



Sandringham Infant and Nursery School

Remote Learning



YEAR 1 - OTTERS AND SQUIRRELS

Week Beginning: 4/5/20

Topic: Up, Up and Away

We are really pleased that our new format for learning is helping structure you and your child's day. The activities below reflect what we would be learning about at this point in the year at school. Remember though- you don't have to do it all; you can adapt it however you like and most importantly have fun and send us pictures of what you do! We know everyone has different circumstances at home and you need to make the home learning work for your family. Make time each day for some physical activity, for reading together or independently and some play and relaxing time. Encourage your child to also include an act of kindness; tidying toys, helping to lay the table, helping to unload the dishwasher, helping to fold laundry, reading a story to a younger sibling etc.

DAY	DAILY ACTIVITIES
Monday	<p>Phonics: Vowel digraph 'or' Watch Alphablocks or Mr Thorne (Links below) Practice reading some real and nonsense words from the lists we sent home. Can you find any words in your books with the or sound? (cord, torch, short, snort, storm). Can you think of your own? Put the words in a real or nonsense sentence. (Say them out loud or write them down). Can you say out loud a rhyming string – torch, porch, dorch, forch (real or nonsense words).</p> <p>English: Watch the Gruffalo on BBCiplayer (Link below) or read the story. Create a story map (see example below) to show the events in the story.</p> <p>Maths: Watch Fractions Halves and Quarters video (Link below) Using the link to White Rose Maths (Link below) Practise finding half of a number, use objects or drawings to help you. Remember that when you find half you are making 2 equal groups.</p> <p>Handwriting: Practice your handwriting. Write your spellings or copy a short passage from a book using your neatest print or cursive handwriting.</p> <p>Science: Watch Cats Eyes 'Plants' again if you need to! (Link below) Update your plant diary. Notice the differences from last week. Has your plant started to grow? How tall is it? Are there any signs of a bud or a flower? Take a photo or draw what it looks like today.</p>
Tuesday	<p>Phonics: Vowel digraph 'ur' Watch Alphablocks or Mr Thorne (Links below) Practice reading some real and nonsense words from the lists we sent home. Can you find any words in your books with the ur sound? (fur, burst, burn, Thursday, purple, church). Can you think of your own? Put the words in a real or nonsense sentence. (Say it out loud or write it down). Can you say a rhyming string?</p> <p>English: Watch the Gruffalo on BBCiplayer (Link below) or read the story. Draw, print or just look at a picture of the setting of the story. Write some sentences to describe what the setting is like. See examples below.</p> <p>Maths: Watch Fractions - Halves and Quarters video again (Link below) Using the link to White Rose Maths (link below), practise finding a quarter of a number, use objects or drawings to help you. Remember that when you find a quarter you are making 4 equal groups.</p> <p>Spellings: Get an adult to test you with your spellings. If you get them right, look at your new spellings. Use look/cover/write/check to practise these. Let us know if any are correct.</p> <p>Art: Design Your Own Seed Packet. Use the Link on Twinkl (below) to copy or print out the template. Look at some seed packets either from home or on-line and look carefully at the information. Your seed packet will need the flower or vegetable name, a picture, instructions on how and when to plant the seeds and how to take care of it.</p>
Wednesday	<p>Phonics: Vowel digraph 'ow' Watch Alphablocks or Mr Thorne (Links below) Practice reading some real and nonsense words from the lists we sent home. Can you find any words in your books with the ow sound? (owl, down, brown, cow, how, flower). Can you think of your own? Put the words in a real or nonsense sentence. (Say it out loud or write it down). Say a rhyming string.</p> <p>English: Watch the Gruffalo on BBCiplayer (Link below) or read the story. Using your story map, write the beginning of the story. Use your character description and setting description to help you add more detail to your story beginning.</p> <p>Maths: Watch Fractions-Fractions Song (Link below) Using the link to White Rose Maths (link below) Practise finding a quarter of a shape. Remember each part needs to be equal and a quarter is 1 part of 4.</p> <p>Topic: Watch the video of Frimley Lodge Miniature Railway. With your family play the memory game "I went on a train and I saw ..." (a cow) Take it in turns to repeat the first sentence and along with the list of items already seen add your own. (I went on a train and I saw a cow and a horse) etc.</p>
Thursday	<p>Phonics: Vowel digraph 'er' Watch Alphablocks or Mr Thorne (Links below) Practice reading some real and nonsense words from the lists we sent home. Can you find any words in your books with the er sound? (her, herb, fern, mermaid and words with the suffix: runner, player, singer). Can you think of your own? Put the words in a real or nonsense sentence. (Say it out loud or write it down). Create your own rhyming string.</p> <p>English: Watch the Gruffalo on BBCiplayer (Link below) or read the story. Using your story map write the middle of the story. Use your character description and setting description to help you add more detail to your story middle.</p> <p>Spellings: Practice your spellings. Try and write each one in a sentence. As many as you are able.</p>

