



St Joseph's Catholic Primary School Home Learning Pack

Class Rowan Year 1 Weeks of: 15.6.20 and 22.6.20

Home learning is changing. This change is to maintain the home learning whilst ensuring the staffing need in school is met as more children begin to return to school. More people are also returning to work. We understand that juggling home learning and work can be tricky and we understand that continuing this is a big ask. Knowing everyone's situation is different, we have decided to change the amount of work and the way that we are sending the work home (every two weeks). Now you will get 6 Maths, 6 English and 6 other subject activities every other Monday. All resources are designed to be used as a support to the learning - printing is optional. Many activities are also purposefully designed to naturally flow into the next to help. The suggested timetable has been removed, as you will have found a routine that works well for you as a family. Please look at previous home learning planning if you still need it. Please continue to share your fun and learning with us at admin@stjo.uk : **For Mrs Robertson/Mrs Boatman, Rowan Class.**

- Please continue reading daily with your child and use the 'My Year One Words' document to support hand-writing and spelling, to give them the best start possible going into Year Two.
- Please also continue to use opportunities to count (forward and backward) to reinforce number and build mathematical language into your conversations where you can (e.g. more, less, the same/equal, sharing, groups of, add, take away) to reinforce maths concepts.
- Keep talking, creating and playing together. Developing these will support their learning confidence and are excellent foundations to support further learning.

As part of this pack we are thinking about our lifeboat station and the importance of beach safety. There are online games that compliment this learning pack found at: <https://rnli.org/youth-education/education-resources/online-learning>.

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>.

Happy Home Learning!

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Reading

Please enjoy a bedtime story together each night! When you are reading think about what might happen next in the story, how characters are feeling, what you like/dislike about the writer's choices. In your reading is there anything surprising? If you read a non-fiction text, how is it presented? What do you notice? With anything you read, are there any ideas that the writer uses that you could try to adapt to your own writing?

Phonics/Spellings/Handwriting (learning challenges are in bold and underlined)

In our last pack, we took a break from phonics to focus on changing verbs with word endings. Please take some time to also practise writing your capital letters with their lower case buddies in preparation for capitalising proper nouns in English this week before commencing the phonics pack (which looks at applying phonics to reading and spelling). A **capital letters practise** handwriting document is available on the website which shows you what the capital letter looks like with its lower case buddy. If you have a printer you are welcome to print this out, however you could also simply practise on paper. Top tip: test yourself by first writing your lower case abc and then your upper case capital alphabet and only practise the ones you don't know. Your grown up can help you spot which capital letters you are not sure of and help you to find what it should look like on the capital letters handwriting document.

The first of three **phonics packs** is also available on the website. Please try to complete this first pack over these two weeks ready for your next pack. In each pack you are shown images (borrowed from Twinkl) 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

As always, continue to practise your '**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).

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Maths		Activities	Resources
1 & 2	Can I double and halve two digit numbers?	<p>Read the learning reminders and take on the challenges in the Maths session 1 document as a reminder if you need to. Remember whenever you double a number, if you do the opposite (if you reverse it) you get a half! Then, for the challenges below, use these numbers: 22, 24, 42 and 44</p> <p style="text-align: center;"><u>Challenge 1:</u></p> <p>Step 1- make the number (make the tens in stacks and keep the ones loose) When we double a number we add the same again.</p> <p>Step 2- Work out: how many more ten stacks and how many more ones would you need if you doubled it?</p> <p>Step 3- repeat with other numbers... what do you notice?- Try writing the original number and the number after its doubled to help you spot what is happening.</p> <p>Extension of challenge 1: try 19, 38, 47 (what happens with the ones? How is it different from the other numbers given when doubling?- think about your ones and whether you can make a new ten stack)</p> <p style="text-align: center;"><u>Challenge 2:</u></p> <p>Step 1- make the number (make the tens in stacks and keep the ones loose. When we half a number, we share it into two equal groups</p> <p>Step 2- Share the ones into two groups then share the stacks of ten into the two equal groups. What is a half?</p> <p>Step 3- repeat with other numbers... what do you notice?- try writing the original number and the number in one group after halving to help you spot what is happening.</p> <p>Extension of challenge 2: try halving 38, 52, 97 (what happens when you try to halve your ten stacks? What do you have to do to make it work?)</p> <p style="text-align: center;"><u>Halving Investigation:</u></p> <p><i>Reminder- An odd number ends in 1, 3, 5, 7 or 9. An even number ends in 0, 2, 4, 6 or 8</i></p> <p>Can you half an odd number? When would this be possible, when would this not be possible (think about the what things you could make a group of- what could you half, what couldn't you?- People, cupcakes, marbles, slices of bread etc.)</p>	<p>Maths session 1</p> <p>Pencil and paper</p> <p>Stackable objects e.g. Lego</p>

