

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

## Year 1 – Daily Lesson Plans – Week 2

### 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 /ar/ written as /ar/

Name: \_\_\_\_\_ Unit 10  
Phoneme ar

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

abcdefghijklmnopqrstuvwxyz


2 Put a ring around ar in the words.


arm art jar start

3 Write the letters ar.

ar

ar





Please also practise your weekly spellings.

#### Lesson 2 Maths


##### LO: Can I use ordinal numbers correctly?

Please follow the link below for this lesson.

[Aut1.4.3 - Ordinal numbers on Vimeo](#)

**Ordinal numbers**


1 Here are some objects



a) Circle the first object.

b) Circle the third object.


2



a) Which flower is coloured?  
The  flower is coloured.

b) Colour the 5th flower.

3 Here are some shapes.



Complete the sentences.

The 1st shape is a \_\_\_\_\_.







The 3rd shape is a \_\_\_\_\_.

The star is the  shape.

4 Draw the shapes in order.

- The last shape is a square.
- The 1st shape is a triangle.
- The 3rd shape is a circle.
- The 2nd shape is a rectangle.

<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 style="margin: 0;">Cross the River PE Home Learning</h2> </div> <hr/> <p><b>Time to Learn:</b></p> <ul style="list-style-type: none"> <li>• Agree a start point (one side of a big river) and a finish point (the opposite side of the river).</li> <li>• Using two objects (cushions, pillows, or other flat objects) can you cross the river without touching the floor?</li> <li>• You are only allowed two objects to cross the river with.</li> <li>• Can you complete the challenge and cross the river with out touching the floor!</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid red; border-radius: 50%; padding: 10px; text-align: center;">  <p>Start with a smaller river to cross. Once you feel confident, increase the size of your river to cross.</p> </div> <div style="border: 1px solid yellow; border-radius: 50%; padding: 10px; text-align: center;">  <p>Place obstacles in the river to move around. You must not touch them when crossing the river!</p> </div> <div style="border: 1px solid green; border-radius: 50%; padding: 10px; text-align: center;">  <p>Place treasure in the river (toys). Each piece of treasure is worth one point. How many points can you score?</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 45%;"> <p><b>Top Tips</b></p> <p>Place the Pillows</p> <ul style="list-style-type: none"> <li>• Place the pillows down on the floor. If you throw them you may over stretch and fall in.</li> </ul> </div> <div style="width: 45%; text-align: center;">  <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p><b>Let's Reflect</b></p> <p>What was the best method for crossing the river?</p> <p>How did you feel when you crossed successfully?</p> </div> </div> </div> <div style="text-align: right; margin-top: 20px;">  <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 150px; float: right;"> <p>Can you keep trying and work out a method for successfully crossing the river?</p> </div> </div>
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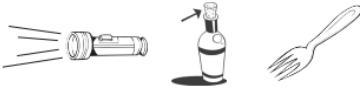
## Day 2

### Lesson 1 Phonics and spelling

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

Name: \_\_\_\_\_ Unit 10 Phoneme **or**

- Put a ring around **o** and **r** in the alphabet.  
abcdefghijklmnopqrstuvwxyz
- Put a ring around **or** in the words.  
or pork corn torch
- Write the letters **or**.  
\_\_\_\_\_  
or  
\_\_\_\_\_  
or  
\_\_\_\_\_



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Please also practise your weekly spellings.

### Lesson 2 English

#### LO: Can I use adjectives within my writing?

Last week, you identified nouns and then described them. Today, I would like you to focus on adjectives again.

Walk around your house and label different nouns with adjectives that describe them. For example, on your sofa you could label it as 'comfy', 'soft', 'cosy' etc. You can have help writing these word from an adult if you need to.

### Lesson 3 Maths

#### LO: Can I use a number line?

Please follow the link below for this lesson.

