

Inspire Home learning

Year One

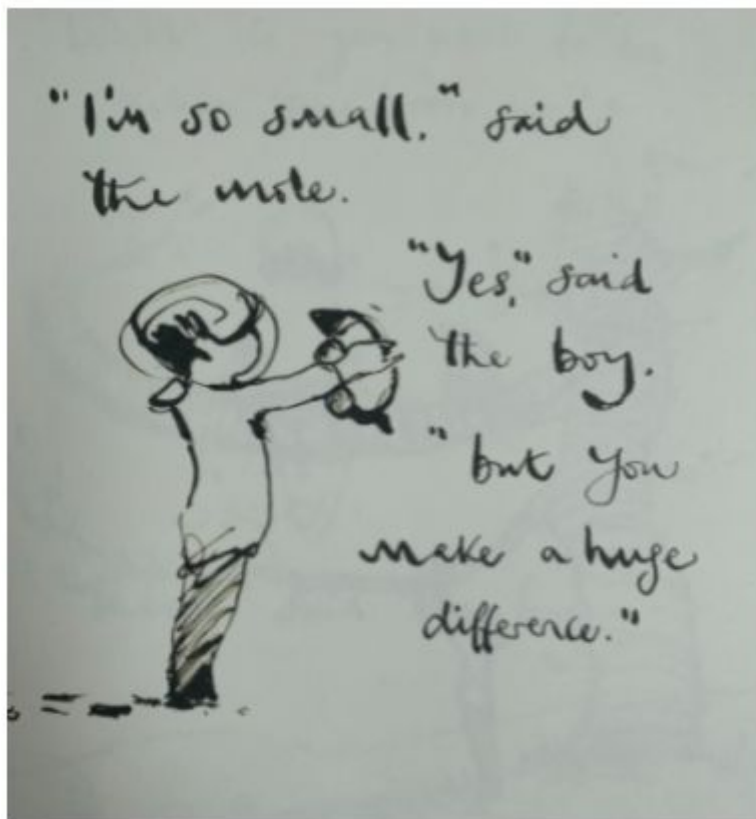
September 2020

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WRITING –

LI: To identify and explore the importance of the 'small' things.

Explore your garden or local area to try and find small things which have a big impact. These could be trees, leaves, mini beasts or anything else you might find! Take pictures and discuss with your parent or carer the importance of these things. How do they make a difference? In what ways can you make a big difference?



The _____ makes a difference because...

I can make a difference by...

I am important because...

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PHONICS –

Practise your phonics sounds using the phonics play website every day.

<https://www.phonicsplay.co.uk/>

username: march20

password: home

Play I spy with the pictures in a book use the soft sound not the letter. I spy with my little eye something beginning with P 'pppp'.

Watch Jolly Phonics on youtube phase 2 and 3 sounds to help you with pronouncing the sound if unsure.

Look at the things around the room. Can you spot any words that contain any of these sounds?

S A T P I N M D

Can you hear the other sounds in the word too? Try writing them down.



