

Summer Term Learning project week 8 – Journeys



Reading Challenge 2020 – The Library reading challenge has begun! It is all online and easy to sign up just click on this link

<https://summerreadingchallenge.org.uk/>

For more information the letter is on the bottom of this pack!

★ ★ **VIOLET WAY MERITS ARE BACK!** ★ ★

Would you like a merit award? Your teachers are going to pick a child working from home and a child in school to have a merit each week. It could be you! Make sure you are emailing in pictures of your work. Good luck

For more information see letter on the bottom of this pack!

Maths

(Aim to do 1 per day)

This weeks focus – Addition, fact families and counting in 10's.

Monday – Can you count forwards and back wards confidently?

<https://www.bbc.co.uk/bitesize/articles/znfk8xs>

To be able to add and take away you need to be able to count forwards and backwards from any number therefore this lesson is to practice counting in lots of different ways.

Here are some ways you can practice

Songs -

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

Blast off Game -

<https://www.topmarks.co.uk/learning-to-count/blast-off> - you can use a number line or number square to help if you need it.

Helicopter rescue -

<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>

Last man standing –3 players - You decide whether you are counting forwards or backwards. Then you pick a starting number. You go round the circle counting from the starting number and if you say a

Reading

(Aim to do 1 per day)

On-going Reading:

- Having daily story time – read a book aloud to your child. It does not have to be a new book every day. It is fine to re-read favourites.
- Oxford Owl has free eBooks - you can also complete a short assessment with your child to find the right stage to start reading from.
- Practise the 100 tricky words in the back of your child's reading diary. Your child should be able to read these by the end of Year 1.

In the park

You need to log into oxford owl before you can open this link – It is free to sign up as a parent

<https://www.oxfordowl.co.uk/api/interactives/30560.html>

Monday – Go through the sounds together pg 4 & 5

Sound out the green words – Discuss any tricky words

Tuesday – Read the green words again (can you read them more fluently this time?)

Discuss vocabulary – pg 7

Read and discuss the red words (words you cannot sound out) – Play fasted finger to find the red word page 8

Wednesday – First read of the book – You may have to sound out the words.

number ending in 0 eg 20 you are out. Who is the last man standing?

Keep practicing through the week

Tuesday – Can you solve a range of add and take away problems to 20?
You will need to make sure you look at the symbol.

+ Add/more

- Takeaway / less

(sheet below)

Wednesday – Can you use number bonds to 10 to help you solve number bonds to 20?

Use a tens frame to show the children how you can use your number bonds to 10 to help you solve number bonds to 20.

<http://www.ictgames.com/mobilePage/tenFrame/index.html> - Tens frame program.

(sheet below to help explain)

Thursday – Can you understand that a ten stick is equal to 10 ones?

<https://www.youtube.com/watch?v=yi3DpZwRLnY>

Watch this link and then complete the work sheet

Friday – Can you use your tens and ones knowledge to solve there problems?

(sheet below)

Extra activities

Watch this video about counting on and back in ones to 50.

<https://www.bbc.co.uk/bitesize/articles/znfk8xs>

Say a number between 0-50 for your child to write down. Check correct formation of numbers.

Give your child a dice, roll it and then write a calculation to count on or back from 0 to 50 to work out which number to land on. Continue till end of the board.

White rose

Here is the White rose link if you would prefer to use this

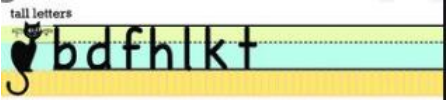
<https://whiterosemaths.com/homelearning/year-1/>

Thursday – Second read – Can you read it more fluently this time with expression?

Friday – Answer questions.

Now answer these questions about the story:

- Page 9 – What can you see in the park?
- Page 11 – Where can you sit in the park?
- Page 12 – What can you count in the pond?
- Page 13 – What can you watch in the sky above?
- Page 15 – What is in the playground?
- Page 16 – Who else might enjoy the park and why?

