

Home Learning Pack for Year 1

Week beginning 11th May 2020

This pack does not need to be printed. Pupils can work through the pack using their own pad/exercise book. Pupils can gain extra support by scanning the QR codes throughout this pack with a supporting device such as a phone/ipad. Simply open the camera from your chosen device and scan the code. Some video clips and photos are of myself and family in my home. Please do not share them with others or on other sites. Thank you for your understanding.



Stage: 1

The short vowel sound 'oo' as in foot.

List: 24

Name:



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
book					
foot					
good					
brook					
cook					
took					
wood					
shook					
stood					
wool					

Stage: 1

The short vowel sound 'oo' as in foot.

List: 24

Name:



Spelling Shed

Spellings

book

foot

good

brook

cook

took

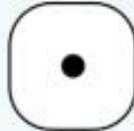
wood

shook

stood

wool

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.

Phonics Day 1-5



You can visit

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/channels?view_as=public for daily phonics sessions online.

There are three sessions, please choose the session that you feel is appropriate for your child. If you are unsure then please email year1@oasisbyron.org and I will be more than happy to help.

10am Reception and those children who need a little extra support

10.30am Year1, those who are aware of some sounds and are confident at blending

11am Those children in Reception and Year 1 who need support to blend reading words

For 'colour-banded' reading books I have found this website to be good.

<https://www.oxfordowl.co.uk/> It is free to register as a parent and there are books by your child's colour band, some even have quizzes and videos in them.



Oxford Owl for Home

Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 3- to 11-year-olds

Maths

This week in maths we will be using the White Rose Home Learning Resources. The link will take you to the page. You need to scroll down to Week 2 to find the videos for each lesson. There will be a photo of the video you are looking for. Click the link to see how to find the videos.

<https://drive.google.com/open?id=1xpjDaqST1iw9IVYX1YjIKt9qVH8kb7Qg>



Day 1 - <https://whiterosemaths.com/homelearning/year-1/> See

Week 3 Lesson 1. The screen will look like this:

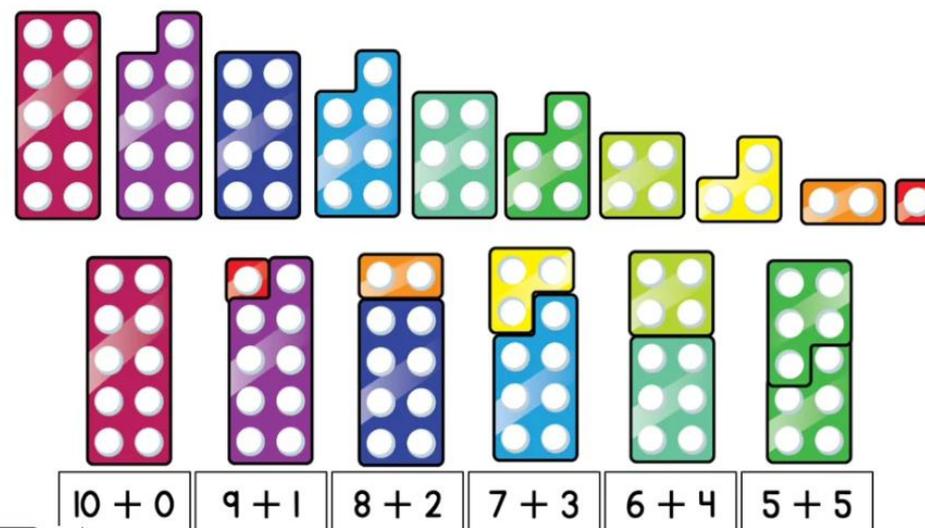
The worksheets listed on the website are OPTIONAL.

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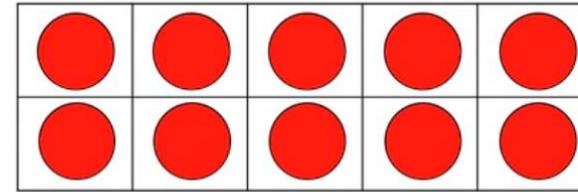
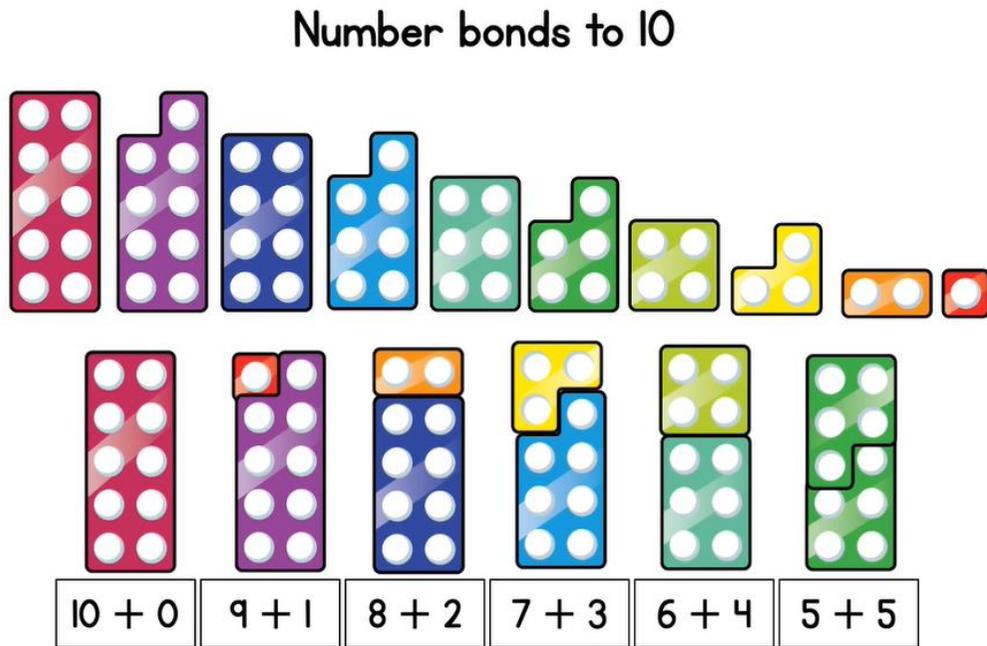
Part-whole relationships number bonds

Number bonds to 10

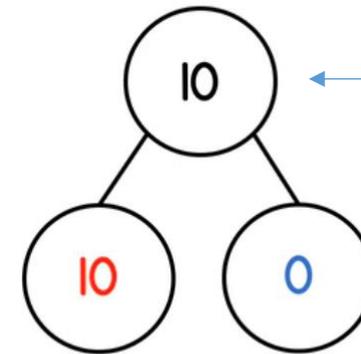


Together:

Part-whole relationships number bonds

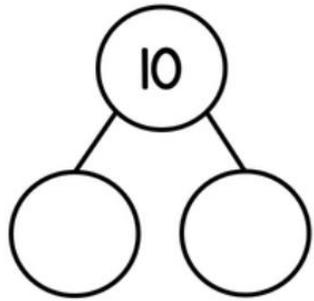


$$10 + 0 = 10$$



This is a
part
whole
model

How many other ways can you make 10? Can you show them on a part whole model?



Have a go



If you know...

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

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Then you know...

$$0 + \square = 10$$

$$1 + \square = 10$$

$$2 + \square = 10$$

$$3 + \square = 10$$

$$4 + \square = 10$$

$$5 + \square = 10$$

Using Number Bonds to 10 to help with Number Bonds to 20

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

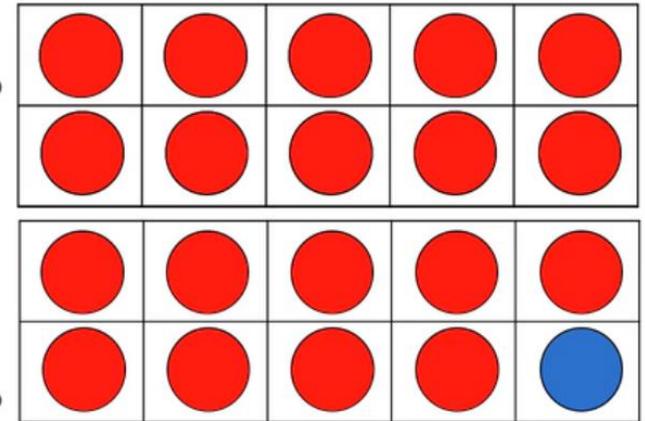
$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

$$10 + 10 = 20$$

$$19 + 1 = 20$$



$$9 + 1 = 10$$

$$10 + 9 + 1 = 20$$

© White Rose Maths 2019

Can you see the pattern between making 10 and making 20?