3	Can I recap adding and subtracting using number facts?	Read the learning reminders to refresh your memory and take on the challenges in the Maths Session 3 Document. You need not print if you do not have a printer, your challenges can simply be written on paper. If you find the finding the difference challenges tricky we will do more of this on the next few sessions- don't worry. It is a good idea to use objects to help you, a 100 grid, or a number-line (this can be a tape measure). Check with your grown up as you go. Good luck in completing your challenges.	Maths session 3 Pencil and paper Objects, Tape Measure, 100 grid to support checking your answers
4	Can I find the difference?	Read the learning reminders to refresh your memory and take on the challenges in the Maths session 4 document. With the measuring challenge, simply find some long, thin objects that you can measure instead of the snakes if you can't print. Put them in pairs and find the difference.	Maths session 4 Pencil and paper Long thin objects for measuring e.g. pencil, pen, ruler, remote, mobile phone, banana, carrot, cucumber, lettuce etc. Stackable objects e.g. Lego
5	Can I find the difference?	Take on the challenges in the maths session 5 document (read the learning reminders if you need to). Then have a go at investigating the difference in coins. Be careful- we are not thinking about what the coin is worth here! Make a line of ten pennies. How many 2ps, 5ps, 10ps, 20ps, 50ps, £1s or £2s does it take to make a line that is the <u>same length</u> ? What is the difference in <u>the number of coins</u> in a row? Remember you are <u>not</u> thinking about its value (what it is <u>worth</u>). Optional (only after you have completed the challenges): with a grown up's help, counting the repeating addition pattern, you can add up the amount in each line. Does this surprise you?	Maths session 5 Pencil and paper Coins (pennies alone) (and coins mixed)

6	Finding the difference maths investigations.	<p style="text-align: center;"><u>Investigation 1:</u> <u>Does counting in 2s, 5s or 10s make finding the difference more efficient?</u> (Is it quicker/easier?)</p> <p>When you complete the tower challenges in both session documents, challenge yourself more... create towers of sizes that are a greater difference to make finding the difference more of a challenge. Place the two towers next to each other, Once you have worked out where the difference part starts on your longer tower (anything that is taller than your smallest tower) count up the difference. Practise quick counting in 2s, 5s, and 10s.</p> <p style="text-align: center;"><u>Investigation 2:</u> <u>Does the length of lines of the same amount of coins and their value match?</u></p> <p>Then try to make rows of ten of each coin type. Which row is the longest, which row is the shortest? Investigation: We know that longer does not mean more because you have placed 10 coins in every row, but does longer mean the biggest amount when we think about the value of coins? With a grown up's help work out the value of each row and answer the questions: Does the longest line make the biggest value? Does the shortest line make the smallest value? How do you know?</p>	<p>Lego bricks/stackable objects</p> <p>Pencil and paper</p> <p>Coins mixed</p>
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English		Activities	Resources
1	Can I write questions about new learning using a question mark?	<p>Watch Go Jetters: https://www.bbc.co.uk/iplayer/episode/b0bh1zqh/go-jetters-series-2-41-bishop-rock-lighthouse-isles-of-scilly</p> <p>Paying close attention to Ubercorn's funky facts answer (in a full sentence):</p> <ul style="list-style-type: none"> - What is the job of a lighthouse? <p>Using what you know about the job of a lighthouse, where it is and when its light shines...</p> <ul style="list-style-type: none"> - Can you explain (in full sentences) why you think lights in lighthouses need to be bright? <p>Now you have answered some questions about lighthouses...</p> <ul style="list-style-type: none"> - Can you think of your own questions you would like to ask to find out more about lighthouses? <p>Please use a question mark at the end of your questions. Ask a grown up to demonstrate how to draw a question mark if you are not sure. Keep your questions. *Link to ICT*</p> <p>Top Tip: Remember the 5 Ws when you start your questions: Who, What, Why, When, Where?</p>	<p>Internet- iplayer Go Jetters episode</p> <p>Pencil and paper</p>
2	Can I identify features of a non-fiction text and answer comprehension questions?	<p>Read the information sheet about the lighthouse and answer the following questions (your grown up can help you).</p> <p><u>Part One: Non-fiction writing features</u></p> <p>Can you show your grown up where there is a heading?</p> <p>Can you spot any subheadings?</p> <p>Can you find a picture with a caption?</p> <p>Can you show your grown up where there are labels?</p> <p><u>Part Two: Comprehension questions</u></p> <p>Can you find a word that means the same as danger?</p> <p>What was the first lighthouse called and where was it built?</p> <p>What do modern lighthouses use to create light?</p> <p>What is the lighthouse a symbol of?</p> <p>Write your answers to Part Two in full sentences (Please think about: do answers need a question mark? Why not?)</p> <p>Have you managed to find out any answers to your questions from English lesson one? Keep your questions and answers safe. *Links to ICT*</p>	<p>Device to view download- Lighthouse information sheet</p> <p>Pencil and Paper (for Part Two)</p> <p>Questions from lesson one (to see if you can answer any with the information today).</p>

