

Year 1: Remote learning – Week 6 – 11<sup>th</sup> May

CHILDREN ARE TO COMPLETE THE TASKS IN THEIR HOME LEARNING BOOKS

Remember you don't need to print everything off, use their home learning books to record your work in. Everything we provide is just a guide as to what you can do to help your child.

Subject	Work at home ideas
Reading	<p>Read a book from home or a RWI book from oxford owl <a href="https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=&amp;book_type=&amp;series=Read+Write+Inc.#">https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=&amp;book_type=&amp;series=Read+Write+Inc.#</a></p> <p><b>For comprehension activities:</b> Create a comic strip of a story of your choice. This could be one you read yourself or one you shared with your adult. See resources for ideas or create your own comic strip in your home learning book. There are also some questions to ask children we reading. Only focus on one skill at a time.</p>
Spelling	<p>Practice spelling words containing the sound of the day from the RWI lesson <a href="https://www.youtube.com/channel/UCo7fbLqY2oA_cFCIq9GdxtQ/featured">https://www.youtube.com/channel/UCo7fbLqY2oA_cFCIq9GdxtQ/featured</a></p> <p>Continue practicing the common exception – hopefully you're getting better at spelling these now!</p> <p>Adding 's' and 'es' suffixes</p>
English	<p>New story: Pippety Skycap: A tale of mischief See table below for activities and resources attached.</p>
Maths	<p><a href="https://www.prodigygame.com">https://www.prodigygame.com</a> - can children then write a re-count of what they did on the game. <a href="https://play.numbots.com/#/account/school-login/16518">https://play.numbots.com/#/account/school-login/16518</a> This site will support children with counting, number bonds and addition and subtraction. See below for White Rose daily activities. There is a video to watch before completing the activities. <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> White Rose have changed how they work this week. The videos are still available but we can no longer access the worksheets. We have put some practical ideas to reinforce the White Rose learning from the videos.</p>

	<p>OR</p> <p>Using your hands, measure different objects at home and outside and record in a table (example on the webpage). What was the longest thing you measured? What was the shortest thing you measured? Make sure you cover the full length of your object with your hands.</p>
Science	<p>Using the information you have found out about minibeasts, design a minibeast hotel with all the things they might need. Think about where you found the minibeasts, was it dark? Was it dry or wet? What do you think they would eat? Think about what you could use to make the minibeast hotel. What materials do you think you might need? (Don't worry adults, you don't need to build the hotel, just design it!)</p>
Topic and DT	<p>Learn about different buildings in London (see resources for information) Then pick one building of your choice to design and build it. Use anything you want to build it. Think about the size and shape of the building.</p>
PE	<p>Continue with tennis. Complete some of the activities on the document.</p> <p><b>Ways to keep active:</b> Ride your bikes or scooters. Go for a walk, make a hopscotch outside, create your own obstacle course.</p> <p><a href="https://www.bbc.co.uk/teach/super movers">https://www.bbc.co.uk/teach/super movers</a> there are lots of great active videos here, that also link to the curriculum. I would recommend: <a href="https://www.bbc.co.uk/teach/super movers/ks1-maths-counting-with-john-farnworth/zbct8xs">https://www.bbc.co.uk/teach/super movers/ks1-maths-counting-with-john-farnworth/zbct8xs</a> and <a href="https://www.bbc.co.uk/teach/super movers/ks1-english-capital-letters-full-stops/zjmrhbk">https://www.bbc.co.uk/teach/super movers/ks1-english-capital-letters-full-stops/zjmrhbk</a></p> <p>Joe Wicks has been doing a live broadcast for PE lessons every day at 9am. Feel free to join in with them live or complete them at a different time. Here is the link to his youtube page with all the videos on. <a href="https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI</a></p>
Computing	<p>Jessie and Friends episode 3 <a href="http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> See resource for activity. Feel free to get your child to draw their own picture then colour it in and write their own safety message.</p>
Music	<p>Can you make your own musical instrument using things you can find at home? See some ideas on the webpage. When you have made your instrument, think about what kind of sound it makes. Is it a high sound or a low sound? Is it a long sound or a short sound?</p>

RE	Exploration around a Jewish object. Look at the image and answer some questions about it. They will find out more about the object next week.
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<b>English Activities</b>					
Any resources needed for each day will be posted the night before.					
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Activity</b>	Read or listen to the new story together. Come up with some actions and pictures to help you learn the story.	Continue learning the story. Talk about what you liked, were surprised by and are wondering.  This can be done in speech bubbles in their home learning book if easier.	Continue learning the story. Complete the 'Who said what activity'	Continue learning the story. Complete the quiz time.  You can just write the answers down in your child's home learning book if easier.	Continue learning the story. Find out what the words mean and any other word that you have found tricky in the story. Can you think of other words that mean the same?

<b>Maths Activities</b>					
Any resources needed for each day will be posted the night before.					
<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Activity</b>	Add by making 10  You can use a number line to help you with this. Adding by making 10 can be quite tricky and confusing for the children so don't worry too much of they do get it!	Subtraction within 20  Use objects from around the house to help you solve subtraction problems. Remember we make the biggest number and take away the smallest number.	Add and Subtract word problems  Use objects at home to make the number sentence and solve it.	Compare number sentences.	Friday Challenge!



