

Subject	Learning objective	Activities to complete
English	To write a setting description	<p>This week for English we will be learning about story settings using adjectives (describing words) and noun phrases (a short phrase containing adjectives that describe a noun/naming word e.g. 'the shiny, pink shell' or 'the magnificent golden sandcastle'). Please have a go at completing these activities:</p> <ol style="list-style-type: none"> 1. Choose ten different story books that you have at home (or you can find them online e.g. YouTube). Talk to an adult about what the word 'setting' means. Can you make a list of settings, one for each book? E.g. The Gruffalo is set in the woods. 2. Can you draw a picture of your own story setting? The only rule is that it must be set on a beach but it can be as imaginative as you like! You could use these three beach pictures to help inspire you: <div data-bbox="483 593 869 808"> </div> <div data-bbox="885 593 1189 808"> </div> <div data-bbox="1204 593 1552 795"> </div> <ol style="list-style-type: none"> 3. What is an adjective? Can you use some adjectives to describe an object in your house? Now it's time to write a list of adjectives you could use to describe your beach setting. Try to think interesting adjectives. E.g. blue – turquoise or pretty – beautiful 4. A noun is a person, a place, or a thing. Watch this video to help explain what a noun is and then use it help you write a practice noun phrase about the monkey from the video. https://www.youtube.com/watch?v=4fCk8ye4jio&safe=true Now it's time to write your own noun phrases about the beach setting you drew. Remember they don't need to be full sentences yet. 5. Write in full sentences to create a setting description for your beach setting. Make sure to use interesting adjective and noun phrases you have already thought of! Afterwards check your work for capital letters and full stops.
Phonics	<ul style="list-style-type: none"> • To respond speedily with the correct sound to graphemes (letters or groups of letters) 	<ul style="list-style-type: none"> • We are aware that some children prefer to use workbooks, as such we have put some work booklets for each phonic phase on your child's Eschool classpage. There are several booklets in each phase – please take a look, they may be something that would work for your child as they can be printed off. Feel free to work through the booklets as you choose and as you feel is appropriate for your child and the phase they are focussing on. (If working in phase 5 – please draw attention to the fact that the same sound can be written in alternative ways e.g: 'ai' can make the same sound as a-e/ ay (rain/ make/ ray) and 'ee' can make the same sound as ey/ ea/ e-e (green/ honey/ treat/ these) • Use the 'Geraldine Giraffe videos' on YouTube to focus revising one digraph (sound) a day. Just work through the videos that relate to your child's phase. You could try to find objects in your house that have that sound? Try using the sound your child is learning by putting them into sentences. https://www.youtube.com/playlist?list=PLqh11DN6jmbC-OTx1N8jpEo6uCTeTDszR&safe=true • OR please continue to use the website www.phonicsplay.co.uk (username: march20 password: home) for daily revision on the sounds your child is working on. <p>Stags: phase 2, 3 and 4 Badgers: phase 3,4,5</p>

		<p>Rabbits: phase 3,4,5 Mice: phase 3,4,5</p> <ul style="list-style-type: none"> • 'Letters and Sounds' is one of several Programmes of Study that we draw from to teach phonics at Moss Lane. On Monday the 27th of April, the Department of Education launched 'Letters and Sounds for Home and School' – it is a YouTube channel which provides daily phonics lessons for Reception (10am) and YR1 children (10:30) with a lesson that focuses on learning to blend at (11am). This may be of interest to you during this time. Follow the link below for the introductory video. <p>https://www.youtube.com/watch?v=u8C8BCB4hvc&safe=true</p>
Maths	<p>To review the non-standard measurements of length, mass and volume.</p> <p>To begin to have discussions around/raise an awareness of, the common standard units of centimetres (cm), grams (g) and millilitres (ml).</p>	<p>If you do not have access to a printer, please do not worry. Perhaps a similar version of the activity could be copied onto paper for them. (In year one the following pairs of terms can be used interchangeably: mass/weight, volume/capacity)</p> <p>PLEASE do not feel you have to complete all of the maths activities – choose the ones that will fit in with your day ☺ and please only move on to the standard unit sections for each measurement if you feel it is a manageable task for your child – thank you.</p> <ol style="list-style-type: none"> 1) To revisit length, mass and volume on the Mathletics website. 2) Length/ Height – <ul style="list-style-type: none"> • As a warm up to length, you may wish to show your child two video clips from the White Rose Home Learning website; they are under Year 1, summer term, week 5, lessons 1 (comparing length and height) and lesson 2 (measuring length) https://whiterosemaths.com/homelearning/year-1/ • When beginning to measure length more accurately, it would be useful for your child to develop an awareness of how to use a ruler. If you have a ruler at home, please ask your child to have a closer look and draw their attention to the standard units of centimetres (cm). Discuss - how long cm is? the same width as a pen lid or their finger nail? etc... Please discuss that when measuring objects, they need to begin from the 'zero' not the end of the ruler. There is a good video on the White Rose Home Learning website that you may wish to show your child; it is under Year 1, summer term, week 5, lesson 3 https://whiterosemaths.com/homelearning/year-1/ (If you do not have a ruler, there is a printable one on the YR1 Home Learning page) • <u>Practical Activities –</u> <i>Measuring household objects:</i> Choose a few objects to measure. Please ask your child to predict how many centimetres (cm) long they may be before measuring. Your child may wish to record their results, perhaps by drawing and labelling the objects. Which was the longest/ shortest? <i>Measuring family members:</i> (If your household owns a tape measure this may be easier for this! But of course you can also repeatedly lie down a ruler ☺) Before measuring family members, please ask your child to make a prediction as to how many cm tall they might be. More or less than 100cm? you may wish to have a discussion around the fact that there are 100cm in a metre (m). Who is the tallest/ shortest? • Drawing and measuring lines worksheet: to print, on the YR1 Home Learning page. 3) Mass/ Weight – <ul style="list-style-type: none"> • You may wish to show your child three video clips from the White Rose Home Learning Website; the first one is under Year 1, summer term, week 5, lesson 4 (Introducing weight and mass) and the second two clips are under Year 1, summer term, week 6, lesson 1 (Measure mass) and lesson 2 (Compare mass) https://whiterosemaths.com/homelearning/year-1/ • The following link will take you to a few slide shows and activities related to non-standard measuring of mass. The activities are: measure mass and no cook playdough, they are also on YR1 Home Learning page. https://www.bbc.co.uk/bitesize/articles/zdtq2sg • When beginning to measure mass more accurately, it would be useful to begin to develop an awareness of the standard unit of grams (g). If you have a set of kitchen scales at home and they have a scale for grams/ or a digital version in grams; please familiarise your child with these scales. • <u>Practical Activities –</u> <i>Weighing toys:</i> You could ask your child to find a selection of small toys. Please ask them to make a prediction of which they believe to be the lightest and which they think is the heaviest and to then line them up from lightest to heaviest. They may wish to make a note of this order. You could then help your child to weigh each in turn, in grams (g) and to note down the weights. Were their predictions correct? Were there some surprises? <i>Baking:</i> If possible and safe to, you may wish to do some simple baking with your child. Perhaps scones or fairy cakes? Please help them to read the amount of grams (g) from the recipe book and on the scale.