	<p>Maths: Watch one or both of the videos from Monday and Tuesday about fractions. Practise finding halves and quarters of different numbers, objects or shapes. Practise writing the fraction e.g. $\frac{1}{2}$ of 6 is 3</p>
Friday	<p>Phonics: Vowel digraph 'oy' Watch Alphablocks or Mr Thorne (Links below) Practice reading some real and nonsense words from the lists we sent home. Can you find any words in your books with the oy sound? (toy, boy enjoy, royal, oyster). Can you think of your own? Put the words in a real or nonsense sentence. (Say it out loud or write it down). Can you say a rhyming string?</p> <p>English: Watch the Gruffalo on BBCiplayer (Link below) or read the story. Using your story map write the ending of the story. Use your character description and setting description to help you add more detail to your story ending.</p> <p>Maths: Using the link to White Rose Maths (Link below) have a go at the problem-solving activities (Thursdays lesson). You may find that this is too difficult for your child. However, if you feel your child could manage this, then give it a go. If not follow the link below to some challenges on twinkl. Pick the ones you feel your child could have a go at, you may need to read the question.</p> <p>Topic: Make your own Balloon-Powered LEGO car. (See link below) Measure how far your car travels. How could you make it travel further? Take some pictures or make a video of your Balloon Car and send them to us.</p>

Other Creative Activities/Useful Websites...

- The Gruffalo - <https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo>
- Maths website for the week - <https://whiterosemaths.com/homelearning/year-1/> (we are a week behind so looking at w/c 27th April)
- Monday Phonics - <https://www.youtube.com/watch?v=d7LfVYpWyfl>
<https://www.youtube.com/watch?v=TtK7EcfcEM>
- Monday Maths - <https://www.youtube.com/watch?v=VMWa6dDoicc>
- Monday Science - <https://www.youtube.com/watch?v=S3SW77Y4KeU>
- Tuesday Phonics - <https://www.youtube.com/watch?v=d7LfVYpWyfl>
<https://www.youtube.com/watch?v=kCkft7YBHv8>
- Tuesday Maths - <https://www.youtube.com/watch?v=VMWa6dDoicc>
- Tuesday Art - <https://www.twinkl.co.uk/resource/t-t-20954-design-your-own-fruit-and-vegetable-seed-packet>
- Wednesday Phonics - <https://www.youtube.com/watch?v=KMUAjxj6bSk>
https://www.youtube.com/watch?v=EznhbviF_2w
- Wednesday Maths - <https://www.youtube.com/watch?v=DnFrOetuUKg>
- Wednesday Topic - <https://www.youtube.com/watch?v=-7rW42nrhoc>
- Thursday Phonics - https://www.youtube.com/watch?v=BEAuZcRB_cM&list=PLKPT7-KLivK5pmZEYyNpOfsvndHHrgi4f
<https://www.youtube.com/watch?v=DUwKOZzL40Q>
- Friday Phonics - <https://www.youtube.com/watch?v=-nBh1DMlrDM>
<https://www.youtube.com/watch?v=fkyhnm-IHnc>
- Friday Maths - <https://www.twinkl.co.uk/resource/t-n-811-year-1-maths-challenge-cards>
- Friday Topic – <https://www.mombrite.com/balloon-powered-lego-cars>
- Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>
- Put on a Talent Show with your family – what is your talent going to be? Ask Mummy or Daddy to make a video of your talent and send it to us in an email.
- Visit BBC Bitesize for daily lessons - <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>
- Maths Website - <https://www.mathschase.com/>

If you are finding that you are now re-reading some of your books, have a go at reading a book from your book shelf or you can download some free books by visiting <https://home.oxfordowl.co.uk/>

Don't forget: Practise your spellings using Look Cover Write Check. Can you write the words in a sentence? Don't forget to use capital letters, finger spaces and put a full stop at the end. Just do as many as you are able.

