Year 1 Home Learning Tasks (Week 3 & 4)
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 /ar/ and /s/ found in phase 5c, following the sequence above.

**Pronunciation of phonic sounds:**
[https://www.youtube.com/watch?v=BqhXUW_v-1s](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:
. Practice counting in 2s 5s and 10s regularly. (Children should know them off by heart)
. Complete week 2 lessons and activities
  . Compare capacity
  . Count in 10s
  . Make equal groups
  . Add equal groups
  . Make arrays

Follow the link:
https://whiterosemaths.com/homelearning/year-1/

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.
Literacy:
Story of the week (The Fox and the Stork) A retelling of Aesop’s fable.

The Fox and the Stork
A retelling of Aesop's fable

Fox and Stork were fishing for frogs. Stork snapped at the frogs with her long, sharp bill. Fox waited until they jumped and caught them in his sharp teeth. They were both good hunters and soon they run out of frogs to catch.

Fox asked the Stork, "Would you like to come and have lunch with me? I like cooking and I will cook frog soup for you?".

The next day, Stork went to Fox's house. As he had promised, Fox gave her some frog soup, but Fox played a trick on Stork as he was cunning. He served the soup in a wide, shallow dish. Stork could not drink her soup with her long bill but Fox could lap it up with his long tongue.
"I am sorry you do not like the soup. I will eat yours as well as mine!" whispered the Fox. And he did. "Did you like my little trick? I like tricks" he asked.

Stork was very angry and hungry, but she was also very polite. When she got home, she sent a thank you note to Fox and she invited him to come and have lunch with her.

The next day, Fox went to Stork's house. He knew that Stork was a very good cook and he was feeling very hungry.

As she promised, Stork gave him frog soup, but she played the trick back as she served it in long, thin glasses. Fox couldn't drink the soup but Stork could drink it with her long bill.

"I am glad you like little jokes, Fox. That is why I decided to play one on you note to Fox and she invited him to come and have lunch with her.

Activity 1: Read the story ‘The Fox and the Stork’ and discuss the main events in detail.

Look at each compound sentence below.
. Is the 2nd idea a motive or feeling?
. Write down the joining words used.

1) Fox and Stork were fishing because they wanted to make soup.
2) Stork couldn't eat her soup and this made Fox happy.
3) Stork invited Fox around for dinner so he was very excited.

Activity 2: Read together, ‘The Fox and the Stork’ and discuss the main events. Remind your child how to make a compound sentence (See above). Model how to improve a simple sentence by a joining word & a second idea.

CHALLENGE WORK: Can you write your own compound sentences about the story?
Activity 3: Retell of story - The Fox and the Stork

Re-read the story ‘The Fox and the Stork’ to remind them of the main events &
discuss in more detail. Order the events of the story and bank key words
for each one.
Children then use this to retell the story. (Word bank attached)
Comprehension:
Links to literacy story ‘The Fox and the Stork’
Children need to read the text and answer the questions in full sentences.
Show your child how to find and use the information in the text to answer the questions fully, not just with one word.

1) How did Stork catch frogs?
2) What was the trick Fox played on Stork?
3) Why did Fox not enjoy lunch at Stork’s house?
4) Tick to show who did these things. Two have been done for you.

<table>
<thead>
<tr>
<th></th>
<th>Fax</th>
<th>Stork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was good at hunting frogs?</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Who cooked frog soup?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who could drink the soup from a wide, shallow dish?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who could drink the soup from a long, thin dish?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who played a trick?</td>
<td></td>
<td></td>
</tr>
</tbody>
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5) Write the sentences in order:

- Stork went to Fox's house for lunch.
- Stork and Fox hunted for frogs.
- Fox went to lunch at Stork's house

6) What was the lesson of the story?

- a. You should write thank you letters even if you are angry.
- b. If you're unkind to others, they may be unkind to you.
- c. Frog soup is good to eat.
- d. Foxes play tricks on people.

