



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 1

Week Beginning 23.11.20



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mip1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggs

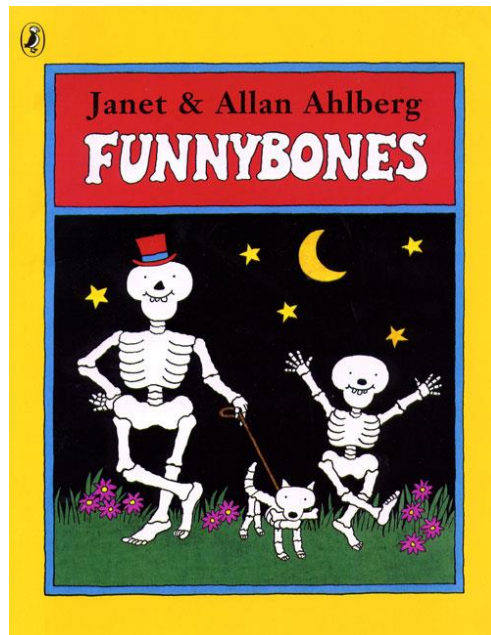
<https://readingeggs.co.uk/>

Monthly Medium Term Overview for November

| Reading | Writing | Speaking and Listening |
|---|---|--|
| Phonics I can recognise the majority of Phase 3 digraphs and/or trigraphs. I can read some of the Phase 4 sounds. I can read the Phase 3 tricky words. I can read most of the Phase 4 trick words I can apply my phonic knowledge when reading unfamiliar words. I can begin to identify some of the Phase 5 digraphs. I can begin to read some of the Phase 5 tricky words. | Handwriting I can correctly form the letters c.a.d.g.q.o.e.s.f.i.l.t.u.y I can handle a pencil effectively to correctly form most letters. Spelling I can begin to spell Year 1 Autumn Term spellings independently. I can begin to spell phase 2/3/4 tricky words. I can segment and blend to spell any unfamiliar words. Writing I can write simple sentences to describe the events, remembering to include capital letters, finger spaces and full stops. I can use interesting describing words to describe something with/without a sound mat. I can use my imaginations to write super sentences about my own imaginary adventures. I can write a short sentence, including correct spelling of some tricky words that can be read by myself and others. I can write a phonetically plausible description. I can segment and blend to spell any unfamiliar words. I can extend my sentences by using the conjunction 'and'. I can write my own endings to the story. | I can listen to a story and speak about events that are happening through a recap. I can explore the front cover and discuss my ideas. I can listen attentively in a range of situations. I can answer how and why questions in response to stories or events. I can follow instructions involving several ideas or actions. I can use past, present and future tense accurately when talking about events I have experienced/will experience. I can express myself effectively when giving an instruction. I can use my voices expressively to chant and perform simple verses from the story such as 'The leg bone's connected to the hip bone. The hip bone's connected to the back bone.' |
| Maths | | |
| Personal Development and Wellbeing I can identify different feelings e.g. happy, sad, anxious and begin to understand the feelings of worry, jealousy and excitement I can understand and discuss different religious and cultural/traditions (Diwali). I can explore the NSPCC PANTS campaign. I can watch the Pantosaurus video and begin to learn the song. I can discuss the similarities and differences between girls and boys bodies, naming the main parts of the body and beginning to use the correct terminology for private parts e.g. vagina and penis. I can discuss a range of feelings, beginning to develop our knowledge of specific feelings such as lonely and jealous. I can demonstrate many different emotions using facial expressions in mirrors and to each other. I can discuss the nativity story and begin to talk about why it is an important time of year for followers of Christianity. | Science I can look at the physical properties of materials (hard/soft, stretchy/stiff and bendy/not bendy) I can be conduct a simple experiment to test the properties. I can label and name parts of the body and I can discuss the role of each part. I can begin to understand how the skeleton supports the body. I can discuss the parts of the body that relate to the senses using different items (noisy, textured, smelly) to spark discussion. I can compare and classify to identify the differences between different people. I can compare similarities and differences, and use my observations to sort people of different ages, races and gender by their own criteria. I can discuss seasonal changes. I can discuss and name nocturnal and diurnal animals. I can classify animals. I can name and label parts of a tree. | Arithmetic I can find one more/less than any number up to 20 I can Find two more/less than any number up to 20, recording the hops on a beaded line. I can Relate counting on to addition and counting back to subtraction. I can find one more/less than any two-digit number, including one more than 29, 39, etc. I can recognise 1p, 2p, 5p and 10p coins. I can find totals of two coins from 1p, 2p, 5p and 10p. I can count what's left and record the related subtraction sentences. I can count on/back starting from any number up to 20. I can order numbers to 20 on a track, then a beaded line. |
| | P.E. I can develop my spatial awareness. I can run fluently with coordination and different speeds, this time over obstacles. I can begin to develop an awareness of height and distance when jumping. I can practise taking off and landing in a coordinated and controlled way. I can practise jumping using one or two feet. | Reasoning I can estimate, measure and compare objects. I can choose and use suitable uniform non-standard or standard units. I can create and find symmetrical patterns. I can Use vocabulary related to time; read the time to the hour (o'clock) and half past the hour. I can count to 100 in ones and tens from zero. |
| | | Problem solving I can understand subtraction as 'take away'. I can understand a word problem and decide what action is needed to solve it. I can mark on numbers just before and after 5, 10, 15, and 20. I can compare two numbers less than 20: say which is more or less. I can recognise fractions of shapes $\frac{1}{2}$ and $\frac{1}{4}$. |

Monday 23rd November
Lo. To make a prediction.

