**Year 1 Home Learning – Week 6**

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’s learning is all about verbs. A **verb** is a doing/action word. For example: walk, eat, sleep, read, listen, yawn, cry. All sentences and questions must have a verb in them or they will just be a phrase and not a sentence. For example:* a fluffy dog (this is a **phrase**)
* The fluffy dog drank water. (this is a **sentence** and has a verb)

**Lesson 1:** Teach your child the definition of a verb as described above. Check that they understand. Watch the BBC clip on verbs: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs> Complete the activity under the video clip, then complete the quiz underneath. Write these words down for your child and ask them to sort them into three groups: ‘nouns’, ‘adjectives’, ‘verbs’. The words to sort are: cups, crawl, hot, snore, door, transparent, silly, candle, speak, rug, swim, noisy, whisper, frying-pan, furry. **Lesson 2:** Play **verb charades** – act out a verb/doing word and ask your child to guess the verb. Some suggestions: eat, drink, sleep, run, hop, swim, read, write, laugh, cry, sit. Ask your child to draw themselves doing some actions and ask them to label their pictures with the verb underneath using the **–ing suffix**. For example: swimming/jogging/singing. **Lesson 3:**Explain that when you want to write a verb in the past tense, most verbs need the **–ed suffix** at the end. **The –ed suffix can sound like a /t/, /d/ or /id/**. For example; looked sounds like lookt, played sounds like playd, and cheated sounds like cheatid. Ask your child to write down these root words (verbs), then ask them to say it in the past tense, then asked them to write the past tense verb. The answers are in brackets. look  \_\_\_\_\_\_\_\_\_\_\_\_ (looked) invent  \_\_\_\_\_\_\_\_\_\_\_\_ (invented)cook  \_\_\_\_\_\_\_\_\_\_\_\_ (cooked) start  \_\_\_\_\_\_\_\_\_\_\_\_ (started)help  \_\_\_\_\_\_\_\_\_\_\_\_ (helped) boil  \_\_\_\_\_\_\_\_\_\_\_\_ (boiled)wish  \_\_\_\_\_\_\_\_\_\_\_\_ (wished) turn  \_\_\_\_\_\_\_\_\_\_\_\_ (turned)add  \_\_\_\_\_\_\_\_\_\_\_\_ (added) rain  \_\_\_\_\_\_\_\_\_\_\_\_ (rained)Explain that some verbs are irregular and do not have the –ed suffix in the past tense, but the whole word changes. Talk through the examples below and reminded your child that we don’t say ‘sleeped’ but ‘slept’ and give an example, such as ‘**Last night, I slept in my bed.**’Sleep (slept) / run (ran) / eat (ate) / drink (drank) / swim (swam) / write (wrote) / draw (drew) / grow (grew) / throw (threw)**Lesson 4:**Remind your child of the definition of a verb and that it can be in the present tense (now) or past tense (already happened). Ask your child to re-write these sentences in the past tense. The answers are in brackets. I jump on the sofa. (I jumped on the sofa.)The car crashes into the wall. (The car crashed into the wall.)My mum needs some flour. (My mum needed some flour.)My dad cheats in the game. (My dad cheated in the game.)The dog groans for food. (The dog groaned for food.)We stay in a caravan. (We stayed in a caravan.) | **Science (Healthy Living)****Lesson 1**Watch the BBC **video clip** about ways of staying healthy:<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p> After watching the video clip, click the **‘Dos and Don’ts’** underneath and click on each food item and listen to the commentary. Then, do the **quiz** underneath. Remind your child that to stay healthy, they need to: get enough **sleep**, do **exercise**, keep **clean** and **eat healthily**. **Lesson 2**Focus on **good hygiene** and ask your child to tell you all the ways that they keep clean. For example: **brush teeth twice a day, have a shower or bath, wash dirty clothes, shampoo hair, wash hands after going to the toilet and before eating.** Talk to your child about what would happen if they didn’t keep clean. For example: **If you don’t brush your teeth, they will rot and fall out. If you don’t shower, you will get sweaty and start to smell. If you don’t wash your hands, germs could get into your tummy and make you sick**. Ask your child to draw and colour all the ways that they keep clean (not just one way) and write a sentence underneath. **For example: they could draw themselves washing their hands and write ‘I am washing my hands’**. **Lesson 3** Remind your child of all the ways that they stay healthy by keeping clean. Tell them that today you are going to talk about **exercise**. Explain that exercise is important because it makes our muscles strong and stops us from getting fat. Explain the importance of PE in terms of keeping children healthy, but also other activities such as football club or gymnastics club. Explain what would happen if they didn’t do exercise. **For example: their muscles would become weak and they could put on weight/become fat.** Ask your child to draw and colour all the ways (not just one way) that someone could stay healthy by doing exercise, then write a label underneath. **For example: they could draw someone swimming and write ‘swimming’.**Other exercises could include: **football, gymnastics, tennis, dancing, jogging, trampoline, walking, sit-ups and cycling**.  **Music** We are going to continue with our singing focus in Music this week. Have a go at the BBC’s daily music lesson from 23rd April called ‘Start Singing’ from the BBC Bitesize website. <https://www.bbc.co.uk/bitesize/articles/z4fgrj6>The lesson includes:* A video about warming up your voice
* A video showing you how to sing call and response
* Three practice activities

