

# Home Learning – Cuddington and Dinton C of E Primary School

## Year 1 – Daily Lesson Plans – Week 1

### Day 1

#### Lesson 1 Phonics and Spelling

1. Please go through the Phase 3 speed sounds. A video link for these is provided below.  
[Phonics Phase 3 guided Speed Sounds - YouTube](#)
2. Today you will be recapping the phoneme /ai/ written as /ai/

Name: \_\_\_\_\_ Unit 9  
Phoneme ai

1 Put a ring around a and i in the alphabet.

abcdefghijklmnopqrstuvwxyz


2 Put a ring around ai in the words.

aim mail paid rail

3 Write the letters ai.

ai

ai



😊 ☹️ ☹️

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Please also practise your weekly spellings.

#### Lesson 2 Maths

##### LO: Can I compare objects?



Please follow the link below for this lesson.



[Aut1.3.2 - Compare objects on Vimeo](#)



### Compare objects



1 Write the missing phrase.



greater than    less than    equal to

a)  is \_\_\_\_\_ 

b)  is \_\_\_\_\_ 



c)  is \_\_\_\_\_ 

d)  is \_\_\_\_\_ 

e)  is \_\_\_\_\_ 

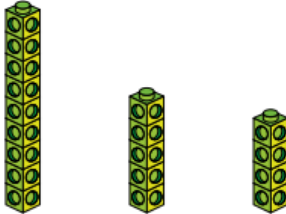
2 Draw Teddy's counters.

I have fewer counters than Annie.

Annie  Teddy 








Is there more than one answer?

3 Make these towers with cubes.





Move 3 cubes to make the towers equal.

<p><b>Lesson 3</b> English</p>	<p><b>LO: Can I use my phonics to spell?</b></p> <p>During the Autumn term, we are practising our sentence writing and ensuring we are using capital letters, full stops and spelling using our phonics knowledge. For today's lesson, I would like you to write sentences using the words from your spelling list.</p> <p>You must write at least 3 sentences and ensure you have included a capital letter, full stop and sounded out the words whilst spelling.</p>
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<p><b>Lesson 4</b> PE</p>	<div style="text-align: center;">  <h2>Animal Magic PE Home Learning</h2> </div> <hr/> <p><b>Time to Learn:</b></p> <ul style="list-style-type: none"> <li>• Choose some music that reminds you of animal.</li> <li>• Become an animal character. Can someone watching guess which animal you are?</li> <li>• Can you create movements where you pretend you are moving over things or under things in your animal's habitat?</li> <li>• With a partner, what happens when the two animals meet? Can you create a movement to show what happens?</li> </ul> <div style="text-align: right;">  <p>Can you be creative and become lots of different animal characters?</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid red; border-radius: 50%; padding: 10px; text-align: center;">  <p>On your own, could you try becoming an elephant and move slowly with big heavy steps?</p> </div> <div style="border: 1px solid yellow; border-radius: 50%; padding: 10px; text-align: center;">  <p>With another person, create two movements to show what happens when your two animals meet?</p> </div> <div style="border: 1px solid green; border-radius: 50%; padding: 10px; text-align: center;">  <p>Can you include high and low movements as well as a change of direction in your sequence?</p> </div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; display: inline-block;"> <p><b>Top Tips</b></p> <p>Get into character</p> <ul style="list-style-type: none"> <li>• How would your animal move? What things would be in their natural habitat? Are they big and scary or small and sweet?</li> </ul> </div> <div style="font-size: 2em; margin: 0 10px;">➔</div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; text-align: center;"> <p><b>Let's Reflect</b></p> <p>Did you move staying in character as your animal?</p> <p>Can you imagine your animal moving through forests or water, over hills or under logs?</p> </div> </div> <div style="text-align: right; margin-top: 20px;">   </div>
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## Day 2

