

# 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=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO](http://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO)

Or

[Cosmic Kids Yoga - YouTube](#)

## 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.

CADOS



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## Phonics – Live Lesson

<p><b>Monday</b> Teach reading tricky words <b>said</b>, <b>so</b> and <b>went</b>, <b>from</b>.</p> <p><b>Read:</b> bend, mend, hump, bent, tent</p> <p><b>Write:</b> lost, fact, husk, bank, milk, lamp, wind, next.</p> <p><b>Reading sentences:</b> The bank was shut.</p>	<p><b>Tuesday</b> Teach spelling <b>he</b>, <b>she</b>, <b>me</b>, <b>we</b>, <b>be</b>.</p> <p><b>Read:</b> best, gulp, band, dent</p> <p><b>Write:</b> land, nest, link, hunt, hand, gust, lift</p> <p><b>Writing sentences:</b> I kept bumping into things in the dark.</p>	<p><b>Wednesday</b> <b>Read (Sentence Substitution):</b> The man burnt the toast/ towel, girl, milk, brings.</p> <p><b>Write:</b> lent, bend, sift, vest, tilt, tuft, tusk damp, bust</p> <p><b>Reading sentences (Yes/No Questions):</b> Is milk good for teeth? Can a clock get cross?</p>	<p><b>Thursday</b> <b>Read:</b> champ, tenth, bench, thank, toast, shift, thump</p> <p><b>Write:</b> paint, roast, beast, shelf, north, boost, think</p> <p><b>Writing sentences:</b> I lit the lamp in the dark.</p>	<p><b>Friday</b> <b>Read:</b> dift, soft, lant, camp, chimp, panch</p> <p><b>Write:</b> faint, theft, drank, drink , thank</p> <p><b>Writing sentences:</b> A crab crept into a crack in the rock.</p>
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### Monday

### Maths – Live Lesson

#### Starter:

Practise counting forwards and backwards to 50.

#### Main:

Children to use a number line to support

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.

Take your time and work through the questions using the PPT.

#### Questions:

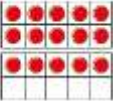
How many objects were there at first? Then what happened to the objects? How many objects are there now?


If Mo ate nothing, what number would we use to represent this? How do we write this as a calculation? What does the zero represent in this calculation?

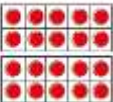
If Mo ate all of the biscuits, what number would we be left with? How do we write this as a calculation? What does the zero represent in this calculation?

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1 Cross out counters to work out the subtractions.

a)   $15 - 4 = \square$

b)   $17 - 5 = \square$

c)   $\square = 20 - 3$

2 Teddy has these shapes.

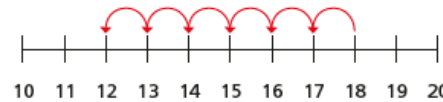


He gives EVO 3 cones.  
How many cones does Teddy have left?  
 $\square - \square = \square$   
Teddy has  $\square$  cones left.

3 Complete the subtractions.

a)  $13 - 2 = \square$     d)  $15 - 4 = \square$   
b)  $14 - 3 = \square$     e)  $16 - 3 = \square$   
What do you notice?  
Use this to fill in the missing numbers.  
 $17 - \square = 11$      $18 - \square = 11$

3 Sam uses a number line to work out a subtraction.



Complete Sam's subtraction.

$$\square - \square = \square$$

2 Use the number lines to help you.

a)  $16 - 5 = \square$

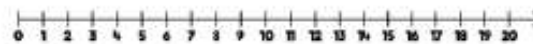


b)  $18 - 4 = \square$



### Challenge:

How many ways can you complete this number sentence?  
Use the number line to help you.



$$\square - \square = 11$$

Upload it to Microsoft Teams in today's assignment and press hand it in so that we can see it.

Lunch Break

History

Use the PowerPoint. Talk about why Henry created the church of England and why it was important that he became head of the church.

Talk about whether they think it was good choices or bad choices for him to move away from the catholic church.

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Children to decide whether the reasons are a good or bad reason to leave the catholic church – using their own opinions based on the information they have heard.



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## Tuesday

### Computing

Use the voice recording app on either a tablet/phone/laptop  
e.g. memo app on the iPad

Talk about what buttons that the children need to know in the app to make it work.

### If you have a laptop or iPad/Tablet, phone, or laptop

Children to record themselves on the voice memo app – they are to listen to it back.

They are then to have a go at recording their friends.

**Upload it to Microsoft Teams in today's assignment and press hand it in so that we can see it.**

### 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.

### Lunch Break

### PE Time

[www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO](https://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO)

Or

[Cosmic Kids Yoga - YouTube](#)

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## RE

Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story.

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.

### Zacchaeus 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

Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of:

What do you see?

What do you think?

What do you feel?

What do you wonder?,

applying to the children themselves and/or to the characters depicted in the freeze-frames.)

When was it easiest for Jesus to show friendship and why?

When was it hardest for Jesus to show friendship and why?

Did God help Jesus show friendship even when it was difficult?

Jesus was human so would have found things difficult sometimes but Christians believe He was God's son so would have been able to overcome these difficulties.

Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why.

Use Activity Sheet

1&2 to cut and stick the pictures or move the pictures online and write why it was easy or hard for Jesus to show friendship.



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## Wednesday – Live Lesson

### Maths

#### Starter:

Practise counting forwards and backwards to 50.

