

Year 1 Week Beginning: 11.1.21



Reading

Please read at least once each day with your adult. It can be any book you have at home.

You can also use our online books:

<https://www.oxfordowl.co.uk/login?active-tab=students>

Log on is

User: EKY1

Password: dog1

Click the first picture my E books

In the filter click levels and then scroll through to find the book band colours -they are after the Oxford owl levels.

You should find your book band and then there will be around 8-10 books to access.

PE

www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPceksQyFbXTf9FO

Handwriting

Practise the letter formation for

Please practise writing your name
Both your first name and your surname.



Children should now be holding their pencil in a tripod grip.

Whether they are left handed or right handed, encourage this grip.

z v w x



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Phonics

Ask your child which phonics group they are in and follow the planning.
We have swapped phonics groups – So if your child is confused please email me to check their group.

Miss Kealey

Please use the PowerPoints for this Week
Children in Miss Kealey's Group
AP, CP, FC, MS, AAB, AC, RG, RV, EN, LC, SH, BG, NF

Starter for each day:

Use the PowerPoint slides to practise recognition and recall of Phase 2 and 3 sounds learnt so far. Use the PowerPoint slides to practise reading and spelling all high frequency words learnt so far.

Monday Geraldine the Giraffe learns the /th/ sound - YouTube Write: then, them, that, this, with. Sentence Writing A moth can be fat but its wings are thin.	Tuesday Geraldine the Giraffe learns /ng/ - YouTube Write: long, sang, ping-pong, ring.	Wednesday Mr Thorne Does Phonics and Geraldine the Giraffe - Episode AI - YouTube Write: wait, pain, tail, bait.	Thursday Mr Thorne Does Phonics - Episode EE (20,000 Subs Edition) - YouTube Write: see, tree, feet, weep.
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Miss Willetts

Children in Miss Willetts' Group
SP, AH, JD, JD, HS, KC, RB, HB, GKA, LA, GC, KS, MV, JS, IK, JR, BH

Starter for each day:

Use the PowerPoint slides to practise recognition and recall of Phase 2 and 3 sounds. Use the PowerPoint slides to practise reading and spelling all high frequency words learnt so far.

Monday Read: clost, clamp, brist, string, speet, street Write: prowl, scoop, frown, scrunch, crisp, stand Writing sentences: The crisps crunch.	Tuesday Read: drown, drink, stink, plank, thank, stamp Write: trust, brand, frost, blend, grasp, bland Writing sentences: I kept bumping into things in the dark.	Wednesday Read: do, when, out, what, children, shampoo, giftbox, helpdesk, sandpit Write: pondweed, handstand, helper, desktop Reading sentences (Yes/no questions): Are you afraid of thunderstorms? Can a spoon grab a fork? Do trains run on tracks?	Thursday Read: softest, lunchbox, sandwich, shelving Write: driftwood, chimpanzee, champion, shelter Writing sentences: Are all children good at sport?	Friday Read: floating, giftbag, drinkcan, crisp-packet Write: my, her, trustfund Reading sentences: Fred and Brett spent a week in Spain.
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Monday

Maths

Starter:

Number bond ping pong.

Main:

Children need 1 wb and pen between 2, 10s frames, 20 counters per pair.

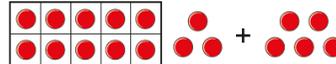
Look at the problems on the IWB – children to work in pairs to solve the problems being encouraged to use the equipment that has been provided.

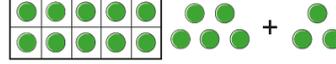
Questions:

How many 10s and how many 1s?

