

Friday 22nd January 2021

Phonics Task

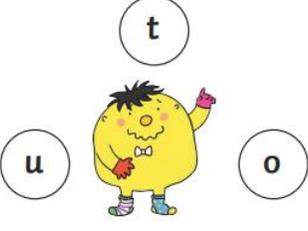
Must	Should	Could
<p>We are going to practise a range of set 1 sounds and practise reading and writing CVC words. Listen to this phonic video: https://www.youtube.com/watch?v=jPVbJ-laHlw</p> <p>Join in with the video to practise how to pronounce all the sounds correctly.</p> <p>Then practise reading and writing the following CVC words:</p> <ul style="list-style-type: none">• man• pop• zip• cap• challenge try reading these CCVC words – clap and step	<p>Watch the following video showing Mr Thorne and Geraldine the giraffe practising the digraph 'or'</p> <p>https://www.youtube.com/watch?v=33kvsqyOYdg</p> <p>Join in with the video to practise how to pronounce the sound correctly and how to sound out and blend words that have this sound in them.</p> <p>Then practise reading and writing the following words that have the 'or' sound in them:</p> <ul style="list-style-type: none">• fork• short• story• sport• horse	<p>Watch the following video to practise the 'aw' sound. This is a digraph. https://www.youtube.com/watch?v=7xvdbR6g060</p> <p>Join in with the video to practise how to pronounce the sound correctly and how to sound out and blend words that have this sound in them.</p> <p>Then practise reading and writing the following words that have the 'aw' sound in them:</p> <ul style="list-style-type: none">• saw• yawn• paw• draw• crawl• challenge - strawberry

Challenge – If you have time try writing a sentence with some of these words. Can you even include an adjective and/or conjunction in your sentence?

English Task

SPaG (starter task to complete before doing the main task below):

Complete the following activities:

<p>Practise writing these spellings. a</p> <p>see _____</p> <p>look _____</p> <p>too _____</p>	<p>Write these two sentences again, but as one sentence, joining them with 'and'. c</p> <p>Mum got a car. I got to go in it.</p> <p>_____</p> <p>_____</p>	<p>Tick the correct sentence. e</p> <p>Get the pen now! <input type="checkbox"/></p> <p>Get the pen now? <input type="checkbox"/></p>
<p>Which tricky word has Mr Whoops been juggling with? b</p> <p>_____</p> 		<p>Tick one word that can have '-ing' added to the end to make a new word. f</p> <p>for <input type="checkbox"/></p> <p>cook <input type="checkbox"/></p> <p>high <input type="checkbox"/></p>
<p>Circle the words you think should have a capital letter. d</p> <p>chair dan josh</p>		

Challenge – can you up level the sentence you have written in section c with a range of adjectives? Can you include a conjunction or a simile?

Main task:

Remember to look here on Seesaw to access the list of Literacy videos (on adjectives, conjunctions, alliteration, similes, adverbs and speech marks) and the adjective/conjunction word mats.

Today we are going to continue with our work on Toy Story 4. We are going to be working on short clips from the film. Here is the link:

<https://www.youtube.com/watch?v=9pn8utbTtnU>

Watch this video today up to 3 minutes and 31 seconds.

Today we are going to describe the character 'Woody.' You need to think about how he looks, how you would describe him using adjectives, what he likes and how he feels and why.

Must

Describe the character 'Woody' using some adjectives. Can you try to extend a sentence with the conjunction 'and'?

You can use the following writing scaffold:

Woody is _____.

Woody has _____.

He is _____.

He has _____.

Woody has _____ and _____.

Should

Describe the character 'Woody' using some interesting adjectives and the conjunction 'and.'
Can you try to extend a sentence with the conjunction 'because'?

You can use the following writing scaffold:

Woody is _____.

Woody has _____ and _____.

He is _____.

He has _____ and _____.

Woody feels _____ because _____.

Could

Describe 'Woody' using a range of adventurous adjectives and conjunctions. Can you include a simile and/or an adverb?

You can use the following writing scaffold to help you but you may also choose to write more independently:

Woody is _____ because _____.

He is _____ but _____.

He has _____ and _____.

Woody also has _____, _____ and _____.

He feels _____, _____ and _____.

Woody moves _____ to the bin so _____.

