



Year 1 Home Learning

Week beginning 18.05.20

This week's pack is split into the following subject areas:

Phonics - daily phonics lesson online

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured

Phonics activities - Follow up from the daily lessons online

Maths

Science

History

Music

RE

We would love to see the work that you are completing throughout the week so please continue to email your work to office@linthwaiteclough.co.uk

Having a structure and routine for each day is very important and it will help keep your brains and bodies active!

Here is a suggestion of how you might choose to organise your home learning each day.

8.30-9	Good morning! Get up, dressed and have breakfast
9-9.30	Keep Active! PE with Joe Wicks
10.30-11	Daily Online Phonics Lesson https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured
11-11:30	Time to get some fresh air! Check out the school website for ideas on outdoor learning activities
11:30-12	All about number! Select a task from the maths pack. Remember to use the vocabulary in the pack.
12-1	Lunch time! Have lunch and relax!
1-2	Phonics follow up - ay & a-e Complete one of the activities on the digraphs ay or a-e
2-3	 CCL Continue learning about music in other countries - Jamaica Complete the science activities and learn all about Ramadan in the RE activities.

Remember if you need any support with this week's home learning please do not hesitate to contact us.

Stay safe everyone!

From

Mrs Roberts, Mrs Barker, Miss Lawson, Mrs Haygarth and Mrs Taylor

Year 1 Daily online phonics

We hope you have found the daily online phonics useful in supporting your ongoing work. Here are some activities to consolidate the sounds from the year 1 lessons 1 and 2.



Join in daily Letters and Sounds phonics lessons on YouTube

10am: Reception
10:30am: Year 1

11am: Learning to Blend - extra blending practice for Reception and Year 1

Funded by
Department for Education

Daily online Letters and Sounds phonics lessons during the home learning period.
https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_niWw/videos

We are going to look at a new way to write the sound **ai**.

It looks like this **ay**

d-ay

s-ay

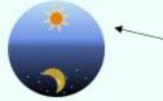
p-l-ay

m-ay

t-r-ay

s-p-r-ay

ay sound

 day	 pray	 spray	 hay
 play	 ay a-e ai ay stay and play		 tray
 crayon			 jay
may stray	stay pay	bray display	clay holiday



Activity 1 - reading the words

Cut out the purple word cards.
Read the word cards using the sound buttons to help you.

Read the words again as quickly as possible.
Can you read all the words correctly?

Activity 2 - writing the words

Place the word cards face down.
Select a card.

Look at and say the word, cover it, write it and then check you have spelt it correctly.

Continue until all the cards have been used. You could write the words in different colours.



day



play



may



say



stray



clay



spray



tray



crayon



delay



Can you read these sentences and highlight the sound **ay**.

Jay likes to play in the sand tray.

Oh, it is fun to play in the spray.

I have a blue and red crayon.

May I get the tray to play with in my bedroom?

Extension: Can you write some sentences containing the words you have been learning?

We are going to look at another way to write the sound ai.

It looks like this

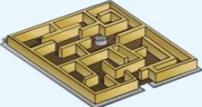
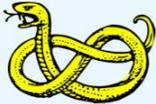
a-e

These 2 letters are not to next to each other, they are split up so they are called a split digraph

m-a-d-e

s-a-m-e

a-e

 cake	 ape	 cave	 maze
 snake	<p>ay a-e ai</p>  a-e snake in the lake		 grapes
 whale			 gate
make chase	made safe	shape escape	skate amaze



<https://www.youtube.com/watch?v=f0aCGmNNI-s>

Watch the video link to help you with your work.

Day 2 - a-e

came	made
make	take
gave	name
same	shape
game	case

Day 2 Activity 1

Can you read these words? Put a dot (sound button) under the single **phonemes** (sounds). Join the **split digraph** with a line as shown in the example:

The first one has been done for you.

Activity 2 - reading the words

Read the word cards using the sound buttons to help you.

Read the words again as quickly as possible.

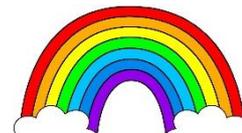
Can you read all the words correctly?

Activity 3 - writing the words

Place the word cards face down. Select a card.

