**Year 1 Home Learning Activity Pack 3 – 17th April 2020**

Dear Year 1 Families,

Welcome to the summer term and our new topic of ‘**The Wonder of Me!**’ which focuses on learning all about ourselves and our senses. This topic has great opportunities for learning in Literacy, Science, Art and History, some of which I will put into this activity pack, with the rest following in subsequent packs. I really hope that you and your child will enjoy exploring them together over the coming weeks. However, please do also continue with the ‘key skills’ learning that you are already doing!

Please remember, the suggestions in this pack are intended to be supportive and are there to give you ideas. They are not given to make you feel overwhelmed with things to cover! Pick and choose the activities that you think will engage your child and that will be achievable within your family’s ‘working week’. As I have said before, the most important thing is for your family to stay happy, safe and healthy. Don’t put too much pressure on yourselves or your children to achieve impossible things – just do what you can, ‘**a little and often**’.

Where possible, try and keep doing **a little bit** of the following things each day:

* phonics – looking at one sound per day and practise reading and spelling different words which contain that sound;
* reading – applying phonics skills when reading a longer passage or story for meaning;
* writing – even if it is just a sentence or two;
* handwriting – practising forming letters from a ‘chunk’ of the alphabet (c. 5 letters a day); practising joining different letters to each other;
* maths – keep practising those key ‘Bronze Award’ mental maths skills and do one ‘White Rose’ maths lesson and activity each day;
* 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;
* have some ‘down’ time to relax and be quiet!

In addition to using some of the new activity suggestions, please do continue to use the activities given in the previous two packs and keep checking the web links given in those packs too. In particular, I would recommend continuing to use the Phonics Play website and the suggested maths websites as regularly as you can.

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](mailto:sarah.peart@jys.org.uk).

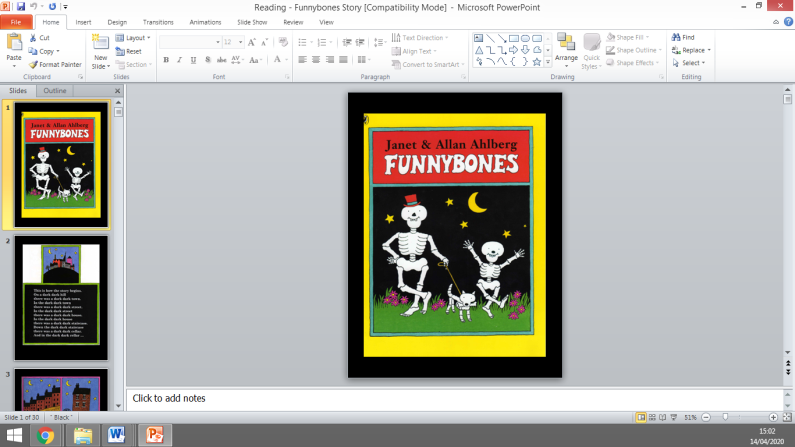
With very best wishes to you all,

Mrs Neville

**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.

‘Funnybones’ Reading Opportunities

Our key text for the beginning of the summer term is ‘Funnybones’ by Janet and Allan Ahlberg. The story tells the adventures of a family of skeletons, which fits in nicely with our Science learning about the human body!

I have attached a PowerPoint of ‘Funnybones’ for you to share at home together. Enjoy re-reading the story several times and as you read, focus on:

* Picking out the different repeated phrases and patterning that appear throughout the book (including ‘dark dark’ and ‘scratched his skull’);
* Identifying the adjective ‘dark’ which is used to describe the setting;
* Picking out time adverbs (such as ‘One night’, ‘Then’, ‘When’);
* Identifying the question sentences in the story, which end with a question mark.
* Identifying when speech marks are used to show that one of the skeletons is talking;
* Looking carefully at the illustrations on each page;
* Noticing how the structure of the text on the first page and the last page of the story are linked;
* Summarising the key events that happen in the beginning, middle and end sections of the story.