<h2>Writing</h2> <p>(Aim to do 1 per day)</p>	<h2>Phonics</h2> <p>(Aim to do 1 per day)</p>
<ul style="list-style-type: none"> Spelling shed for other spellings Spelling of Silver Words: <p>all are as at be but can came for had have him his my new no not on one said she so they two we when with you</p> <p>Recap the story of 'The Three Billy Goats Gruff'. You can either re-read the story you have at home or watch the link gain. https://www.youtube.com/watch?v=xNJBzcgjYw</p> <p>Monday - Handwriting – Tall letters. Make sure they touch the top.</p>  <p>Practice each letter and then write a sentence focusing on the tall letters. You can use this website to practice</p> <p>Tuesday – Have a play with the fortune teller you made last week. Focus on the suffix er. Can you write a list of words with the suffix er?</p> <p>Can you finish these sentences with words containing the er suffix? The goats were _____ than the troll. Big Billy Goat was _____ than the troll.</p> <p>Wednesday – Can you create a troll beware poster? (Sheet below) – Brain storm some ideas with an adult. Can you include some er and est words? Make sure there is at least 1 sentence.</p> <p>Thursday – Can you practice your formation of capital letter? (Sheet below) – Notice how the capital letter ALWAYS goes to the top. Can you write your name with a capital letter</p> <p>Friday – Can you identify words that need capital letters? Discuss with the children to find out what they know... -Start of a sentence - Name of a person - Day of the week/Month - Extra - Name of a place</p>	<p>Daily Read Write Inc Phonics lessons can be found on this website. Children you can teach your parents all our rhymes! https://www.ruthmiskin.com/en/</p> <ul style="list-style-type: none"> Additional Year 1 phonics support can be found here: https://home.oxfordowl.co.uk/reading/learn-to-read-phonics Find words containing these sounds in books. Phonics play games- username: march20 password: home <p>https://www.phonicsplay.co.uk/</p> <p>We are going to use the text you have been using in the reading section https://www.oxfordowl.co.uk/api/interactives/30560.html</p> <p>Can you spell some of the green words from the book? Say the word for your children. Get them to say the word and then sound it out before they write it.</p> <p>Park, grass, bench, count, pond, fetch, large</p> <p>Trickier words – garden, picnic, carton, playground, roundabout</p>

Can you write a sentence about this picture below. Try and include 2 capital letters. – Be creative with your sentence or sentences.



Other

- Supermovers

Get moving and learn at the same time using BBC Supermovers. We recommend the *Full Stop Bop!*

<https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw>

- Remember your daily workout! Check out the exercises from Joe Wicks 😊
<https://www.youtube.com/watch?v=d3LPrhI0v-w>
- For some mindfulness enjoy these colouring pages:
- <https://www.pavilionbooks.com/2020/03/28/millie-marottas-love-nhs/>
- Try out some Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>

Topic – Journeys

The project this half term aims to provide opportunities for your child to learn more about our topic Journeys.

Here are some ideas but if you have other ideas and plans to make this topic exciting GO FOR IT!!

Science – Habitats - <https://www.bbc.co.uk/bitesize/articles/zjnw7nb>

Watch all the videos about different habitats?

Can you match the animals to their habitats – Discuss with an adult why you think its their habitat?

Art

Can you create your own habitat?

What animals need to be in there?

Be as creative as you can be 😊



SCIENCE

Think about a goat – Where do you think his habitat would be and why? (Sheet below)

PSHE –

Mindfulness colouring – Taking some time to relax and colour gives us a chance to recharge. It is important we all take some time to relax whether we are children or adults 😊 (sheets below)

Year 1 teachers email.

We hope you are all ok and staying safe at home 😊. If you have any problems or need to speak to your class teacher here are our emails.

Dragonflies – m.hassell@violetway.org

Ladybirds – s.malcolm@violetway.org

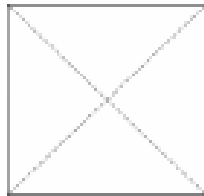
Busy Bees – k.williams@violetway.org – Mrs Williams had completed a handover of the class with Miss Saleem before she left so please email her for Busy Bees class questions.

Year 1 Suffixes

-ing, -ed, -er and -est Fortune Teller

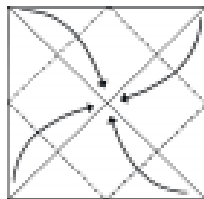
Instructions

①



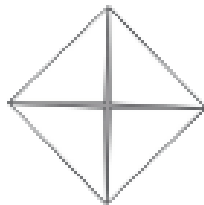
With pictures face down, fold on both diagonal lines. Unfold.

