**Summer Term - Year 1 Week 3**

Well done for getting through another week of home learning! This week we are not planning anything for Friday as it is a bank holiday to celebrate VE day. The link below shares ways you can celebrate this at home.

<https://www.artventurers.co.uk/the-big-neighbourhood-v-e-day-family-festival/>

Here is what we have planned for week 3.

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**Week 3**

**Storytimes on Zoom - 10:30**

**We will email you the meeting id and password before the meetings.**

|  |  |
| --- | --- |
| **Day** | **Teacher** |
| **Tuesday** | **Miss Keatley****Miss Smith** |
| **Thursday** | **Mrs Daubney** |
| **Bank holiday!** |

**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.

Last week our creature discovered a butterfly. It noticed that the butterfly had wings too and wondered if it might be a butterfly as well. Thanks to your investigation and hard work we have concluded that the creature is NOT a butterfly. Our challenge now is to help the creature find out what it is. We know it has wings so this week we are going to think about creatures that fly.

1. List all the animals you know that fly. Remember that in a list there is only one thing on each line.

Have a go at sorting your animals into two lists. How have you sorted them? Are there any other ways to sort them? (e.g. birds and insects, big creatures and little creatures, mammals and birds etc).

1. Watch this video all about the features of birds on espresso:

<https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1155237/grade1/module1149557/index.html?source=search-all-all-all-all&source-keywords=birds>

 From all the animals you have listed, choose one to find out more about.

Where does it live?

What does it eat?

What does it look like?

What sounds does it make?

3. What a lot of flying creatures! I wonder if our creature flaps, glides or soars? Let’s try to make our own flying creatures. Using one A4 piece of paper can you make a creature that can fly? You may want to make a few practise versions and make improvements each time. Decorate your creature and see if it flies! What kind of paper did you use - why? Can you measure how far it went and share the distance with us? What units did you use to measure the distance? Will we be able to compare your distance with other people’s? Challenge your family and see whose can fly the furthest!

Here is a simple video but children are very welcome to design their own!

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

4. Have we discovered what our creature is yet?

Write a sentence or video yourself saying what you think it could be.

Try to use ‘because’ to explain your answer and give reasons.

e.g.

I think it could be a bird because…

I think it could be a mammal because...

Lots of people have a special way to remember the spelling of because. Can you think of your own way of remembering how to spell it or use one that you already know.

**Maths**

This week White Rose is no longer allowing us free access so we have taken out a school subscription. We have downloaded the four lessons which are available on the website. If you need the answers we can also download these and email them. The video should still be able to 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.

This week children are recapping adding and subtracting and thinking about how they are the inverse (opposite) of each other. Children really enjoyed doing this at school and should be confident with the whole-part model.

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**

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| --- | --- | --- | --- | --- |
| Day | Intro | Teach | Practice | Apply |
| Monday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials>  | Mr Thorne Does Phonics **ur**[**https://www.youtube.com/watch?v=Q49YSWKPyVo**](https://www.youtube.com/watch?v=Q49YSWKPyVo) | Picnic on Pluto**ur**<https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto>Choose **ur** | Write as dictation:The fur is brown.Read:Find ur words in your reading book, or try checking recipes, or cereal boxes! |
| Tuesday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge>  | Mr Thorne Does Phonics **air**[**https://www.youtube.com/watch?v=T3rWZYN5jno**](https://www.youtube.com/watch?v=T3rWZYN5jno) | Dragon’s Den<https://new.phonicsplay.co.uk/resources/phase/3/dragons-den>Choose **air** | Write as dictation:The goat is on the chair.Read:Find air words in your book.  |
| Wednesday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials>  | Mr Thorne Does Phonics **oo as in look (not moon)**[**https://www.youtube.com/watch?v=vR47jG-imRo**](https://www.youtube.com/watch?v=vR47jG-imRo) | Buried Treasure<https://new.phonicsplay.co.uk/resources/phase/3/buried-treasure>Choose **oo (short ‘u’ sound)** | Dictation:I saw the storm in the night.Read:Find **oo** words in your reading book - is the sound short or long?  |
| Thursday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge>  | Mr Thorne Does Phonics **ng**[**https://www.youtube.com/watch?v=8v7Yl4phJcg**](https://www.youtube.com/watch?v=8v7Yl4phJcg) | Picnic on Pluto<https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto>Choose **ng** | Write:I saw a ring in the dark.Find ar words in your reading book. |