‘Funnybones’ Writing Opportunities

* Write your own story starter, using the same structure as the first page in the book.
* Write speech bubbles for some of the different characters – see the writing template attached to help you get started. *Remember that a speech bubble only contains the words that a character actually says. You don’t write “ . . . said the big skeleton” inside a speech bubble!*
* Draw a comic strip showing the skeletons on an adventure and write your own speech bubbles for it.
* Choose a picture from the story (for example, the skeletons’ bedroom or the park) and write a description of it. How many different adjectives can you use?
* Retell the ‘Funnybones’ story in your own words.
* Make up your own ‘skeleton adventure’ story.

Remember, our key objectives for writing are to:

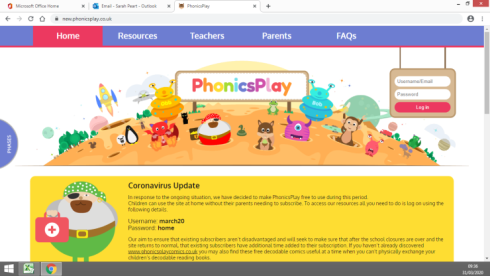
* write neatly, practising our handwriting letter formation and joins;
* use capital letters and full stops in the right places;
* use clear finger spaces between words;
* use ‘and’, ‘but’ and ‘because’ to join ideas;
* use a range of interesting adjectives to add description;
* proof-read our writing once we are finished.

In addition, if you are writing a story, remember to:

* write a clear beginning, middle and end;
* use different time adverbs to sequence events;
* use a range of interesting adjectives to describe your characters and settings.

*Please refer back to Pack 2 for suggestions about how to proof-read and ‘mark’ your child’s writing with them.*

Phonics

Continue to use the ‘Phonics Play’ websites to revise different sounds each day! *See Pack 2 for all the details.*

new.phonicsplay.co.uk

phonicsplaycomics.co.uk

**Maths**

Our first maths units of the summer term are all about ‘Multiplication and Division' and ‘Fractions’.

Please use the **White Rose Maths Hub** website for your daily maths lessons and activities: <https://whiterosemaths.com/homelearning/year-1/>.

Here are the lessons to use for the next two weeks. You will find them all in the ‘Home Learning - Year 1’ section of the White Rose website:

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **White Rose**  **Week Number** | **White Rose**  **Lesson Number** | **White Rose**  **Lesson Heading** |
| Monday 20th | Week 2 | Lesson 2 | Count in tens |
| Tuesday 21st | Week 2 | Lesson 3 | Make equal groups |
| Wednesday 22nd | Week 2 | Lesson 4 | Add equal groups |
| Thursday 23rd | Week 2 | Lesson 5 | Make arrays |
| Friday 24th | Summer Term – Week 1 | Lesson 1 | Make doubles |
|  | | | |
| Monday 27th | Summer Term – Week 1 | Lesson 2 | Make equal groups (grouping) |
| Tuesday 28th | Summer Term – Week 1 | Lesson 3 | Make equal groups (sharing) |
| Wednesday 29th | Summer Term – Week 1 | Lesson 4 | Find a half (1) |
| Thursday 30th | Summer Term – Week 2 | Lesson 1 | Find a half (2) |
| Friday 1st | Summer Term – Week 2 | Lesson 2 | Find a quarter (1) |

First click on the ‘lesson video’ and watch this. Each one starts with a ‘Flashback’ slide of questions that help the children to revise their previous learning. Then the rest of the video introduces the new learning for that lesson, just like I would do in my ‘teacher input’ at school. Within this, there are teaching points and questions for the children to practise their skills with, in discussion with you. The videos are usually between 5 and 10 minutes long.

Once your child has watched the lesson video, there is then an ‘Activity Sheet’ of questions for them to work through as independently as possible. The answers are also available, if you need them!

