

Home Learning – Cuddington and Dinton C of E Primary School

Year 1 – Daily Lesson Plans Week 2

Day 1

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<p>1. 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</p> <p>2. Can you find all the different /oa/ sounds in the text below? How many different graphemes make the /oa/ sound? Make a list of the graphemes.</p> <p><i>oa (boat), ow (snow), o_e (rose), o (radio), oe (toe), ough (though)</i></p> <div data-bbox="518 539 1299 1305" style="border: 1px solid black; padding: 10px; text-align: center;"><p>Starters</p><p>A bowl of slow roasted vegetable soup Goats cheese tart</p><p>Main Course</p><p>Roasted goose with globe artichokes and rosemary potatoes Smoked haddock and tomato pasta</p><p>Dessert</p><p>Toasted waffles with poached pears Doughnuts coated in chocolate</p></div>
<p>Lesson 2 Maths</p>	<p>Please find two MyMaths activities for you to complete.</p>
<p>Lesson 3 English</p>	<p><u>LO: Can I write a coherent sentence?</u> Look at the picture below and discuss.</p>



- What is it that is so strange about the ship?
- Who do you think the crew are?
- How old do you think the ship is?
- What do you think the number 13 on the flag means?
- What do you think the bell is used for?
- Is there anything else strange that you notice about the picture?

Task 1:

Think about what the captain of the ship looks like.

Can you draw or describe what you have imagined? **Is he a good guy? Is he evil? What does he wear? What things does he do?**

Task 2:

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

The ship went through the water.

Fog and mist were all around her sails.

The crew looked out.

Lesson 4
PE



Space Monsters PE Home Learning



Time to Learn:

- Choose a start point and place another marker at the opposite end of the space.
- Lay out objects such as teddy bears or cones across the playing area. These are known as the space monsters (defenders).
- Can you dribble using your hands, from the starting point, around the marker and back avoiding the space monsters?
- If you dribble around the marker and back you score one point. If you hit a space monster they score one point.
- The first to score five points is the winner.



Top Tips

Dribbling: Hands

- Keep the ball close to you, use the tips of your fingers.
- Try not to let the bounce come above your waist and look where you are going!



Let's Reflect

What were the consequences of losing control of the ball?
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.
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All About... The Fox

Foxes are members of the dog family. They are quite small animals and are just slightly bigger than most cats. Foxes live all over the UK.

Amazing Facts

- Foxes have pointy ears and have great hearing.
- Foxes can run really fast.
- Foxes sometimes catch mice just to play with them.

What do foxes eat?

- Foxes eat small animals such as birds and mice.
- They eat berries and fruit.
- Foxes eat vegetables and seeds.



Did you know?

Foxes are nocturnal. This means they move around and eat at night but sometimes they can be seen during the day. They like to sunbathe.

Where do they live?

- Foxes live in dens.
- They dig down into the earth to make their den.
- Most foxes choose to live in the countryside but some live in towns and cities.



Photo courtesy of Mrs. Arnold from 1998/04/04 - granted under creative commons license - attribution

Questions

1. Foxes are only a little bigger than what animal?

2. What do foxes like to do during the day?

3. What two things do foxes do with mice?

4. What is a fox's home called?

5. Name two things that a fox might eat.

6. How do foxes make their dens?

7. What does nocturnal mean?

8. Why do you think most foxes choose to live in the countryside?

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.



Shrouded in a veil of sea mist, the ghostly galleon swept through the black ocean waves. One minute you saw her, the next you didn't. She was like no other ship. Blink, and you missed her.

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.

Year 1 Spring 2 Maths Activity Mat 4

Section 1

How many sides do the shapes have altogether?



Section 2

What month comes first?

March,
April, May

Section 3

- 13 = 18

Section 4

Put a ring around the even numbers.

23, 39, 42, 35, 84, 48

Section 5

Jaime gave eight friends 2 biscuits each. How many biscuits did she give altogether?

