

Thursday 21<sup>st</sup> January 2021

Phonics Task

Remember to choose either must, should or could.

Must:

Watch the following videos to practise the 'sh' and 'ch' sounds:

<https://www.youtube.com/watch?v=QY5CtZdcwlg&t=82s>

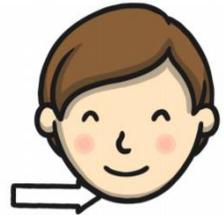
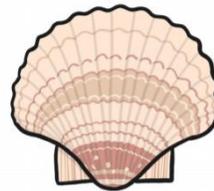
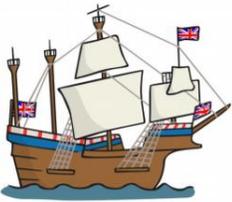
<https://www.youtube.com/watch?v=A2Zt04bPQwY&t=7s>

Join in with the videos to practise how to pronounce the sounds correctly and how to sound out and blend words that have these sounds in them.

Complete the following activity:

Can you read the following words by sounding out and blending? Then match them to the correct picture. Can you write each word yourself?

chips    shell    ship    chin    fish



Should:

Watch the following video explaining the digraph 'ar.'

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

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.

Now complete the following 'ar' activity:

1. Trace over 'ar'.

ar ar ar ar ar ar ar  
ar ar ar ar ar ar ar

2. Just add 'ar'.

b\_\_k

c\_\_t

c\_\_

f\_\_m

c\_\_d

h\_\_p

3. Write the correct 'ar' words under the pictures.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Challenge – can you now use one of these words in a sentence with a capital letter and a full stop? Can you include the conjunction 'and'?

Could:

Watch the following video again showing words with the trigraph 'ire.'

<https://www.youtube.com/watch?v=2-kir1BcN64>

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.

Then read the story below. How many words can you find with the 'ire' sound in? Can you circle or colour in the words that you find? Then can you write interesting sentences with some of these words and use a range of adjectives and conjunctions?

## Pire the Old Vampire Squire

There once lived an old vampire squire named Pire. For many years, he had lived in the tall castle spire. Every morning, he would go down from the spire to look after his master, Jire.

Jire was two hundred years old and was ready to retire. He asked Pire, his squire, "What will I do when I retire? I have fantastic skills with fire and I'm even better with wire."

Pire said, "Have you thought about building the best bonfires? Every weekend you could use the wire around the shire to hang dazzling lights. Then build a bonfire for us all to admire, as you set fire to the wood."

Jire was so pleased with his squire that he told him he would retire right now and Pire can become the master.

Now Pire must hire a new vampire squire to live in the tall castle spire.



### English Task

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

Look at the picture below and read the following muddled sentence:

boy in sleeps his bed. The

Unscramble the sentence so that it makes sense.



Now add in an adjective to describe the boy or his bed?

Challenge – can you extend your sentence with the conjunction 'but'?

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>

Today watch this video up to 2 minutes and 12 seconds again.

Today we are going to write a diary entry for the character 'Forky.' You may use your character description from yesterday to help you think about what he does, what happens to him and how he feels at different times in this clip and why. Remember to write as if you are 'Forky.' Look at the diary writing checklist below to help you.

# Diary Checklist

## Did I...

## Child

include the date and/or time?

use the words 'I', 'my', 'we' and 'our'?

write as if I were there?

talk about where events happened?

write about the most important events in order?

describe my feelings?

use time linking words, e.g. next, first, then?

## Must

Write a diary entry for the character 'Forky' using some adjectives. Can you try to extend a sentence with the conjunction 'and'?

You can use the following writing scaffold:

I saw \_\_\_\_\_.

I was \_\_\_\_\_.

I ran \_\_\_\_\_.

It was \_\_\_\_\_.

I liked \_\_\_\_\_ and \_\_\_\_\_.

## Should

Write a diary entry for the character 'Forky' 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:

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I saw \_\_\_\_\_ and \_\_\_\_\_.

I felt \_\_\_\_\_ and \_\_\_\_\_.

I ran \_\_\_\_\_.

I felt \_\_\_\_\_ because \_\_\_\_\_.

Suddenly we went \_\_\_\_\_ and \_\_\_\_\_.

### Could

Write a diary entry for 'Forky' 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 can also write more independently:

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It was as dark as \_\_\_\_\_ and \_\_\_\_\_.

As I came out of the bag I felt \_\_\_\_\_ because \_\_\_\_\_.

I saw \_\_\_\_\_ but \_\_\_\_\_.

I \_\_\_\_\_ ran \_\_\_\_\_ and \_\_\_\_\_.

I felt as \_\_\_\_\_ as \_\_\_\_\_.

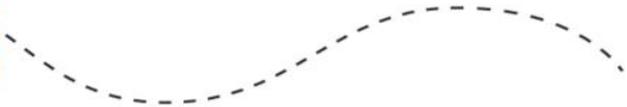
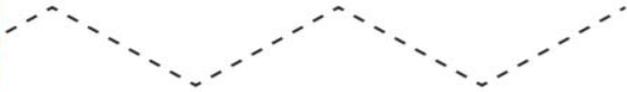
Suddenly \_\_\_\_\_ and \_\_\_\_\_.

Calmly \_\_\_\_\_ so \_\_\_\_\_.

I was as \_\_\_\_\_ as \_\_\_\_\_.

If you find these tasks tricky try the following activity:

Either print the cutting sheet below or draw similar patterns on paper and then practise cutting along the dotted lines with scissors.



Now listen to this phonic song and say the sounds as they appear on the screen.