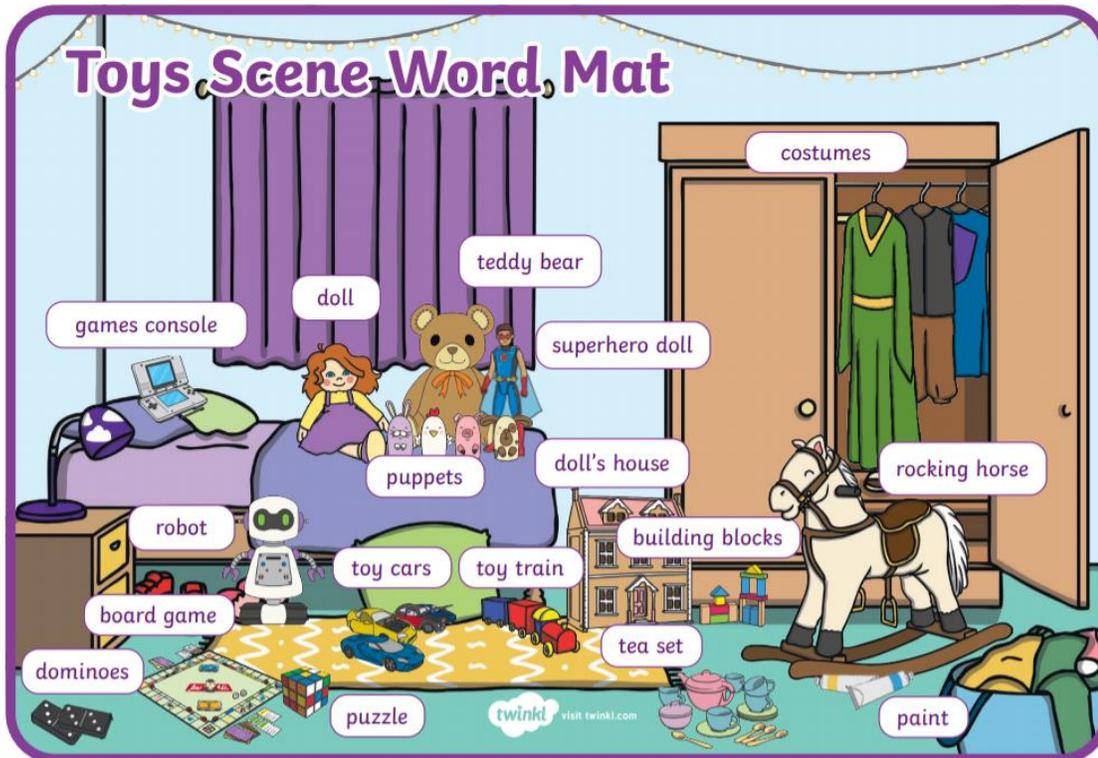
Woody is as _____ as _____.

If you find these tasks tricky try the following activity:

Look at this picture and say what you can see.

Can you use the sentence starter 'I can see...' to talk about it?

Can you try to write some of the things you can see in this toy scene?



Maths Task

Starter

Song of the day:

<https://www.youtube.com/watch?v=-kHtGbnYKGcoct=2s> - odd and even

<https://www.youtube.com/watch?v=zpqSo341Oag> - odd and even

Using number cards 0 – 10, how many ways can you make the statement correct?

_____ is more than _____

Task: (Remember to choose must, should or could)

Must:

What is 1 more?

- If you do not already have them, make some number cards 0 to 20.
- Choose a number card, write the number in your home learning book, find 1 more than this number and record in your book.

E.g.

4

1 more = 5

Should:

Correct/incorrect or the odd one out!

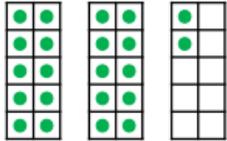
Read the question to decide:

Which statement is incorrect?

1.

Tom: One more than 22 is 32.

Aiza: One more than 22 is 23.

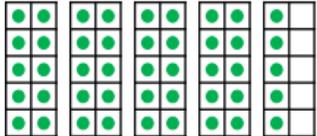


20	21	22	23	24	25
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2.

Theo: One less than 45 is 43.

Erin: One less than 45 is 44.



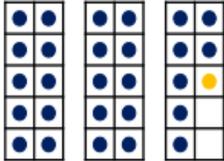
42	43	44	45	46	47
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Which one is the odd one out?

3.

A. One more than 37 is 38.

B.



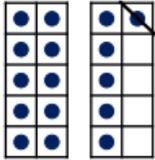
C.

33	34	35	36	37	38	39	40	41
----	----	----	----	----	----	----	----	----

4.

A. One less than 16 is 15.

B.

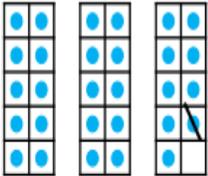


C.

