# Hub B Year 1 Home Learning

**Week beg 3rd May 2021**

## Reading

Lesson 1

Complete the following selfie using the image.

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### Selfie: Predicting

**Can you predict what the book will be about by looking at the front cover?**

**Sentence stems:**
I predict… because…
I think the book will be about… because…

(S)

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## Writing

Lesson 1

**LI: To compare and contrast a text type.**

We will be writing a newsletter for our writing outcome this half term, let's take a look at some examples of newspapers. Read through each example, newspapers are written to inform the reader of an event or news, which newspaper do you think is most effective?

Example 1-

Example 2-

Example 3-



First Edition: 30th January 2020                    @FoxfieldRHNN

**Foxfield JLT News**

Written for children, by children

Hello and welcome to the first ever edition of Foxfield JLT News, a publication that documents the key events and issues that occur in our school through the perspective of us pupils.

Throughout the school, we have enjoyed a variety of subjects and activities while also having the pleasure of attending school trips or having visitors come in linked to our learning.

Within our editions, we will be including the highlights within our year groups, key information for children, games and interviews. If you have any suggestions to what else we could include or if you would like your work to be posted in future editions, please speak to your class' JLT member.

Last term we completed our outcomes based on our history and geography topics. Have a look what each year group learnt about and gaze at our amazing displays!

Nursery outcomes          Reception

Year 1 outcomes          Year 2 outcomes

Year 3 outcomes          Year 4 outcomes

Year 5 outcomes          Year 6 outcomes

"I love looking at all of the learning that other year groups have been a part of, it is really interesting to see what we might learn about when we get to those year groups" – year 4 child

"When I see my work on display, I feel proud of all of the learning we have done and the effort we put in to making our work excellent" – year 5 child

"To see all of the thought-provoking topics each year has worked on, it's obvious that we are a school pressing for change." – year 6 child.

**Which example was most informative? Explain why.**

I think … is most informative because…

Lesson 2
**LI: To identify structural features of a newspaper**

Take a look at the newspaper below, can you identify and label each feature?

**Which feature do you think is most important?**

I think … is the most important feature because…

I think the date is the most important feature because it tells you when the event happened.

Newspaper annotation activity with blank boxes connected by arrows to features of the Daily Mail front page.

**Daily Mail**

COUSINS FIND 'WRITE' WAY TO RAISE FUNDS

Schoolgirls' newspaper coins in charity cash

Lesson 3
**LI: To identify an effective heading**

Yesterday we identified headings are used in newspapers to grab the readers attention and make them want to read more.

We would like you to generate 4 headings you may want to use in your newspaper



| | |
|---|---|
| | |
| | |

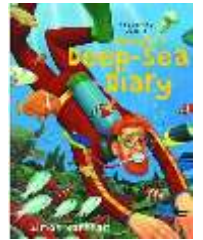Reflect on which heading you think is most effective. Why do you think this?

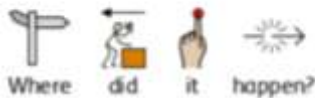**I think … is the most effective heading because…**

Lesson 4
**LI: To recount an event.**

Today we will be recounting the main events of the story.

Newspapers recount the event in the first paragraph to introduce the news to the reader. Refer to the story map you created in a previous lesson and think about these main questions:

Record your answers to these questions and lay it out like the example below:

**What happened?**

**Dougal went diving and found the lost city of Atlantis.**

**Where did it happen?**

**Dougal found the lost city of Atlantis in the deep ocean.**

**Phonics**
Lesson 1
Recap these sounds:
**ow** - c **ow**      **ow** - n **ow**      **ow** – t **ow** e r      **ow** - p **ow** e r      **ow** – c l **ow** n

Read these words:      gown      growl      frown
New sound: **ou**

Fit the correct word with the image:      cloud      spout      pound

  _ _ _ _       _ _ _ _       _ _ _ _

Read and write: I f**ou**nd a p**ou**nd in the cl**ou**d.

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

Lesson 2
Recap these sounds:
**ch** – r i **ch**     **ch** – f l i n **ch**     **ch** – G r i n **ch**     **ch** – b e n **ch**

Read these words:     choose   chop   chore   chick   chat

New sound:   **ture**

Fit the correct word with the image:   picture   mixture   nature

  _ _ _ _       _ _ _ _       _ _ _ _

Read and write: Making a mix**ture** is an adven**ture**.

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

Lesson 3
Recap these sounds:
**ch** - **ch** u r **ch**     **ch** - p i n **ch**     **ch** – l u n **ch**     **ture** – p i c **ture**     **ture** – f u **ture**

Read these words:     mixture   chase   change   chain   nature   capture

New sound: **tch**

Fit the correct word with the image:   witch   scratch   stitch

  _ _ _ _       _ _ _ _       _ _ _ _

Read and write: The cat scra**tch**ed an i**tch**.

