**Year 1 Home Learning – Week 2**

We have provided some guidelines for your child’s home learning. We appreciate that these are stressful times for all involved. Where possible, please encourage your child to complete the learning outlined below. We appreciate that in some cases this may not be possible. Please try your best and don’t get too worried about it. Most importantly stay safe and enjoy this time with your family.

|  |  |  |  |
| --- | --- | --- | --- |
| **English** | | **Geography / History / Topic** | |
| **Activity 1 –** ask your child to write some sentences about what they did over the Easter holiday. Start each sentence with a capital letter and end with a full stop. Draw a picture.  **Activity 2** – teach your child that **non-fiction books** are information books and that **fiction books** are story books. Can your child find examples from around the house or online?  **Activity 3 -** teach your child that there are two types of sentences: **questions** and **statements**. Questions ask something and need an answer. Statements tell you something. Questions need a question mark at the end. Statements need a full stop. Ask your child to ask you five questions using these question words: who, what, where, why, when, how. Ask them to write down their questions. Then swap over and you ask your child five questions and they answer them orally and then write down their statements/responses. | | **Science (Animals)**  **Lesson 1 – naming animals**  Use the internet and/or books to look at a variety of animals from across the globe and name them. Start with more common animals like lion, shark and flamingo. Then look at less common animals like Komodo dragon, sloth, toucan and narwhal. Talk about what they look like and where in the world they live. Ask your child to draw and colour some animals and write the label underneath.  **Lesson 2 – naming physical features**  Use the internet and/or books to look at the physical features of animals. Name their physical features. For example; flippers, webbed feet, trunk, tusk, horn, tail, paws, claws, talons, beak, wings, scales and fangs. Talk about why the animal might have these features, such as webbed feet and flippers to swim, or talons to catch their prey. Ask your child to draw some animals and write labels that identify the physical features that you have discussed.  While you are able to Google a variety of animals of your own interest, here are some website that have a selection of animals if you are stuck for ideas.  <https://www.ducksters.com/animals.php>  <https://www.natgeokids.com/uk/category/discover/animals/>  <https://animalfactguide.com/animal-facts/> | |
| **Maths** | |
| If you go to the **White Rose Maths website**, there is a **home learning link** and a page for each year group. If you click on Year 1, there are five activities for the week – one activity per day. We are now on **Week 2**.  Each day there is a video clip and a corresponding activity sheet. We suggest that you watch the video clip with your child, pausing it a various points so that you can explain and clarify certain concepts. You can watch this video clip as many times as you like.  When completing the activity sheet, encourage your child to read the questions aloud to you, helping where necessary. Rather than your child just telling you the answer, ask them to explain their thinking. They can use some paper if they need to do any workings out. Alternatively, print the activity sheet if you have a printer. The answers are on a separate document, under the activity sheet.  The web link is: <https://whiterosemaths.com/homelearning/year-1/> | |
| **Science** | **Spellings** | **PE** | **PSHE** |
| See the topic box above. | Use the uploaded **Phonics Home Learning Schedule**. Each week there are two sound families to learn; one highlighted in yellow and one highlighted in blue. We are currently on **Week 2**.  **Monday**/**Tuesday**/**Wednesday** – learn the **/ai/** sounds  **Thursday**/**Friday** – learn the **/f/** sounds  Each day:   * Practise spelling these six **Common Exception Words**: the, a, do, to, today, of * Ask your child to **segment and blend** each word in the sound family. E.g., all the ‘ai’, ‘ay’ and ‘a\_e’ words. * Ask your child to read the words again, but this time **on sight** without sounding them out. * Ask your child to **practise spelling** each of the words using their neatest handwriting. * Ask your child to **write a sentence** using some of the words, like they do in their homework. * **Test** your child on a few of the words, reminding them to think about using the correct grapheme (letters). For example, play and not plai. | Have a go at Joe Wicks’ daily workout on YouTube:  <https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl>  The workout is streamed live on YouTube every weekday at 9am or you can watch it later in the day as it suits you. It’s hard work but lots of fun!  Try some of the great online activities on Real PE at home. Information about how to access this website is on the ‘Home Learning and Well Being’ section on the school website  <https://heathcoat.devon.sch.uk/home-learning-resources/> | In PSHE this week, we are going to think of reasons to be cheerful during this difficult time. Every day this week, try and think of something that you are grateful for, eg. the sunshine, my hamster, my garden, my family. Share your ideas with your parents and keep them safe by writing / drawing them on pieces of paper and putting them in a jam jar or box – ask your grown up what you can use in case it’s precious! Decorate your jar and label it ‘Gratitude Jar’. We would love to see some photos of your creations! |