pan



dog



nap



mop



ink

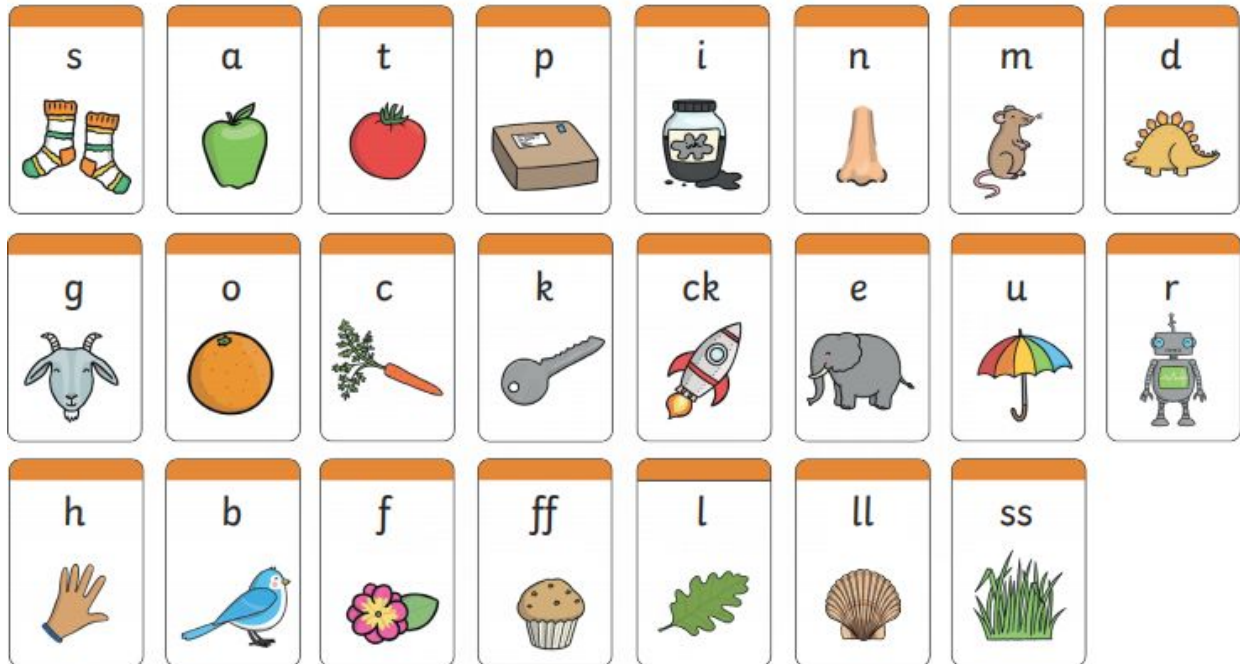
Use the phase 2 sound mat below to remind of yourself of the sounds.

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My Phase 2 Sound Mat



MATHS –

L1: To compare and order numbers to 10

Look at the two plates here.



Ask a grown up which plate he or she feels like having. Your grown up might want to have the first plate with 2 biscuits if he or she is not that hungry.

Which plate should she eat? Why that plate?

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We are learning today to compare and order numbers to 10.

We will be using the following vocabulary:

greater than **less than** **equal to**

If a number is more than it is bigger and if the number is less than it is smaller.

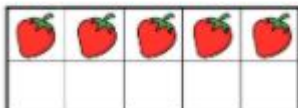
Watch the video on 'count objects' from this link:

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

I picked up a card and got 6. Below is a ten frame showing my number. Can you tell your adult what number it is showing?

x	x	x	x	x
x				

I pick up my next digit card which is a 3. Can we make this on the ten frame?



How many strawberries are there? How do you know?

Look at the following ten frames.

Count how many in each group

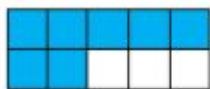
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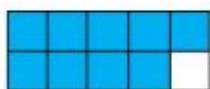
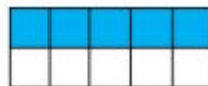
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Compare two groups using a ten frame

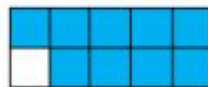
Say if the groups are **greater, less or equal to**



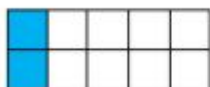
Is _____ than



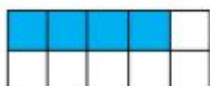
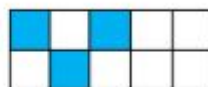
Is _____ than



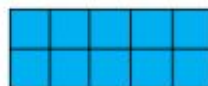
Is _____ than



Is _____ than



Is _____ than



Do you agree with Sam?



6 is more
than 9!



