



St Joseph's Catholic Primary School Home Learning Pack

Class Rowan Year 1 Weeks of: 13.7.20 and 20.7.20

Wow, you've reached the final home learning pack for Year One! There remains 6 Maths, 6 English and 6 other subject activities and all resources are designed to be used as a support to the learning - printing is optional. Please continue to share your fun and learning with us at admin@st.jo.uk :

For Mrs Robertson/Mrs Boatman, Rowan Class. For additional learning challenges beyond this school pack, please access activities on the school website and recommended sites: <https://www.thenational.academy/online-classroom/subjects/#subjects> and bbc bitesize: <https://www.bbc.co.uk/bitesize/dailylessons>.

While we know you have been working super hard, please continue reading over the next few weeks and throughout the Summer break. It is one of the most important things you can do. Keep talking about what you read, to bring the story to life and keep thinking about choices writers make. The following tips are also suggestions of how your grown ups can help support you, and boost your learning confidence, ready for Year 2:

- Make sure your child is confident with forming all letters (capitals and lower case)
- Make sure that they can read and spell their 'My Year One Words' - don't worry if there is the odd few that they forget but the more they know the more manageable the work in year 2 will be for them.
- From time to time, re- look at the phonics packs we have made available (this will help both reading and writing)
- Create a reason to write in full sentences at home... this could be a daily journal (where they write a few sentences about what they have been doing) a mission log (a favourite toy might have had a secret mission each day), letters to relatives, a daily prayer etc. whatever works for you and your child.
- To stay confident in maths, keep using countable items at home to practise + and -.
- Make sure that they can count from 0-100 and back again, know their number bonds to 10 and know their number bonds to 20.
- Being confident with 2, 5 and 10 times tables as a focus, keep counting in groups (x) making the link with repeat addition ...i.e. $5 + 5 + 5$ is the same as 3 lots of 5 (3×5) AND keep using opportunities to share amounts fairly (\div)

While I (Mrs Boatman) am moving on, the other St Jo's teachers will all be very excited to see your smiling faces in school in September! We all hope you have a wonderful summer and for now, for the last few weeks at least, happy home learning!

St Joseph's Primary School



Final Two Weeks Home Learning Tasks:

Reading please read daily.


Phonics pack (three of three). Please try to complete this third pack over these two weeks in time for the summer break. In each pack where an image exists (borrowed from Twinkl), you are shown images of a phonics family, given a list of words from that phonics family for your grown up to read that you can sound talk to try to spell and provided with a phoneme spotter task where you can sit with your grown up and see if you can spot the focus family sound. For extra phonics practise, there are daily lessons on Youtube from letters and sounds: https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw

'My Year One Words'. Using look-cover-write-check to learn the spellings of the words. Practise writing the words in your neatest handwriting, using Mister Teach on Youtube to help you to know how to write the letters that you find tricky. Search: how to write the letter (followed by the selected letter).

