

Weekly Distance Learning plan

Year group: 1

Date: week beginning 15<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 story from Mrs Kent to brighten up your week ☺

<https://drive.google.com/open?id=1DQYBIYRxtKG23J89HIJCfTC2VGs-oCyU>

And here is a lovely birthday message

<https://drive.google.com/file/d/1DTe1RLMe1VZJuNwTsyI6hYclL2SbweW/view?usp=sharing>

Subject	Task/Activity	Easier/Harder	Notes
Maths 1 (Recap)	To practise adding tens or ones without having to regroup the tens.	Easier – children to use physical objects to move  Harder – Can children do these as quick mental calculations?	Maths recap teaching notes and activity in <b>document 2</b> . All parent teaching notes are on the yellow pages. Cut out dienes in <b>document 3</b> . Place value chart in <b>document 4</b> .
Maths 2 (new learning)	To recognise the place value of tens and ones in numbers to 50.	1 <sup>st</sup> activity Easier - Pupils could be given a fully scaffolded example with the number of tens and ones already recorded. They represent the number using the multi-link cubes and repeat the full sentence to explain what the place value chart shows.  Harder - 'I am thinking of a number. It is greater than 20 but less than 35 what could it be?' – Show all possibilities. Can you work systematically?  2 <sup>nd</sup> activity Easier – Pupils could be given a fully scaffolded example with the number of	Maths new learning and activities in <b>document 5</b> . All parent teaching notes are on the yellow pages.  If multilink cubes are not available, you can use the dienes in document 3.  Continue to access the yearly topics on <a href="#">mymaths</a>

		<p>tens and ones already recorded. They represent the number using the Dienes blocks and repeat the full equation to explain what the place value chart shows.</p> <p>Harder – Discuss what is the same and what is different about these numbers.  34 and 43  30 and 13  27 and 29  24 and 42</p>	
Reading	<p>Read the three stories about daddies to your daddy or someone else who you love very much.</p> <p>There is also 2 sets of questions to answer about your daddy linked to the Mr Men book and the 'I love my daddy' book. Read the questions independently and write out your answers on paper or perhaps you could type them.</p>	<p>Easier – have an adult with you to support you on unfamiliar sounds.</p> <p>Harder – read it independently.</p>	<p><b>Document 6</b></p> <p>Continue with reading your allocated books on <a href="#">BugClub</a></p> <p><a href="#">Click here</a> to sign up for the Summer reading challenge by The Reading Agency in partnership with public libraries.</p>
Phonics	<p>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.</p>	<p>Children see the grapheme (the sound in it's written form) and say the phoneme (it's sound).</p> <p>Harder - Remove the picture clue to make it more challenging.</p>	<p>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></p>

Phonics	This week if your child is not familiar with the sounds aw (as in awful), wh (as in whale or who), ph (as in elephant), oe (as in toe), please focus on these. Attached in <b>document 7</b> are a list of words you can use. These are real and nonsense words.	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>Take it outside:</u> Have a go at bouncy blending. See <b>document 7</b> .
Spelling, punctuation and grammar	Have your grown up read you out the superman, spider-man, cat woman and wonder woman words. How many can you spell?	Easier – look, cover, write, check repeatedly. Children look at the word, cover it up, have a go at writing it, then check to see if they got it correct. They continue to do this with each word until the spelling is embedded.  Harder – Can you use this in a sentence? Can you write the sentence down?	By the end of year 1 all pupils should be able to spell all of the superhero words. <b>Document 8</b>
Writing	Plan for writing – see <b>document 9</b> . Children draw their new character and the new plant linked to Jack and the beanstalk.		<b>Document 9</b>
Writing	Independently write your own version of 'jack and the beanstalk'. E.g. Barold and the tomato plant.	Easier – draw a story map first. This is a picture of each section of the story. This will help them to remember what part of the story comes next.  Harder – can you include the following? <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adjectives</li> </ul>	Ideally all children to have sound mats available to them when writing. See <b>phonics phase mats from week 1 distance learning</b> .
Topic 1	Art – Look at the famous portraits. Draw a portrait of your daddy or someone else you love very much. Are you going to make it realistic or abstract? What materials are you going to use to make it? Are	Easier – use a photograph to replicate.  Harder – can you do it in the style of Picasso?	<b>Document 10</b>

	you going to put any objects around him?		
Topic 2	<p>Science</p> <p>Watch a short video of the introduction to the <a href="#">organs</a> of the human body.</p> <p>Cut out the human organs and stick them on the body.</p> <p>Or draw around yourself again and make your own organs to go inside the body.</p>	<p>Easier – watch the videos and discuss these body parts with your family.</p> <p>Harder – write a sentence or two about each human organ and their function within the body. Where are they found? What do they do? Etc.</p>	<p>Blank body is on page 3 of <b>document 11</b>.</p> <p>The organs to cut out are on page 5-9.</p> <p><a href="#">Click here</a> for some interesting videos on parts of the human body.</p>
Physical Education	<p>By the end of year 1, we expect all pupils to be able to sustain 15 minutes of <b>vigorous</b> exercise. Can you run non-stop for 15 minutes?</p>	<p>Easier – if pupils cannot do this, they can work up to it. Start with 5 minutes then build up and up each day.</p> <p>Harder – Can they sustain 20 minutes no stop of vigorous exercise?</p>	<p>Perhaps set up a running course in your garden or down your street.</p>
Handwriting	<p>Focus on one armed robot letters.</p> <p>Ensure children start and end at the correct points. Any writing children do this week, ensure these letters are perfectly formed.</p>	<p>Easier – use gross motor activities such as writing it in paint, in the sand, with water in a squeezezy bottle on the pavement.</p> <p>Harder – think about the sizing of the letters. Are they all consistently the same size? How would you join each letter?</p>	<p><b>Documents 12 and 13.</b></p> <p><a href="#">Click here</a> to watch a little video on one armed robot letters.</p>
Emotional Wellbeing	<p>Have a go with your child at planning things to look forward to when the lockdown has finished. <b>See page 22 of Emotional wellbeing pack.</b></p>	<p>Easier – draw pictures</p> <p>Harder – Write full sentences.</p>	<p>Over this 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. And have sent each parent this via email.</p>
Extra	<p>Science experiment on Starting sounds.</p>	<p>Harder – Record your findings down and write up your discussion</p>	<p><b>Document 14</b></p>

Extra	Jack and the beanstalk activity booklet		<b>Document 15</b>
Extra	Dates of interest to discuss with children <ul style="list-style-type: none"> <li>• Father's day 21<sup>st</sup> June</li> </ul>	Easier – hold a discussion with children about these dates.  Harder – Children can draw, write, perform what they know about this particular area of interest.	
Extra	Make a Father's day lockdown card.		<b>Document 16</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.