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| Key Stage 1 |
| Daily Learning Year 1 | Date: 26.3.2020 |
| 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 if you have any queries with your home learning or your teachers work email (h.horth@tssfirst.co.uk)  |
| **General:**I know some of you are having trouble accessing online resources- I think it is probably due to the huge amount of people trying to logon. I will try and limit the online resources you are required to use so that you can still do most of the learning. **PE:**Joe Wicks is doing daily PE lessons on his YouTube channel at 9am. This could be a fun way of keeping fit and doing a bit of exercise. Also yay for the sunshine arriving! I hope you are able to access an outside space to do some exercise, running around, playing. <https://www.booksfortopics.com/> This website might be useful to access different books for different topics. **Blog:**We are going to try and set up a weekly class blog on the school website. This will be a place to share some of the home learning going on and celebrate some ‘Wow work.’ If you would like your child’s learning to go on the blog then please take a picture and email it to me and I will put up a selection each week. Please understand that if you send me a picture you are agreeing for it to go on the school website. I look forward to seeing some of your work! **Zoom:** **652-705-6949** Is my personal Zoom number.If you go on to Zoom and press ‘join a meeting’ and put in my personal number hopefully we will all be able to have a Year 1 meeting together. I would like to pencil a Zoom meeting in for tomorrow (Friday 27th) at 4.00pm for about 15/20 minutes. As this is our first meeting it will be just to say hello and to have a quick catch up.  |
| **Phonics/Spelling:**Please focus on the phase 3 sounds **ur** and **or** and the phase 5 sounds **ue.** Get your child to read these sounds and then write them down. Words to practise writing today:**turn, hurt, turnip****for, born, fork****glue, blue, argue****queue, true, rescue** Try the rainbow word challenge to learn the words above:Write each word out in pencil first and then write it again 5 times using a different colour each time. Please visit [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) and you can access all resources using the login:Username- march20Password- homePlease play the flashcard speed trail game to recap sounds making sure your child knows their sounds. Then please cheeky chimps. This should focus on different pronunciations of sounds.  | **Mental Maths/Times Tables:**<https://www.topmarks.co.uk/maths-games/hit-the-button> Please go on to the ‘topmarks’ website and play the ‘Hit the button’ game focusing on doubling and halving. There are different levels depending on what challenge your child wants. Play this form 10 minutes. Please ask your child the quick fire questions below. Get them to write their answer done and see how quickly they can do it:What number is one more than 26?What number is one less than 18?What number is one more than 10?What number is one less than 7?What number is one more than 30?What number is one less than 25?Please feel free to challenge your child and ask them some of your own questions.  |
| **Reading:**<https://freekidsbooks.org/> The above link is to a website that has some free books that your read can listen to/read with you. Please focus on your child being able to read the following tricky words on sight: **called, old, by, their, about** (phonics play has a tricky word truck game you can play)Today I would like you child to pick a fiction book.Can they tell you the title of the book?Can they tell you who the author is? Can they spot any adjectives in the text?Can they spot speech marks? What do speech marks mean?  | **Mathematics:****Starter activity:** Can you complete the number bonds to 20:8 + = 2010 + = 20 18 + = 2013 + =205 + = 206 + =2014 + = 20**Main activity:** **Objective**: To describe position, direction and movement Then language we need to focus on is: left, right, top, middle, bottom, on top of, in front of, behind, above, below, between, under, over, near, beside, close, far, up, down, forwards, backwards, inside, outside.These could be written out on flashcards/pieces of paper for the next activity. I have attached some flashcards if you want to use these. Get a toy and place it in different positions. Could your child using the words above explain where you have placed it eg The toy is between the table and the chair. The toy is close to the tv etc. You can then change the game and give your child an instruction using the words above eg The toy is behind the curtain. They can go and hunt for the toy by listening to your instructions. I have attached 2 activities to complete. The mouse activity A position drawing activity  |
| **Writing:****Starter activity:**To play Simon says using 2 step instructions:Eg First tap your head and then tap your tummyFirst jump up and down and then do star jumpsGet your child to be Simon and give the instructions and then swap roles so they have to follow the instructions. **Main activity:** Today we are going to be linking our science and writing together. I would like the children to follow some instructions about planting their own seed.I am aware that you may not be able to do this but if you can plant a seed with your child please do. If you can’t then please get them to draw what planting a seed would look like (sheet attached for a template) I am attaching some planting seeds posters for your child to follow. They could either follow the instructions and plant a seed and then write their own instructions about how they planted the seed ORThey can draw what planting a seed would look like and then write some instructions underneath. Remember to use words such as First, second, next, then, lastly.  |
| **Foundation subjects. Today’s focus: Geography** Focus- The United Kingdom We have been looking at the United Kingdom and today I would like you to focus on Northern Ireland. **Starter activity**: Look at the template of the United Kingdom (attached) can you name and place the 4 countries on the map (Scotland, Wales, Northern Ireland and England) Challenge your child by asking them what the capital cities are and also you could show them the different flags and get them to identify which one goes with which country. Either use google to find out some information about Northern Ireland or YouTube has some clips if you type in ‘ Northern Ireland for kids.’ I would like the children to hear the story about the Giant’s Causeway. There are two different stories about how it was formed. Get your child to draw picture and write about 6 sentences explaining the different stories.  |