Look at and say the word, cover it, write it and then check you have spelt it correctly.

Continue until all the cards have been used. You could write the words in different colours.



made



make



take



game



race



same

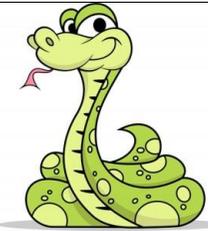


snake

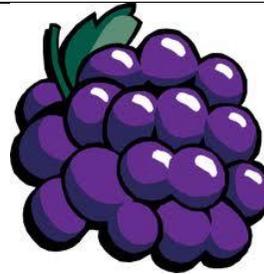


amaze

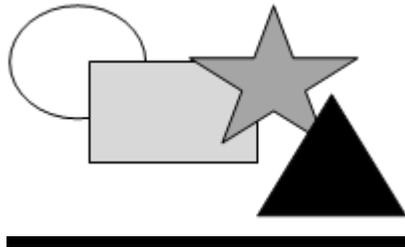














Activity 4 - a-e sound

Write the word to label the pictures and then use the words to create some sentences.

For example:

The snake was in the cage.

spade

cake

shape

grape

cage

snake

Maths - w/c 18th May

This week's home learning for maths will focus on the topic of **place value**. The learning objectives we will try to achieve are;

- Count to and across **100**, **forwards** and **backwards**, beginning with 0 or 1, or from any given number.
- **Count, read and write** numbers to **100** in numerals; count in multiples of twos, fives and tens.
- Given a number, identify **one more and one less**.
- **Identify and represent** numbers using **objects and pictorial representations** including the number line, and use the language of; **equal to, more than, less than, most, least**.
- **Read and write** numbers from 1 to 20 in **numerals and words**.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Task 1

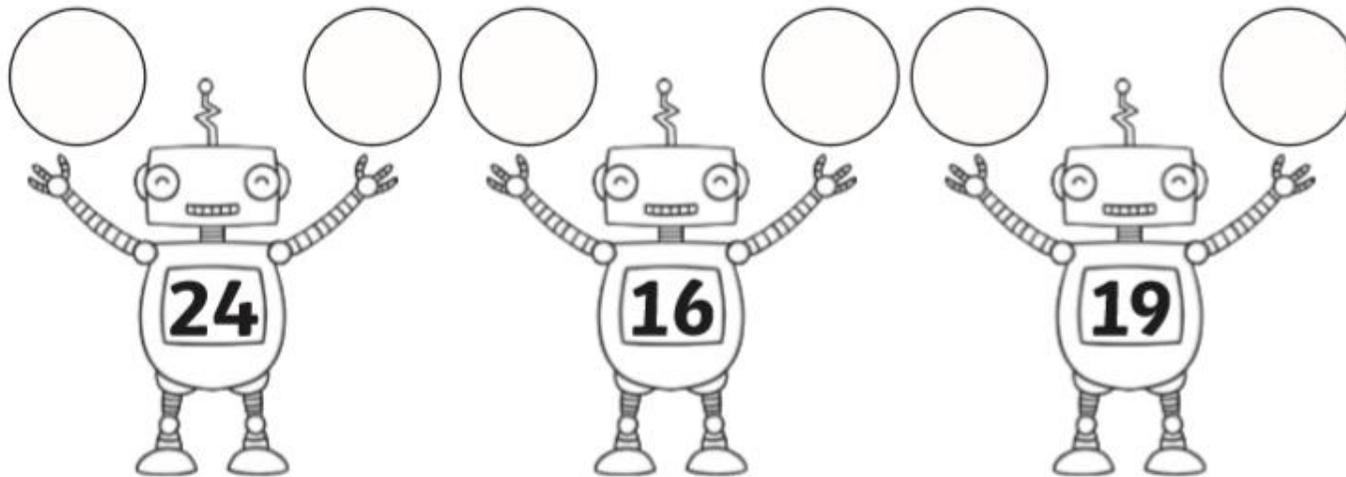
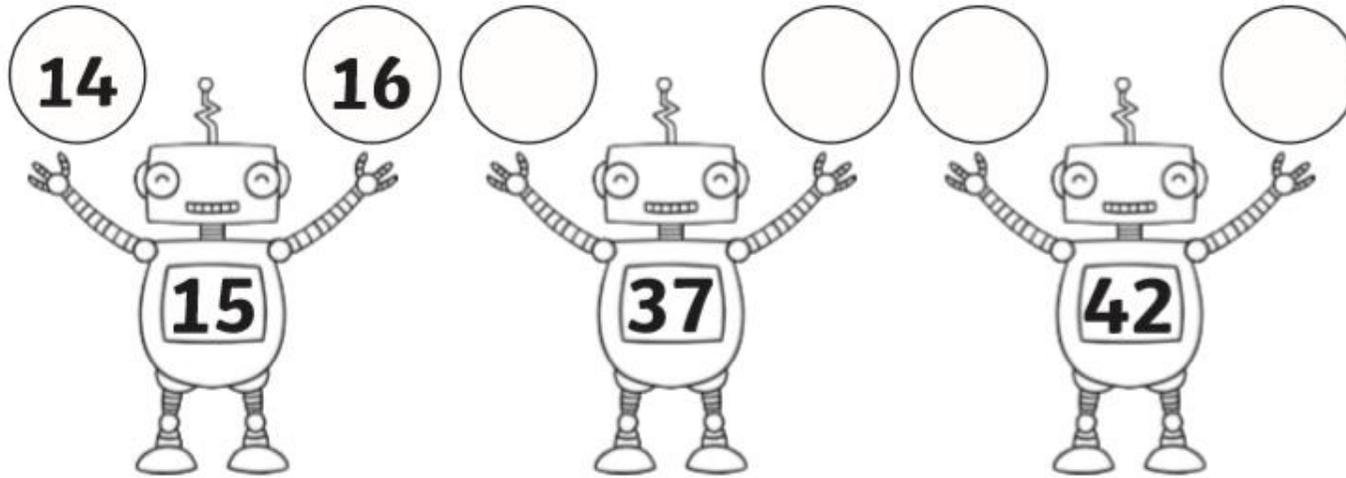
Can you have a go at practising **writing your numbers up to 100**?

