

Home Learning Pack for Year 1

Week beginning 22nd June 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 digraph 'ie' making the /ai / sound as in pie. |
| List: 29 | |

Name:

| Spellings | 1 st Attempt | 2 nd Attempt | 3 rd Attempt | 4 th Attempt | 5 th Attempt |
|-----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| lie | | | | | |
| pie | | | | | |
| tried | | | | | |
| spied | | | | | |
| dried | | | | | |
| tie | | | | | |
| cried | | | | | |
| died | | | | | |
| fried | | | | | |
| tied | | | | | |



Stage: 1

The digraph 'ie' making the /ai/ sound as in pie.

List: 29

Name:

Spellings

lie

pie

tried

spied

dried

tie

cried

died

fried

tied

l i

t e d

t i e d

c r i d

f r i e

d e d

p i

p i e d

t e

d i e d

Can you use your spellings to locate the missing letters?



This year, the Youth Sport Trust has teamed up with Sky Sports to run a national campaign which will aim to unite the country - families, schools, sport and businesses - in a celebration of the power of sport to bring people together, even during isolation.

The UK-wide campaign will challenge people to take on their families, friends and neighbours in virtual sporting challenges – helping them to connect in an unprecedented period of school closures and social distancing.

How it works

Below are a series of challenges. Active challenges will all have an emphasis on togetherness, inclusivity and wellbeing.

They are things that you can do within the home and where you can engage in straightforward virtual competition with family and friends.

Choose

Choose activities from:

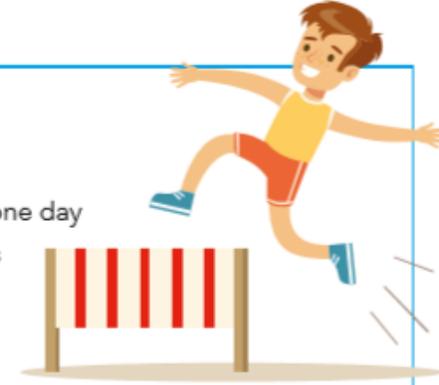
- **Track and field**
- **Aiming sports**
- **Team sports**
- **Adventure sports**
- **Artistic sports**



Challenge

Challenge yourself to complete:

- An activity a day for the week
- As many activities as you can in one day
- Activities with as many people as you can at the same time



Whichever activity and challenge you choose, the focus should be to promote **togetherness, inclusivity** and **wellbeing**.

Togetherness

Once you have chosen your challenge, see how many people you can encourage to take part together either within your home, outside or virtually. Throughout the week, we challenge you to connect with as many different people as possible, try as many different activities as you can and have fun setting new personal bests and creating memories which will last a lifetime.

Look below to help you plan your week:

Plan your NSSW at Home 2020 - What will you choose to do?

| | | Example | Sat 20th | Sun 21st | Mon 22nd | Tues 23rd | Wed 24th | Thurs 25th | Fri 26th |
|------------------|----------------------------------|--|----------|----------|----------|-----------|----------|------------|----------|
| Choose | What activity will you try? | <i>Egg and spoon race</i> | | | | | | | |
| | How will you play? | <i>Outside, in teams of two, best of three races</i> | | | | | | | |
| | Who is playing? | <i>My family</i> | | | | | | | |
| Challenge | Who will you challenge? | <i>My Auntie's family</i> | | | | | | | |
| Capture | How will you capture the memory? | <i>Photos, videos, and timing the races</i> | | | | | | | |
| Reflect | What did you learn? | <i>My sister and I make a great team</i> | | | | | | | |

Can you find a challenge to complete each day of NSSW at Home 2020?

For each day you complete, colour a section of the rainbow. Can you complete the rainbow to match the Thank You rainbow before the week is through?

#NSSWtogether



YOUTH
SPORT
TRUST

sky sports

Staying safe whilst having fun...

Our ideas and principles should be considered alongside Government published guidance on Covid-19.

Things to consider:



Plan

You can exercise more than once a day, so plan when and where you will take part.



Venue

It is safest to exercise at home, so connect with other challengers outside your household virtually, or in an open space if that is possible.



People

You can exercise alone, with members of your household or at a safe distance with other people outside your household following current government guidance.



Equipment

Use your own equipment. Only share equipment if you are from the same household.



Wash your hands

It is important to wash your hands before and after each activity. Try not to touch your eyes, nose and mouth with unwashed hands.



Catch it, bin it, kill it!

If you need to sneeze or cough, make sure you catch it with a tissue, bin it and kill it by washing your hands with soap and water for 20 seconds or hand sanitiser.



Stay safe in the sun!

Apply sun cream, wear a hat and sunglasses and look out for shade.



Keep hydrated

Stay hydrated by drinking plenty of water as you exercise.

Athletics (Track and Field)

- **Quick Start** - How fast can you react from different starting positions to sprint a set distance?
- **Speed bounce** - this will certainly get your heart racing. How many times can you jump side to side in 60 seconds?
- **Right Way Wrong Way** - in 60 seconds, can you challenge someone to turn everything the right way, as you turn everything the wrong way? You could play this in teams, or as a relay.
- **Wacky races** - can you create your own Wacky race? Add obstacles, find different ways to move and compete against the clock? Challenge someone in your home, or virtually to take part too.
- **Running cards** - race against the clock and an opponent to reveal the Ace to the King in a suit of cards. How quickly can you complete the challenge? Can you improve your time?
- **Nutty squirrels** - as a team or individually, how many items can you collect before they are all gone?

Aiming Sports

- **Frisbee golf** - get creative with setting up a course around your house, either indoors or out. Decide how many shots to allow per hole and have fun.
- **Target games** - there are lots of ideas here for you to try. So why not try them all? Decide which is your favourite, then attempt to beat your personal best.
- **King of the cones** - can you be the king or queen of the cones? Hit your opponent's cone, collect it and add it to yours. Can you hit them all to win?
- **In the box** - how far away from the box can you get and still land your ball on target? Challenge yourself to improve your personal best.
- **Tap up tennis** - how many times can you tap up a tennis ball in 60 seconds? How many times can you rally with a partner to keep the ball up in 60 seconds?

Team Sports

- **Super session** - there are lots of ideas here for you to try. So why not try them all? Decide which is your favourite, work together and aim to beat your personal best.
- **Fast feet** - how many times can you dribble a ball around a marker and back in 60 seconds? Does this improve when you are part of a team? Try using different types of ball!
- **Wastepaper Basketball** - how far can you shoot a basket from into a bin? Challenge someone to beat your distance and find new ways to throw it in!
- **Keepy uppy challenge** - an oldie but a goodie! How many can you do in a pair, as a team? Try using different types of balls or objects.
- **Cool catcher** - how many throws and catches can you do with a partner in 60 seconds? Could you make it more challenging? E.g. turn around after each throw.
- **Sock wars** - a bit like tag rugby, can you protect your socks from capture by your opponents?

Adventure Sports

- **Race across the river** - using only two flat objects can you cross the river without touching the floor? Challenge yourself to find new ways to move, can you get faster?
- **Orienteering challenge** - create an orienteering treasure hunt in your own home or local surroundings. Can you make the challenge more difficult by hiding items that spell out a hidden word?
- **Swipe and swap** - how good are you at moving objects with different parts of your body? This is a great activity for core stability and balance. Can you challenge yourself to beat your personal best in three attempts?
- **Horizontal climbing** - don't worry you don't need to climb the side of your house for this one! Just use socks and gloves and remember to maintain three points of contact!
- **Go for a bike ride** - find a new route, challenge yourself to cycle further or faster in a time trial. Stay safe and take notice of your environment.

Artistic Sports

- **Partner dance** - find a partner and have fun. Either copy this dance or get creative and choreograph your own.
- **Disney Dance Along** - looking for inspiration, then check out these Disney themed dances. Find a partner, pick your favourite Disney Dance, practise and perform.
- **Cosmic Kids Yoga** - relax and practise your poses with some Yoga. Can you get your whole family involved? Could you then create your own Yoga flow?
- **KIDZBOP** - choose your favourite song, gather your backing dancers, watch the video and recreate the dance. Could you use this as inspiration to create your own dance?
- **Upside down challenge** - can you balance something on your body as you turn upside down? Head stands, handstands, balances - get creative.
- **Become a super mover!** - there are lots of ideas here for you to try. Dance with Alex Scott, Max and Harvey or The Vamps! Get the whole family involved in the dance mat fun. Follow the moves and feel the groove!

My Personal challenge scorecard

Use this scorecard to record your personal bests throughout the week. Maybe you can print one out for everyone taking part!