3	Can I make notes on Grace Darling to help create a non-fiction text?	<p>Re-watch the video clip on Grace Darling *Links to History/RE*</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-grace-darling/z4y7pg8</p> <p>Working with your grown up make some notes about Grace Darling (It is tricky writing quickly so your grown up can write in note form the important bits of information that you tell them to- these should <u>not</u> be in full sentences or have capital letters and other punctuation- that is your job later!). You can pause and restart the film as you need to. As a guide, information you may wish to look out for should answer:</p> <table><tr><td><u>About Grace Darling</u></td><td><u>A stormy rescue</u></td></tr><tr><td>- Who was Grace Darling?</td><td>What was it like during the storm?</td></tr><tr><td>- Where and when was she born?</td><td>What did Grace see through the telescope?</td></tr><tr><td>- Why is she remembered?</td><td>What did she do? How many did she save?</td></tr></table> <p>Please try to keep the subheadings and the two sections separate as it will help you later. Keep your notes safe for the big write at the end of the pack.</p>	<u>About Grace Darling</u>	<u>A stormy rescue</u>	- Who was Grace Darling?	What was it like during the storm?	- Where and when was she born?	What did Grace see through the telescope?	- Why is she remembered?	What did she do? How many did she save?	<p>Internet- bbc teach video</p> <p>Pencil and Paper</p>
<u>About Grace Darling</u>	<u>A stormy rescue</u>										
- Who was Grace Darling?	What was it like during the storm?										
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4	Can I complete a non-fiction text's features and answer comprehension questions?	<p>Watch the RNLI life boat rescue video with Barnaby Bear (this video was made prior to social distancing) https://www.bbc.co.uk/programmes/p0114yvf</p> <p>Please note: 999 is an emergency number. Hopefully you will never need to use it, it is more likely that you would have a grown up with you who will know when to dial the number but it is important for you to learn it too to be prepared and stay safe.</p> <p>We are lucky to have a lifeboat station here in Exmouth. The brave people who work for the RNLI help to keep us safe (like Grace Darling helped to keep the sailors safe), but you can also make safe choices so that hopefully you will not need to be rescued. The staying safe on the beach information sheet will help you to know how you can make safe choices when you go to the beach.</p> <p><u>Part One: Completing the features of a non-fiction text</u></p> <p>On the staying safe on the beach information sheet, there are sets of three question marks that look like this ' ??? ' These have been left on purpose. It is your job to use the text and, talking your grown up, can you explain what you would write instead of the question marks and why?</p> <p>Can you remember which ones are headings, subheadings, labels and captions?</p>	<p>Internet- BBC Barnaby Bear clip</p> <p>Device to view download- Staying safe on the beach information sheet</p>								