Author of the book is

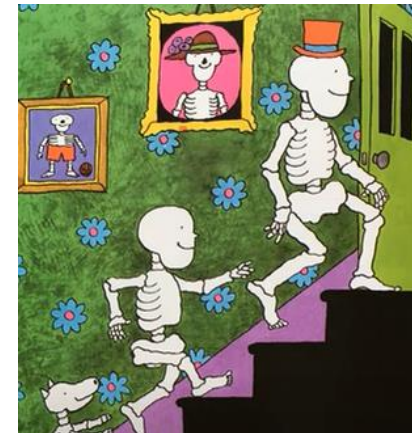
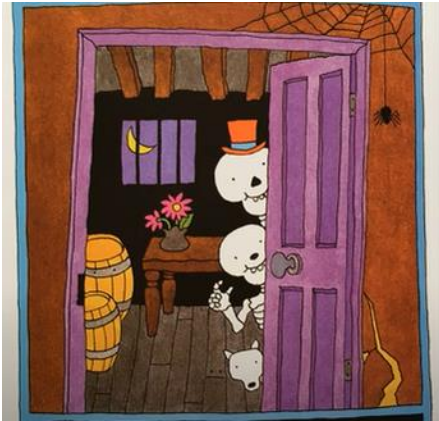


What does an author do?

What would your front cover look like for 'Funnybones'?

Monday 23rd November

LO. To discuss details of the beginning of the story.



Tuesday 24th November
LO. To understand what I have read



They walked past the houses
and the shops.

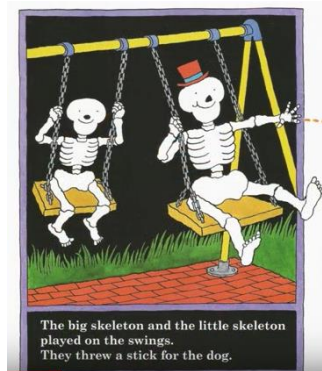
On a dark dark hill

The big skeleton scratched his skull.

there was a dark dark street.

Match the sentences to the correct picture

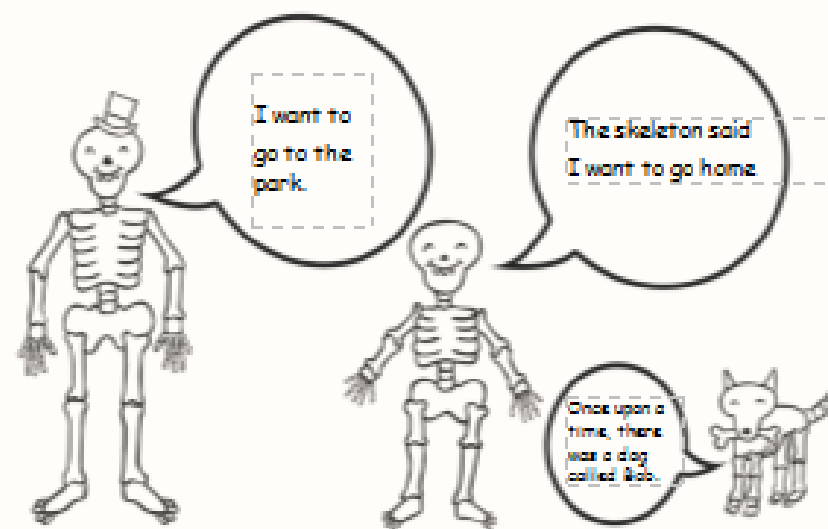
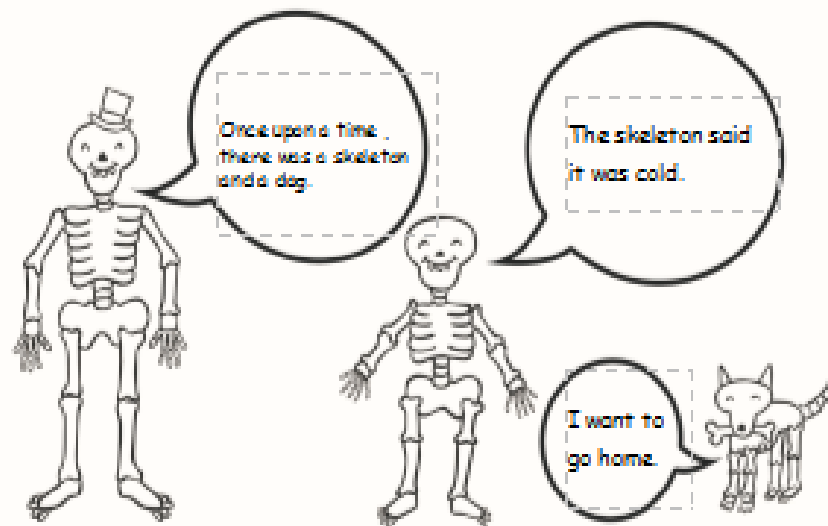
Tuesday 24th November
Lo. To discuss my ideas.



