

Weekly Distance Learning plan

Year group: 1

Date: week beginning 8<sup>th</sup> June 2020



Please access as much of this learning as you feel is suitable for your child – we understand that families are in very different situations with access to different devices and varying amounts of time available to them. Stay safe.

Here is a little video from some of your teacher this week. We hope you enjoy it ☺

<https://youtu.be/OGeETsH4tZI>

Subject	Task/Activity	Easier/Harder	Notes
Maths 1 (Recap)	Practise writing numbers as words 1-20. Eg 1- one 2 - two etc.	Easier - Copy words first then have a go on your own.  Harder – Try on your own without help. Can you find a way to check them after and correct any mistakes?	<b>Take it outside:</b> Can you write them outside on the pavement/ patio with chalks, water and paintbrushes etc. It doesn't have to be pencil and paper. The more creative the better.
Maths 2 (new learning)	Sequencing numbers to 50.	See page 17 on teaching notes for ideas on how to make the task easier and harder.	See teaching notes in <b>document 2</b> . See activity sheets in <b>document 3</b> . Number lines – <b>document 4</b> Number cards – <b>document 5</b>  Continue to access the yearly topics on <a href="#">mymaths</a>
Reading	Practise reading Y1 common exception words. How many can you read?  Put the unfamiliar ones around the house in places that you visit regularly. E.g. the toilet, the sink, the sofa, the fridge etc. Seeing them frequently	Easier – write the ones that your child is struggling with on separate pieces of paper (flashcards) and show them 2 or 3 regularly over a couple of days. Move onto the next ones they are unfamiliar with.  Harder – how many can you spell?	By the end of Y1, children should be able to read all these words on sight without any decoding. <b>Document 6</b>  Continue with reading your allocated books on <a href="#">BugClub</a>

	will help you remember them.		
Phonics	Recap all phase 2, 3, 4 and 5 sounds from mats daily. Repetition is key. Make a note of any unknown sounds and practise reading words including these sounds.	Children see the grapheme (the sound in it's written form) and say the phoneme (it's sound).  Harder - Remove the picture clue to make it more challenging.	Phase 2, 3, 4 and 5. Phase 2 was taught in nursery and FS. Phase 3 and 4 were taught in FS. Phase 5 was taught in Year 1. <b>See phonics phase mats from week 1 distance learning.</b>
Phonics	This week if your child is not familiar with the sounds oy, ir, ue (as in glue 'oo' sound), ue (as in queue 'you' sound), please focus on these.	Easier – use a sound mat when reading the words to hand. Spot the sounds in the word and say them with an adult.  Harder – generate your own words, including writing them out.	<u>Active phonics idea:</u> Use bowling pins or large bottle filled with water. Attach each of this week's sound to the pin/ bottle. Child reads out a word which includes these sounds in. e.g. royal, twirling, true, rescue etc. They then try to know down the pin with the same sound in the word.
Spelling, punctuation and grammar	Game on Bug Club linked to conjunction. <a href="#">Conjunctions - Bug Club</a>  Write out your sentences and underline the conjunctions.	Easier – Game 4  Harder – Game 5	Games 2, 4 and 5 only.
Writing	Write a detailed sentence to match each of the 4 pictures. Include the following in your sentences: <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Finger spaces</li> <li>• Full stops</li> <li>• Correct letter formation</li> <li>• Adjectives</li> <li>• Conjunctions (see <b>document 4</b> for ideas)</li> </ul>	Easier – generate sentences with an adult to begin with. Then write them with support, correcting as you go.  Harder – generate sentences and write completely independently. Child to then go through their own writing and correct any mistakes. Parent to then sit with child and correct leftover mistakes together.	<b>Documents 7 and 8</b>  Ideally all children to have sound mats available to them when writing.

Topic 1	Look at the famous artists and their self-portraits. <b>Document 9</b> Draw a detailed self portrait of your face using a mirror.	Easier – adult to draw guidelines like the ones in the video.  Harder – Add in shading.	Watch this video for some good tips. <a href="#">bbc self portrait</a>
Topic 2	With an adult, go through all of the bones on the sheets. Can you touch them on your own body? Can you find them on your family's body? When you have spent a while discussing and learning the names of them, have a go at labelling them on document 7.	Easier – simply label them  Harder – find out what their purpose is and what other parts of the body they are connected to. E.g. tissues, muscles, nerves, etc.	<b>Document 10</b> – these are to help you learn the names. <b>Document 11</b> – label the human skeleton.  Watch short clip on human skeleton <a href="#">bbc human skeleton</a>
Handwriting	Focus on long ladder letters. Ensure children start and end at the correct points. Any writing children do this week, ensure these letters are perfectly formed.	Easier – use gross motor activities such as writing it in paint, in the sand, with water in a squeezezy bottle on the pavement.  Harder – think about the sizing of the letters. Are they all consistently the same size? How would you join each letter?	<b>Document 12.</b> Short fun video on <a href="#">long ladder letters</a>
Emotional Wellbeing	Have a go with your child at the 'how do I feel' and 'where do I feel' activities on page 9. Try to do these regularly with your child at different times throughout the day to help them understand their different emotions.		<b>Document 13</b> – page 8 Over the next half term we would like parents to help children understand their emotions and how to look after their well-being. We have put together a pack for you to share with your child.  You may also want to try out a 14 day free trial of yoga at home. <a href="#">click here</a>

Extra	Build a really tall beanstalk out of anything you can find around the house. This could be lego, duplo, books or a mixture of things.	Easier – have someone to help you. Harder – do this independently.	
Extra	Dates of interest to discuss with children <ul style="list-style-type: none"> <li>World oceans day on 8<sup>th</sup> June.</li> </ul>	Easier – hold a discussion with children about this date. Harder – Children can draw, write, perform what they know about this particular area of interest. This could be a piece of art work or a poster. It is completely your choice.	
Extra	Science investigation looking into the strength and absorbency of materials for a hankie		<b>Document 14</b>

Please do let us know how you get on this week by sending us a picture of your learning

Email: [y1@ecclesall.sheffield.sch.uk](mailto:y1@ecclesall.sheffield.sch.uk)

Remember – please only send one email each week to your teacher and make sure that it comes from an adults' email address.