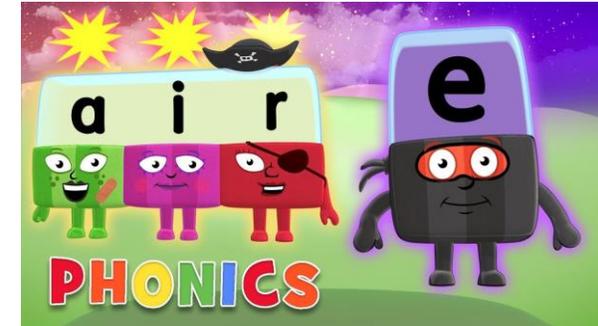
| | | Sat | Sun | Mon | Tues | Wed | Thurs | Fri |
|--------------------------|-----------|-----|-----|-----|------|-----|-------|-----|
| Chosen activity | | | | | | | | |
| My scores | Attempt 1 | | | | | | | |
| | Attempt 2 | | | | | | | |
| | Attempt 3 | | | | | | | |
| My personal best | | | | | | | | |
| Who I played with | | | | | | | | |
| Our collective challenge | | | | | | | | |



Take photos and send it to your class email!



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

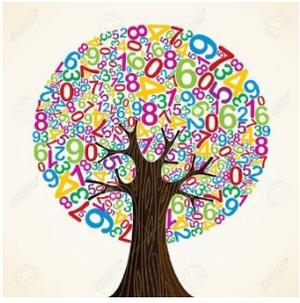
10.30am Year1, those who are aware of some sounds and are confident at blending

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



<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.





Maths Day 1



[Click here](#) to watch the video for today.

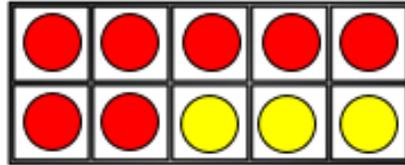
Flashback 4

Year 1 | Day 1

1) Work out $4 + 3$



2) What is $7 + 3$?



3) What is one more than 12?

4) Name the shape.



Can you find the number 3?

All of the
numbers that
end in 3

All of the
numbers that
start with 3

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

What do you notice about the numbers and where they are on the 100 square?

What would happen if you were looking for the numbers that ended with 5, had 5 ones?

What about if they had 5 tens?

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Can you find these numbers on a 100 square?

Forty two

It has four tens, so I'm going to go down to find 40 and then along to find 42.

Sixty six

Eighty

Ninety nine

Think about what number they start with or end with and how the numbers are organised on the 100 square.

What is one less than?

Have a go



When I want to find one less than which number will I look for? That's right, the one before.



Forty-eight

Seventy-six

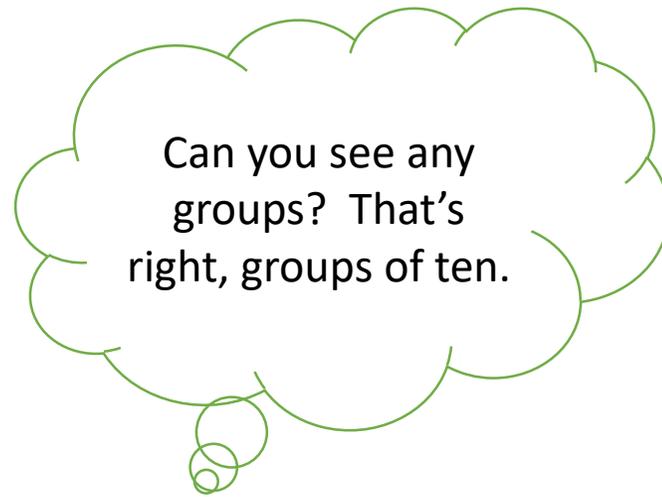
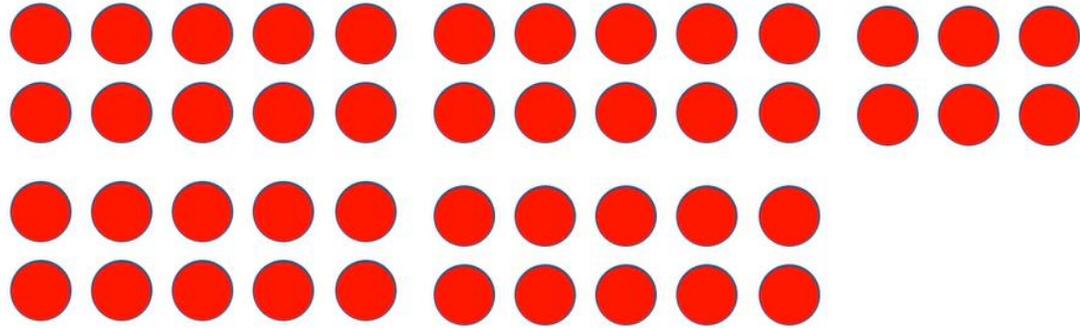
Sixty-one

Ninety

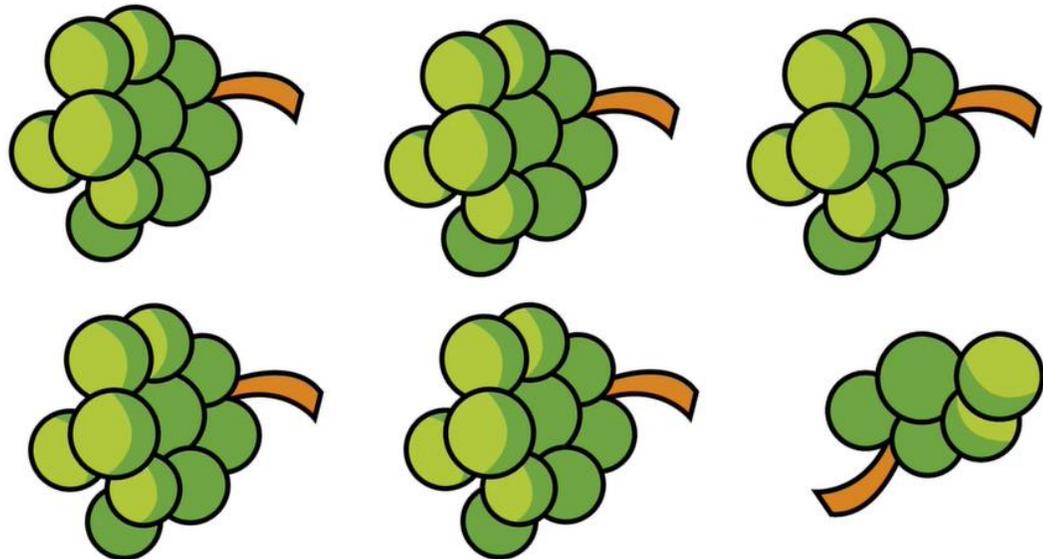
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |

How many counters?

How can we count them?

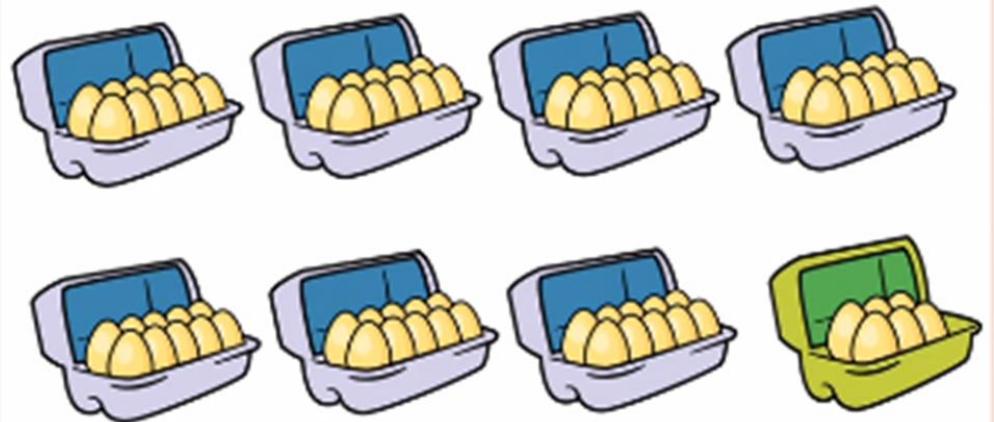


How many grapes?



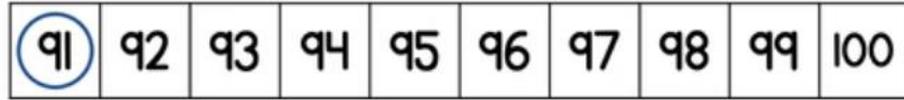
How many eggs?
How did you count them?

Have a go



Now can you count on a number track?

Counting forwards with a number track

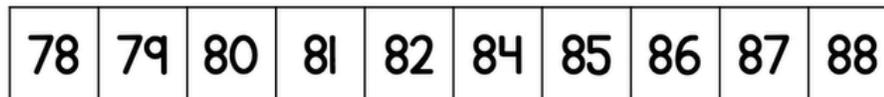


How about backwards?

Counting backwards with a number track

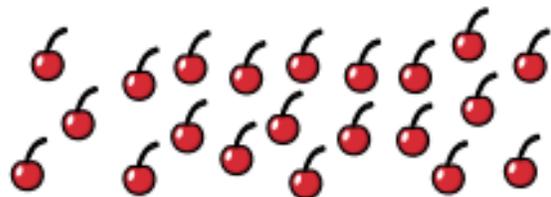


Can you spot the mistakes?