A large rectangular area with a dashed border, containing six horizontal solid lines for writing.

Wednesday 24th November

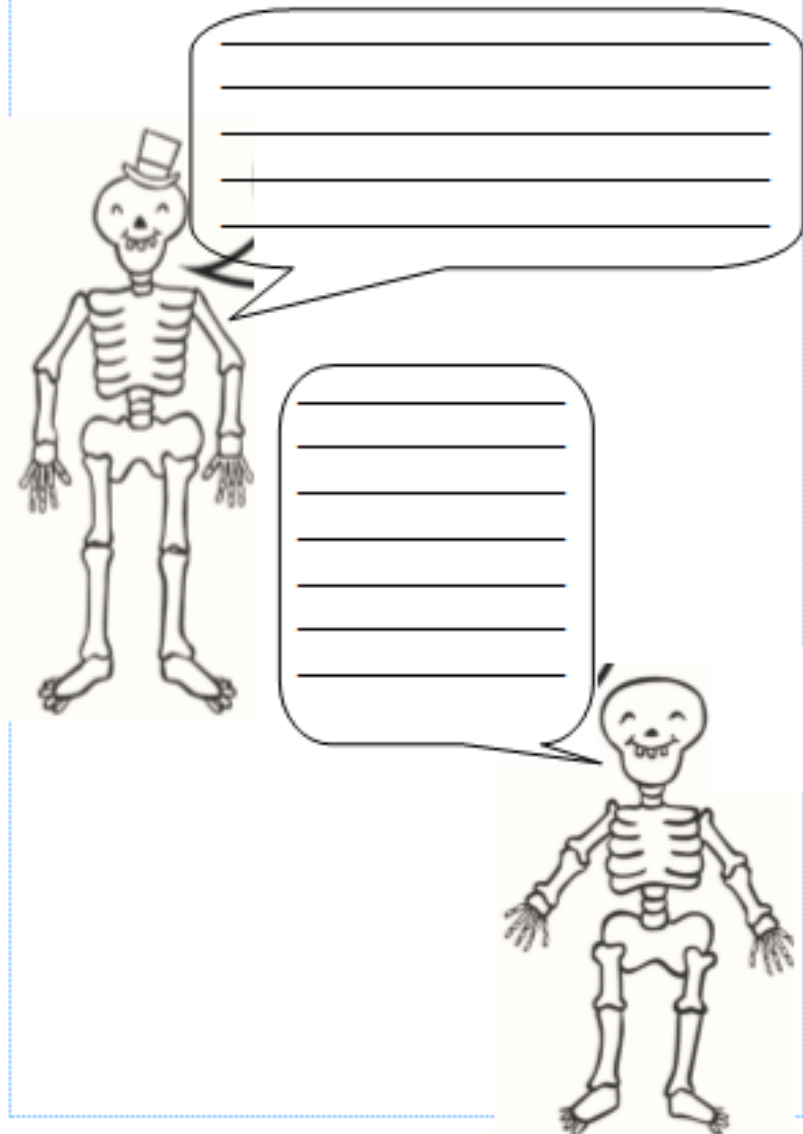
LO. To understand features of a text (speech bubbles)



Colour the one that show the correct speech needed in a speech bubble

Wednesday 24th November

LO. To understand features of a text (speech bubbles)



Thursday 26th November

L.O: To recognise and join in with predictable phrases.

And that is how the story ends.
On a dark [] hill
there was a dark dark town.
In the dark dark []
there was a dark dark street.
In the dark dark []
there was a dark dark house.
In the dark [] house
there was a dark dark staircase.
Down the dark dark []
there was a dark [] cellar.
In the dark dark []
some skeletons lived.

Thursday 26th November

L.O: To recognise and join in with predictable phrases.

And that is how the story ends.
On a dark dark hill
there was a dark dark town.
In the []
there was a dark dark street.
In the []
there was a dark dark house.
In the []
there was a dark dark staircase.
Down the []
there was a dark dark cellar.
In the []
some skeletons lived.



Fred and Brent spent a week in Spain.



Milk is good for children's teeth.



The clown did tricks with a chimpanzee.



I kept bumping into things in the dark.



It is fun to camp in a tent.