<p><b>Lesson 1</b> Phonics and spelling</p>	<p>1. Please go through the Phase 3 speed sounds. A video link for these is provided below. <a href="#">Phonics Phase 3 guided Speed Sounds - YouTube</a></p> <p>2. Today you will be recapping the phoneme /ee/ written as /ee/</p> <div data-bbox="612 264 1123 1016"><p>Name: _____ Unit 9 Phoneme ee</p><p>1 Put a ring around e in the alphabet.</p><p>abcdefghijklmnopqrstuvwxyz</p><p>2 Put a ring around ee in the words.</p><p>eel teeth bee sheep</p><p>3 Write the letters ee.</p><p>ee _____</p><p>ee _____</p><p></p><p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p><p></p></div> <p>Please also practise your weekly spellings.</p>
<p><b>Lesson 2</b> English</p>	<p><b>LO: Can I think of adjectives to describe nouns?</b></p> <p>What is a noun? (Object, place or person)</p> <p>Task 1: Find or say as many nouns as you can in 2 minutes.</p> <p>What is an adjective? (Describing word)</p> <p>Task 2: Can you think of words to describe the nouns you found or said?</p> <p>On lined paper, choose a noun and write it down with an adjective before it. For example, 'fuffy teddy'</p>
<p><b>Lesson 3</b> Maths</p>	<p><b>LO: Can I use the &lt; &gt; and = symbols?</b></p> <p>Please follow the link below for this lesson. <a href="#">Aut1.3.3 - Introduce symbols on Vimeo</a></p>

## Introduce <, > and =

- 1 The picture shows that 2 is less than 3



Draw a picture to show that 1 is less than 3

Write <, > or = in the circle. 1  3

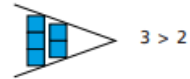
- 2 The picture shows that 3 is equal to 3



Draw a picture to show that 4 is equal to 4

Write <, > or = in the circle. 4  4

- 3 The picture shows that 3 is greater than 2



Draw a picture to show that 4 is greater than 3

Write <, > or = in the circle. 4  3

- 4 Write <, > or = in each circle.



five



7

zero

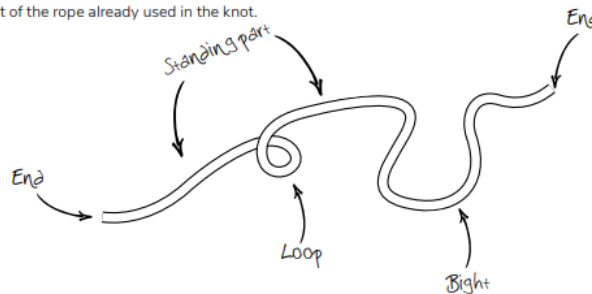
## Lesson 4 Outdoor learning

### LO: Can I tie a knot?

#### Parts of a rope

The main parts of a rope are called:

- **Working end** – the end of the rope you are using to tie a knot.
- **Standing end** – the end of the rope opposite to that being used to tie the knot.
- **Standing part** – any part between the two ends. It can be a part of the rope already used in the knot.
- **Loop** – a loop made by turning the rope back on itself and crossing the standing part.
- **Bight** – a loop made by turning the rope back on itself without crossing the standing part.



Task: please practise the knot below.

#### Overhand knot

This simple stopper knot is quick and easy to tie, and can be tied tightly up against an object or another knot.



# Day 3

## Lesson 1 Phonics and Spelling

1. Please go through the Phase 3 speed sounds. A video link for these is provided below.  
[Phonics Phase 3 guided Speed Sounds - YouTube](#)
2. Today you will be recapping the phoneme /igh/ written as /igh/

Name: \_\_\_\_\_ Unit 9 Phoneme igh

1 Put a ring around i, g and h in the alphabet.

abcdefghijklmnopqrstuvwxyz


2 Put a ring around igh in the words.

high sight might fright

3 Write the letters igh.

igh

igh



😊 ☹️ 😞

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Please also practise your weekly spellings.

## Lesson 2 Maths

### LO: Can I compare numbers?

Please follow the link below for this lesson.