Talk for Writing

Year 1

Talk for Writing Home-school booklet

# Pippety Skycap A tale of mischief!

by Jane Ralphs



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[www.talk4writing.com](http://www.talk4writing.com)



Dear Parent/Carer

Thank you for taking the time to support your child with their learning. This booklet is designed to inspire and support your child to develop skills and confidence in speaking, listening, reading and writing.

Through the world of Pippety Skycap, your child will be invited to explore a number of engaging, fun and purposeful activities. They are planned in a series of mini-activities so that learning is broken down into bite-size chunks.

Each activity is explained by Pippety Skycap and they are designed to be shared activities in which you will support your child with shared reading, discussion and writing. At the end of the booklet, please support your child to rate and comment on how they got on with learning through this booklet and please add your comments, too!

The activities in this booklet are:

- Story of Pippety Skycap, a mischievous pixie
  - Talk activity about the story
  - Other books to share
- Reading response activities
  - Who said what?
  - Quiz Time
- Exploring words together
- Designing a warning poster
- Pixie Fact-files
- Poem – *In the pixie's pocket*
  - Read together
  - Riddles
  - Draw and Write
- Pippety's Treasure Hunt; write a recount
- Using recipe instructions to make Pippety's playdough
  - Exploring words to describe the playdough
- Measuring activity using pixie templates
  - Complete a table to show measurements
  - Writing sentences about the results
- Poem – *If I Had Wings* by Pie Corbett
  - Read, discuss and perform
  - Writing our own poem
  - Making a pixie paper plane



ENJOY!

## Let's read our story now ...

You can listen to an audio version of the story here

<https://soundcloud.com/talkforwriting/pippety>

## Pippety Skycap - A tale of mischief!

Once upon a time, there was a pixie called Pippety Skycap who lived in the corner cupboard in a room just like yours. Pippety loved to have fun and loved to giggle, but most of all he loved to play tricks.

One cloudy morning, he woke up feeling full of mischief. So, he put on his best blue jacket, squeezed into his spotty boots and set off to find some fun - hoppity skip, hoppity skip, hoppity skip.

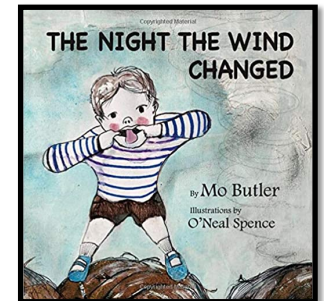
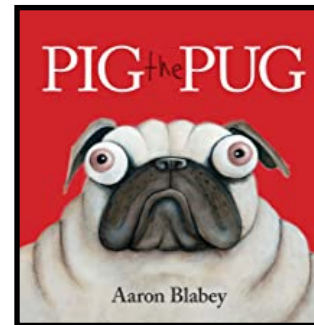
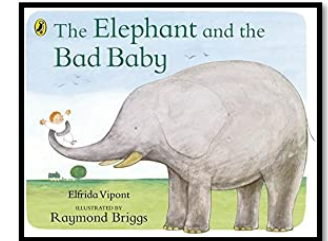
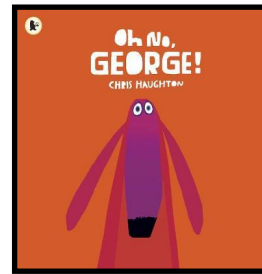
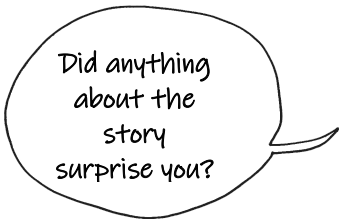
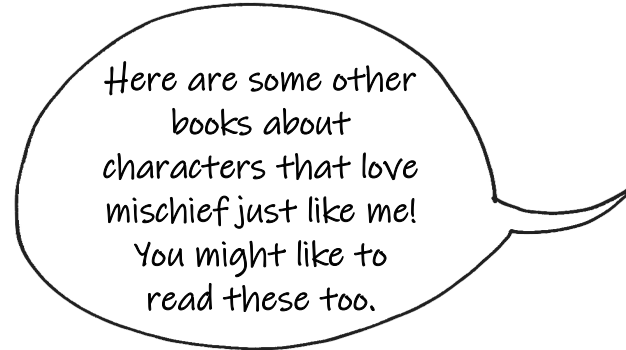
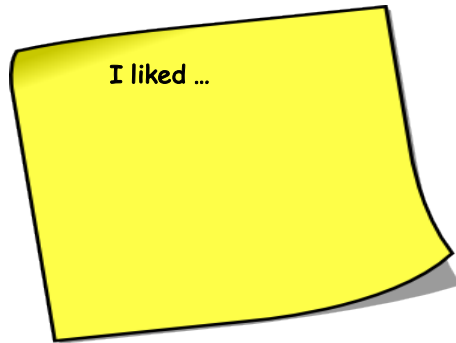
Soon, he came to the old stone bridge where a grumpy troll was sleeping. "Now for some fun!" giggled Pippety and he pulled a soft feather from his pocket. Nearer and nearer he crept to the troll until he could tickle his warty nose with the feather. "A-A-A-CHOO!" The poor old troll woke up with a huge sneeze and tried to grab the tricky pixie. Luckily, Pippety was a tiny pixie, a teeny pixie and he slipped through the troll's fat fingers. Off he sped - hoppity skip, hoppity skip, hoppity skip.

