Year 1 Home learning tasks (Week 5- Week beginning Monday 18th May)
If you have any difficulties with any of the tasks, kindly contact the class teacher via email.
1S MISS SAMBI – ssambi@melcombe.lbhf.sch.uk
1D MISS SCERRI – dscerri@melcombe.lbhf.sch.uk

All written work must be completed on the exercise book – writing the date and task before each task.

Phonics:
Our phonics lesson at school normally consist of 4 parts. Kindly follow this sequence when practicing phonics at home.

1) Revisit and Review - This game will help the children remember all the sounds they have already learnt. Challenge: to get more right every day.
2) Teach – Go through the 3 parts of alternative spellings as shown on phonicsplay. These include the phoneme spotter, word sort and best bet. (these can be found under phase 5c interactive resources week 8-30)
3) Practise – Write some words down by sounding them out. Try and do this without looking at the words first. Remember to use your phonics fist.
4) Apply – Write a sentence using some of the words you practised.

Kindly cover the alternative spellings for /ear/ and /sh/ found in phase 5c, following the sequence above.

Pronunciation of phonic sounds:
https://www.youtube.com/watch?v=BqhXUW_v-1s
**Games:**
Look at the speed sound resource.
. Making real words & alien words: Point to sounds and your child makes the sounds then blends together to say the word. Take turns so they make you say sounds then say the word. Eg. ‘p – i – sh makes pish’
‘m – a-tch makes match’

This is also excellent at recognising the alternative spellings for the sound in the box.

**Maths:**
. Complete Mathletics tasks
. Practice counting in 2s 5s and 10s.
. Complete w/c 20th April lessons and activities
   . Make doubles
   . Make equal groups
   . Find a half

**Follow the link:**
https://whiterosemaths.com/homelearning/year-1/
Spellings:
Apart from practicing and spelling the words containing the new phonics sound for each week, children should also be practicing their common exception words (found in pack 1). They should know how to spell these by the end of year 1. As a challenge, children can move on to year 2 words.

**Year 1 and 2 Common Exception Words**

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Reading:
Children should be heard reading **EVERYDAY**.
Follow the link and log in to access the Big Cat reading scheme. When children have read the book, complete the questions and activities at the back. If it is a practical activity, take photos as evidence.

https://connect.collins.co.uk/school/teacherlogin.aspx
Username: parents@harpercollins.co.uk
Password: Parents20! (capital P and exclamation mark)

Literacy:
Story of the week ‘Pippety Skycap, A tale of Mischief!’ (if not completed last week)
For activities, click the link on the school website. Read through and complete all parts.
Children should follow the same writing expectations for year 1.

Sentences:
. Read the root words and explain how it has changed (the meaning and spelling)
Comprehension:
Read the story ‘Seren’s Seasons’
Children need to read the text and answer the questions and explain the answer to you.
Seren’s Seasons

Nain had a big cupboard full of Seren’s clothes. “Will it snow soon?” asked Seren. “Shall we take out my snow boots?”

“It doesn’t usually snow in spring,” said Nain.

Seren put the spring clothes into her drawers, leaving her snow boots in the cupboard.

Spring brought lots of different weather. When it was cloudy, Seren lay on the dewy grass, spotting the shapes in the sky. When there was a cool breeze, Seren could smell all the beautiful flowers that had started to bloom.

As the weather became warmer, Nain opened the cupboard again. Seren asked, “Will it snow soon? Shall we take out my snow boots?”

“It doesn’t usually snow in summer,” said Nain.

Seren put the summer clothes into her drawers, leaving her snow boots in the cupboard.

Summer brought lots of different weather. When it was sunny, Seren went to the beach. When lightning and thunder filled the sky, Seren watched from her room.
1) Which is the first season we see in the story?
   Circle one: Winter, summer or spring

2) What does Seren keep asking Nain about?
   Circle one: Her dog, her snow boots or her book.

3) What does Seren try to make in each season?

4) Where do Seren and Nain go in the summer?

5) In which season does Seren get to wear her snow boots?

6) In spring, what does Seren use to try to make a snow girl?
Circle one: Leaves, mud or clouds

7) Draw lines to match up the boxes to complete the sentences.

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| “It doesn’t usually snow” | her snow boots near the door. |
| Summer brought lots       | of different weather.         |
| Seren grinned as she put   | in spring.                    |
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8) Complete the sentence.

“It could __________ any day now!”

Circle one: Freeze, rain or snow

9) Winter brought lots of different weather but one day ... it snowed! Why do you think an exclamation mark is used here?

____________________________________________________

10) How do you think Seren feels at the end of the story? Why?

_____________________________________________________

History:
The topic for this term is All about Robert Scott and the Antarctic. Follow the Lesson presentation ‘Antarctic Explorers’ to learn all about Robert Scott and other explorers.

Complete the venn...
Imagine you are Captain Scott or Amunsden. Build a model of a sleigh and write around 5 sentences about how you made it and why it will get you all the way to the South Pole and back.