Your turn

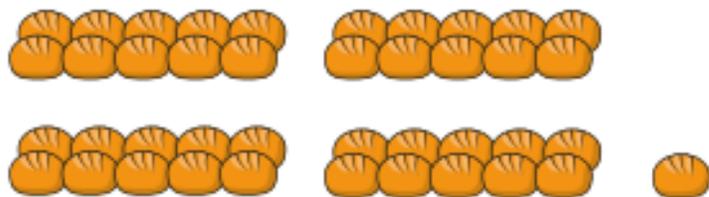
1 How many cherries are there?



There are cherries.

How did you count them?

2 How many bread rolls are there?



There are bread rolls.

How did you count them?

3 How many sweets are there?



There are sweets.

How did you count them?

4 Complete the number tracks.

a)

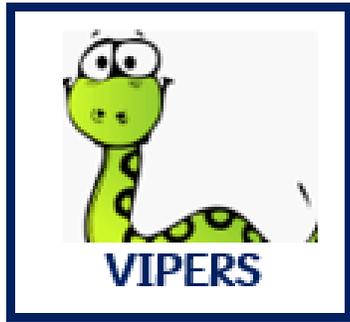
| | | | | | | | |
|----|----|--|--|----|--|--|--|
| 67 | 68 | | | 71 | | | |
|----|----|--|--|----|--|--|--|

b)

| | | | | | | | |
|----|--|--|----|--|--|--|--|
| 89 | | | 92 | | | | |
|----|--|--|----|--|--|--|--|

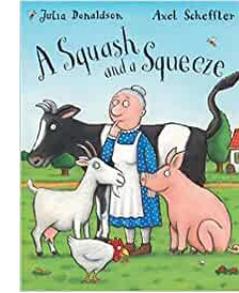
c)

| | | | | | | | |
|--|--|--|----|----|--|----|--|
| | | | 97 | 96 | | 94 | |
|--|--|--|----|----|--|----|--|

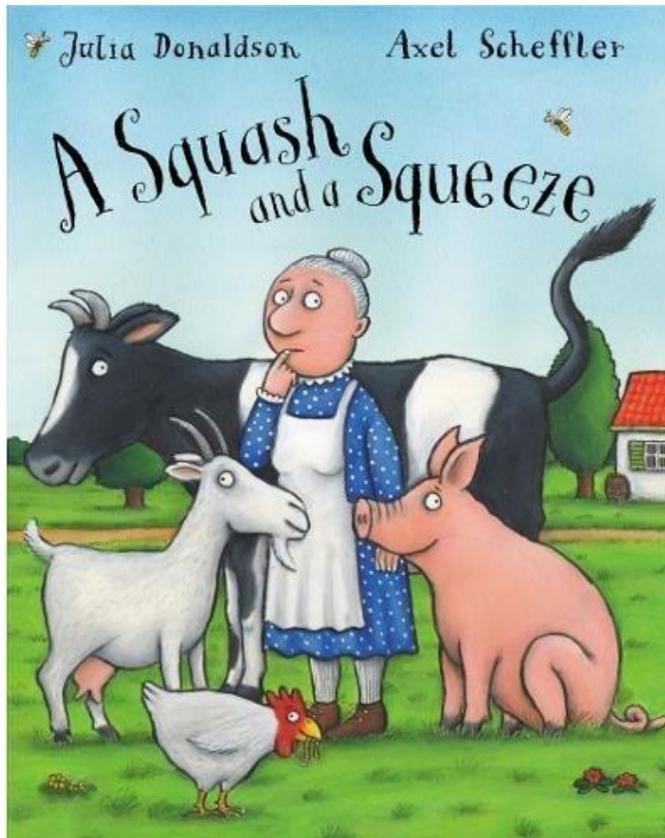


Reading Day 1

Listen to the story *A squash and a squeeze* by Julia Donaldson. There are some animations of Julia Donaldson's other stories on iplayer at the moment.



Click here to see me read the story aloud.



Before you listen to the story, look at the front cover.

Who is the author? Who is the illustrator?
Have you heard this story before?



A little old lady lived all by herself, with a table and chairs and a jug on the shelf.



A wise old man heard her grumble and grouse, "There's not enough room in my house. Wise old man, won't you help me please? My house is a squash and a squeeze."

How might the little old lady be feeling? *The little old lady . . .*

What does she mean when she says her house is a squash and a squeeze? *She means that . . .*

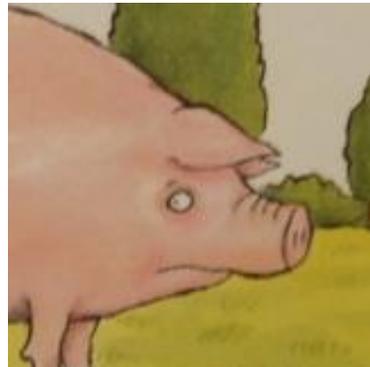
Can you find two words that mean the same as complain? _____ and _____ mean the same as *complain*.



Day 1

Today you are going to retell a story.

Look at the pictures. Can you put them in the right order?



Words to start our sentences with:

- First
- Then
- Next
- Afterwards
- Finally

Stage 1

Look at the pictures and the words to

start sentences. Use them to retell the story. Say a sentence for each picture and try to write some down, aim for one or two sentences.

One day the lady was sad. She had lots of animals.

Stage 2

Write a sentence for each part of the story. Use the pictures and words to help you. Try to write three sentences.

First the lady was sad. Then she had lots of animals in her house. Last she took them out and her house was bigger.

Stage 3

Can you retell the story all by yourself? Think of the right order and using words to make it sound like a story, like once upon a time.

Once upon a time there was a little old lady. She thought her house was small. Then a wise old man told her to take some animals inside. Next she was cross and the animals were making a mess. Finally she took them out and her house felt huge!

Words to start our sentences with:

First

Then

Next

Afterwards

Finally



Topic Day 1 Caring for our world



Can you draw me a picture of a beach that you would like to visit?
What would there be?



This week we are thinking all about caring for our world and recycling.

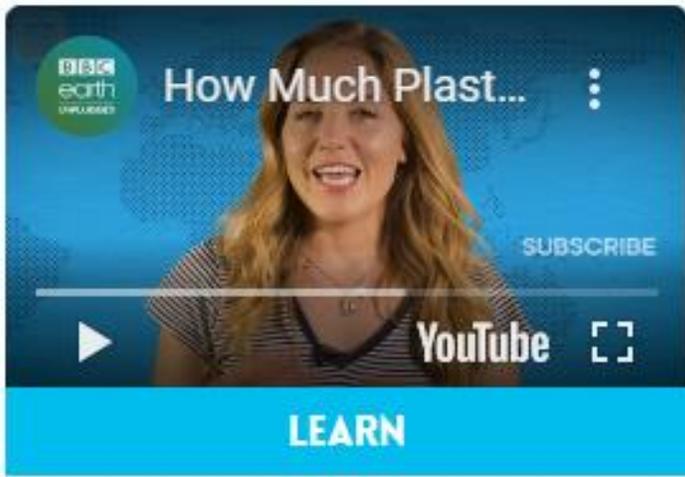
In the last few weeks when the weather was warm people were visiting beaches. But they left them like this. What is wrong with these pictures?



Would you want to visit this beach?



What would you do to make it better?



How much plastic do we use?
Click to watch Maddie explain.



But why is plastic so bad on our beaches?

In the sea there are lots of animals. The sea animals get confused and think that the plastic is food and eat it. This makes them unwell and can even make them die.