St Joseph's Primary School

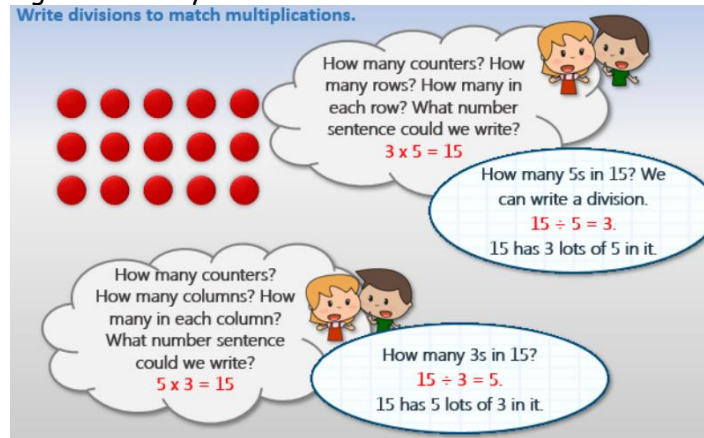


Maths		Activities	Resources
Sessions 1- 3	Can I work with data?	<p><u>Part One- introducing data handling</u></p> <p>Watch this clip from the Maths channel on BBC bitesize https://www.bbc.co.uk/bitesize/clips/zkf34wx. It shows how the children sort out their data. Practise sorting out the data in the seaside picture.</p> <p>You could print and cut out the pictures <u>or</u> write the name of the object written down on pieces of paper as many times as it appears. You can then stack the object name (instead of the picture to make your block- Do not draw the objects yourself- it would take too long).</p> <p>Your grown up could help you create a tally chart to go with your block graph. For more on tally charts watch this clip: https://www.youtube.com/watch?v=6L2ch1esFGA. This may help with solving the questions but is optional.</p> <p>Solve these questions: Which is the most? Which is the least? Can you work out the difference? Set some of your own addition or finding the difference challenges with the seaside picture images.</p> <p><u>Part Two- managing your own data</u></p> <p>*Links to weather station*</p> <p>Now you have had a practise handling data. Look at what you recorded for your weather station. Using your different weather pictures create a weather block graph (and a tally if you wish to) of what the weather was like over the week- sun, rain, cloudy, mixed etc.</p> <p>With lego create a 3d block graph to show the rainfall on each day e.g. if on Monday there was 3mm of rainfall, you would have Monday with 3 blocks stacked above it etc. Take a photo of your 3d block graph and send it into us at admin@stjo.uk</p> <p><u>Part Three- using your data to predict</u></p> <p>Look back at your weather station data- from this you can predict the most likely weather and the least likely weather for your forecast!</p>	<p>Seaside picture images</p> <p>Pencil and paper</p> <p>Weather station data</p> <p>Lego blocks/other stackable object</p>

4-6	Can I understand and use arrays to represent problems?	<p style="text-align: center;"><u>Part One- what is an array?</u></p> <p>An array is a set of objects that follows a specific pattern, set out in rows and columns. It is a fantastic way of showing the link between \times and \div. The important thing to remember is that all rows are equal to each other and all columns are equal to each other.</p> <p>For example:</p> <div style="text-align: center;">  </div> <p>There are 3 blue counters in each row. There are 2 blue counters in each column. Arrays can show repeated addition (i.e. $2 + 2 + 2$ / $3 + 3$). While arrays can show repeated addition, they also show something else. Here is a video and some practise on the bbc website for you to have a go at:</p> <p>https://www.bbc.co.uk/bitesize/articles/znwwg7h</p> <p>We are going to focus on multiplication now- how many times you see the amount. Use the numbers given to create arrays and find out what information is missing from the making arrays table. https://www.bbc.co.uk/teach/class-clips-video/how-to-use-arrays-to-multiply/zrks382 watch the video- it explains arrays with multiplications!</p> <p>Can you make your own multiplication arrays (2x table, 5x table or 10x table)? What number sentences could you write to go with them?</p> <p>With your grown up at home, practise creating your own arrays. Take it in turns creating challenges for each other.</p> <p style="padding-left: 40px;">a) How many in a row? How many in a column? How many altogether? $a \times b = c$ (for the example given, you would write $3 \times 2 = 6$)</p> <p>What could the other multiplication be? (e.g. $2 \times 3 = 6$)</p> <p>Take it in turns with your grown up to (1) create arrays and (2) write the matching multiplication number sentences. One of you is (1) and one of you is (2). Then swap.</p>	<p>Counters/ lego bricks/ bottle tops (any safe small object that you can line up to create an array)</p> <p>Pencil and paper</p> <p>Making arrays table</p> <p>Word Problems \times and \div</p>
-----	--	---	---

Part two- Writing divisions to match multiplications

Look at the image. What do you notice?



Watch this clip which shows how arrays can help with division problems too:

<https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/z9pc8mn>

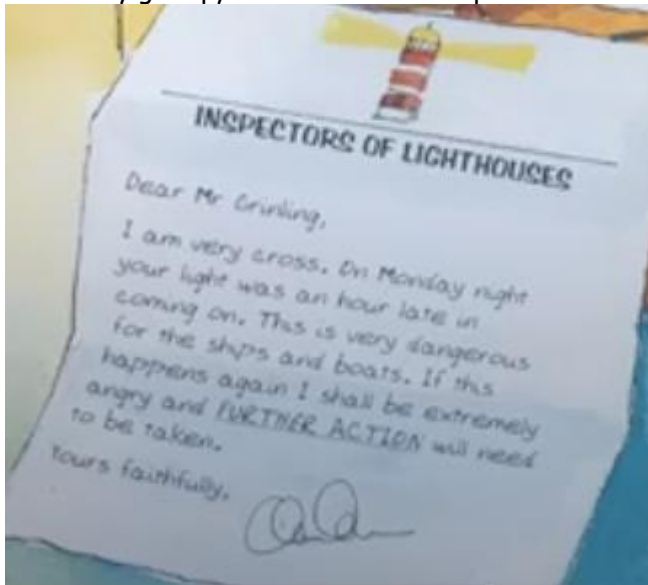
With your grown up play the (a) (b) game you played before. Please keep your problems to the 2x 5x and 10x tables. This time, see if you can make arrays and write the division sentences as well as the multiplication sentences to go with it.