I must not tramp on the flowers.



A drip from the tap drops in the sink.



I can hear twigs snapping in the wind.

Cut the photos and sentence up and
rematch them together

Tuesday 24th November

LO. To understand what I have read.

Six frogs sit on a log.



The dog is green.



The little hen is red.



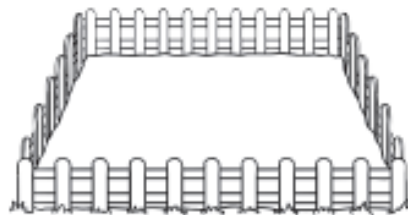
Cat, dog and pig sat in the barn.



A cat is in the tree.



Three pigs sat in the pen.



The mill has sails.



The loaf has ten seeds.



Thursday 26th November

LO. To understand what I have read.

LO. To understand phase 3 sounds.

The Big Turnip

- 8 Down on the farm sits a big turnip.
14 Mark tugs hard on the turnip.
20 It is deep in the soil.
28 The cat tugs on the turnip. No good!
36 The dog tugs on the turnip. Too deep!
42 They all tug on the turnip.
49 Up pops the turnip into the air!



Read Together Quick Questions



1. Where is the turnip? Tick one.

- ☐ up near the pigpen
☐ down on the farm
☐ down in the garden



2. Who pulls the turnip second? Tick one.

- ☐ Mark
☐ the dog
☐ the cat



3. Can you find a word that describes the turnip?
Tick one.

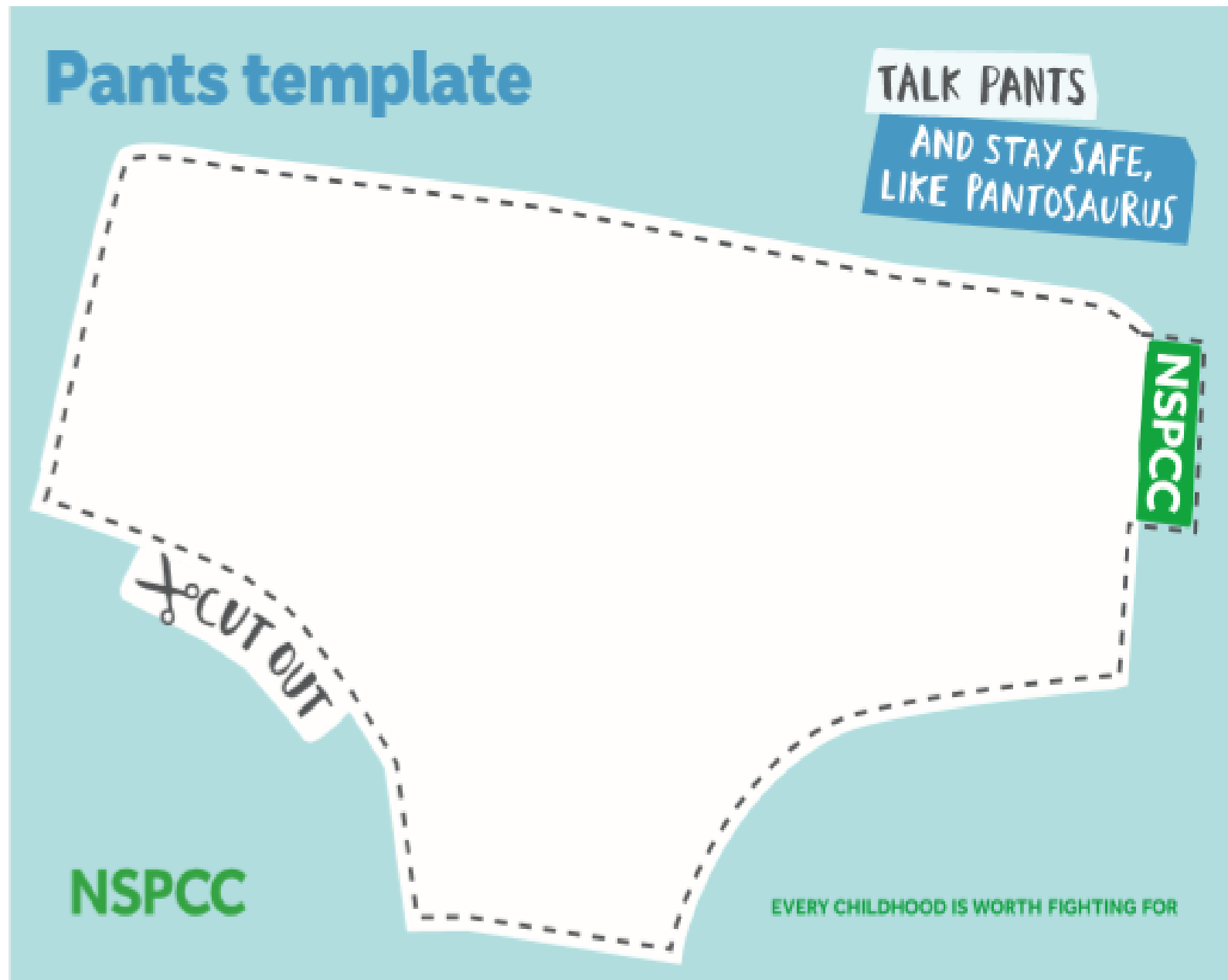
- ☐ hard
☐ big
☐ cool



4. What do you think that Mark will do with the turnip now?

Monday 23rd November

LO. To begin to understand the PANTS rule.



