

Summer Term - Year 1 Week 4

Another week of lockdown, time passes really strangely right now with weeks somehow passing in a flash and days seeming longer! We hope you're all keeping well and enjoying the sunshine. Here is what we have planned for week 4. Remember we will be in touch for a chat, do ask questions if you're not sure about anything!

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Week 4

In order to include more families, from next week our stories will be on Google Meet Hangouts - 10:30

We will email you the meeting invite, just click on the link!

Day	Teacher
Wednesday	Mrs Daubney
Thursday	Miss Davey Miss Smith
Friday	Miss Keatley

Inquiry: The Journey Home

This inquiry is called '**The Journey Home**' and is about a mysterious creature. Children will create this creature themselves and then support it on its journey to find its way home.

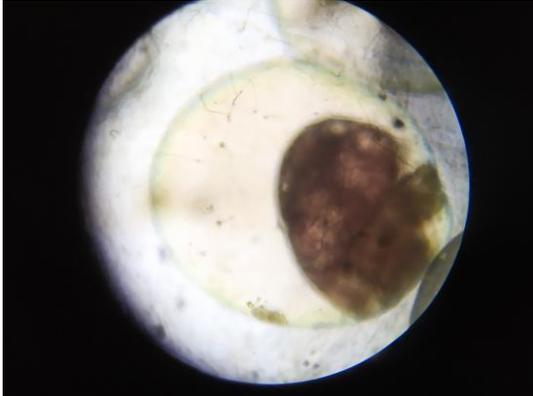
This week our creature is feeling very fed-up. Even though it has wings it does not seem to be the same as any of the other creatures in the sky. But...what's this??? As the creature stops to look at itself in a pond it starts to wonder about the strange things coming out of its neck. And the more the creature looks at the pond the more it begins to feel that maybe it too needs to be in the water. The water looks so clear and cool and the creature wants to jump right in. maybe it actually belongs in the water!

1. The creature has gills. What are gills? Can you find out more about them and list animals that do and do not have gills. What are they for?

<https://www.youtube.com/watch?v=zj5v3n6Nlm8>

2. The creature is very excited that he may belong in a pond. Did you know that a pond is home to thousands of different creatures? Some of them are so small that humans can only see them under a microscope. Here are some things Mrs Daubney found in her pond!

Pond Snail Eggs (Microscope)



Great Diving Beetle



Can you find out about the different creatures that live in ponds and carefully draw and label one?

3. Can you create your own pond? This might be out of Lego, material, using real water, a drawing, a painting.
Here are some ideas:

<https://www.fantasticfunandlearning.com/simple-pond-small-world-sensory-play.html>

<https://www.arguk.org/info-advice/educational-resources/ks1-ks2-resources/222-the-pond-pack/file>



4. Look at this poem about a pond. Can you find the rhyming words? Can you think of any other words that rhyme?

BBC Bitesize KS1 What are Rhyming Words

<https://www.bbc.co.uk/bitesize/topics/zjhhvcw/articles/zqjgrdm>

Mr Thorne's Phonics - Rhyming Words

<https://www.youtube.com/watch?v=LcPeJwvNAc>

5. Can you practise reading one of the verses of this poem? Remember to read slowly and clearly. Can you write your own poem? Remember poems do not have to rhyme. You may want to start sentences with "I can see..." or "I can hear ..."



Maths

The worksheets for this week can be found on our website. If you need the answers we can also download these and email them.

The videos can be accessed via this link.

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

If you don't have a printer you can usually just follow along on screen and write your answers down on a piece of paper. The questions in the videos help them practise the skills ready to tackle the follow up worksheet. If the worksheets are too long you can shorten the task!

Here are some games you could play:

<https://mathsbot.com/> This website has great on screen tools for you to use, don't panic that it says GCSE, scroll down the page and you can find dice, dominoes, counters, ten frames and number frames (it's numicon).

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://thestemlaboratory.com/hands-number-bond-activities/>

Here are some ideas for more practical number bonds activities

https://www.mathplayground.com/index_addition_subtraction.html

Phonics

We have tried to simplify phonics teaching as much as possible! Most lessons have 4 short parts to them. There are 2 main phonics groups for now, please email your teacher if you're not sure which group they are in. Mrs Bragger's (group 1) plans will be revising phase 3 as seen in the table below on page 4 and class based (group 2) will be continuing phase 5D.

Phase 3 - Children normally in Mrs Bragger's group

Day	Intro	Teach	Practice	Apply
Monday	https://new.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge	Mr Thorne Does Phonics ai https://www.youtube.com/watch?v=Fbmpw192MSg	Buried treasure: https://new.phonicsplay.co.uk/resources/phase/3/buried-treasure Choose ai	Write as dictation: The cat has a long tail. Read: Find ai words in your reading book, or try checking recipes, shopping lists or cereal boxes!
Tuesday	https://new.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials	Mr Thorne Does Phonics ee https://www.youtube.com/watch?v=9Ci0oEO8dXE	Picnic on pluto: https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto Choose ee	Write as dictation: He can see his big feet. Read the sentence: A cat can meet a rat.
Wednesday	https://new.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge	Mr Thorne Does Phonics qu https://www.youtube.com/watch?v=ZRGx54lNHoM	Dragon's den: https://new.phonicsplay.co.uk/resources/phase/3/dragons-den Choose qu	Dictation: Can a duck quack? Read: Find qu words in your reading book.

Thursday	https://new.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials	Mr Thorne Does Phonics ch https://www.youtube.com/watch?v=SEoednLrsMY	Buried treasure: https://new.phonicsplay.co.uk/resources/phase/3/buried-treasure Choose ch	Write: The rich man had a big chin. Find ch words in your reading book.
Friday	Tricky word song: https://www.youtube.com/watch?v=R087lYrRpgY	Miss Molly 'are' song: https://www.youtube.com/watch?v=7VUkkHm3N84	Look at the word are - what are the tricky bits? Cover / hide the word and write it as many times as you can in one minute!	Write: Are you sad? Read the sentence: The cups are red.