[Aut1.3.4 - Compare numbers on Vimeo](#)

**Compare numbers**

1 Write the missing phrase.

less than greater than equal to

a) 4 is \_\_\_\_\_ 5  
b) 5 is \_\_\_\_\_ 9  
c) 7 is \_\_\_\_\_ seven

2 Write <, > or = to compare the numbers.

a) 4 ○ 5      e) 8 ○ 2  
b) 5 ○ 9      f) 3 ○ 8  
c) 7 ○ 7      g) 6 ○ 0  
d) 1 ○ 2      h) 4 ○ 9

3 One of these statements is false.  
3 < 6      7 > 10      5 < 8  
Use cubes to show which one is false.

4 Write the missing numbers.

a) 4 > □      d) 7 < □  
b) □ < 2      e) 9 = □  
c) □ > 7      f) 1 > □

5 Write numbers to complete the statements.

□ > □  
□ < □  
□ = □

6 Dora has 5 pencils.  
Ron has 2 pencils.  
Annie has more pencils than Ron but less than Dora.  
How many pencils could Annie have? □

**Lesson 3**  
English

**LO: Can I read sentences using my phonics knowledge?**

Read the sentence. Add the information to the picture.

She took her doll to the park.



I hear the owl hoot.



The queen got a letter from the king.



The fish and the shells are deep down in the river.



**Lesson 4**  
Computing

**LO: Can I practise my typing skills?**

Please practise level one from the website below.

[Dance Mat Typing - BBC Bitesize](#)

## Day 4

### Lesson 1 Phonics and Spelling

1. Please go through the Phase 3 speed sounds. A video link for these is provided below.  
[Phonics Phase 3 guided Speed Sounds - YouTube](#)
2. Today you will be recapping the phoneme /oa/ written as /oa/

Name: \_\_\_\_\_ Unit 9  
Phoneme oa

1 Put a ring around o and a in the alphabet.

abcdefghijklmnopqrstuvwxyz


2 Put a ring around oa in the words.


oak    oats    coat    road

3 Write the letters oa.

oa \_\_\_\_\_

oa \_\_\_\_\_



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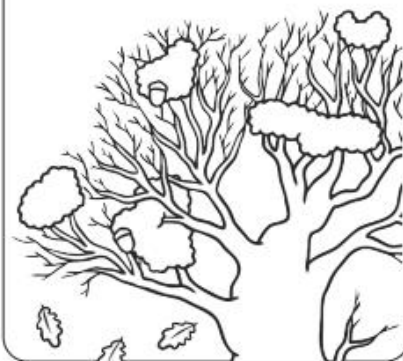
Please also practise your weekly spellings.

### Lesson 2 English

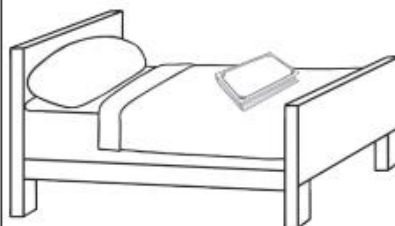
**LO: Can I read sentences using my phonics knowledge?**

Read the sentence. Add the information to the picture.

The owl sat in the oak tree.



I put the pair of socks near the book.



The fox is in the park.



Dad had a hammer in the shed.



**Lesson 3**  
Maths

**LO: Can I order objects?**

Please follow the link below for this lesson.  
[Aut1.4.1 - Order objects on Vimeo](#)

**Order objects**

**1** How many children are there in each group?



Complete the sentences.

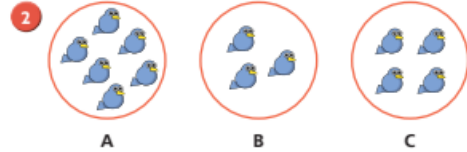
There are  children in group A.

There are  children in group B.

There are  children in group C.

The smallest group is \_\_\_\_.

The greatest group is \_\_\_\_.



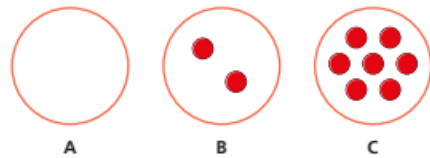
Complete the sentences.

The greatest group is \_\_\_\_.

The \_\_\_\_\_ group is B.

**3** Draw counters in group A to make:

- group B the smallest
- group C the greatest.



Is there more than one answer?  
Find them all.