Next, he came to a prickly bush where a ginger cat was watching the birds. "Now for some fun!" giggled Pippety and he snapped off a sharp thorn from the bush. Nearer and nearer he crept to the cat until he could prick her tail with the thorn. "OUCH! OUCH! OUCH!" The poor cat spun round with a yowl and a howl and swiped at the tricky pixie. Luckily, Pippety was a tiny pixie, a teeny pixie and he dodged the long, sharp claws. Off he sped, hoppity skip, hoppity skip, hoppity skip.

Soon, he came to riverbank where an old toad was dozing on a shiny lily pad. "Now for some fun!" giggled Pippety and he pulled a bright blue balloon from his pocket. Nearer and nearer he crept to the toad until he was right beside his ear. He blew and he blew and he blew until - BANG! "My poor ears!" croaked the toad and he wibbled and wobbled and finally fell into the river with a gigantic splash.

Unfortunately, Pippety had not seen that on the next lily pad was the King Toad. It looked at him with mean, beady eyes, flicked out an enormous tongue and covered him in a thick, sticky goo! "YUCK!" cried Pippety and he ran off, squishing and squelching and squelching and squishing all the way home. That evening, Pippety Skycap had a long, hot bath, snuggled up with a mug of hot chocolate and thought about his day. He remembered the sticky, oozy goo that had covered him head to foot and frowned. "I'll just have to be a *careful* tricky pixie tomorrow," he mumbled and settled down to plan some more mischief!

- ★ Talk together about the story.
- ★ Then fill in Pippety's sticky notes.



Read the story together again.  
Can you remember who said what?



### Quiz Time

The special challenge is to see if you can answer in sentences.

1. Where does Pippety Skycap live?  
Pippety Skycap lives ...
2. What does Pippety love to do?
3. What is his favourite thing to do?
4. What happened to the troll?
5. What happened to the cat?
6. What happened to the old toad?
7. What did the King Toad do to Pippety?
8. Do you think Pippety will be a good pixie from now on? How do you know?





Here are some words from the story – share them with a helper and talk about what they mean.

What action could you do for 'soft'?

How many sounds can you hear in the word?

### soft

Something that is soft feels nice to touch. It is not rough or hard.

Can you think of four things that are soft?

What action could you do for 'sharp'?

How many sounds can you hear in the word?

### sharp

Something that is sharp usually has a pointy end and can cut or make holes in things easily.

Can you think of four things that are sharp?

What action could you do for 'shiny'?

How many sounds can you hear in the word?

### shiny

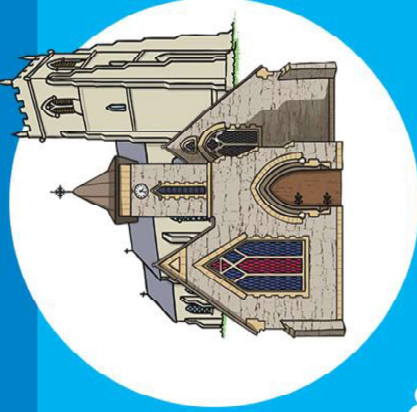
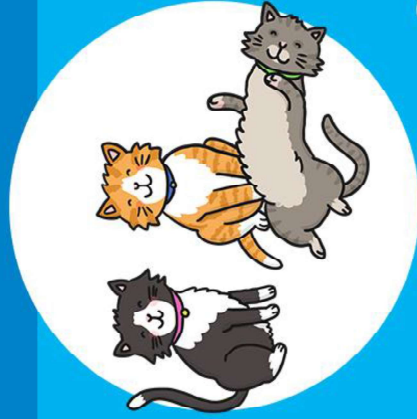
Something that is shiny is very bright. You can see your face in a shiny surface.

Can you think of four things that are shiny?



# Plurals

's' and 'es'



## Learning Objective

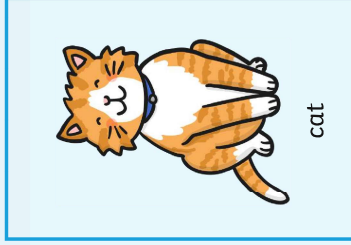
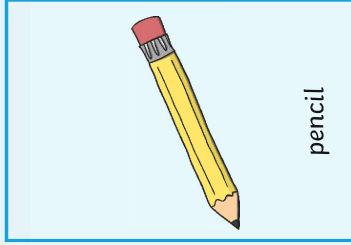
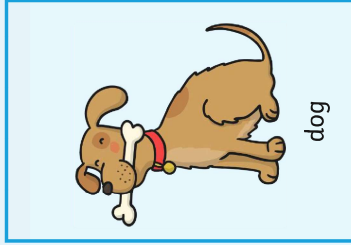
- to be able to form plurals using 's' and 'es'

## Success Criteria

- I understand that 'singular' means 'one'.
- I understand that 'plural' means more than one.
- I can change nouns from singular to plural by adding 's' or 'es'.

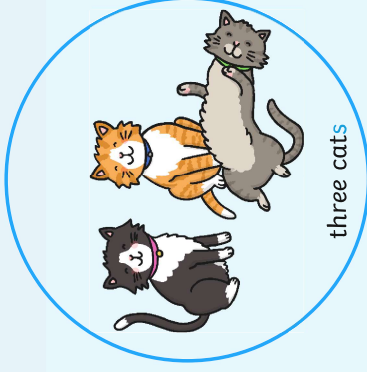
## What is a noun?