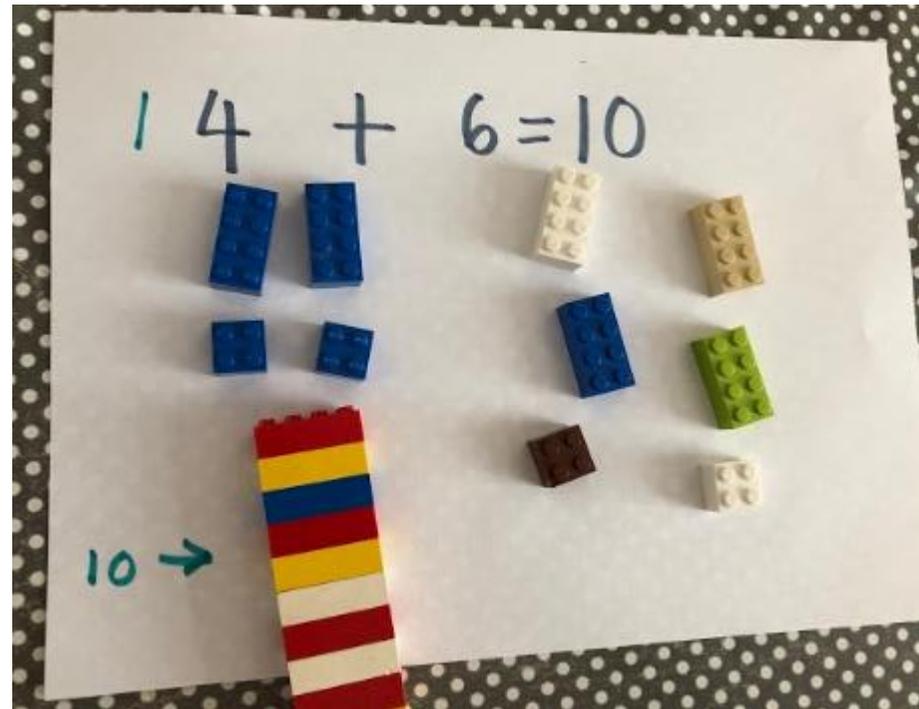
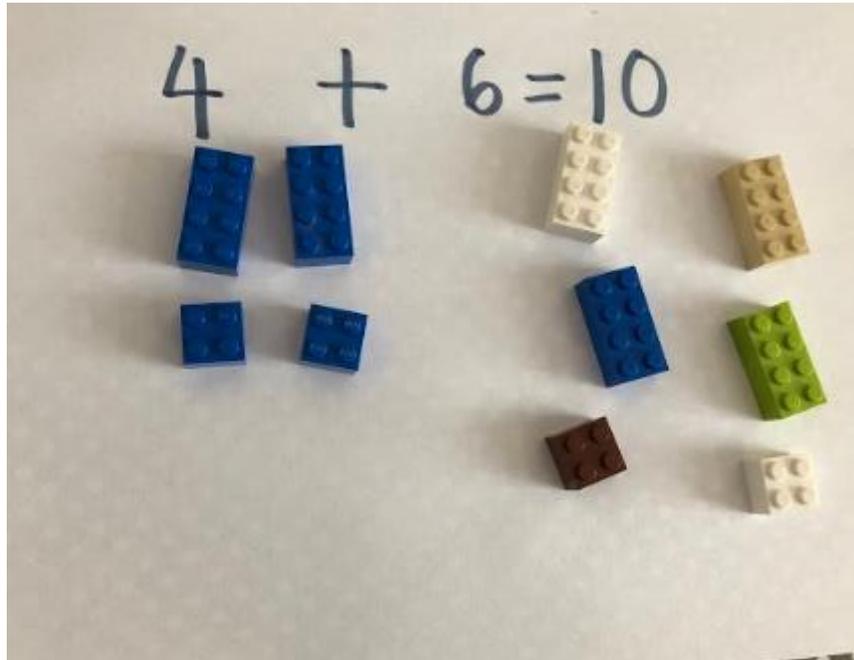
What is happening to the numbers? They are just swapping around.

Your turn:

IF I know $1+9=10$

The $11+9=20$

Can you see we are just adding a 10? Try it at home with lego or toys.



How many other ways can you find?

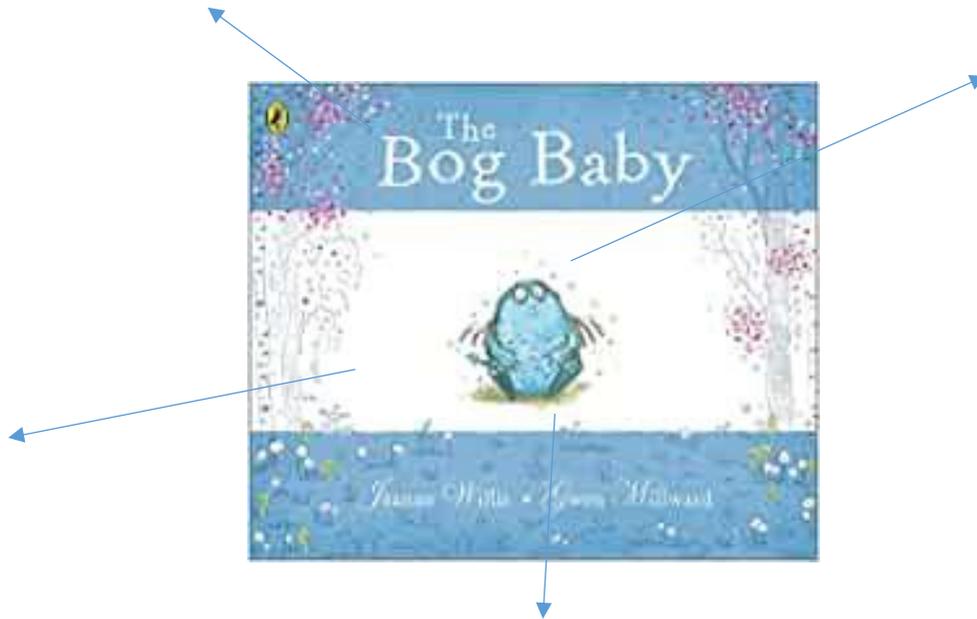
How do you know if you have found them all?



Day 1 English

Reading and Writing

This week we are using the story Bog Baby for our learning. This is a story you heard in Reception and being familiar will help you with your learning this week. Look at the front cover and write labels to tell me what you remember or think the story could be about, you could use this page or write Bog Baby in the middle of some paper and use arrows around it.



To help...

Who are the characters?

Where is the story set?

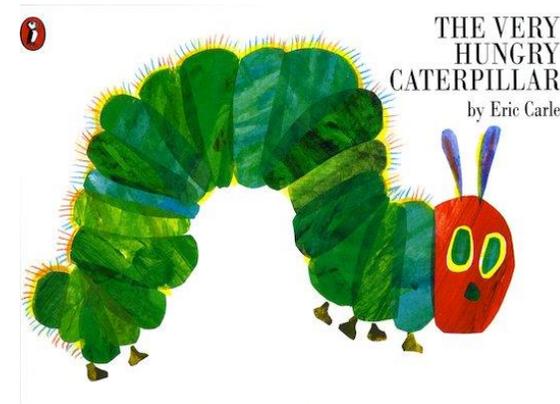
What happens?

Who do you think the Bog baby is?

Do you have any questions?

Flowers and insects

Day 1 – The lifecycle of a butterfly



Watch or listen to the story of The very hungry caterpillar by Eric Carle, by clicking on the picture of the book. Today we are going to be learning about the lifecycle of a caterpillar.

When you have watched it, which bits do you think are true and which are false? Fill in a table like this:

True	False

Watch the bbc science clips video, here: <https://www.bbc.co.uk/teach/class-clips-video/how-caterpillars-change-into-butterflies-no-narration/zn4rkmn> to see if you were right. Did you know that a caterpillar does not make a cocoon, it is called something else? Can you find out what the correct name is?

Day 2 Maths

Day 1 - <https://whiterosemaths.com/homelearning/year-1/>

See Week 3 Lesson 2.

The screen will look like this

The worksheets listed on the website are OPTIONAL.

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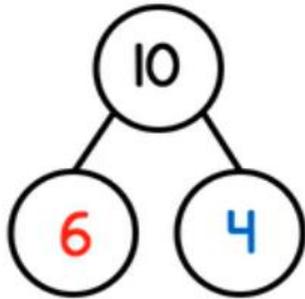
Is each fact true or false? Have a go 

19	
7	12

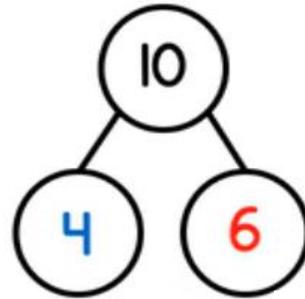
$7 + 12 = 19$	$19 + 7 = 12$	$19 + 12 = 7$	$12 + 7 = 19$
$12 - 19 = 7$	$12 - 7 = 19$	$19 - 7 = 12$	$19 - 12 = 7$

 12:22  

What is a fact family?



$$6 + 4 = 10$$



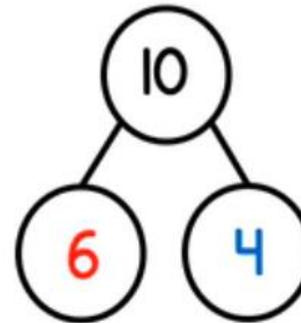
$$4 + 6 = 10$$

What has happened to the order of the numbers?