Tuesday 24th November

LO. To name the main body parts using correct terminology e.g. vagina and penis.

What names do you use for private parts for males and females?

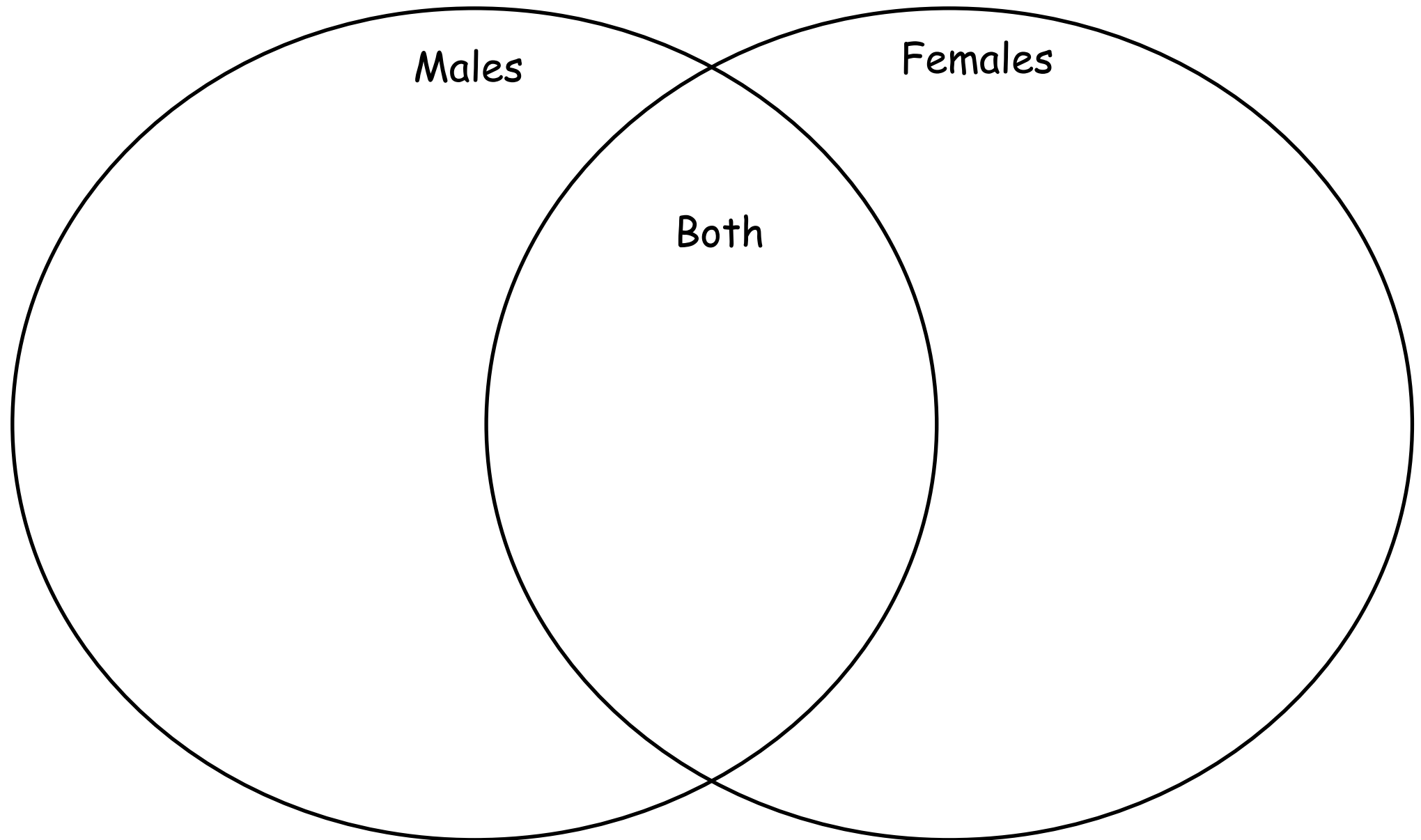
| Male Parts | Female Parts |
|------------|--------------|
| | |

R) What is the correct term for the female private parts?

R) What is the correct term for the male private parts?

Thursday 26th November

LO. To understand the similarities and differences between boys and girls.



R) Male and Female Private Parts are called...

Friday 27th November

LO. To understand the PANTS rule.

PANTS fill in the gaps

Can you complete the PANTS rules?

