

Term 6 Topic - What do you suggest makes the perfect garden?

YEAR 1 - Term 6 Week 5 School closure emergency lessons

	Lesson 1 (15 mins Phonics)	Lesson 2	Lesson 3	Lesson 4
M O N	<p>Starter: Practise Phase 3-5 sounds using phonics play speed trials. https://www.phonicsplay.co.uk/resources/phase/5/flashcards-time-challenge</p> <p>Main: Focus on alternative spellings for 'er' Split into 4 groups and think of examples for each, or play 'Investigating Alternative Spellings' WORD SORT https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-er Dictate sentences containing these sounds, children to copy down</p>	<p>Literacy - Traditional Tales</p> <p>This week we will be innovating the story of Jack and the Beanstalk. Using the story structure we will be rewriting it with our characters, objects and setting.</p> <p>By now the children will all know the story really well. Focus on the characters - how could you change them? Jack could be a girl, or an old lady, or Milky White could be Pete the pig. Come up with lots of examples with the children and model the different scenarios. Why might they sell the animal? What could they get in exchange? What could grow outside? You might want to keep the beanstalk, or change it into a giant tree, flower or vine.</p> <p>Work through the story together and focus on the areas you want to change - every story will be different! Make a note of what you came up with so you can make a story map in the next lesson.</p>	<p>Complete White Rose Maths Home Learning. https://whiterosemaths.com/homelearning/year-1/ Summer term week 9- counting to 100 Practice counting to100 forwards and backwards. Watch https://www.youtube.com/watch?v=0TgLf3PMOc Practise counting to 100 in a circle or with a partner, taking it in turns to say the next number. Re- visit counting in 10's. Give the children a 100 square to use. Watch the video, pausing to find the correct numbers on the 100 square. Next use the 100 square to find 1 more/1 less. Continue watching the video, pause to practise counting forwards/backwards using a number track. Complete the worksheets. Finish by playing the Splat game.</p>	<p>PE -</p> <p>Complete races outside: Obstacle course racing 50 metre sprint hurdles Bean bag balancing</p> <p>IF YOU ARE HOMELEARNING - SEND RESULTS IN TO YOUR CLASS TEACHER!</p>
T U E S	<p>Starter: Practise Phase 3-5 sounds using phonics play speed trials. https://www.phonicsplay.co.uk/resources/phase/5/flashcards-time-challenge</p> <p>Main:</p>	<p>Literacy -</p> <p>Using the ideas from yesterday's lesson, start to create a story map to illustrate how your story will unfold. Remember which parts you edited! If you want to change more as the story progresses you can add things to your story map.</p>	<p>https://whiterosemaths.com/homelearning/year-1/ Summer term week 9- partitioning numbers What does partitioning mean? What can we use when doing this? (part/whole model) Give the children some dienes- a mixture of tens and ones, hold up a number, can the</p>	<p>Topic</p> <p>Bean diary Children to observe what has happened to their beans. Has anything changed? Does the bean look the same as last time? Are there any leaves now? Why do the children think</p>

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<p>alternative spelling ure</p> <p>Focus on alternative spellings for 'ure'</p> <p>Split into 4 groups and think of examples for each, or play 'Investigating Alternative Spellings'</p> <p>WORD SORT</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ure</p> <p>Dictate sentences containing these sounds, children to copy down.</p>	<p>Make sure you keep the structure of the story the same - a character climbs up a magic plant and steals 3 things. What will they steal? Where will they visit?</p> <p>Use the illustrations to help you to tell your story. Don't rush - we will be continuing this tomorrow!</p>	<p>children make the number with the dienes? How many tens and how many ones do they need? Practise a few times.</p> <p>Watch the video, ask the children to make the numbers using the dienes and a part/whole model, can they fill in the missing parts?</p> <p>Give the children a place value chart. Have a go at completing the sentences using the place value chart. Complete the worksheet.</p>	<p>some beans have grown better than the rest? Is it where they have been situated, have they had enough light, enough water, too much water??</p> <p>Complete final entrance of bean diary.</p>
<p>W Tricky Words</p> <p>E Play tricky word trucks</p> <p>D phase 2-5a focus on reading skills and decoding.</p> <p>Main:</p> <p>Practise reading the phase 5b tricky words. Make a note of any that you found difficult and make sure to practise them!</p> <p>Extension: can you have a go at spelling some of them?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/tricky-word-trucks</p>	<p>Literacy -</p> <p>Use today's lesson to finish your story map. Check back through to make sure you haven't missed any key details out. C</p> <p>Can you add keywords to help you remember how your story develops, such as character names, the names of the objects that are stolen?</p>	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Summer term week 8 lesson 3- comparing numbers</p> <p>What is comparing numbers? What do we say? Can the children remember the symbols that we use when we compare numbers? When you come to the Have a go section, ask the children to make the numbers that are modelled in the video using dienes, can they then record the correct symbol to compare them. Move onto compare numbers using a 100 square. Have a go at the numbers on the video, recording the answers on a whiteboard. Complete the worksheets.</p>	<p>Science -</p> <p>https://www.bbc.co.uk/teach/class-clips-video/the-changing-seasons/zh4rkmn</p> <p>Make a pretty flowery crown from a paper plate and paper flowers.</p> <p>You will need:</p> <p>A paper plate Coloured paper Paint, felt tips, or crayons Scissors Glue Other decorations if you have them.</p> <ul style="list-style-type: none"> ● Cut a slit through the centre of the paper plate, leaving about an inch at