$$a \times b = c \qquad c \div b = a$$

$$b \times a = c \qquad c \div a = b$$


Part three- Word problems to arrays and number sentences

Work through the word problems, with the help of your grown up creating arrays to match. Try to imagine the problem as if it was real. From the number families you write- choose the number sentence that matches the word problem. Some are \times problems, where you will have to make your rows and columns and work out the total. Some are \div problems where you will have to share the whole amount into rows/columns to help you work out the missing bit of information.

English		Activities	Resources
1	Can I write a response letter?	<p>Watch the story of https://www.youtube.com/watch?v=oBmVO-MlVrk to 2.34</p> <p>Mr Grinling has just received a very grumpy letter from the inspector.</p>  <p>The inspector is not happy that: 1) the light was on an hour late, 2) that it was dangerous for the ships and boats 3) that it might happen again.</p> <p>Can you write a response letter pretending to be Mr Grinling explaining what a hard job lighthouse keeping is, apologising for falling asleep, reassuring the inspector that it won't happen again and asking for help looking after the lighthouse?</p> <p>There is a blank letter template to help you know how to set out your letter</p> <p>Please remember to punctuate correctly throughout, use different sentence starters and conjunctions like and but or so in your writing. Remember names of specific people and places also need capitals.</p> <p>Predict- what do you think will happen next in the story?</p>	<p>Internet</p> <p>Pencil and paper</p> <p>Letter Template (if needed)</p>

2	Can I notice a repeating pattern in a cumulative tale?	<p>Lots of stories have a repeating pattern. Examples include: the little red hen, the ginger bread man, the house that jack built and other stories like the old woman who swallowed a fly.</p> <p>This type of story is called a cumulative tale. A cumulative tale repeats itself and builds as the story progresses. It's a very simple story that uses repetition and rhythm to make it successful</p> <p>Watch the story of the enormous turnip. https://www.youtube.com/watch?v=mGw5yTOPTSQ</p> <p>Can you notice the text start to repeat?</p> <p>Often these stories will also have a shock or a humorous end. Whose strength makes a difference helping them to pull the turnip up in the end?</p>	Internet
3	Can I change part of a story into a cumulative tale?	<p>Watch the rest of the story of The Lighthouse Keeper's rescue https://www.youtube.com/watch?v=oBmVO-MlVrk. Did the story do what you predicted? Did it surprise you?</p> <p>This story is not a cumulative tale but we can make some of the story into one by using the enormous turnip as inspiration. Using your cumulative story template, see if you can say the middle section (changing the whale rescue part of the story into a cumulative tale). You will need to think of something to go where the question marks are. If you find it easier- draw each character to help you to keep the order of who is pushing who when you are retelling the whale rescue part of the story. This is a practise for your own version in sessions 5 and 6 (keep it safe!)</p>	<p>Internet</p> <p>Cumulative story template</p>
4	Can I understand and use compound words?	<p>Compound words are created when two words that make sense on their own are put together to create a new word. It often combines the meaning of what the two words are to create the new word.</p> <p>To understand more about compound words and for some examples, watch the alpha blocks episode 'Plus man' https://www.bbc.co.uk/iplayer/episode/b02zc6hx/alphablocks-series-4-4-plusman</p> <p>On a piece of paper write out the words:</p> <p>light hut fish guard sea rock ship horse gull sand castle beach shells dog ball star weed pools boat jelly pirate sail house life</p> <p>Explore what words you can create that are real examples- some of the cards you might use more than once!</p> <p>Now create three of your own seaside themed compound word nouns (person, place or thing) and design what they would look like *Links to art* Remember what you create because you will be choosing one of these for your enormous compound word in your story.</p>	<p>Internet</p> <p>Paper</p> <p>Pencil</p>