P

.....
.....

A

.....
.....

N

.....
.....

T

.....
.....

S

.....
.....

Monday 23rd November

LO: To name the five senses



| Senses | Body Part |
|--------|-----------|
| Hear | |
| See | |
| Taste | |
| Touch | |
| Smell | |



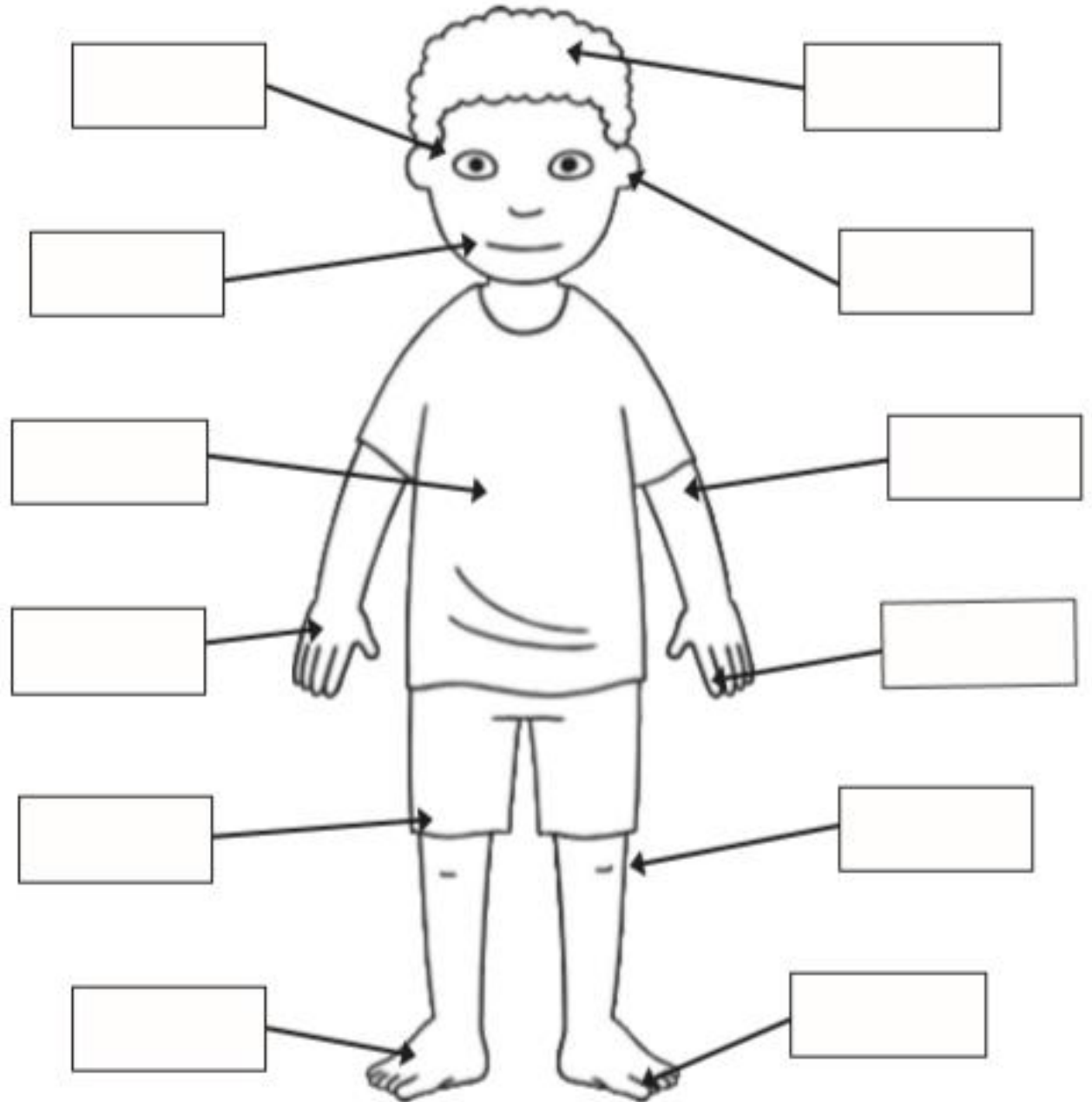
Tuesday 24th November

LO: To name the five senses

| | Name Senses and Body Part |
|--|---------------------------|
| | |
| | |
| | |
| | |
| | |

