



Home Learning – Cuddington and Dinton C of E Primary School

Year 1 – Daily Lesson Plans

Day 1

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<ol style="list-style-type: none">Flash card practice - https://www.youtube.com/watch?v=te8ExLORkcY or 'Flash card speed trial' on Phonics Play. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trialsCan you find all the different /or/ sounds in the text below? How many different graphemes make the /or/ sound? <i>or (fork), aw (lawn), au (August), al (talk), our (four), ore (ignore), oor (floor)</i> 
<p>Lesson 2 Maths</p>	<p>Please find two MyMaths activities for you to complete.</p>
<p>Lesson 3 English</p>	<p>LO: Can I write a coherent sentence? Look at the picture below and discuss.</p>  <p>What does the expression 'if looks could kill' mean? What do you think the bird is angry about? What kind of bird is it? Do birds have feelings like humans? What do you think the bird is looking at? What different colours can you see on the bird?</p> <p>Task 1: After discussing the picture draw a picture of what you think the bird is looking at. What has made him so angry.</p> <p>Task 2:</p>

Can you make the sentences below even better? Think of including exciting language, conjunctions, more information, exciting sentence starters.

The black bird stared.

It had black feathers and black legs.

It had a black beak.

It was bad.

Lesson 4 PE

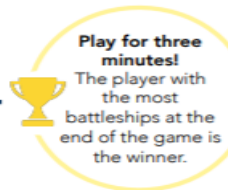
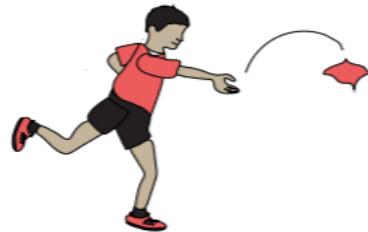


Battleships PE Home Learning



Time to Learn:

- Play with a partner. Each player places three targets known as battleships in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships.



Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?

Day 2

Lesson 1 Phonics, Spelling or Guided Reading

Guided reading: Please read the text below and answer the questions.

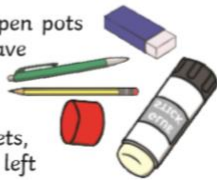
Clean the Classroom

We must clean our classroom so that it is neat and well kept.

First, we will check that all of the glue sticks have a lid on them so that they do not go hard and crisp.

Then, we will clear out our pen pots to check that they do not have bits of rubbish in them.

Last, we will check our trays and take home all of the sheets, books and toys that we have left in there.



Read Together Quick Questions



1. Find and copy one word or phrase that means the same as 'tidy'.



2. What might the author find in the pen pots? Tick one.

- crisps
- bits of rubbish
- sheets and books



3. Number these tasks from 1-3 to show the order that the author does them in.

- clearing out the pen pots
- checking the trays
- checking the glue sticks



4. How often do you think that the author has to do this?

Lesson 2 English

LO: Can I use adjectives?

Task 1: Can you make a list of as many words you can think of that describe the colour black in more detail? Here are a few of mine...

jet inky pitch midnight dark soot coal obsidian funereal gloomy sorrowful

Task 2:

Can you use these alternative words for black to describe the bird? Write several sentences using your new words.



Lesson 3 Maths

Please complete the maths activity mat below. It will cover lots of different areas which we have covered some far this year.

Section 1

Put the numbers in order, starting with the lowest.

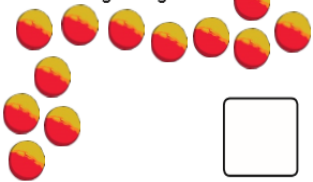
15 18 12 16



Section 2

Draw 5 more balls.

How many altogether?



Section 3

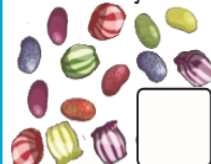
$11 + 7 = \square$

$15 - 7 = \square$

$12 - 3 = \square$

Section 4

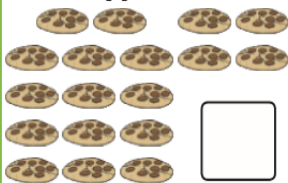
Freija eats half the sweets. How many sweets are left?



Section 5

Group the cookies in twos.

How many groups are there?



Section 6

Tick the coins which add to 35p.



Section 7

Draw 12 spots onto the ladybird. An equal number on each side.



