

YEAR 1 REMOTE LEARNING PLAN

Monday 8th June – Friday 12th June 2020



Our theme this week is:

LET'S GO FLY A KITE

KEY VOCABULARY

rigid	unable to bend or be forced out of shape; not flexible
flexible	capable of bending easily without breaking
rough	having an uneven or irregular surface; not smooth or level
smooth	having an even and regular surface
property	a quality, or characteristic of something
material	the matter from which a thing is or can be made

KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

year1@sherwood.lancs.sch.uk

DESIGN TECHNOLOGY

Time to make your designs from last week come to life!
Follow your design to create and fly your kite. Stop at different points along the way to think/talk about what is working and what isn't.
Send in a picture of your kite. We can't wait to see them!

Now it's time to evaluate your project.
Does it look like the plan? Why? Why not?
What did you change and why?
Complete the Kite Evaluation sheet in the in the remote learning area or use the same headings in your remote learning book.

Evaluation: Year 1 DT project Name: _____

Name of article designed:	
What I did well:	
What I could improve:	



SCIENCE

Linking with your English work this week.
Go on a materials hunt.
Can you find something made out of: wood, plastic, metal, glass, paper, crockery, fabric.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1137912/grade1/module1128907/index.html

Now describe each using the key vocabulary section. Like last week think about why these materials were used.
Pick one or two items, draw them and write labels about their properties.





ENGLISH CORE LEARNING TASKS

Following our non-fiction last week we are going to create our own non fiction text. You could make a poster or a booklet. The choices is yours! You will be writing about materials, which ties in with your science and DT work.

Your piece will need:

A heading- Materials

Introduction- what does 'materials' mean?

Subheadings- select 2 of the following: wood, metal, plastic, glass

Short factual sentences- where does the material come from? How is it made? What is it used for?

Picture / diagram with labels and a caption. Use the pictures and labels that you have made as a part of your science task.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1134419/grade1/module1128907/index.html

Use the espresso video 'what is it made from?'

https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1132202/grade1/module1128907/index.html

Read the materials fact file.

This clip and text provides an introduction to materials and a brief description of: wood, metal, plastic and glass. Use this to write the sentences for each part of your booklet, try not to just copy all of the text.

Can you put the most important information into a couple of sentences?

See the remote learning page for templates you could use to set out your text.

MATHS CORE LEARNING TASKS

We are looking at the concept of 'difference'.

This should be represented practically, for example, using towers of cubes, or lego and discussing how we can make one tower the same size as the other. Anything beyond this, is called the difference.

When we think of difference we are thinking of a subtraction number sentence.

Pick numbers between 1 and 20. Write the subtraction in your book, always starting with the largest number. Now find the difference practically, then write the number sentence answer.



16-8=8. Practise this until you are confident.

Now try the following task on espresso:

https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item532020/grade2/module414571/index.html

Now try to extend this to two numbers above between 20 and 50. Use a number line to help you.

If you feel confident move on to two numbers between 50 and 100. Remember to count in tens for bigger jumps.

SPELLING/PHONICS FOCUS

TEACH

Teach reading high frequency words again, different.

Review pronunciation of 'u' as in under, fun, but, sudden.

Teach alternative pronunciation of 'u'.

Make cards for the following words:

push, bull, pudding, put.

Teach alternative pronunciation of 'u':

union, stupid, human, unicorn.

Practise reading polysyllabic words using words with alternative pronunciations of 'u': union, stupid, human-being, unicorn.

PRACTISE

Practise spelling polysyllabic words: pushchair, bullock, pudding.

Practise spelling polysyllabic words: human, stupid, unicorn.

APPLY

Reading sentences. Put the pudding in the pushchair.

Writing sentences. This music is awful.

Please use this link to Scully's phonics:

https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item63427/grade1/index.html

Continue to practise reading and spelling the 100 high frequency words for Year 1.

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Here is a game for you to play to practise your knowledge of number order.

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

Choose 'Caterpillar Ordering', then 'Forwards 1 to 100'.

Next try 'Backwards 100 to 1'.