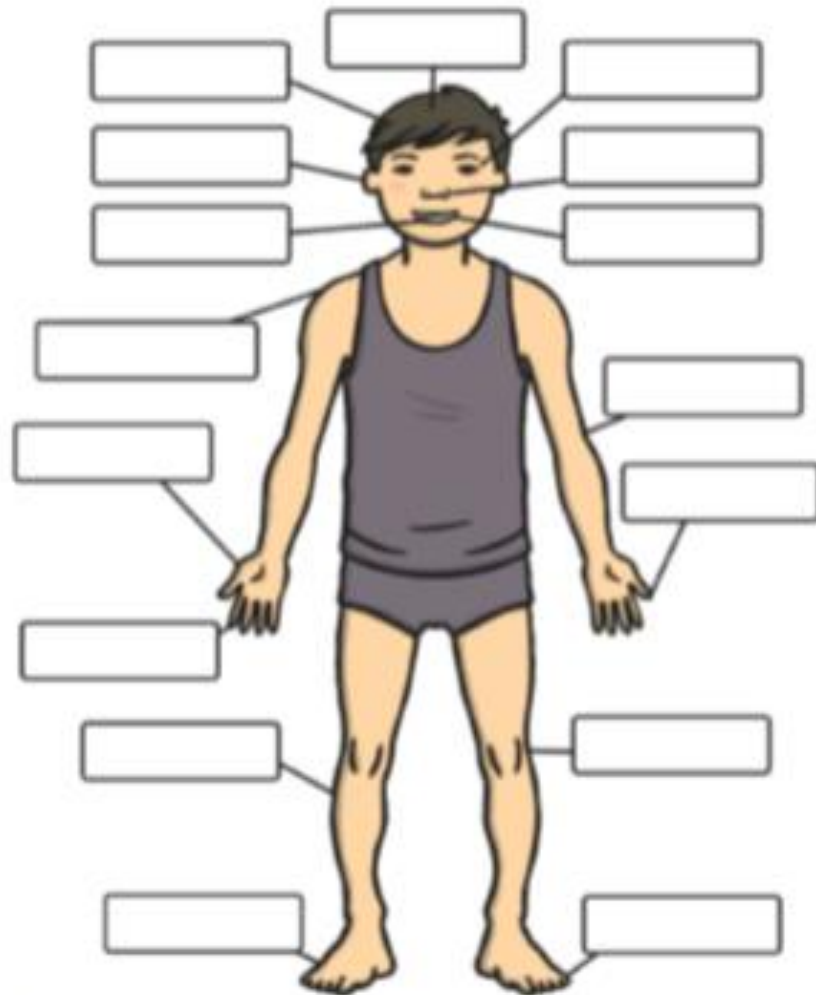
R) If I was to eat a burger, what sense would I use?