Can you practise writing your numbers as **words**? Try up to 10 first, then up to 20. You might start to notice some patterns which can then help you to write some of the larger numbers.

Have a look at the 100 square carefully, do you notice any **patterns**? Can you **count in 10's** using the 100 square? What do these numbers always end in?

If you **count in 5's** what do these numbers end in?

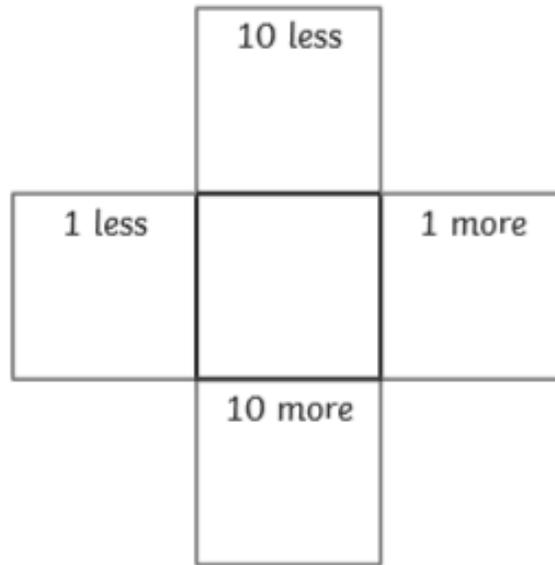
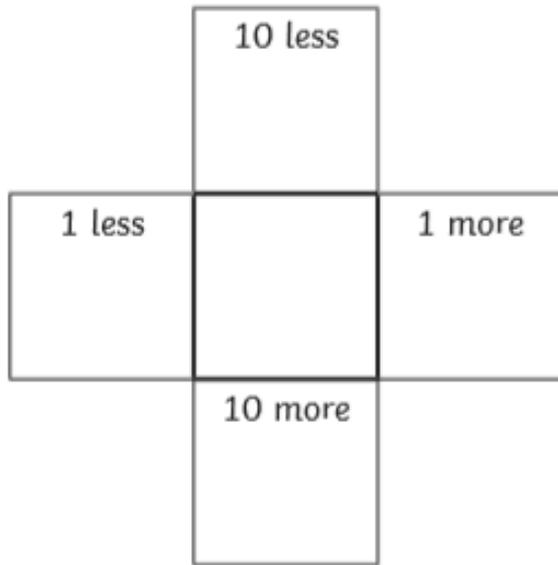
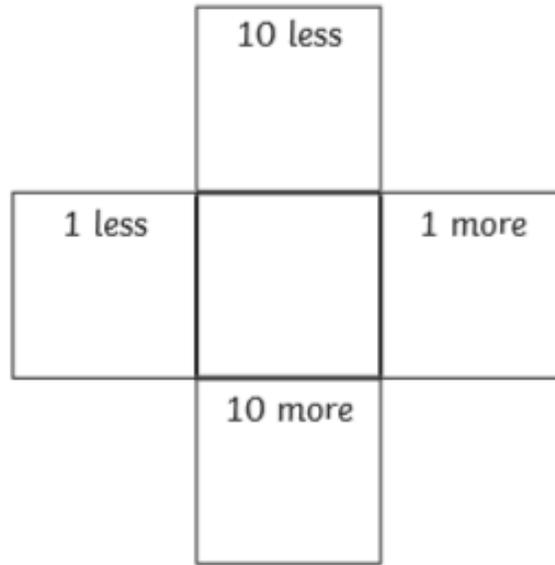
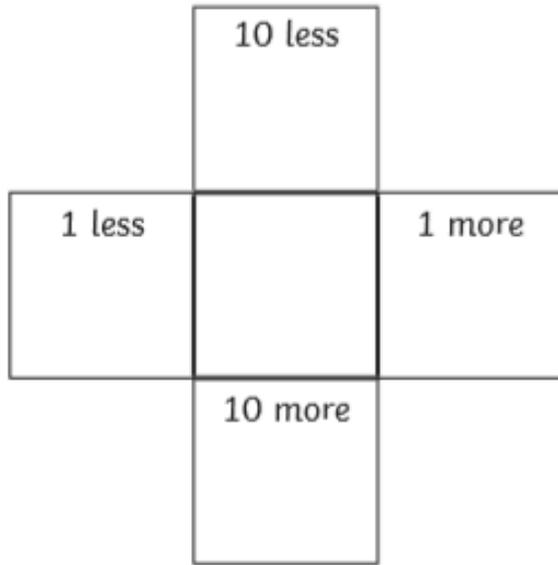
Can you practise counting backwards from 10, 20 or 100?



Task 2

Can you find **one more and one less** than the numbers to 100 in the robots?

Remember, be careful to form your **numbers correctly** and the right way round!



Task 3

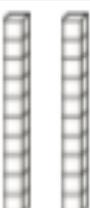
Can you pick a number from the 100 square to place in the middle boxes?

Use the 100 square to help you find **one more** and **one less** than these numbers.

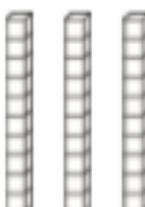
Challenge- Can you find **10 more** and **10 less** than the numbers?

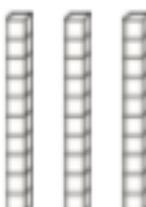
	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones

Task 4

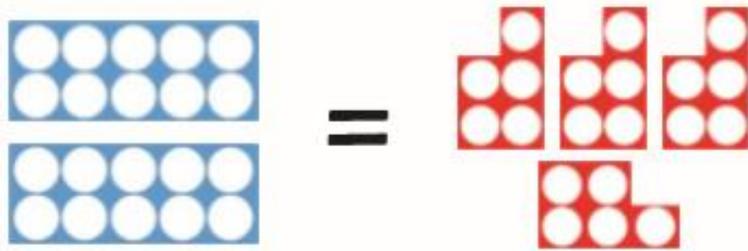
Can you look at the **pictorial representations** of the numbers to find out how many **tens** and **ones** there are?

What numbers do these objects represent?

Challenge- Can you try solve problems related to representing numbers on the next page?

