



# Dashwood Banbury Academy

an Aspirations Academy

Growing together; succeeding together

## Working from home plans for Year One

Staff have been working hard to create a proposed plan for you to work on with your child(ren) at home whilst the school is shut. Here is a suggested plan for spreading out learning over the period of closure. You will also find additional activities and ideas on our website under the news tab, letters to parents and your child's year group. Thank you for your support and understanding. We hope you stay safe and are able to continue to develop your child's knowledge and understanding.

**Please try to share your home learning with Miss Brown and Mrs Simmons on Tapestry at least once a week. We love to see all your amazing home learning and all the other fun activities you get up to whilst at home!**

For Twinkl Resources you will need to create a Twinkl Account, this is FREE for a month - go to [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) and enter the code UKTWINKLHELPS

This link will take you to the Year 1 Home Learning pack which you may wish to use in addition to the two week plan. <https://www.twinkl.co.uk/resource/year-1-school-closure-home-learning-resource-pack-t-e-2549910>

|         | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Day 2                                                                                                                                                                    | Day 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Day 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Day 5                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| English | <p><b>This week the children will be writing their own story. The focus is 'Defeating a Monster' and should include a beginning, middle and end.</b></p> <p><b>They should be encouraged to write each part separately and think about improvements they could make as the week progresses.</b></p> <p><b>The last few weeks the children have thought about descriptive language and should use this in their story.</b></p> <p>Can you fix these wobbly sentences?</p> <p>1. pat went to the</p> | <p>Can you remember these new words from the original story and what they mean?</p>  | <p>We are going to begin writing our story today.</p> <p>Can you describe your new character using? What does he/ she look like? Wear? Eat? Like to do? Afraid of?</p> <p>Make sure you include some of these ideas in your story.</p> <p>Box up the beginning of your story map. This should include the parts you have introduced your main character, where he went and what he did.</p> <p>Now write this part of the story. Remember your everyday toolbox.</p> <p>Once you have finished the</p> | <p>Choose an object from your story. It could be a character or a place or a magical item.</p> <p>Can you think of five words to describe your object?</p> <p>Read your story beginning from yesterday. Today you are going to write the middle of the story. This only include what happens next and the problems in the story. Box this part up to help you.</p> <p>Write the next part thinking carefully about descriptive language so that we can see in our heads what is happening.</p> <p>Now share it with someone in your household. Does it make</p> | <p>Nearly there!!!!</p> <p>What is an opener? What is a simile? What is alliteration?</p> <p>Can you find any examples in your story so far?</p> <p>If not, remember to add some in today.</p> <p>Today you will write the end of your story. Box up the last part of your story.</p> <p>Use your story map to help you. Make sure your monster is defeated and that you have a happy ending.</p> <p>Did your character learn anything from their adventure?</p> |

shop and met a unicorn

2. he got some bens because he waz hungry

3. Wat will we doo today

4. the bear hid behind the tree but ann sor him

Now add some describing words to them to make them more interesting.

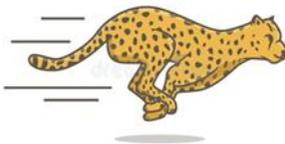
What parts of the Jack and the Beanstalk could you change so you could invent your own story?

Ideas could be.

- Characters
- Where the story is taking place
- What happens at the end of the story

Can you think of any more?

Complete this worksheet by adding your own inventions.



Look at your invention sheet from yesterday and the story map from last week.

Can you create a new story map using your own inventions to help you?

Using your story map tell your story to a member of your household. Can they repeat it back to you?

beginning read it to a member of your household?

Have you remembered your capital letters and full stops?

Have you spelt your red words correctly?

Is your writing completed carefully so it can be easily read?

If you need to fix it!

sense?

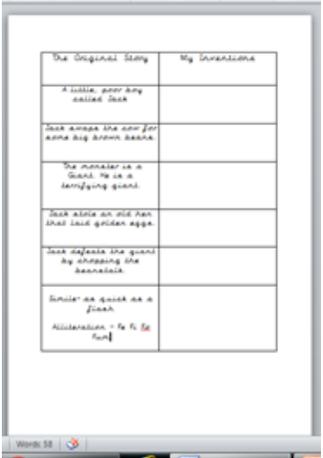
Check for capital letters, full stops and describing words in your story.

If you need to fix it!

Now use this checklist to make sure you have included everything from your toolbox.

| Have you checked?          | Yes / No | My answer from my story |
|----------------------------|----------|-------------------------|
| Capital letters for names  |          |                         |
| Capital letters for places |          |                         |
| Describing words           |          |                         |
| Full stops                 |          |                         |
| Full sentences             |          |                         |
| Spelling words             |          |                         |

Wow! You did it. Please share your story with me on Tapestry. I can't wait to read them.

