

# Year 1 Week Beginning: 4.1.21



## 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:**

Most children are either on Pink/Red/Yellow books  
Type the link below to access reading books on all your devices

<https://connect.collins.co.uk>

Follow these steps:

**Student log in: Annie Lennard Primary School**

Date of Birth: 1st January

**First letter of Surname: A**

Year Group: Year 1

**Log in**

Click on Big Cat Books

## Handwriting

Practise the letter formation for

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

*g q e f*



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

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



# Year 1 Week Beginning: 4.1.21

## 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 PPTs for this Week

Children in Miss Kealey's Group

AP, CP, FC, MS, AAB, AC, RG, RV, EN, LC, SH, BG, NF

### Tuesday

[Mr Thorne Does Phonics - Episode QU - YouTube](#)

#### Write:

quiz, quit, quick, quack, quid

#### Sentence Writing

Can a duck quack?

### Wednesday

[Mr Thorne Does Phonics - Episode SH - YouTube](#)

#### Write:

shop, ship, fish, shell, shed

#### Sentence Writing

I am in a rush to get to the shops.

### Thursday

[Mr Thorne Does Phonics - Episode CH - YouTube](#)

#### Write:

chop, chin, chuck, chill

## Miss Willetts

### Tuesday

- Practise recognition and recall of Phase 2 and 3 GPCs.
- Practise reading and spelling all high frequency words learned so far.

Teach reading tricky words **were, there, little, one** and decodable word **help**.

#### Read:

Sentence substitution: Gran went to get fresh fish.

Stan/needed/meat/grill.

#### Write:

brand, frost, cramp, plump, stamp, trend.

#### Reading sentences (Yes/No Questions):

Are you fond of plums? Did a shark ever jump up a tree? Can frogs swim in ponds?

### Wednesday

- Practise recognition and recall of Phase 2 and 3 GPCs.
- Practise reading and spelling all high frequency words learned so far.

#### Read:

blend, stunt, crust, tramp, grunt, crept

#### Write:

drift, slept, skunk, think, thank, blink.

#### Writing sentences:

A drip from the tap drops in the sink.

### Thursday

- Practise recognition and recall of Phase 2 and 3 GPCs.
- Practise reading and spelling all high frequency words learned so far.

Teach spelling **they, all, are**.

#### Read:

drank, blank, trunk, crunch, drench, shrink.

#### Write:

spark, thrust, spring, strap, stomp, speech.

#### Reading sentences:

It is fun to camp in a tent



# Year 1 Week Beginning: 4.1.21

## Tuesday Am

### Computing

**Starter:**

I can say how I should behave online in ways that don't upset others and give examples

Recap – Parts of a laptop/Ipad/Computer.

Tell the children that today we are going to be exploring how we can take pictures or photographs.

**What technology can we use to take a photograph?**

Explain that we are going to be using 2 today – First is the camera on our laptops – Model doing this and encourage the children to listen carefully – ask them what they think happens to the pictures when you have taken them.

Children to go on the laptops and explore

Talk to the children about how to use an Ipad to take a picture – both ways.

### If you have a laptop or Ipad/Tablet

Children to use the laptops to take some pictures.

Children to use the iPad to take some pictures.

Can they add effects?

See if they can find them when they haven't taken a few.

See if they can find them when they haven't taken a few

### 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.

## 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](#)

### Thursday

**Read this to your child**

I am green.

I have a green body.

I have two little green ears that stick up at the top of my head.

I have 2 short arms

I have 2 short legs.

I have 2 black eyes

I have a black line for a mouth.

I am a Slodge.

**Retrieval: Finding about Slodge**

Read up to the page beginning with the text, 'She took a bite of the fruit, then went to sleep.'

Recalling information about Slodge – from text as well as pictures. Ideas might include:

She is green.

Slodge is a girl (she).

She is the first slodge in the universe.

She saw the first sunrise.

She saw the first sunset.

She saw the first star and moon.

She lives alone.

She heard the first thunder and saw the first lightning. She might be a bit scared of them.

She likes flowers – seemed happy (singing).

### Friday

**EXTENDED WRITE – ALL MORNING**

Ask the children to read their plans and describe their SLODGE to their friend verbally.

Explain that today the children will be using their plan to write a description of then SLODGE.

Using your plan from **TUESDAY** model writing a description using exciting descriptive language.

# Year 1 Week Beginning: 4.1.21

The child to draw a picture of the creature that they think you have described – ask them to listen carefully to the

### Learning about Slodge – recording ideas

Model completing the plan for the children.  
To use pictures and words to record what they know about the SLODGE as well as 2 new things that they can think of on their own.



Once the children have drew their creature, Ask them to compare to the real Slodge.  
Were they the same?

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

Children to write a description of SLODGE.  
Children to use the plan to write their description using exciting describing words.

EXT: draw a picture of Slodge now you know what she looks like.

### **Green Frogs**

Children to write a description of SLODGE.  
Children to use the plan to write their description using exciting describing words  
Use word mats to support.