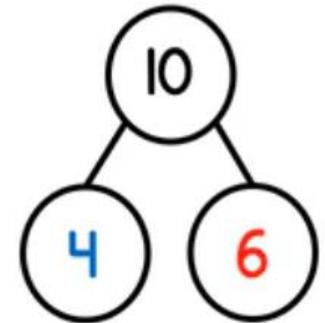
What is the same?

What is different?

What other facts can we make?

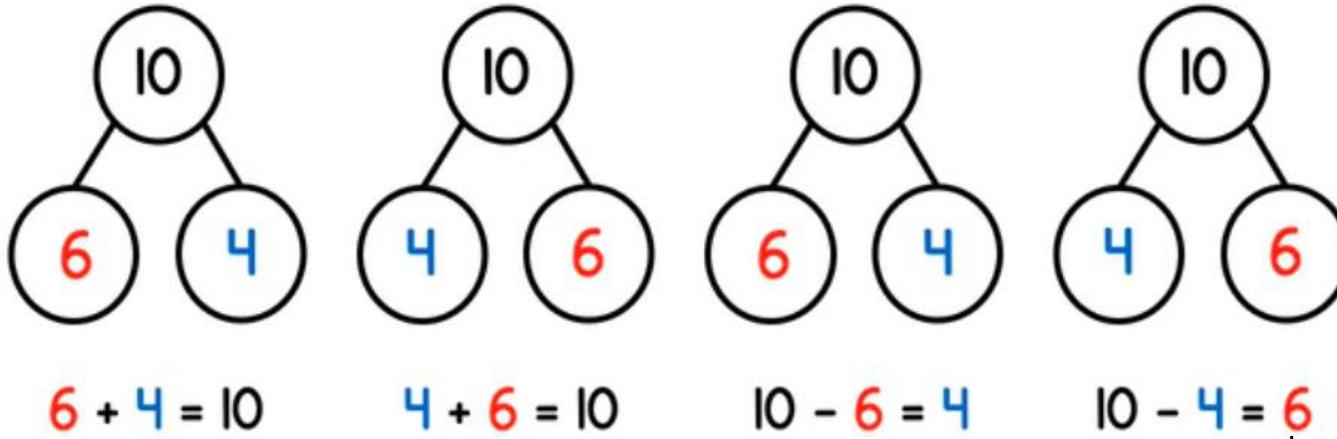


$$10 - 6 = 4$$



$$10 - 4 = 6$$

We can do it with subtraction too. . .



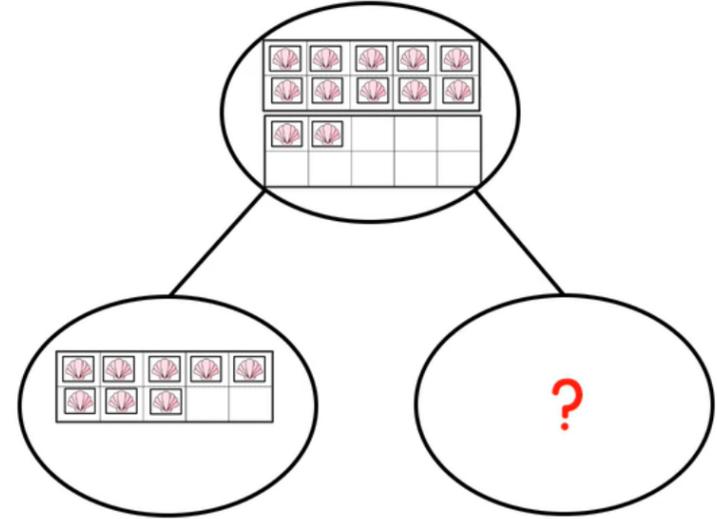
Look at all the facts we made.

What do you notice?

Addition always adds both parts.

Subtraction always begins with the whole.

Which number is missing here? How can we work it out?

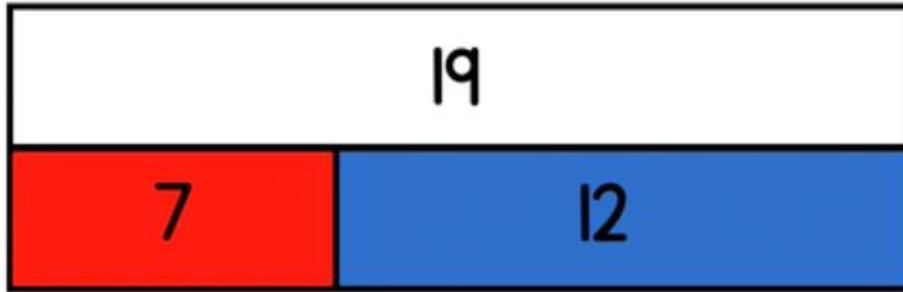


Which fact did you use to find the answer?

- $8 + ? = 12$
- $12 - 8 = ?$
- $? + 8 = 12$

Is each fact true or false?

Have a go



$7 + 12 = 19$

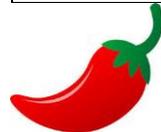
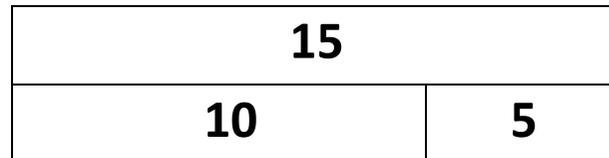
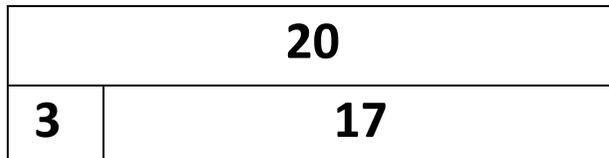
$19 + 7 = 12$

$19 + 12 = 7$

$12 + 7 = 19$

Your turn:

Write the number equations or sentences that match these bar models.



Can you try to make some of your own bar models?

Day 2 English - Reading

Listen to the story *The Bog Baby* being read by the author, Jeanne Willis. Can you answer any of your own questions? Were you right about any of your ideas about the story? (There is a PDF of the story on the website under week 5, or click or scan the link on the right).



Look at these pages in detail and answer these questions together by having a chat:





Reading Vipers – Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise.

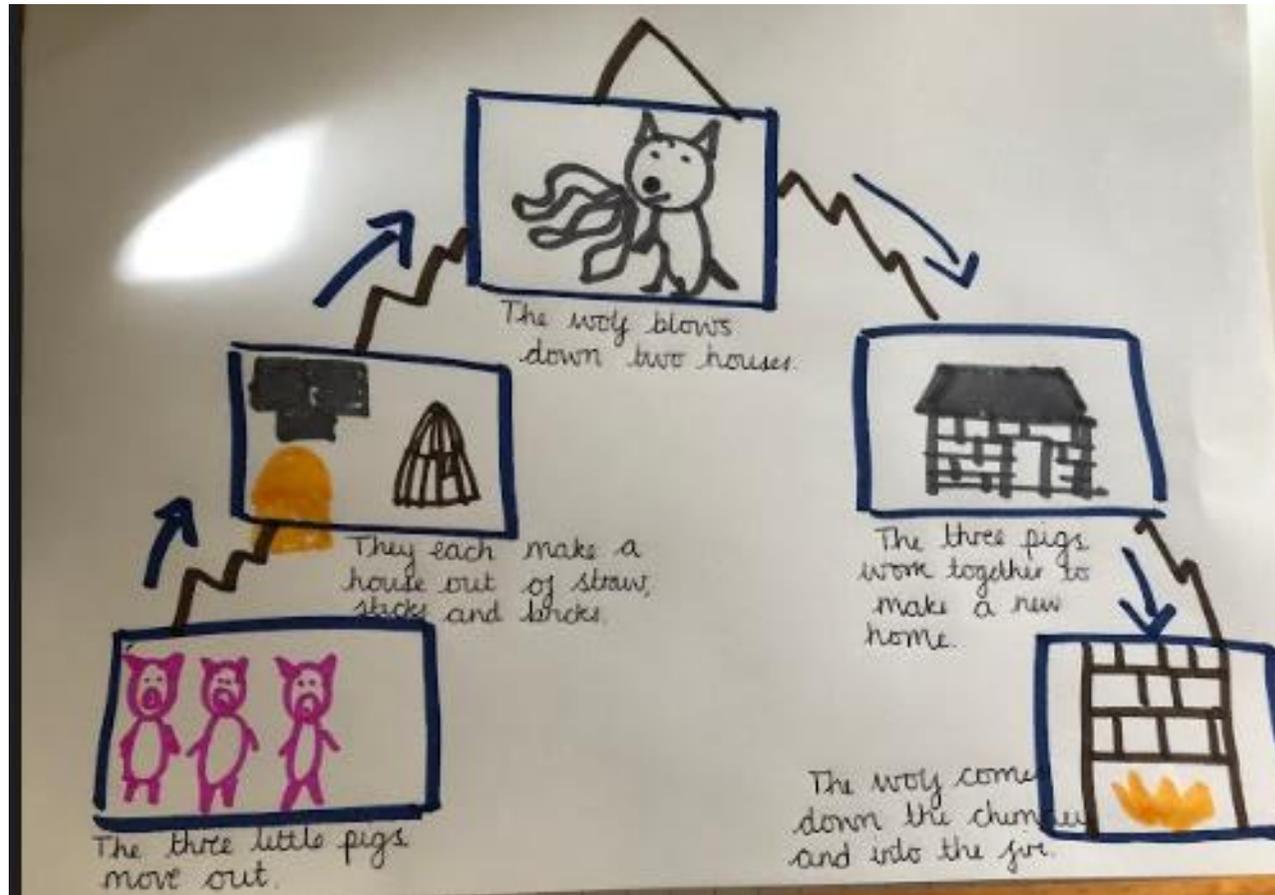
Find the word 'daren't', what do you think it means?