Section 6

$70 + 50 + 30 =$

Section 7

If five flowers were cut, how many flowers would be left?



Section 8

What number comes next?

50, 55, 60, 65, 70,

Lesson 4
Outdoor
learning

Loose Parts Challenge:

Build a bridge to hold your weight as you cross a puddle

All

Play
based
learning



What could you use?

A range of small and large materials e.g. recycling, scrap construction, materials, natural items, and other bits 'n' bobs!

Instructions basic level

Activity

A fun activity after it has been raining and there are puddles around.

Collect your materials. You can make this challenge harder by limiting the number of parts you choose.

Build a bridge over the puddle. It MUST be strong enough for you to walk across.

You don't need to do this over a puddle, so if it hasn't rained don't worry. Just build a bridge over something else or create a bridge to get from A to B.

If you only have small loose parts, try making a small bridge to hold the weight of a teddy or a bag of sugar!

General Learning Outcomes and Possible Extensions

This is a great hands-on activity to support outcomes in STEM from the design process to the testing to the review.

How can you make your bridge stronger and hold more weight? Could an adult now walk across it?

Go out and look at local bridges. What do they cross? Are they for transport or people?

Research different types of bridges from around the world e.g. Forth Bridge or Tower bridge.

Day 3

Lesson 1
Phonics,
Spelling or
Guided
Reading

Use the class spellings list to make sentences that incorporate one or two of the spellings.

Lesson 2
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 a ring around the odd numbers.

5, 11, 10, 4, 9, 2

Section 2

Group the birds into 2s. How many groups do you have?



Section 3

What time is shown?



Section 4

Make the highest number you can with the cards. You can only use each card once.



Section 5

How many legs would two dogs have altogether?



Section 6

Add the coins together.




Section 7

If $14 = 10 + 4$,
then $17 =$

Section 8

$80 - 30 =$

<p>Lesson 3 English</p>	<p>LO: Can I write a coherent sentence? Please continue with the story writing that you started yesterday. Make sure you read your work through to ensure it makes sense.</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=te8ExL0RkcY or 'Flash card speed trial' on Phonics Play. https://www.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials Complete the real and nonsense sheet below. Make sure you are using your phonics to sound out the words.
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Phase 5 Real and Nonsense Words for au

There are many different words spelt with 'au'.
Can you spot which words are real and which are nonsense below?
Fill in your key with a different colour for real words and nonsense words then colour in the correct boxes below.

Key

Real Words

Nonsense Words

Paul	raub	haul	zaul
baunted	launch	jaub	haunted
Saul	dautumn	August	nauthor
laugust	jaunty	paunted	author
automatic	baunch	Autumn	vaul

Phase 5 Real and Nonsense Words for e-e

There are many different words spelt with 'e-e'.
Can you spot which words are real and which are nonsense below?
Fill in your key with a different colour for real words and nonsense words then colour in the correct boxes below.

Key

Real Words

Nonsense Words

delete	these	pede	geme
flene	sleme	complete	swede
theme	vlede	evening	splete
flebe	kete	Pete	concrete
	extreme	drepe	

Lesson 2
English

LO: Can I write descriptive language?






- What had happened when Brian fed the biscuits to his dogs?
- How quickly did they grow to this size do you think?
- Did Brian give the biscuits to anything/anyone else?
- Have the creatures stopped growing?
- How will Brian keep them as pets?
- What are the benefits/problems with having such enormous pets?
- Is there a way for Brian to restore his animals to their original size?







Task: Imagine Brian gave the biscuits to a different animal. Can you draw what they would look like before and after? Once you have drawn your animal can you add some descriptive language around it. This could be expanded noun phrases, key words, similes, adverbs and verbs etc..


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.