### **Purple Cats**

Very repetitive sentences.  
She is...  
She has...  
She saw...

## Maths

### Wednesday

#### Starter:

Practise counting forwards and backwards to 50.

**Children need 1 WB and pen or some paper and pencils.**

#### **Part whole models & Numberline**

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.

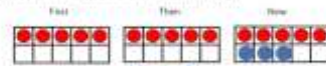
Take your time and work through the questions using the PPT.

What number did you start with? Then what happened? Now what do I have?

What does each number represent? What do the counters represent?

How can I represent counting on using practical equipment?  
How can I represent counting on using a bar model or a number line?

Use ten frames to complete the number story.



First there were \_\_\_ cars in the car park.  
Then \_\_\_ more cars parked in the car park.  
Now there are \_\_\_ cars in the car park.

Eva has 15 prize tokens.  
She wins 5 more.  
How many prize tokens does Eva have now?



Mo starts at 9 and counts on 6.  $9 + 6 = \square$   
Show his calculation on the number line.



1 There are 9 children on the bus.  
5 more children get on the bus.



How many children are on the bus now?



2 Eva has 8 coins.  
Jack gives her 7 more coins.  
How many coins does Eva have now?

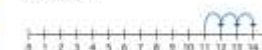


3 Ron and Mo are working out  $3 + 11$  on a number line.

Ron's method

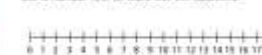


Mo's method



What is the same and what is different?

Use a number line to work out the additions.



e)  $2 + 13$     f)  $4 + 9$     g)  $1 + 11$



# Year 1 Week Beginning: 4.1.21

| Afternoons  |   |  |
|---|---|--|
| Tuesday<br>RE   | Wednesday<br>Science  | Thursday<br>Jigsaw   |
| <p>Use Abbey Owl to tell her own story of being left out or tell the children a story about someone feeling left out or not included e.g. 'Say Hello' by Jack and Michael Foreman. <a href="#">Say Hello - Read Aloud - Bing video</a></p> <p>Look at the scenes from the story by pausing the video – Talk about how the characters are feeling.</p> <p><b>Qu: How could you show friendship to this character to make them feel included?</b><br/><b>Qu: Do I need friends? Why?</b></p> <p>Discuss things that a good friend does and does not do.</p> <p>Explain that today children to sort statements/pictures under each heading - Things a good friend does. Things a good friend does not do.<br/>E.g. Laugh at you, play with you, call you names, listen to you, make you feel happy, help you, share things with you, hurt you etc.</p> <p>Children to work with their adult to sort the pictures into whether they are things that make a good friend or a bad friend.</p> | <p>Explain to the children that we are now changing topics in science. We have finished animals and we are now going to be looking at materials –<br/><b>TP:</b> does anybody know what a material is? What could it mean?<br/>Children to discuss their ideas and then feedback to make a mind map.<br/><b>TP:</b> What would we like to find out about materials?<br/>Use 2 different colours – one for the things that they know. One for the questions that they want to ask.<br/>MODEL this and tell the children the expectations.</p> <p>All children will be creating a mind map for their books about the topic that we are looking at – on the mind map they will write down things that they already know and things that they want to find out (questions).</p> <p>Can you complete the Start of unit Quiz.</p> | <p>Have a large collection of materials and objects made of different materials on different tables around the room. Write <u>material</u> on f/c &amp; explain to children we use this word scientifically to mean what objects are made from, not simply another word for fabric, which is how the word is sometimes used in everyday life. Explain to the children that you want them to move carefully round the room exploring all the different things by looking at them and feeling them. Ask them to think about <u>what material the things are made of</u>. Bring children back together and make a list of all the materials they can name on a flip chart or whiteboard. Practice reading the words.<br/>Show children a set of materials that are preferably not recognisable objects, i.e. a lump of wood, clay, paper, a piece of metal, plastic (bit of plastic bag, bit of a drinks bottle, eraser, etc.), cork, card, glass, fabric, ball of wool. Put labels (<i>session resources</i>) on the floor and in a circle encourage children to identify the materials &amp; place them by the correct label. Bring the collection of objects from the tables &amp; sort them into the material groups too.<br/><u>Safety:</u> make sure materials have no sharp edges when children are handling them.</p> <p>Children to cut and stick pictures into a table. Using the materials and pictures of the objects</p> |
|   |   | <p>With Jigsaw Jack's treasure chest in the middle of the circle, show children one of the 'success pictures' at a time and ask them the question: Do you see success in this picture? Why or why not?</p> <p>The pictures that show 'successes are then placed in Jigsaw Jack's treasure chest of success. Help the children start to associate the treasure chest with success and ensure they understand what success means. It may be possible to interpret the pictures in a number of ways.</p> <p>'I feel proud that I can...', e.g. tie my shoes, play the recorder, etc.</p> <p><b>Adult to ask questions:</b><br/>How did you manage to achieve the success?<br/>How does it feel to have achieved this goal?<br/>What is your special success?<br/>How do you feel when you achieve a goal?</p>   |

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)

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**