What word shows that they think that their home was nice for the Bog Baby?

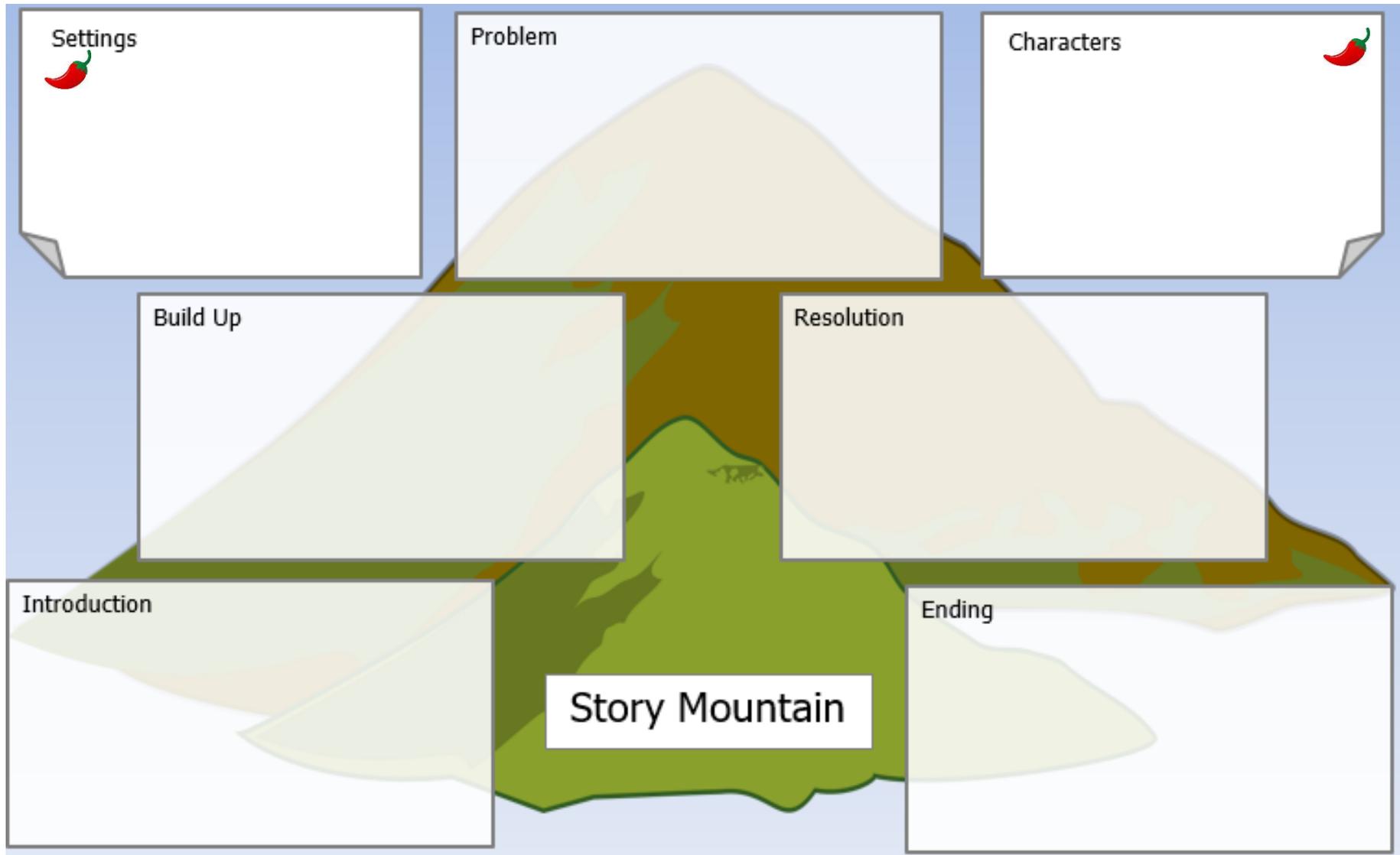
What did they use to make a home for the Bog Baby?

Day 2 English – Writing

We can use a story mountain to help us break down and retell a story. Here is a story mountain for the three little pigs.



Can you make a story mountain for the story of the Bog Baby?



Day 2 –Science – The lifecycle of a caterpillar

Can you remember the lifecycle of the caterpillar? What was true or false? Use this diagram to help you.



A caterpillar makes
a chrysalis not a
cocoon!

Pick one activity:

- Draw and label the diagram.
- Write about the lifecycle using the words first, then, next to help you.
- Find out and write a fact for each part of the lifecycle.

Day 3 maths

Day 3 - <https://whiterosemaths.com/homelearning/year-1/>

See Week 3 Lesson 3.

The screen will look like this

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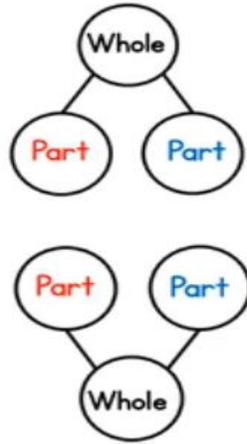
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Lesson 3 - Add together and find a part

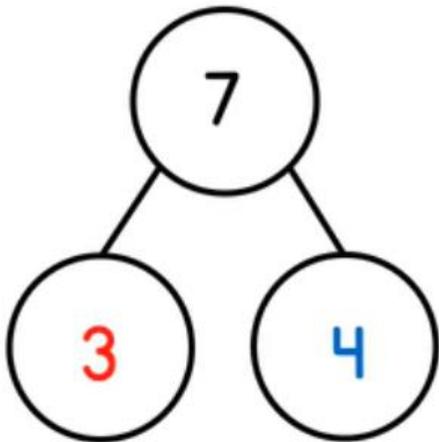
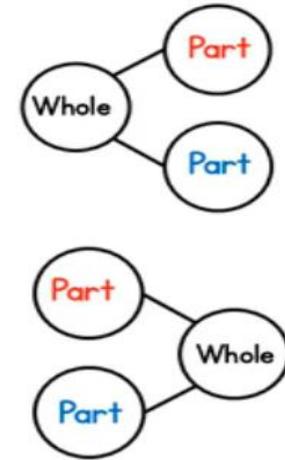
The screenshot shows a lesson interface with the text "Have a go" and a pause button. It features three number bond diagrams and corresponding equations. The first diagram shows 9 at the top, with 5 and 4 below it. The second shows 7 at the top, with 6 and 1 below it. The third shows 8 at the top, with 5 and 3 below it. Below the diagrams are three equation boxes: $5 + 4 = 9$, $9 = 5 + 4$, $6 + 1 = 7$, $7 = 6 + 1$, $5 + 3 = 8$, and $8 = \square + \square$. A video player interface is visible at the bottom with a play button and a 12:50 timer.



These are all ways to show a part whole model.



What is the same?
What is different?



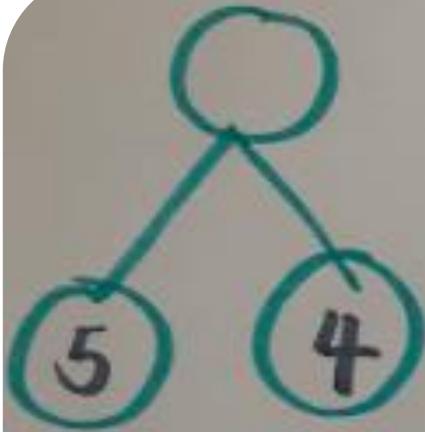
3 is a **part**

4 is a **part**

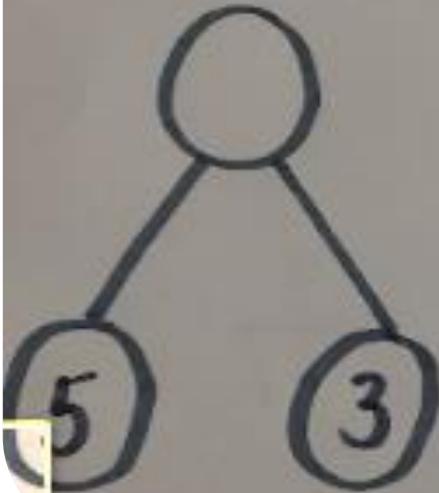
The whole is **7**

Can you have a go at making some more part whole models with different numbers?