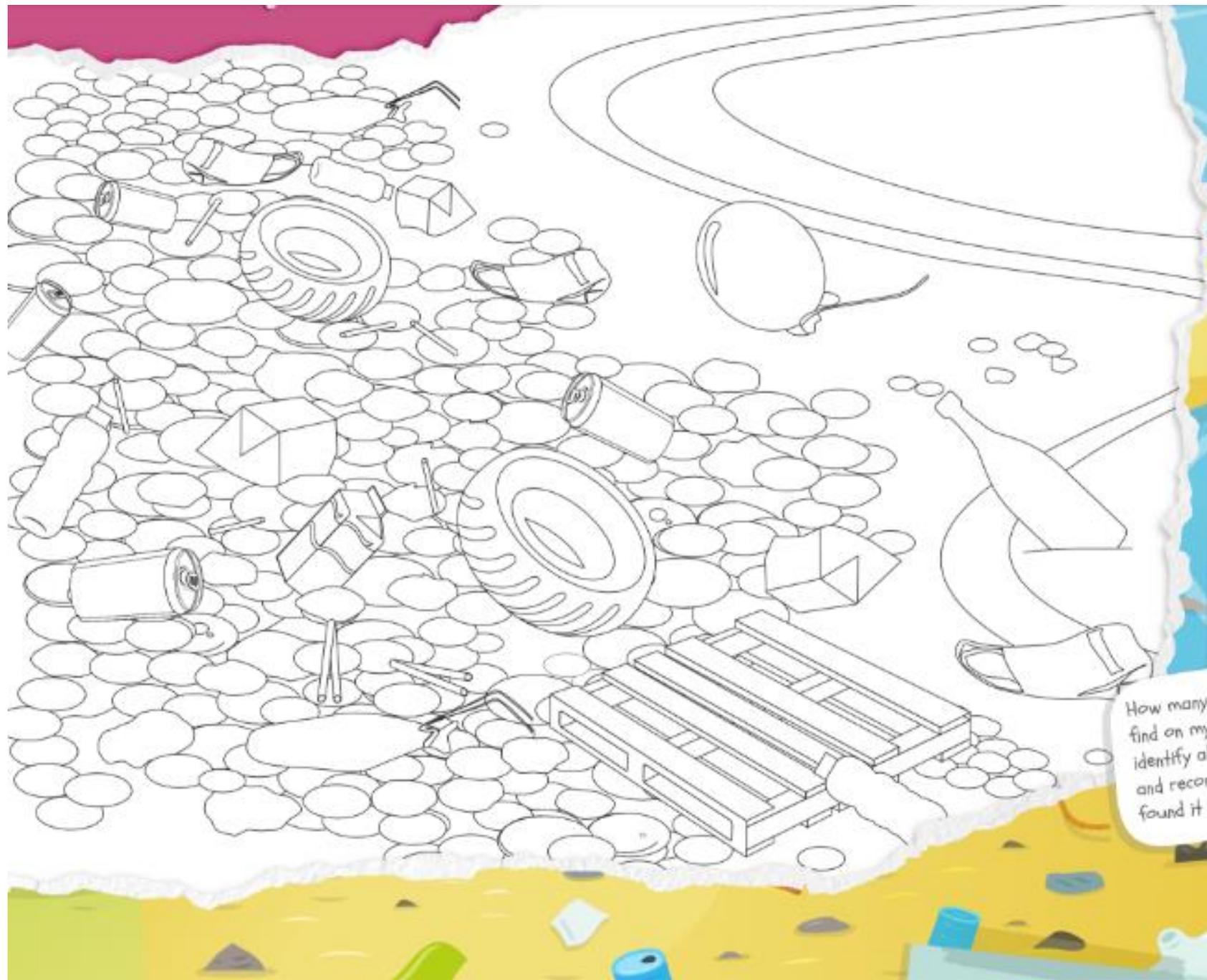


Tomorrow we will be thinking about how we can help.

For your task today, go onto the next slide and see what Captain Conservation is asking you to do.

This was a straw that was found in a sea turtles nose.





Official Litter Guide



balloon



plastic bag



food carton



drink carton



glass bottle



drink can



wooden pallet



plastic bottle



tyre

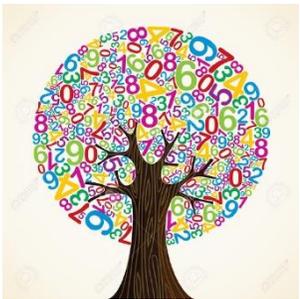


cotton bud

Total number of items

How many pieces of litter can you find on my beach? Use the litter guide to identify all the different types of litter and record your total. When you've found it all, why not colour it in?





Maths Day 2

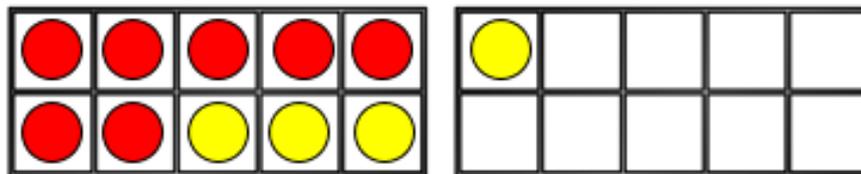


Click here
to watch
the [video](#)
for today.

Flashback 4

Year 1 | Day 2

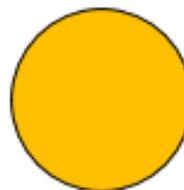
1) Work out $7 + 4$



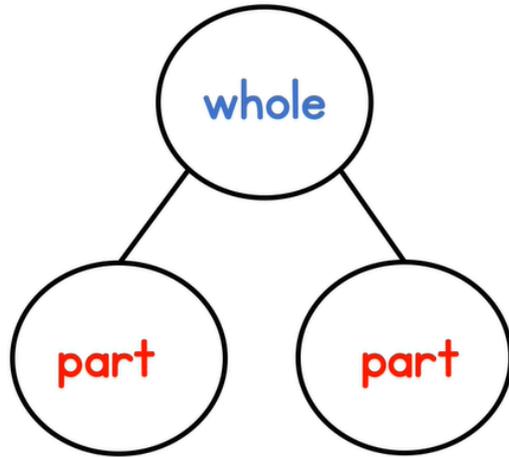
2) What is $6 + 4$?

3) Write the number **seventeen** in numerals.

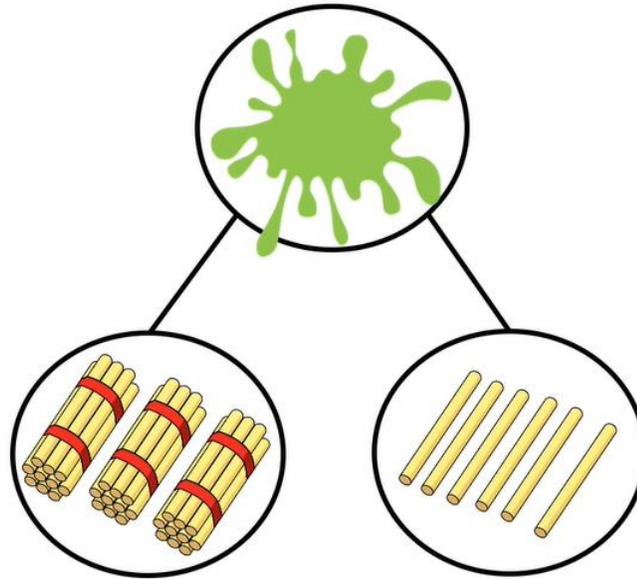
4) Name the shape.



What is partitioning?

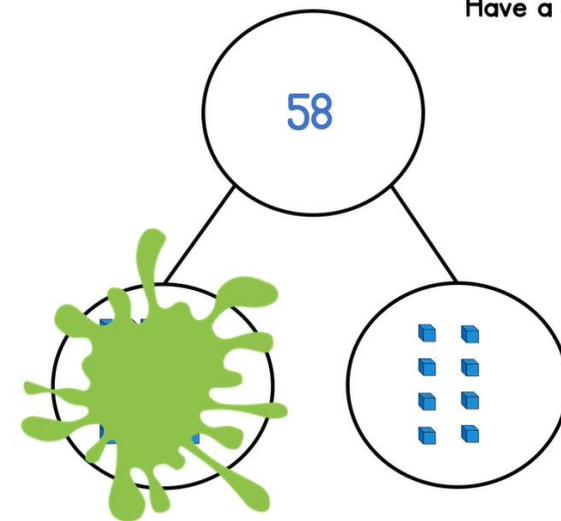
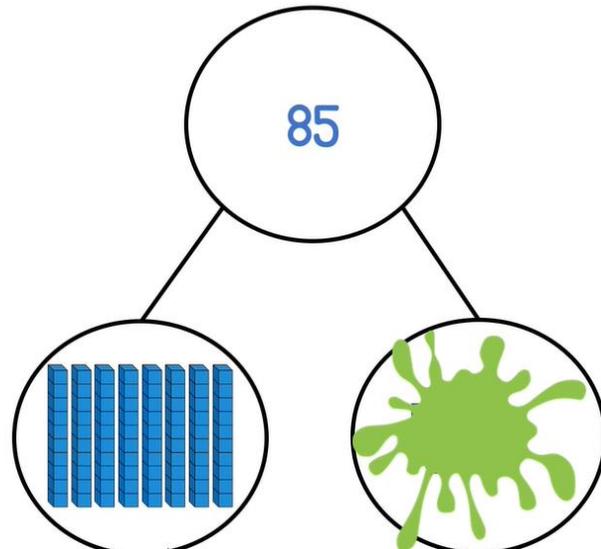


We can partition large numbers
into tens and ones



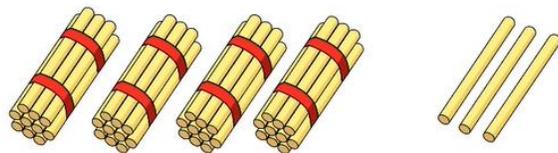
How many do I have? What is the whole?

This time I know the whole is 85. I have 8 tens, how many ones do I have?

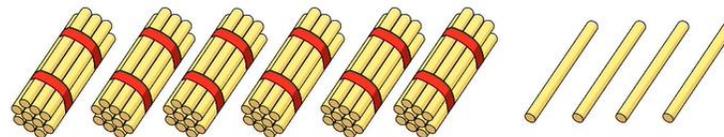


Have a go

We can partition tens and ones in different ways. Look carefully and have a go.