*If your child has already done some of the lessons that I’ve suggested here, then just stop at the end of the ‘Summer Term - Week 2 - Lesson 2’ and re-start with us next 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 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.

*Help your child to work scientifically by using their senses to compare different textures, sounds and smells – later in the half term!*

Activity ideas for the next two weeks

# What can you find out about the main parts of the human body?

# How many bones does a human skeleton have?

# How do our bodies change as we get older?

# Watch the BBC Bitesize clip ‘An introduction to the main parts of the human body’ and discuss: <https://www.bbc.com/bitesize/clips/zsjsbk7>

Watch the BBC Bitesize clip ‘An introduction to the major organs of the human body’ and discuss: https://www.bbc.co.uk/bitesize/clips/zswn39q

Sing ‘Heads, Shoulders, Knees and Toes’ together.

Play ‘Simon Says’ with different parts of the body.

Watch and join in with the following songs on YouTube:

‘Skeleton Dance’: <https://www.youtube.com/watch?v=e54m6XOpRgU>

‘This Is Me!’: <http://www.youtube.com/watch?v=QkHQ0CYwjaI&list=RD027y_TUJy2TY8>

‘Body Parts’: <https://www.youtube.com/watch?v=7y_TUJy2TY8>

Complete the ‘Labelling Parts of the Body’ activity sheet, using your neatest handwriting.

Look at the ‘How Humans Change As They Grow’ PowerPoint. Read the information with someone at home and talk about each stage of the human life cycle.

Think about the people in your family. Which stages of the human life cycle are they each in?

How have you already changed since you were a baby?

Practical Measuring Investigation

Use a measuring tape to measure the height and foot length of different people in your family, including you. Record your measurements in a table, along with each person’s age.

What do you notice from the results?

Which of these **conclusions** fit with what you have found out from your investigation? Which ones don’t?

“The older the person, the shorter they are.”

“The younger the person, the longer the foot length.”

“The shorter the person, the shorter the foot length.”

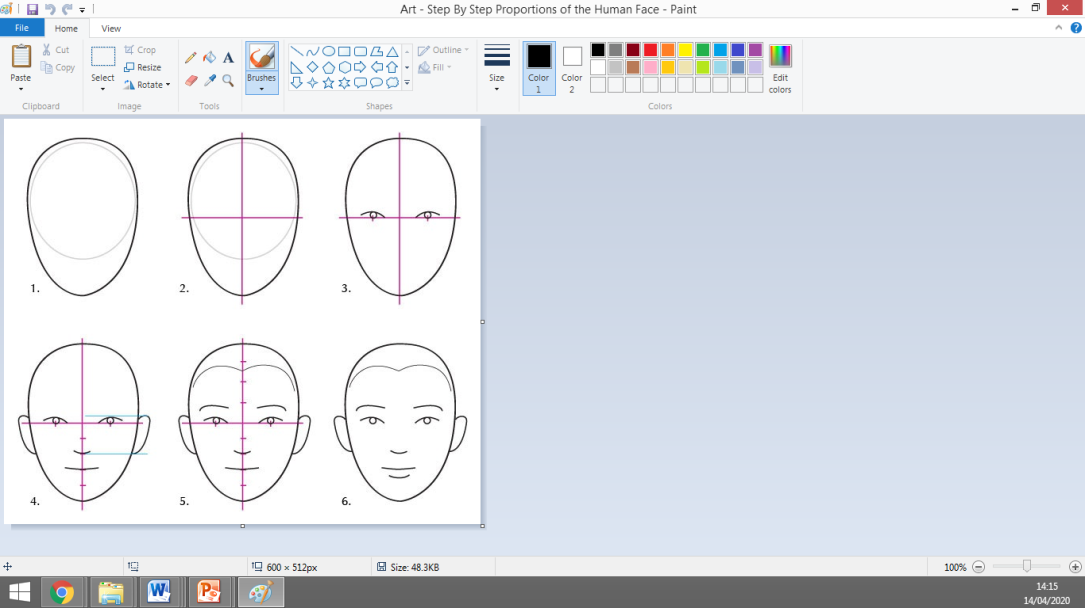
“The taller the person, the shorter the foot length.”