		<p><u>Part Two: Comprehension Questions</u></p> <p>Showing your grown up where in the text it tells you, tell your grown up the answers to the following questions:</p> <p>If you see someone in trouble, who should you get help from?</p> <p>If I needed help myself what should I do to let others know?</p> <p>Which flag shows where it is safest to swim?</p> <p>What does the orange windsock mean?</p>													
5	Can I use proper nouns?	<p>This is a skills lesson to help you prepare for Year Two. You can use this lesson to help you with editing your big write at the end of this pack.</p> <p><u>The difference between nouns and proper nouns:</u></p> <p>A noun is a naming word for a person, place or thing.</p> <p>person (e.g. boy, girl, lifeguard, teacher),</p> <p>place (beach, mountain, sea, town)</p> <p>thing (ball, boat, pencil, chair)</p> <p>A noun then could be someone you know, a place where you can go or a favourite toy. Nouns are important because they are all around us. Anything that can be touched is a noun (there are also abstract nouns but you will learn about these later).</p> <p>When we were born and given a name, we became a special kind of noun because we were given a specific special name.</p> <p>Write your name.</p> <p>You are not just a boy or a girl. You are not just any noun. You have just written your <u>proper name</u>- that is a <u>proper noun</u>.</p> <p>A proper noun is a specific name- it's when we use the proper name!</p> <table border="1"> <thead> <tr> <th colspan="2">General Common Nouns</th><th colspan="2">Specific Proper Noun</th></tr> </thead> <tbody> <tr> <td>boy</td><td>river</td><td>Peter</td><td>The River Exe</td></tr> <tr> <td>girl</td><td>town</td><td>Mary</td><td>Exmouth</td></tr> </tbody> </table> <p>Write a list of people, places and things down. If you spot any proper nouns underline them with a different colour and make sure they have a capital letter.</p>	General Common Nouns		Specific Proper Noun		boy	river	Peter	The River Exe	girl	town	Mary	Exmouth	Pencil and paper
General Common Nouns		Specific Proper Noun													
boy	river	Peter	The River Exe												
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		<p>Write three sentences using proper nouns from your list. Remember your capital letters at the start of your sentences, for I on its own (if you use it) <u>and for proper nouns</u>.</p> <p>EXT: See if you can write a sentence that uses both types of noun</p> <p style="text-align: center;">e.g. My friendly dog, who is chasing her ball, is called Luna.</p> <p>In this sentence, I have used a capital letter to start my sentence, dog does not have a capital letter because it is a common noun, neither does ball because that is a common noun as well. Luna has a capital letter because it is a proper noun and I have finished my sentence with a full stop.</p>	
6	Can I write a non-fiction text using some of the features I have learnt and capital letters for proper nouns?	<p>The Big Write</p> <p>Today's challenge is to use your learning from this week. By answering questions about Grace Darling you have made notes that you can change into full sentences to make up your information text. You have also looked at examples of non-fiction writing so you know that your write should have:</p> <ul style="list-style-type: none"> - A heading (you choose) - Subheadings (provided) with your notes made into full sentences underneath. - A picture with a caption (a small description beneath the picture of what it is) - You might also choose to draw a picture to label and/or add in a fact box (a list of extra important information). This is optional. <p>Please reread your work and checking that your sentences make sense, that you have used capital letters (including for proper nouns) and full stops where they are needed.</p> <p>When you have finished you can carefully colour your picture.</p> <p>Send your work to us at admin@stjo.uk</p>	<p>Pencil and Paper</p> <p>Notes from Grace Darling work</p> <p>Colours</p>