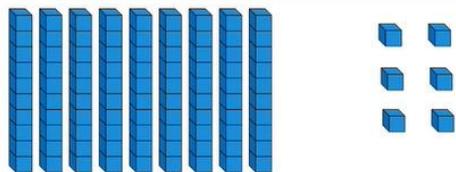
43 has 4 tens and 3 ones



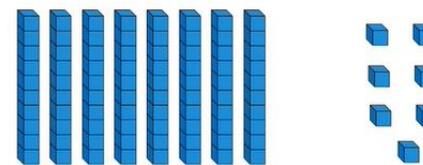
Have a go



has tens and ones



96 has tens and ones



has tens and ones

| Tens | Ones |
|------|------|
| | |

| Tens | Ones |
|------|------|
| | |

has tens and ones

Your turn

Can you finish the sentences?

91 has tens and 1 one

has 8 tens and 3 ones

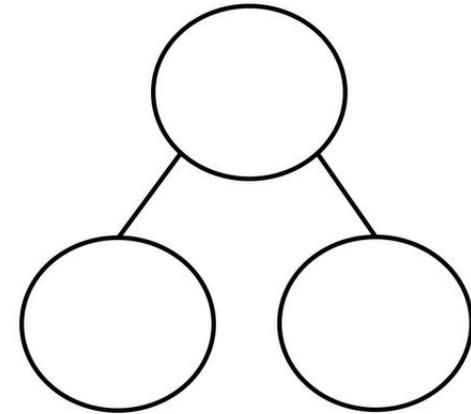
49 has tens and ones

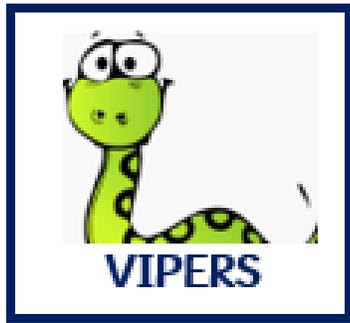
has 5 tens and 6 ones

If you're not sure you could:

Draw it using tens and ones

Draw it on a part part whole model.

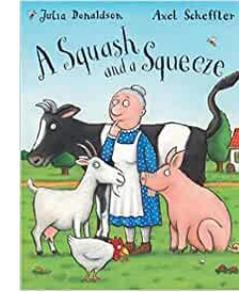




Reading Day 2

Click the story to hear it again.

Remember to answer in full sentences.



Does the wise old man tell the lady to take in a fox?

Where does the hen lay an egg?



The little old lady cried, "What shall I do? It was pokey for one and it's tiny for two. My nose has a tickle and there's no room to sneeze. My house is a squash and a squeeze."



And she said, "Wise old man, won't you help me please? My house is a squash and a squeeze."

What does the hen knock over?

Can you find a word that means the same as strange?



Day 2

The poor old lady. How do you think she felt?
Can you think about using a conjunction to explain why? Click to watch the lesson.



CONJUNCTION

A **conjunction** links words, phrases and clauses.

and **yet** **while**
either **but**
because **so** **for**



Can you join these sentences?
Which conjunction would make sense?

It is raining. I put on my coat.

An umbrella can fit up a chimney. It cannot fit down!

I need to sell this cow. I need to get some money.

Your turn

Stage
1

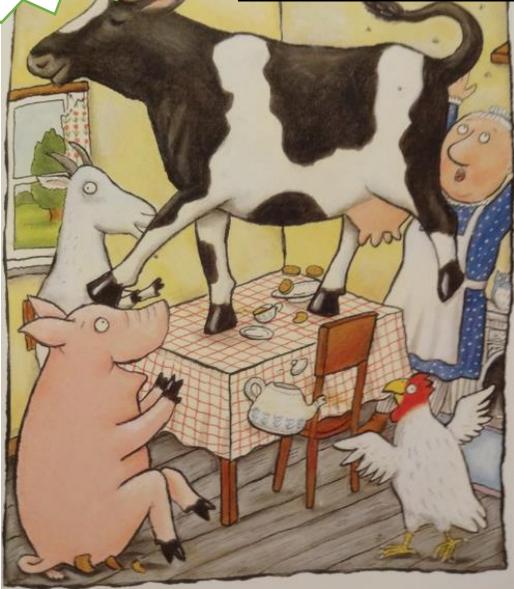
The little old lady
felt _____ .



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

Stage
2

How did she feel?
Use because to tell
me why.



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

Stage
3

How did she feel at
the end of the story?
What conjunction
could you use?

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



Topic Day 2

Helping our world

Click here to find ways to help our beaches.



Can you help?



You could:

Make a poster, there is a template to help on the next slide if you like.

Make a video about how to use less plastic, send it to me, I'd love to see it.

Write a letter to Mrs Wingrave to explain if there are any changes we could make at school.

There are things that we can do to stop our beaches having rubbish on them and sea animals getting hurt.

We can:

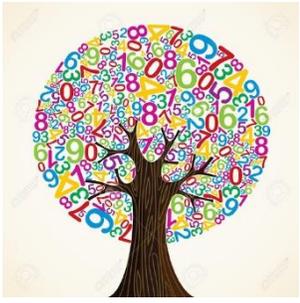
- Try not to use plastic bottles, use a reusable one instead
- Take your rubbish home with you
- Say no to a plastic straw
- Try not to use plastic carrier bags
- Eat ice cream from a cone not a cup, the cup is made of plastic that can't be recycled



Save our seas by . . .



You can help!



Maths Day 3

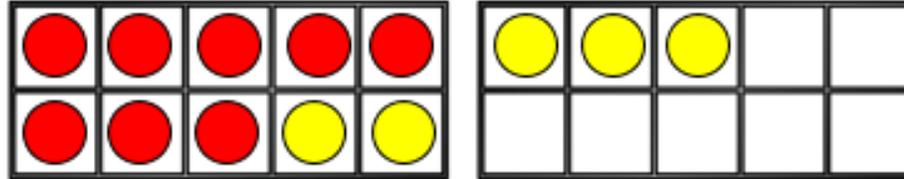


[Click here](#) to watch the video for today.

Flashback 4

Year 1 | Day 3

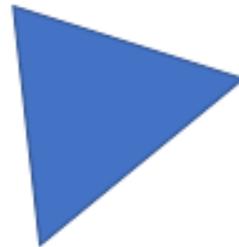
1) Add 5 and 8 together.



2) What is $5 + 5$?

3) Write the number **eleven** in numerals.

4) Name the shape.



What do we say when we compare numbers?

68

eighteen

Equal to

=

thirty

More than

80

94

Less than

<

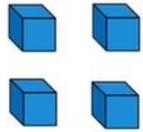
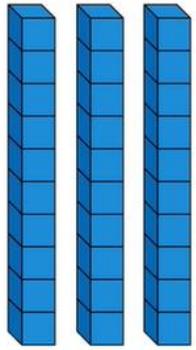
Greater than

>

16

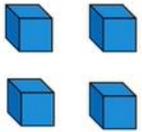
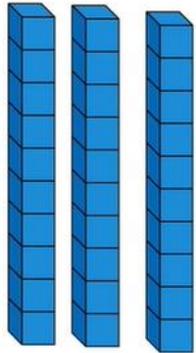
Forty-seven

75



34 is 3 tens and 4 ones

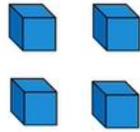
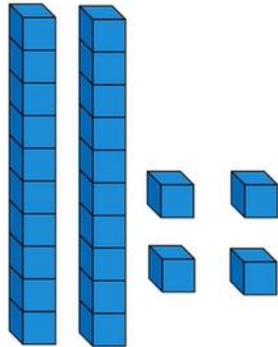
$$34 \text{ is } 30 + 4$$



34 is greater than 24

$$34 > 24$$

34 is more than 24



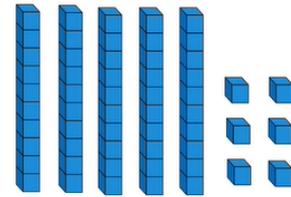
less than
<

equal to

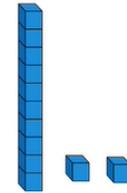
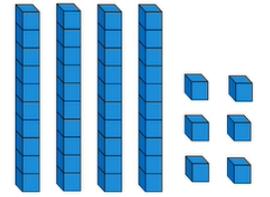
greater than
>



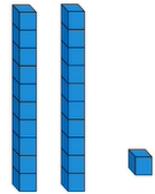
Have a go



is



is



less than

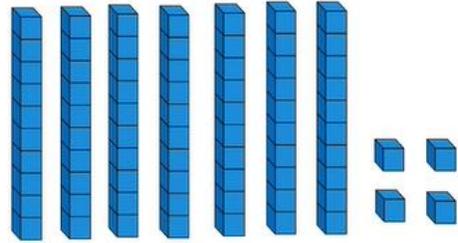
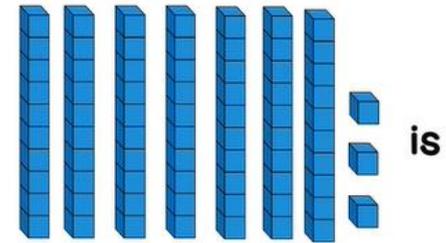
equal to

greater than



Have a go

Could we use a 100 square to compare numbers?