Representing Numbers - Challenge Cards

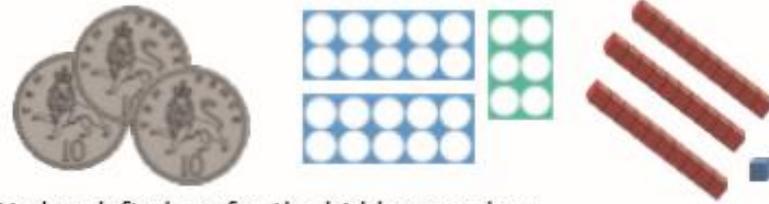
2. Do you agree that these two numbers are equal?



Can you explain why they look different but are still equal?
Can you make a similar number sentence using equipment?

Representing Numbers - Challenge Cards

3. Tomek has hidden some numbers on the number line.



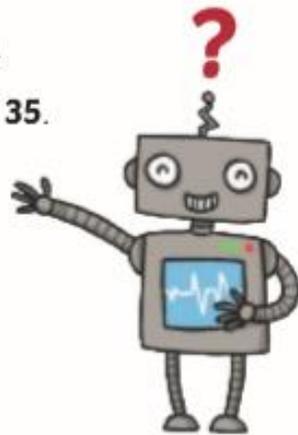
He has left clues for the hidden numbers.

Where does each number belong on the number line?

Representing Numbers - Challenge Cards

4. Zog is thinking of a number.

- His number is less than **40**.
- His number is greater than **35**.
- His number is **odd**.



What might Zog's number be?

Representing Numbers - Challenge Cards

5. Some children have been saving money.

How much money has each child saved?



12 35

43 27

36 41

28 92

46 32

88 56

22 22

8 10

88 91

77 77

21 98

58 57

96 95

16 16

Task 5

Can you compare the numbers using the signs $<$, $>$ and $=$

Year 1 children should practise using the language; equal to, more than, less than, most, least to compare numbers.

Remember we used a useful rhyme to help us to use the signs correctly "the gator eats the greater".

E.g. $20 < 34$

$10 = 10$

You can watch this video to help you remember!

<https://www.youtube.com/watch?v=M6Efzu2slaI>



0
1
2
3
4
5
6
7
8
9
10

three
nine
four
one
six
seven
zero
five
ten
eight
two

Task 6
Can you practise **reading numbers** to 20 as numerals and words?
Can you draw lines to match the numerals and words?
Can you practise **writing** the numbers as words using the look, cover, write, check method?

11
12
13
14
15
16
17
18
19
20
21
22

sixteen
twelve
twenty one
seventeen
eleven
nineteen
fifteen
thirteen
eighteen
fourteen
twenty
twenty two

Number Words 1-20

c w j p t b e d p s m d
t a m k h z x u p e c g
w a s s r w m u f v o d
e n i n e h v s p e u k
n a x m e n t f f n s y
t m x p w c h q t t f v
y s g l f x i x e e f o
k l r u j m r n h e p f
a f h s g i t p s n h i
e l e v e n e z a y i v
m f o u r t e e n y i e
k r i s m d n g b f s t

five

eleven

twenty

seventeen

nine

three

fourteen

six

thirteen



Have a go at finding the number words for number 1 to 20 in the word search!

Maybe you could make your own number word search too!

Linthwaite Clough Spring Watch 2020

Wow! Where has the spring weather gone? This week has felt much colder than the previous weeks and we've had to get our hats and scarfs out for our family walks. Not much has happened in the pots we planted last week. So I thought we could learn more about plants from my husband, who is a great gardener. You can see some of his sweet peas in the picture on the right. I decided to interview him about his gardening techniques so I could get some top tips and try and find out more about what might happen to the pots I've planted.



Interview with Mr Lawson

Me: Hello, your sweet peas are really big! They've grown really well. What tips can you give me on how to look after plants?

Mr Lawson: If you want them to germinate...

Me: Excuse me? Germinate? What does that mean?

Mr Lawson: Germinate means: when the seed first starts to grow it puts out a tiny shoot. (See picture below). This is called germinating. Now as I was saying...if a seed is going to germinate and then grow into a nice big plant it needs a few things. Firstly you need to water it. All plants need water.

ME: Ah! That's interesting.

