



Year 1 Home Learning – Wednesday 13th May 2020.



This is your home learning plan for today. Feel free to twist and change it to accommodate to your family and home life. Some activities may be adapted for younger and older children to join in. Please do as much or as little as you can. This is an unusual and stressful time, my main priority is that you and your families are happy and healthy.

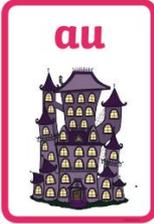
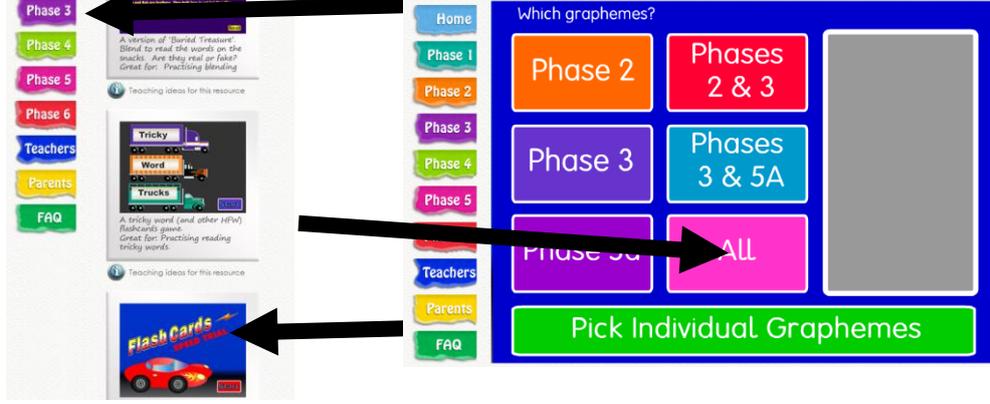
I would love to see or hear how you are getting on with your home learning, please email pictures or comments to Oak-Year1.Support@OasisNewOak.org.

Story time:

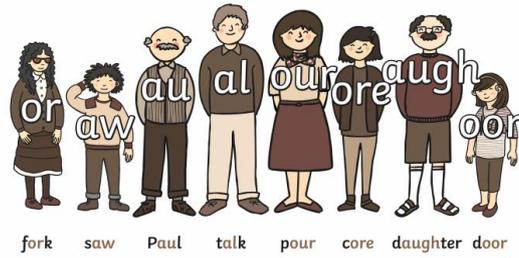
<https://www.youtube.com/watch?v=rpyR6hJPxiw>

Here is a wake and shake video to get you started on your learning day:

<https://www.youtube.com/watch?v=ymigWt5TOV8>

<p>Phonics 30 minutes</p> 	<p>Starter: Can you play the flash card game?</p>  <p>Learning sound:</p> <ul style="list-style-type: none">• Can you remember the sound 'au'? What other ways can you write the 'au' digraph?• Can you think of any words that contain the 'au' digraph? (au as in haunt)
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The **or** Family



au

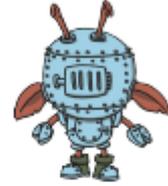


Watch the clip: <https://www.youtube.com/watch?v=dOHDkQGhku4> or type into the search bar on youtube 'Geraldine Giraffe learns /au/'

- Can you **read** these 4 words containing the 'au' digraph? Don't forget to add your sound buttons onto the words to help.

launch

paunted



haunted

laugust



- Can you write 2 words that contain the 'au' digraph? (launch, cloud)

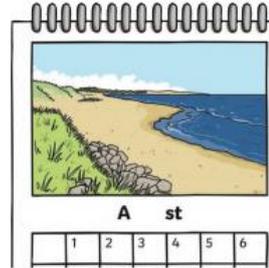


- Can you read this sentence and draw a picture to match the sentence?

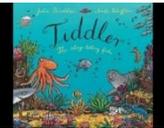
Shaun and Maud
applaud the astronaut.



- Can you now think of any other words containing the 'au' digraph and use them in a silly sentence? Here are some pictures to help! (haunt, author and August)



Plenary:

	<p>Can you spot the 'au' digraph in the postcard below?</p> <p>Dear Paul,</p> <p>I wanted to remind you that tomorrow is the launch of the book 'The Haunted House', by the author Alex Whiteoak.</p> <p>He told me that he has been working on the book since August. It took him such a long time because he was exhausted after his last book tour.</p> <p>At the launch, since it is autumn time, we went for an orange, red and brown theme. There will be drinks, hot dogs and burgers with sauce. After the food, Alex will read a section from the book.</p> <p>I really hope that the audience give Alex a huge applause. Maybe some people might want his autograph too!</p> <p>Looking forward to seeing you,</p> <p>Lauren</p>
<p>Writing 30 minutes</p> 	<p>Over the next few weeks we are going to be looking at the story 'Tiddler by Julia Donaldson'. You have created wonderful characters and you described those using adjectives. Today's job is to create your scene. The scene is going to be underwater just like the setting in Tiddler.</p> <p>Allow children to watch a few minutes of this clip of the coral sea https://www.bbc.co.uk/iplayer/episode/b0074mmc/the-blue-planet-6-coral-seas.</p> <p>This should give children some ideas on how to create their own setting. These settings can be created using any resources you have at home! You might choose to do it 3D with waves and coral coming out of the picture. Have a look at the images below to support your setting.</p>