②



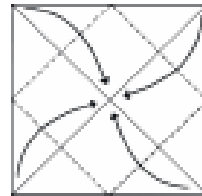
Fold all four corners to the centre.

③



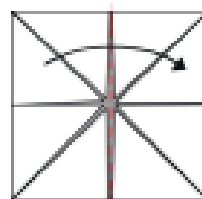
Turn paper over.

④



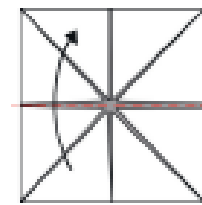
Once again, fold all corners to the centre.

⑤



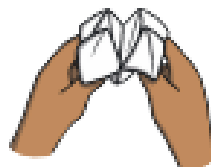
Fold paper in half and unfold.

⑥



Fold in half from top to bottom. Do not unfold.

⑦



Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt


Uu Vv Ww Xx Yy Zz

Friday – English

Can you write 1 or 2 sentences about this image? Can you include at least 2 capital letters?



Addition and Subtraction to 20 with a Number Line

Example:	
$11 - 5 = 6$	

Can you work out the answer and draw a picture or write a sentence about it?

The first one is done for you.

$18 - 6 =$



My Dad buys 18 eggs but breaks 6 of them. How many eggs does he have left?

$8 + 12 =$



$11 + 9 =$



$17 - 8 =$

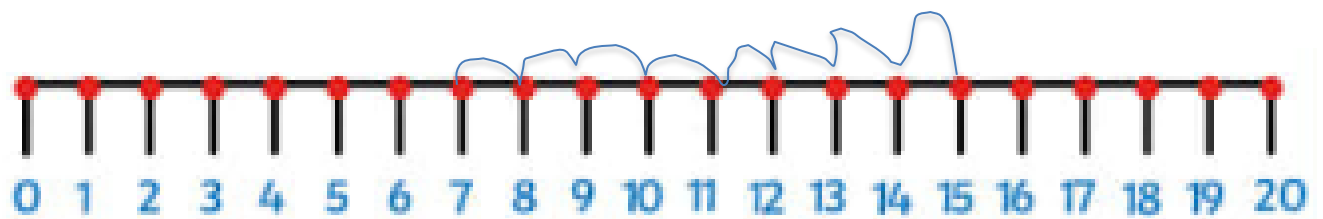


Tuesday – Reason it

Has James solved this problem correctly?

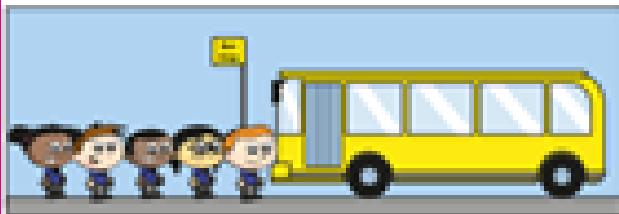
Yes or no?

$$15 - 8 = 7$$



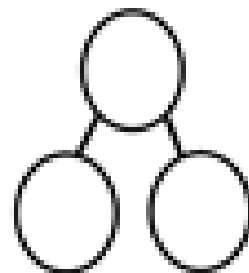
Explain your answer – Your adult can write for you if you find this tricky

There are 9 children on the bus.
5 more children get on the bus.



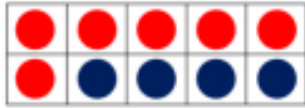
How many children are on the bus now?

$$\square - \square = \square$$



Maths - Wednesday – Recognising the link between number bonds to 10 and number bonds to 20 .

What number bond is represented in the pictures?



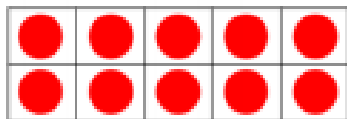
There are ___ red counters.

There are ___ blue counters.

Altogether there are ___ counters.

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Now look at this ten frame for 20



There are ___ red counters.

There are ___ blue counters.

Altogether there are ___ counters.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Have you noticed anything?

Move for answer

Try creating your own using this for your ten frames

<http://www.ictgames.com/mobilePage/tenFrame/index.html>

10

There are ____ red counters.

