Year 1 Home learning tasks: Week 2 (Week beginning. Mon 8th June)
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: To be repeated every day
Our phonics lesson at school normally consist of 4 parts. Kindly follow this sequence when practising 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 /or/ and /w/ found in phase 5c, following the sequence above.

Pronunciation of phonic sounds:
https://www.youtube.com/watch?v=BqhXUW_v-1s

Monday
PE: https://www.youtube.com/watch?v=rAX6Q236CwI

Literacy:
. Think about what you learnt about how plants grow from your previous learning in science.
. Write a list of as many adjectives as you can about the pictures (sheet 1).

Complete the sentences to create a compound sentence (sheet 2). Talk about what words you can use to extend a sentence and what they mean. Eg. that the word ‘because’ tells us why, ‘and’ you need to add more information.
What adjectives can we use to describe...

sun  soil  seeds  water

Monday - (sheet 2)
* A joining word
* 2nd idea- adjectives

Improve these sentences by adding a adjective, joining word and a 2nd idea:

Improve each sentence by adding:

Key words: sun soil seed water plant warmth

Joining words: so but as because

Star words: the some is put

1. The ______ sun is ________ ________.
2. I picked up the ______ seeds ________.
3. The ______ water is ________ ________.
4. Put the ______ soil in a ______ pot ______.
5. Cover the ______ seeds with ______ soil ______.
6. After a while, a ______ plant will grow ______.
Maths:
. Complete 2 Mathletics tasks
. Practice counting in 2s 5s and 10s.
. Complete week 3 (w/c 4th May) lessons and activities
  . Part-whole relationships number bonds

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

Religion:
The topic for this term is Religions and Rituals.

. Follow the lesson presentation (PPT) to explore what happens during Holy Communion.
. Complete the Holy Communion Poem
Holy Communion Poem

Choose words to finish the sentences and create a special poem that could be read out in a Holy Communion service.

Holy Communion is a time ____________________________

It is a time to ____________________________

The bread is ____________________________

The wine is ____________________________

Holy Communion is a time ____________________________

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<td>to drink</td>
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PSHE:

Follow the PPT about mindfulness and try the different breathing exercises.
Tuesday

PE: https://www.youtube.com/watch?v=Y2AkYD10d7Q

Literacy:
. Listen to the information about ‘How to plant a seed. A how to book’
  https://www.youtube.com/watch?v=Es0DAi5Y4NM
  
  . Think about what typing it was and explain what instructions are. Can they think if any instructions that they have followed or written?
  . Talk about what ‘adverbs of time are’. Look at (sheet 3) Put the steps in order and what adverb of time could be used for each step?

(Tuesday - Sheet 3)
Can we put each step in order? What happens in each step?

Below are examples of adverbs of time: Which one can we use for each step?
First, Next, After this, Meanwhile, Soon after, Seconds after, Then, Finally,

Maths:
. Complete 2 Mathletics tasks
. Practice counting in 2s 5s and 10s.
. Complete week 3 (w/c 4th May) lessons and activities
  . Fact families

Follow the link:
Comprehension:
Read the information about ‘The Sun’ and use the information to answer the questions.

The Sun

The sun gives off different types of energy.

**Do You Know What Types of Energy the Sun Gives Off?**

- Invisible infrared heat which makes us feel warm.
- Visible light which we can see.
- Ultraviolet (UV) rays which we can’t see or feel on our skin but can damage our skin if we get too much of it.

**Your Skin and UV Rays**

Being outside in the sunshine can be great fun, but because of the damage UV rays can do, we need to make sure that we protect our skin from the sun.

**What Kind of Skin Do You Have?**

If you’ve got fair skin, moles or freckles, you’ll need to take extra care to protect your skin.

**Sun Safety Code**

Spending too much time in the sun can be harmful.

We should all follow a special code, which reminds us how to enjoy the sun while staying safe.

**There Are Five Parts to Remember...**

- **S**pend time in the shade between 11 a.m. and 3 p.m.
- **M**ake sure you never burn.
- **A**im to cover up with a hat, T-shirt and sunglasses.
- **R**emember children need to take extra care.
- **T**hen use sunscreen of a minimum of SPF 30.