Mr Lawson: Yes, secondly they need plenty of light which gives them energy.

Me: But this pot here, I've given it lots of water and light but its still not germinated.

Mr Lawson: Ah! But it's been very cold this week. Finally plants like some warmth. But not too hot. We have kept them in the green house this week so the cold weather might have not helped them.

Me: Thanks Mr Lawson! You've helped me work out what plants need and why my pots haven't grown anything yet. Hopefully the weather will be nicer next week.

Can you answer these questions?

1. What does germinate mean?
2. What are the three things plants need to grow?
3. Why haven't Miss Lawson's seeds grown?



TASK

Seeds come in brightly coloured packages. They have a picture of the plant they will grow into on the front. Often they have instructions on how to grow the seeds on the back. Can you design a seed packet? Can you include an attractive design on the front? Can you include instructions how to grow seeds on the back?

Want a challenge?

Why not find a flower or plant that you really like and find out how to grow it. For example I love orchids. I found out that different types of orchids like different temperatures and they don't like to be in direct sunlight.



The History of Transport - w/c 18th May

This term the home learning for history will focus on the history of transport. We will learn about events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight. We will explore the lives of significant people who have contributed to the history of transport by exploring the work of the Wright brothers and Amelia Earhart.

Week 1- Changes in Transport

Have a look at the images on the following pages. They are of transport from different times.

Can you identify which types of transport are old or new?

How do they know which are older and which are modern?

Have a look at the timeline. The way that transport has changed has had a significant impact on the way that communities have developed. Today we use transport to move food, people and supplies around the world. In the past it was much harder to do this and often boats or horse and carts were used, this meant transporting people and goods took a lot longer.

Watch this BBC bitesize video about the changes in transport over time.

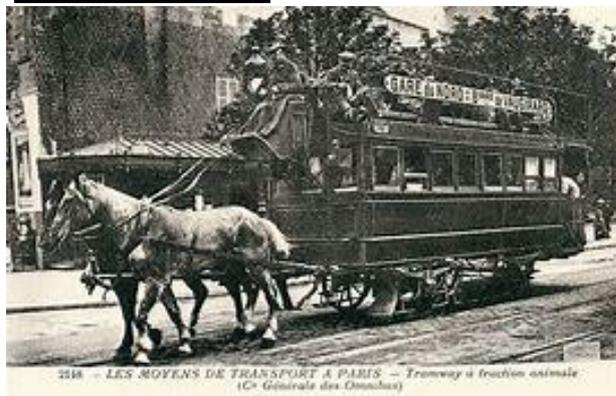
<https://www.bbc.co.uk/bitesize/clips/ztjmtfr>

Here are some images of early types of transport.

The Sedan Chair



The omnibus



Tasks

- Using the timeline and the video - Can you create your own simple timeline showing the order of some forms of transport, maybe pick 4 or 5 key events that could be included.
- Can you draw and label some forms of transport and explain to people at home how they worked?
- Can you carry out your own research? You could talk to others/use the internet. Can you write some sentences about how a particular mode of transport has changed over time? Maybe you could focus on their similarities and differences.

Changes in cars over time



Changes in flight over time



Transport Timeline

TIMELINE continued

1761

- First canal opens - The Bridgwater Canal

1769

- First self-propelled road vehicle invented by Nicolas Joseph Cugnot

1783

- First hot air balloons and first practical steam paddle boat

1801

- First steam powered locomotive (designed for roads by Richard Trevithick)

1807

- First passenger tram - with open carriages but smoother ride than bumpy road horse bus

1814

- George Stephenson invents the first practical steam powered railroad locomotive



2

TIMELINE continued

1815

- Steamships begin to cross the English Channel

1825

- First passenger railway opens

1829

- Horse drawn omnibuses introduced in London

1881

- First electric tram (in Germany)

1885

- Steam powered tram introduced - noisy and dirty

1885

- Karl Benz builds the world's first practical automobile to be powered by an internal combustion engine



3

TRANSPORT TIMELINE

BLACK COUNTRY
LIVING MUSEUM

3500 BC

- Wheeled Carts are invented

2000 BC

- Horses are trained to pull carts

181-234

- Iron horse shoes are used to improve horse transportation

1492

- Leonardo da Vinci designs a flying machine

1620

- First horse drawn bus service

1663

- First turnpike roads open. They are privately owned and maintained roads that travellers have to pay to use