When you have finished this lesson, you could have another go at singing last week’s songs about the lion and the swan. <https://www.youtube.com/watch?v=Z_m4DAfn42Y>Does your voice sound better after this week’s singing lesson? Are you able to sing in a more expressive way? Ask your parents what they think! |
| **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 4.** Each day there is a video clip and a corresponding activity sheet. **These sheets are no longer available on the White Rose Maths website but can be found on the home learning page on the HPS website**. 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 6**.**Monday**/**Tuesday**/**Wednesday** – learn the /**oo**/ sounds**Thursday**/**Friday** – learn the **/ch**/ soundsEach day:* Practise spelling these six **Common Exception Words**: love, come, some, one, once, ask
* Ask your child to **segment and blend** each word in the sound family. E.g., all the ‘oo’, ‘u\_e’, ‘ue’ and ‘ew’ 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, glue and not gloo.
 | The London Marathon is a famous running race which takes place in our capital city every spring. The race is **26** miles long and the fastest runners can complete it in just over **2** hours – imagine that!This year’s London Marathon has been postponed until October but there is a **2.6 challenge** that you can try at home for fun (you don’t have to donate money to the charities).You need to think of a sporting activity based on the numbers **2.6** or **26**. Here are some ideas:* Do **26** sit ups / press ups a day
* Try to score **26** goals in a row in your football goal
* Create an obstacle course in your garden with **26** obstacles
* Skip **26** times without stopping
* Jump **26** times on your trampoline or see how many jumps you can do in **2** minutes **6** seconds

Here are some more ideas: <https://www.twopointsixchallenge.co.uk/inspiration.html> If you are enjoying your daily walk, cycle ride or Joe Wicks workout, then do that instead!<https://www.youtube.com/user/thebodycoach1/playlists> | **Christian unit: Creation****Who Made the World?****Last week’s learning:** Christians believe that God made the world. They thank and praise God for his Creation by singing hymns and saying prayers. Christians say thank you to God at Harvest by being generous to people who have less. Christians say ‘grace’ before meals to thank God for their food.**Question to discuss:** ***Do you think that everyone should be grateful for what we have and the food that we eat?******If you are not a Christian, should you still be thankful?*** There are lots of people we should thank for the food we eat. Can you name some of them? (Farmers, cooks, shopkeepers, lorry drivers, MTAs at school, our parents, supermarket workers.)Your task is to make a thank you card or poster to some of the people who help you to get your food. We would love to see a photo of your thank you message! |