Sam is _____ because 6 is _____ than 9.
wrong right less greater



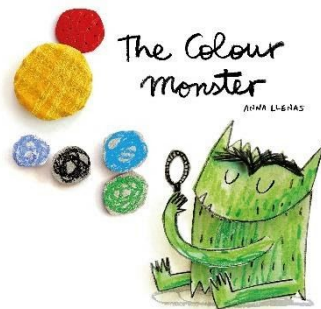
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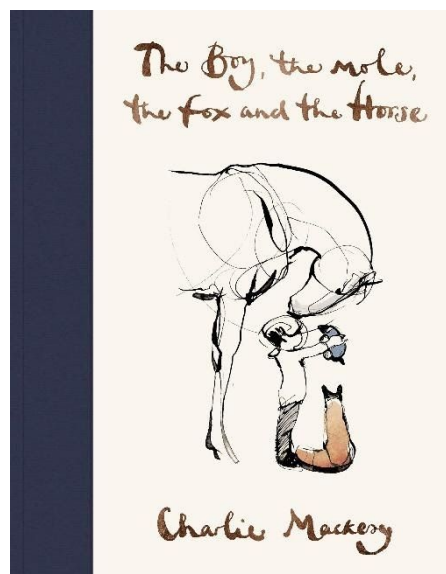
READING –

This week our reading strategy is to make links with our own experiences. Open the reading powerpoint s and complete the work. We are reading a book called 'The Colour Monster' by Anna Llenas.



Diversity, Community and Global Project Learning Journey – Monday

This term our core text is 'The Boy, the mole, the fox and the Horse' by Charlie Mackesy.



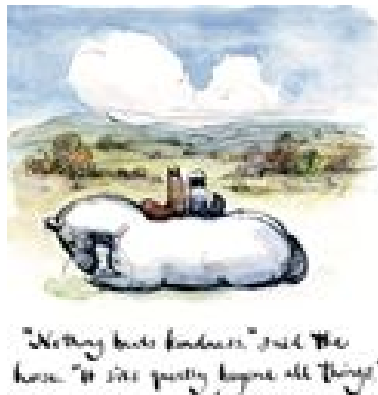
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LI: To explore the concept of kindness

Look at the image below which is taken from the boy, the mole, the fox and the horse which reads **"Nothing beats kindness, it sits quietly beyond all things."**



What do you think the horse means by nothing beats kindness? What does that mean? Talk to your adult about what being kind means and what the horse might mean by nothing beats it. **How does it make you feel when someone is kind to you? How do you feel when you are kind to someone else?** Maybe the horse means kindness can be one of the best ways to make others and ourselves happy. "Being kind to yourself is one of the greatest kindnesses" said the mole. **What does that mean?** Discuss with your adult that kindness isn't always about doing something for others but we need to be kind to ourselves sometimes.



Is there a time when you've been unkind to yourself? Did you find something really hard and you wanted to give up? Did you ever feel like you weren't good at something?

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Activity: Think of and write down kind phrases that we can use to be kind to ourselves as we're starting year 1. Rather than saying "I just can't do it yet."

We could say "It's okay, I can try again." "I'll get even better next time."

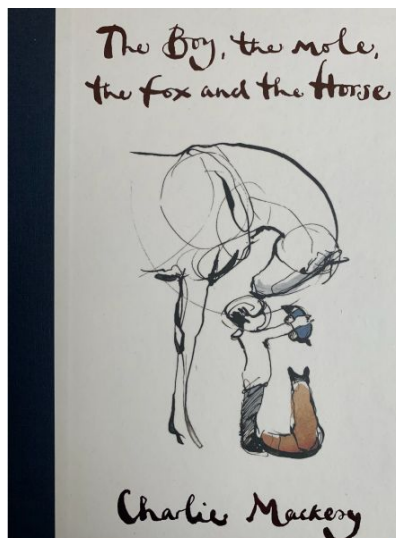
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WRITING –

L1: To generate a prediction from an image

Look at the front cover and make a prediction about the book. What do you think it is about? What do you predict will happen?