1

TIMELINE continued

1889

- Pneumatic rubber tyres invented

1899

- Ferdinand von Zeppelin invents the first successful airship - the Zeppelin

1900s

- Electric trams begin to run in towns

1903

- The Wright Brothers invent and fly the first engined airplane

1919

- Planes begin carrying passengers between London and Paris

1930s

- In most towns electric trams are replaced by buses



4

All about Ramadan

During the month of Ramadan, Muslims will not eat or drink during the hours of daylight. This is called **fasting**. Children are not expected to fast until they are about 14 years old.

Ramadan remembers the month the **Qur'an** (the Muslim holy book) was first revealed to the Prophet Muhammad. The actual night that the Qur'an was revealed is a night known as **Lailat ul-Qadr** ('The Night of Power')

When is Ramadan?

Ramadan is the ninth month of the Islamic calendar. The exact dates of Ramadan change every year. This is because Islam uses a calendar based on the cycles of the Moon.

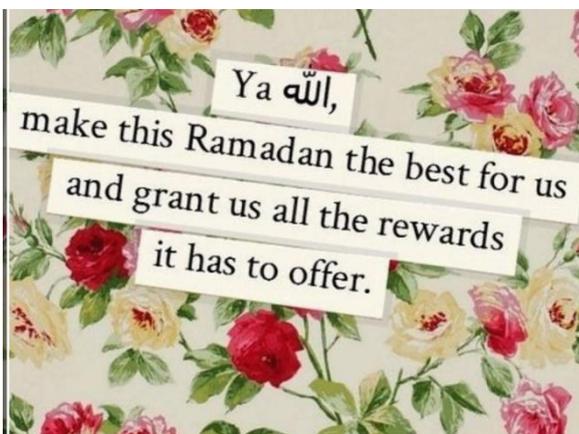
In 2020 in the UK, Ramadan will begin in the evening of **Thursday 23 April** and will end on **Saturday 23 May**.



What do muslims do in Ramadan?

Many Muslims will attempt to read the whole of the Qur'an at least once during Ramadan. They will also attend special services in **Mosques** during which the Qur'an is read. They will also give money to charity (sadqa) and pray the 5 prayers as much as they can throughout the day. It is really important to do good deeds throughout the day.

During Ramadan, it is common to have one meal (known as the **suhoor**), just before sunrise and another (known as the **iftar**), directly after sunset.





Iftaari



Quran



Prayer mat



Kaaba

Reasons For Fasting During the month of Ramadan

Muslims must fast. But why do they do this? Here are some of the reasons.

The five pillars of Islam

Fasting is one of the five pillars of Islam.

These are the five things every Muslim must do

The five pillars of Islam are:

Shahada - testimony of faith

Salah - prayer five times a day

Zakat - giving charity

Sawn - fasting during Ramadan

Hajj - going on the pilgrimage to Mecca once in your lifetime.

Activity: Draw around your hand. You have five fingers. Label each finger with one of the five pillars of Islam.

To learn patience.

Fasting during Ramadan can be difficult. We may feel tired and hungry which can lead us to get angry. We need to try to be calm and patient. We know that when the sun goes down, we will be able to eat and drink again so we can do our best to be patient until it is time to break the fast.

Activity

Being calm and relaxed can help you be more patient. Here are some tips for keeping calm. Next time you feel yourself becoming impatient, try them out and see which ones help you to keep calm.

1. Take 10 deep breaths.
2. Listen to your favourite stories.
3. Do some exercise.
4. Draw a picture.
5. Think about all the things you are grateful for.
6. Do something you enjoy.
7. Go and play outside.

Which ones help you the most?

To learn compassion

When we fast in Ramadan, we get hungry and thirsty. This makes us understand what it is like for people who live in a place where it is difficult to find food and clean water. We feel lucky we have plenty to eat and drink but we feel sad for those who do not. This can make us feel like doing something to help those in need.

Activity.

Think about what you could do to help those in need. Draw a picture showing ways in which you could help the poor and needy.