Science:
Plants
Follow this order of lessons:


Lesson 5 activities:
. Using the Science Lesson 5 presentation talk about the children’s experiencing the parts of the plant in observing the growth of their plants (which were planted in lesson 1) over the course of the unit.
. Remind children of their previous learning on wild plants, garden plants, trees and planting a bean
. **Name the basic parts of a plant**, and match the name of plant parts with a simple description of their functions. **FLOWER, PETAL, LEAVES, STEM, ROOTS, SEEDS**
. Making A Plant Picture: Share the materials with the children. Generate ideas about how to use the materials to make a plant picture.
. Using the instructions on the Lesson Presentation, model how to make a plant picture from the materials provided. Model labeling the picture with the names for the parts of the plant.

**Extra activities:**
. **Read:** ‘The Tiny Seed’ by Eric Carle, is a beautifully illustrated story of the life cycle of a flower.
. **Browse:** Visit the BBC Bitesize for games exploring plant growth, identifying plants and plant structure. [https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd](https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd)

**Lesson 6 activities:**
. Children will have started the **Bean Plant Diary** in lesson 1 (or any plant you have planted). The Bean Plant Diary should have been filled in by each child with reference to their own bean plants once per week for the last four weeks.
. Get the children to remember the steps they followed to plant their bean plants. They should **describe their bean plants and how they have grown**. Record vocabulary to build up a word bank that can be referred in the next part of the lesson.
. Children fill in their Bean Plant Diary for the final time, recording a picture of the bean by drawing or photographing, **measuring the**
height of the plant with a ruler and writing a short description of the plant using words from the word bank.

- On the last page of the Bean Plant Diaries, children state the things that plants need to grow and give reasons for their answers.

- Using the Lesson Presentation, show the children different kinds of edible beans and discuss what kinds of beans the children are familiar with eating. Taste the different kinds of beans, comparing flavours and textures.

Extra activities:
- Cook it: Make Five Bean Salsa and eat with tortillas or nachos.
- Grow it: It is easy to grow carrot tops, potato sprouts, celery or salad onions by planting the leftover ends in a small pot of soil.
- Play it: Have fun playing The Bean Game in PE or golden time.

https://www.twinkl.co.uk/resource/t-t-10763-bean-game
Five Bean Salsa

**Ingredients:**
- ¼ tin of black eyes beans
- ¼ tin of kidney beans
- ¼ tin of butter beans
- ¼ tin of cannellini beans
- ¼ tin of borlotti beans
- 1 tomato (omit for children with allergies)
- 2 spring onions
- Juice of half a lime
- Coriander leaves
- Nachos or soft tortillas to serve

**Equipment:**
- Chopping board
- Knife
- Large Bowl
- Sieve
- Plates to serve

**Method:**
1. Drain and rinse the beans, under cold water, in a sieve.
2. Chop the tomato into roughly 1cm pieces.
3. Slice the spring onions widthways into little discs.
4. Roughly chop your coriander.
5. Combine the beans, tomato, spring onion and coriander in a large bowl.
6. Chop the lime in half and squeeze the juice of half the lime into the mixture.
7. Leave the mixture for 10 minutes to let the flavours mix together.
8. Serve the bean salsa with either nachos or soft tortillas.

Geography:
Weather around the world

**Activity 1:** Name and locate the world’s seven continents and five oceans

**Activity 2:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Activity 3:** Role Play: Children are to create their own weather channel and present the weather forecast. Use correct geographical language to identify weather patterns and speak clearly.
. Children should: Locate the UK on a map
. Find the countries in the UK
. Use simple compass directions
. Locate London and know that it is a capital city
. Talk about the daily weather patterns in the UK

On here are videos, games and activities all about the weather.
https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item376103/grade1/index.html?source=espresso-home-mixedrecently-viewed

R.E:
The topic for this term is Religions and Rituals.

. Follow the lesson presentation (PPT) to discuss what Salat is.
. Complete the activity sheet provided on Salat.
Salat

Draw patterns on the prayer mat to make your own design. Remember not to draw animals or people on the prayer mat. When you have finished, draw a Muslim in one of the Salat poses next to your mat. Write a sentence to explain what is happening.

Prayer mat

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Links to sites:
Reading books:
https://connect.collins.co.uk/school/teacherlogin.aspx

Username: parents@harpercollins.co.uk
Password: Parents20! (capital P and exclamation mark)

Discovery Espresso:
http://www.discoveryeducation.co.uk
Username: student21172
Password: melcombe (no capital letters)

Twinkl:
www.twinkl.co.uk/offer and enter the code UKTWINKLHELPS
https://www.twinkl.co.uk

Phonics: https://www.phonicsplay.co.uk
Free for this month: Username: march20 Password: home
https://www.phonicsplaycomics.co.uk/index.html

Maths: https://login.mathletics.com

Computing: https://scratch.mit.edu/explore/projects/games/
https://blockly.games