




Subject	Learning objective	Activities to complete
English	To build confidence in speaking, listening, reading and writing.	<p>This is the second week of our Talk for Writing programme – please complete the remaining activities that you have left. Please find the activities by following the link below or from the YR1 Home Learning page (we have made the donation to Great Ormond Street Hospital). If you do not have access to a printer, do not worry – perhaps you can transfer a version of the activity onto paper – or discuss with your child whilst looking at it on the computer screen.</p> <p><a href="https://www.talk4writing.com/wp-content/uploads/2020/05/Y1-Sayeeda.pdf">https://www.talk4writing.com/wp-content/uploads/2020/05/Y1-Sayeeda.pdf</a></p>
Phonics	<ul style="list-style-type: none"> <li>To respond speedily with the correct sound to graphemes (letters or groups of letters)</li> </ul>	<ul style="list-style-type: none"> <li>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 <b>a-e/ ay</b> (rain/ make/ ray) and 'ee' can make the same sound as <b>ey/ ea/ e-e</b> (green/ honey/ treat/ these)</li> <li>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.</li> </ul> <p><a href="https://www.youtube.com/playlist?list=PLqh11DN6jmbC-OTx1N8jpEo6uCTeTDszR&amp;safe=true">https://www.youtube.com/playlist?list=PLqh11DN6jmbC-OTx1N8jpEo6uCTeTDszR&amp;safe=true</a></p> <ul style="list-style-type: none"> <li>OR please continue to use the website <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> (username: march20 password: home) for daily revision on the sounds your child is working on.</li> </ul> <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"> <li>'Letters and Sounds' is one of several Programmes of Study that we draw from to teach phonics at Moss Lane. On Monday the 27<sup>th</sup> 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.</li> </ul> <p><a href="https://www.youtube.com/watch?v=u8C8BCB4hvc&amp;safe=true">https://www.youtube.com/watch?v=u8C8BCB4hvc&amp;safe=true</a></p>
Maths	To understand the properties of shape and position	<p>(If you do not have access to a printer, please discuss the activity with your child while it is on the screen or transfer a version of it into their workbook – thank you)</p> <p>1) To revisit the properties of shape and position on mathematics</p> <p>2) To discuss a whole, half, quarter and three-quarter turns. It is probably best to begin by asking your child to stand and perform a full turn; then go into further explanation of the others by encouraging your child to perform the correct amount of turn whilst standing up (as we are on a nautical theme, it would be a good opportunity to discuss compass directions North, East, South and West, to teach them the mnemonic 'Naughty Elephants Squirt Water' to help them remember! And to link the direction to the amount of turn) If you could discuss turning clockwise that would be good and feel free to encourage anti-clockwise turns as well! Please can you also discuss the directions of left and right and the movements of backwards and forwards.</p> <ul style="list-style-type: none"> <li>Once confident with turns and directions you could take the learning outside. Without your child looking, bury a piece of 'treasure' and cover it with an 'x' to mark the spot! In order to locate the treasure, your child must follow the directions that you give them; for example, turn right a quarter turn, now take 3 steps forwards, turn left <math>\frac{3}{4}</math> of a turn and take 8 steps forwards etc ...</li> <li>There is a 'Pirate Paraphernalia!' sheet to print off/ look at on the YR1 Home Learning page – please use the directional and movement language to give your child directions in order for them to reach all of the Pirate Paraphernalia (there is a pirate ship for them to cut out and move and they will need to start on the dark blue square at the beginning of every direction sequence you give them).</li> </ul> <p>3) To discuss the properties of 2D shapes. Please remind your child that they are called two-dimensional shapes, or 2D shapes for short; meaning they have a length and width but no thickness. We call the corners of a shape, where two sides meet, a vertex; the plural is vertices. The line between two vertices is a side.</p> <ul style="list-style-type: none"> <li>There is a '2D properties of shape' sheet to fill in on the YR1 Home Learning page.</li> <li>There is a robot shape worksheet on the YR1 Home Learning page. Please ask your child how many of each shape they can see before they colour them.</li> <li>Can your child go on a 2D shape hunt around your home? Can they keep a record/tally of the shapes they spot?</li> </ul>

		<p>4) To discuss the properties of 3D shapes. Please remind your child that they are called three-dimensional shapes, or 3D shapes for short; meaning that they have a length, width and thickness. 3D objects can be solid or hollow and can be any shape or size. The surface of a 3D shape is called a face; faces can be flat or curved. The edge is the line where two faces of a 3D shape meet. A vertex is a point on a 3D shape where three or more faces meet; vertices is the plural.</p> <p>- There is a '3D properties of shape' worksheet on the YR1 Home Learning page. Please work downwards for each shape and fill in the boxes. Finding similar everyday examples of the shapes will really help when counting faces, edges and vertices.</p> <p>- Can your child go on a 3D shape hunt around your home or whilst you are on a walk? Can they keep a tally or record of the shapes they spot?</p> <p>5) Extra activities if required: Can your child create a picture using 2D shapes? Can your child create a repeating pattern with 2D shapes or 3D shapes?</p>
Science	Bird spotting	<ul style="list-style-type: none"> <li>• Please see the attached 'British birds check list' to help you make notes on which ones you spot whilst out in your garden or on a walk.</li> <li>• Were there any birds you saw that weren't on the list? How could you make a note of them?</li> <li>• Please see the attached 'British bird PowerPoint' to help identify any that weren't on your list.</li> </ul> 
DT	Food technology	<p>This week we would like you to think about making a salad – either a fruit salad or a vegetable salad.</p> <ul style="list-style-type: none"> <li>• Write a list of ingredients that you (and your family) would like included. Check with your grown up you have the ingredients!</li> <li>• Discuss with a grown up the best way to prepare/cut the ingredients.</li> <li>• Working with an adult nearby prepare and cut the food you are using.</li> <li>• Present your salad on a plate or in a bowl. Ask the members of your household to talk about how it looks.</li> <li>• Offer the people in your household the chance to taste your salad. Talk with them about 'What Went Well' and an 'Even Better If'</li> <li>• Write up a review of your food, identifying 'What Went Well' and what would be 'Even Better If'.</li> </ul> 
Art/PSHE	Paper dolls	<p>We are starting to really, really miss the people we love and enjoy spending time with. We haven't been able to be with our friends properly for a very long time.</p> <p>It's time to make your group of friends! Make a chain of paper dolls and turn each doll into a friend who you wish you could spend more time with.</p> <p>You could use this video to help you make the paper doll chain  <a href="https://www.youtube.com/watch?v=CyXoVbPzqI&amp;safe=true">https://www.youtube.com/watch?v=CyXoVbPzqI&amp;safe=true</a></p> 

Please check the Moss Lane Eschools website for any extra resources put up on your child's class page.