Music - Jamaica

Can you find Jamaica on a map? What kind of music do you think comes from Jamaica?

Jamaica is in the Caribbean. The most popular styles of music to come from Jamaica are ska and reggae. These styles use lots of instruments; some of them are pictured below, can you name them?



B___ G___



G___



D___



S___



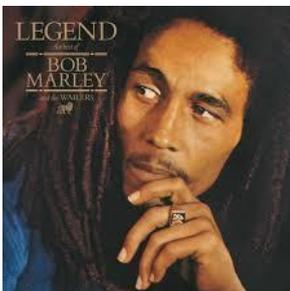
B___



O___



Smaller percussion instruments are also used, such as the clave and cowbells.



Bob Marley is a very famous Reggae musician. I definitely think you'll recognise his music - have a listen: https://www.youtube.com/watch?v=LanCLS_hIo4

What do you think? Did you like it? How did it make you feel?

Emmanuel Road

We are going to learn a Caribbean stone-passing song called Emmanuel Road. It's also popular in some parts of Africa too! The idea is to sing the song whilst being sat in a circle and passing stones to your partner in time to the beat of the song. Stone passing is a way of making music together using only stones. To learn the song:

- Start by **listening** a few times: <https://www.youtube.com/watch?v=yt7ilqaE8OY>
- Look at the words (below) and start to sing along. If this is tricky, you could just join in with the words written in red.
- When you are confident singing along, find a stone, and sing along again, this time tapping your stone to the rhythm.
- Finally! Have a go at singing and passing your stones around as demonstrated here: <https://www.youtube.com/watch?v=BOPbRcN28Rw>

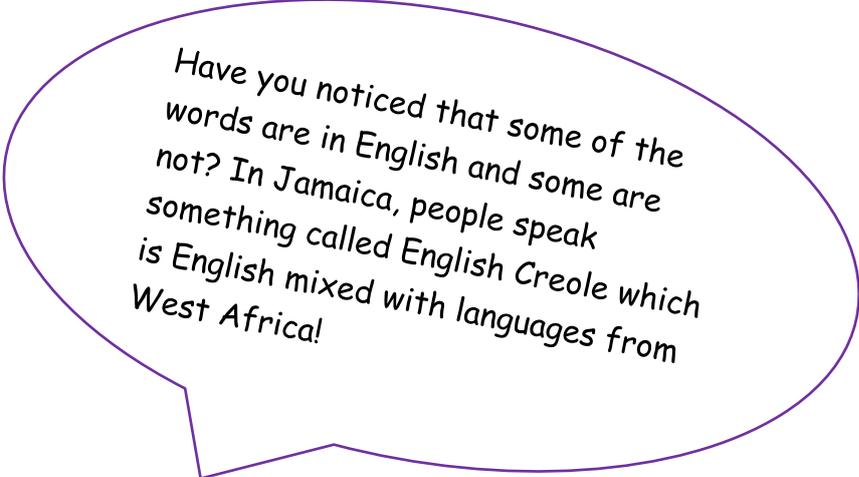
Emmanuel Road

Go down Emmanuel Road,
Gallang boy, fi guh bruk rock-stone.
Go down Emmanuel Road,
Gallang boy, fi guh bruk rock-stone.
Bruk dem one-by-one (galang bwoy!)
Bruk dem two-by-two (galang bwoy!)
Bruk dem three-by-three (galang bwoy!)
Bruk dem four-by-four (galang bwoy!)
Bruk dem five-by-five (galang bwoy!)

What comes after one? Galang boy, fi guh bruck rock-stone. (galang bwoy!)
What comes after two? Galang boy, fi guh bruck rock-stone. (galang bwoy!)
What comes after three? Galang boy, fi guh bruck rock-stone. (galang bwoy!)
What comes after four? Galang boy, fi guh bruck rock-stone. (galang bwoy!)

Two comes after one
Three comes after two
Four comes after three
Five comes after four

Finga mash nuh cry (galang bwoy!)
'Membra a play we'd a play (galang bwoy!)



Have you noticed that some of the words are in English and some are not? In Jamaica, people speak something called English Creole which is English mixed with languages from West Africa!