

Weekly Distance Learning plan

Year group: 1

Date: week beginning 29<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.

This week we have a story from Mrs Heath to enjoy called 'SNIP SNAP!'

[https://drive.google.com/file/d/17SFCcG6xN-CZOagsd\\_WWHq9fjxi9GBtT/view?usp=sharing](https://drive.google.com/file/d/17SFCcG6xN-CZOagsd_WWHq9fjxi9GBtT/view?usp=sharing)

Subject	Task/Activity	Easier/Harder	Notes
Maths 1 (Recap)	Verbally count in 1s, 2s, 5s and 10s forwards and backwards.	Easier – master forwards. Harder – can your child do this from any given number?	
Maths 2 (new learning)	This week's learning is all about length and height and how to measure. There are lots of activities so please dip in and out as you wish.	Easier – to know language of longer/ longest and shorter/ shortest & taller/ tallest and shorter/shortest.  Harder - See slides for challenge questions.	<b>Document 2</b> for teaching slides. <b>Documents 3 and 4</b> for tasks.
Reading	This week your teachers would really like everyone on Bug Club accessing their level specific books. We would like you to answer the questions too.	Easier – click on the read to me option if it gets too tricky.  Harder – in addition to this we would like you to choose a challenge book from your house to begin reading with a member of your family. If you have not already started, we would like you to share a chapter book with your adult in the house.	<a href="#">BugClub</a>  Please email your teacher if you do not have your log in details.

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 a-e as in snake i-e as in slide e-e as in Pete please focus on these.	Harder – can children verbally spell out these words at a fast pace?	Watch videos on this week's three focus sounds: <a href="#">a-e</a> <a href="#">e-e</a> <a href="#">i-e</a>  See <b>document 5</b> for active phonics game and words.
Spelling, punctuation and grammar	Activities all about ing, ed and er endings.	Easier – have children read words ending in ing, er or ed and sort them into their suffix (word ending) Harder – Have ch generate their own sentences using the different suffixes linked to jack and the beanstalk.	<b>Document 6</b>
Writing	Write a 2 column list about things you are excited about linked to moving into year 2 and things that may be worrying you, you aren't sure about or you'd like to know more about.	Easier – provide children with letter formation sheets and phonics mats to help them with spelling.  Harder – can you include the conjunction 'because?'	
Topic 1	Science and Maths investigation. Do the children with the largest feet have the largest hands? Children measure their hands and feet using non-standard measures (linked to this week's maths). They then record this on a table. They also gather their family member's measurements along with 3 or more friends of theirs. The	Easier – practise measuring with non-standard units and parents to support with answering the question.  Harder – make a prediction before gathering the data and using the conjunction 'because'. Write up a conclusion and link it to your prediction.	<b>Document 7</b>

	more measurements, the better they will be able to answer the question. They then rank them from largest to smallest and answer the question based on the ranking.		
PE	Children are to design a simple target and travelling game in the home or garden. They can use any equipment such as balls, beanbags, cones, hoops etc.	Easier – focus on the target  Harder – can you add a pass in there as well?	The focus is on children being able to make up their own games to practise a skill independently. The skill could be throwing, catching, dribbling, jumping etc.
Handwriting	Complete the first activity looking at the alphabet letter shapes. Help children to distinguish an ascender from a descender. Practise making those ascenders nice and tall and the descenders clearly going under the line. When you look at the page these letters should be clearly distinguishable from the other letters.	Easier – focus on letters from previous families if formation is not yet concrete.  Harder – can children put this into practise in other pieces of work, not just stand alone handwriting activities?	Explanation for parents on what an <a href="#">ascender</a> and descender is. <b>Document 8</b>
Emotional Wellbeing	Work through pages 35, 36 and 37 of the emotional wellbeing pack. Look at techniques we may use when we need to calm down. This could be when we are angry, upset, when we are over excited, when we are over tired etc. Practise putting some of the ideas into place and discuss these with your child and the impact they have. Some may work for your child and some may not. It is important to recognise		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.

	which ones are successful.		
Extra	Make a model of the castle scene from Jack and the Beanstalk in any way that you like. Add in as many features as possible (castle, beanstalk, clouds, characters)		See <b>document 9</b> for ideas of how you could make it using junk modelling

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.