you have improved?

Lesson 2

Learn about the famous Spanish artist, Pablo Picasso by reading and discussing the 'Art - All about Pablo Picasso Introduction' PowerPoint.

Do you like Picasso's art and sculptures? Why?

Lesson 3

Look at the 'Art - Picasso and Making a Collage Portrait' PowerPoint.

Follow the instructions on p10 of the PowerPoint to make your own 'Abstract Portrait Collage'. If you don't have any magazines or newspapers at home, you could just draw lots of separate features (eyes, noses, mouths, ears) and cut each one out individually before sticking them onto a 'head' outline. You could also use the 'Art - My Abstract Portrait Template' and 'Art - My Abstract Portrait Facial Features Cut Outs' sheets to help you, if you want.