**Year 1 Home Learning – Week 3**

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.

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| **English**  | **Geography / History / Topic**  |
| Please use the **Oxford Owl website** (link in the teacher’s email) and hear your child read every day.This week is all about using conjunctions. A **conjunction** is a word that lets you add additional information to a sentence A conjunction holds two parts of a sentence together. Conjunctions: ‘**and**’, ‘**if**’, ‘**when**’, ‘**because**’.Day 1Teach your child what a conjunction is and ask them to orally tell you a sentence using each of the conjunctions above. E.g., I can play in the garden If I do my learning. Write down these sentences and ask your child to circle/highlight the conjunction.* I am going to the shop and I am going to buy some fruit.
* You can play outside if it is not raining.
* Chocolate melts when it gets hot.
* I am a good reader because I read every day.

Day 2Ask your child to practise spelling the four conjunctions. When spelling ‘because’, use this mnemonic. **b**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants. Then take each conjunction and ask your child to write a sentence containing it. E.g., I like playing in the garden when it is sunny. Make sure their sentence starts with a tall capital letter and ends with a full stop, and there are finger spaces/gaps between each word. Day 3Explain that the conjunctions ‘if’ and ‘when’ can go in the middle of a sentence or at the start. E.g., I will wear a scarf **if** it is cold. **If** it is cold, I will wear a scarf. I will jump in puddles **when** I get my wellies. **When** I get my wellies, I will jump in puddles. Write these sentences for your child and ask them to re-write each one so that the conjunction is at the beginning. Your child’s answers are in brackets. * It floods when it rains too hard. (When it rains too hard, it floods.)
* I had a picnic when it was lunchtime. (When it was lunchtime, I had a picnic.)
* I had a shower when I got home. (When I got home, I had a shower.)
* I will go on holiday when it is the summer holidays. (When it is the summer holidays, I will go on holiday.)
* I would buy a yacht if I were rich. (If I were rich, I would buy a yacht.)
* I can go out to play if I do my homework. (If I do my homework, I can go out to play.)
* I will put on my sunglasses if it is sunny. (If it is sunny, I will put on my sunglasses.)
* We will go to the shop if it is open. (If it is open, we will go to the shop.)

Do as many sentences as your child can manage. Day 4Write a diary extract about a day of the week so far. Ask them to say their sentence aloud before and while writing it so they keep track of their thoughts. Ask them to try to make their sentences longer by using the conjunctions above. For example:*On Monday, I read my book and did my phonics work. Mummy said I could play in the garden if I did all my learning and I jumped on the trampoline. When it was lunchtime, I had a picnic in the garden because it was sunny. If I am good tomorrow, mummy will let me play in the paddling pool.* Day 5Correct any mistakes made by your child in their diary extract. Help them to re-write it using correct spelling, punctuation and grammar. Encourage them to use their neatest handwriting. Capital letters should touch the top of the line above, and lower case letters should always start from the line and sit on the line. Once written neatly, your child could draw and colour a picture to go with their diary extract.  | **Science (Animals)****Lesson 3 – animal groups**Explain the animals with backbone (not minibeasts) can be classified (sorted) into five groups. **Mammals** – have fur, give birth to live young and babies drink milk. E.g., humans, polar bears, cats, bats, kangaroos and hedgehogs. **Fish** – have scales, fins and gills, live in water and lay eggs. E.g., catfish, shark, stingray, clownfish and swordfish. **Birds** – have feathers and beaks, lay eggs. E.g., toucan, chicken, magpie, flamingo, eagle and vulture. (not all birds fly – ostrich and penguin)**Reptiles** – have dry scaly skin and lay eggs on land. E.g., snakes, tortoises, bearded dragon, komodo dragon and crocodile. **Amphibians** – have moist skin and live on land and in water, and lay eggs in water. E.g., frogs, toads and newts.Use this website as there is a video for each group: <https://www.bbc.co.uk/bitesize/topics/z6882hv> Ask your child to write a definition of each animal group. **Lesson 4 – animal groups** Revise the five animal groups and their features. Ask your child to make a poster of the five animal groups and draw/label some animals that belong to each group. Use the internet or a book to find different animals or Google ‘reptiles’ and discover what animals are classified as such.  |
| **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 3.** 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 at 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** | **RE** |
| 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 3**. **This week there will be one sound family as it is a big family.** **Monday**/**Tuesday**/**Wednesday**/**Thursday**/**Friday** – learn the **/ee**/ soundsEach day:* Practise spelling these six **Common Exception Words**: said, says, are, were, was, is
* Ask your child to **segment and blend** each word in the sound family.
* 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, clean and not cleen.
 | Practise your days of the week and keep active at the same time by joining in with the cheerleader in this routine:<https://www.bbc.co.uk/teach/supermovers/ks1-english-days-of-the-week/zd8njhv>**Challenge:** Make up your own routine to practise the seven days of the week and teach your family your new moves! You could use a skipping rope, bounce a ball or do star jumps whilst saying the days in order – you decide! | **Christian unit: Creation****Who Made the World?**Talk to your family about our amazing natural world. Look out of your window, look at some photos on the internet or some of your own! Question to discuss: **If the world had a creator, what might the creator be like? (for example: amazing, huge, strong, full of ideas, magic.)****Christians** believe that **God** created the universe – **Jewish** people believe this too. The Creation story is found in the first book of the **Bible** called **Genesis**. Watch this film of the Creation story:<https://www.youtube.com/watch?v=bLHB_hNk42g>Question to discuss: **What does the Creation story tell us about what Christians believe God is like? (for example: big, amazing, powerful, clever, patient.)**Draw or paint a picture of part of the Christian creation story, eg. the fish in the sea or the plants and the trees. We would love to see a photo of one of your pictures! |