<p>Section 1</p> <p>one day before one day after</p> <p><input type="text"/> Sunday <input type="text"/></p>	<p>Section 2</p> <p>Cinema tickets cost £2, popcorn costs 50p. How much does two tickets and one bag of popcorn cost?</p> <p> <input type="text"/></p>	<p>Section 3</p> <p>Continue the pattern.</p> <p></p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Section 4</p> <p>$23 - 13 = \square + \square$</p> <p>$16 - 8 = \square + \square$</p>
<p>Section 5</p> <p>Complete this sentence.</p> <p>Line A is <input type="text"/> cm longer than Line B.</p> <p> Line A</p> <p> Line B</p>	<p>Section 6</p> <p>Find the total of the coins.</p> <p> <input type="text"/></p>	<p>Section 7</p> <p>Name a 2D shape that has one straight and one curved side.</p> <p><input type="text"/></p>	<p>Section 8</p> <p>Insert a number to make these calculations correct.</p> <p>$14 < \square$</p> <p>$29 > \square$</p> <p>$12 + 13 < \square$</p>

<p>Lesson 4 Art/DT</p>	<p>LO: Can I use a range of different materials to make a product?</p> <p>Today, you will need your setting backdrops that you painted last week.</p> <p>Task: Please create your puppets today. You have a variety of choices, which can be found below. You can even make puppets that move.</p> <p>Shadow puppets</p>  <p>Finger puppets</p>    <p>Once you have made your puppets, you can retell your favourite story.</p>
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Day 5

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<p>Spelling test – good luck!</p>
<p>Lesson 2 Maths</p>	<p>For your maths learning today, please complete the MyMaths tasks set.</p> <p>You can also spend some time on Numbots.</p> <p>Your username and passwords will be in your Learning Logs.</p>
<p>Lesson 3 English</p>	<p>LO: Can I plan an adventure story?</p> <p>Pretend you are one of the animals or Brian and create a story map about an adventure that you go on. You need to think about the different sections/parts of your story. Do not forget to add key words.</p> 

Title: _____ **Author:** _____

Dilemma:

Problem


Resolution

Opening

Vocabulary

Ending **Moral**

Character **Settings**



Lesson 4
PE

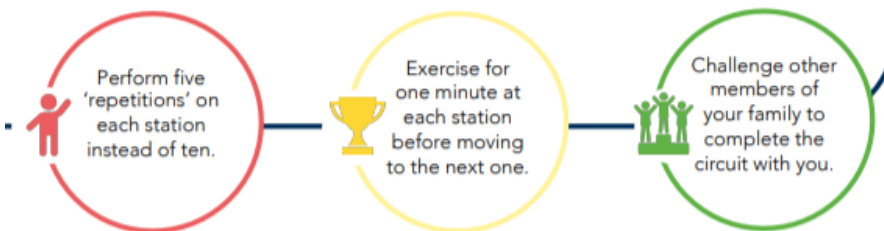
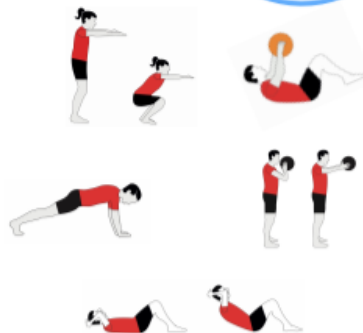


Super Strength PE Home Learning

Can you try your hardest on each station and ensure you do not give up?

Time to Learn:

- Lay out five markers in a space around your area. These are your five strength circuit activities.
- **Station 1:** Perform ten squat jumps.
- **Station 2:** Perform ten lying ball lifts.
- **Station 3:** Perform ten push outs.
- **Station 4:** Perform ten sit ups.
- **Station 5:** Perform ten box press ups.
- How many times can you repeat the circuit?



Top Tips

Work Hard!

- By working hard we will improve our strength.
 Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.



Let's Reflect

Do you understand why working hard will help improve the strength of your muscles?
 Do you understand why it is important to be strong when playing sport?