A noun is a naming word.



## What is a plural?

Plural means 'more than one'.

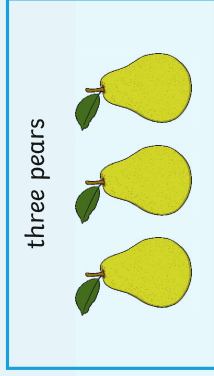
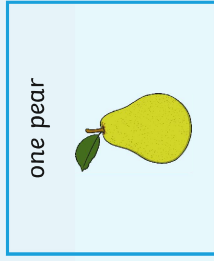


Singular = 1	Plural = more than 1
One dog	Lots of dogs
One door	Lots of doors
One pencil	Lots of pencils
One lamp	Lots of lamps

There are lots of rules when changing words from singular to plural.  
**BE CAREFUL!**

We are going to look at just two of the rules.

For most words we just add 's' to the end of it to change it into a plural.



desk



desks

book



books

pen



pens

month



months

train



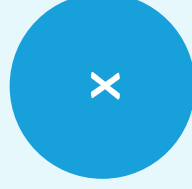
trains

dog



dogs

If the word ends with one of these sounds...



...then add 'es'

To change these words in to plurals, add 'es'.

one brush



two brushes



box



boxes

dish



dishes

glass



glasses

church



churches



# Adding '-s' and '-es'

Practise the words on this list using look, say, cover, write and check.

Hint: When you add '-s' to the end of a word, listen for the end sound of the word. Most words just need '-s', but if the end sound is 'ch', 'sh', 'ss', 'x' or 'zz' then add '-es'.



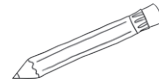
Look



Say



Cover



Write



Check

Word	1st try	2nd try	3rd try
cats			
eats			
rocks			
days			
sits			
glasses			
buzzes			
washes			
catches			
boxes			

# Challenge

Fill in the missing words in these sentences by adding '-s' or '-es':

The teacher asked David to give out the \_\_\_\_\_ . **(book)**

When a cat is angry, it \_\_\_\_\_ at you. **(hiss)**

My brother \_\_\_\_\_ football every week. **(watch)**






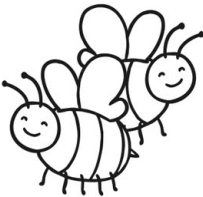

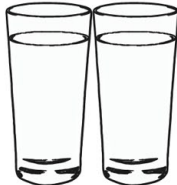

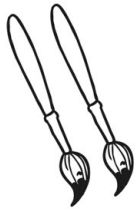

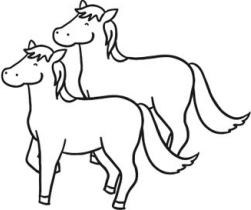

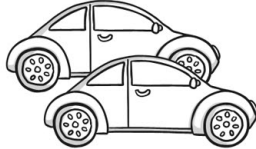
Our dog \_\_\_\_\_ to go for a walk. **(like)**

The genie granted Aladdin three \_\_\_\_\_ . **(wish)**

We saw three \_\_\_\_\_ playing in the woods. **(fox)**



# Make It Plural

Singular	Plural
	
	
	
	
	
	
	

Object	How many hands long?

The longest object I measured was \_\_\_\_\_.  
It was \_\_\_\_\_ hands long.

The shortest object I measured was \_\_\_\_\_.  
It was \_\_\_\_\_ hands long.

## Inference Questions with Iggy

- What do you think.... means?  
Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author  
made us think  
that...?



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## Prediction Questions with Pip

- Where do you think... will go  
next?
- What do you think... will do  
next?
- What do you think this book  
will be about? Why?
- How do you think that  
this will end?
- Who do you think  
has done it?
- What might... say  
about that?



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## Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



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## Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



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## Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text.



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## If you are not sure, say:

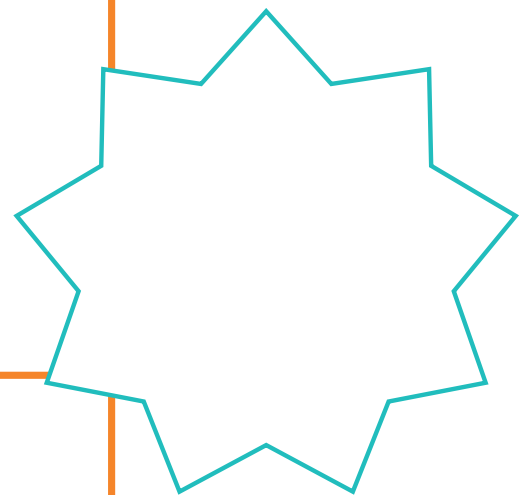
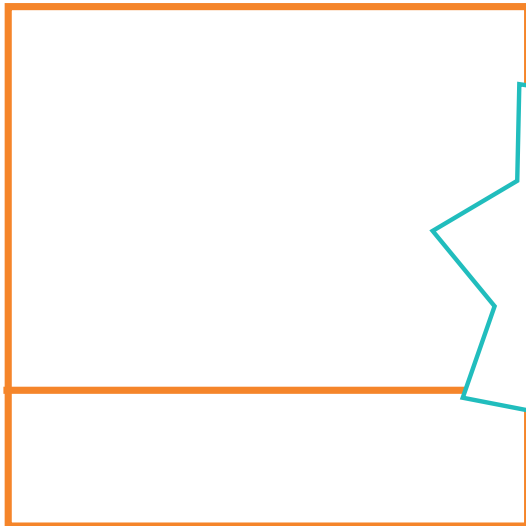
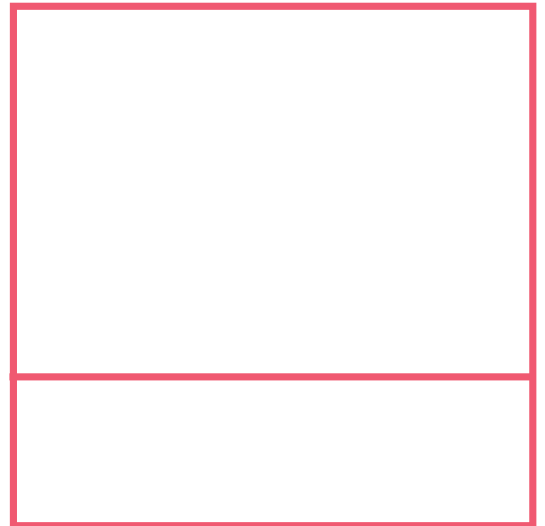
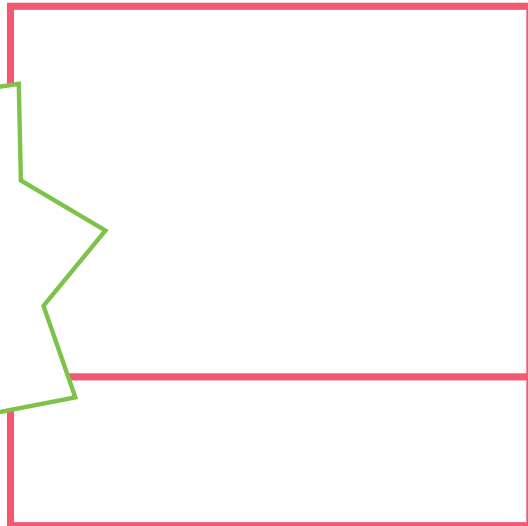
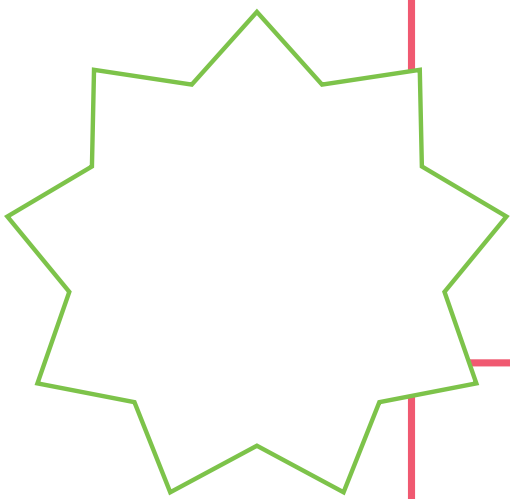
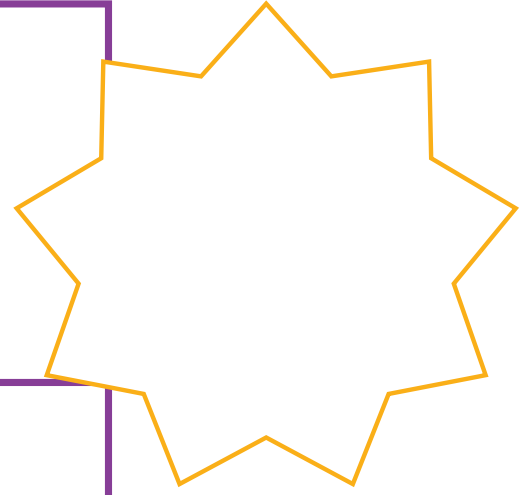
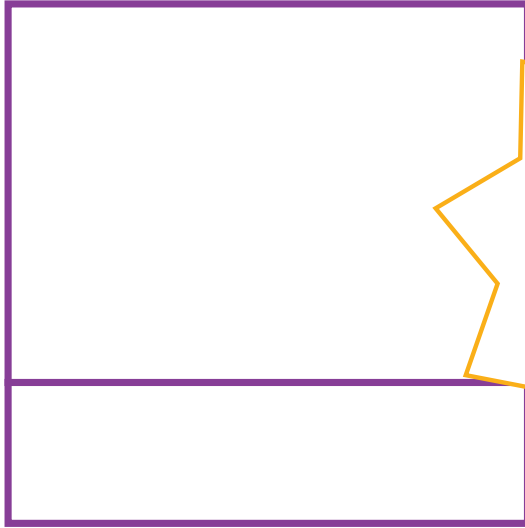
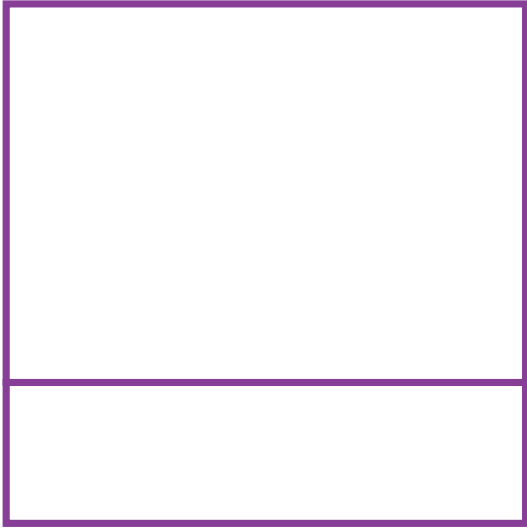
- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?