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

Lesson 4
Recap these sounds:
**sh** – f i **sh**          **sh** – d a **sh**          **sh** – w i **sh**

Read these words:     hush       splash        sunshine       shout

New sound: **ch**

Fit the correct word with the image:  chef       chute        parachute

   _ _ _ _ _ _ _ _        _ _ _           _ _ _ _

Read and write: Can a **ch**ef wear **ch**iffon?

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

Lesson 5
Recap these sounds:
**sh** – p ʊ **sh**          **sh** – d i **sh**          **sh** – r ʊ **sh**

Read these words:     crash        plush        smash        splash

New sound: **ss**

Fit the correct word with the image:  mission       admission        tissue

   _ _ _ _ _        _ _ _ _ _ _           _ _ _ _ _ _ _ _

Read and write: A clown did a funny impre**ss**ion.

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

**Maths**

Lesson 1

**LI: To share amounts equally**

Today we are going to sharing amounts equally. That means making sure each group has the same amount in it.

Using resources around your house (for example, coins, cubes, pasta) collect 20 objects (it may help to have all of the objects the same) and answer the following questions -



**Can you share the 20 objects between 5 friends? How many are in each group?**

20 shared between 5 is …

**Can you share the 20 objects between 2 friends? How many are in each group?**

20 shared between 2 is …

**Can you share the 20 objects between 10 friends? How many are in each group?**

20 shared between 10 is …

Lesson 2

**LI: To divide using sharing**



Today you need to find some resources around your house, these could be cars, milk bottle lids, cubes.

You need to use these objects to create arrays.
Remember that an array needs to be in rows for example:



This is an array showing 4 rows of 4 cars.

We could show this as –

4 + 4 + 4 + 4 = 16

or as –

4 X 4 = 16

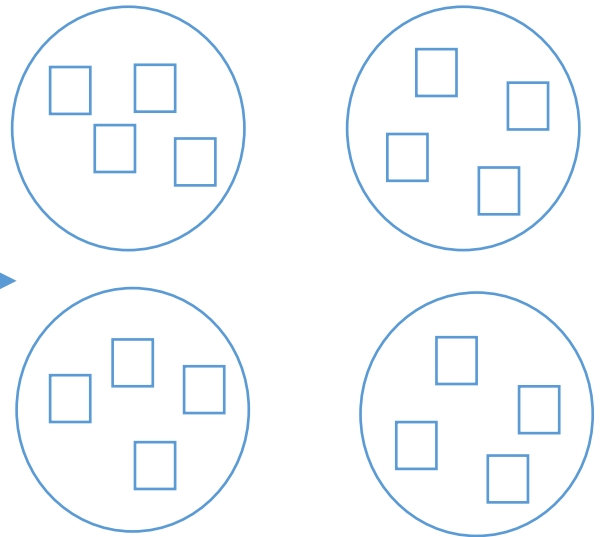Today we are going to be using arrays to divide. You need to make an array and divide it into parts.

For example:

16 ÷ 4 =
I have shared my whole (16) into 4 groups.
I have 4 in each group,
My answer is 4.



Can you answer the following questions by creating arrays using resources at home?

12 ÷ 2 =
18 ÷ 2 =
10 ÷ 5 =
15 ÷ 5 =

Lesson 3
**LI: To divide using arrays**

Today we are going to be dividing by **grouping.** We have been looking at division as sharing meaning sharing them equally between a number of groups. Today we are dividing by grouping them by a number.

You are going to look at the array and circle the number that is been divided by. For example:

16 ÷ 4 = 4

$$16 \div 4$$

Total number (Dividend)

Total number needed in each group.

Answer the following questions using what we have looked at today –

$12 \div 2 = $ _____

$8 \div 2 = $ _____
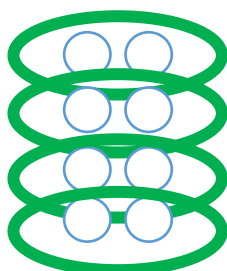
$18 \div 2 = $ _____

$10 \div 2 = $ _____

Lesson 4
**LI: To divide using grouping**

Today we are going to continue our learning of dividing by grouping. Look back at yesterdays learning to help you.