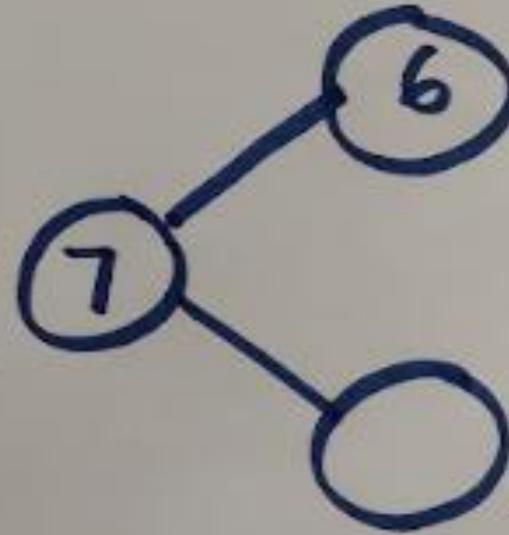
Your turn:



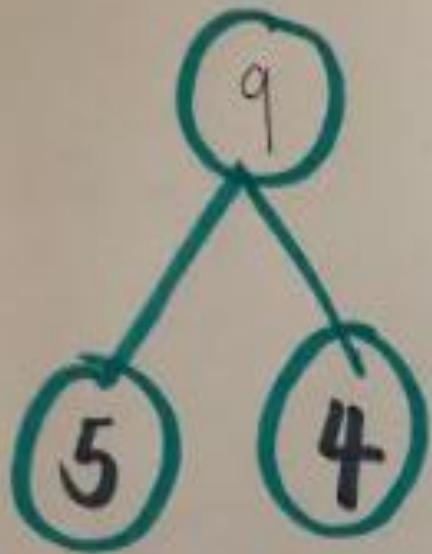
- is a part
- is a part
- is the whole



- is a part
- is a part
- is the whole



- is a part
- is a part
- is the whole

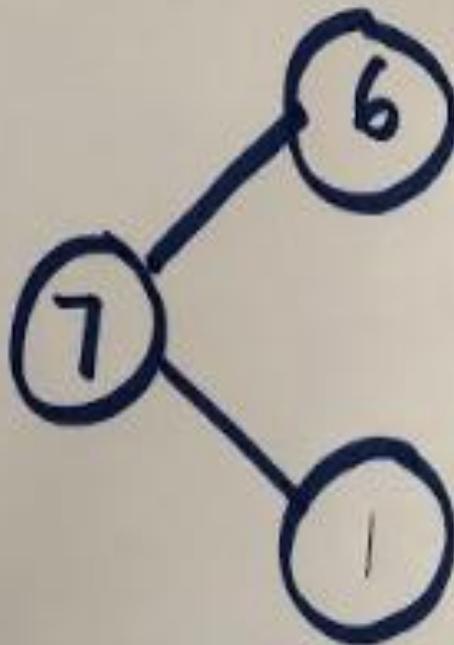


4 is a part

5 is a part

9 is the whole

$$\begin{aligned} 5+4 &= 9 \\ 4+5 &= 9 \end{aligned}$$

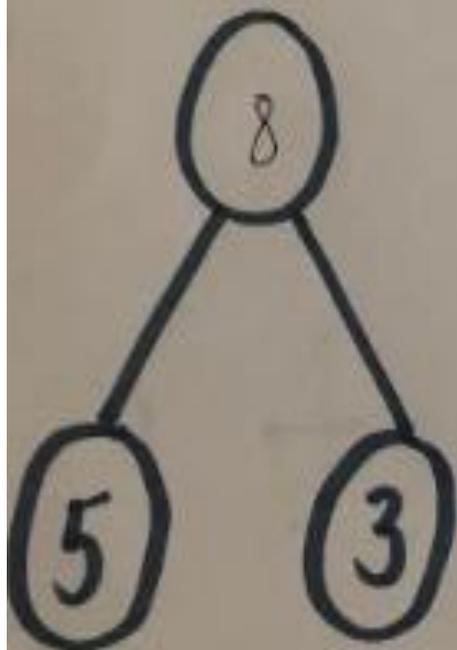


6 is a part

1 is a part

7 is the whole

$$\begin{aligned} 7 &= 6+1 \\ 1+6 &= 7 \end{aligned}$$



5 is a part

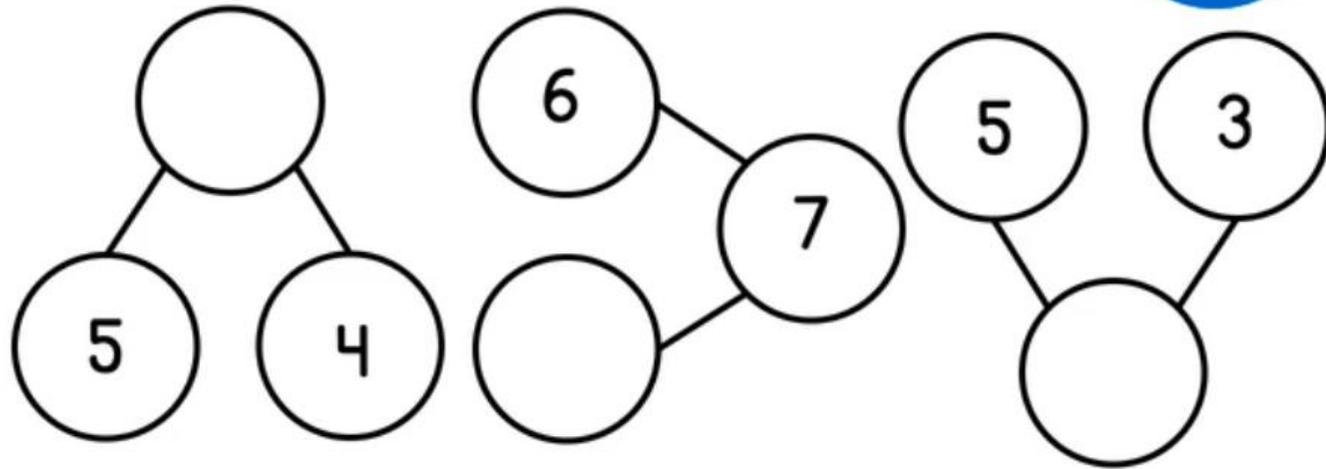
3 is a part

8 is the whole

$$\begin{aligned} 8 &= 5+3 \\ 8 &= 3+5 \end{aligned}$$

Your turn:

Have a go

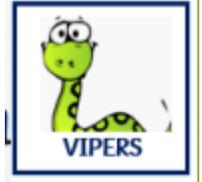


$$\square + \square = \square$$
$$\square = \square + \square$$

$$\square + \square = \square$$
$$\square = \square + \square$$

$$\square + \square = \square$$
$$\square = \square + \square$$

Day 3 – Reading



Whenever he saw us,
he jumped up and down.
We picked him up and
played with him.

He was very ticklish.
We fed him on cake crumbs.



We loved our Bog Baby.

Our friends loved him too. We sneaked him into school in a margarine tub.
When the teacher wasn't looking, he played in the sandpit and the water tray.



In the afternoon, he slept in his tub on a piece of damp cotton wool.

Find the word sneaked. Why do you think that they sneaked him into school? How would you take a bog baby into school? Why does he jump up and down when he sees someone?

Day 3 – Writing

Today you are going to invent your own bog baby. In the middle of a page draw a picture of your creature. Can you think of a name for it? Here is mine.



Now label your creature with adjectives, can you spot the adjectives in my picture? Write a description of your creature.

My creature is called Forest Froggy because he looks a bit like a frog and lives in a forest. Froggy is a boy and he has webbed feet and hands. At the end of each finger there is a sharp claw. His tummy has tiny red and orange spots on it.

To help think about...

What does it look like?

How does it move?

Where does it live?

Is it a special colour?

Does it have skin?

What is its body like?

Day 3 – Science

How many of these insects
can you name?



What is an insect?

Insects are types of animals, there are around 1 million different types of insects. We call these different **species**.