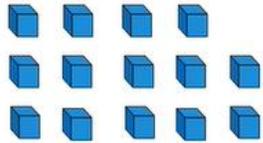
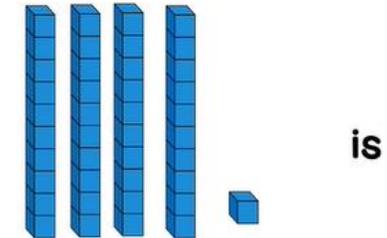


96 is

94

Less than
<

Greater than
>



| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Have a go



Less than

<

Greater than

>

90 is

80

26 is

36

57 is

59

30 is

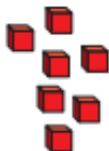
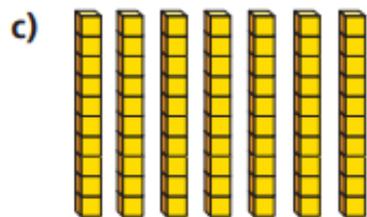
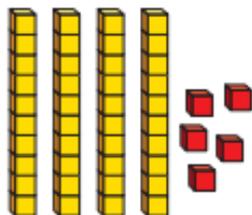
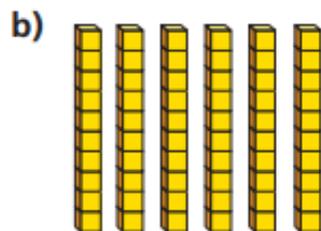
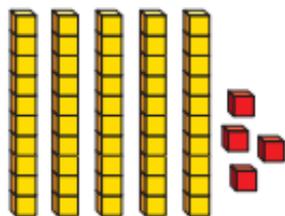
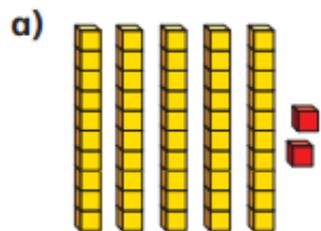
29

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Your turn

1 Which is the greater number in each pair?

Tick your answers.



How do you know?

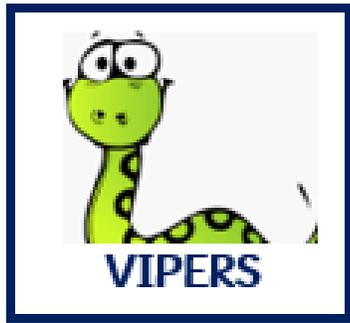
2 Mo and Kim each have some marbles.



a) How many marbles does Mo have?

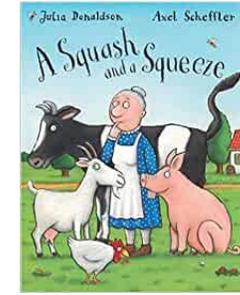
b) How many marbles does Kim have?

c) Who has more marbles? _____



Reading Day 3

Click the story to hear it again.
Remember to answer in full sentences.



So she took in the pig who kept chasing the hen,



And raiding the larder again and again.

What is a larder?
Can you find one in the picture?

How might the goat be feeling?
Can you explain why?

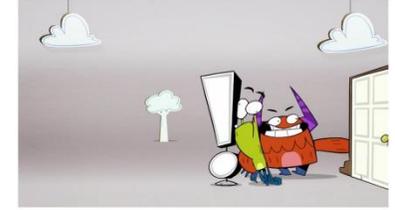
Why does the author repeat 'again
and again'?

Is the pig greedy? Can you explain
why?



Day 3

Using !



We use an exclamation mark when:



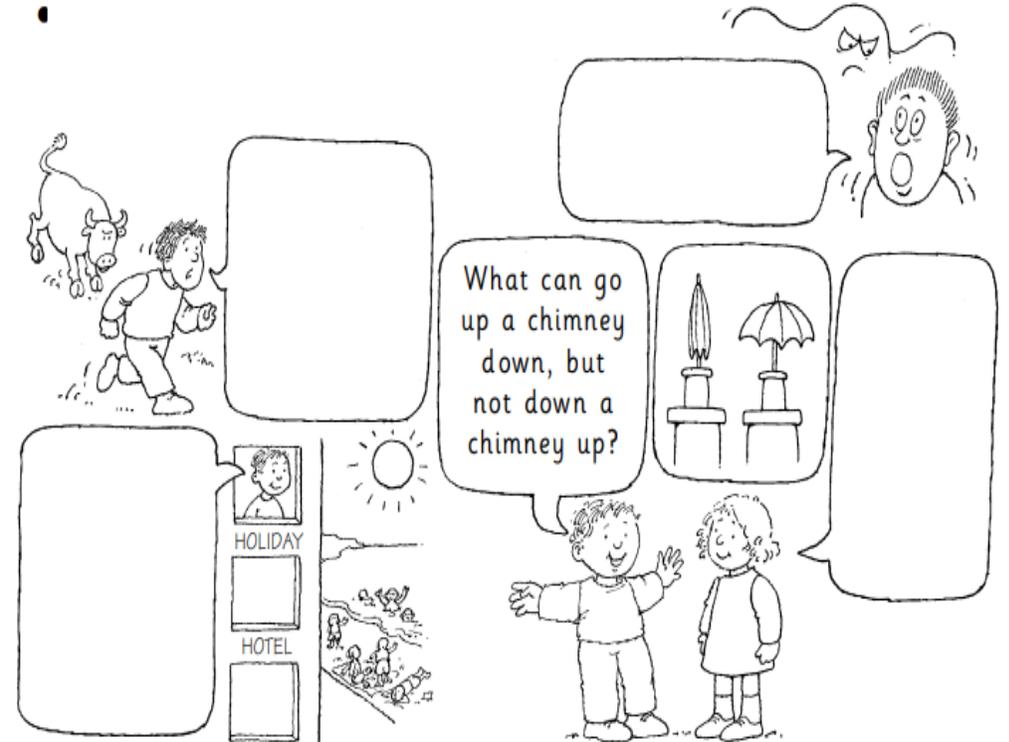
We are cross.
This is enough!

We want to get attention.
Help! I'm over here!

We are excited.
I can't wait to come to your house for tea!

It's really important.
Come here now!

Can you think of any sentences with an exclamation mark to go with these pictures? Tell your grown up.



Stage
1

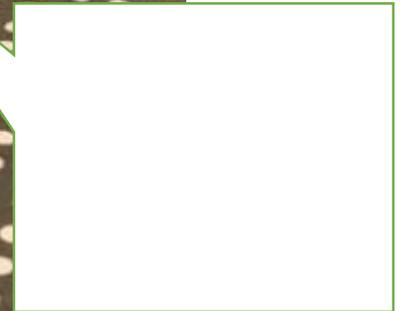
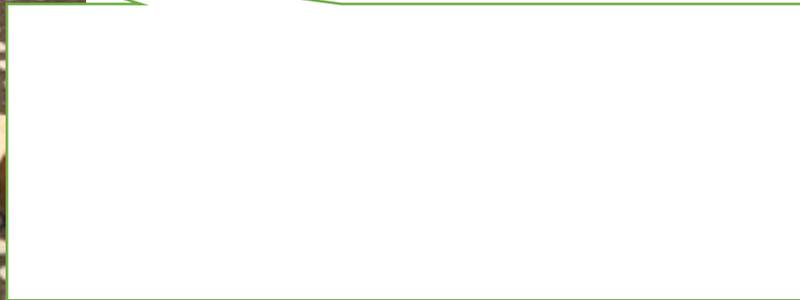
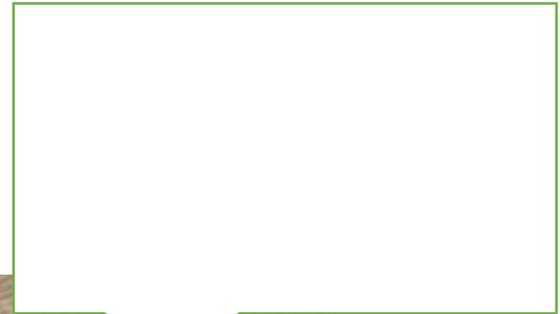
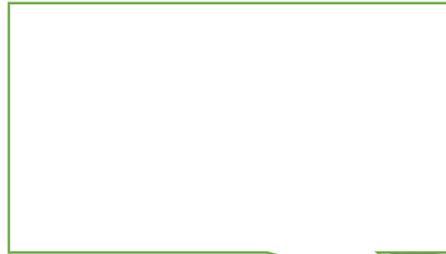
Write one or two sentences with an !
The police said stop!