History:
The topic for this term is about Robert Scott and the Antarctic. Follow the Lesson presentation to learn all about Robert Scott.


Activities:
- Write 2 facts you have learnt about the Arctic and the Antarctic.
- Conscience alley: make a ‘for’ and ‘against’ column where you must write why you think Robert Scott should have gone to the Antarctic or why he shouldn’t have gone.
- Imagine you are Captain Scott. You are returning from the South Pole after being beaten to it by the Norwegian explorers. You have to make the 800 mile journey back to your ship. Write a Diary entry and think about:
  - What are you using to travel?
  - How do you feel?
. What was the weather like?
. What will you need to do next?

You can use this format to write your diary entry.

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19 January 1912

We still cannot believe that we were beaten to the south pole. We feel__________________________
__________________________
__________________________
__________________________

The weather is__________________________________________________________

We have been pulling our sledges and we have become very weak. I think that we need to__________________________

I am worried about the food supplies________________________________________

__________________________
__________________________
__________________________
__________________________
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Science:
Plants

Follow this order of lessons:

Lesson 4- Terrific Trees: [https://www.twinkl.co.uk/resource/t2-sc-014-planit-science-year-1-plants-lesson-4-terrific-trees-lesson-pack](https://www.twinkl.co.uk/resource/t2-sc-014-planit-science-year-1-plants-lesson-4-terrific-trees-lesson-pack)

Lesson 3 activities:
. Explain what a garden is.
. What kind of plants might we find in a garden?
. Model drawing a garden by choosing plants from the In the Garden Activity Sheet, drawing them carefully and labeling them.

Research it: Visit the BBC gardening web pages for lots of fun gardening facts and activities

http://www.bbc.co.uk/gardening/gardening_with_children/

Lesson 4 activities:
. Remind yourself what you learnt about wild plants (lesson2). Can you name any wild plants?
. Using the Science Lesson 4 presentation Discuss what do you think makes a tree an evergreen? Do you know what time of year deciduous trees start to lose their leaves? Describe the annual cycle of a deciduous tree.
. Describe the tree hunt activity. Match names to the pictures, discuss similarities & differences.
. Distribute the Deciduous or Evergreen Sorting Cards, Using the descriptions that are given on the Lesson Presentation, sort the cards into groups based on the characteristics of the leaves.
Exta:

Make it: Create your own leaf identification booklets by sticking in collected leaves with short descriptions of the trees they belong to.

Read it: Read ‘Arnold’s Apple Tree’ by Gail Gibbons, the story of how a changing apple tree keeps a little boy busy throughout the year.

You can also watch videos and complete some activities following this link: https://central.espresso.co.uk/espresso/primary_uk/subject/module/foreground/item1197183/grade1/index.html?source=subject-Science-KS1-Science-Resource%20types

Geography:
Weather around the world
Activities:
. Name and identify the locations of the 7 continents on a world map.
. Name the 5 oceans
  - https://www.youtube.com/watch?v=K6DSMZ8b3LE
  - https://www.youtube.com/watch?v=jgmZYs1TBLk

. Name the climate zones using geographical language when referring to the equator and north/south poles.
  - https://www.bbc.co.uk/bitesize/clips/zr7hyrd

. Research the characteristics of the Mediterranean and Tropical climate zones and draw a picture to show your findings.
  - https://www.youtube.com/watch?v=LS0XR2Xec4

. Research the climates and weather in different countries, how is it different to our climate & weather in the UK?

You can also watch the videos found on Espresso.
https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item376103/grade1/index.html?source=subject-Geography-KS1-Geography-Resource%20types

R.E:
The topic for this term is Religions and Rituals.
. Follow the lesson presentation (PPT) to discuss what a ritual is.
. Write a sentence about what you have learnt about rituals and draw a picture of one ritual you do, or that you know about.

https://www.twinkl.co.uk/resource/tp-re-328-re-religion-and-rituals-what-is-a-ritual-year-1-lesson-pack-1

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