Varied activities of Science, Music, Topic (History, Geography, Art) and R.E			
		Activities	Resources
1	Can I discuss how a historical figure's faith may have helped them to be brave? (RE/History)	<p>When we looked at the story of Pentecost, we remembered how the Apostles received God's message and the word of God was delivered when fire appeared above their heads. Although the apostles knew Jesus would send The Holy Spirit by his promise to them, they did not know that it would be in this way. It might have been a scary experience and it would have been their faith that supported them to be brave. Through our gospel values we can show our bravery too. Can you think of any examples of people being brave?</p> <p>Watch this clip of Grace Darling who was brave and is remembered for her bravery. https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-grace-darling/z4y7pg8</p> <p>How did she demonstrate the gospel values of courage, kindness and compassion?</p> <p>How do you think Grace knew that she should take one more look before finishing her look out?</p> <p>Why do you think Grace was not afraid?</p>	Internet- bbc teach
2	Can I consider what a soul might be and what happens to it after death? (RE)	<p>History tells us that Grace Darling saved 9 people. In the clip that you watched, she described it as saving 'souls'.</p> <p>Talk to your grown up and share your ideas:</p> <p>What do you think a soul is?</p> <p>How is a soul different from a person?</p> <p>What do you think happens to someone's soul when their bodies die?</p>	None
3	Can I make a wind-up machine? (D & T)	<p>Part of your Summer Term learning is to create a wind-up machine. As we have been looking at the sea, I have found a clip showing you how to make a wind-up paddle boat for you to create at home.</p> <p>Watch the video and follow the instructions. Ask your grown up to help you if you need it. https://www.youtube.com/watch?v=NGE1PMTL08c</p> <p>Paddle boat - Please watch the video and follow the instructions (Rather than social media posting- please send us your videos to admin@stjo.uk)</p> <p>If you have someone else in your house that wants to make one too, you may even like to try a boat race!</p>	<ul style="list-style-type: none"> - A large elastic band - Cardboard - Straws - Tape - Scissors

4	Can I use word processing skills (ICT)	<p>*Links to English lesson 1 and 2* Using your questions that you have written out and been able to find out the answer to, word process your favourite questions and answers. Please note: ideally you should use 'Word' or a similar program. If you do not have a laptop or tablet, you could use the text function on a mobile phone with your grown up's help.</p> <p>See if you can put in spaces between words, add in capital letters and correct punctuation (including question marks).</p> <p>Optional: If you would like to enhance your typing skills and have a laptop available to you, visit doorwayonline.org which helps support typing skills: https://www.doorwayonline.org.uk/typing/</p>	An electronic device that enables word processing.
5	Can I role play being a lighthouse keeper (Drama)	<p>Watch the episode of Dog loves books: https://www.bbc.co.uk/iplayer/episode/m000j5s8/dog-loves-books-series-1-18-dog-loves-lighthouse</p> <p>Pretend that you are a lighthouse keeper</p> <p>Your light may stop working and need fixing like in the Dog Loves books episode</p> <p>You may see someone who needs a rescue like Grace Darling</p> <p>You might be teaching someone to look after your lighthouse so that you can have a holiday</p> <p>It is up to you what adventure you have in your lighthouse. Have fun and stay safe!</p> <p>SAFETY NOTE: Always point a torch away from you. Torchlight can damage your eyes, if you are not careful. Never shine a torchlight in someone's face.</p>	<p>Internet- i player</p> <p>A space to be your lighthouse</p> <p>Den making materials</p> <p>A torch for your light</p> <p>A big box/tub to be your boat</p>
6	Can I create shadow art? (Art/Science)	<p>When I think of the movement of the sun, I don't just think about its light... I also think about the shadows that are created.</p> <p>You experimented in a previous pack with how the length of shadows changed with the movement of the sun.</p> <p>This was good fun, but how are shadows made?</p> <p>Shadows are made when light is blocked.</p> <div data-bbox="575 1090 831 1294" data-label="Image"> </div> <p>In this picture the sun is shining behind the boy so when he looks down he can see his shadow. The boy is not see-through so the sunlight cannot pass through him and hit the ground where he is standing. That is how a shadow has been formed.</p>	<p>Torch</p> <p>Paper</p> <p>Pencil</p>



It is best to try making shadows outside on a sunnier day but if you have trouble creating shadows with the sun you could also try using your torch to have a play making shadow shapes with different movements yourself.

Pictures from <https://www.educationquizzes.com/ks1/science/energy-light-and-shadows/>

When you are confident blocking light to make shadows, try making shadow shapes with your toys. On paper, carefully trace around the outline of your shapes' shadows to create a shadow picture. You can either use sunlight (as in the picture below) if it is a sunny day or create light with your torch.



Picture from <https://kidsactivitiesblog.com/137133/how-to-make-shadow-art-with-kids/>

Who knew light could be so much fun?!