<https://www.youtube.com/watch?v=jPVbJ-laHlw>

Can you then write these letters on a whiteboard, with coloured pencils, felt tip pens, with a paintbrush or using chalk?

## Maths Task

### Starter

Song of the day:

<https://www.youtube.com/watch?v=Totj3oVgVy8> - 1 more or 1 less

<https://www.youtube.com/watch?v=ka9zbPcqXBI> - more than, less than, equal to

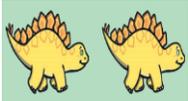
Use  $<$ ,  $>$  or  $=$  to make the statements correct.

5    ○    6

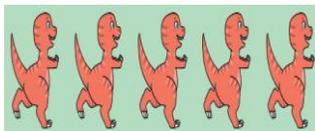
8    ○    1

10    ○    0

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

Must	Should	Could
<u>1 more than (the amount)</u>  Look at the picture. Count how many there are and then work out what 1 more is:  1.   2. 	<u>1 more than and 1 less than</u>  Using your hundred square (from yesterday's lesson) find 1 more and 1 less than the following:  1. 8 2. 13 3. 17 4. 25 5. 29 6. 32 7. 41	<u>1 more? 1 less?</u>  Look for the question underneath this table.  

3.



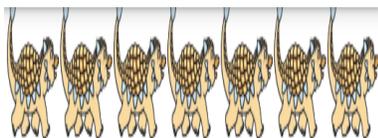
8. 36

9. 48

10. 52

Can you explain how you worked out the answer?

4.



5.



Could:

1. Select the number that is one more than the amount shown.

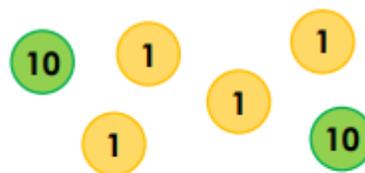


34

49

41

2. Select the number that is one less than the amount shown.

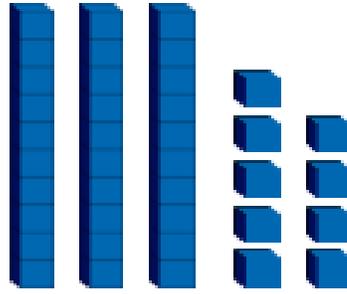


32

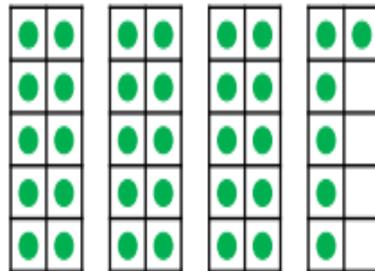
26

23

3. Find 2 more and 2 less than the amount shown.



4. Find 2 more and 2 less than the amount shown.



5. Complete the maths sentence.

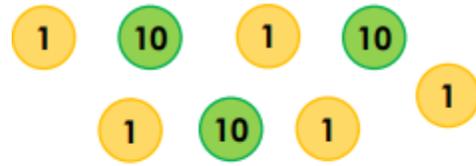


The number is .

One less than  is .

One less again is .

6. Complete the maths sentence.



The number is .

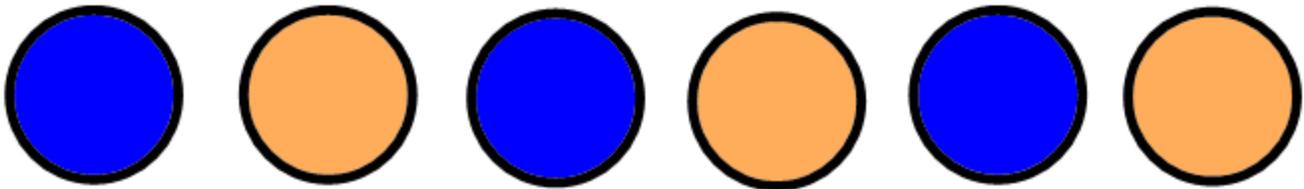
One more than  is .

One more again is .

If you find this a bit tricky, why not try:

Choose 2 colours and make a repeated pattern.

Which colours will you choose?



### 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 the following 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.

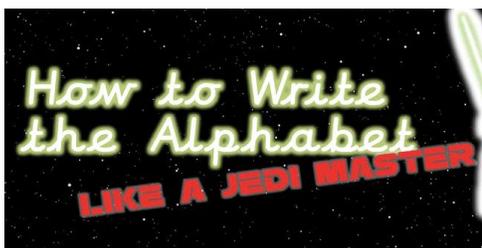
Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine.

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=VCI2wudcW3Mxaczchannel=MisterTeach>

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



would

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

Thursday afternoon activities

## Whole Class Live PSHE Sessions

Today is an exciting day as it the first of our new whole class Live PSHE Sessions. We will all be able to see each other in these LIVE sessions and share something with our class. Please remember to check Seesaw as the link for this and more information on the sessions will be provided.

### TIMES

1PM – 1SG

2PM – 1AI

3PM – 1ET

LOOKING FORWARD TO SEE YOU ALL!

Harold the Giraffe's "Thinking of Other's Thursday".



Hello Year 1,

Hope you are having a terrific day so far. 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.

Here is one of Harold older activities:

It's 'Thinking of Other's Thursday' for me, today. On Thursday's I try and remember to make an extra special effort to be helpful at home. I'm going to make a list of all the things I can do to be helpful. I've had an idea! I'm going to think of people I know who are helpful and kind to me! Then I can try doing some of the things they do to be kind and caring. A bit like pass the parcel, but pass the kindness, instead! What will be on your list? What are you going to do to be kind and caring today?