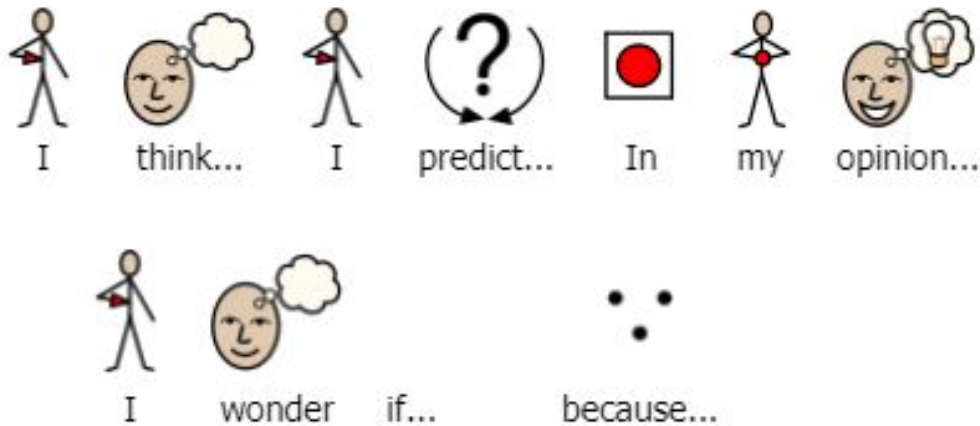
Discuss what you can see on the cover with your parent or carer. Who are the characters from the story? What are they doing? Do you think they are friends? Why or why not? Use the sentence stems to help you with your predictions.



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PHONICS –

Phase 2 CVC word Building

Cut out the letters from the burglar's bag and put them back where they belong.



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Phase 2 CVC word Building

Cut out the letters from the burglar's bag and put them back where they belong.



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Phase 2 CVC word Building

Cut out the letters from the burglar's bag and put them back where they belong.



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MATHS

11: To compare and order numbers to 10

Watch the video on 'count objects from a group of 10' using the link below:

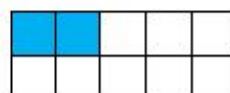
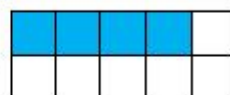
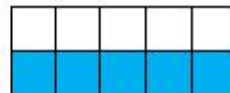
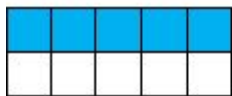
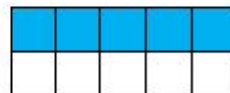
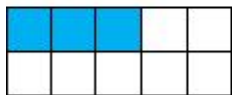
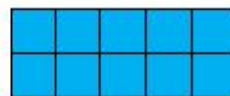
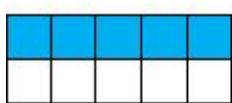
<https://whiterosemaths.com/homelearning/year-1/week-1/>

Steps to success

Count how many in each group

Compare two groups using a ten frame

Say if the groups are more, less or equal



Daisy has 5 cupcakes. Sherifat has 7 cupcakes. Can you complete this sentence and explain why?

 **Inspire** has less than _____ because _____.
Partnership

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READING –

This week our reading strategy is to make links with our own experiences. Open the reading powerpoint and complete the work. We are reading a book called 'The Colour Monster' by Anna Llenas.



SCIENCE –

LI: To identify materials such as wood, plastic, metal, cotton, glass, rubber, card and fabric.

Steps to success:

I can describe a variety of everyday materials based on what they are made from.

I can identify materials based on their textures and physical properties.

What is this material made from?

Do the materials feel the same?

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With the help of an adult can you fill in the blanks?

What words would you use?



The plank is made from _____.



The bottle is made from _____.



The glass cup is made from _____.



The red balloon is made from _____.

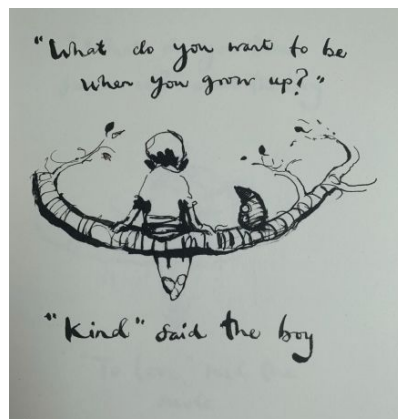
WRITING –

Today's focus: To consider the meaning of a text

Steps To Success:

- € Identify what is happening in the images
- € Discuss where we think this image is in the story
- € Justify why we think this

Look at the image.