There are ____ blue counters.

Altogether there are ____ counters.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

20

There are ____ red counters.

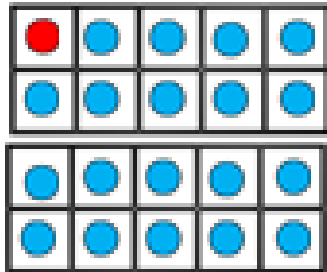
There are ____ blue counters.

Altogether there are ____ counters.

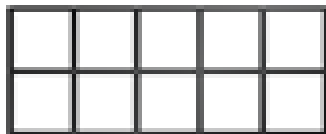
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

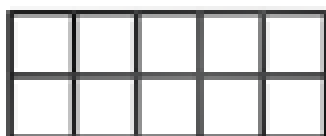
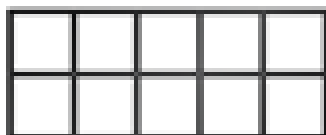
Challenge – Can you find all the number bonds to 20?



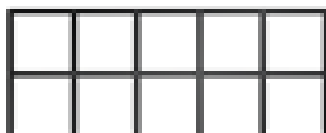
$$\square + \square = 20$$



$$\square + \square = 20$$



$$\square + \square = 20$$



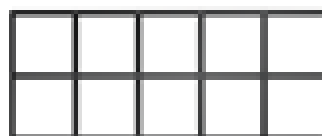
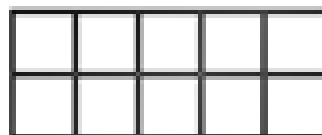
$$\square + \square = 20$$



$$\square + \square = 20$$



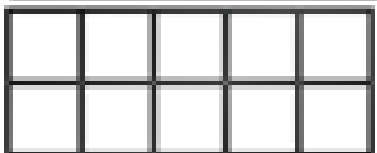
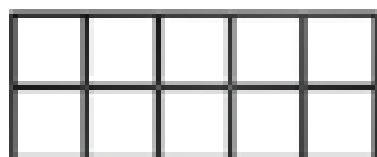
$$\square + \square = 20$$



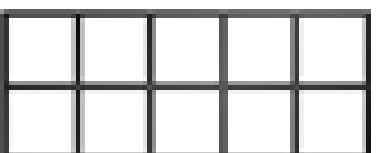
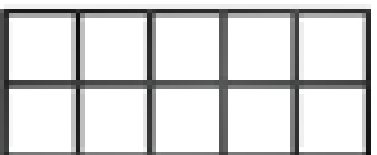
$$\square + \square = 20$$



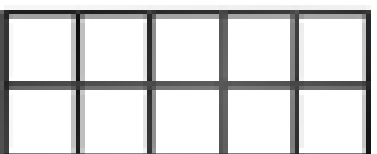
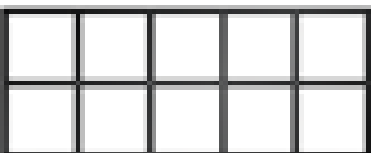
$$\square + \square = 20$$



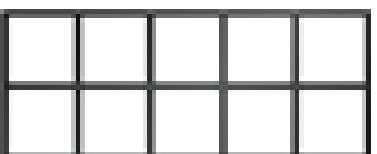
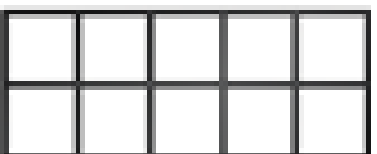
$$\square + \square = \boxed{20}$$



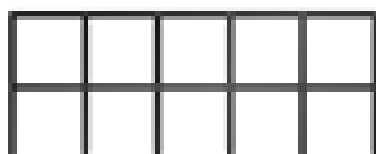
$$\square + \square = \boxed{20}$$



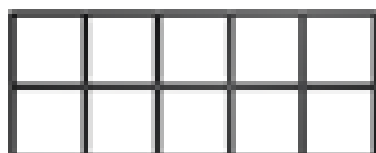
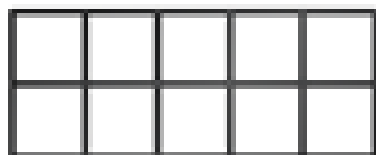
$$\square + \square = \boxed{20}$$