Phase 5 - Class Phonics

All phase 5d resources can be found here:

<https://new.phonicsplay.co.uk/resources/phase/5>. Scroll right down to the bottom of the page.

Adding the ending -ed to words where no change is needed to the root word. Spelling the days of the week.

Monday	
Introduce	We are learning to read verbs that have -ing added onto them.
Teach	Look at the word chill. Soundtalk it and blend it. Model adding -ed and model reading chilled. Initially it will sound like chill/e/d but establish that that doesn't sound right and instead we say it chill/d/. Repeat with wish/wished and establish that it is pronounced wish/t/. Repeat with need/needed and establish that the -ed becomes an extra syllable pronounced /i/d/. Verbs: Adding -ing, -er & -ed (Adding -ed onto verbs). https://new.phonicsplay.co.uk/resources/phase/5/simple-verb-suffixes

Practise	<p>Use walked, wished and needed as column headers on the board. Read other words one at a time and sort them into the columns by how the -ed ending is pronounced. bleated, enjoyed, shopped, helped, sighed, minded, treated, parked, sneaked, asked, bounded, screamed, turned, whirled, skipped, mended, picked, crunched, shouted, walked, sorted, waited, pulled.</p> <p>N.B. It can be tricky to hear the difference between the /t/ final sound and the /d/ final sound and this may depend on accent a bit. It can be easier to hear when you say the word in a sentence as this makes you say the word in a slightly more natural way. Verbs: Adding -ing, -er & -ed (Adding -ed sorting game).</p> <p>https://new.phonicsplay.co.uk/resources/phase/5/simple-verb-suffixes</p>
Apply	<p>Hold up sentence on card or whiteboard. Ask children to read the sentence. Encourage them to discuss and figure out together any words that they find difficult. My feet crunched and slipped in the snow. The beast screamed, whirled around and bounded over to me. She sighed as she waited then stamped her foot and marched away. Sentences Phase 5d.</p> <p>https://new.phonicsplay.co.uk/resources/phase/5/sentences-5d</p>
Tuesday	
Introduce	We are learning to write verbs that have the -ed suffix added on.
Teach	Recap the three ways that the -ed ending can be pronounced. Remind children that when it comes to spelling -ed endings, however they are pronounced, they are still written ed. Model writing: crunched, twisted, and twirled.
Practise	Children try writing: bleated, enjoyed, shopped, helped, sighed, minded, treated, parked, sneaked, asked, bounded, screamed, turned, whirled, skipped, mended, picked, crunched, shouted, walked, sorted, waited, pulled.
Apply	<p>Read out sentences. Children write sentences). The dragon snorted and scorched himself. The wind twirled and whirled and twisted. The goat bleated as he munched his food.</p> <p>https://new.phonicsplay.co.uk/resources/phase/5/sentences-5d</p>
Wednesday	
Introduce	We are learning to write the days of the week Tuesday, Thursday, Friday, Sunday.

Teach	Model writing Tuesday by segmenting, drawing sound buttons, thinking about the tricky sounds and making best guesses. Repeat with Thursday, Friday and Sunday. Days of the Week. https://new.phonicsplay.co.uk/resources/phase/5/days-of-the-week
Practise	Speedwriting – ask children to write Sunday as many times as they can in a minute. Count all words that are correct (and legible) and have a capital letter. Repeat with Friday, Thursday and Tuesday.
Apply	Ask children to pick a day that they have just been rehearsing and write a sentence about it. Then try writing a sentence that includes two of the days.

Thursday	
Introduce	We are learning to write the days of the week Monday, Saturday, Wednesday.
Teach	Model writing Monday by segmenting, drawing sound buttons and thinking about the tricky sound. Point out that even though Monday sounds like it should be written in the same way as Sunday, it actually contains the letter o. As writers we have to train our brains to remember this. Introduce the idea of spellspeaking. If we try saying the word the way it is written a few times M/o/nday, that can help us to remember to use an o when we spell it. Repeat with Saturday. Show that because we don't stress the second syllable it becomes a squashed up /uh/ sound which makes it hard to know how to spell it. If we spellspeak the word a few times stressing all the sounds Sat/ur/day, it can help. Look at Wednesday and show how we miss out some of the sounds altogether when we pronounce Wednesday. Again try spellspeaking it as Wed-nes-day as a reminder to include all the letters. For some children, knowing the origin of some of the words may be helpful in remembering how to spell them. E.g. Monday is named after the moon and Saturday is named after Saturn. Days of the Week. https://new.phonicsplay.co.uk/resources/phase/5/days-of-the-week
Practise	Speedwriting – ask children to write Monday as many times as they can in a minute. Swap whiteboards with a partner and count all words that are correct (and legible) and have a capital letter. Repeat with Saturday and Wednesday.
Apply	Ask children to pick a day that they have just been rehearsing and write a sentence about it. Then try writing a sentence that includes two of the days.
Friday	
Introduce	We are learning to add the suffix -ed to words.

Teach	Dictate a poem to the children that uses days of the week and verbs with -ed endings. Find one or adapt this one to suit your children.
Practise	On Monday I climbed a tree.
Apply	On Tuesday I twisted my knee. On Wednesday I blew up a balloon.
	On Thursday I zoomed to the moon.
	On Friday I went to the park
	On Saturday I splashed with a shark
	On Sunday I didn't do a lot.
	Look at the poem written down and children mark the spellings of the words that we have been working on and make corrections as necessary.

Enjoy your week!