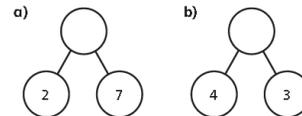
Can you add the 1s together?

a) 
 $3 + 5 = \square$

b) 
 $13 + 5 = \square$

c) 
 $15 + 3 = \square$

2 Complete the part-whole models.



3 Complete the additions.

a) $12 + 7 = \square$ b) $13 + 4 = \square$
 $17 + 2 = \square$ $14 + 3 = \square$
 $7 + 12 = \square$ $4 + 13 = \square$
 $2 + 17 = \square$ $3 + 14 = \square$

4 Tick the additions that make 16

$14 + 2$	$15 + 2$	$10 + 6$	$1 + 16$
$3 + 13$	$12 + 5$	$11 + 5$	$1 + 15$

5 Complete the additions.

$\square + 5 = 9$	$\square + 2 = 9$
$8 + \square = 9$	$6 + \square = 9$

6 Complete the additions.

$\square + 5 = 19$	$\square + 2 = 19$
$18 + \square = 19$	$16 + \square = 19$

History

Lesson 1

Use the Twinkl PPT & PlanBee – Talk about what a monarch is.

Talk about the role of the monarch in a country – do they think that that role has always been the same?

or do you think the role has changed over time?

Talk about the role of our current queen and talk about what she does.

Explain she helps set the rules for our country.

Lesson 2

Using the activity ppt which includes videos – show the children a picture of henry and ask them to talk about who they think he was does he look nice? What do they think he would be like?

Children to think about what information they are getting about this man. Who was he? What did he do in his life? What did he enjoy doing?

Share the information from the PPT with the children and explain that they are going to be learning about him today and collecting some facts about him however some of



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	the information you got confused with so they need to listen carefully and take in the information.
Children to think about good and bad rules a ruler or monarch should use – which are good which are bad and which could you think of? Record the childrens ideas as a class. They are to choose 2 good rules and record these on their scrolls.	Picture of Henry VII in the middle of the page - In the boxes around the page can the children cut and stick the true facts about Henry Viii around the picture of him? EX: can they answer the questions by writing the answer.

Tuesday

Computing

This week we are going to be exploring how we can record videos.
What technology can record a video?

Explain that this week we are only going to be using the Ipad – we can video anything and everything that we want to – model how to record a video.
Explain that the children are going to be recording their video and then watching it back.

What do we think happens to the recorded videos?

If you have a laptop or Ipad/Tablet

Children to record their own video – this can be inside and or outside.

Talk about where their video is going to go.

Music

If you have emailed me – I have already sent you your log on for Music from Miss Kinsella.
If you want your log in please email the Year 1 email address.
Please use that log on again – There should be activities for you to do.
If there aren't please wait until the afternoon when they should have loaded.

RE

In our class we all try to show friendship.

Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy?

Share Bible stories with children; use Children's Bible or animated versions e.g:

- Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular.

Zaccheus meets Jesus - KS1 Religious Education - BBC Bitesize

- Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time.

<https://youtu.be/uYLHqdSO9OY>

- Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home.

Martha Complains About Mary - YouTube

From each story extract the theme of friendship and ask the key

Qu: Was it always easy for Jesus to show friendship?



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Science

Remind children that in the last Session they found out that scientists called the stuff that things are made from: materials. Explain that today they are going to think about some other scientific words. Show them a piece of wood (e.g. a large twig or log) and an object made of wood, e.g. a spoon, ruler, chopping board. In pairs, they should discuss how they would describe the objects. Bring class back together & ask for suggestions, e.g. hard, rough, smooth, strong, & wooden. Children may well say small/large, etc. Explain that these words do describe the objects but that they are not scientific properties of the wood. Properties are features, which a material possesses – wood is the material, wooden is a property. Show them another pair of objects, e.g. small sponge ball & cricket ball or airflow plastic ball. Ask them to suggest some properties (*see session resources*), e.g. soft/hard, bendy/rigid, absorbent, etc. *What materials are they made from?* Plastic, rubber? Point out that properties often have an opposite, e.g. hard/soft, shiny/dull, and bendy/rigid, rough/smooth, etc. List a wide range of possible properties on f/c taking suggestions from children. Accept words like *non-bendy* instead of *rigid* or *see-through* instead of *transparent*.

Which senses have we used to describe these objects?

Children will have a selection of materials that they will feel, they will write a sentence about the material and its feature e.g. The spoon is metal and hard.

4 sentences

Thursday

English

Over the next few weeks we will be looking at the book

The First Slodge by Jeanne Willis

[Story time: the First Slodge by Jeanne Willis - YouTube](#)

Lesson 1

Read the pages from the beginning until Slodge realises that there is another Slodge and they have an argument about the fruit.