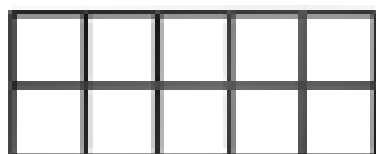
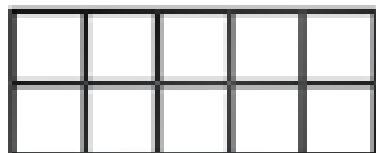
$$\square + \square = \boxed{20}$$



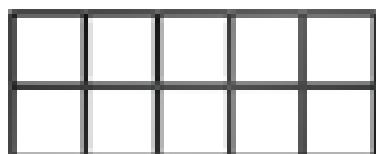
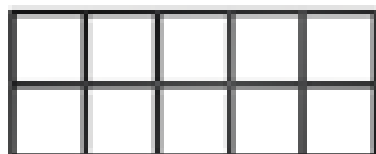
$$\square + \square = \boxed{20}$$



$$\square + \square = \boxed{20}$$



$$\square + \square = \boxed{20}$$



$$\square + \square = \boxed{20}$$

Maths – Thursday

Activity

Here is a ten stick



Can you cut it up into one?

How many ones makes up a ten stick?

Examples....

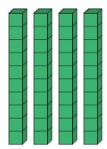


You always count ten sticks in 10's



You always count one's in 1's

EG


$$= 40$$







$$= 4$$

Activity

Can you make these numbers using this interactive program?

<https://mathsbot.com/manipulatives/blocks>

Have a think do you think you need to use the ones or the tens?

1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	

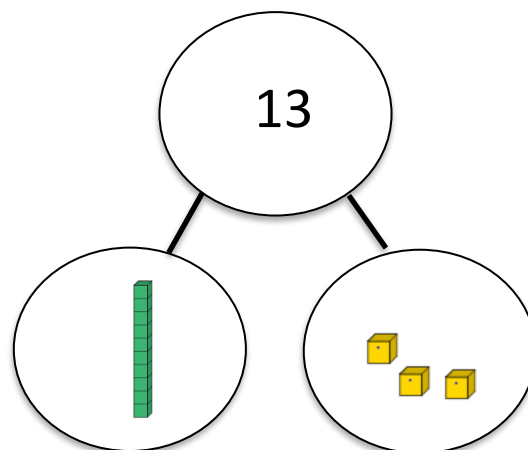
10 20 30 40 50

1 2 3 4 5 6 7 8 9

Can you see any patterns?

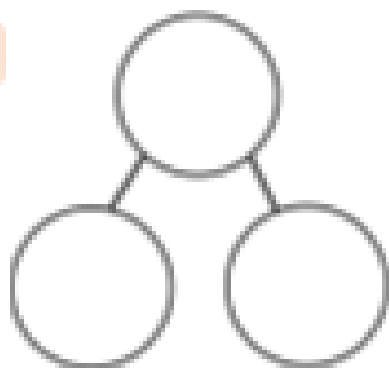
Can you make these numbers using a part part whole?

Example.....

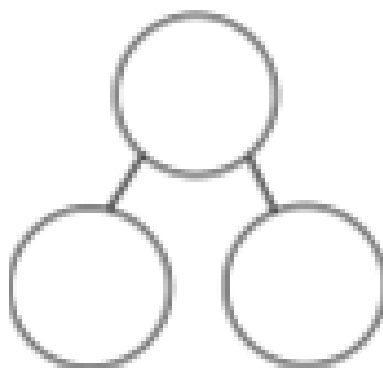


18Q: Can you represent numbers in 30 using 1s and 5s?