Questions:
1. **What** are the different types of energy the sun gives off? **Tick three.**

   - invisible infrared heat
   - x-ray vision
   - visible light
   - ultraviolet (UV) rays

2. People with **which kind of skin** need to take **extra** care in the sun to protect their skin?

   __________________________________________________________

3. **Why** can spending too much time in the sun be **harmful**? **Tick one.**

   - because you can get hot
   - because you can catch sun spots
   - because you can get hungry
   - because of the damage UV rays can do

4. **Between which times in the day** should you try to find **shade**?

   __________________________________________________________

5. What are **three** things you should aim to **cover up with in the sun**?

   1) ______________________________________________________
   2) ______________________________________________________
   3) ______________________________________________________

6. **Which** of the five parts of the **Sun Safety Code** do you think is the **most important** and **why**?

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
PSHE:
Mindfulness activities

Activity 1:

Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.

Activity 2:

Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.

Wednesday

PE:  https://www.youtube.com/watch?v=uKjcZ8mUr-M

Literacy:
. Listen to the information about ‘How to plant a seed. A how to book’  
  https://www.youtube.com/watch?v=EsOdaIsY4NM
. Look at the plan for this weeks writing task (sheet 4)
. Explain that they are going to be writing instructions about how to plant a seed.
. Think of a heading and 2 sub-headings and what you will need. Explain what a ‘bossy verb’ is and why we need them in instructions.
. Write an appropriate adverb of time.
(Wednesday - sheet 4)
Plan for writing task

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<td>Bossy verb- Water</td>
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<tr>
<td></td>
<td>[Image]</td>
<td>Bossy verb- Put</td>
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<td></td>
<td>Bossy verb- Watch</td>
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</tbody>
</table>

Word bank
Adverbs of time: First, Next, After this, Meanwhile, Soon after, Seconds after, Then, Finally

Key words: sun, soil, seed, water, plant, warmth

Maths:
. Complete 2 Mathletics tasks
. Practice counting in 2s 5s and 10s.
Complete week 3 (w/c 4th May) lessons and activities

- Add together and find a part

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

Science: Lesson 1

PSHE:
Mindfulness activities

Activity 1:
Close your eyes and ask a partner to pass you an object that you can hold in your hands.
Touch and turn the object, describing each aspect in detail to your partner and then swap places.

Activity 2:
Lie on your back outside and close your eyes so you can use all of your senses except for sight.
Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.
Science: Lesson 2

. **Who Is Mae Jemison?** Briefly introduce Mae Jemison, referring to the (Science lesson 2 ppt) and reading the Fact File (sheet 5 below).

. **What Can We Ask Mae?** Discuss questions they would like to ask Mae Jemison, using the ideas on the (Science lesson 2 ppt) as prompts.

. **Interviewing Mae Jemison:** Children imagine that they are going to interview Mae Jemison, thinking of three questions they could ask her. Children record their questions on the differentiated Mae Jemison Interview Activity Sheet 6 (below). Children use the question words and phrases to help them.

. **Marvellous Mae:** Children discuss their dreams and ambitions, and how they can be inspired by Mae Jemison to achieve these.

**Order it:** Challenge children to order the cards in this Space Travel Timeline. Where would Mae Jemison’s space mission fit in?

**Hot Seat it:** Children could take turns in the hot seat as Mae Jemison. Other children can ask ‘Mae’ their questions and record the answers.

Science sheet 5

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**Mae Jemison Fact File**

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**My Childhood**

When I was little, I lived with my mum, dad, sister and brother. My mum and dad always helped me to learn things and wanted me to do well.

**Becoming a Scientist**

I worked hard at school and college, then I went to medical school. I learnt how to be a doctor. After this, I worked as a travelling doctor helping people all around the world.

I applied to NASA to be part of their astronaut training programme, and they chose me for their space mission!

**Space Mission**

In September 1992, I went into space on board the Endeavour space shuttle. There were six other astronauts with me.

While I was in space, I carried out experiments about weightlessness. I loved looking out of the window at the stars.

**My Hobbies**

I love reading and spent a lot of time in the library when I was a child.

