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| Key Stage 1 | |
| Daily Learning Year 1 | Date:23.3.2020 |
| The guidance in this bulletin is intended to support the continuing education for your child in the event of school closure. Activities and resources have been carefully sourced to be easy to deliver. The weekly timetable would usually include approx. 6 hours of creative learning and physical exercise. These areas can be fulfilled at home with activities of your choice. We would expect approx. 3 hours per day to be spent on directed activities. Please use the office email [office@tssfirst.co.uk](mailto:office@tssfirst.co.uk) if you have any queries with your home learning or your teachers work email (h.horth@tssfirst.co.uk) | |
| Phonics/Spelling:  Please recap phase 3 sounds- ure and air and phase 5 sounds- ay, ou. Get your child to write down these sounds and then to write some words that contain these sounds:  sure fairy sound  cure play around  treasure spray shout  chair today  hair cloud  Choose 3 words from the list above to write a sentence about. Remember your full stops and capital letters! | Mental Maths/Times Tables:  Practise counting up in 5’s to 30/50/100 (depending on what challenge you want)  Can you go backwards?  Children could make their own number cards and order them and then see if they can spot the missing number if you take one of the number cards away.  Please also use timestables rockstars |
| Reading  https://literacytrust.org.uk/family-zone/5-8/  Has some audio books/videos you might want to look at with your child.  When you read with your child please focus on making sure they are recognising and reading on sight tricky words- they, have, like, called, looked, we, my , by etc.  Please also focus on the comprehension objective:  Talking about the beginning, middle, end of a story  Talking about the setting of the story  Talking about the main characters- who are they? What do they do in the story? | Mathematics:  Please logon to abacus to access number games.  Also the following link will take you to NumBots. Please use your rockstars login to access this. Spend 5/10 minutes playing the game.   https://play.numbots.com/#/intro  Objective- To write numbers in words up to 20.  Please get your child to write their numbers up to 20 in words. Can they match up the number and the word first.  See if they can notice any patterns- can they see that some numbers have ‘teen’ in it. |
| Writing:  We have been looking at verbs and bossy verbs in particular.  We are going to focus on instructions this week. Can your child identify the bossy verbs in the document attached?  Can they use one of the bossy verbs to create their own sentences. Remind then that the bossy verbs goes at the beginning of the sentence. Remember our sentences need capital letters and full stops:  Go Tidy  Put Take  Stir Brush  Extra activity- Play Simon says using some bossy verbs- can they identify which word in the instruction is a bossy verb? |
| Foundation subjects. Today’s focus: Science  We have been learning about plants in science. Please recap with your child that plants are not only flowers but can also be trees, shrubs, herbs, grass etc.  We have looked at the plant parts and their jobs. We did focus on flowers when doing this. Ask them what does roots do? (Keep the plant stable and takes sucks up water from the soil( What does a stem do? (Allows the water to travel up and also allows a plant to stand tall to get as much sunlight as possible) What do leaves do? (They make food for the plant) What do petals/flowers do? (They attract bees and other insects to the plant)  Your child could draw their own flower and then label the different plants of it.  A video to watch on parts of a plant is- https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk  This week I would like the children to focus on trees. Tell children that trees are giant but they are actually a plant with a massive stem called a trunk. Show them different pictures of trees to show that you can get many different types.  What do trees have in common? Do all of them have a trunk? Have leaves? Have branches? Are they all the same size?  If you are able please go somewhere where there are lots of trees- If we would have been at school we would have gone to Alexandra Gardens- you might be able to go to a local park/your street/ just your garden.  Get your child choose a tree and do a bark rubbing for it. They could also investigate the tree- has anything fallen from the tree?  Extra challenge- They could also measure the trunk circumference (they could do this using strips of paper) | |