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                            |
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|              |  <p>Share your ideas with a member of your household. Can you add any more or make them even more exciting?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Can you think of two ways you could improve your map so your story is more exciting?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Maths</p> | <p>Flashback</p> <ol style="list-style-type: none"> <li>1. Jimmy has 4 bags of apples. There are 5 apples in each bag. How many apples does he have altogether?</li> <li>2. What is <math>2+2+2+2+2 =</math></li> <li>3. Name 4 2D shapes.</li> <li>4. I have a 10p coin and four 2p coins. How much money do I have?</li> <li>5. What is <math>26 + 5</math>?</li> </ol> <p>Making Arrays</p> <p><a href="https://vimeo.com/428004469">https://vimeo.com/428004469</a></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Make-arrays-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Make-arrays-2020.pdf</a></p> | <p>Daily 10</p> <p><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></p> <p>Try Level 2 partitioning</p> <p>Make Doubles</p> <p><a href="https://vimeo.com/428004541">https://vimeo.com/428004541</a></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Make-doubles-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Make-doubles-2020.pdf</a></p> <p>If you are unable to access these then complete these.</p> <p><a href="https://www.twinkl.co.uk/resource/T-GO-04-doubles-up-to-20">https://www.twinkl.co.uk/resource/T-GO-04-doubles-up-to-20</a></p> <p>What is doubling?</p> <p>Which dominoes are double?</p> | <p>Daily 10</p> <p><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></p> <p>Try Level 2 Doubles</p> <p>Make Equal Groups( Sharing)</p> <p><a href="https://vimeo.com/428004616">https://vimeo.com/428004616</a></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Make-equal-groups-sharing-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Make-equal-groups-sharing-2020.pdf</a></p> <p>If you are unable to access these then complete these.</p> <p>What does sharing mean?</p> <p>What does equal mean?</p> <p>You will need 6 counters.</p> | <p>Daily 10</p> <p><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></p> <p>Try level 2 Halves</p> <p>Make Equal Groups (grouping)</p> <p><a href="https://vimeo.com/428004753">https://vimeo.com/428004753</a></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Make-equal-groups-grouping-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Make-equal-groups-grouping-2020.pdf</a></p> <p>If you are unable to access these then complete these.</p> <p>How many pairs of socks are there?</p> | <p>Jack Hatrman 100</p> <p><a href="https://www.youtube.com/watch?v=1dkPouLWCyc">https://www.youtube.com/watch?v=1dkPouLWCyc</a></p> <p>WOW!</p> <p>Numbers to 100 investigation</p> <p>Can you complete this 100 square?</p> <p><a href="https://www.twinkl.co.uk/resource/t2-m-1693-blank-100-number-square">https://www.twinkl.co.uk/resource/t2-m-1693-blank-100-number-square</a></p> |

If you are unable to access these then complete these.

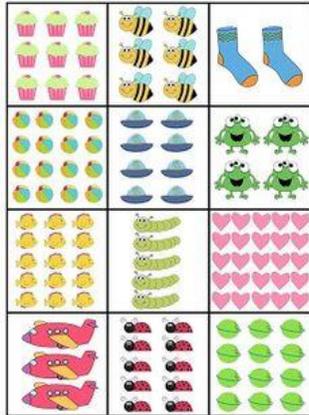
An array is when we organise objects into rows and columns to help us count them.

How many rows are there?

How many columns?



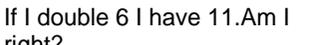
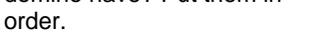
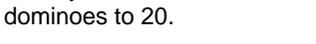
Now circle the rows. How many in each group? How many altogether?



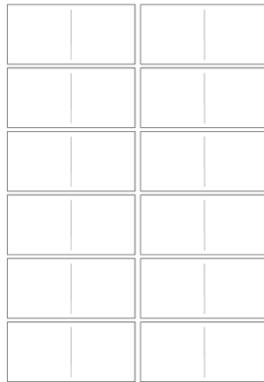
Now circle each column. How many in each group? How many altogether?

You will need some counters.

Can you make your own array?



Make your own double dominoes to 20.



How many spots does each domino have? Put them in order.

If I double 6 I have 11. Am I right?

Can you share these between two people? How many counters does each person get.

Share these sweets between four children. It might help to draw lines to each child as you share them.



How many sweets does each child get?

- Sweets equally shared between four children.
- How many sweets does each child get?

You will need 30 counters. Arrange them into an array of 5 rows and 6 columns.

- Share the counters between 2 friends. How many counters does each friend get?
- Share the counters between 5 friends. How many counters does each friend get?
- Share the counters between 10 friends. How many counters does each friend get?



There are \_\_\_ socks altogether.

There are \_\_\_ socks in each pair.

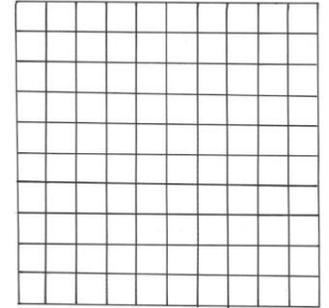
There are \_\_\_ pairs of socks.

How many groups of 2 are there?



There are \_\_\_ altogether.

There are \_\_\_ equal groups of 2.