Section 8

Fill in the missing number.

24, 22, 20, , 16, 14



Lesson 4 Outdoor learning

Outdoor Number Poems

Use a simple framework to create effective poetry



Background

Many poems are shaped around a number sequence or rhythm and it can provide useful scaffolding for creating poetry.

Rhyming verse often requires the same number of syllables per line.

Haiku is a form of Japanese poetry comprising of 3 lines. The first and last have 5 syllables and the middle line has 7. They rarely rhyme and often feature images to capture the essence of a moment, a place or a scene.

The Fibonacci sequence could even inform the number of syllables per line i.e. (1,1,2,3,5,8).







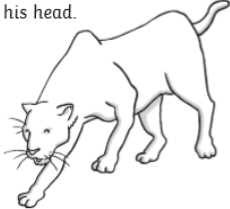


Equipment

- Flat tarmac space
- Availability of small natural materials like pebbles, twigs, leaves, seeds and so on
- Chalk

Activity

1. Have the children in groups of 5 and number the team members from 1-5.
2. Number 1's bring back 1 natural object that catches their eye for their group.
3. Number 2's bring back 2 matching natural objects different from the first object.
4. Number 3's bring back 3, different from the other items gathered by their group and so on.
5. The groups then lay out a phrase as: **Number - Adjective - Alliteration - Noun** e.g. "Three green, spiky, conker-cases."
6. The group writes out their lines in numerical order as a poem - either on paper or chalked onto the playground.

Day 3

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<p>Use the class spellings list to make sentences that incorporate one or two of the spellings.</p>
<p>Lesson 2 Maths</p>	<p>Please complete the maths activity mat below. It will cover lots of different areas which we have covered some far this year.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid orange; padding: 5px; width: 25%;"> <p>Section 1 Which number is 5 more than 7? Tick the answer.</p> <p>12 14 10</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>  </div> <div style="border: 1px solid purple; padding: 5px; width: 25%;"> <p>Section 2 Draw 4 more snowflakes.</p> <p>How many do you have altogether?</p>  <p><input type="checkbox"/></p> </div> <div style="border: 1px solid yellow; padding: 5px; width: 25%;"> <p>Section 3</p> <p>$7 + 4 = \square$</p> <p>$9 - 6 = \square$</p> <p>$4 + 8 = \square$</p> </div> <div style="border: 1px solid blue; padding: 5px; width: 25%;"> <p>Section 4 Aliyan spends 6 £1 coins.</p> <p>How much does he have left?</p>  <p><input type="checkbox"/></p> </div> <div style="border: 1px solid green; padding: 5px; width: 25%;"> <p>Section 5 Group the butterflies in twos.</p> <p>How many groups are there?</p>  <p><input type="checkbox"/></p> </div> <div style="border: 1px solid red; padding: 5px; width: 25%;"> <p>Section 6 Circle the even numbers.</p> <p>14 5</p> <p>11</p> <p>18 8</p> </div> <div style="border: 1px solid pink; padding: 5px; width: 25%;"> <p>Section 7 Draw 11 spots onto the leopard, putting at least 2 on his head.</p>  </div> <div style="border: 1px solid orange; padding: 5px; width: 25%;"> <p>Section 8 What is the missing number?</p> <p>20, 30, 40, ?, 60, 70.</p> <p><input type="checkbox"/></p>  </div> </div>
<p>Lesson 3 English</p>	<p>LO: Can I write a coherent sentence? Look at the picture below and discuss.</p>  <p>Where do you think Zoya got the dragon egg? How did she get it to hatch? Why has Zoya left home?</p>

	<p>Did she tell anyone about the dragon? What do you think she is planning to do with the dragon? Where is she taking it? Are there other dragons like it? How will she feed it? What is causing the shadow in the snow behind her?</p> <p>Task 1: Can you make the sentences below even better? Think of including exciting language, conjunctions, more information, exciting sentence starters.</p> <p><i>Zoya held the dragon in her hands. It had scales and wings. It had a beak and horns. She felt excited.</i></p>
<p>Lesson 4 Computing</p>	<p>We are going to use an online program to practise typing with two hands. The more we practise, the easier typing will become for us.</p> <p>Please start with Level 1.</p> <p>BBC Dance Mat Typing:</p> <p>https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</p> <p>You may find it tricky but keep trying and, with practise, it will become easier for you. This is a skill that you will be able to use throughout your life.</p>

Day 4

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<ol style="list-style-type: none"> Flash card practice - https://www.youtube.com/watch?v=te8ExLORkcY or 'Flash card speed trial' on Phonics Play. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Can you find all the different /igh/ sounds in the text below? How many different graphemes make the /igh/ sound? igh (light), y (sky) i_e (fine), l (hi), ie (pie) <div data-bbox="336 1435 1386 2074" data-label="Complex-Block"> </div>
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Lesson 2
English

LO: Can I write a coherent sentence?