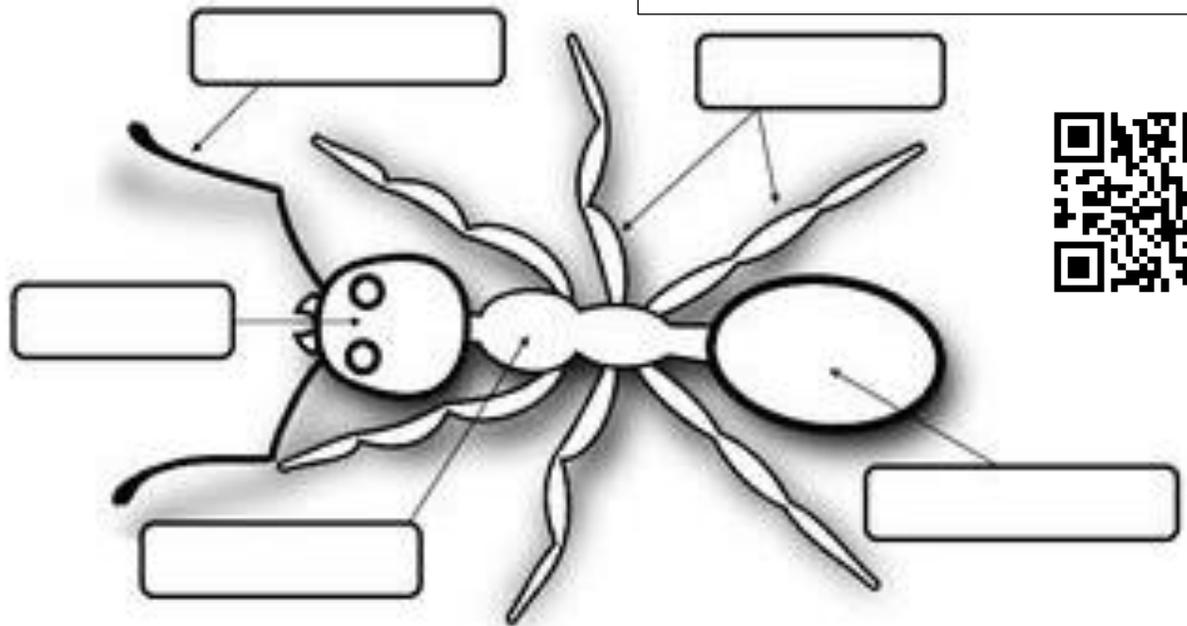
Insects don't have a backbone. Can you find out the special name for them?

They have an **exoskeleton** which means they have a hard shell.

They have 3 pairs of legs, these are attached to their **thorax**.

They have a head, which may have **antennae**.

They have an **abdomen**, which is another word for stomach.



Your turn! You could:

- Draw an insect and label it with the **vocabulary** words.
- Go on an insect hunt around your garden or local park on your daily exercise.
- Watch this Maddie video on ways to look after them.

<https://www.youtube.com/watch?v=EVteLFGjtN8&list=PLmTANLv-GyXVBjQrPUQozH5jpUpikrSpD&index=5>

Day 4 maths

Day 4 -

<https://whiterosemaths.com/homelearning/year-1/>

See Week 3 Lesson 4.

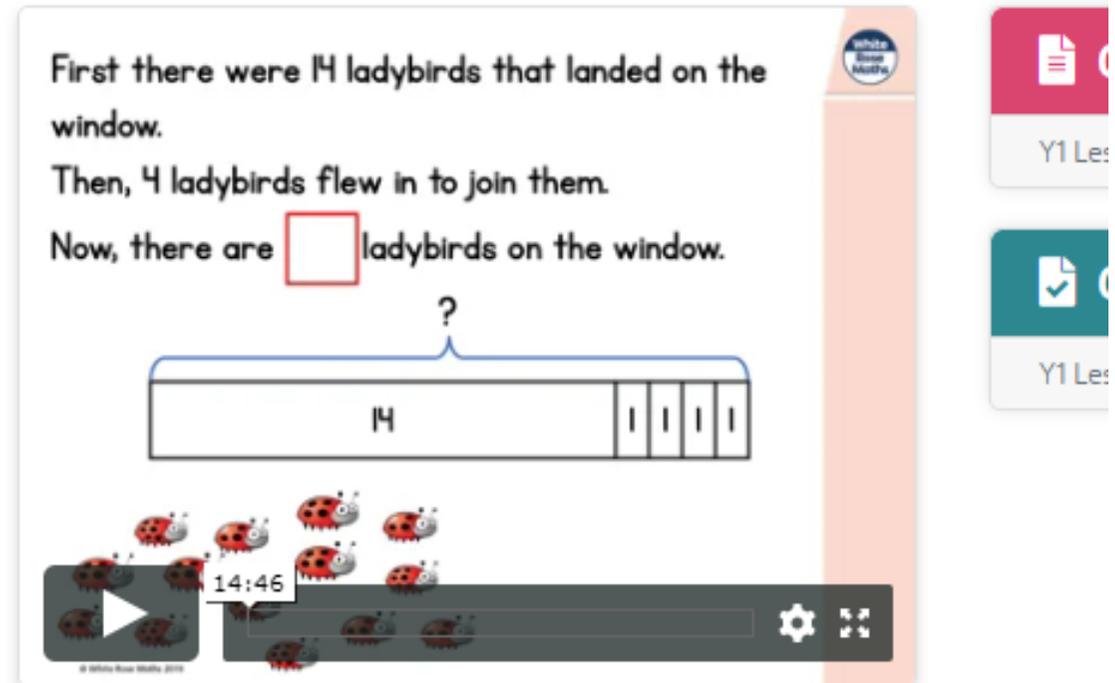
The screen will look like this

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Lesson 4 - Add more and count on within 20 on



White Rose Maths

First there were 14 ladybirds that landed on the window.
Then, 4 ladybirds flew in to join them.
Now, there are ladybirds on the window.

?

14

14:46

Y1 Les

Y1 Les

Can you count on to find the total?

3 more than 3

●	●	●	●	●
●				

6 more than 9

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●

5 more than 7

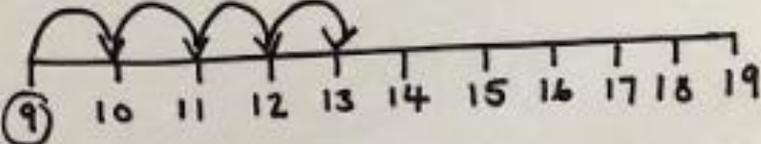
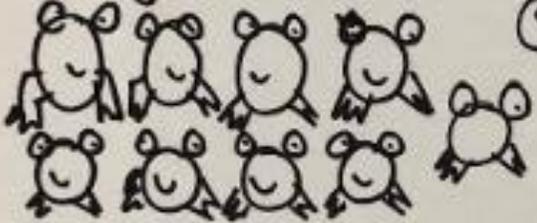
●	●	●	●	●
●	●	●	●	●
●	●	●	●	●

Well done
😊

It is the same with word problems. We still count on . . . this time I have counted on using a number line.

Now with word problems...

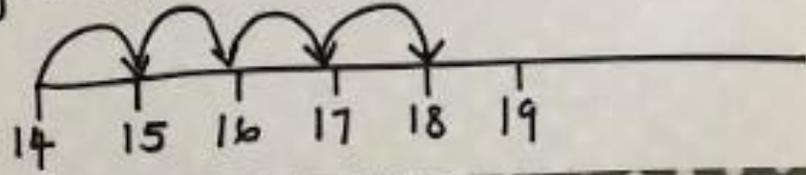
There are 9 frogs. 4 more join them. How many now?



Remember start with the BIGGEST number



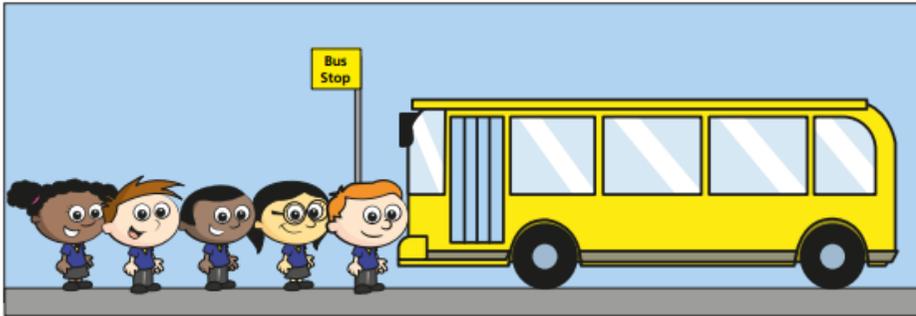
There are 4 ladybirds, 14 more join them. How many now?



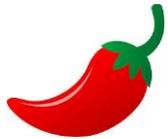
Your turn:

Work out the answer by drawing pictures, counting on using a 10 frame or a number line.

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

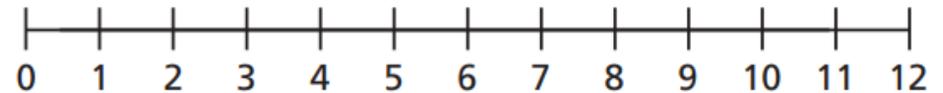


How many children are on the bus now?



Can you write some of your own problems?