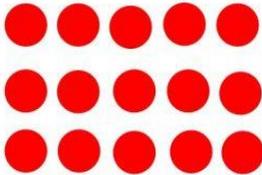
Using coloured pencils. Use a different colour for each challenge.

Use your square to help you count in 2s.

Now try 5s.

Now 10s.

Do you notice any patterns?

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                  | <p>How many in columns?<br/>         How many rows?<br/>         How many in each column?<br/>         How many in each row?<br/>         How many altogether?</p> <p>Now try a different array.</p>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  <p>How many counters altogether.</p> <p>How many groups of 5 are there?</p> <p>There are ____ equal groups of 5.</p> <p>Now use 30 counters.</p> <p>How many equal groups of 2 can you make?<br/>         Equal groups of 5?<br/>         Equal groups of 10?</p>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Creative Curriculum/topic</p> | <p>PSHE:</p> <p>Can you design a hand-wash product which could be used at home or in school? Think about:</p> <ul style="list-style-type: none"> <li>• What ingredients are needed to make hand-wash?</li> <li>• What will your hand-wash do?</li> <li>• What does hand-wash do?</li> <li>• Can you name different types of hand wash (soap, anti-bacterial gel)?</li> <li>• How much hand wash is needed to make hands clean?</li> <li>• How do you use the hand-wash?</li> <li>• Why is your hand</li> </ul> | <p>PE:</p> <p><a href="https://readysstride.co.uk/activities.php">https://readysstride.co.uk/activities.php</a></p> <p>Let's Learn The Skills To Stride On A Bike!</p> <p>Have a go at these preparation activities to learn the key skills needed to stride on a bike:</p> <p>Pedal and glide<br/>         Zig Zags<br/>         Corner explorer<br/>         Limbo<br/>         Foot down<br/>         Ups and Downs<br/>         Wave and go<br/>         Figure it out</p> <p><a href="https://readysstride.co.uk/pedals">https://readysstride.co.uk/pedals</a></p> | <p>Science:</p> <p>How can we identify common wild and garden plants?</p> <p>Can you research all about plants and different common wild and garden plants?</p> <p>You could present your answers as a poster, an information booklet or even a book! Use the resources below to help you:</p> <p>How do plants grow?<br/> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1236909/grade1/module1197183/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1236909/grade1/module1197183/index.html</a><br/> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/">https://central.espresso.co.uk/espresso/primary_uk/subject/</a></p> | <p>Science:</p> <p>How can we identify key parts of plants?</p> <p>Can you research the key parts of a plant and the role of each part?</p> <p>Use the resources below to help you:</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1236173/grade1/module1197183/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1236173/grade1/module1197183/index.html</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1236024/grade1/module1197183/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1236024/grade1/module1197183/index.html</a></p> | <p>Computing/E-Safety:</p> <p>Can you create a poster on how to stay safe online. Think about the SMART rules we follow.</p> <p>Ideas of how you could present this are below:</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/printable_resources/item854307/grade1/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/printable_resources/item854307/grade1/index.html</a></p> <p>Remember: Follow the SMART rules when using any ICT and make sure an adult supports you.</p> |

wash the best?

Ideas of how you could present this are below:

Design a plastic handwash with a label that will encourage people to wash their hands!

Think about:

- What will it smell like?
- What will it look like?
- Make the bottle stand out, so that people want to buy it.
- Make it look fun, so that people want to use it.



Think about why it is important to wash our hands and what we should and should not do before and after we wash our hands.

<https://central.espresso.co.uk/module/book/item1237170/grade1/module1197183/index.html>

Where do plants grow?

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/factfile/item1237393/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1237393/grade1/module1197183/index.html)

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item1236913/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1236913/grade1/module1197183/index.html)

<https://www.bbc.co.uk/bitesize/clips/zmn6n39>

Why are plants important?

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item1236899/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1236899/grade1/module1197183/index.html)

What are the names of common plants?

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/book/item1236779/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/book/item1236779/grade1/module1197183/index.html)

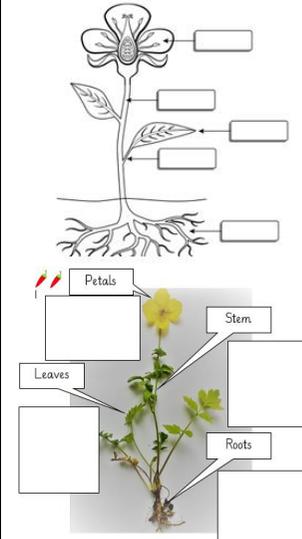
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item1240178/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1240178/grade1/module1197183/index.html)



Can you create a labelled diagram of the key parts of a plant? To challenge yourself further could you add the role of each part of a plant to your diagram.

You could use a real flower to create your diagram!

