**Summer Term - Year 1**

Here is our first week of learning for the summer term! We hope you enjoy it, it looks like a lot on paper but every household will do it differently and please don’t feel under any pressure! There are 3 sessions per day but they don’t need to take long, ease into it and do what feels right for you and your child. Feel free to email us with questions and to share learning, or use our Facebook page. Unfortunately we can’t respond through Messenger but here are our emails!

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**Week 1 (WB: 20/04/2020)**

**Each Year 1 class teacher will be hosting a Zoom meeting so that we can see you all and read a story. Each class will have a separate Meeting ID that will be sent to you via text. Stories will be read at 10:30.**

**Tuesday – Mrs Daubney**

**Wednesday – Miss Keatley**

**Thursday – Miss Davey**

**Friday – Miss Smith**

**Inquiry: The Journey Home**

At Lodge Lane we teach the curriculum through inquiry. Children love this approach as it makes learning fun and purposeful. We have tried to think of a way to continue teaching through inquiry while at home. This means that, while we are coming up with our own ideas for what children will learn about, we are still taking objectives from the year one curriculum.

Please email us if you have any questions.

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.

In a clearing of tall green trees there lays an egg. The egg is purple and blue, and it is bigger at the bottom than at the top. All of a sudden, the egg begins to crack. A small zig zag crack soon becomes a larger crack and then the egg starts to shake. A sharp pointy claw emerges from the crack. Then a blue furry hand and a blue furry arm. There is a loud popping noise and the top of the egg lifts completely off. The creature looks all around lifting its blue furry hands to scratch its pointy head. The creature has an orange face and a large round nose. It has two green eyes that are perfectly square and a big mouth. It has a fluffy pink body with spikes all the way down its back and two short spotty legs. It has gills all around its neck and when it sneezes, two sparkly silver wings pop out of its sides. The creature looks shocked and very scared.

**Activities:** (Have your phonics and tricky word mats on hand for children to use whenever you write.)

1. Draw or make the mystery creature based on the description. Can you label it?
2. Can you think of some words to describe the egg and the creature inside the egg? Remember describing words are called adjectives. Can you use these adjectives in sentences? For some children writing repetitive sentences is appropriate and boosts independence and confidence. E.g. ‘It is fluffy. It is scary. It is big’. Others will create more elaborate sentences such as ‘It is colourful but strange and it looks like it has come from Outer Space!’

Here’s a couple of useful teaching resources – optional!

<https://www.twinkl.co.uk/resource/t-l-4876-adjectives-powerpoint>

<https://www.bbc.co.uk/teach/supermovers/ks1-english-adjectives-adverbs-with-johnny-inel/znfjbdm>

1. What do you wonder about the mystery creature? Write a list of questions to find out. Remember questions end with a question mark (?) and often start with a question word (How, what, when, why, why, where).

Mr Thorne does Grammar Video on Question Marks <https://www.youtube.com/watch?v=B_eymWspTko>

1. Can you find out about animals that hatch from eggs and animals that do not. Is this creature from one of those animal groups? Zoos all over the world are Live streaming animals so you might be able to observe some of the egg laying creatures you are finding out about. Choose how you share what you’ve learnt… Write, draw, make a short video, tell your relatives over technology!

Here’s one to get you started, have an adult with you whist you use the internet to help you search safely.

<https://www.edinburghzoo.org.uk/webcams>

**Maths**

Check in to the free daily lessons from White Rose Maths. 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.

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

**Practicing your doubles:**

Here are some games that will help you practise. You could just roll a dice and double the dots for quick recall, or try the games below. When doubling the numbers 6 to 9 it can help to make the numbers on your hands and see the number e.g. 7 as ‘5 and 2’, as the parts of 5 and 2 are easy to double (10 and 4 ) and recombine - double 7 is 14. In time children can visualise the number on their fingers and double each part.