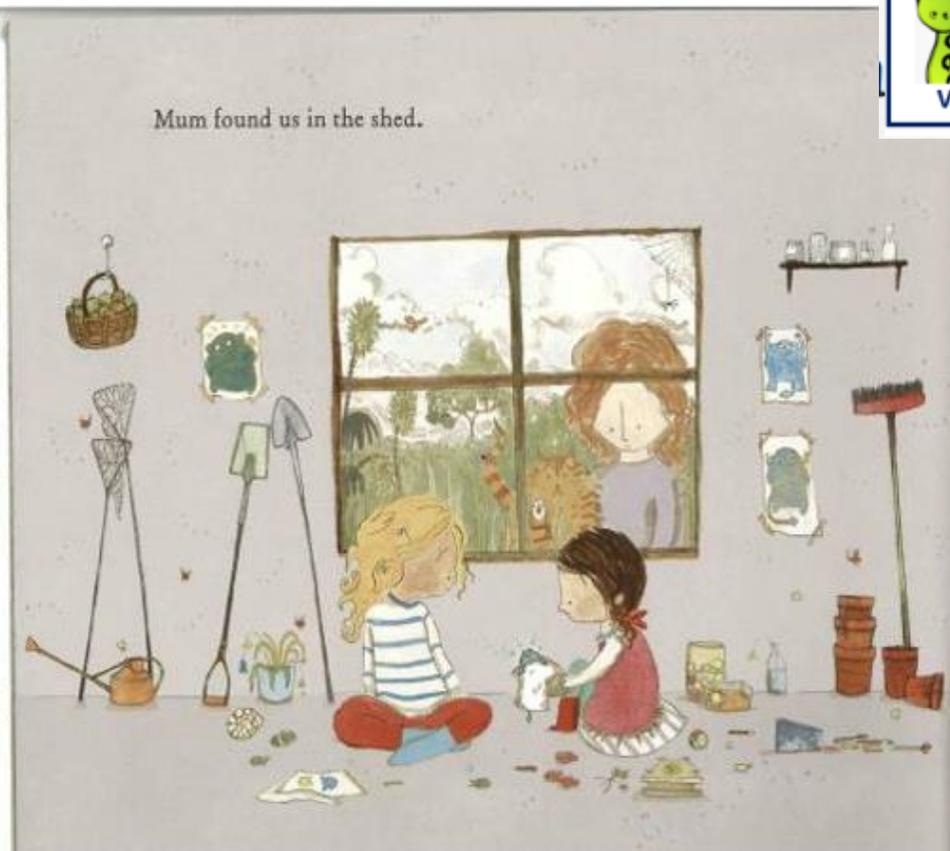
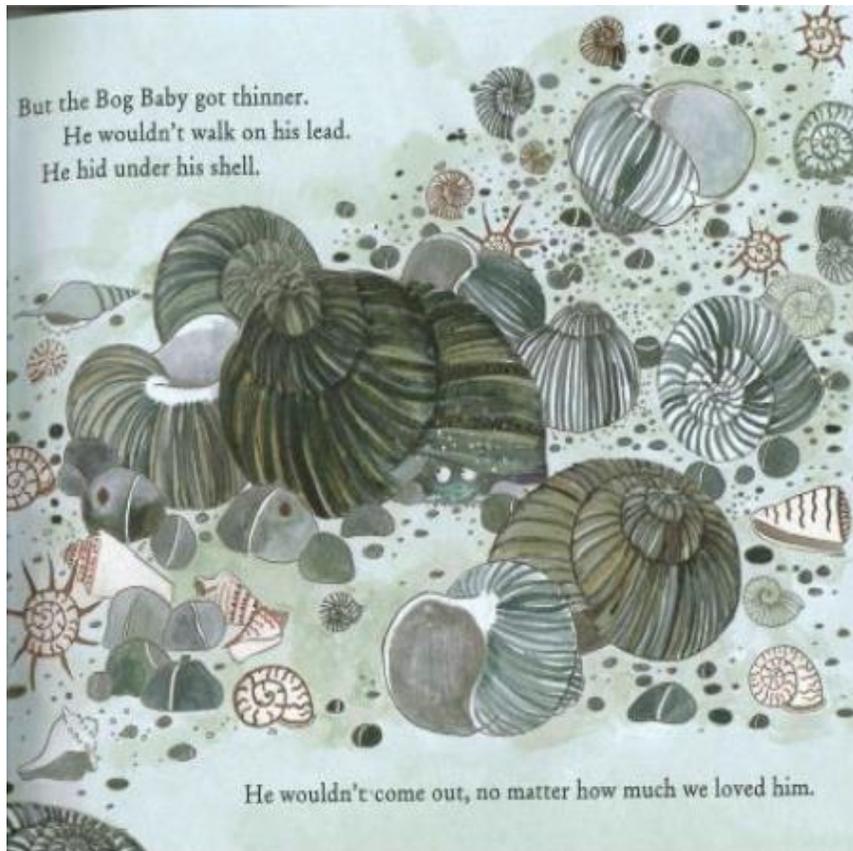
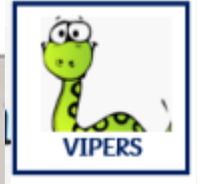
- 2 Eva has 4 coins.
Jack gives her 7 more coins.
How many coins does Eva have now?
Draw on the number line and complete the sentences.



$$\square + \square = \square$$

Eva has coins now.

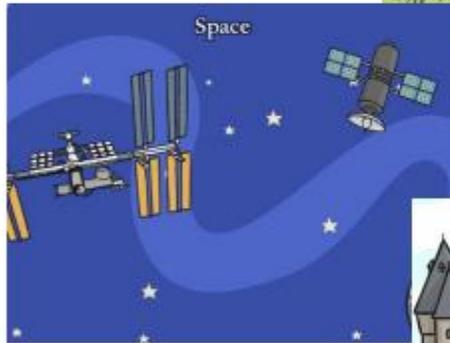
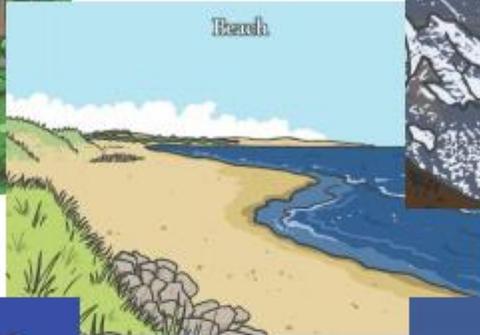
Day 4 English - Reading



Where did bog baby hide? Where did the girls find him? What do you think your grown up would do if they found a bog baby?

Day 4 English - Writing

Yesterday you made your own creature up. Where do you think that it could live? A lake? A stream? A mountain? A pond?



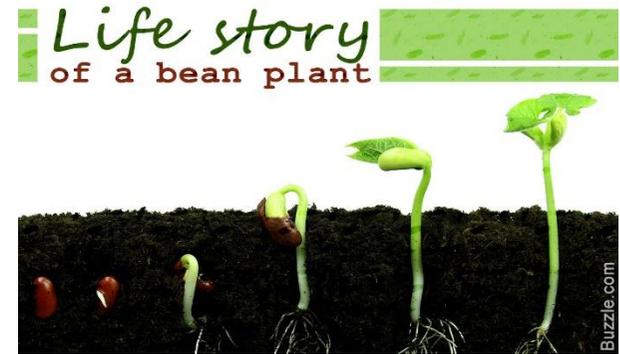
A stream? A mountain? A pond? Draw where your creature lives and describe it to me. Here are some ideas to help if you need.

Here is my description, can you tell where my creature, Froglet lives?

There are tall, green trees.
They smell of earth and damp.
I live under some shady big leaves that are my little home.
The leaves are the roof of my house and stop me getting wet when it rains. At the moment it is a bright and sunny day.

Day 4 Science

These are the stages that a bean goes through as it starts to grow. Just last week there was a tiny root starting to grow from the seed. Look carefully to see what is happening now. What will happen next?



Follow this link:

<https://www.youtube.com/watch?v=pg92cspLy0I> and see the stages all sped up in a stop motion video.

Your turn! Can you draw the different stages of the bean? Remember what the bean looked like last week and draw the changes that have happened. Label the different parts so far.

Day 5 maths

Today we are getting very confident with our number bonds to 10 and 20. You could:

- Get your grown up to test you, saying a number and you tell them how many more to make 10
- Play a number bond game here, <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Play the dice game again from last week
- Check out the bbc bitesize page here <https://www.topmarks.co.uk/maths-games/hit-the-button>

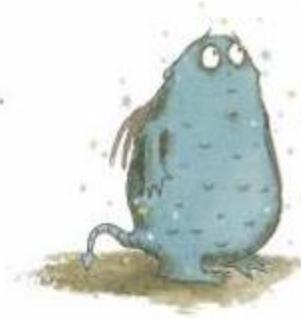
Day 5 Reading

Chrissy wouldn't say why we were crying.
We'd promised not to tell, but I blabbed.
Mum wasn't angry, though.



When she saw who was in the bucket, she smiled and her eyes went misty.
She said she hadn't seen a Bog Baby since she was little.

*P*lease make him better, we cried.
We love him so much.



Why wasn't
mum angry?