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## Create a Comic

Think of a story you have read or one that is from your own imagination. Create a comic strip all about it, with pictures and captions that will wow our readers?





#stayhomestayactive

#PEatHome

## EXPLORE

You will need:-

- A small ball – ideally a tennis ball. Or you can use a different ball, rolled up socks, a soft toy or screwed up paper.

- A racket – ideally a tennis racket. Or any sort of bat or something with a flat surface such as a book or tray.



### Bright ideas:

- Can you balance your 'ball' on your 'racket?'
- Can you balance your ball on your racket whilst moving?
- Put 4 objects in a square shape using as much space as you have available. Can you go around the 4 corners of the square as quickly and safely as possible whilst balancing your ball on your racket?

- Think about the angle of your racket when you are trying to balance, how can you get the ball to stay on?

@KESSPB

@awhitehousePE

@SarahLayPE

Where can I find out more about Tennis?

<https://clubspark.ita.org.uk/HolfordDriveTennisClub>

<https://clubspark.ita.org.uk/CannonHillPark/>

<https://www.ita.org.uk/play-compete/ita-youth/tennis-for-kids/>

## PRACTICE

Ask someone in your family to help you.

*Start with your 'ball' on your 'racket.' Can you use the racket to feed the ball to your partner? (To do this you will need to angle your racket.) Can your partner catch the ball?*



### Wimbledon Music Challenge!



Can you make up a song which includes the following words connected to tennis:

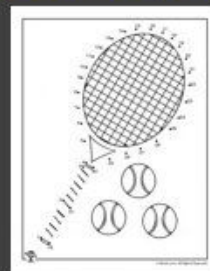
Bounce, Hit, Jump,  
Run, Slide

Your chorus must include 'bounce, bounce, bounce the ball!'

Can you bounce your ball as you are singing your tennis song??

### Art & Design Challenge!

If you can print this card, can you join the dots in the picture to make a tennis racket? If you cannot print, can you copy the picture on to a sheet of paper?



Make sure you include the handle, frame and strings.

Can you colour the racket red, white and blue, the same as the Union Flag?

What is the Union Flag?

<https://www.woair.com/sports-connect-the-dots-printables/sports-connect-dots/>



Make sure you have enough room and safe objects to complete the tasks!

## DEVELOP

Can you make the challenge more difficult?



Set up three targets, one close, one in the middle and one far away, (you could use paper, cones, umbrellas or washing baskets!)

Can you use your racket to 'serve' the ball in to the targets. You will need to think about where you aim your racket.

A 'serve' is used when two players want to begin hitting the ball to each other. It starts the point.

Can you make up a points scoring system for getting your 'ball' in to the targets? Should the furthest target be worth the most points?



### Parent's Tip!

When trying to balance or pass a ball with a racket, the angle is very important. Work with your child to show them that if the racket is sloping down the ball will fall off. Practice holding the racket at different angles and see where the ball ends up



Step Challenge – It is 132 miles from Birmingham to Wimbledon – can you complete this many steps today?

# KS1



# The Tower of London



The first part of the Tower of London was built by William the Conqueror in 1078 but what we now call the Tower is actually a collection of several different buildings.

The Tower of London has been used for many things since it was first built. Hundreds of years ago it was most famous as a prison where some prisoners were even tortured or killed! Now it is just as famous as the home of the crown jewels which have been kept there since the year 1303.



This was **traitor's gate**. Many prisoners of the tower were brought there by boat.

## Locked up!

The most famous people to be locked up in the Tower of London were Queen Elizabeth I and Guy Fawkes.

## Did you know?

The full name of the Tower of London is actually **Her Majesty's Royal Palace and Fortress**.

## Ghosts!

Many people say that the Tower is the most haunted building in England. The most famous ghost is said to be Anne Boleyn. She was married to King Henry VIII but in 1536 he had her head chopped off!!

# The Gherkin



The Gherkin was completed in December 2003. It is 180 metres tall and has 40 floors! The building was designed by Norman Foster who also designed City Hall, the Millennium Bridge and Wembley Stadium!

On 21<sup>st</sup> February 2007, the Gherkin was sold for an amazing £630 million! The building today is used as offices but also has a restaurant on the 39<sup>th</sup> floor.



## Did you know?

The full name of the Gherkin is actually **30 St Mary Axe**.

↖  
The bottom of the tower.



Work began on the Gherkin in March 2001

## What a view!

The building is so big that it can be seen from the M11 motorway over 20 miles away!

## Green Gherkin

The Gherkin was designed to be very environmentally friendly and only uses half the power of other towers like it.

# Big Ben



Big Ben is the name given to the large bell inside the clock tower of the Palace of Westminster (also known as the Houses of Parliament). The tower was built by Charles Barry after the old one was destroyed by fire in 1834.

**Did you know?**

The tower is over 96 metres tall!



