**St Joseph’s Catholic Primary School Home Learning Pack**

**Class Rowan Year 1 Week Beginning 27.4.20**

Please find the suggested timetable. This is just a suggestion and you need to find what works for you and your child as we understand that everyone learns differently. Please contact us at [admin@stjo.uk](mailto:admin@stjo.uk) and in the subject name it… For (Your Child’s teachers name and Class) if you need any further support or would like to **share some of your learning with us**! For example; **For Mrs Robertson/Mrs Boatman, Rowan Class.** This will help us to ensure your request is dealt with quickly.

Suggested Family Home Learning Timetable

This is a guide to help you establish a routine for your children – this is just a suggestion and you will need to adapt it to the needs of your family.

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| **Time** | **Activity** | |
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| 9.00 – 9.30 | PE with Joe or family walk | |
| 9.30 – 9.45 | Drink and get ready for home learning | |
| 9.45 – 10.30 | English – writing, spelling or grammar activity from your home learning pack | |
| 10.30 – 11.00 | Break time - take a snack and drink outside if you can | |
| 11.00 – 11.45 | Maths – choose an activity from your home learning pack | |
| 11.45 – 12.30 | Creative time – draw, paint, sew, bake, do a job in the garden, stop-motion animation with lego / plasticine (the list is endless). Have a project that you can do a bit of everyday. | |
| 12.30 – 1.15 | Lunch – help to make it AND clear up behind it! | |
| 1.15 – 1.30 | Chores – do a job around the house e.g. put laundry away, tidy your room, vacuum or polish | |
| 1.30 – 2.00 | Quiet time – shared or independent reading | |
| 2.00 – 3.00 | Topic time – science / art / history / geography / music – choose a topic activity from the home learning pack | |
| 3.00 – 3.15 | Break time – take a snack and drink outside if you can | |
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| Maths |  | Activities | Resources |
| Day 1 | Can I count on from the largest number? | What helps us add? Review what addition is by gathering two groups of toys and trying to see how much we have altogether. Talk through ways to add two numbers together. If I have 5 + 6 which number would you start with? Are we counting on or back?  Children choose numbers to add together. It makes the calculation easier if you put the big number first. Is this true? | Paper and coloured pencils/pens  Objects around the home |
| Day 2 | Can I investigate number bonds? | Watch Numberblocks: Fruit Salad <https://www.youtube.com/results?search_query=numberblocks+series+3+fruit+salad>  Start with 8. How could we split up 8? (3+5,2 +6…) How do you know you have them all? How do you know that you are correct? Talk about finding pairs of numbers that add up to 8 in order eg: 0 +8 =, 1+7= so on. Once you’ve finished 8, try finding pairs that add up to 9 | Youtube  Paper and pencil |
| Day 3 | Can I find pairs of numbers that make 20? | Revisit pairs of numbers to 10. If they are not secure with this then just like yesterday keep practising those!  How can we use our pairs to 10 to help us find pairs to 20? (Look at how it is 10 more)  2 + 8 = 10 so 2 + 18 = 20. Again encourage them to write them in order so they will then find it easier to spot patterns. | Paper, pencils |
| Day 4 | Can I find pairs of numbers that make 20? | Look again at pairs to 10 and pairs to 20. These need to be learnt by heart by the end of year 1. Write each pair out and cut them in half. Get your child to match up the pairs. You can make it even harder by hiding the numbers around the room and get them to find them and piece them together. Keep asking does that add up to 20? | Paper, pencil, scissors |
| Day 5 | Can I recall my pairs to 10 and 20. | A game you could try online to further practise recall of your number bonds is at <https://www.topmarks.co.uk/maths-games/hit-the-button>.  \*\*\* If they are very confident with the adding – try seeing if they can recall the subtraction fact I know 2+18=20 so what is 20-2=? |  |
| English |  | Activities | Resources |
| Day 1 | Handwriting Practise | Practise your curly caterpillar letters c, o, a, d, e, s, f, g, Try writing 3 of each then give a tick to the letter you think looks best. | Pencil and paper |
| Day 2 | Can I sequence a story? | <https://www.bbc.co.uk/cbeebies/radio/story-time-were-going-on-a-bear-hunt?collection=radio-cbeebies-radio-story-time>  Listen together to ‘We’re going on a bear hunt.’ See if they can draw out the main events of the story in order. Then ask them to retell it to you using their ‘story map.’ | Iplayer  Pencil and paper |
| Day 3 | Can I make changes to a story? | Ask them to look again at the story map they drew yesterday. Could they make some changes to the story? What if they were going on a lion hunt? Where would they go? (Through the jungle, over the desert…) Get them to draw another story map with their new version of the story. Why not try acting it out? | Pencil and paper |
| Day 4 | Can I write a 5 sentence story? | Using the ideas from their lion hunt map encourage them to have a go at writing a short version of their story using these sentence starters:  Once upon a time…  One day….  Unfortunately…  Luckily…  Eventually…  Take a photo of your story and send it to [admin@stjo.uk](mailto:admin@stjo.uk) | Pencil and paper |
| Day 5 | Can I write a letter? | \*\*\* Link to Topic \*\*\*  Can you write to your future self and tell them all about the adventures you have been on whilst you have been away from school. | Pencil, paper, colouring pencils or pens. |

**Suggested Reading Activities**

**Reading Daily**

**Please enjoy a bedtime story together each night! Try to get them to talk about how the character is feeling in the story.**

This week’s words to read uses the digraphs: **igh, ur, oa, au, ou**. Choose a sound a day to focus on. If you are not sure about how to pronounce each phoneme have a look on our class webpage under Home Learning for a link to follow!

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| Varied activities of Science, Music, Topic (History, Geography, Art) and R.E | | | | | |
|  | |  | Activities | | Resources |
| Day 1 | | Can I find a pattern?  (SCIENCE) | **Is there a link between the length of your outstretched arms and your height?**  Take measurements of the people in your house to try and answer the question above. You might measure in centimeters or in the number of pencils long. Once you have measured someone’s outstretched arms and their height, compare the measurements.  How about other body parts? For example, foot length and height, foot and forearm, hand and leg length etc.  Create a poster that explains what you found out. You could include:   * your equipment * what was easy and hard to carry out * your result | | Paper, pencils, measuring equipment |
| Day 2 | | Can I talk about forgiveness?  (RE) | Have you made any mistakes? Ever made a wrong choice. When we say sorry we are forgiven. Can you think of something you want to say sorry for? Has there been a time when you forgave someone? Maybe you could draw or write a prayer to God talking about these times. Place it in your prayer box that you made last week. | | Paper, pencils |
| Day 3, 4, 5 | Can I create a time capsule?  (HISTORY) | | The whole school will be completing this activity this week. We are living in historic times – pupils of the future will be learning about the Corona Virus in school just like we learn about the Plague or the Black Death! So, we are going to create a piece of history which will act as evidence for future historians! Attached is a document that you can fill out during this time of isolation, which you can look back on later in life!  Also see what things you can collect that would remind you of this time. | Resource available to download on the website. | |