

Hub B Year 1 Home Learning

Week beg 26th April 2021

Reading

Lesson 1

Complete the following selfie using the link below:

<https://www.youtube.com/watch?v=lieN18OTIME>



Selfie: Summarising



Can you summarise what it means to be green in 20 words?

Sentence stems:

The key idea is...
In 20 words...



Writing

Lesson 1

When creating our story map last week the last event we added was Dougal deciding if he is going to stay in Atlantis or if he is going to go back home.

Close your eyes and image you are Dougal, **what would you do?**

Record your choice using the sentence stem

I would choose to...because...

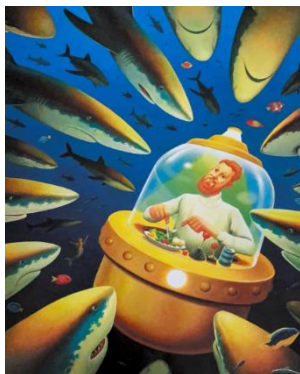


I would choose to go back home because I would miss my family too much if I stayed in Atlantis.

After you have recorded your choice, watch the story again and find out what Dougal decided to do! <https://www.youtube.com/watch?v=ZqDswU0LdQ4&t=159s>

Lesson 2

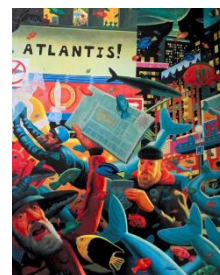
Take a look at each of the images below



Today we will be generating vocabulary to use in a setting description. Next to each image I'd like you to record all of the nouns you see, any adjectives you will use to add detail, and also think of each of the 5 senses and what you may be able to see, smell, hear, touch, and taste in each of the settings. These will be recorded in note form and we will be turning them into full sentences later on.

Lesson 3

Choose one of the images to create your setting description. Use the vocabulary you generated yesterday to add detail to your description. Have a look at mine below

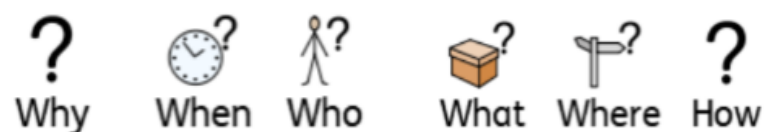


The deep dark sea was filled with bright colourful fish, beautiful orange coral and the long yellow submarine. Dougal's delicious lunch tasted amazing, he had a yummy sandwich, it even looked good enough for the sharks to eat.

Remember to include your senses and expanded noun phrases.

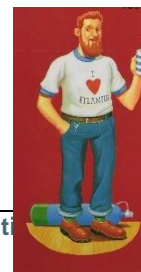
Lesson 4

In the story, Dougal is interviewed by some news reporters. If you were a news reporter **what would you like to ask Dougal? What would you like to find out?**



Can you record a question for each of the openers?

When did you start diving?
Why did you want to become a diver?



How long can you swim underwater for?

Lesson 5

Using your questions from the previous lesson, with your adult practice asking them 3 questions, remember as a news reporter to speak clearly and loudly.

Then **switch** roles! Now it is your turn to become Dougal and your adult will ask you 2 questions, when you answer as Dougal you can use your imagination.



What did you find out from your interview?

I found out that...

I also found out that...

Phonics

Lesson 1

Recap these sounds:

air - **air**

air - p **air**

air - f l **air**

air - d e s p **air**

Read these words: chair fair hair

New sound: **ear**

Fit the correct word with the image: pear bear tear







Read and write: Can a **bear** wear a **pear** ?

Record your own sentence using a word with the **ear** sound.

Lesson 2

Recap these sounds:

air - h **air**

air - ch **air**

ear - p **ear**

Read these words: tear pair bear dairy

New sound: **are - pronounced air**

Fit the correct word with the image: hare stare share







Read and write: Will you share the spare sweets?

Record your own sentence using a word with the **are** sound.

Lesson 3

Recap these sounds:

air – h **air** **are** – h **are** **are** – t **are** **ear** – p **ear** **are** – p r e p **are**

Read these words: careful rare repair pearl

New sound: **ere**

Fit the correct word with the image: where somewhere there







Read and write: Are you going somewhereere?