### Parts of a flowering plant



|                                                                                    |                                                                                             |                                                                                                           |                                                                                                                 |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>This bookmark is for...</p> <p>Only use a computer when an adult is nearby.</p> | <p>This bookmark is for...</p> <p>Never give out any personal information.</p>              | <p>This bookmark is for...</p> <p>Check with your parents or teacher before downloading anything.</p>     | <p>This bookmark is for...</p> <p>Don't fill out forms online without asking your parents or teacher first.</p> |
| <p>This bookmark is for...</p> <p>Never give out passwords to anyone.</p>          | <p>This bookmark is for...</p> <p>Never meet someone you have met through the internet.</p> | <p>This bookmark is for...</p> <p>Tell your parents or a teacher if you see anything that upsets you.</p> | <p>This bookmark is for...</p> <p>Never send a picture of yourself to a person you don't know.</p>              |

Reading

Please read a reading book

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|         | <p>you have at home with your parents or carers.</p> <p><b>The Tiger Who Came To Tea</b></p> <p>Before you read this story, can you predict what will happen in the story and tell you parents or carers.</p> <p>Then have a go at reading the story with your parents or carers.</p> <p><a href="https://www.youtube.com/watch?v=BXgW9UCgpc8">https://www.youtube.com/watch?v=BXgW9UCgpc8</a></p>                                                                                                                                                                            | <p>you have at home with your parents or carers.</p> <p><b>The Tiger Who Came To Tea</b></p> <p>Can you tell them what has happened in the story? You could create a story map to support your retelling. You could retell the story using actions.</p> <p>Draw a picture of your favourite part.</p> <p><a href="https://www.teachwire.net/teaching-resources/blank-storyboard-templates-various-portrait-and-landscape-styles">https://www.teachwire.net/teaching-resources/blank-storyboard-templates-various-portrait-and-landscape-styles</a></p> | <p>you have at home with your parents or carers.</p> <p><b>The Tiger Who Came To Tea</b></p> <p>Can you have a go at reading and answering questions about the story 'The Tiger Who Came To Tea' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/the-tiger-who-came-to-tea-year-1-wk4-1#slide-2">https://www.thenational.academy/year-1/english/the-tiger-who-came-to-tea-year-1-wk4-1#slide-2</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>you have at home with your parents or carers.</p> <p><b>The Tiger Who Came To Tea</b></p> <p>Can you have a go at learning the story 'The Tiger Who Came To Tea' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk4-2#slide-2">https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk4-2#slide-2</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>you have at home with your parents or carers.</p> <p><b>The Tiger Who Came To Tea</b></p> <p>Can you have a go at creating questions linked to the story 'The Tiger Who Came To Tea' using Oak Academy's online lesson</p> <p><a href="https://www.thenational.academy/year-1/english/to-understand-how-to-identify-and-write-questions-year-1-wk4-3#slide-2">https://www.thenational.academy/year-1/english/to-understand-how-to-identify-and-write-questions-year-1-wk4-3#slide-2</a></p>                |
| Phonics | <p>How many of these sounds can you read to your parents or carers?</p> <p>Can you tell them the rhymes for each sound?</p> <p><a href="https://www.youtube.com/watch?v=DlpcaxNSU4">https://www.youtube.com/watch?v=DlpcaxNSU4</a></p> <p><a href="https://www.youtube.com/watch?v=vU2vWZKS7rY">https://www.youtube.com/watch?v=vU2vWZKS7rY</a></p> <p><a href="https://www.youtube.com/watch?v=VR_Igflgz10">https://www.youtube.com/watch?v=VR_Igflgz10</a></p> <p><a href="https://www.youtube.com/watch?v=R3S5sJw7Mfl">https://www.youtube.com/watch?v=R3S5sJw7Mfl</a></p> | <p>Can you practice sorting real and alien words in the 'e' family: 'oo', 'ew', 'ue', 'u-e'.</p> <p><a href="http://www.ictgames.com/mobilePage/poopDeck/index.html">http://www.ictgames.com/mobilePage/poopDeck/index.html</a></p> <p>Once you've had a go at these, pick a different sound family and have a go at sorting those words.</p> <p>If you cannot access this website can you write a list of different words that have the 'oo', 'ew', 'ue', 'u-e'. Can you find any in your story books at home?</p>                                    | <p>If you are in Miss Brown or Miss Drews group, have a go at writing and reading some words with the 'ure' sound. You may wish to use the following activities to support this.</p> <p><a href="https://www.youtube.com/watch?v=YwCzf71flBA">https://www.youtube.com/watch?v=YwCzf71flBA</a></p> <p><a href="http://resources.sparkleboxtea.cherresources.ltd.uk/11000-12000/sb11501.pdf">http://resources.sparkleboxtea.cherresources.ltd.uk/11000-12000/sb11501.pdf</a></p> <p>If you are in Mrs Simmons or Mrs Alvarez's group, have a go at writing and reading some words with the 'ow' sound. You may wish to use the following activities to support this.</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item102067/grade1/module63427/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item102067/grade1/module63427/index.html</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/">https://central.espresso.co.uk/espresso/primary_uk/subject/</a></p> | <p>If you are in Miss Brown or Miss Drews group, have a go at writing and reading some words with the 'ure' sound. You may wish to use the following activities to support this.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zh828xs">https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zh828xs</a></p> <p><a href="http://resources.sparkleboxres.co.uk/sb3918.pdf">http://resources.sparkleboxres.co.uk/sb3918.pdf</a></p> <p>If you are in Mrs Simmons or Mrs Alvarez's group, have a go at writing and reading some words with the 'ow' sound. You may wish to use the following activities to support this.</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item820080/grade1/module63427/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item820080/grade1/module63427/index.html</a></p> <p>If you cannot access the internet you can practice</p> | <p>Can you practice reading all the sounds we have learnt so far this year. You may wish to play these games to help you remember.</p> <p><a href="https://www.phonicsplay.co.uk/PictureMatch.html">https://www.phonicsplay.co.uk/PictureMatch.html</a></p> <p><a href="https://www.phonicsplay.co.uk/SentSubPhase3.html">https://www.phonicsplay.co.uk/SentSubPhase3.html</a></p> <p><a href="https://www.phonicsplay.co.uk/BuriedTreasure2.html">https://www.phonicsplay.co.uk/BuriedTreasure2.html</a></p> |