13	14	15	16	17	18	19	20	21
----	----	----	----	----	----	----	----	----

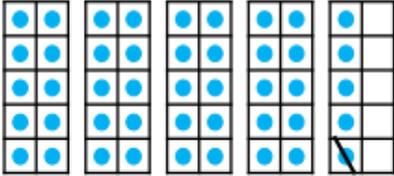
Esme has drawn a number track to match the tens frames. Is she correct? Explain your answer.

5.



23	24	25	26	27	28	29	30	31	32
----	----	----	----	----	----	----	----	----	----

6.



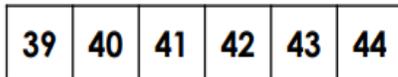
41	42	43	44	45	46	47	48	49	50
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Could:

Which statement is incorrect?

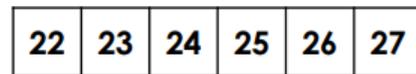
1.  One more and one more again than 41 is 43.

 One more and one more again than 41 is 45.

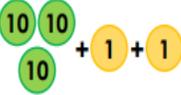


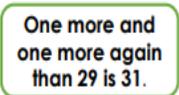
2.  One less and one less again than 25 is 22.

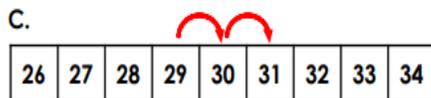
 One less and one less again than 25 is 23.



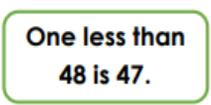
Which one is the odd one out?

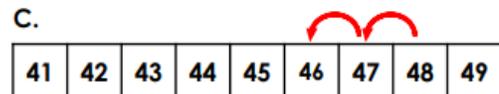
3. A.  + 1 + 1

B. 



4. A. 

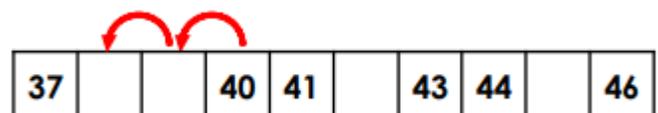
B. 



5. Stan has drawn a number track to show 1 more than twenty nine. Is he correct? Explain your answer.

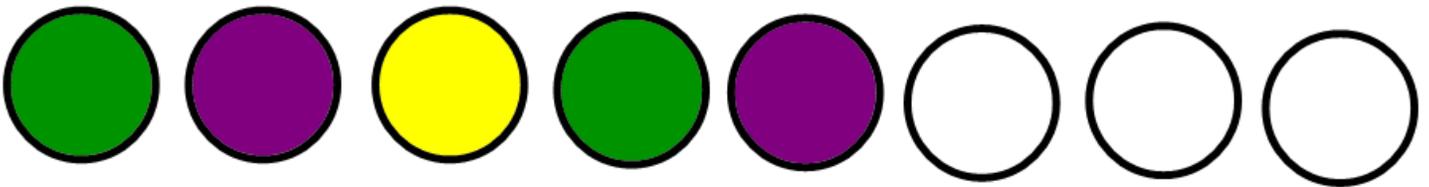
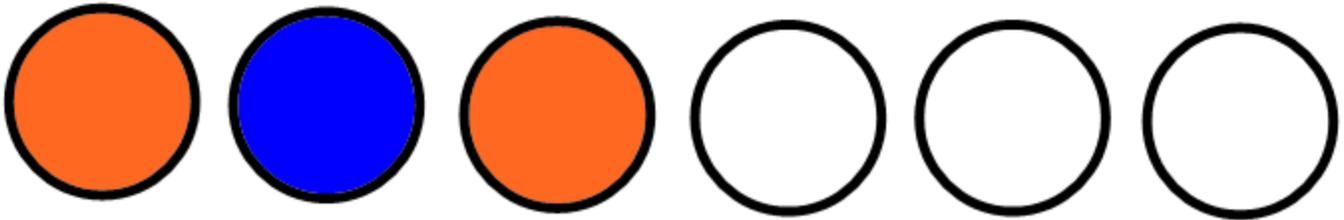
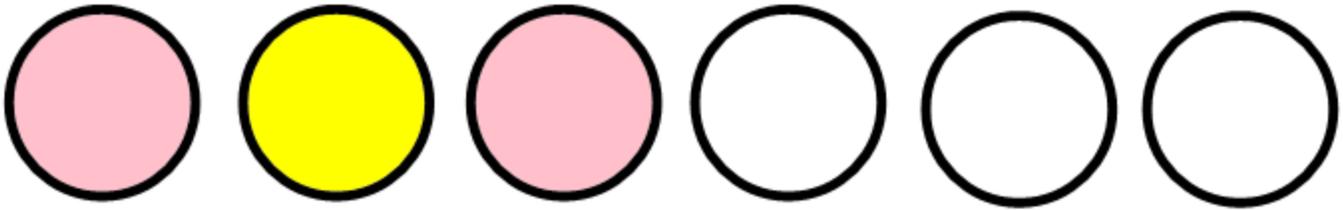


6. Isla has drawn a number track to show 1 less than forty. Is she correct? Explain your answer.



If you find this tricky, why not try:

Can you create and complete these repeated patterns?