[Aut1.4.4 - The number line on Vimeo](#)

The number line

- Circle the number 2  
0 1 2 3 4 5 6 7 8 9 10
  - Circle one less than 5  
0 1 2 3 4 5 6 7 8 9 10
  - Circle a number greater than 8  
0 1 2 3 4 5 6 7 8 9 10
  - Circle the greatest number.  
0 1 2 3 4 5 6 7 8 9 10
- Complete the number lines.
  - 0 1 2 \_\_\_\_\_ 10
  - 2 \_\_\_\_\_ 8
- Draw your answers on the number lines.
  - How many jumps from one is five?  
0 1 2 3 4 5 6 7 8 9 10
  - How many jumps from 2 is 8?  
0 1 2 3 4 5 6 7 8 9 10

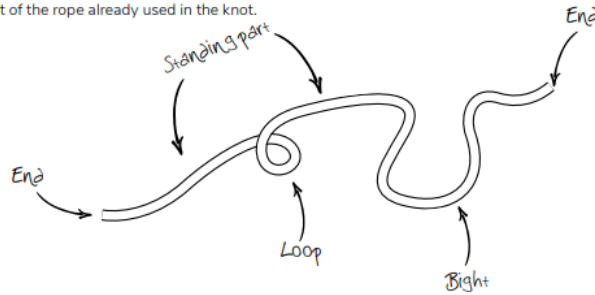
**Lesson 4**  
Outdoor  
learning

**LO: Can I tie a knot?**

**Parts of a rope**

The main parts of a rope are called:

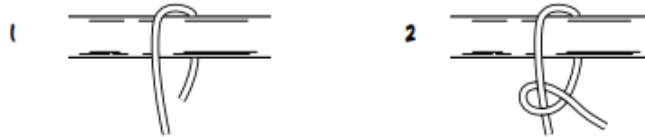
- **Working end** – the end of the rope you are using to tie a knot.
- **Standing end** – the end of the rope opposite to that being used to tie the knot.
- **Standing part** – any part between the two ends. It can be a part of the rope already used in the knot.
- **Loop** – a loop made by turning the 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.

**Half hitch**

This simple hitch can be used to fasten a rope to a ring or post. It forms the basis of many more complex knots.



## Day 3 – start adding work from this day

### 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 /ur/ written as /ur/

Name: \_\_\_\_\_ Unit 10 Phoneme **ur**

1 Put a ring around u and r in the alphabet.

abcdefghijklmnopqrstuvwxyz


2 Put a ring around ur in the words.


fur burst hurt turnip

3 Write the letters ur.

ur

ur



 Bug Club Phonics  
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Please also practise your weekly spellings.


### Lesson 2 Maths


**LO: Can I discuss maths problems?**

Please answer the following questions. The answers can either be discussed or written down.

Two children are discussing how some objects have been sorted.

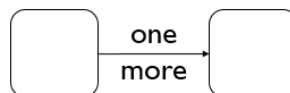


 Dora: These objects have been sorted into cubes and counters.

 Jack: These objects have been sorted into green and yellow.

Who is correct? Convince me.

Using number cards 0 to 10, how many different ways can you complete the boxes below?



0   2   9   6   8   10

3   7   5   1   4

Mo says,



I am one year older than my sister.

My sister is one year older than my brother.

My brother is 7

How old is Mo?

Who is the oldest?

Explain why.

**Lesson 3**  
English

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

Read the sentence. Add the information to the picture.

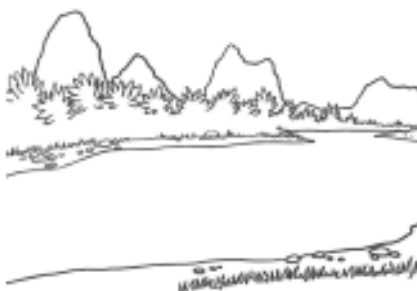
The king has a long beard.



The farmer can see a sheep, a goat and a cow in the orchard.



The boat can zoom on the river.



All of the jets are in the air.