I started dance classes when I was 11 years old. I have danced in lots of plays and have a dance studio in my home.

I loved science and always wanted to go into space.
Think of three questions that you could ask Mae Jemison about her life and her work as a scientist and an astronaut. Use the question words and phrases to help you. Then read Mae Jemison’s story to see if you can find the answers to your questions.

Who...? How...? What...? When...? Why...?
How long...? Why did you...? What made you...? When was...?

Question 1: ________________________________________________________________
Mae’s answer: __________________________________________________________________

Question 2: ________________________________________________________________
Mae’s answer: __________________________________________________________________

Question 3: ________________________________________________________________
Mae’s answer: __________________________________________________________________

Adult’s guidance answers:

How did you travel into space?
I travelled to space on board a space shuttle called the Endeavour.

What were your hobbies when you were a child?
I loved reading books in the library, dancing and learning about science.

What did you do before you became an astronaut?
I went to medical school and learnt how to be a doctor. I worked as a doctor all round the world.

What is your family like?
My family is made up of my mother, father, brother and sister. They always encouraged me to learn new things.

What was your favourite thing about being in space?
I loved looking out of the window at all the stars.

How did you become an astronaut?
I worked very hard and learned a lot about science. I applied to NASA to join their astronaut training programme.
SPaG:
Complete the SPaG sheet.

Practise writing these spellings.

Which year 1 common exception word has Mr. Whoops been juggling with?

Write these two sentences again, but as one sentence, joining them with 'and'.

I can see a little dog. I like it.

Can I sit there with you?
Can I sit there with you?

Tick the correct sentence.

Tick two words that can have 'ing' added to the end to make a new word.

yell
from
there
park

Tick the words you think should have a capital letter.
car
beth
higher
smart
manchester
Thursday

PE: https://www.youtube.com/watch?v=g8X1pvW3Spq

Literacy:
- Use the plan from yesterday to write instructions about 'how to pant a seed'
- Use adjectives, adverbs of time, bossy verbs and compound sentences.
- Layout must like instructional writing, underline nearly the heading and sub-headings.
- Do your best and write independently as much as you can.

Maths:
- Complete 2 Mathletics tasks
- Practice counting in 2s, 5s and 10s.
- Complete week 3 (w/c 4th May) lessons and activities
  - Add more and count on within 20

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PSHE:
Mindfulness activities

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Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.

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Friday

PE: https://www.youtube.com/watch?v=ADg5Nunkmow
Literacy:
. Read your writing back from yesterday and edit. Look out for capital letters, full stops, spellings, maybe add adjectives if any are missed out.

Maths:
. Complete 2 Mathletics tasks
. Practice counting in 2s 5s and 10s.
. Complete week 3 (w/c 4th May) lessons and activities
  . Challenge

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

PSHE:
Mindfulness activities

Take a moment to think about how you are feeling. Which words would describe how you are feeling? Can you trace back the origins of those feelings?

SPaG:
. Complete the SPaG sheet and Summer sentence opposites. Explain how the prefix ‘un’ changes the meaning of words.

Summer Sentence Opposites!
Choose the correct word from the words in parentheses () and write it on the line to complete each sentence. Remember, adding the prefix un- to the beginning of a word changes its meaning to the opposite!

1. My _____________(kind/unkind) brother gave me his ice cream when mine fell on the ground.

2. Zara couldn't come to the picnic because she was feeling . (well/unwell)

3. My mum said I was very (helpful/unhelpful) because I helped her pack for our holiday.

4. It makes me so _____________(happy/unhappy) that, in the summer, we can play in the park every day.

5. When Sam went on holiday and left his teddy at home, his teddy felt very . (loved/unloved)

6. I took my _____________(grateful/ungrateful) best friend to the seaside with me, and she moaned and complained all day!
Complete the table.

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<th>Plural (more than one)</th>
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<tr>
<td>tree</td>
<td>hand</td>
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<tr>
<td>wish</td>
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</tbody>
</table>

Tick two words that can have "ed" added at the end to make new words:
- help
- sheep
- burn
- send

Unscramble this sentence:
very were coins old. The

Spell the missing days of the week:
Monday
Tuesday
Wednesday
Thursday
Friday