Mathletics

Have a go at some of the activities on Mathletics. (You do not need to do this everyday)

Handwriting Task

Remember to use the tripod grip. Start with your pencil on the line with a 'here we go' lead in line and finish with a 'flick'.

Try writing a few of these letters:

Letter Formation Handwriting Sheet with Rhymes

a b c d e f g h i

Whoosh in and round you go, Up, down and kick out a's toe.

Whoosh in and up tall and back down, then halfway up and all the way round. Add a lead at the end, so b can join onto a friend.

Whoosh in and curl the c. C joins other letters easily.

Whoosh up halfway and go around, then all the way up and back down. Kick out d's toe, and she's ready to go.

Whoosh in and curl like a snail and leave an easy joining tail.

Whoosh in to the top and go round, and then zoom under the ground. Under the line, loop the last part, and finish your f near its start.

Whoosh in, go round to the top. Go down under the line, loop and stop.

Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground.

Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.

j k l m n o p q r

Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.

Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick, your k is ready to kick.

Whoosh in and up tall. Down to the ground and make your flick small.

Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m.

Whoosh in and then down. Up, over the hump and flick off the ground.

Whoosh in round you go. Lead out from the top for your o.

Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so o can join onto a friend.

Whoosh in and round you go. Then zoom under the line and kick out q's big toe.

Whoosh to the top to start. Go down and curve the top for your r.

s t u v w x y z

Whoosh in and curl left, curl right then lead out of your s.

Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t, with a straight line on his tummy.

Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.

Whoosh up then down into the valley. Zoom back up and across the top to finish your v.

Whoosh in, then down and back up. Down again, up and across at the top.

Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x.

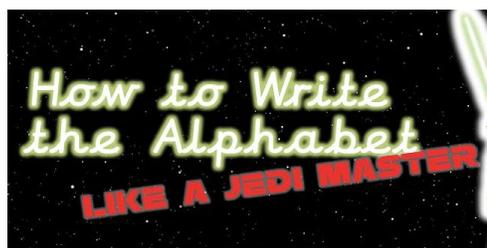
Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine.

Whoosh up then to the right. Siz zag down and back to the right.

The following video link will help you to write like a Jedi master!

<https://www.youtube.com/watch?v=VCl2wudcW3M&channel=MisterTeach>

Now using the cursive script, practise writing the common exception word below.



could

Ext: Can you write at least one interesting sentence to include the word *could*? It is a very commonly misspelt word in year 1. Also remember to use your adjectives!

Afternoon activities - Feel Creative Friday

Today you are going to draw a favourite toy using a continuous line and different types of pencil marks. You will also try to add shading.

First let's experiment with drawing in different ways.

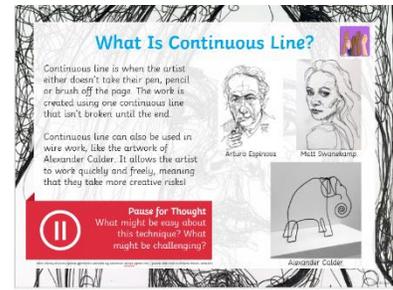
Remember when we were at school we learnt about the ARTABET – well we are going to use this again today to help us draw our toy.

Let's have a go at remembering the ARTABET.

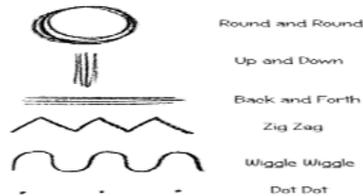
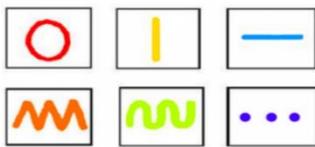
Here are some videos to help you:

<https://vimeo.com/133254611>

<http://www.theartabet.com/the-six-lines-of-the-artabet/>



Six Lines Of The Artabet



Here is a video about how you can add texture to your drawing:

<https://www.youtube.com/watch?v=7PuXjS43CEk>

Once you have had a practice with drawing different lines and textures look closely at your chosen toy.

What colours, shapes, textures, lines and details can you see?

Does it have hard or soft lines/edges?