You need to draw your own arrays to answer the questions, lets look at the example below-

$8 \div 2 = 4$

Have a go at drawing your own arrays and answering the questions below –

10 ÷ 2 =
25 ÷ 5 =
16 ÷ 2 =
40 ÷ 10 =
40 ÷ 5 =

**Science**
**LI: To compare and group different plants**

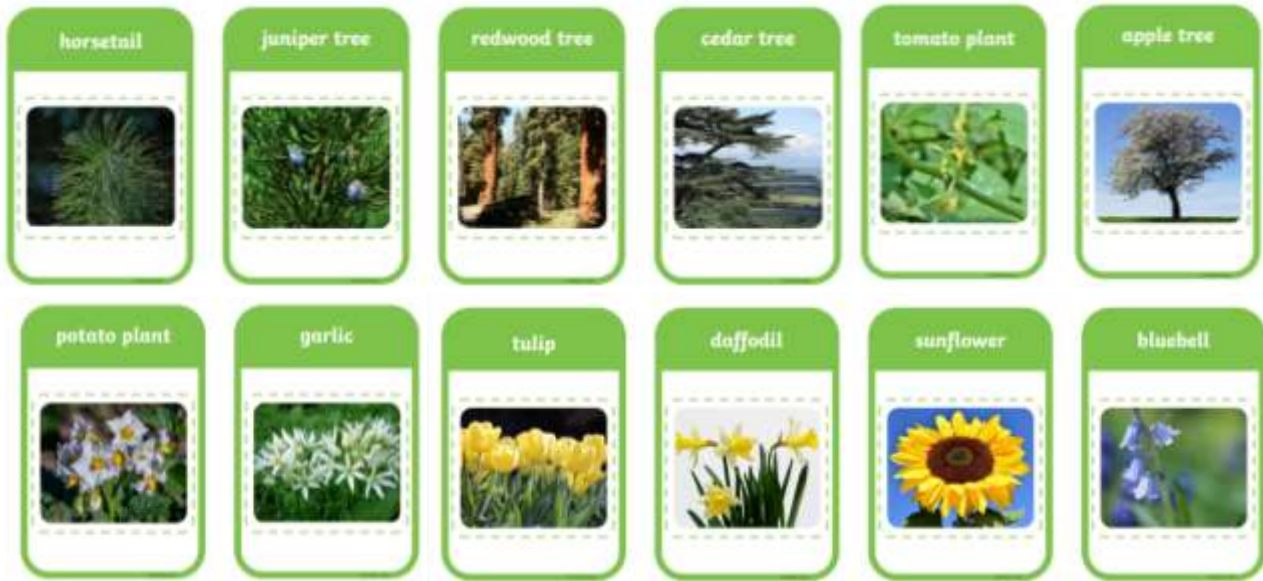Today you are going to be comparing and grouping different plants.
Take a look at the images below and complete the table. You will be sorting the plants into the groups of those that are trees and those that are flowers.
You can research the plant name to help you, or use the image to see which ones are which.


SAME / DIFFERENT

| Trees | Flowers |
|---|---|
|  |  |



primrose   lavender   rose   daisy   yew tree   spruce tree
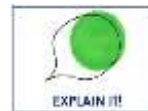
**Curriculum**

**Lesson 1:**

**LI: To sort recyclable and non-recyclable objects**

In this lesson, you will search through your home for items that you will sort by how you would best dispose of them. You may find items you can recycle, reuse, or even reduce.

Draw a picture, write a list or take a photograph to show how you have sorted your items.

| Reflection:<br><br>Circle which item is the odd one out? | | |   |
| --- | --- | --- | --- |
|  |  |  |  |
| **plastic bottle** | **paper** | **glass jar** | **coffee cup** |

Explain why?
The _____ is the odd one out because it can/cannot be recycled.

**Curriculum Lesson 2**

**LI: To explore systems for reducing waste**

**Context: reusing, reducing and recycling around the world.**

In this lesson you will look at what people do around the world to reduce waste – through the 3rs; reuse, recycle and reduce.

You will think about junk modelling, and find out about crafting to reuse unwanted items, glass/metal/plastic collection and recycling schemes in other countries.

Summarise and explain which practices you think are best and why after exploring the following links:

How things are recycled (UK) https://kenburn.co.uk/recycling-for-kids

https://www.reusethisbag.com/articles/kids-guide-to-recycling This link contains tips for recycling and videos of crafts made with used/junk material crafts.