Stage
2

Write a sentence for each picture with an !

Stage
3

Write sentences with an ! Try to use a conjunction too.





Captain Conservation here again. I challenge you to make a toy out of your recycling!

Topic Day 3

Make a recycled toy



1. Today you are going to plan your toy. Have a look for CLEAN recycling and see what you can find.

2. Think about what you could make and how. Use the planning template on the next page to help you.

Here is a recycled ship that we made out of a toilet roll.



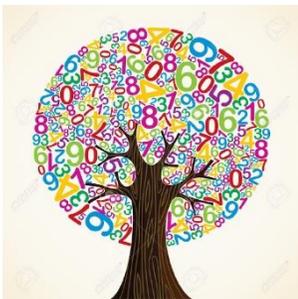
Here is a picture of what I would like to make:

I will need:

How I will make it:

You could draw pictures for instructions, think like Ikea!

<https://www.standard.co.uk/tech/ikea-forts-dens-designs-lockdown-entertainment-a4444781.html>



Maths Day 4

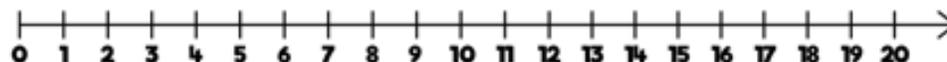


[Click here](#) to watch the video for today.

Flashback 4

Year 1 Day 4

1) Calculate $9 + 4$



2) What is one more than 7?

3) Complete the sentence using **less** or **more**.

7 is _____ than 15

4) Name the shape.



Yesterday we were comparing numbers. Use some of the words to help you compare the numbers in the place value chart.

68

Equal to
=

thirty

More than

eighteen

80

94

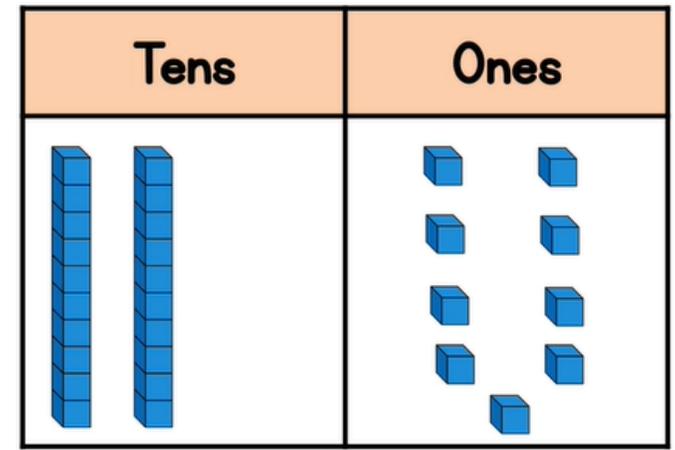
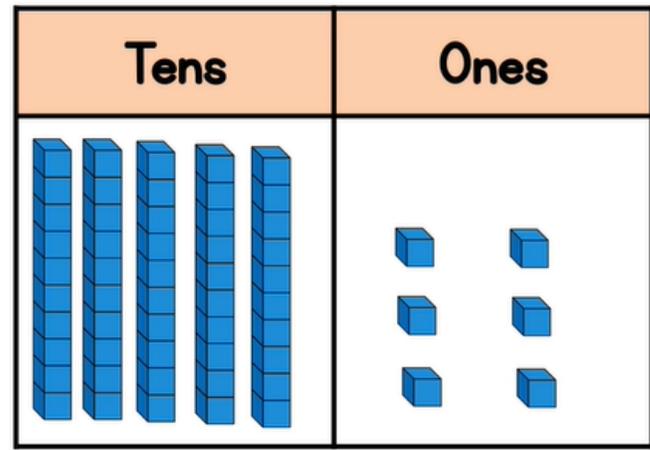
Less than
<

Greater than
>

16

Forty-seven

75



Which number is the greatest?



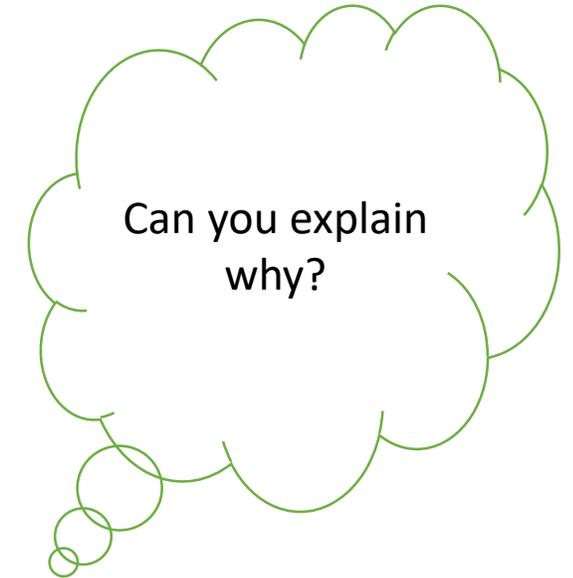
| Tens | Ones |
|------|------|
| 5 | 6 |

| Tens | Ones |
|------|------|
| 6 | 5 |

Which number is the greatest?

| Tens | Ones |
|------|------|
| 7 | 8 |

| Tens | Ones |
|------|------|
| 1 | 9 |



Now can you compare these numbers using greater than (>) or the less than (<) symbols?

Less than
<

Greater than
>

66 44

15 50

100 99

Your turn

Write me the smallest number in each pair.

How do you know it is the smallest?

| Tens | Ones |
|------|------|
| 4 | 6 |

| Tens | Ones |
|------|------|
| 5 | 1 |

| Tens | Ones |
|------|------|
| 7 | 2 |

| Tens | Ones |
|------|------|
| 7 | 1 |

Circle the greater number in each pair.

a)

| | |
|----|----|
| 37 | 81 |
|----|----|

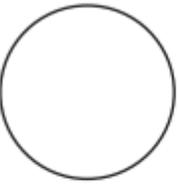
b)

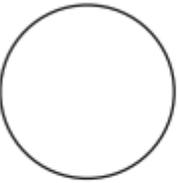
| | |
|----|---|
| 90 | 9 |
|----|---|

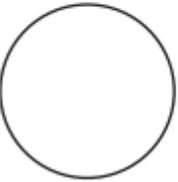
c)

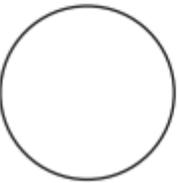
| | |
|----|----|
| 16 | 72 |
|----|----|

Write $<$, $>$ or $=$ to compare the numbers.

a) 19  41

b) 51  24

c) 79  80

d) 100  93

Make some number cards. Use them to:

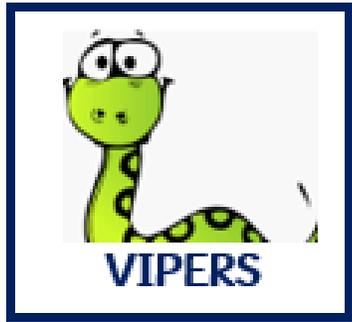


Make a number greater than 25

Make a number less than 72

Make a number greater than 59

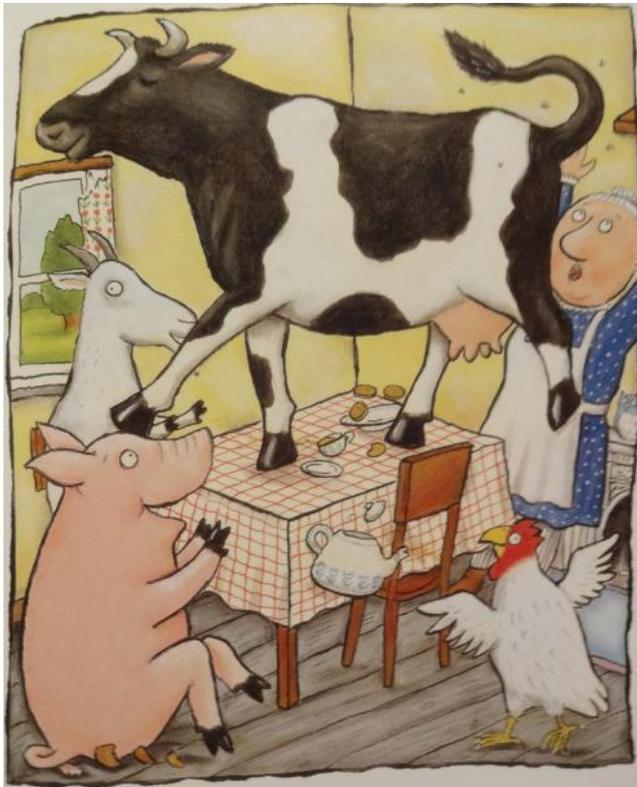
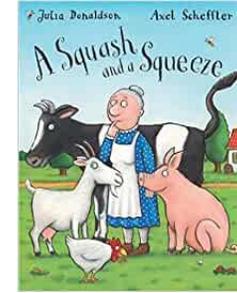
Talk about your answers.