Why do the girls want
mum to make the bog
baby better?

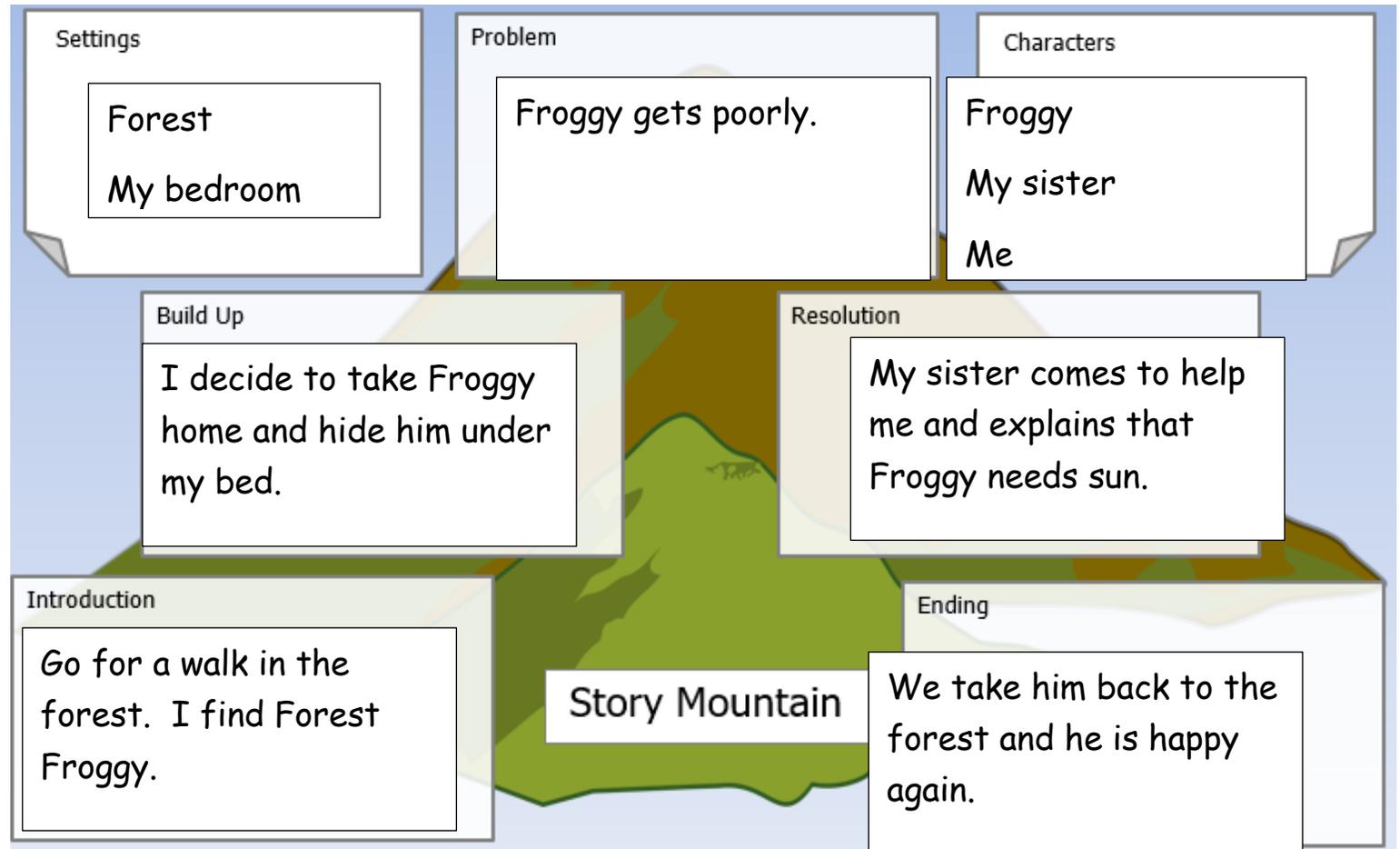
Why did he need to go
home?



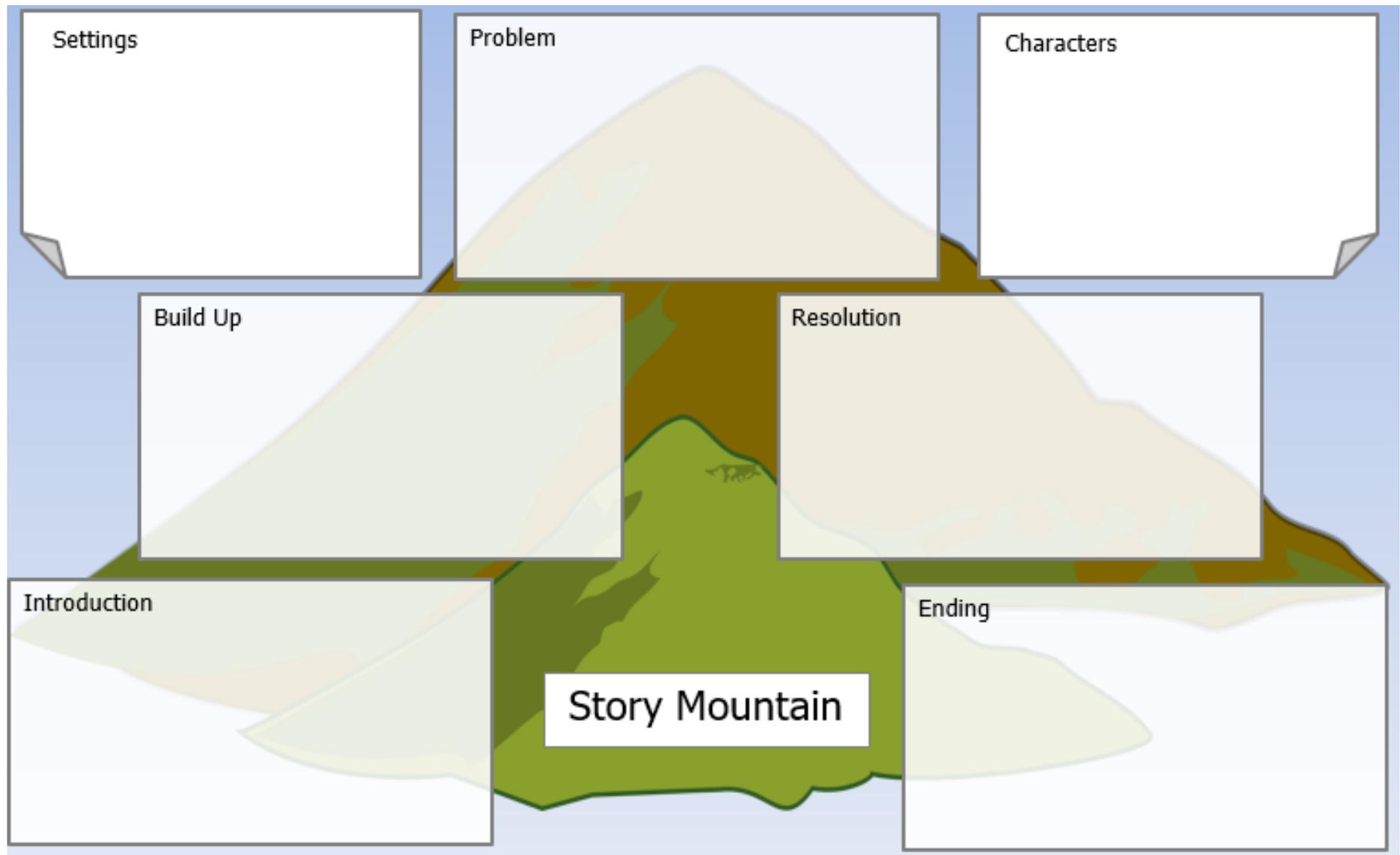
Day 5 Writing

Today you are going to plan your own story with your creature. Think about where you find your creature. Where do you hide them? Where do you take them? Who helps you when they get poorly? What do you do to make him better?

Here is mine:



Make your own story mountain to plan it out.



Now you have planned your story you could:

Write your story, writing a sentence for each part.

OR tell your story to your grown up and ask them to help you writing it down. Here is my story:

One day I went for a walk in the forest. It was a bright and sunny day. Then I found a little creature hiding under a tree. I called him Froggy. When I got him home I hid him under my bed. He was my little Froggy. Later he wasn't looking very well. He was poorly. I didn't know what to do. My sister came to help me. She told me that Froggy needed the sunshine. We took him back home and he was happy again.

Day 5 Science – How do bees make honey?



I'm enjoying a delicious honey sandwich for my snack this afternoon. But how did the honey get from the flowers and into my sandwich? Can you help me learn about the **process**?

Here is William Whiskerson, he has a video to help us learn more. Click on him to go to the video.



Your turn! You could (pick one):

- Make a poster to tell people how bees honey.
- Write a letter to tell me how the honey got in my sandwich.
- Make a paint beehive, some honey and a little bee to act out how the bees make honey.
- Your own idea.