<https://www.ictgames.com/mobilePage/archeryDoubles/index.html>

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

If children are confident with doubles to 20, they may want to have a go at doubling higher numbers by partitioning, for example, they could double 31 by doing 30 + 30 = 60 and 1 +1 = 2, so 62.

This is obviously more tricky when the digits are higher than 5.

**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. Group 1 plans will be revising phase 3 as seen in the table below on page 4 and group 2 will be starting phase 5D which can be found on pages 5 and 6.**

**Group 1: Revising Phase 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Intro | Teach | Practice | Apply |
| Monday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials> | Mr Thorne Does Phonics **oa**<https://www.youtube.com/watch?v=tbLTgyrC3eg> | Picnic on Pluto**oa**<https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto>Choose **oa** | Write:I went on a boat.Read:Find oa words in your reading book. |
| Tuesday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge> | Mr Thorne Does Phonics **igh**[**https://www.youtube.com/watch?v=Xj1fge3ylWY**](https://www.youtube.com/watch?v=Xj1fge3ylWY) | Dragon’s Den<https://new.phonicsplay.co.uk/resources/phase/3/dragons-den>Choose **igh** | WriteI went so high.Read:Find igh words in your reading book. |
| Wednesday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials> | Mr Thorne Does Phonics **ow**[**https://www.youtube.com/watch?v=EznhbviF\_2w**](https://www.youtube.com/watch?v=EznhbviF_2w) | Buried Treasure<https://new.phonicsplay.co.uk/resources/phase/3/buried-treasure>Choose **ow** | Write:I saw a cow.Read:Find ow words in your reading book. Can you hear the ow sound or is it different? (e.g. cow and snow)  |
| Thursday | <https://new.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge> | Mr Thorne Does Phonics **ar**[**https://www.youtube.com/watch?v=NEvlotQZf50**](https://www.youtube.com/watch?v=NEvlotQZf50) | Picnic on Pluto<https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto>Choose **ar** | Write:I saw a farm.Find ar words in your reading book. |
| Friday | https://new.phonicsplay.co.uk/resources/phase/2/tricky-word-trucks | Miss Molly Are’ song<https://www.youtube.com/watch?v=7VUKKHm3N84&list=PLu2eu2ZZMw-AJYUDDM0gC_gy78Gub4cF8&index=37&t=0s> | Look at the word are - what are the tricky bits? (The e)Cover / hide the word and write it as many times as you can in one minute! | Write:We are big.Spot the word as you read - try to ensure it’s not muddled in speech with ‘our’. |

**Group 2: Phase 5D**

**About 5D**

The new curriculum (2014) identifies a small number of objectives for Y1 that are not already covered in the Letters and Sounds phases usually taught in Y1. Whilst these objectives are identified in the curriculum as being for Y1, the curriculum clearly states that, from a statutory point of view, they only need to be taught by the end of KS1. This unit covers all these additional objectives in a simple, familiar way for Y1.