First become Slodge – she thinks that she is the only slodge on the planet. How does she feel? What is she thinking? What is she going to do? Who is this person she has met? Are they a girl too?

Then become the second Slodge – how are they going to feel? What are they thinking? What are they going to do? Who is the person they have met?

Children to complete the 4 parts of their worksheet – using the ideas spoke about using the questions above.

Lesson 2

When have you fallen out with someone or argued with someone?

Introduce the theme of falling out/arguing

Talk in detail about an disagreement or argument you have had and plan it out on the planning grid using a lot of pictures and not many words.

Children to have 10mins to plan out their writing.

THEN

Children to then come back EK to model orally rehearsing her writing – 3 lines or sentences per box.

Use different:

conjunctions:

so, but, because, when

Openers:

On a ____ Friday, At first, However, I felt

Planning:

Who?	Why?	What?

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What is your Slodge thinking or feeling?

What is your Slodge thinking or feeling?

Vocabulary: angry, furious, annoyed, cross, mad, sad, confused upset, bothered.
 Don't over complicate!
 Children to have 10mins to plan out their story.
 EK & BW to make notes on LA children to ensure we know what they have planned.
THEN
 Children to orally rehearse their writing.

History

Lesson 1

Talk to the children about the Monarch that we have been looking at – can you remember what was his name?
 Use the horrible histories song for Henry & His wives
<https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-wives-of-henry-viii-song>
 Use PPT about Henrys Wives and talk about who they were and why Henry didn't like them.
 Why was Jayne Seymour his favourite?

Lesson 2

Look at the picture of Henry VIII and his children. Go through the information about each of his children. (Edward VI, Mary I and Elizabeth I)

Use the worksheet to cut and stick the facts and match them to Henry VIII's wives.
 (Use the PowerPoint to help you)

Thursday 14th January 2021
 Henry VIII
 This will show how many children Henry VIII had and why he had so many.
 It will also show what happened to his wives.
 You will be able to see how many children they had.
 You will also see how many children they had.

The Six Wives of Henry VIII

Catherine Parr	Anne of Cleves	Catherine of Aragon	Katherine Howard	Anne Boleyn	Jane Seymour
Mother of Mary I		Mother of Edward VI	Mother of Elizabeth I		
Divorced	Beheaded	Died	Divorced	Survived	Beheaded

Children to have Picture of Henry VIII Children.
 They are to create a fact file for the children including:

- The names of the children
- Dates that they lived – noting that Edward died in childhood.
- How long they were a monarch.
- What age they were when they died

Thursday 14th January 2021
 Henry VIII
 This will show how many children Henry VIII had and why he had so many.
 It will also show what happened to his wives.
 You will be able to see how many children they had.
 You will also see how many children they had.

Name: _____

Years alive: _____

Age when died: _____

How long was their reign? _____

Friday English

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[Story time: the First Slodge by Jeanne Willis - YouTube](#)



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Explain to the children that today they are going to be doing their writing about their argument from their plan.

Orally Rehearse their writing again : EK to Model in full again! And keep doing this.

Model writing from you plan 3 sentences for each part. – Print out plan and write on WB so that it can be covered easily. Foxes copied last weeks writing.

Use different:

conjunctions:

so, but, because, when

Openers:

On a ____ Friday, At first, However, I felt

Example:

On a frosty Monday Morning, I was eating a lion bar in the staffroom when Miss willetts came in and took it from me. At first I was shocked and then I was furious! However in the end we shared it and I felt happy.

Activity:

Children to write up from their plan, their narrative about their fall out or argument with someone else.

They **MUST** have

- Capital letters
- Full stops
- Finger spaces
- Nice handwriting
- Conjunctions
- Sentence openers.

Write 2 sentences for each box on your plan. Use the lined paper.

If you have, any questions then please get in contact with Miss Kealey or Miss Willetts using the following e-mail:

year1.als@annielennard.sandwell.sch.uk

Remember, I would like to see your work when it is completed.

Please send photographs or electronic copies through to the above email address daily and if you are struggling, please contact us on the above email address.

Miss Kealey & Miss Willetts