Using the picture that you looked at yesterday we will use it to inspire a story or a part of a story. I have started the story so you can continue it.

When the dragon had hatched, crawling out of its shell onto her bed, Zoya knew that her life would never be the same again.



Lesson 3
Maths

Please complete the maths activity mat below. It will cover lots of different areas which we have covered some far this year.

Section 1

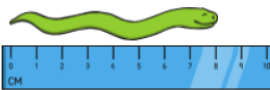
Put these numbers in order, starting with the highest.

14 12 21 4 11 18



Section 2

How long is the snake?



Section 3

$12 + 5 = \square$

$12 - 6 = \square$

$12 + 8 = \square$

Section 4

Layla has £8 and is given £5 more.

How much does she have now?



Section 5

Share the biscuits evenly into 2 boxes. How many are in each box?



Section 6

If $13 = 10 + 3$, what is 19?

Section 7

How many sweets can I buy for 16p?

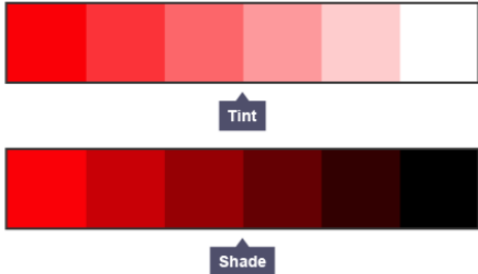


Section 8

What number is next?

80, 70, 60,



<p>Lesson 4 Art</p>	<p><u>LO: Can I consider tints and shades when painting an image?</u></p> <p>For your Art lessons for the next two weeks, you are going to think about one of your favourite stories. Over the two lessons, you will create backdrops and shadow puppets to use to recreate your story.</p> <p>Task: Create either one main backdrop or a range of backdrops for your story. You can use a picture from your story to help you or you can create a new setting design.</p> <p>Please draw your setting using pencil first. Then, I would like you to use paint to add your colour and detail. Think about how we have used paint in school and how we can change the pure colour by adding white to make tints and by adding black to make shades.</p> <p style="text-align: center;">Tints, shades and tones</p> <p style="text-align: center;">Few artists use only pure colours from around the colour wheel. Often artist will use tints, shades and tones when mixing colours.</p> <div style="text-align: center;">  </div> <p>Please take your time on this. It should be clear what your setting is, and it must include detail. Please then keep your setting(s) safe, ready for next week.</p>
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Day 5

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<p>Spelling test</p>
<p>Lesson 2 Maths</p>	<p>For your maths learning today, please complete the MyMaths tasks set. If you would like to, you could also practise a task from the set of maths fluency resources.</p> <p>You can also spend some time on Numbots. Your username and passwords will be in your Learning Logs.</p>
<p>Lesson 3 English</p>	<p><u>LO: Can I use exciting language?</u></p> <p>Zoya had found her own dragons and helped to hatch them. Imagine you have found an egg and it has just hatched!</p> <p>What does your dragon look like? What environment does it like to live in? What does it eat? Can it do anything magical?</p> <p>Task: Draw your dragon and write some descriptive sentences. Do not forget to include:</p> <ul style="list-style-type: none"> * adjectives * similies * exciting sentence starters * adverbs

* range of punctuation

Lesson 4 PE



Target Treasure PE Home Learning



Time to Learn:

- Place a selection of targets five large steps away from your starting line.
- Players take turns to throw an object towards the targets from behind the starting line.
- Each time a target is hit, it is taken by the thrower and becomes their treasure.
- The winner is the player to have the most pieces of treasure after all the treasure is gone.



Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.



Let's Reflect

What was the difference between your throws that were accurate and your throws that missed?
Why do you need to use the correct throwing technique?



YOUTH
SPORT
TRUST