When writing, please don't feel that your child has to write reams and reams. It is all about quality rather than quantity. Talk, Write, Check. Rehearse the sentence out loud, write the sentence remembering the correct punctuation and when written, check that the sentence makes sense. Ask your child to write as many sentences as they feel they are capable of, between 2 and 6 sentences is about right although they can write more if they wish.

Optional Topic Project for this half term

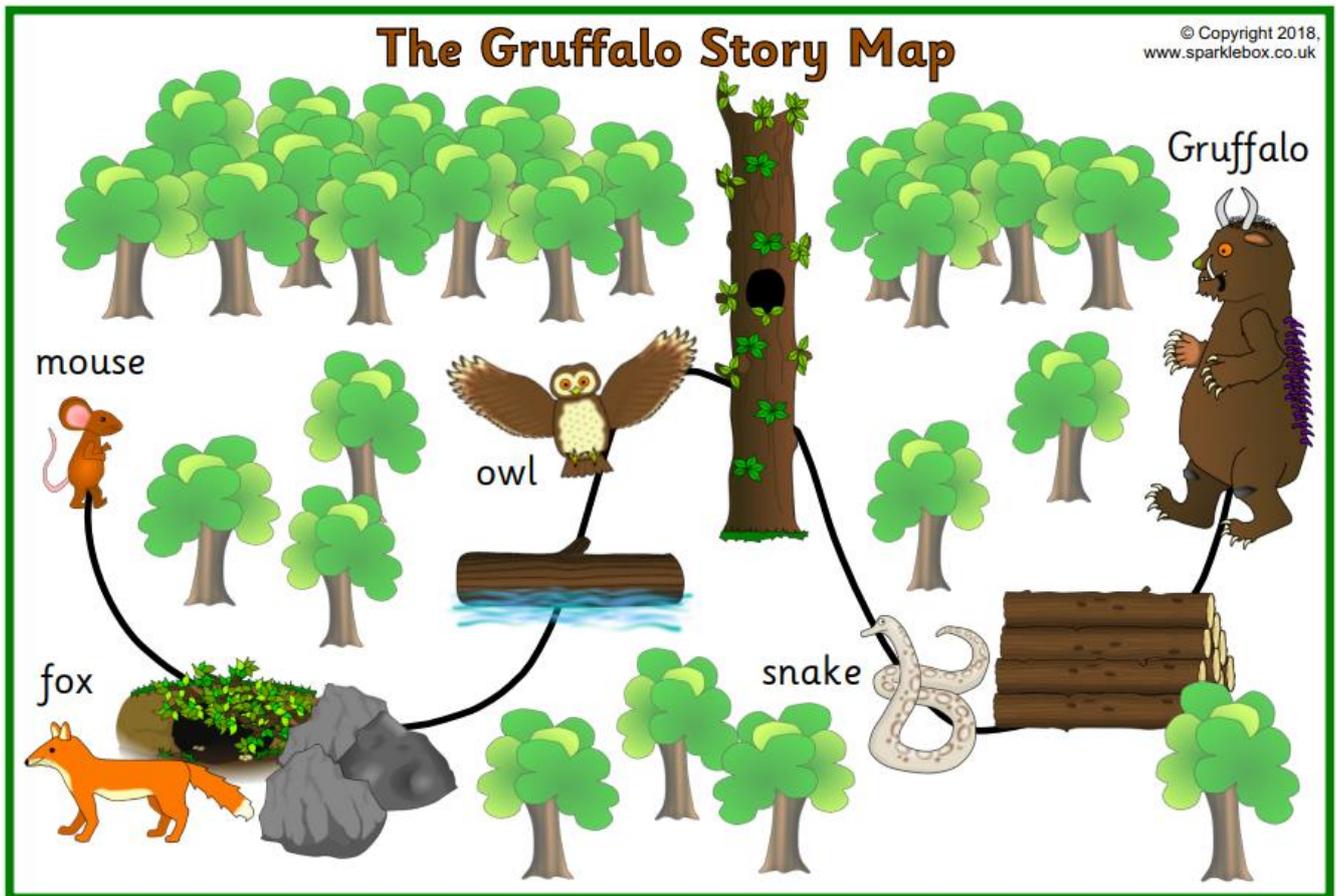
Design and Technology (DT)

Make a vehicle

As part of our Up Up and Away topic we would like you to design and make your own moving vehicle using recycled materials. Think about all the different types of vehicles that you know, how are they the same, how are they different? Pick your favourite vehicle e.g. a police car and design what your vehicle might look like. Make a list a of the materials you would need and collect them. Make your vehicle, paint or decorate it in your own way and then test to see if it will move. Please send us a picture of your building journey and your finished project if you can.