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Where do you think the image belongs to in the book? Start, middle or end?
Why do you think that? Who is asking the question? Use the sentence stems to help you answer the questions. Why do you think the boy said that he wanted to be kind when he grew up? What might have happened to him? What do you think the mole wants to be when he grows up?,

In my opinion, I think that ...

Further to ____ point, I would like to add ...

I agree with ... because ...

PHONICS –

Draw a line to the matching picture once you have read each word.

I Spy and Read
Draw a line to the matching picture when you have read each word.

pan		map
man		pig
cap		cot
tap		tin

I Spy and Read
Draw a line to the matching picture when you have read each word.

hop		bus
bell		doll
kiss		fan
bug		back

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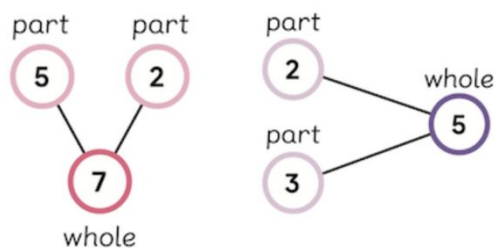
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MATHS –

11: To recognise a whole and a part

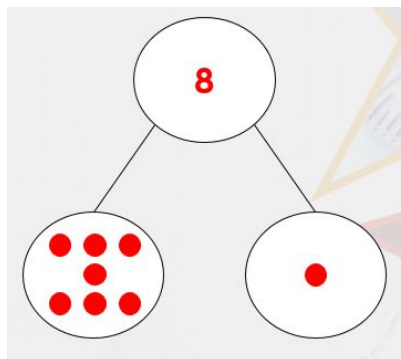
With the help from a grown up; read the following statement:

A whole object can be split into two or more parts in many different ways. The parts might look different; each part will be smaller than the whole, and the parts can be combined to make the whole.



A whole group of objects can have two or more parts and this can be represented using a part-part-whole 'cherry' diagram. This is called a cherry model because it looks like cherries.

Part and part adds together to make the whole.

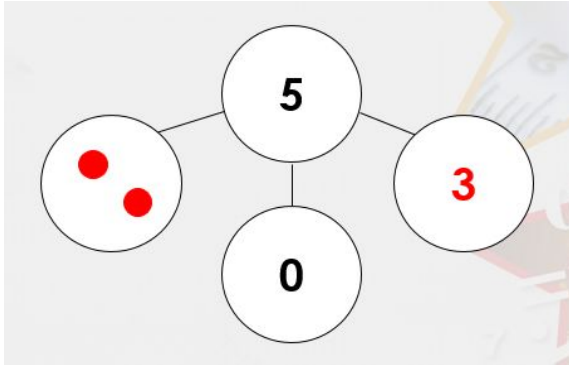


In the above cherry diagram, the whole is 8 and the parts are 7 and 1.

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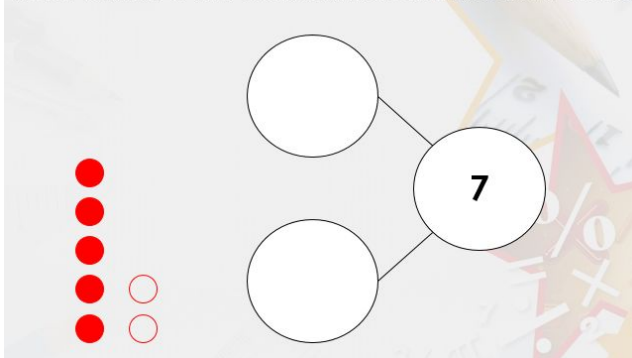
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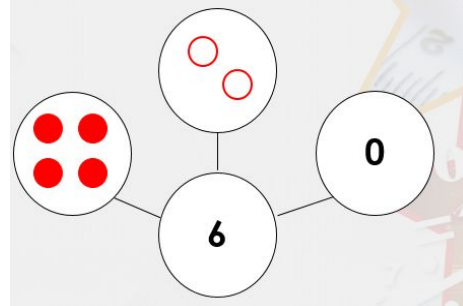


Go through 'Wednesday's powerpoint'.