## Cold hands!

On December 31<sup>st</sup> 1962, the clock slowed down because of the ice and snow on the hands!



## About time!

The clock was finished in 1854, but the tower wasn't completed until 1859 so for 5 whole years they had nowhere to put the clock!

The hour hand on the clock is nearly 3 metres long and the minute hand is over 4 metres long! These men are cleaning the clock face.



# Houses of Parliament



The Houses of Parliament is where politicians meet to make important decisions about how the country should be run. The parliament of England has met here since the year 1295.

## Look smart!

Hats are not allowed to be worn in the Houses of Parliament and you are not even allowed to walk around with your hands in your pockets!

## Did you know?

The real name for the Houses of Parliament is the **Palace of Westminster**.



The palace has 1100 rooms, 100 staircases and 4800 metres of corridors!



## The Gunpowder Plot

On 5<sup>th</sup> November 1605, Guy Fawkes and a group of his friends tried to kill King James I by blowing up the Houses of Parliament using gunpowder. The plot failed and all the men were sentenced to death.

# St Paul's Cathedral



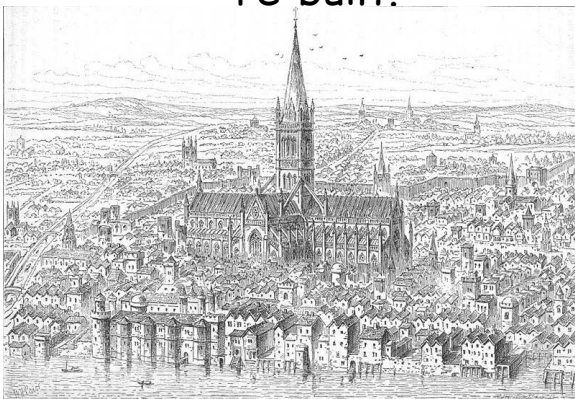
St Paul's Cathedral has been rebuilt many times. The building that we know today was completed on 20<sup>th</sup> October 1708 but the first church to be built here was finished nearly 1400 years ago!

Lots of famous people are buried at St Paul's including Sir Winston Churchill, Florence Nightingale, Horatio Nelson and Dr Samuel Johnson who wrote the first ever dictionary!

## Did you know?

The dome of the cathedral is 100 metres tall and you have to climb 530 steps to reach the top!

This is what St Paul's would have looked like 500 years ago. In 1561, the spire was destroyed by lightning and it was never re-built.



After the Great Fire of London, St Paul's was rebuilt by Christopher Wren. This is his plan for the new building.

# The Tate Modern



The Tate Modern is England's national museum of modern art. It was opened as a museum in May 2000 and by 2007 over 5 million had visited it.

## Did you know?

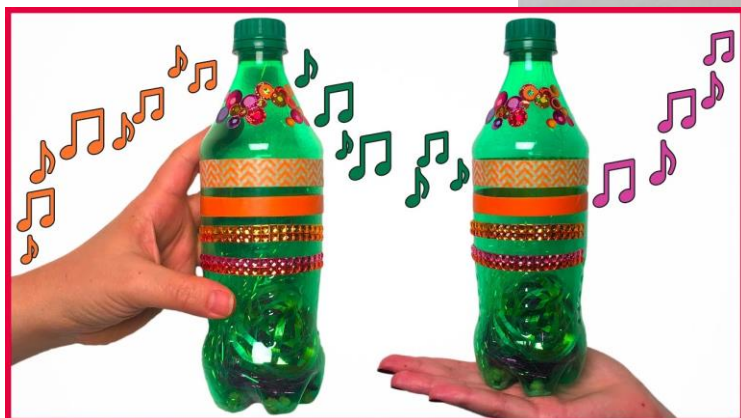
The museum is being enlarged in time for London hosting the Olympic Games in 2012. This will cost about £215 million!

The main hall is called the *Turbine Hall* and has large works of art that change every few months.



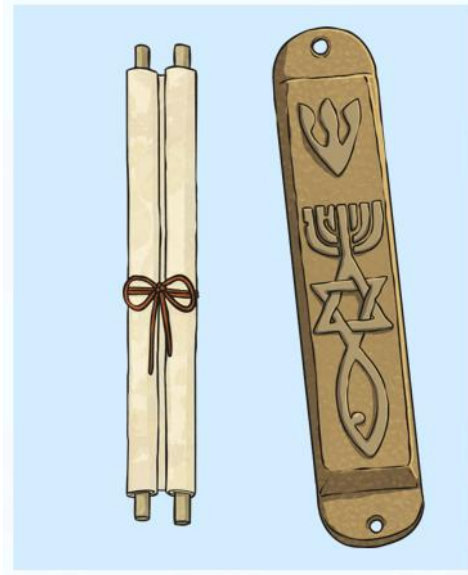
This massive spider is one of the works of art at the Tate Modern. This was built by the artist Louise Bourgeois who is 95 years old!







Look at this...



What can you see?

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What do you think it might be?

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How might it be precious to Jewish people?

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How might a Jewish person feel when they touch it?