**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 1**

**Adding -s and -es to words (plurals of nouns and the third person singular of verbs).**

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| --- | --- |
|  | **Monday** |
|  | **Introduce**  | We are learning to read words with the -s ending |
| **Teach**  | Model blending to read a singular word – **peacock**. Then show the word **peacocks** and blend to read that. Explain simply that by adding the **-s** there is now more than one peacock and that we call this making the word plural. Repeat for **crocodile/crocodiles, donkey/donkeys, dolphin/dolphins, whale, whales. Adding -s and - es**.  |
| **Practise**  | Play **Crater Creature Countdown (Plurals ending in -s)**.  |
| **Apply**  | **Sentences Phase 5d**. Encourage them to discuss and figure out together any words that they find difficult. **Emus have fluffy feathers. The chefs forgot to peel the apricots. There are lots of dangers that unicorns can face**.  |
|  | **Tuesday** |
|  | **Introduce**  | We are learning to spell words with the **-s** ending where no change to the root word is needed |
| **Teach**  | Model segmenting to spell the word **snails**. Model thinking about how to spell the /ai/ sound. E.g. “Let me think /s/ /n/ /ai/ /l/ /s/.” Draw sound buttons and write in the easy phonemes. “The /ai/ sound is in the middle of the word snail so it is probably either the split digraph **a\_e** or it's **ai**. I think that I remember that in this word it is **ai**. Write the letters on a whiteboard/paper. 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 **days** and **treats**.  |
| **Practise**  | Play Quickwrite (children write each word quickly with the words **trays, beads, planes, whales, bees, seats, knees, trees, fields**. After children have written each word, show to the adult, then the adult gives correct spelling whilst children mark their words. |
| **Apply**  | **Sentences Phase 5d**. Adult reads out sentences.. **Do snails or snakes make the best pets? The bees in the trees give painful stings. Write together.** |
|  | **Wednesday** |
|  | **Introduce**  | We are learning to read words with the **-es** ending.  |
| **Teach**  | Look at a picture of a **fox**. Ask children what it is? Show a picture of a few **foxes**. Ask children to say the word now. Repeat with pictures of a **coach/coaches**,**box/boxes**, **cockroach/cockroaches** a **church/churches**. Look at the word **foxes** written down. Point out that **e** makes an /i/ sound and the **s** makes a /z/ sound. Model blending /f/ /o/ /x/ /i/ /z/ foxes. Repeat with churches and wishes. **Adding -s and -es**.  |
| **Practise**  | Play **Crater Creature Countdown (Plurals ending in - es)**.  |
| **Apply**  | Practise reading the sentences: **I think that foxes may be lurking in the bushes. The boxes with crosses on them are full of cockroaches. The frog got a lot of kisses**. **Sentences Phase 5d**.  |

|  |  |
| --- | --- |
|  | **Thursday** |
|  | **Introduce**  | We are learning to spell words with the **-es** ending where no change to the root word is needed.  |
| **Teach**  | Model segmenting to spell the word **boxes**. Ask children to clap out the syllables in this word. Start with the first syllable **box**. Remind children that they know how to spell this root word **box**. Then look at the second syllable /i/z/. Ask the children if they can remember the letters that make the /i/ and /z/ sounds in this phoneme. Write **boxes**. Repeat with **kisses** and **churches**. **Adding -s and -es**.  |
| **Practise**  | Play Quickwrite with the words: **lashes, foxes, bunches, torches, bushes, cockroaches**. After children have written each word, show to the adult, the adult gives correct spelling whilst children mark their words. One tick for the correct number plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.  |
| **Apply**  | Look at the list of words that need to have **-es** added. Help children to see that all these words end with hissing, buzzing or shushing sounds. Try saying some of these words with an /s/ added on and let the children see that it is virtually impossible to say the /s/ sound straight after a hissing, buzzing or shushing sound. This is why these words need /i/z/ spelt **-es** added to make them plural.  |
|  | **Friday** |
| **Introduce** | We are practising how to read and spell some tricky words. <https://new.phonicsplay.co.uk/resources/phase/5/tricky-word-trucks> |
| **Teach** | Pick three words from the tricky word mat to practise spelling and reading. Talk about which part of the words are tricky e.g. in the word ‘*was’* the a is the tricky part.  |
| **Practise** | To practise spelling, see how many times you can write each word in a minute.  |
| **Apply** | Practise spelling each word by putting them into a sentence. Can your child use all three words in one sentence? Can they challenge themselves by using a connective? e.g. and, because, but.  |

**Mr Thorne Does Phonics Videos**

Use these as often as you like to support your teaching!

Plurals using s:

[h](https://www.youtube.com/watch?v=9hpF25WMaF0)<https://www.youtube.com/watch?v=QZPqqqwuRRc&t=6s>

Plurals using es:

<https://www.youtube.com/watch?v=2jrqNBc3U10>

**Enjoy your week!**