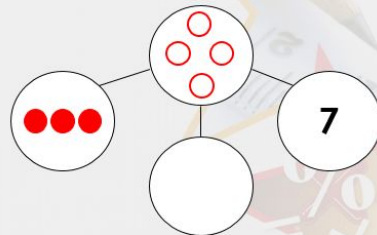
Use the counters to fill in the missing parts of the part whole model.



True or false?
The whole is 6. The parts are 4, 2 and 0.



Jan says,
My part whole model is correct.



Is Jan right? Explain how you know.

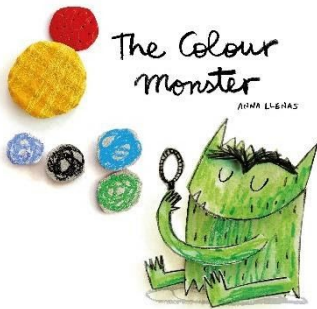
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READING –

This week our reading strategy is to make links with our own experiences. Open the reading powerpoint and complete the work . We are reading a book called 'The Colour Monster' by Anna Llenas.



SCIENCE –y

LI: To describe the simple physical properties of everyday materials.

Steps to success:


- I can use simple descriptive words to talk about the materials.
- I can compare different materials to see if they are the same or different.
- I can use language of comparison to describe my materials


E.g **The card and glass are the same because they feel hard.**


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E.g.  The glass cup is fragile.

 The plank is _____.

 The bottle is _____.

 The red balloon is _____.

 The nail is _____.

What words can you use in the blanks?
With the support from a grown-up can you fill in the blanks?
The first one has been done for you.

WRITING –

L1: To explore questioning.

Steps to success:

- Explore different question types
- Record what questions you would like to ask the characters
- Justify which question was your favourite using 'because'

With your parent/s read the book up to 7minute 56 seconds on the video.



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<https://www.youtube.com/watch?v=81b4i9jQhck>



Can you think of questions you would like to ask the characters in the book?
Below are some question words to help you with your writing.



who



what



where



why



how



when

Remember, to use the correct punctuation at the end of your question and check to see whether your question makes sense.

What is your favourite question you asked?

Say which question was your favourite using the stem sentence,

My favourite question that I asked was _____ because

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PHONICS –



























Practise your phonics sounds using the phonics play website

<https://www.phonicsplay.co.uk/>

username: march20

password: home

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Use **Phase 3 sound mat** above, to recap on the sounds.

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Go on a sound hunt – how many objects around your home can you find that start with the sounds j, v, w, qu, ch and sh

Practise saying and writing the following **tricky words: to, no, go, and, the, said, when.**

MATHS –

LI: To partition numbers to 5 in different ways.

Watch the video from the link below:

<https://www.bbc.co.uk/iplayer/episode/b0blsv9r/numberblocks-series-3-fruit-salad>

Why was 3 getting so mad? What did he want? How did he make a 3 in the end? What did he have to do to the number 4 and 5? Why couldn't he do it with 2?

Today we are going to partition numbers 1-5 in many different ways. What does it mean again to partition? To split a whole number into parts. We're going to split into 2 parts using our cherry model again.

Choose a card from 1 - 5 as below.



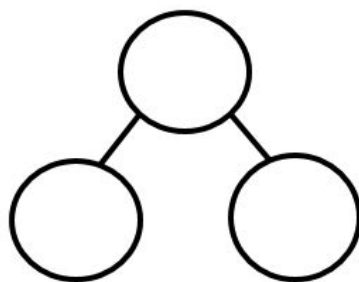
E.g. 3

Now draw a cherry model on paper.

