

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

YEAR 1 - Term 6 Week 6 school closure emergency lessons

	Lesson 1 (15 mins Phonics)	Lesson 2	Lesson 3	Lesson 4
M O N	<p>Starter:</p> <p>Revise all phase 2-5 sounds. How many can the children write down? Make sure to give the sound in an example word, e.g. 'ow' in 'cow', 'ou' in 'cloud'</p> <p>Main:</p> <p>Complete the 'au' phoneme spotter postcard. Using a highlighter, can the children highlight the words containing the 'au' phoneme. Read through the postcard together, discussing any words that need defining.</p>	<p>Literacy -</p> <p>Spend this week writing up your innovated Jack and the Beanstalk story. Use your story map to remind you of the order, and the objects/characters/events you changed. Break down the writing so that you complete a few boxes of your story map each day. If you like, you could make a booklet to write the story in!</p> <p>Focus on: sentence structure, punctuation and finger spaces. Read back through your work to check if you have missed any out. Does your writing make sense? Can you include words ending in 'ing', 'er' or 'est'? Can you include prefixes such as 'un'? What adjectives can you use to describe your objects, (e.g. sparkly tiara, or terrifying dwarf)?</p>	<p>Complete White Rose Maths Home Learning. https://whiterosemaths.com/homelearning/year-1/ Summer term week 10 lesson 1- ordering numbers. Watch the video and pause at the appropriate place. Using a 100 square ask the children to put a circle round the numbers from greatest to smallest. Remind children about partitioning numbers into tens and ones. Focus on looking at how many tens there are in a number, next look at how many ones. Write a selection of numbers on the board, can the children record on a whiteboard the numbers from greatest to smallest. Complete the worksheets. https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering</p>	<p>PE -</p> <p>Forest School</p> <p>Yoga - https://www.youtube.com/watch?v=YR1OxBk8BF4</p>
T U E S	<p>Starter:</p> <p>Revise all phase 2-5 sounds. How many can the children write down? Make sure to give the sound in an example word, e.g. 'ow' in 'cow', 'ou' in 'cloud'</p> <p>Main:</p> <p>Complete the 'aw' phoneme spotter postcard. Using a</p>	<p>Literacy -</p> <p>Spend this week writing up your innovated Jack and the Beanstalk story. Use your story map to remind you of the order, and the objects/characters/events you changed. Break down the writing so that you complete a few boxes of your story map each day. If you like, you could make a booklet to write the story in!</p>	<p>https://whiterosemaths.com/homelearning/year-1/ Summer term week 10- lesson 2- recognising coins. Show the children a selection of coins, do they know any? https://www.youtube.com/watch?v=C0kBaQHnpSM Have the children used any when they have been out shopping? Watch the video, pausing to have a go. If possible give the children a selection</p>	<p>Topic -</p> <p>This week we will be answering our driving question - what makes a perfect garden? Considering what we have learned about plants, flowers and trees, what do YOU think makes a perfect garden? What climate will your garden have? What features will it include, e.g. a pond, a bridge, or a swing? How will your garden</p>

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	<p>highlighter, can the children highlight the words containing the 'aw' phoneme - how many different ways is it spelt? Read through the postcard together, discussing any words that need defining.</p>	<p>Focus on: sentence structure, punctuation and finger spaces. Read back through your work to check if you have missed any out. Does your writing make sense? Can you include words ending in 'ing', 'er' or 'est'? Can you include prefixes such as 'un'? What adjectives can you use to describe your objects, (e.g. sparkly tiara, or terrifying dwarf)?</p>		<p>of coins and ask them to sort them. How have they sorted them? Does the largest coin represent the greatest value? What about the smallest coin? Finish the video and complete the worksheets. https://www.topmarks.co.uk/money/coin-s-game</p>	<p>be laid out - will it have grass or paths? Think about the type of trees you will have. What will happen in the winter if all of your trees are deciduous? What colours would you like to see in your garden? Will you use your garden to grow any fruit or vegetables? Using the template, use this lesson to plan out your garden, mapping how it will look and the colours it will be.</p>
W E D	<p>Tricky Words Main:</p>	<p>Literacy -</p> <p>Spend this week writing up your innovated Jack and the Beanstalk story. Use your story map to remind you of the order, and the objects/characters/events you changed. Break down the writing so that you complete a few boxes of your story map each day. If you like, you could make a booklet to write the story in!</p> <p>Focus on: sentence structure, punctuation and finger spaces. Read back through your work to check if you have missed any out. Does your writing make sense? Can you include words ending in 'ing', 'er' or 'est'? Can you include prefixes such as 'un'? What adjectives can you use to describe your objects, (e.g. sparkly tiara, or terrifying dwarf)?</p>		<p>https://whiterosemaths.com/homelearning/year-1/ Summer term week 10 lesson 3- recognising notes. https://www.youtube.com/watch?v=5DDI_RIZB0c Watch this clip looking at the different notes used in the UK. Watch the video. What do the children notice about the notes? How can they be sorted? Can they be sorted by shape or size? Compare the notes using the greater than and less than symbols. Finish the video and complete the worksheets.</p>	<p>Science -</p> <p>Remind children of the seasons - can they remember the order through the year? Watch the clip and discuss any major changes they notice. Match up to the season it happens in.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/the-changing-seasons/zh4rkmn</p> <p>Children to complete Pack a Suitcase activity. Where will they go on holidays, what items will they need to take with them based on the season?</p>
T H U R S	<p>Starter: Revise all phase 2-5 sounds. How many can the children write down? Make sure to give the sound in an</p>	<p>Literacy -</p> <p>Spend this week writing up your innovated Jack and the Beanstalk story. Use your story map to remind you of the order, and the objects/characters/events you changed.</p>		<p>https://whiterosemaths.com/homelearning/year-1/ Summer term week 10- lesson 4- counting coins.</p>	<p>Zoom call</p> <p>This afternoon we will arrange a Zoom call with the children who are still at home and those at school. The Swifts and Swallows will have separate</p>