**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 /ow/ written as /ow/

Name: \_\_\_\_\_ Unit 10  
Phoneme **ow**

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

abcdefghijklmnopqrstuvwxyz


**2 Put a ring around ow in the words.**


how town cow growl

**3 Write the letters ow.**

ow

ow



 Bug Club  
Phonics  
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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 buzzing bee is in my hair.



She has got odd socks on her feet.



Jack can fix the van.



The boots are on the mat.

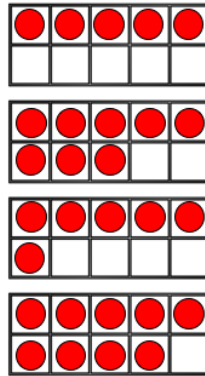


**Lesson 3**  
Maths

**LO: Can I discuss maths problems?**

Please

Move **three** counters so that all the ten frames show the **same** amount.



Create your own problem like this.

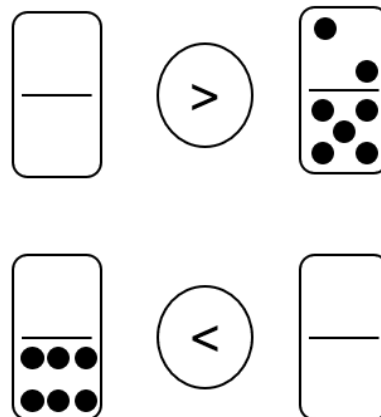
Circle all the numbers from the track that **cannot** go in the box.

Explain why.

$$6 < \square$$



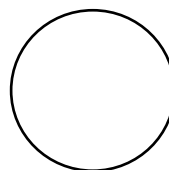
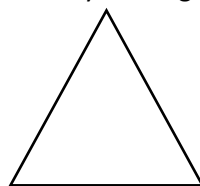
Complete the blank dominoes.



**Lesson 4**  
Art

**LO: Can I construct a model out of 2D shapes?**

For this lesson, please start by naming the shapes below.



Task: draw your own 2D shapes, like above, then try to create a model with them. You can add other features but you must include some 2D shapes.



## 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 recapping the phoneme /oi/ written as /oi/

Name: \_\_\_\_\_ Unit 10  
Phoneme **oi**

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

abcdefghijklmnopqrstuvwxyz


**2 Put a ring around oi in the words.**


oil coin coil boil

**3 Write the letters oi.**

oi

oi



 Bug Club  
Phonics  
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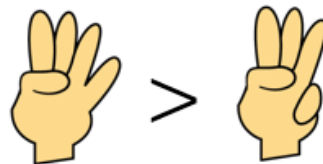
Please also practise your weekly spellings.

### Lesson 2 Maths

**LO: Can I show my knowledge of the < > and = symbols?**

## Game – Two players needed

- Both make a fist.
- On 3, show some fingers.
- Use <, > or = to compare.



To extend:

- Can we move places to change the sign?
- How can we change fingers to use the '=' sign?
- Can we use two hands each?

**Lesson 3**  
English

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



Task 1: Discuss the questions below.

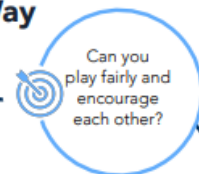
- What can you see here?
- Where are they? How do you know?
- Where did they come from?
- Why did they come to the moon?
- What equipment does the man have? Why does he need it?
- Do you think the dog enjoys being on the moon? Why? What about the man?
- How long do you think they'll stay?
- What will they do here?
- Will anyone else join them?

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

**Lesson 4**  
PE



**Right Way Wrong Way**  
**PE Home Learning**



**Time to Learn:**

- Layout objects; teddy bears, cones or toys across the space making sure they are all upside down.
- On 'go' how long does it take to turn all the objects the right way up?
- What could you do to get quicker and beat your time?
- Play against an opponent. Who can turn all the objects around the quickest?



**Top Tips**

- On your toes!
- Moving on the balls of your feet, and bending your knees will help you move quicker to each object!



**Let's Reflect**

- Why do you need to be on the balls of your feet to move quick?
- Did you have a plan for the order you would turn the objects over?