Wednesday 25th November
LO. To name parts of the human
body



Thursday 26th November

LO: To label parts of the human body



mouth

hair

foot

head

eyes

ears

teeth

leg

elbow

shoulders

thumb

knee

nose

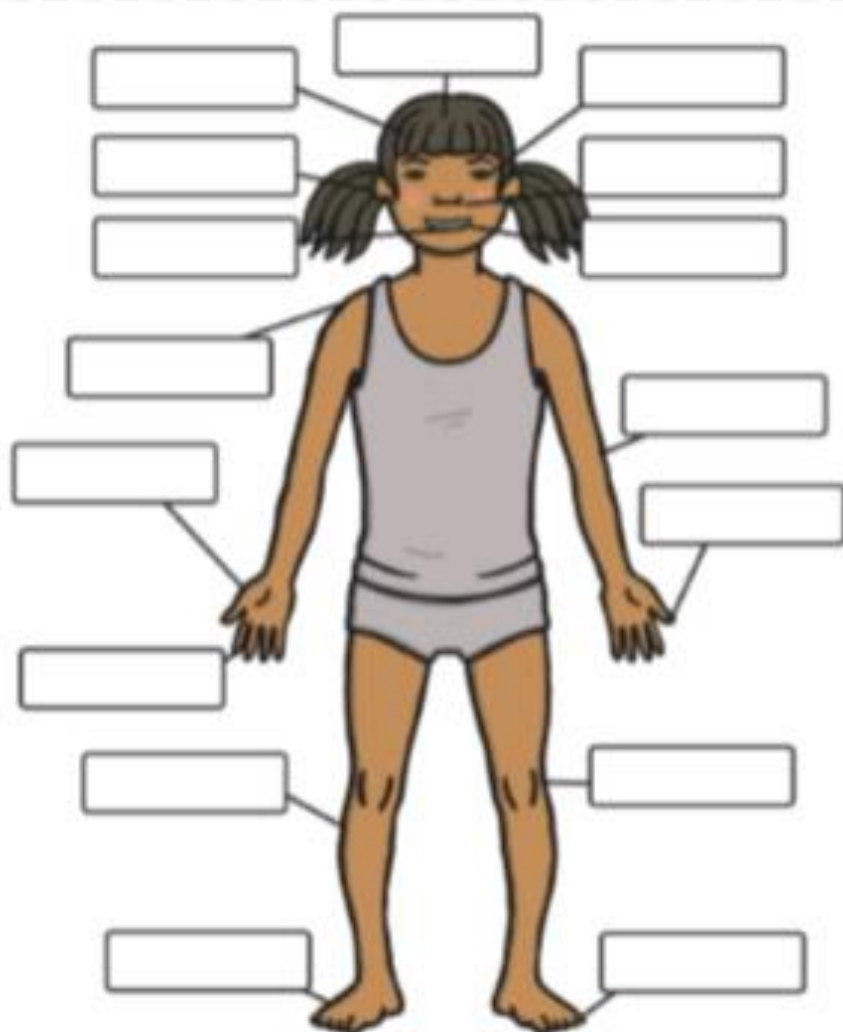
toes

fingers

hand

Thursday 26th November

LO: To label parts of the human body



mouth

hair

foot

head

eyes

ears

teeth

leg

elbow

shoulders

thumb

knee

nose

toes

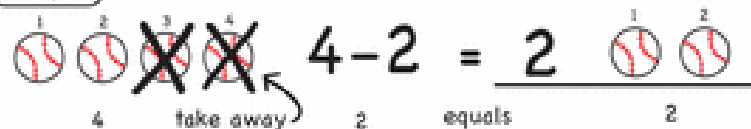
fingers

hand

Let's Practice Subtraction!

Count the pictures and subtract.

Example:



1 2 3 4 5 6 7 8 9 10



$7 - 2 = \underline{\quad}$



$6 - 5 = \underline{\quad}$



$10 - 1 = \underline{\quad}$



$9 - 2 = \underline{\quad}$



$8 - 4 = \underline{\quad}$



$10 - 7 = \underline{\quad}$



$- 2 = \boxed{\quad}$



$- 3 = \boxed{\quad}$



$- 6 = \boxed{\quad}$



$- 4 = \boxed{\quad}$



$- 2 = \boxed{\quad}$

| | |
|------------|---|
| $20 - 3 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $9 - 4 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $18 - 2 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $10 - 6 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $7 - 3 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $2 - 2 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $3 - 1 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $11 - 8 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $15 - 3 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $6 - 1 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |

| | |
|-------------|---|
| $20 - 17 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $12 - 4 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $18 - 12 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $10 - 3 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $17 - 5 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $12 - 2 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $3 - 2 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $20 - 8 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $15 - 3 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |
| $19 - 11 =$ | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 +-----+ |

| One Less | Given Number | One More |
|----------|--------------|----------|
| | 17 | |
| | 12 | |
| | 16 | |
| | 19 | |
| | 27 | |

Once you have done 1 more and 1 less, then try doing 2 more and 2 less and then pick a number to show more and less.

| 1 less ← | Number | 1 more → |
|-------------|------------|-------------|
| | 57 | |
| | 68 | |
| | 71 | |
| | 75 | |
| | 81 | |
| | 90 | |
| | 99 | |
| | 100 | |
| | 101 | |
| | 105 | |

Once you have done 1 more and 1 less, then try doing 2 more and 2 less and then pick a number to show more and less.

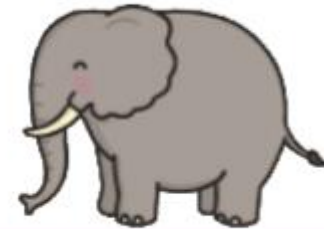
1. 7 ostriches run through the desert.
They join a group of 9 ostriches
How many are there now?



4. 14 meerkats are foraging for food.
An eagle flies over and 7 run away.
How many are left?



2. A herd of 11 elephants joins up
with another herd of 5.
How many elephants are there now?



3. There are 17 wildebeest on the
plain. 9 leave to find water.
How many are on the plain now?



6. 20 wildebeest are grazing. 12
get scared and run away.
How many wildebeest are left?



5. 13 vultures are sitting in a tree. 5 more
fly down to join them.
How many vultures are in the tree?



Answers:

| | | |
|--|--|--|
| | | |
| | | |

Phonics

Year 1 have covered these sounds so far:
Phase 3, Phase 4 and Phase 5

On you tube if you watch *Geraldine the Giraffe* for each of these sounds and then mind map words with these sounds in.

Tricky words

| Phase 2 to 5 Tricky Words | | | |
|---------------------------|---------|---------|---------|
| Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| I | he | said | oh |
| no | she | have | Mrs |
| the | we | like | people |
| to | me | so | their |
| go | be | do | called |
| into | you | some | Mr |
| | are | come | looked |
| | her | little | asked |
| | was | one | could |
| | all | were | |
| | they | there | |
| | my | what | |
| | | when | |
| | | out | |

Spellings - Year 1 (Autumn 1/2)

| Y1 Half Term 1 | Y1 Half Term 2 | Y1 Half Term 3 | Y1 Half Term 4 | Y1 Half Term 5 | Y1 Half Term 6 |
|----------------|----------------|----------------|----------------|----------------|----------------|
| a | they | be | by | once | friend |
| the | are | he | my | one | school |
| do | is | she | here | push | today |
| to | his | me | there | pull | house |
| of | has | we | where | full | were |
| said | I | no | love | our | was |
| says | you | go | come | ask | with |
| put | your | so | some | like | could |