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	<p>example word, e.g. 'ow' in 'cow', 'ou' in 'cloud'</p> <p>Main:</p> <p>Complete the 'ay' phoneme spotter postcard. Using a highlighter, can the children highlight the words containing the 'ay' phoneme. Read through the postcard together, discussing any words that need defining.</p>	<p>Break down the writing so that you complete a few boxes of your story map each day. If you like, you could make a booklet to write the story in!</p> <p>Focus on: sentence structure, punctuation and finger spaces. Read back through your work to check if you have missed any out. Does your writing make sense? Can you include words ending in 'ing', 'er' or 'est'? Can you include prefixes such as 'un'? What adjectives can you use to describe your objects, (e.g. sparkly tiara, or terrifying dwarf)?</p> <p>IF YOU ARE HOME LEARNING - SHARE YOUR STORY WITH YOUR CLASS TEACHER!</p>	<p>Re-visit the clips on coins .https://www.youtube.com/watch?v=dFzAU3u06Ps Watch the video- what do the children notice in the Have a go section- what coins are they counting? Are they counting in 1's? Look at the next selection of coins? What will they have to count in this time? Finish watching the video by counting the different coins, how much would there be in total? Have a go at : https://www.topmarks.co.uk/money/toy-shop-money Complete the worksheets Finish with : .https://www.youtube.com/watch?v=o-d5n3ltpwg</p>	<p>calls so look out on Seesaw for the link to be sent. There will be time for the children to catch up with each other and see what everyone has been doing. The children at home are welcome to bring along work they are proud of, or a toy from home they would like to share. There will also be a story time, and possibly some singing/dancing!</p>
<p>F R I</p>	<p>Starter:</p> <p>Revise all phase 2-5 sounds. How many can the children write down? Make sure to give the sound in an example word, e.g. 'ow' in 'cow', 'ou' in 'cloud'</p> <p>Main:</p> <p>Complete the 'ea' phoneme spotter postcard. Using a highlighter, can the children highlight the words containing the 'ea' phoneme - how many different ways is it spelt? Read through the postcard together,</p>	<p>SPaG - Compound Words</p> <p>Following on from last week's phonics, can the children remember what a compound word is? How do you make one? Can they think of any examples? Make a mind map of some on the board. Demonstrate to the children how the two words have separate meanings, e.g. foot and ball, but together they make something new. Discuss the meanings behind the words and why the compound words might have been used, e.g. rainbow.</p> <p>Complete the Compound Word activity sheet below, adding your own if not included.</p>	<p>Today's lesson we will be re visiting some of the concepts that we have covered over the last few weeks. Ask the children to begin by counting forwards and backwards to 100 starting from any number, can they count with a partner? Continue counting in 2's, 5's, 10's. Watch: https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs</p> <p>Next, remind the children of the work that we covered on money, what coins and notes do the children remember? https://www.bbc.co.uk/teach/supermovers/ks1-maths-money/zht4nrd</p>	<p>Music/Art</p> <p>Continue with Jack and the Beanstalk song, part 3: https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song3/z6ydkmn</p> <p>Focus on the ascending scale in the chorus, encouraging the children to sing softly and accurately as the notes progress up the scale.</p> <p>Golden Time</p>

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	discussing any words that need defining.			Put a selection of numbers on the board- can the children arrange them from greatest to smallest and vice versa. Can the children fill in the missing numbers on a 100 square (see Twinkle missing minibeast sheet).			
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Compound Words Spelling Activity

1. Use the pictures below to make compound words.

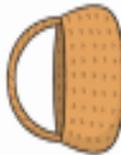
earthquake eyeball popcorn blackberry basketball
butterfly toothbrush snowflake fireplace rainbow



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2. Now write a sentence containing each of the other compound words from the word box. *Don't forget capital letters and full stops!*