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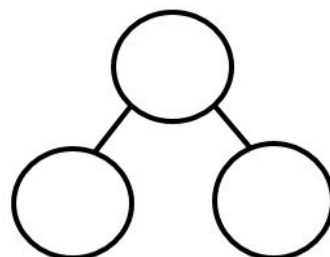
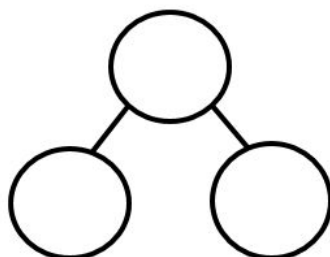
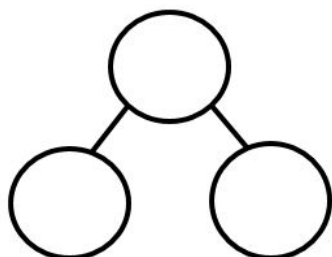
You can build this with cubes/counters and place it in the whole of the cherry model. Now you need to partition the number 3 into 2 parts. How can you write this as numbers in the cherry model? How could you write this as a number sentence?

$$3 = 2 + 1$$



Say outloud 3 equals 2 + 1.

Pick another card e.g. 4 and do the same. Keep doing this until you find all the different ways of partitioning that number. If you don't have cubes/counters you can use the cherry models below and write the numbers in the correct circles.



PE – Thursday

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LI: To explore a particular emotion through dance/expressive art.

Our PE session focuses on Expressive Dance with a focus on feelings/emotions.

Focus: **Happiness**

Watch part of this video.

<https://www.youtube.com/watch?v=utZr0dPu5sk>



Now watch this video. You only need to watch part of it.

<https://www.youtube.com/watch?v=wc8YqqS35eE>

How does it make you feel?

Now discuss how you would move to the music. What could you do with your body?

Have a go at some movements e.g. skipping and smiling, then moving into walk and then a run etc.

Activity

Work independently and move around to the music.

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Then join up with someone (a parent, a brother or sister) to create movements together.

Talk to someone about these questions

How did you feel today when the music was being played?

What movements did you do?

Did you use a range of levels?

Did you include different speeds?

WRITING –

L1: To form an opinion about a piece of text

Steps to Success:

- Discuss why we keep secrets
- Share what secret you think the horse is hiding
- Generate ways we can make the horse feel better

What is a secret? Why do you think someone may want to keep a secret? What happens when people keep secrets? Discuss these questions with a grown-up.

The horse has a secret that he hasn't told anybody. **What secret do you think the horse is hiding?**

With your parents discuss what that secret could be and why he hasn't told anybody.

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I think the horse's secret is _____

The horse hasn't told anybody because _____

How can we show kindness to the horse to make it feel better?

To make the horse feel better I could _____

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PHONICS –

Can you see which words have the sound 'ch'?

Chicken and bacon sandwich
Cheese and salad sandwich
Cheese and spinach sandwich
Egg sandwich
Desserts
Peach
Bunch of bananas
Chocolate chip ice cream

I spy with my little eye, something beginning with
the phoneme...

Look around your home and name all the things you

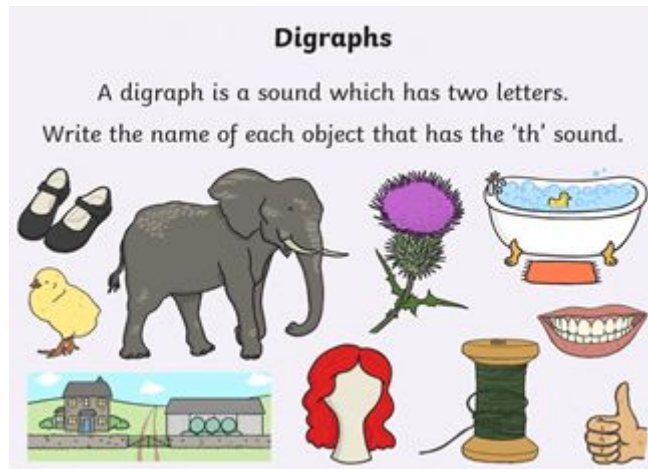
Can see which have the 'sh' sound



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Phonics Jigsaw Phase 3



Say the words and put them into a sentence e.g. j – jam. I like to put jam on my toast.

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MATHS –

LI: Working systematically to partition 5

Steps to Success:

- ✓ Count out 5 counters
- ✓ Work systematically to partition 5
- ✓ Record the number of blue and red counters
- ✓ Record as a number sentence







Watch Numberblocks episode 5 – using the link below (start at 2 minutes).

