**Year 1 Home Learning – Week 5**

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** or your own books and hear your child read every day.    This week’s learning is all about adjectives. An adjective is a describing word. An adjective describes a noun (person, place or object). For example:   * Jake is happy. * London is busy. * The apple is juicy.   If you use two or three adjectives, you need to use a comma between them. For example:   * I had a juicy**,** green apple. * The carpet is soft**,** fluffy and warm.     **Lesson 1:**  Teach your child the definition of an adjective as described above. Check that they understand. Watch the BBC clip on adjectives: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>  Complete the activity under the video clip, then complete the quiz underneath.    **Lesson 2:**  Remind your child of the definition of an adjective and replay the clip from yesterday. Name some objects (nouns) in the room and ask your child to say an adjective to describe it. For example, if you say ‘saucepan’, they might say ‘shiny’. Repeat this with different objects.    Ask your child to make a noun phrase using the nouns below. All they have to do is write the adjective and the noun. As the noun phrase is not a sentence, they won’t need a capital letter or full stop. For example:  fluffy + quilt  fluffy quilt or long + beak  long beak    Here are the nouns [with examples in the brackets]:  \_\_\_\_\_\_\_\_\_\_\_\_ + water  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [cold + water  cold water]  \_\_\_\_\_\_\_\_\_\_\_\_ + hair  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [curly + hair  curly hair]  \_\_\_\_\_\_\_\_\_\_\_\_ + pen  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [plastic + pen  plastic pen]  \_\_\_\_\_\_\_\_\_\_\_\_ + box  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [heavy + box  heavy box]  \_\_\_\_\_\_\_\_\_\_\_\_ + slippers  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [cold + slippers  fluffy slippers]    **Lesson 3:**  Remind your child that a noun phrase is made up of an adjective + a noun, and that they describe something. For example, yellow banana tells me some information about the banana.    Look at the Wizard character from the Julia Donaldson story ***The Princess and the Wizard***. Ask your child to write noun phrases to describe the character. There are some examples below. Encourage your child to choose their adjectives carefully.      Examples: long, pointy hat / bushy eyebrows / small, round glasses / long, grey beard / crooked wand / bony fingers / pointy ears / floaty cloak.    **Lesson 4:**  Ask your child to write these sentences but using an adjective or two to describe the noun to make them more detailed. There is an example in brackets. Remember to start each sentence with a capital letter and end it with a full stop or question mark.    He ate the cherries. **[He ate the juicy, red cherries.]**    We need to use that pen. **[We need to use that red pen.]**    When I go to bed, I use a blanket. **[When I go to bed, I use a soft, fluffy blanket.]**    If you go to the pet shop, please get me a hamster.  **[If you go to the pet shop, please get me a cute hamster.]**    Did you find the ring? **[Did you find the sliver, sparkly ring?]** | | **Science (Animals)**  **Lessons 7 and 8**  Use all of your learning on animals from the past few weeks to make a fact sheet about your favourite animal. Use the internet and books to help you. Write a small paragraph about your animal and draw a picture with some of its features labelled.  Some information to include in your fact sheet:   * What does it look like (appearance)? * What type of animal is it (classification)? * What food does it eat (diet)? * Where does it live (habitat?)   Some topic words you might want to include: carnivore, herbivore, omnivore, mammal, bird, fish, reptile, amphibian, predator, prey.  When you label your picture, include features such as horn, flipper, webbed feet, tusk, teeth, beak, wings, feathers, scales and so on.  Example (conjunctions are in red):    **A toco toucan the largest type of toucan. It has a black body, white throat and a large orange and yellow beak that can measure 23cm. A toco toucan is a bird because it has feathers and a beak, and it lays eggs with hard shells. Toco toucans are omnivores because they eat plants and meat such as fruit, insects, small reptiles and bird eggs. Toco toucans live in South America and they make their nests inside the tree trunk high up in the tree.