|                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                       |                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                       | <a href="https://www.whiterosemaths.com/module/activity/item832391/grade1/module63427/index.html">module/activity/item832391/grade1/module63427/index.html</a><br>If you cannot access the internet you can practice some handwriting using the letters below. How many different words can you make that have the 'ow' sound or 'ure' sound depending which group you are in. | some handwriting using the letters below. How many different words can you make that have the 'ow' sound or 'ure' sound depending which group you are in.                                             |                                                                                                                                                                                                       |
| Spelling                                                                                                              | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>What<br>All<br>Was<br>We<br>So<br>To<br>Me<br>Call<br>Her<br>There | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>What<br>All<br>Was<br>We<br>So<br>To<br>Me<br>Call<br>Her<br>There | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>What<br>All<br>Was<br>We<br>So<br>To<br>Me<br>Call<br>Her<br>There                                                                                                                                                                          | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>What<br>All<br>Was<br>We<br>So<br>To<br>Me<br>Call<br>Her<br>There | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>What<br>All<br>Was<br>We<br>So<br>To<br>Me<br>Call<br>Her<br>There |
| When practicing your spellings you could write sentences using the words and write each letter in a different colour! |                                                                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                       |                                                                                                                                                                                                       |

|         | Day 6                                                                                                                                                                                                  | Day 7                                                                                                                                                                                                                                                                                                                  | Day 8                                                                                                                                                                                                                                                                                                      | Day 9                                                                                                                                                                                                                                                                                    | Day 10                                                                                                                                                                                                                                                                                                                        |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                               |
| Maths   | Flashback<br><br>1. I have 12 sweets and share them between 2 friends. How many sweets do they get each?<br>2. Double 8 is?<br>3. Half of 22 is?<br>4. Name three 3D shapes.<br>5. I have three coins. | Daily 10<br><br>Try level 2 Ordering numbers smallest to largest.<br><br>Partitioning Numbers<br><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Partitioning-numbers.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Partitioning-numbers.pdf</a> | Daily 10<br><br>Try level 2 Ordering numbers Largest to smallest<br><br>Comparing Numbers (1)<br><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Comparing-numbers-">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Comparing-numbers-</a> | Daily 10<br><br>Level 2 Partitioning<br><br>Comparing Numbers (2)<br><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Comparing-numbers-2.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Comparing-numbers-2.pdf</a> | Jack Hartman<br><br><a href="https://www.youtube.com/watch?v=1dkPouLWCyc">https://www.youtube.com/watch?v=1dkPouLWCyc</a><br><br>Investigation money<br><br><a href="https://www.twinkl.co.uk/resource/t-n-6208-coin-detectives-activity-sheet">https://www.twinkl.co.uk/resource/t-n-6208-coin-detectives-activity-sheet</a> |

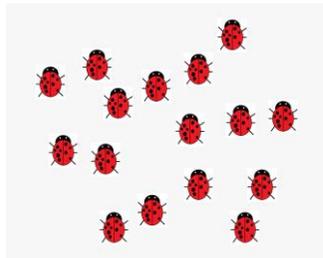
They total 12p. What coins do I have?

Counting to 100

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Counting-to-100.pdf>

Or try these.

How many ladybirds altogether?  
How many legs altogether/  
How many spots altogether?



How many?



2.

Or try these.

1. There are 10 sweets in each packet.

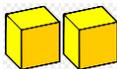
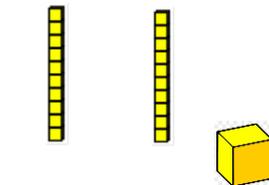


There are \_\_\_\_ packets of 10 sweets.

There are \_\_\_\_ individual sweets.

There are \_\_\_\_ sweets altogether.

2. Base 10 shows the number 23.



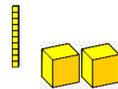
23 has \_\_\_\_ tens and \_\_\_\_ ones.