Record your own sentence using a word with the **ere** sound.

Lesson 4

Recap these sounds:

air – ch **air** **are** – h **are** **ear** – f **ear**

Read these words: clear disappear year hair fair

New sound: **eer**

Fit the correct word with the image: cheerful steer deer







Read and write: The **deer** was feeling **cheerful**.

Record your own sentence using a word with the **ee** sound.

Lesson 5

Recap all the new sounds. Check the images and previous sounds if you are unsure.

aer are ere eer

Recap reading and writing all the tricky words:

tear rare careful sheer cheerful musketeer where somewhere

Record your own sentences using as many of the new words and sounds you have learnt.

Maths

Lesson 1

L1: To apply prior knowledge to reason


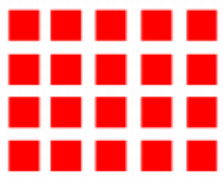








Context: Arrays

Last week we looked at arrays, lets recap what they are.

An array is a way of arranging things in rows and columns. When you buy things like a pack of cookies, a pack of toy cars, or even a carton of eggs, the items in the package are lined up to create an array. An array always has rows and columns.

Today we are going to use our knowledge of arrays to reason. We need to –

- Read the question carefully
- Identify the key information
- Explain your reasoning
- Record and check your answer

<p>Amir and Whitney are making</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Amir</p>  </div> <div style="text-align: center;">  <p>Whitney</p>  </div> </div> <p>Who has made a mistake?</p> <div style="text-align: right;">  <p>EXPLAIN IT!</p> </div>	<p>Teddy and Alex are writing number sentences to describe the array</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Teddy</p>  </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e6f2ff;"> $4 + 4 + 4 + 4 + 4 = 20$ </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Alex</p>  </div> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; background-color: #ffe6e6;"> $5 + 5 + 5 + 5 = 20$ </div> </div> <p>Who do you agree with?</p> <div style="text-align: right;">  <p>EXPLAIN IT!</p> </div>
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Eva begins to make an array with 40 counters. She has finished her first row and her first column. Complete her array.



Write two different number sentences to describe the finished array.

Lesson 2

LI: To use knowledge of 10 times tables to problem solve

Today we are going to start by recapping our 10 times table. Watch the video clip and sing along. <https://www.youtube.com/watch?v=W8CEOIAOGas>

Now we are going to become problem solvers by using our 10 times tables to help up.

Make sure when you are reading the questions you need to –

- identify the given information
- Use your prior knowledge of the 10 times tables
- answer the questions carefully

35, 28, 50, 62

Which number is the odd one out? Circle the number.



Luna is counting in tens she writes

10, 20, 30, 50

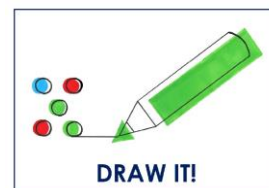
Can you spot and fix Luna's error?



Jemima is counting in 10s on the 50 square.

She starts at the number 10.

Shade in all the numbers Jemima will say.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice about Jemima's numbers?



Lesson 3

LI: To apply my knowledge of multiplication

Today we are going to using the knowledge of multiplication that we have been learning this half term so far to answer questions.

Make sure you use the knowledge that we have been gaining throughout the past 2 weeks to answer the questions below.

In a shop, grapes come in bunches of 10.

Max wants to buy 40 grapes.

Are there enough grapes for Max to buy?
Explain your answer.



I think there is _____ because _____

Miss Roper has 6 baskets. Each basket has 10 apples inside. Miss Roper wants 80 apples.

Does she have enough baskets to have 80 apples?

Explain your answer.



I think Miss Roper has/does not have enough baskets because _____

Lesson 4

LI: To investigate using my knowledge of multiplication

Today we are going to be using our multiplication knowledge to investigate a problem.

Catrina wants to know how many football cards she has collected. She has filled up five pages of her scrapbook and on each page, there are four cards.

Can you show how you would find out? You might draw a picture or do some jottings or...