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				<p>the edges of the plate. Cut three more slits.</p> <ul style="list-style-type: none"> • Bend the triangles formed by the cuts upwards, forming leaf-like shapes. • Paint the crown light green (or use markers or crayons to colour it). Let the paint dry. • Cut out some coloured paper or tissue paper flowers for your hat. Any shapes will do - let your imagination run wild and invent your own flowers. • Glue flowers to the crown. 
<p>T H U R S</p>	<p>Starter: Practise Phase 3-5 sounds using phonics play speed trials. https://www.phonicsplay.co.uk/resources/phase/5/flashcards-time-challenge</p> <p>Main: Compound Words - Today's focus will be on compound words (two words that join together to make a new word, e.g. green/house. These simple words will make sense on their own.</p>	<p>Literacy -</p> <p>As a school, we are asking all of the children to write about their experience of lockdown. In Year 1 we would like the children to write a postcard to a friend or family member, explaining what they have been doing. We will ask the children in class to choose an event or activity that they enjoyed doing, e.g. gardening, bike rides, walks to the park, baking or painting.</p> <p>An example would be:</p> <p>Dear _____</p>	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Summer term week 8 lesson 4- comparing numbers (2)</p> <p>Re cap counting in 10's forwards and backwards. Play a game with the children saying : If I had 3 groups of 10, how many would I have? If I had 5 groups of 10, how many would I have? Continue choosing different amounts. If needed spend some time making different numbers using dienes, making sure the children understand how many tens and how many ones are needed. Can the children remember what comparing numbers means? What symbols did the children use? Using a</p>	<p>PSHE - Harold Has a Bad Day</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-has-a-bad-day</p> <p>Ask the children what behavior means (what people do and how they act). Ask the children to think of times at home and at school when they have been helpful/unhelpful, kind and unkind. Who is affected by ur behaviour? Is it only the children or is it also other people? Read the story of Harold's bad day with the children and</p>

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	<p>Introduce the children to the concept and see whether they can think of any examples. How many can you come up with? Make a list.</p> <p>How many can the children spell independently?</p>	<p>In lockdown I loved making cakes with my family. I missed my friends but I played with lots of my toys!</p> <p>Love from _____</p> <p style="color: red;">If you are doing Home Learning, please send a copy of the work to your class teacher.</p>	<p>place value grid make the numbers on the video and compare them. Pause the video at the appropriate place and have a go.</p> <p>Complete the worksheets.</p>	<p>discuss what happens? Harold's behaviour affected some of the special people in his life. Ask the class to share who some of the special people in their lives are.</p> <p>On a slip of paper write the beginning of the sentence: I promise that I will try to.....The children have to finish the sentence by writing about a change of behaviour they would like to try out eg I promise that I will try to keep my bedroom tidy. The children then give their slip to their special person. To end on a note of positive behaviours ask the children to complete When I am..... it makes my special person happy.</p>	
<p>F R I</p>	<p>Starter: Practise Phase 3-5 sounds using phonics play speed trials. https://www.phonicsplay.co.uk/resources/phase/5/flashcards-time-challenge</p> <p>Main: Revise compound words again. What examples can they think of? Play Compound Words - select text 1 and read through. How many compound words can you splat? Try with Text 2 as well.</p>	<p>SPaG - Adding er and est</p> <p>Revise the meaning of suffix - where does it go on a word? Remind them of 'ing' last week - what type of word was 'ing' added to?</p> <p>Focus on the suffixes 'er' and 'est'. Can they have a think about what they might mean? Talk about how these suffixes are added to ADJECTIVES. Discuss how 'er' is used to compare two things, while 'est' is used to compare three or more things. Can children think of any examples? Go through powerpoint.</p> <p>Complete 'er' and 'est' worksheet. Can the children write some sentences using the example words?</p>	<p>Today we will revisit some of the concepts covered during the week.</p> <p>First play Bingo- ask the children to write 4 numbers on their boards between 20- 100.. Pose the question: this number has 2 tens and 5 ones, if you have this number cross it out. Continue until someone has crossed out all 4 numbers.</p> <p>Next give each child a set of digit cards 1-9. Using their cards ask them to make the largest number they can, can they make the smallest number? How do they know they have made the largest number? What can they say about the number of tens and ones in their number? Challenge: can they now make 2 different numbers and record on a whiteboard the correct symbol that</p>	<p>Music/Art</p> <p>Can you research Van Gough? What do you think about his art work? What techniques do you think he uses? Can you have a go at making a copy of his sunflowers artwork.</p>	

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<https://www.phonicsplay.co.uk/resources/phase/5/compound-word-splat>

would go in the middle when comparing them. Can they make different numbers and compare them using all their digit cards.

Extension: Complete the missing number sheet (Twinkl) Children to use a 100 square to support.



Challenge: can you make a second attempt and improve on your first. Look very carefully at the detail he uses.

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The form consists of a large outer rectangle with a thick black border. A vertical line divides the interior into two sections. The left section is a large empty square. The right section contains a smaller empty square in the upper right corner and six horizontal lines for writing below it. Small blue squares are located at the corners of the outer frame and at the top and bottom of the vertical dividing line.

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