3. Can you make these numbers using Base 10.

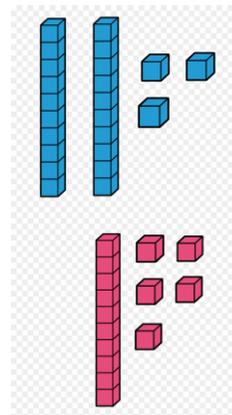
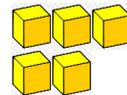
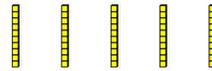
[1.pdf](#)

Or try these.

1. Which is the greater number in each pair?



Or



Or try these.

1.

Which number is the greater in each pair?

34 or 56

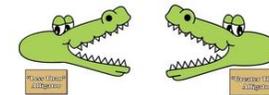
89 or 54

95 Or 37

17 or

2.

Less Than or Greater Than



17 \_\_\_\_ 54

67 \_\_\_\_ 98

45 \_\_\_\_ 26

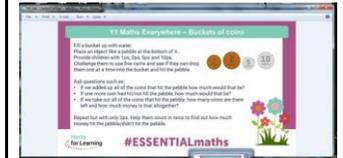
99 \_\_\_\_ 51

3. What is my number?

My number has 3 tens and 4 ones.

My number has 6 tens and 9 ones?

My number has 5 tens and zero ones?





How did you count them?

3. Each packet has 10 sweets inside.

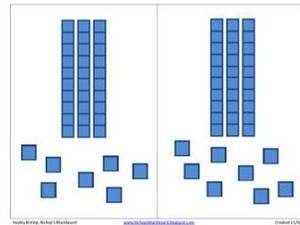


35  
47  
62

Complete the statements for each number

\_\_\_ has \_\_\_ tens and \_\_\_ ones.

4. My number has 7 tens and 3 ones. What is my number?
5. \_\_\_ is greater than 57
6. \_\_\_ is less than 42
7. \_\_\_ is greater than \_\_\_ but less than \_\_\_
8. 65 is greater than \_\_\_
9. How many tens and ones do your answers have?

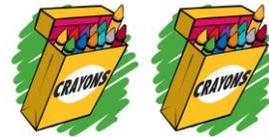


How do you know?

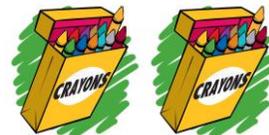
2.

Mo and Kim have some crayons. Each box holds 10 crayons.

Mo has



Kim has



Which is the lowest number?

Which is the highest?

How do you know?

4. Make some numbers cards from 0 10 6

Make a number that is greater than 46.

Make a number than is less than 54.

What is the highest 2 digit number you can make?

What is the lowest 2 digit number you can make?



How did you count them?

4.

| MISSING NUMBERS |    |    |    |    |    |    |    |    |     |
|-----------------|----|----|----|----|----|----|----|----|-----|
| 1               |    | 3  |    |    | 7  |    | 9  |    |     |
| 11              |    |    | 14 |    | 16 |    | 18 |    | 20  |
|                 | 22 |    |    | 25 |    |    | 28 | 29 |     |
| 31              | 32 |    | 34 |    |    |    | 38 |    | 40  |
| 41              |    | 43 |    | 45 |    | 47 |    | 49 | 50  |
| 51              |    | 53 |    |    | 55 |    | 57 |    | 59  |
|                 | 62 |    |    |    | 66 |    | 68 |    | 70  |
| 71              |    | 73 |    | 75 |    |    |    | 79 | 80  |
|                 | 82 |    | 84 |    |    | 87 | 88 |    |     |
| 91              |    | 93 |    | 95 | 96 |    |    | 99 | 100 |



How many crayons does Mo have?

How many crayons does Kim have?

Who has the most crayons?

How do you know?

3.

Write a number that is...

Greater than 23 \_\_\_\_\_

Less than 42 \_\_\_\_\_

More than 56 but less than 70. \_\_\_\_\_

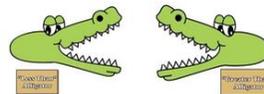
Use your < and > signs to complete these statements.

25 \_\_\_\_\_ 34

52 \_\_\_\_\_ 65

87 \_\_\_\_\_ 56 \_\_\_\_\_ 78

Less Than or Greater Than



Creative Curriculum/topic

PSHE:

How clean are your hands?

Can you investigate how clean your hands are? This will be a good way to practice making sure your hands are clean and that germs are not being spread. Think about what you think will happen and was this the same or different to what actually happened.

Ideas of how you could present this are below:

**Why Soap Works Experiment**

**You will need:**

- A bowl
- Some water
- A sprinkle of black pepper (or another spice)
- Liquid hand soap
- A hand towel
- A camera (optional)

In this experiment, you are going to find out why soap works and why it is better than using just water to wash your hands.

In the experiment, the surface of the water in the bowl represents your hands. The pepper represents harmful dirt and germs that need to be washed away. There are two tests in this experiment and they will show you what happens when you wash your hands with and without soap.



