

SHERWOOD PRIMARY SCHOOL

YEAR 1 REMOTE LEARNING PLAN

Monday 1st June – Friday 5th June 2020



Our theme this week is:

LETS GO FLY A KITE

KEY VOCABULARY

rigid	unable to bend or be forced out of shape; not flexible
flexible	capable of bending easily without breaking
rough	having an uneven or irregular surface; not smooth or level
smooth	having an even and regular surface
property	a quality, or characteristic of something
material	the matter from which a thing is or can be made

KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

year1@sherwood.lancs.sch.uk

DESIGN TECHNOLOGY

Look at a range of kite designs, sizes and styles
https://central.espresso.co.uk/espresso/primary_uk/subject/news/video/item1056238/grade1/index.html?source=search-all-all-all&source-keywords=Kites

Think about properties of kites- size (is larger better?), shape, weight, flexible.
 Now think about how you would like your kite to look? Look at examples- what do you see?
 Brightly coloured, symmetrical patterns, tassels etc.

Watch the following clips of possible ways to create a kite:

<https://www.youtube.com/watch?v=dismSOx3a0g>

<https://www.youtube.com/watch?v=oZOEul63Ac>

https://www.youtube.com/watch?v=TRV_b_BxW_Cg

<https://www.youtube.com/watch?v=IE8TtfNybr4>

<https://www.youtube.com/watch?v=VINWr9eEaUk>

Create four different kite designs from the examples you have seen. Use the design sheet, either print it out or use the same layout in your remote learning book.

Now draw your final design of the kite you intend to make. Add labels for the materials you will be using and how you will be attaching the parts together.

Use the Final Design sheet on the remote learning page to help you. Either use the sheet itself or use it as a guide for what to put in your book.



SCIENCE

Materials:

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1134421/grade1/module1128907/index.html

Create your own freely bag or wear a blind fold. Now feel a variety of items collected from around your home and outside.

Describe the properties of what you feel: Soft, hard, smooth, rough, rigid, flexible etc.

Now look at the item. Do you know what it is made out of?

Why was that material used? For example, my chair is made of plastic because it is strong, hard and smooth.

Exploring materials for your kite.

What could you use?

Kitchen roll

Tin foil

Plastic bag

Newspaper

Fabric

Could you use these? Why? Why not?



ENGLISH CORE LEARNING TASKS

Explore a range of non-fiction texts and booklets.
Watch Mr Wilson's video about non-fiction texts.
Log in to Rising Stars for a selection of non-fiction reading books to enjoy.

Find the Key features of a non-fiction text:

Contents page / Glossary / Index

Heading / Subheading

Pictures / diagrams

Captions

How is a non-fiction text different from a fiction text like 'The Scarecrow's Wedding'?

Shorter, less descriptive sentences.

Enjoy reading non-fiction texts of your own at home or researching facts about things that interest you.

From the books you have read you could write up to 6 sentences about 6 different things you have researched. With each sentence you could have a title and picture. For example:

Spider-Man



Spider-Man's web dissolves within an hour and yet is strong enough to hold the Hulk.

MATHS CORE LEARNING TASKS

Sharing.

'I have 10 chocolates. I want to share them between 2 people. How many will they get each?'

What is another word for share? Divide

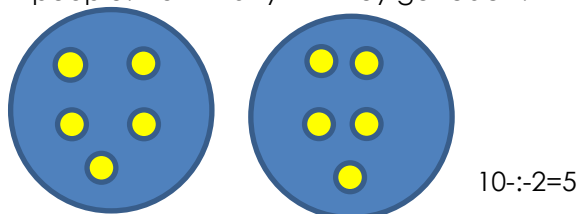
What is the symbol for division? :-

Read a number sentence with a division symbol in.

Write down 10 divided by 2.

Demonstrate how to share by drawing 2 groups

and sharing equally by counting to ten.

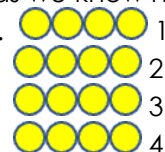


Grouping.

A group of pirates has 16 gold coins. Each pirate has 4 coins. How many pirates are there?

Here we can set our problem out like an array as we know how many items we have.

We count them out in groups until we reach 16. $16 :- 4 = 4$



Complete the assigned Mathletics tasks on sharing and grouping: <https://login.mathletics.com>

EXTENSION ACTIVITY: Complete the activity sheets on the remote learning page for sharing and grouping. Use the sheet or write answers straight into your remote learning books.

SPELLING/PHONICS FOCUS

TEACH	PRACTISE	APPLY
Teach spelling tricky words out, made, came. Review pronunciation of 'g' as in goat, gold, get. Teach alternative pronunciation of 'g': gent, gem, magic, ginger.	Practise spelling polysyllabic words: gymnastics, magician, gently, Gillian.	Reading sentences. I don't have the energy to go to the gym.
Teach reading polysyllabic words using words with alternative pronunciations of 'g': magic, danger, energy.	Practise spelling polysyllabic words: gorilla, dagger, dangerous, ginger.	Writing sentences. There is danger ahead!

Please use this link to Scully's phonics:

https://central.espresso.co.uk/espresso/primary_u k/subject/module/frontscreen/item63427/gradef/index.html

Continue to practise reading and spelling the 100 high frequency words for Year 1.

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Here is a game for you to play to practise your recall of number facts to 20.

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Make sure you click on 'add' or 'subtract' and 'numbers to 20'.

By the end of Year 1 children should be able to recall number bonds to 10 and some to 20.