Does it have light and dark parts? Is it hard, smooth or shiny? How can we show this in our picture?

Activity

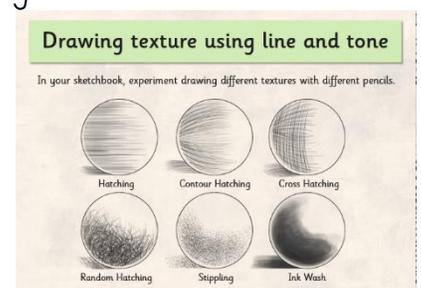
Draw your chosen toy. Draw it with a finger first and then draw it lightly in pencil. After this use your chosen media (coloured pencils, crayon or whatever you have at home).

Must

Draw your toy using your chosen media and show at least two features of your toy.

Should

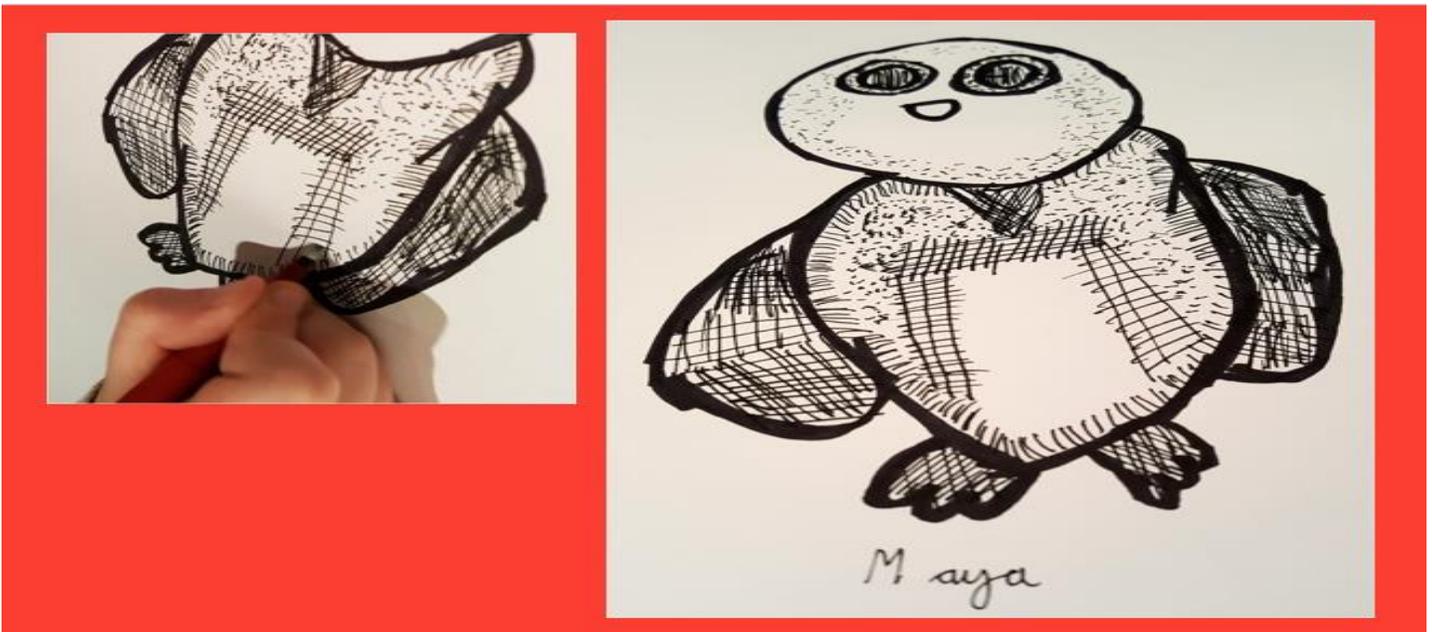
Draw a detailed drawing of your toy including lots of features.



Could

As should and to use the pencil to show hard/soft lines and dull/shiny areas. How much detail can you include?

Here are some examples to help!



Plenary

When you have completed your drawing discuss it using the following phrases:

I like the way...

I drew this...

I was pleased with this part because...



Harold the Giraffe's Friday Diary Entry –FRIENDSHIP FRIDAY

Hello Year 1,

Hope you are having a terrific Friday so far. Well today is the day to try out "My Friendship Friday" diary entry. Just go to <https://www.coramlifeeducation.org.uk/harolds-daily-diary> to find out what exciting activity you could try today (or any other day) if you want to. I hope you enjoy it. If you do want to do the activity I would love to see your photos on Seesaw.

Have fun!

Harold the Giraffe.