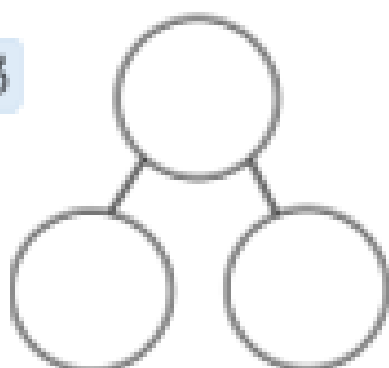
1 5



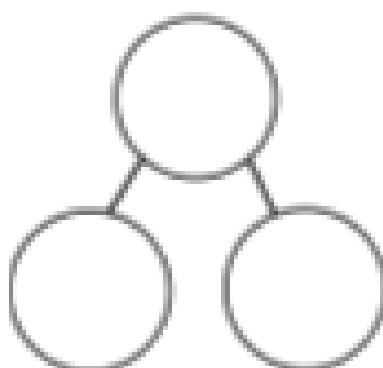
2 1



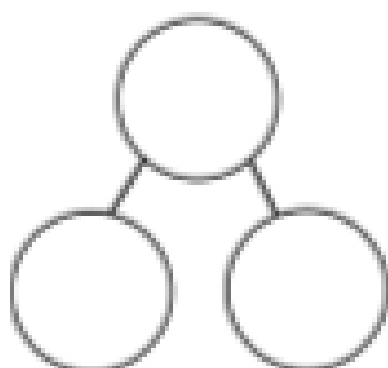
2 3



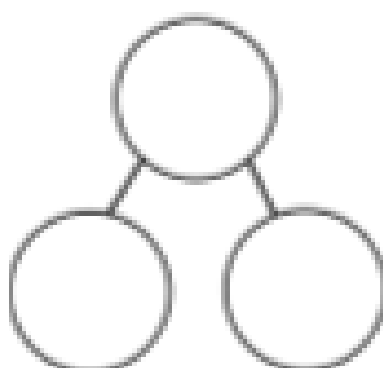
3 7



4 5



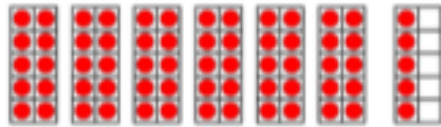
3 3



Maths – Friday

Can you use your tens and ones knowledge to solve these problems?

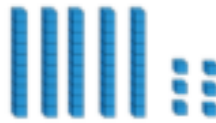
What number is shown?



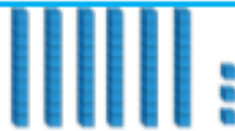
What is the whole?



56 has ____ tens and ____ ones.



63 has ____ tens and ____ ones



Draw base 10 to show each number.

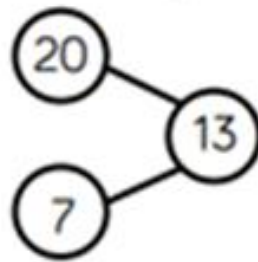
a) 23

b) 3 tens and 2 ones

Extra Maths challenges if you require them



Jack represents a number bond to 20 in the part whole model.



Can you spot his mistake?

True or false?

There are double the amount of numbers bonds to 20 than there are number bonds to 10

Prove it – can you use a systematic approach?

