**Summer Term - Year 1 Week 10 (w/b 29th June)**

We have had a lovely week enjoying the sunshine. Hope you have too.

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We will email on Monday with information about the weekly story.

**Week 10**

**Inquiry: The Journey Home**

We have been exploring space for a few weeks now. All of a sudden something strange begins to happen. We hear a very strange noise coming into our spaceship.

1. Listen to the audio message. Write down who we think the message might be from. Discuss what we know and what we wonder. Write down any questions you have. Remember that questions end with a question mark and often start with a question word eg who, what, when, why, how.

<https://youtu.be/Ne2mqZqFBzc>

1. Now the spaceship monitor is displaying a strange message! Is it a language we recognise? What does it say? How could we work it out? See if children can work out the message using the translated text at the top. Can they write another message using the code.

(This message is in week 10 resources - there is also an alien code sheet if you need some help).

It says, “To Astronauts. Hello. We saw your message. We lost an egg. We think you can help. From planet imagine”.

1. Now children know there is a planet that our creature comes from, we need to find out more. How could we communicate with this planet? What will we say?

Children to write a message for the planet. They can either use the code to write a message or video themselves saying a message.

1. We are going to try and get to this mystery planet and see if they have any more information about our creature. The creature is excited about this but also feeling very nervous. Why do you think he might be nervous? Have you ever been nervous about anything? Can children think of a time that they were nervous and how they overcame this. Our value this term is challenge, can they talk about a time they challenged themselves and were brave. Ask your child to think about how they were feeling before the challenge, during and afterwards.
2. To help with mindfulness and wellbeing, some people like to take part in Yoga. To help the creature with their wellbeing and to help them stay calm here is a space yoga to do together: <https://www.youtube.com/watch?v=v9W8iV4AJYQ&safe=active>

**Maths**

1. Monday True or False- There are 32 muffins. Children can see 2 tens and 3 ones, do they know that this makes 23 and not 32? Good talking point!

Main activity - Numbers to 50. Here we practise both counting and looking at pictorial representations of number (such as tens frames). It’s really important that they say a number for each item and can count accurately without counting the same thing twice!

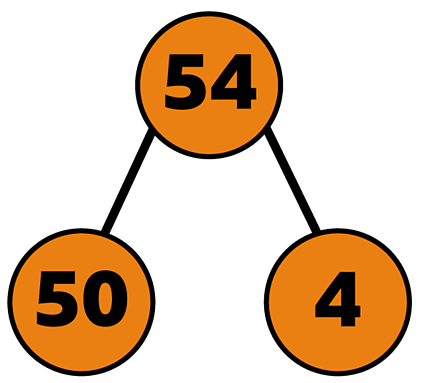
1. Tuesday True or False? 4 + 2 = 42 The pictures match 42 but the number sentence doesn’t, so this is a real challenge! Can they explain their answer?

Main activity - Tens and Ones. This is such an important foundation for next year, so spend as much time on this as you need. You can use sticks and stones for tens and ones, or twiglets and skittles, lego - whatever motivates your child! Keep them using the words ‘tens’ and ‘ones’ accurately.

1. Wednesday True or False? Both pictures show the same number. These pictures of numbers are a really important way of working, just like using equipment. Children are being encouraged to ‘see’ tens and ones.

Main activity - Representing Numbers to 50 as a whole / parts model. The whole amount (or total) goes in the ‘top’ circle. In the other two circles you put the amount in tens on one side and the ones on the other. The lines show that 50 and 4 are parts of 54, there are no lines in other places because that wouldn’t be true - 54 and 4 are NOT parts of 50. Watch out for when the whole /parts model is on it’s side (Question 3c) and talk to the children about how this looks a little different but is still the same. The lines go from the parts to the whole.

Example:



1. Thursday True or False? 39 is one less than 41.

Main activity - One more one less. Lots of practise here on another core skill. Children can muddle up ‘more’ and ‘less’ so this is a great opportunity to make sure this vocabulary is secure. In this activity children can also explore part of a 100 square and make sure they know how to follow the numbers forwards and backwards along the lines.

1. Friday True or False? Comparing objects within 50. Children will not have seen the more than > and less than < symbols for a long time. You will probably need to talk about what this means!

Recapping < and > video

<https://www.youtube.com/watch?v=M6Efzu2slaI&safe=active&disable_polymer=true>

Main activity - Practising showing more than (or greater than) and less than in different ways.

**Espresso login -**

**Username - student23524**

**Password - NR67HL**

**Phonics**

As we have now covered all of phase five, we will be moving on from this. If you feel that your child needs more practise at phase three or five, please continue to do this, as this will help them as they go into year two. Please check the SEN area of the website for learning ideas or email us for more support.

We will spend the next few weeks doing some reading comprehension and practising handwriting.

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| Monday and Tuesday | Read ‘Neil Armstrong KS1 Reading Comprehension’. There are three different levels of text. If children struggle to read one you can read it to them or with them. Get children to read it a couple of times and talk about what they have read. Explain that they are reading it in order to find out information and that they are going to answer some questions about what they have read.  Answer the questions about the reading. Encourage children to read back through the information in order to answer the questions. Where possible try and encourage children to answer in complete sentences.  This can be found in the ‘Week 10 Resources' download. |
| Wednesday, Thursday and Friday | This week we are going to focus on ascenders (t, l, d, b, k, h). These are the tall letters. These letters sit on the line but are taller than the other letters.  Remember sometimes letters look correct but have not been formed in the correct way - this will make it very difficult when they begin to join up their writing in year two. Children often muddle d and b because they start them in the same place. Remind children where to start d and b. Children often try and add the tall part of the letter on afterwards so please remind them that, apart from the t, pencils should not leave the page midway through writing a letter.  Some words that contain ascenders are: bed, bath, late, kite, tall, tilt.  <https://www.youtube.com/watch?v=4T_EE6PcZbY> - This video shows children how to correctly form each letter. |

**Have a great week!**