Reading Day 4

Click the story to hear it again.

Remember to answer in full sentences.



The little old lady cried, "Heavens alive! It was teeny for four and it's weeny for five. I'm tearing my hair out, I'm down on my knees. My house is a squash and a squeeze."

Why is the little old lady tearing her hair out? What does this mean?

Which words on the page rhyme? Can you find them?

What do you **predict** the wise old man will say now?



Day 4

Planning a diary

Today work through all the whole task, tomorrow there will be different stages based on today's learning.

Draw pictures in each rectangle. Write what the old lady thought or felt in the bubble. Say a sentence for each part, don't write it down yet!

The beginning of the story: describe the setting. Draw it carefully.

Thoughts and feelings



Thoughts and feelings

Meeting the wise old man.

Taking the animals into the house.

Thoughts and feelings

Thoughts and feelings

Taking all the animals out again.

Miss Milward's example:

Day 4
Planning a diary

Today work through all the whole task. Tomorrow there will be different stages based on today's learning.

Diary pages in each paragraph. Write what the one lady thought or felt in the middle. Use a sentence for each part. Don't write it down yet!

The beginning of the story describe the setting. Draw it carefully.

Thoughts and feelings
sad

Meeting the wise old man.

Thoughts and feelings
happy

Taking the animals into the house.

Thoughts and feelings
angry

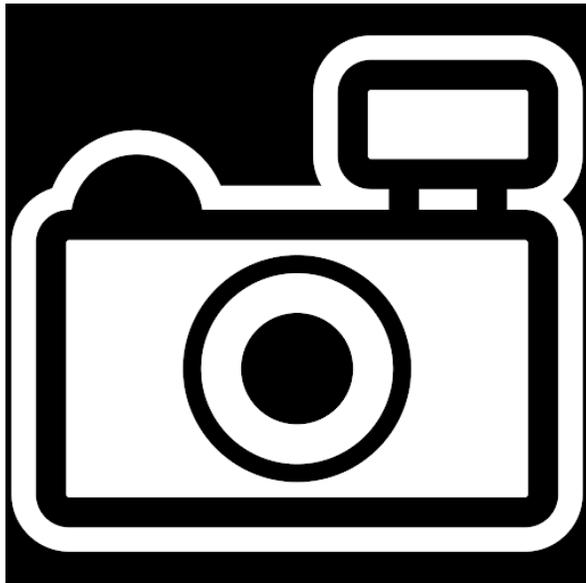
Taking all the animals out again.

Thoughts and feelings
happy



Topic Day 4
Ready, set, make!

Today you are going to make your recycled toy craft.
I hope you have fun. I'd love to see a photo, ask your grown up to send one to me.

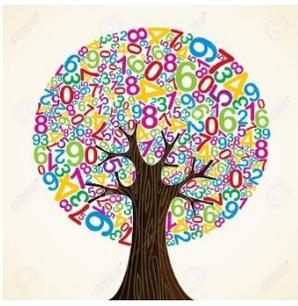


year1@oasisbyron.org



DIY Handmade Toys
from Recyclables

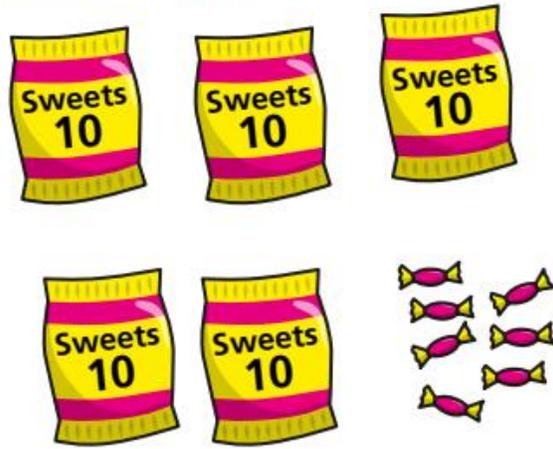




Maths Day 5

Today is a quick maths challenge. See how quickly you can work through these questions.

1 Here are some sweets.



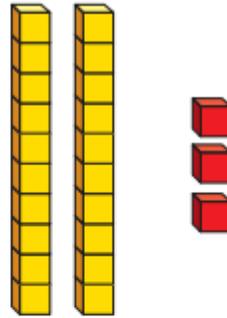
Complete the sentences.

There are bags of 10 sweets.

There are individual sweets.

There are sweets altogether.

2 The base 10 show the number 23



Complete the sentence.

23 has tens and ones.

How do you know?

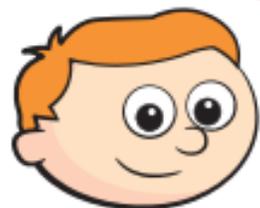
3 Complete the sentences.

a) 49 has tens and ones.

b) 92 has tens and ones.

c) 60 has tens and ones.

- 4 Ron is thinking of a number.



My number has 4 ones
and 7 tens.

What number is Ron thinking of?

- 5 Fill in the missing numbers.

a)

is greater than 57

b)

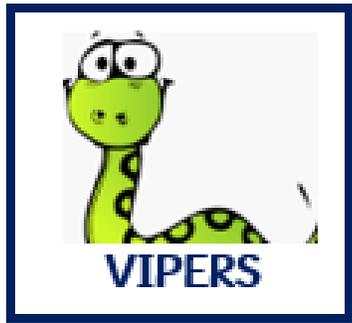
is less than 41

c)

is greater than 28 but less than 36

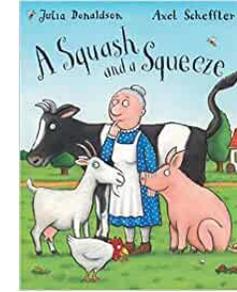
d) 65 is greater than

How many tens and ones does each of your numbers have?



Reading Day 5

Click the story to hear it again.
Remember to answer in full sentences.



How do you think the old lady said "Just look at my house, it's enormous now."



She huffed and she puffed and she pushed out the cow. "Just look at my house, it's enormous now."



"Thank you, old man, for the work you have done. It was weeny for five, it's gigantic for one. There's no need to grumble and there's no need to grouse. There's plenty of room in my house."

Do you think the animals will come back?

What did the little old lady learn?

What do you think is the **moral** of the story?



Day 5

Writing a diary entry, click to see the lesson



When I write a diary I need to remember:

Write the date

Use I

Think about how I feel

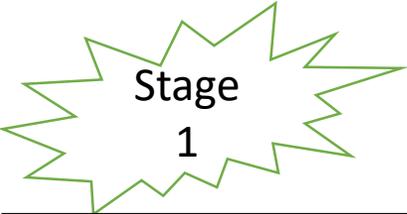
Set the scene

Use time words like first, then

I could use conjunctions



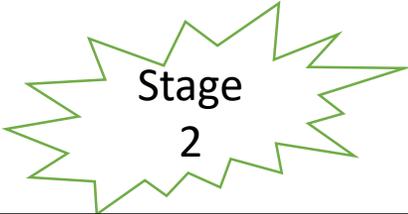
Use your plan to help you.



Stage
1

Write a sentence for each picture.

I was cross.

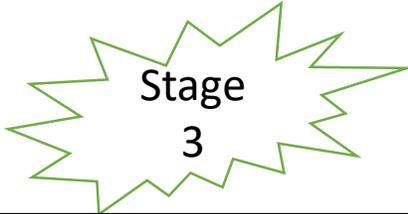


Stage
2

Write one or two sentences for each picture.

Explain what happened and how you felt.

I was cross. I didn't know what to do.



Stage
3

Write one or two sentences for each picture. Use a conjunction in your sentences to tell me more detail.

I was cross because the animals broke all of my things. I did not know what to do.

Topic Day 5 Votes for Schools

VOTES FOR SCHOOLS

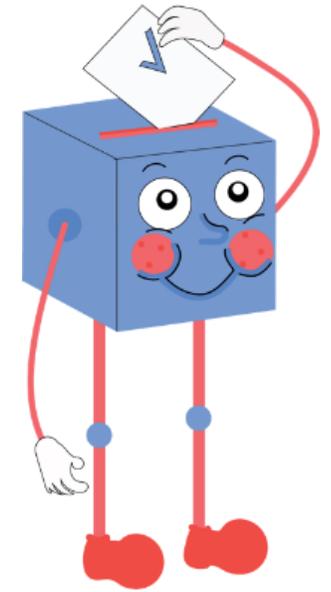
PRIMARY

Inspiring Pupil Voice



Today we are going to take part in our Votes for Schools. Mrs Winters is very excited as she knows how much you liked it. Remember to follow the link to cast your vote!

<https://www.surveymonkey.co.uk/r/vfs-primary-ks1-stand-up-others>



A note for parents:

The votes for schools presentation is under the home learning pack for this week.

There you will also find a letter to parents and carers from Votes for schools.

I hope that you find these resources useful.

Miss Milward

This week's question is:

Should we stand up for other people?