4) **Volume/ Capacity –**

- You may wish to show your child two video clips from the White Rose Home Learning Website; they are under Year 1, summer term, week 6, lesson 1 (introducing capacity and volume) and lesson 2 (measure capacity) <https://whiterosemaths.com/homelearning/year-1/>
- The following link will take you to a few slide shows and activities that link to the non-standard measuring of volume and capacity. The activities are: compare capacity and spoon challenge, they also on YR1 Home Learning page. <https://www.bbc.co.uk/bitesize/articles/zkrf382>
- When beginning to measure volume more accurately, it would be helpful to begin to develop an awareness of the standard unit of millilitres (ml). If you have a measuring jug at home, please familiarise your child with the scale, if it shows millilitres (ml).
- Practical Activity:**
You could ask your child to fill the measuring jug with a small container. Can your child practise filling the jug accurately to measurements that you suggest? e.g. – 50ml/ 100ml/ 200ml ... please check that their eye is level with the line they are aiming for, to be as accurate as possible!


- 5) Revisiting and revising shape from last week: Here are some fluency and maths mastery challenges. You do not need to complete all of them but you could choose a few and have a go. What practical resources could help you? What could you draw to help you?

Here are some extra challenges that could be completed that revisit last weeks learning:

- Which of these shapes is not a triangle?
How do you know?



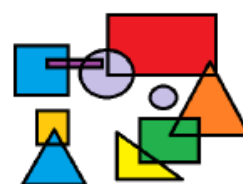
- Triangle, Square, Circle



Which is the odd one out?
Explain your answer.

- Bill built a tower using four different coloured cubes. The red cube was below the green cube. The blue cube was above the yellow cube which was above the green cube. Which cube is on top?

- Can you name all the shapes you can see?
How many of each shape are there?
How are the shapes different, how are they the same?
Children can make their own shape picture and describe them to others.









- Sarah chooses a shape from the grid.



You can ask her 4 questions to work out which shape she is thinking of. She can only answer 'Yes' or 'No'. Which 4 questions would you ask? Can you explain why? Could you ask a different set of questions?

- Use these clues to colour the four squares.
Blue is above green.
Red is below yellow.
Yellow is to the left of blue.



Science	Signs of summer	<ul style="list-style-type: none"> Watch this clip to learn more about summer: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-how-summer-weather-affects-behaviour-of-british-animals-plants/zkdkjhv Talk to an adult about the signs of summer all around us. You could think about hours of daylight, temperature, weather, animals, insects and plants. Can you draw a summer picture and label it with the signs of summer that you discovered? 
PSHE	Caring for our environment	 <p>Watch this clip about how to care for our environment by recycling household waste: https://www.bbc.co.uk/bitesize/clips/z8s87hv </p> <ul style="list-style-type: none"> With an adult can you list some items that can be recycled and some that can't? Can you make a poster explaining the words 'reduce, reuse and recycle'? <p>You could use these websites to learn more about recycling: https://kids.niehs.nih.gov/topics/reduce/index.htm https://www.funkidslive.com/learn/environment/r-is-for-reducing-re-using-and-recycling/# </p>
Art	Pointillism	<ul style="list-style-type: none"> Please see the PowerPoint provided that tells you all about what pointillism is and gives some different examples. Look at the seaside/beach examples given – would it be a good idea to sketch your outline first before painting Now it is your turn! Can you create a seaside or a beachy painting using a pointillist technique? Make sure to email your artwork after!    
<p>Complete the activities that suit you. Please do not think you have to complete it all! We just want to give you lots of variety</p> <p>Please don't forget to let us know how you are getting on. We love to hear from you.</p> <p>Thank you for working so hard and being patient. We appreciate it x</p>		