1. Fill the bowl with water, but not all the way to the top.
2. Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.
3. Test 1: Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.
4. Dry your hand, then dip your finger into the liquid hand soap.
5. Test 2: Dip your empty finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

PE:

<https://readysetrade.co.uk/activities.php>

Let's Practice Riding A Bike!

Have a go at practising all the skills you have learnt from preparing to ride and learning the balance and pedal skills to ride a bike.

Can you go for a bike ride and have a go at these activities to record your journey:

<https://readysetrade.co.uk/my-journey>

<https://readysetrade.co.uk/make-my-dream-bike-intro>

Science:

How can we identify deciduous and evergreen trees?

Can you research all about deciduous and evergreen trees?

You could present your answers as a poster, an information booklet or even a book! Use the resources below to help you:

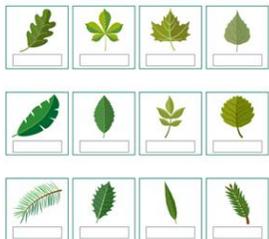
What are Evergreen and Deciduous Trees?

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item1236038/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1236038/grade1/module1197183/index.html)

Sorting Evergreen and Deciduous Trees

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item1170920/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1170920/grade1/module1197183/index.html)

**Identifying trees**



**Identifying trees**



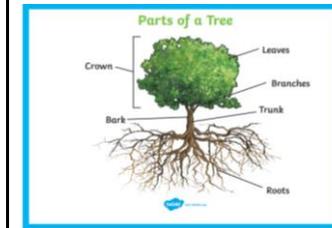
Science:

How can we identify key parts of trees?

Can you research the key parts of a tree and the role of each part?

Use the resources below to help you:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item1236038/grade1/module1197183/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1236038/grade1/module1197183/index.html)



Can you create a labelled diagram of the key parts of a tree? To challenge yourself further could you add the role of each part of a tree to your diagram.

You could use natural resources such as leaves and twigs to create your diagram!



Computing/E-Safety:

Can you watch this story about the adventures of Lee and Kim? Can you discuss if Lee and Kim were being safe online? What would you do if you were Lee and Kim?

<https://www.youtube.com/watch?v=-nMUbHuffO8>

Can you watch this story about Red and Murphy? Can you discuss if Red and Murphy were being safe online? What would you do if you were Red and Murphy?

<https://www.youtube.com/watch?v=FNQmo0LF6YY>

Remember: Follow the SMART rules when using any ICT and make sure an adult supports you.

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Reading | <p>Please read a reading book you have at home with your parents or carers.</p> <p><b>Saint George And The Dragon</b></p> <p>Can you have a go at reading and answering questions about the story 'Saint George And The Dragon' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/saint-george-and-the-dragon-year-1-wk3-1#slide-2">https://www.thenational.academy/year-1/english/saint-george-and-the-dragon-year-1-wk3-1#slide-2</a></p> | <p>Please read a reading book you have at home with your parents or carers.</p> <p><b>Saint George And The Dragon</b></p> <p>Can you have a go at learning the story 'Saint George And The Dragon' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk3-2#slide-2">https://www.thenational.academy/year-1/english/to-commit-a-story-to-memory-year-1-wk3-2#slide-2</a></p>                                                                                                                                                                 | <p>Please read a reading book you have at home with your parents or carers.</p> <p><b>Saint George And The Dragon</b></p> <p>Can you have a go at describing characters in the story 'Saint George And The Dragon' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/to-describe-a-character-appearance-year-1-wk3-3#slide-2">https://www.thenational.academy/year-1/english/to-describe-a-character-appearance-year-1-wk3-3#slide-2</a></p>                                                                                                                          | <p>Please read a reading book you have at home with your parents or carers.</p> <p><b>Saint George And The Dragon</b></p> <p>Can you have a go at describing a character's personality in the story 'Saint George And The Dragon' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/to-describe-a-character-personality-year-1-wk3-4#slide-2">https://www.thenational.academy/year-1/english/to-describe-a-character-personality-year-1-wk3-4#slide-2</a></p> | <p>Please read a reading book you have at home with your parents or carers.</p> <p><b>Saint George And The Dragon</b></p> <p>Can you have a go at writing a character description of a character in the story 'Saint George And The Dragon' using Oak Academy's online lesson.</p> <p><a href="https://www.thenational.academy/year-1/english/to-write-a-character-description-year-1-wk3-5#slide-2">https://www.thenational.academy/year-1/english/to-write-a-character-description-year-1-wk3-5#slide-2</a></p>                                                                                 |
| Phonics | <p>How many of these high frequency words can you read to your parents or carers? Tick them off!</p> <p><a href="http://www.earlylearninghq.org.uk/literacy-resources/high-frequency-words/100-high-frequency-words/">http://www.earlylearninghq.org.uk/literacy-resources/high-frequency-words/100-high-frequency-words/</a></p> <p>See below if you do not have access to the internet.</p>                                                                                               | <p>How many of these high frequency words can you write for your parents or carers?</p> <p><a href="http://www.earlylearninghq.org.uk/literacy-resources/high-frequency-words/100-high-frequency-words/">http://www.earlylearninghq.org.uk/literacy-resources/high-frequency-words/100-high-frequency-words/</a></p> <p>Can you find them in your books at home? Can you copy the sentence the words are in?</p> <p>You could have a go at playing this High Frequency Game:<br/><a href="https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html">https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html</a></p> | <p>How many of these red words can you read to your parents or carers?</p> <p><a href="http://www.earlylearninghq.org.uk/literacy-resources/high-frequency-words/100-high-frequency-words/">http://www.earlylearninghq.org.uk/literacy-resources/high-frequency-words/100-high-frequency-words/</a></p> <p>Choose 5 words and see if you can use them in a sentence. Draw pictures to go with your sentences.</p> <p>You could have a go at playing this High Frequency Game:<br/><a href="https://www.ictgames.com/mobilePage/tellATREx/index.html">https://www.ictgames.com/mobilePage/tellATREx/index.html</a></p> | <p>How many of these red words can you write for your parents or carers?</p> <p>Can you use these in a sentence?</p> <p>Challenge: Can you use all the red words in a few sentences.</p> <p><a href="http://www.tarvin.cheshire.sch.uk/serve_file/164219">http://www.tarvin.cheshire.sch.uk/serve_file/164219</a></p> <p>Choose 4 of the words. Spell them wrong and the children have to correct your spelling.</p>                                                                                          | <p>Can you choose 10 of the week's words and test your parents or carers on these words?</p> <p>You may want to make this a competition and see who can spell the most high frequency words and red words correctly.</p> <p>You could time each other to see who is the fastest or can name spell the most words.<br/><a href="https://www.online-stopwatch.com/eggtimer-countdown/">https://www.online-stopwatch.com/eggtimer-countdown/</a></p> <p>Challenge: See how many of the words of the week you can read correctly. You could time yourself and see who can read them the quickest!</p> |