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## Activities for 5-7s

Number 4, 05/05/2020

### Activity 1: Watch Jessie and Friends, Episode 3: Playing Games

- Watch Jessie & Friends, Episode 3: Playing Games with your child. You can find the animations at [www.thinkuknow.co.uk/parents/jessie-and-friends-videos/](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/)
- Use questions to chat about the cartoon and check your child's understanding of the story. For example:
  - What were Jessie, Tia and Mo's power words in the Avelzon game?
  - How did the 'stranger' trick Jessie and her friends into telling her their power words?
  - What did Jessie do when the 'stranger' tricked them in the game?
  - When did Jessie find out that the 'stranger' was really her sister Amber?
  - What did Dad tell Jessie, Tia and Mo to do with their power words after they were shared and no longer private?
- Explain to your child that 'power words' are just like passwords in real life. If your child uses any apps or websites which require a password, or see you doing so on your accounts, tell them that it is really important to keep passwords private so that no one else can use them.

### Activity 2: Colour in the picture

- If you have a printer, print out the colouring in sheet.  
**No printer?** Encourage your child to copy the picture .
- In the box, ask your child to write one piece of online safety advice for children their age. Give them some ideas: for example, it could be about who to talk to if you are worried; how to make sure no one else can use your 'power words'; being kind online.



#### About Thinkuknow

Thinkuknow is the online safety education programme from the National Crime Agency. Once a fortnight, on Tuesdays, we will produce an activity sheet to help you support your child while schools are partially closed.

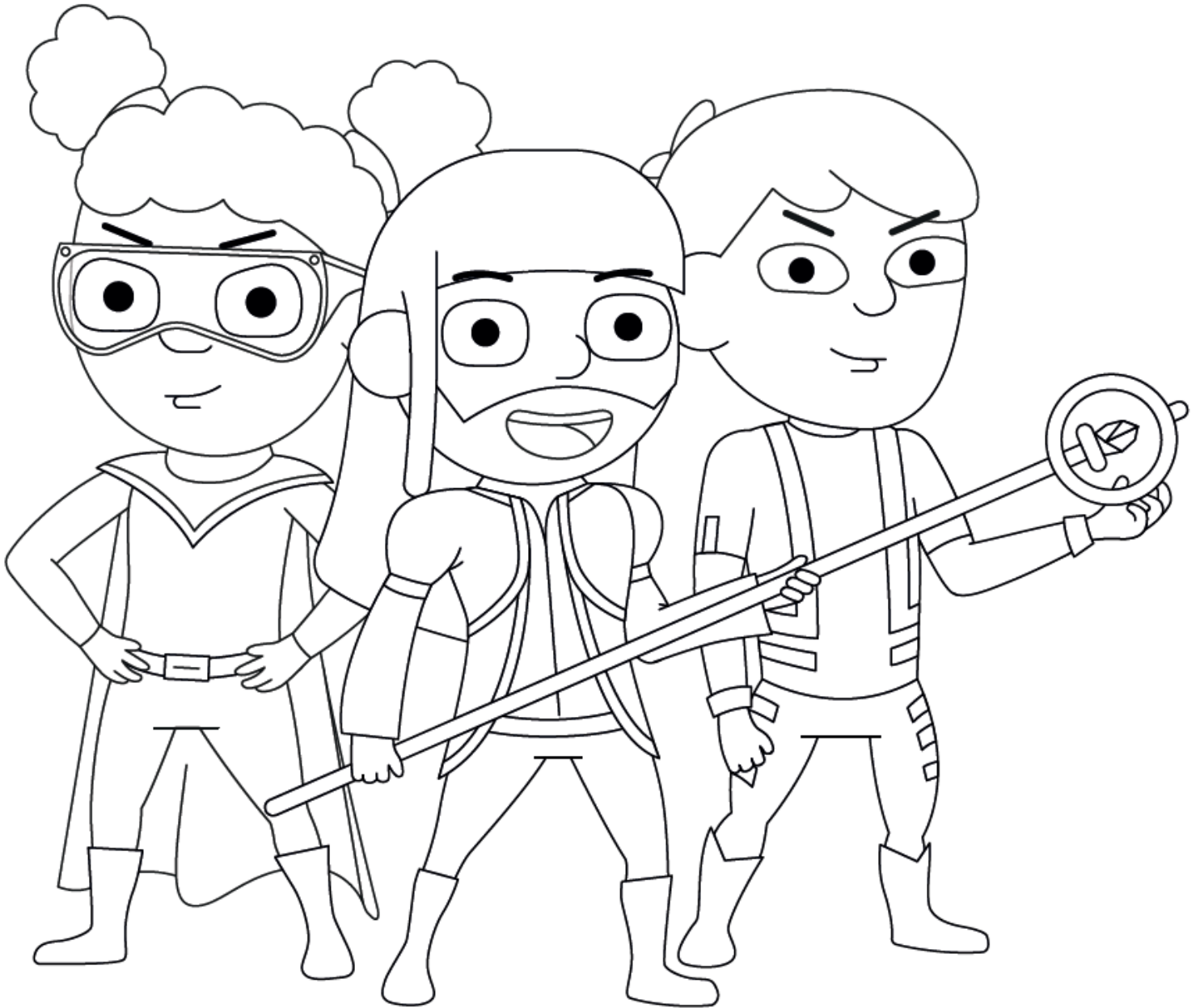
You'll find lots of support and advice for parents and carers on keeping your child safe online at [www.thinkuknow.co.uk/parents/](http://www.thinkuknow.co.uk/parents/).



Activities for 5-7's

Number 4, 05/05/2020

## Colour me in!



**My online safety advice to 5-7 year olds is...**