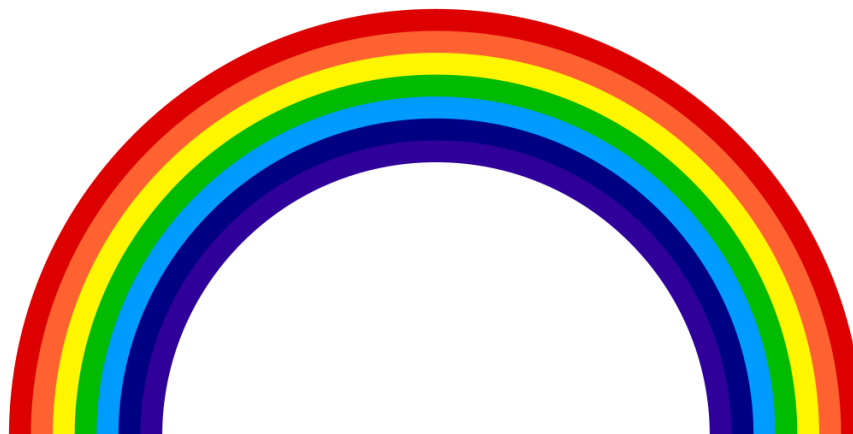
5-6	Can I create my own humorous cumulative tale?	<p>Using the cumulative tale template. Write your own funny cumulative tale.</p> <p>To take on this challenge you need to select your own created compound word to be enormous, you need to be able to write your whole name, you need to think of another person that you know to appear in your story, you need to choose a favourite superhero, and be able to think of a tiny creature.</p> <p>In my story, I was trying to lift an enormous jellyboat with the help of my daughter, superman and a spider named Bessie. It's a nonsense tale so it can be very silly so long as it makes some sense and you are using what you know: Capital letters (including for names), speech marks, exclamation marks, full stops. When you check through your work, you might also add in interesting adjectives, verbs and adverbs.</p> <p>Please share your cumulative tales with us at admin@st.jo.uk</p> <p>Well done for being brilliant writers!</p>	<p>Cumulative story template</p> <p>Pencil and paper</p>
-----	---	---	--

Varied activities of Science, Music, Topic (History, Geography, Art) and R.E			
		Activities	Resources
1	Can I deliver a weather forecast? (Drama/Geography/Science)	<p>Over the last few weeks, you have created weather stations and noticed what the weather was doing. Using what you know about what the weather did, try to predict what the weather might do over the next few weeks. When you have your predictions, your job will be to present a weather forecast to your grown ups at home. To help you to know what it is really like to be a weather forecaster here are two examples: Clip One: Behind the scenes in a weather forecasting studio: https://www.bbc.co.uk/schoolreport/25430933 . The weather he talks about in this clip is not what is actually forecasted for this week- it's just to give you an idea. Clip Two: An Outdoor forecast (watch to 2.03): https://www.youtube.com/watch?v=loXcwEaBk7s . The computer image isn't actually there next to her- she's just stood outside doing the weather forecast talking. The image is cleverly added! When you are doing your weather forecast you might use words/phrases like: <u>Temperatures</u>: high/low increasing/decreasing impressive (warm) / disappointing (cold) for this time of year <u>Rain</u> (precipitation): heavy showery residual(a little left) drizzly <u>Wind</u>: gusty gentle breeze the sea breeze Your forecast could get drier or wetter There could be some sunshine or stormy weather There could be low pressure (causing wind/ rain/ storms) or high pressure (causing warmer weather) and different weather fronts could move North/South/East/West You could use your Geography knowledge: Northern Ireland, England, Scotland, Wales Here is an example of some children creating their own weather forecasts. https://www.youtube.com/watch?v=6dEpI75FOeo To help them, they drew pictures of the different weathers (like with how you recorded the weather using your weather station). The first group also had a big picture of the UK- it's a funny shape so you could ask your grown up to help you and you could paint it to make it stand out.</p>  <p>If you have a very tech-savvy grown up they might even be able to create a background on a computer! Be as creative as you like and with what you have time for! Please ask your grown up to share photos/ film your forecast and send it to us at admin@stjo.uk</p>	<p>Internet</p> <p>Various resources- depending on how authentic you want to make your forecast.</p>