|          |                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>Want<br>Go<br>Old<br>Some<br>He<br>Does<br>Tall<br>Come<br>Watch<br>Who | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>Want<br>Go<br>Old<br>Some<br>He<br>Does<br>Tall<br>Come<br>Watch<br>Who | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>Want<br>Go<br>Old<br>Some<br>He<br>Does<br>Tall<br>Come<br>Watch<br>Who | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>Want<br>Go<br>Old<br>Some<br>He<br>Does<br>Tall<br>Come<br>Watch<br>Who | Can you practice your spelling for this week. You may wish to write these down or say them aloud to your parents or carers.<br><br>Want<br>Go<br>Old<br>Some<br>He<br>Does<br>Tall<br>Come<br>Watch<br>Who |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Useful Links & Tips

- In Maths, we use the White Rose scheme, twinkl also has resources to support the small steps that White Rose teaches (<https://www.twinkl.co.uk/resources/white-rose-maths-resources>). Other activities to practice in maths are number bonds within 20, addition and subtraction within 20, counting in 2's, 5's and 10's and recognising numbers from 0-100. (<https://www.topmarks.co.uk/maths-games/5-7-years/counting>)
- [www.ictgames.com](http://www.ictgames.com) has some good spelling and maths games that can be accessed at home and at different levels. Here is a list of suggested games from this website (<https://www.ictgames.com/mobilePage/corona/schoolClosureSuggestionsY1.pdf>)
- <https://www.phonicsplay.co.uk/ChildrensMenu.htm> is a great website to practice all the phonics sounds learnt so far this year. This is a vital part of their daily learning and practice and needs to be practiced daily at home also.
- Keeping active - <https://app.gonoodle.com/> is free to register for and is great for keeping up their fitness when stuck at home. There are lots of short dances that children can join in with as well as yoga etc... The body coach (joe Wicks) has a youtube channel with some fitness workouts designed for children. Cosmic kids (available on youtube) yoga workouts around different themes suitable for young children.
- We also have an espresso account which is an educational site that is full of activities, videos and games to support their learning. Here are the details: [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk) Espresso login ID: student26108 Password: Dashwood Go to the 'Key Stage 1' tab for age appropriate resources.

## First 100 High Frequency Words

in frequency order reading down the columns

|      |       |        |          |        |
|------|-------|--------|----------|--------|
| the  | that  | not    | look     | put    |
| and  | with  | then   | don't    | could  |
| a    | all   | were   | come     | house  |
| to   | we    | go     | will     | old    |
| said | can   | little | into     | too    |
| in   | are   | as     | back     | by     |
| he   | up    | no     | from     | day    |
| I    | had   | mum    | children | made   |
| of   | my    | one    | him      | time   |
| it   | her   | them   | Mr       | I'm    |
| was  | what  | do     | get      | if     |
| you  | there | me     | just     | help   |
| they | out   | down   | now      | Mrs    |
| on   | this  | dad    | came     | called |
| she  | have  | big    | oh       | here   |
| is   | went  | when   | about    | off    |
| for  | be    | it's   | got      | asked  |
| at   | like  | see    | their    | saw    |
| his  | some  | looked | people   | make   |
| but  | so    | very   | your     | an     |