Monday: English – an example of a story map.



Tuesday: English – Story Setting

Here are examples of sentences to describe what the setting is like. Depending on your child's ability, short sentences are fine. However, they might like to add some adjectives if they are able or extend their sentence with the word and.

The trees are tall.

The logs are in a (big) heap.

There are some (white) mushrooms by the tree stump.

The frogs are jumping into the pond.

The lily pads are floating on the water.

A woodpecker is pecking holes in the tree.
The trees are very tall and they have green leaves.
The path is long and it goes by the pond.

We have not written many stories in school as it was planned for the end of the Spring term and the beginning of the Summer term. As Mrs Money said in her newsletter, please remember that a little is better than nothing at all. But also accept that on some days if you child isn't engaging in their learning that it is perfectly ok to leave it and try again the next day. This may well take longer than you expect, so please don't worry.

If you need help or advice with this, please let us know. We are always happy to help you.

Wednesday: English – story beginning

In class we would not expect the children to write the whole story in one go or to include all the detail that is in the actual story. The story beginning will be up to the point where the mouse meets the snake. You may find that it is too much for your child to write about all the animals so they may just write about one or two. As the story is repetitive, it becomes easier – just be guided by your child.

Depending on your child's ability, short sentences are fine. However, they might like to add some detail and what is said. It may be that your child can't write the whole sentence and so you might help them by writing the more challenging words yourself or that they have a go with the first sound and you complete the remainder of the word.

Talk about the beginning of the story and see what your child can remember. When composing the first sentence, ask them to say it out loud before they write it.

Examples:

A little brown mouse took a stroll through the deep dark wood. The fox saw the mouse and he looked good.

or

A mouse went to the woods. He saw a fox.

or

using the sentence above:

_____ _ouse _____ _____ _____ _oods. _____ _aw _____ _____.

(draw lines on the page for each word in the sentence. Your child has a go at writing the words with them writing the initial sound of the words mouse and woods. You write the remaining letters after they have written the initial sound.

Fox said "Where are you going to, little brown mouse? Come and have lunch in my underground house."
Mouse said that he was going to have lunch with a gruffalo.

or

The fox wanted to eat the mouse. The mouse said no.

or

using the sentence above:

_____ _____ _anted _____ _____ _____ _ouse. _____ _ouse _____ _____.

The gruffalo has terrible tusks and terrible claws and terrible teeth in his terrible jaws. The Gruffalo likes roasted fox. The fox ran away.

Or

The gruffalo looks terrible (or bad). He eats foxes. The fox ran off.

or
using the sentence above:

The owl - similar to above but the mouse is having **tea** with the gruffalo
The snake - similar to above but the mouse is having a **feast** with the gruffalo.

Thursday: English – story middle

The middle part is where the mouse meets the gruffalo and we describe what the gruffalo looks like and how they set off along the path.
Discuss this part of the story (up until they both start walking). Talk about what the gruffalo looks like and write down some of the words when your child uses them: terrible, poisonous, purple, knobbly etc.

Here are some examples of what they might write for this part of the story.

The mouse kept walking until he saw the gruffalo.

or
The mouse met the gruffalo.

or
He met the gruffalo

Or
Use the lines as of the previous day with you helping to write some words.

Who is this creature with..... (description)

or
He has terrible claws. He has terrible teeth etc.

or
Use the lines as of the previous day with you helping to write some words.

The Gruffalo wanted to eat the mouse but the mouse said that he was the scariest creature in the wood.

or
He wanted to eat the mouse.

or
Use the lines as of the previous day with you helping to write some words.

They walked and they walked.

Or
They went off.

Friday: English – story end

The end is where the mouse and the gruffalo walk through the woods and meet the animals. (Or animal, depending on how many they met at the beginning.
Talk about what happens at the end of the story, reading it again or watching it if you need to.

Here are some examples of what they might write for this part of the story.

The mouse and the gruffalo met the snake. The snake saw the gruffalo and slid off to his log pile house.

or
They met the snake and the snake slid off.

or
They met the snake.

Similar for the owl and the fox.

The mouse told the gruffalo that they were afraid of him and his favourite food was gruffalo crumble.

or

The mouse liked gruffalo crumble.

or

The gruffalo ran off.

Final sentence if appropriate.

The mouse found a nut and the nut was good.