When you have finished, write a sentence explaining what method you used.



I used the method ...

Lesson 5

LI: To evaluate my learning

Have some thinking time and reflect on this terms learning so far, what strategies did you use, what learning did we do?

When you have reflected on the learning so far answer the questions below –

How did you find the investigation?

I found the investigation... because...

What strategies did you use to support you?

I used ...

What prior knowledge did you use?



I used my prior knowledge of

Science

LI: To investigate the growth of a plant

Today you will be investigating the growth of a plant.
For a plant to grow there are certain things that it needs to grow.

Watch the videos below to see what a plant needs to grow:

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd>

<https://www.youtube.com/watch?v=gIRR-VdIP1M>



Can you explain what a plant needs to grow and why it is needed?

A plant needs **water** because...

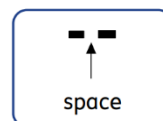
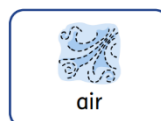
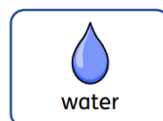
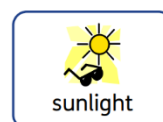
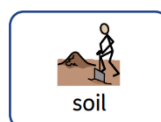
A plant needs **sunlight** because...

A plant needs **soil** because...

A plant needs **air** because...

A plant needs the **space** because...

A plant needs **time** because...



Curriculum

LI: To explore and summarise facts about recycling



In today's lesson you will explore what it means to recycle, reduce waste and reuse items where possible. These are known as the Three Rs.

What happens to our rubbish: <https://www.youtube.com/watch?v=SSIVXZrWMK4>

Video exploring the perspective from the future:

https://www.youtube.com/watch?v=OasbYWF4_S8

Go to <https://kids.niehs.nih.gov/topics/reduce/index.htm> to find out more.



Can you explain what it means to reuse, reduce and recycle

Complete this table by drawing, or cutting and sticking images of what can be reduced, reused and recycled, then complete the sentences below:

Reduce:	Reuse:	Recycle:
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Reuse means... I can reuse...

Reduce means... I can reduce...

Recycle means... I can recycle...

				
Shopping bag	Food waste	Plastic bottles	glass jars	glass bottle
				
metal bottle	wooden box	plastic bottle	paper	clothing/ fabric



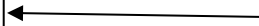
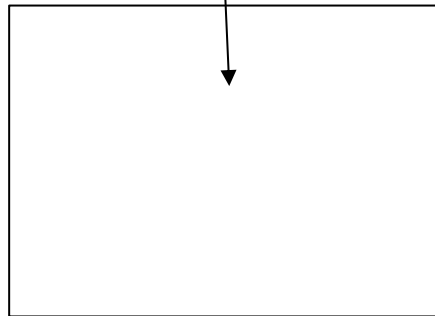
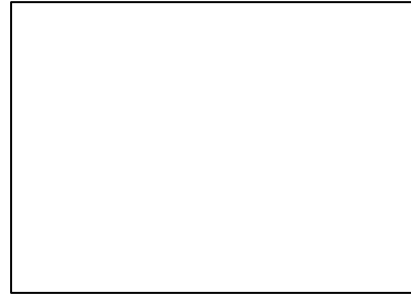
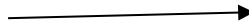
Lesson 2:

LI: To research the process of recycling



Watch the video https://www.youtube.com/watch?v=6jQ7y_qQYUA&t=176s

Can you draw the journey of where recycled items end up?



RE

LI: To order key events

Context: Guru Nanak

Today we will be looking at key events in an important person's life (Guru Nanak). We will explore the different key events and put them in order.

Carefully watch the video and sequence the images in the correct order. Write a description to say what happened under each image.

<https://www.youtube.com/watch?v=twkJ1pc5BvU>



Art

LI: To create an [observational drawing](#)

Context: Fish

Today you will be creating an observational drawing of a fish like the ones Dougal explores in his adventures into the deep sea.

Watch the video and draw the fish you can see:

Ca<https://www.youtube.com/watch?v=-j2uKUK5P10>

Look at the shapes of the fish, their eyes, scales, gills, fins and tails.