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Reflection:

Choose an item and describe how you would reduce waste by reusing or recycling it:

A _____ can be reused/recycled….
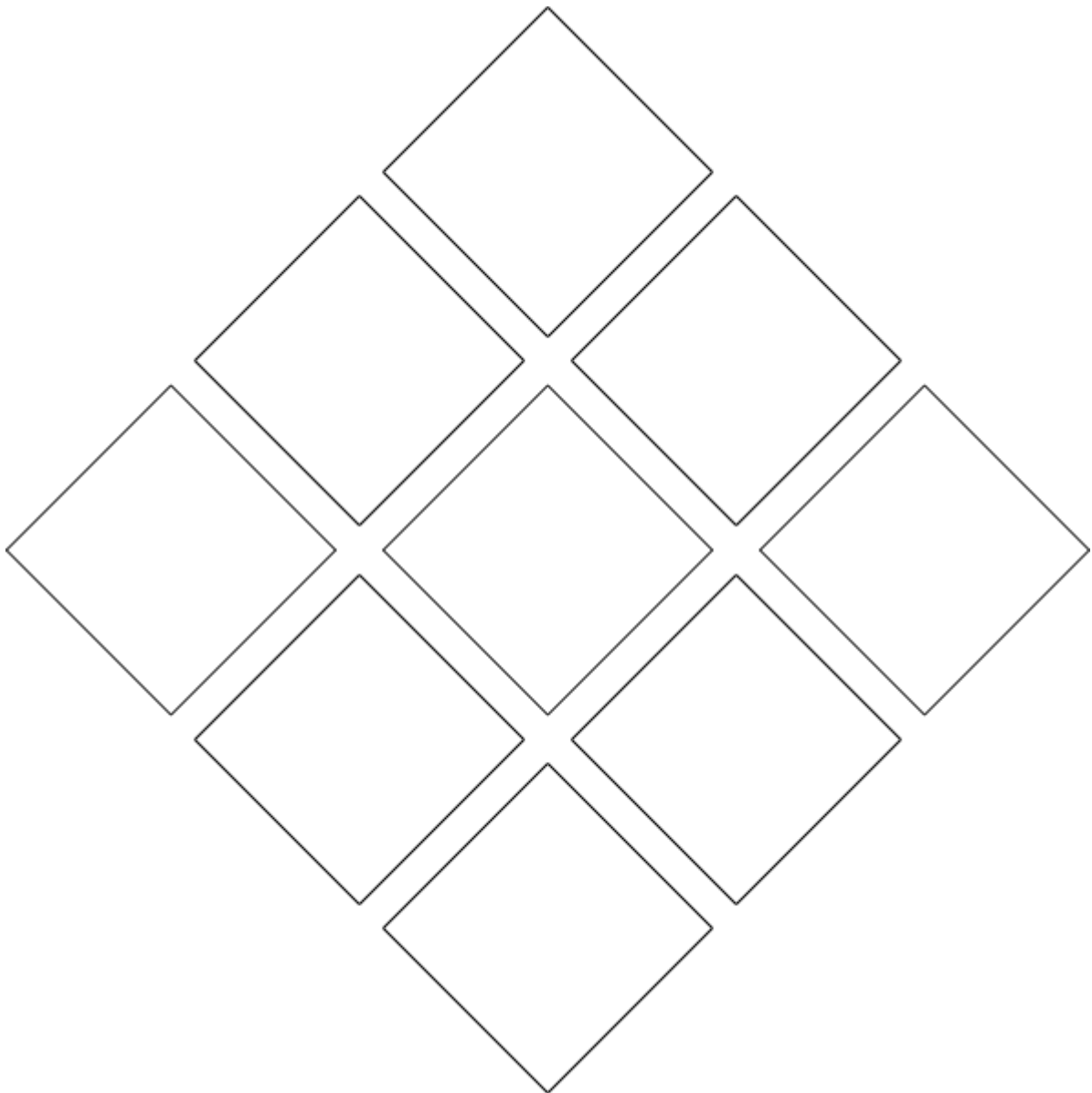
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**RE**

**LI: To justify an opinion**

**Context: Guru Nanak's teachings**

Today we will be looking at Guru Nanak's teachings and rank them in order of importance to us by justifying our opinion.

Read the statements below and place them in the diamond. Starting at the top for the most important and bottom for least important.
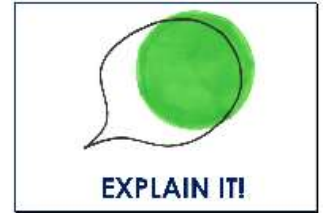
- There is only one God

- Be kind to all living beings.
- Love should be shown to all.
- God welcomes good and honest work
- It is our actions that make us moral.
- Always speak the truth
- Work hard, support others and remember God in everything you do.
- Men and women must be treated equally.
- Worship and pray only to one God and no other.

Which teaching do you think is the most important?
Explain your answer.

**In my opinion I think the most important teaching is… because…**

**EXPLAIN IT!**

**Art**
**LI: To recognise shapes within an image.**

Today you are going to recognise different shapes within a variety of fish.
Look at the images of fish below and see what shapes you can identify.
If you have any tracing paper or baking paper, use this to trace the fish, drawing the shapes.
If you do not have this, once you have identified the shapes in the fish you can draw them by drawing the shapes.