<https://www.youtube.com/watch?v=cDjb7BIT9IQ>

Today we are going to be looking at the number 5 and finding all the different ways that we can make the number 5!

I have 3 blue counters and 2 red counters. So 5 is my whole. How would I write this in a cherry model? As a number sentence?

Complete the table below.

	Blue	Red
		
		
		
		
		
		

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Now record your number bonds to 5 systematically.

$$\begin{array}{l} 5 = \underline{\quad} + \underline{\quad} \\ 5 = \underline{\quad} + \underline{\quad} \\ 5 = \underline{\quad} + \underline{\quad} \\ 5 = \underline{\quad} + \underline{\quad} \\ 5 = \underline{\quad} + \underline{\quad} \\ 5 = \underline{\quad} + \underline{\quad} \end{array}$$

Miss. Molnar says that $5 = 3 + 3$

Is she correct? Explain your thinking.

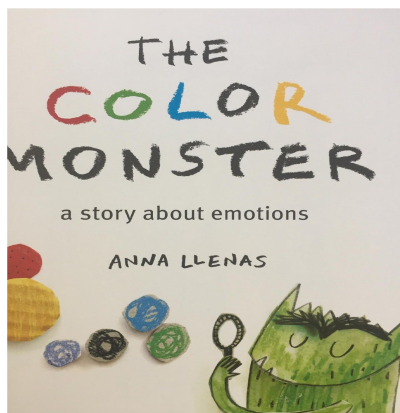
Miss. Molnar is _____ because $3 + 3 =$ _____

Wrong right 5 6



ART –

LI: To create your own mood colour strip.



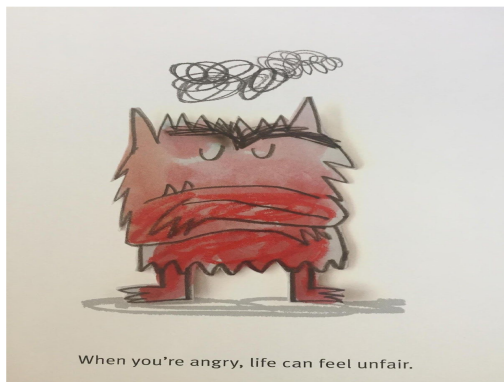
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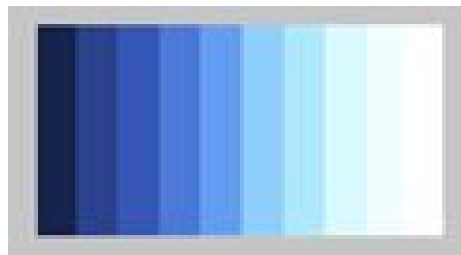
Go through the powerpoint 'Colour Monster' and read the story with the help of an adult.

Look at the different images from the book and discuss with a grown-up the use of blues/blacks throughout.



Activity: With the help from a grown-up create your own blue strip on a piece of paper.

First, **start** with normal blue in the middle and add black gradually to make the colour darker on the left and add white gradually to make the colour lighter on the right.



After that, talk to someone about the different colours for emotions. You can choose an emotion and create a colour strip for that. e.g. yellow for happiness, red for anger, green for calm.

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Useful websites:

<https://www.topmarks.co.uk/Search.aspx?q=number+bonds+to+10>

<https://www.smartboardingschool.com/number-bonds-6---8>

<https://play.ttrockstars.com/auth/school/student>

<https://www.youtube.com/user/GoNoodleGames>

<https://www.themathsfactor.com>

<https://2simple.com/blog/using-purple-mash-when-school-closed/>

<https://www.mathletics.com/uk/for-schools/>

<https://www.tts-group.co.uk/home+learning+activities.html>

<https://whiterosemaths.com/>

<https://www.twinkl.co.uk/>

<http://www.mathematicshed.com/>

<https://www.literacyshed.com/home.html>

<https://www.nessy.com/uk/>

<https://www.phonicsplay.co.uk/>

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Inspire Home learning

Year One

September 2020