2 & 3	<p>Can I learn about another religion (Sikhism) and begin to make comparisons with my own faith and beliefs?</p> <ul style="list-style-type: none"> - Holy book - Messenger of God - Values - Stories 	<p>As promised, in this pack we are learning about other religions. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-meet-simran/zd6d7nb Why is Simran proud to be a Sikh? Why are you proud of your faith? Now you've met a Sikh, let's find out more about Sikhism... (one film clip, split into three parts). Watch each section and talk with your grown up about the answers to the questions. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-sikh-stories/zngv47h Part One: an introduction to Sikhism (watch to 0.42) <ul style="list-style-type: none"> - Where did Sikhism start? - Who started Sikhism? - What did Guru Nanak teach? - What is the Guru Granth Sahib? - Reflection: What is our holy book called? Whose teaching do we follow? Part Two: The Milk and the Jasmine flower (0.44- 2) <ul style="list-style-type: none"> - What were the holy men in the city like? - What did Guru Nanak say? - What did the holy men realise? - Reflection: Have you ever been left out/left someone else out? What did that feel like? When everyone was included, was this better? Part Three: Duni Chand and the Silver Needle (1.42- end). <ul style="list-style-type: none"> - What did Guru Nanak ask Duni Chan to look after? - Why did Duni Chan's wife find it funny? - What had Guru Nanak taught Duni Chan? - Reflection: Share a time when you have been generous like Duni Chan- how did you make others feel? What gospel values did you show when you did this? Can you think of any bible stories that teach us to be good Catholics? </p>	Internet
-------	---	---	----------

3 & 4	<p>Can I understand the ways in which Hinduism and Catholicism are similar and ways they are different?</p> <ul style="list-style-type: none"> - The symbol of light - The representation of God - Life after death - Good Karma and Gospel Values - Festivals 	<p>Now you know a little about Sikhism, let's learn about another religion that originated in India: Hinduism.</p> <p>Watch the clip introducing you to two Hindu children and their faith of Hinduism. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j</p> <p>Why are many Hindus vegetarian?</p> <p>Hindu's believe in Karma and being reborn (reincarnated) until you have learnt all you need to know from God and become one with him (Moksha). What do you think would make someone really good- what would be good Karma? Is this in anyway similar to Gospel Values?</p> <p>While Hindu's believe in one God, their God they show in lots of forms showing their God's different qualities. How is this different from our Catholic beliefs?</p> <p>Talk with your grown up. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnrdr (Watch to 1.00)</p> <p>Hindu's celebrate a festival called Diwali. Can you think of any events that you celebrate as a Catholic? Diwali is a festival of light that Hindus celebrate. Is light important to Catholics too? Continue the clip... The story of Rama and Sita and clip conclusion (1.00- end)</p> <p>In the story, the oil lamps helped Rama and Sita, but how?</p> <p>Can you think of any other examples of good overcoming evil (it could be a story, a film, an everyday choice etc.)?</p> <p>Watch this clip: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3</p> <p>How do Hindus celebrate Diwali? Does this festival remind you of a celebration we have here in the UK?</p> <p>Why do Hindu's celebrate Diwali?</p> <p>Optional- create your own Diva Lamp (with clay) or Rangoli patterns (with coloured sand/dyed rice)</p>	<p>Internet</p> <p>Resources for making (optional)</p>
-------	---	---	--

6	Can I be inspired by real life and create from imagination? (Art/ D&T)	<p>*links to English* Stories have power- they inspire our imaginations and some even teach us a moral. We hope you had fun playing with story writing to create a humorous cumulative tale...</p> <p>Using your new compound word creation, imagine then design what it would look like if it were real. You could use any materials available to bring your noun creations to life (for example: paint, collage, modelling clay/playdoh, junk modelling materials etc.) Have fun creating!</p> <p>Send pictures of your creations/ alongside the compound word(s) you created to: admin@stjo.uk</p> <p>EXT- you could even make a diorama (a miniature scene) of your story to put your chosen compound word on show as part of your story.</p>	Art / D&T materials
---	---	--	---------------------



Thank you for being such a wonderful class. Keep trying your best, keep staying safe and keep being the wonderful children you are!