#### Main:

Children to use a number line to support

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.

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Take your time and work through the questions using the PPT.

## Questions:

How can you partition a number to help you subtract?

How does using the counters help you to see this strategy?

How does using a number line help you to see this strategy?

Can you think of another way to represent this problem?

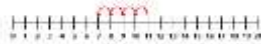
How do the counters and bar models help you to subtract?

Which method would you use to show your thinking and why?

Did you count forwards or backwards? Why?

3 Use the number line to help you.

a)  $11 - 6 = \square$



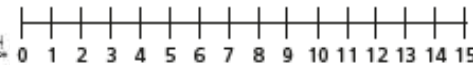
b)  $16 - 9 = \square$



c)  $14 - 11 = \square$



4 There are 13 toys in a box.  
Kim takes some toys out of the box.  
There are 5 toys left in the box.  
How many toys does Kim take out of the box?



Kim takes  toys out of the box.

1 Jack has 11 apples.  
Mia has 5 apples.

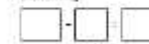


How many more apples does Jack have than Mia?  
Tick the number sentence that answers the question.

$11 + 5 = 16$        $11 - 5 = 6$

2 Eva has 13 sweets.  
Teddy has 6 sweets.

How many more sweets does Eva have than Teddy?



Eva has  more sweets than Teddy.

3 Koko has 15 cakes.



Her friends eat 6 cakes.  
How many cakes does Koko have left?

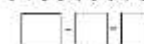


Koko has  cakes left.

4 Jack has 12 stickers.

He gives 7 stickers to Dan.

How many stickers does Jack have left?



Jack has  stickers left.

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## Lunch Break

## Science

Recap previous lesson – What was a property of a material? – Discuss with the children.

Talk to the children about

**rigid/flexible/transparent/opaque**

(these are new words and we need to talk about the meaning)

Explain that today they are going to be giving some different materials properties.

Look at some materials and record the properties that the children know.

Throw some curve balls in talking about glass being flexible.

Explain that the children are going to sort the properties to match the materials.

Children to have the table already set out for them – with a list of properties to cut and stick in the right column. Children to think about what they are doing and why. Children to sort the properties by cutting and sticking them and thinking about which material they apply to the best. Have the properties twice so that the chn can put them in more than one column.

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Glass	Metal	Plastic	Tablet	Wood

Thursday 11th January 2021  
 Name: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Time: \_\_\_\_\_

Word Bank:

- hard, soft, smooth, Flexible, hard
- transparent, rigid, rough, shiny
- rough, dull, stretchy, waterproof
- waterproof, opaque, Flexible, absorbent
- shiny, rigid, stretchy, soft, dull
- smooth, transparent, opaque, absorbent

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## 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 whole story to the children to remind them of the story and the key events in the story.  
 Children to now think of a new story.  
 Think of ideas of how to change the story -  
 This is the first \_\_\_\_\_ (what could we change it to?)  
 He/she saw all the first (what firsts could \_\_\_ see?)  
 Noticed that the fruit had been eaten but by who?  
 Argument and fighting ending with something happening to the first \_\_\_\_\_  
 The second \_\_\_\_\_ saved the day by \_\_\_\_\_

First finger: Once upon a time there was the first \_\_\_\_\_

Second finger: All the first/all mine

Third finger: Noticed the fruit had been eaten by?

Fourth finger: Arguing/disaster

Last finger: saving the day/friendship

**Upload it to Microsoft Teams in today's assignment and press hand it in so that we can see it.**



#### Lesson 2

Using the plan completed, say your story out loud and retell the children your story 3 or 4 times – using the language that you want the children to use.

Over model and keep over modelling your story and talking it through with the children.

Children to rehearse their story over and over again until it is stuck in their head. Make sure that they are using their descriptive language.

**Video or record a small snippet of you practising and upload it to the assignment on teams.**

### Lunch Break

### History

Using the edited PowerPoint – Children to look at the key information on the PowerPoint – discuss the life of Queen Elizabeth 1<sup>st</sup> – Who she was, etc.

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Complete the all about Elizabeth 1 – selecting the pieces of information that match Elizabeth and putting that information around Elizabeth 1.

## Cut & Stick Activity.

How long did I reign?  
Did I ever get married?  
Where was I born?

My name is \_\_\_\_\_

I was the queen of England, Ireland and Wales.  
I was queen of the UK.  
I died in 2020 and I was 90 years old.  
I died in 1603 and I was 69 years old.  
I didn't have a husband.  
I had 3 husbands.  
I had 3 children.  
I had 7 child.

**Upload it to Microsoft Teams in today's assignment and press hand it in so that we can see it.**

## Friday

### 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](#)

### **EXTENDED WRITE – Watch the Lesson Video On Teams.**

Orally rehearse the story from plan first.

Today we are going to be writing our story that we have practised and practised and practised.  
Watch the lesson video to see Miss Kealey writing her story.

### **REMIND USING THEIR PLAN!!!**

#### **Red Birds, Blue Horses & Yellow Ducks**

Encourage the chn to use their plan for the whole of their story – encourage to tick their finger when they have completed that part of their story.

#### **Green Frogs & Purple Cats**

Once there was a .....

She saw...

She saw...

She saw..

She ate ...

No! Something had ate her...

They...

Until..

In the end..

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](mailto:year1.als@annielennard.sandwell.sch.uk)



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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**