Can you write your own conclusions from your investigation, using the same type of ‘er’ comparative sentences?

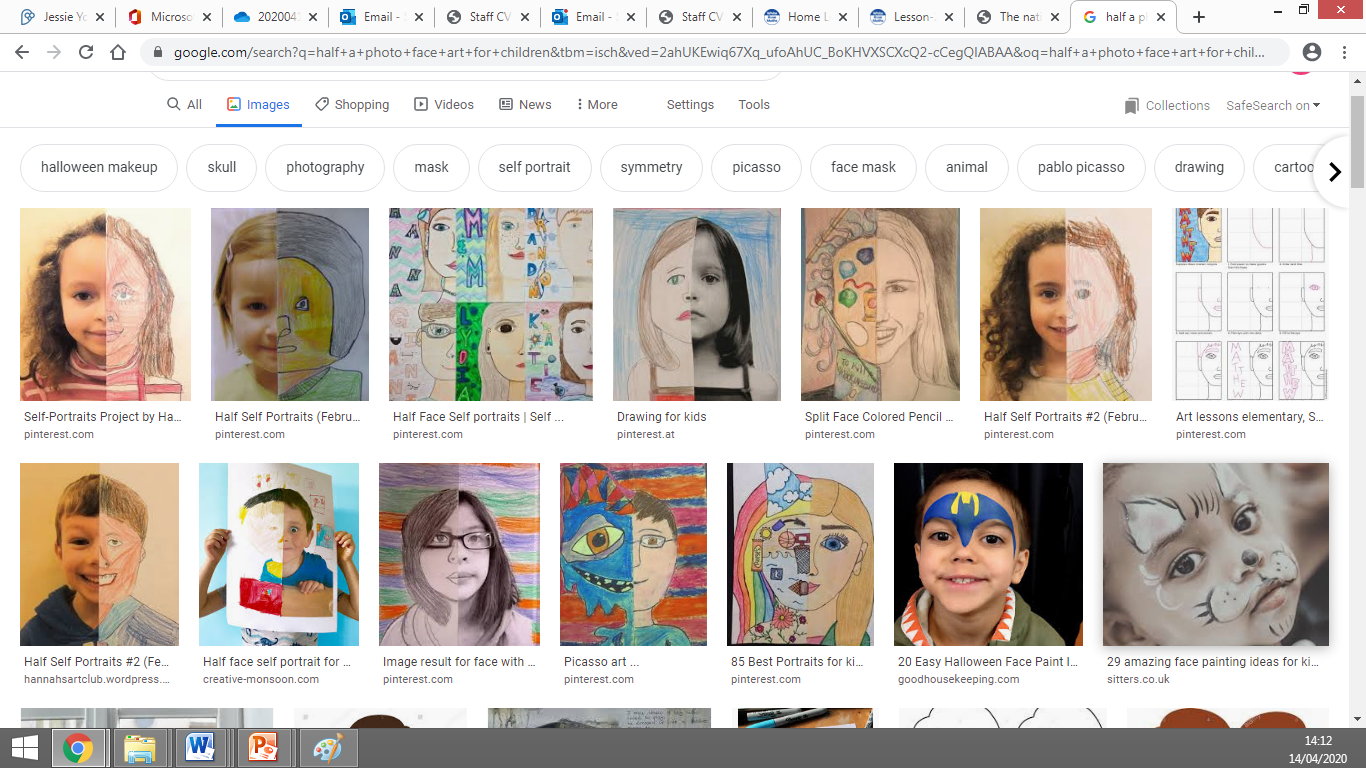
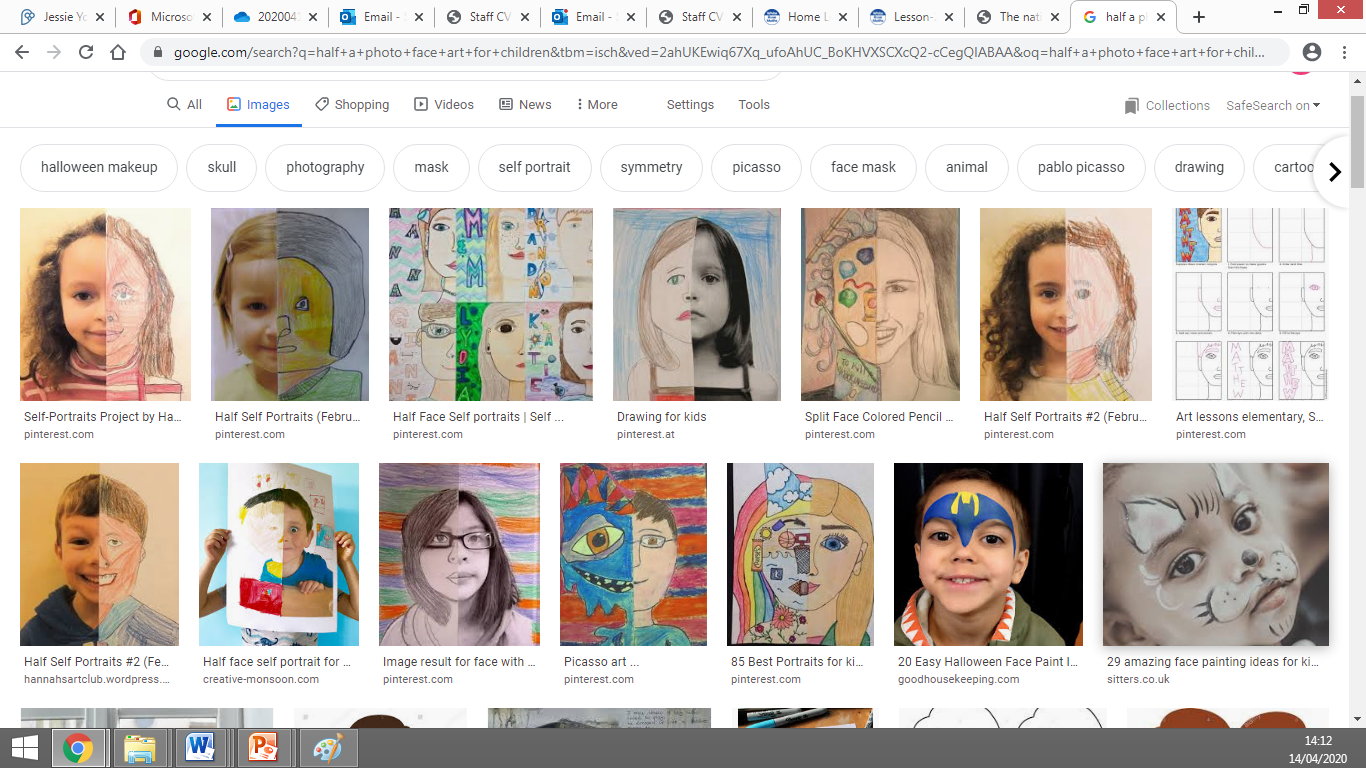
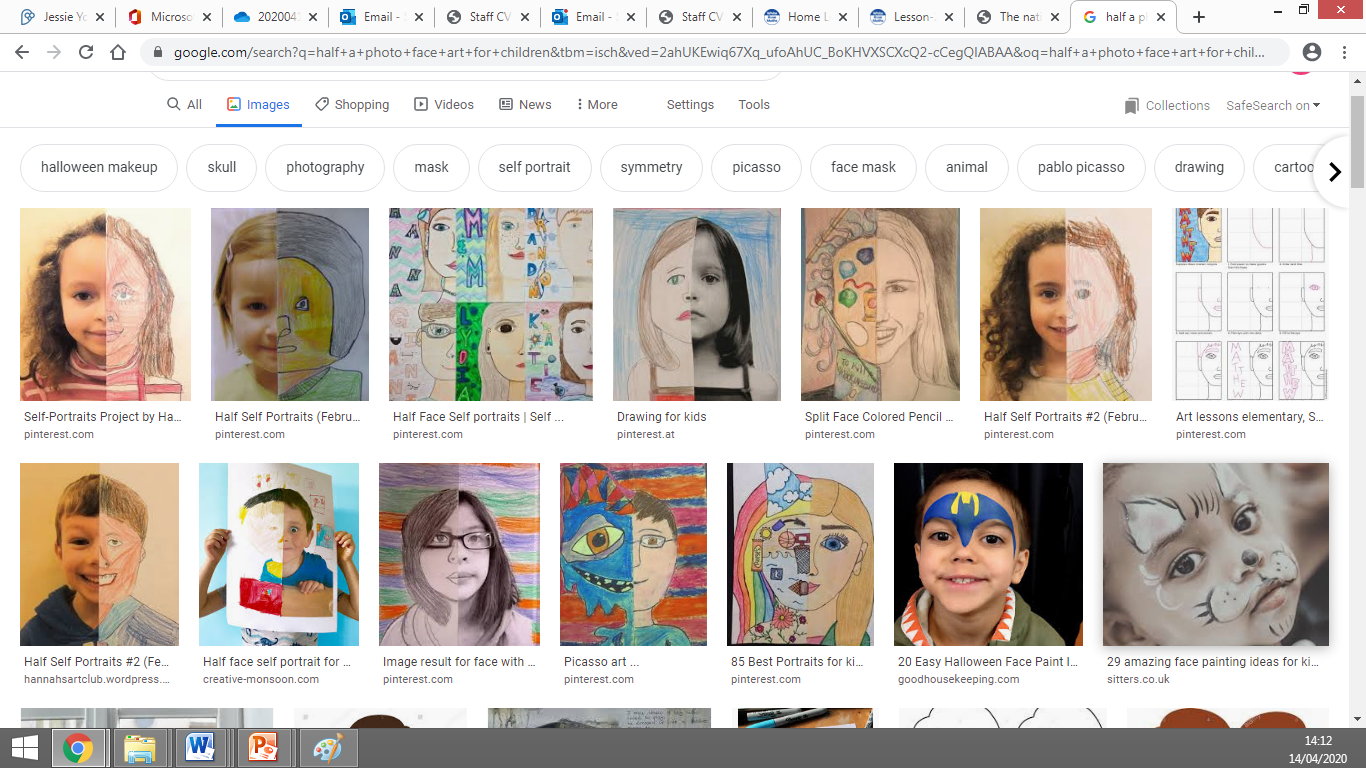
**Art**

Learning Objectives:

* WALT understand the proportions of the human face, so we can draw a portrait accurately;
* WALT develop skills of close observation.

Practise drawing a very simple human face. Follow the attached ‘step-by-step’ guide image, which shows you how to draw the features in the right place and in proportion to one another. Add a different hair style each time you complete a face. Make sure you give yourself plenty of space for all of the features – try and draw the face to cover as much of an A4 piece of paper as you can!

If possible, ask someone at home to take a close up photo of your face and print it out. Carefully cut the photo in half vertically, so that you only have half of your face and then stick this image onto a blank piece of A4 paper. Can you complete the other side of your face, without looking at the original photo? Think really carefully about how to continue the position and size of features, in the correct proportions!



**PSHE**

Think about all the people who help to make ‘wonderful you’!

Who is really important and special to you? Why?

How do different people in your family help you to be the person you are?

What activities do you enjoy doing with different members of your family?

Maybe you could draw a poster or write a leaflet about your family to show what you’ve been thinking about?