



Subject	Learning objective	Activities to complete
English/PSHE	Transitioning into year 2	<p>This week for English we will be thinking about our transition into year 2 and making an end of year booklet. When you come back to school in September, you could give this booklet to your new teacher.</p> <p>This is a great opportunity to talk to a grown up about how you are feeling about being in year 2 next year. Please see the PDF file sheets, there are 11 different activities which could be completed over this week and the beginning of next week.</p> <p><i>Please note, if you do not have access to a printer you could look at each worksheet on a computer screen before writing your own version.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Phonics	<ul style="list-style-type: none"> To practise the new sounds for your focus phase 	<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. <p>https://www.youtube.com/playlist?list=PLqh11DN6jmbC-OTx1N8jpEo6uCTeTDszR&safe=true</p> <ul style="list-style-type: none"> 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 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>

To be able to count in 2s, 5s and 10s from any given two-digit number.

To recognise odd and even numbers.

This week please practise counting in steps using a 100 square to help. (If you can't print out, the first challenge could be to create your own! Use a ruler to measure out and divide by 10 to try and have equal sized boxes for your numbers.)

1.

*Counting in steps of 2. Use a plain 100 square (can be printed from YR1 Home Learning page) to colour in the numbers starting from 0 that you would say when counting in 2s all the way to 100. Without using the 100 square, how far can you count in 2s? What patterns do you notice on your 100 square? Are the numbers odd or even or both?

*There is also the song for counting in 2s song on the Eschools class page.

*There is a video about counting in 2s on the White Rose website: Summer Term, week 7, lesson 1, counting in 2s <https://whiterosemaths.com/homelearning/year-1/>

2.

*Counting in 5s. Use the 100 square that you coloured for counting in 2s. Colour in the numbers starting from 0 that you would say when counting in 5s all the way to 100. Without using a 100 square, how far can you count in 5s? What patterns do you notice on your 100 square? Are the numbers odd or even or both?

*There is also the song for counting in 5s on the Eschools class page.

*There is a video about counting in 5s on the White Rose website: Summer Term, week 7, lesson 2, counting in 5s <https://whiterosemaths.com/homelearning/year-1/>

3.

*Counting in 10s. Use a 100 square to help. Counting in 10s from any given number two-digit number – what happens to the ones (units)? What happens to the tens?

*There is also the song for counting in 10s on the Eschools class page

*There is a video about counting in 10s on the White Rose website: Summer Term, week 7, lesson 3, counting in 10s <https://whiterosemaths.com/homelearning/year-1/>

4.

*Counting in 3s. Use the 100 square that you used to colour for counting in 2s and 5s. Colour in the numbers that you would say when counting in threes all the way to 100 (instead of colouring it might be better to put a cross through them, as some will overlap with the counting in 2s). Do you notice a pattern on the 100 square? Are the numbers odd or even or both?

5.

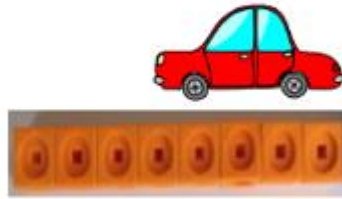
*Play a game using a blank 100 square. Each player decides on whether they will count in 2s, 5s, 10s or 3s. Each player has a different colour pencil. Take it in turns to count in their chosen steps e.g. 2,4,6,8,10. When it is your turn, colour in the number you have said in your own colour, so each player shades their own squares as they go. The winner reaches / passes 100 first.

*Extend yourself, rather than counting on using the 100 square, add in your head and call out the next number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Here are some extra challenges that could be completed that revisit the learning from last week:

- True or false?
The toy car is 8 cubes long.



- Outside collect sticks and place them in order. Use sentences such as This stick is the shortest. This stick is long but that one is longer etc.

- Always, sometimes, never.

The tallest glass holds the most water.

- Tilly, Ben and Mo are describing their glasses of water.

Tilly

My glass has more water than Ben's glass.

My glass is half full.

Ben

Mo

My glass has less water than Tilly's.

Can you fill in how much water could be in each of the children's glasses?



Could you label the glasses using the vocabulary full, empty, half full or quarter full?

- A red brick is double the size of a blue brick.
Which is longer?
2 red bricks or 4 blue bricks?
3 red bricks or 7 blue bricks?
(provide the children with bricks or strips of paper to help them reason with this)

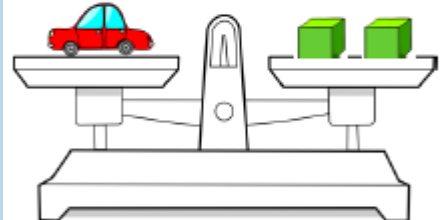
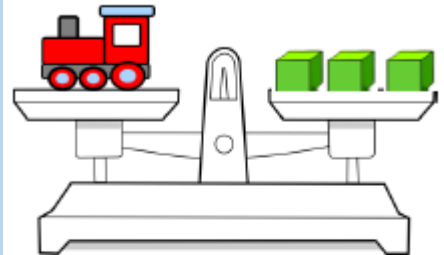
- Hassan says;

A bigger object is always heavier than a smaller object.






Do you agree?
Convince me.


- Look at the balance scales below.

Which of the statements is true?



- The train is heavier than the car.
 - The car is heavier than the train.
 - The train is lighter than the car.
 - The car is lighter than the train.
- The car and the train weight the same amount.

Science	Seasons	<p>This week we are going to make a seasons wheel. This is some we touched on at school before so have a go and see if you can complete this task without the help of a grown up.</p> <ul style="list-style-type: none"> • First see if you can remember the four seasons as well as the 12 months of the year. • Please see the seasons wheel template and labels if you want a little extra support. • For a challenge, you could make your own seasons wheel and labels from scratch. • How could you add in the months of the year onto your seasons wheel? <div data-bbox="1209 143 1551 371">  </div> <div data-bbox="1273 371 1535 629">  </div>
History	Grace Darling	<div data-bbox="491 647 922 882">  </div> <p><i>Grace Darling was a lighthouse keeper's daughter in the Victorian times and she did something very brave.</i></p> <p>Watch this short video about her life: https://www.youtube.com/watch?v=Yv3eS40j0N0&safe=true</p> <ul style="list-style-type: none"> • Think of 5 things you would like to find out about her and write them as questions. • You could use the internet to find the answers to your questions. • Could you put all the famous people you have learnt about this year into one big timeline to show when they lived in history? (Florence Nightingale, Jack Phillips, Amelia Earhart, Christopher Columbus, Grace Darling)
Art/PSHE	Junk modelling	<ul style="list-style-type: none"> • Now you have a good understanding about what items of rubbish you could recycle at home, please have a go at collecting some recycled objects throughout the week. • When you have a small collection of junk modelling resources, could you turn them into a boat? • How could you decorate your boat when it's made? Could you use a painting or a sketching technique that you've already learnt? <div data-bbox="568 1420 983 1722">  </div> <div data-bbox="1043 1420 1493 1722">  </div>

Extra summer activities	Mindfulness	<p>Please also see attached (YR1 Home Learning page) some mindfulness colouring sheets that you could complete if you wanted to.</p> <p>Colouring is good for you because it strengthens the muscles in your fingers, making your handwriting even better.</p> <p>It can also be beneficial for your wellbeing as it's calming and can reduce anxious or stressful thoughts.</p> 
<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>		