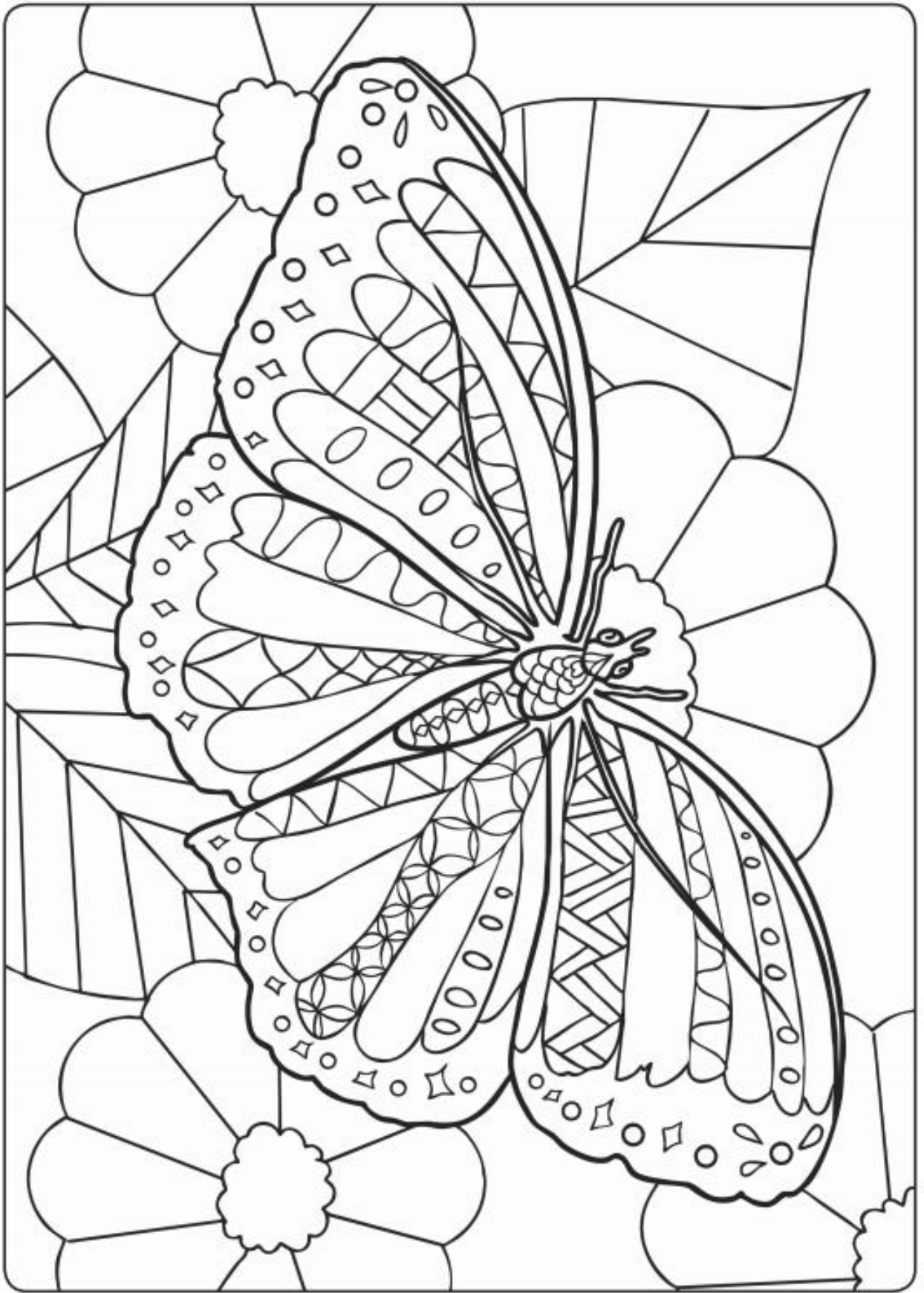
A Goats habitat

A goat needs to live in a _____habitat because
_____.

A goat would not be able to live in a _____
habitat because _____
_____.

Draw a picture of a goat in its habitat.











VIOLET WAY MERITS ARE BACK!

At Violet Way we are enjoying having some of our children back in school and they are working so hard. Class teachers also know that children at home are working really hard with their home learning from all of the email updates we have been getting.

We would like to celebrate all of the hard work children have been doing both in school and at home by giving out weekly merits. Although we can't celebrate them altogether in our merit assembly we can share our merits on the school website and email merit certificates to the children so they have one to keep.

Each Reception and Year 1 teacher will choose a merit for someone who has been working hard in school in their bubble and a merit for someone for someone who has been doing some brilliant home learning. Year 2 teachers will choose a merit for home learning and for a child from the Year 2 Key Worker bubble.

Please make sure you keep emailing home learning to class teachers so they can see what you have been up to.

We look forward to giving out some merit certificates very soon!

Summer Reading Challenge 2020



Dear Parents

This year's Summer Reading Challenge has launched at the start of June. The Summer Reading Challenge takes place every year during the summer holidays and normally children attend their local library to complete it. This year due to COVID -19 it will take place online. It's free to join and this year the theme is 'The Silly Squad' There are lots of activities on the website linked to the reading challenge to keep the boredom at bay and also to keep the children's interest and enjoyment in reading. It will also provide you with more texts that you can access to read with your children whilst you are at home. To complete the reading challenge you need to go to the following website and join:

<https://summerreadingchallenge.org.uk/>

We want as many children to complete the reading challenge as possible. You have till September to complete it. We look forward to hearing all about you completing the challenge in September.

Happy Reading

Mrs Williams
Deputy Headteacher