**Phase 5 - Class Phonics**

**All phase 5d resources can be found here:** [**https://new.phonicsplay.co.uk/resources/phase/5**](https://new.phonicsplay.co.uk/resources/phase/5)**. Scroll right down to the bottom of the page.**

**Phase 5d - Planning Week 2**

This week we are adding the endings -ing and-er to verbs where no change is needed to the root word.

e.g. rock rock**ing**  rock**er**

walk walk**ing** walk**er**

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|   | Monday |
| Introduce  | We are learning to read verbs that have -ing added onto them.  |
| Teach  | Look at the suffix -ing. Show that it can be easily read using existing phonic knowledge. Model blending to read various words that end in -ing – eating, whirling, cartwheeling.  |
| Practise  | Play Crater Creature Countdown (Verbs with -ing added). <https://new.phonicsplay.co.uk/resources/phase/5/crater-creatures-countdown> |
| Apply  | Write out sentences to read. Discuss and figure out together any words that they find difficult. I don't like people whispering when I am reading. The puppy was enjoying destroying the shoes. A great booming noise came thundering across the mountains. Sentences Phase 5d. <https://new.phonicsplay.co.uk/resources/phase/5/sentences-5d> |
|   | Tuesday |
| Introduce  | We are learning to write verbs that have the -ing suffix added on (and revise spelling strategies using the best guesses learned in Phase 5c).  |
| Teach  | Model segmenting to spell the word enjoying. Model thinking about how to spell the /oi/ sound. E.g. “I'll split the word into syllables.” Draw sound buttons for each syllable and write in the easy phonemes.“The /oi/ sound is at the end of the syllable joy so the best guess spelling is oy.” Write all the letters in.Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for boiling and destroying.  |
| Practise  | Practice writing: toiling, curling, twirling, burning, squirting, joining, pointing, annoying.  |
| Apply  | Read out sentences. Children write sentences on whiteboards. That annoying elephant was squirting me. I was enjoying that book. I can't help blurting things out. Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d. <https://new.phonicsplay.co.uk/resources/phase/5/sentences-5d> |
|   | Wednesday |
| Introduce  | We are learning to read verbs that have had -er added onto them.  |
| Teach  | Children stand up. Show children verbs. Ask them to soundtalk then blend to read the verb then act it out – sing, jump, scratch, listen, nibble, scream, trudge. Briefly explain that the words are easy to act out because they are action words (verbs). If you feel children are ready, look at verbs like think, guess, decide and worry – talk about the fact that these are actions that we take inside our heads so they are harder to act out. Touch also on verbs like am, can, will, was, is and explain that these are also verbs (because they describe a state of being) but they are very hard to act out on their own. Verbs: Adding - ing, -er & -ed (What are verbs?) Show that we can add an -er ending to turn the verb into a name for a person or thing (noun) that does that action. Ask the children to do each action again. Say “You jump so you are a... (jumper). You teach so you are a ... (teacher).” etc. Show the word with the -er ending each time. Remind children that they have easily been able to read the grapheme -er at the end of the word since Phase 3. Verbs: Adding - ing, -er & -ed (Adding er onto verbs).  |
| Practise  |
| Apply  | Read the sentences: A teacher also has to be a learner. The farmer was a very hard worker. She was a bit of a dreamer but a brilliant painter. Sentences Phase 5d. <https://new.phonicsplay.co.uk/resources/phase/5/sentences-5d> |

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|   |   | Thursday |
|  | Introduce  | We are learning to spell verbs that have had -er added on to turn them into a noun.  |
| Teach  | Model segmenting to spell the word player. Model thinking about how to spell the /ai/ sound. E.g. “I'll start with the first syllable /p/ /l/ /ay/.” Draw sound buttons and write in the easy phonemes “The /ai/ sound is a tricky one but as it is at the end of the root word, the best guess spelling is ay. The last syllable is /er/ (draw one more sound button) and at the end of a word. We know that this sound at the end of a word is often spelt er.” Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for walker and charmer. Try writing: waiter, painter, burner, speaker, heater, hunter.  |
| Practise  |
| Apply  | Write the sentences: The walker would not slow down. The trainer was ready for the big race. This dragon was a bit of a charmer. Sentences Phase 5d. <https://new.phonicsplay.co.uk/resources/phase/5/sentences-5d> |

**Enjoy your week!**