**Lesson 4**  
Art

**LO: Can I begin to understand what mark-making is?**

For this lesson, please choose a range of drawing materials. For example, pencils, pen, chalk, charcoal, oil pastels etc.

I would like you to experiment using these materials to mark make on your paper.

**Think about the questions below:**

What does the material feel like on the paper? (rough, smooth, scratchy etc.)

What does the colour look like? (vibrant, pale)

Does the material smudge?

Can you blend colours together with any of the materials?

What materials are better for smaller/larger spaces?



**Day 5**

**Lesson 1**  
Phonics and  
Spelling

1. Please go through the Phase 3 speed sounds. A video link for these is provided below.  
[Phonics Phase 3 guided Speed Sounds - YouTube](#)
2. Today you will be focusing on a language lesson.

Name: \_\_\_\_\_

Unit 9  
Language

**1 Write in the missing words.**

Do you see the man in  
the \_\_\_\_\_? (teeth | moon)

\_\_\_\_\_ are green.

(Sleep | Trees)

Philip is \_\_\_\_\_ next to  
the trees. (cashing | sleeping)

**2 Look at the picture. Write about it.**



\_\_\_\_\_  
\_\_\_\_\_



Please also practise your weekly spellings.

Name: \_\_\_\_\_

Unit 9  
Language

**1 Write in the missing words.**

Do you see the man in  
the \_\_\_\_\_? (teeth | moon)

\_\_\_\_\_ are green.

(Sleep | Trees)

Philip is \_\_\_\_\_ next to  
trees. (cashing | sleeping)

**2 Look at the picture. Write about it.**



\_\_\_\_\_  
\_\_\_\_\_



**Lesson 2**  
Maths

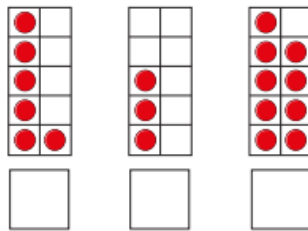
**LO: Can I order numbers?**

Please follow the link below for this lesson.

[Aut1.4.2 - Order numbers on Vimeo](#)

**Order numbers**

**1 a) What are the numbers?**



**b) Write the numbers in order.**

Start with the smallest number.

smallest \_\_\_\_\_ greatest

□ □ □

**2 Circle the numbers that are in order from greatest to smallest.**

1, 4, 5

5, 4, 1

**3 Write the numbers in order.**

Start with the smallest number.

a) 9 4 1 □ □ □  
b) 5 0 6 □ □ □  
c) 5 8 2 □ □ □

**4 Write the numbers in order.**

Start with the smallest number.

a) seven five six  
\_\_\_\_\_  
b) zero eight three  
\_\_\_\_\_

**5 Write the numbers in order.**

Start with the smallest number.

3 8 1 5  
□ □ □ □

**Lesson 3**  
English

**LO: Can I discuss and write ideas about an image?**



Task 1: Discuss the questions below.

- What's happening here?
- Do the two smaller mushrooms know the larger one?
- Have they done this before? How do you know?
- What is the larger mushroom reading? What kind of thing might you expect to find inside this book?
- What do you think might be in the background?

Task 2: Can you write some of your ideas down? You could write key words or you could write sentences.

**Lesson 4**  
PE



**Blast Off  
PE Home Learning**

**Time to Learn:**

- Play with a partner; sibling, parent or carer. Stand three to five steps apart.
- Players make ten catches and then swap sides, players make nine catches then swap sides, players make eight catches and swap sides continuing this process until they reach zero.
- Can each pair reach zero without dropping the rolled up socks or ball?



Can you encourage your partner even if they make a mistake?

Throw and catch a pair of rolled up socks on your own. Can you complete ten catches without dropping them?

Can you complete the challenge using your weaker hand?

Have a competition against another pair. Who can complete the challenge first?

**Top Tips**

- Catching
- Are your hands ready creating a target? Spread your fingers and watch the ball into your hands.

**Let's Reflect**

If you dropped the ball what did you change for next time?  
How did it feel when you dropped the ball and how did you respond?