**    General websites:  <https://www.ducksters.com/animals.php>  <https://www.natgeokids.com/uk/category/discover/animals/>  <https://animalfactguide.com/animal-facts/>  **Music**      Did you enjoy listening to the Carnival of the Animals last week? Here’s a reminder of last week’s link in case you want to have another listen to this famous work by Camille Saint-Saëns:  <https://www.youtube.com/watch?v=k2RPKMJmSp0>    This week in Music, you are going to practise using an instrument you all have at home – your voices! Watch the Carnival of the Animals video with Danny Koo playing his violin (link below) and join in with the songs about the lion and the swan. Can you follow the **pitch** of the songs (sing higher and lower) and sing in an expressive voice?  Have fun singing and enjoy performing these new songs to your family!  <https://www.youtube.com/watch?v=Z_m4DAfn42Y>  ***The Lion***  ***The lion is king of the savannah***  ***Look at his jaws and teeth***  ***When the animals see his face***  ***They run and run with all their might.***  ***The lion is king of the savannah***  ***Look at his tail and mane***  ***When he roams in the savannah***  ***He walks and runs with pride. Roar!***  ***The Swan***  ***Graceful and elegant swans, oh swans***  ***Glide across the pond in the park***  ***Feathers so white and beaks so dark***  ***Spread your wings and fly.***  ***(Repeat)***  ***Beautiful swans.*** | |
| **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 **Summer Term 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 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** | **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 5**.  **Monday**/**Tuesday**/**Wednesday** – learn the /**oa**/ sounds  **Thursday**/**Friday** – learn the **/w**/ sounds  Each day:   * Practise spelling these six **Common Exception Words**: no, go, so, here, there, where * Ask your child to **segment and blend** each word in the sound family. E.g., all the ‘oa’, ‘o\_e’, ‘ow’ and ‘oe’ 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, snow and not snoa. | If you fancy a change from Joe Wicks or Jumpstart Johnny’s daily workouts online, then have a go at some of the ‘Shake Up’ games on the NHS Change 4 Life website:  <https://www.nhs.uk/change4life/activities/indoor-activities>  With just a few songs and some simple props, you’ll soon be throwing some superhero shapes and dancing in the jungle!  Let us know how you get on with your new indoor workouts – we’d love to see some photos! | **Christian unit: Creation**  **Who Made the World?**    **Last week’s learning: Christians** believe that **God** made the world in **seven** days (he took six days and rested on the seventh day). The **Creation** story is the first story in the **Bible** in the book of **Genesis**.  **Question to discuss:** ***If God made the world, how do Christians think people should live?***  Christians believe that God provides everything that we need to survive (land, water, air, sunlight, food to grow, animals and humans) so we should thank God above all. This Creator God is so amazing that Christians want to praise as well as thank him, saying how wonderful he is.  **Harvest** is a time of year when Christians say thank you to God for creating the world.  We have a Harvest festival at school every autumn. Can you remember what you are asked to bring in from home? (tins and packets of food). Where does all this food go? (The school gives it to charities and food banks that help people who have less, eg. CHAT – Churches Housing Action Team.)  Watch this clip about a Harvest festival in a church. How are these Christians thanking and praising God for making the world? (singing hymns, donating food and toiletries to a hostel for the homeless)  <https://www.bbc.co.uk/programmes/p0114rn0>  Christians thank God every day for the Creation by saying **‘grace’** before meals. Here are two examples of these prayers:  ***Thank you for the world so sweet.***  ***Thank you for the food we eat.***  ***Thank you for the birds that sing.***  ***Thank you, God, for everything.***  ***Lord, bless this bunch as they much their lunch.***  Make up your own ‘grace’ prayer for Christians to say before a meal - it can be as short as a sentence or you might want to make up a rhyme or song.  Share your ideas with your family.  **Question to discuss:** ***What difference does it make if you say something every day?*** |