Handwriting
10 minutes

Can you practise writing these words using precursive letters? Some of them are tricky so you will need to sound them out and read them first. We have learnt these phonic sounds so you should be able to sound them out when spelling/ practising your handwriting.

cats

dogs

spends

rocks

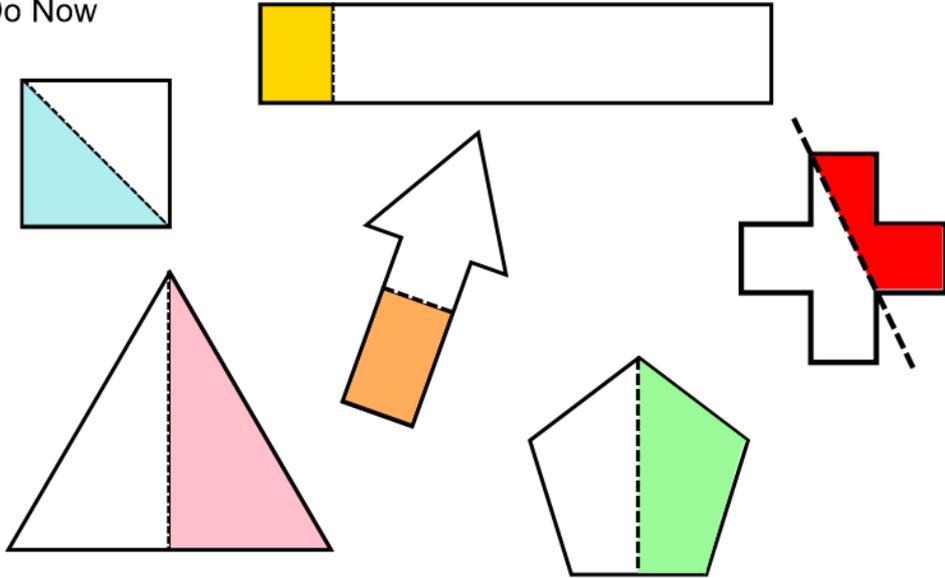
schools

Maths
30 minutes

This week we are going to recap the work we have previously done this year on fractions. Today's learning objective is 'To identify a quarter of a shape.'

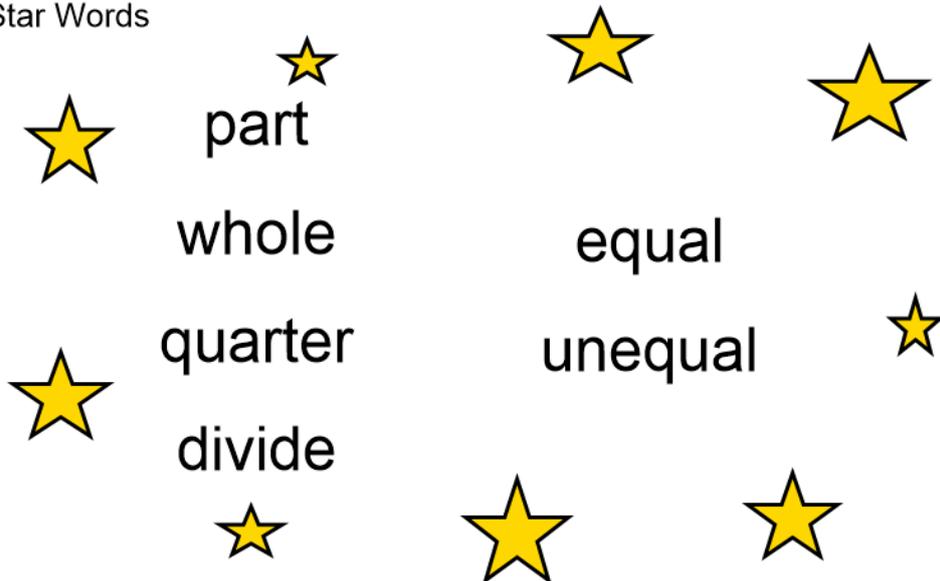
Starter: Can you circle the shapes that are evenly divided into half?

Do Now



Star words (these are words that children need to use in full sentences when answering questions):

Star Words



Main teaching:

New Learning

Is the napkin folded into four equal parts or four unequal parts?



The napkin is equal as there are four equal parts.

The napkin is unequal as the four parts are unequal.

? How many parts do we need to get from the one napkin?

☞ *We need four parts.*

? How will we make it fair?

☞ *We will make it fair by making four equal parts.*

Use this again to reinforce the meaning of equal and refer back to their prior learning.

Show child a paper napkin that is folded into quarters. Unfold it and draw lines down the folds to show the four quarters. (or a piece of paper)

? How many equal parts are there?

☞ *There are four equal parts.*

? How do you know it is in quarters?

☞ *The whole has been divided into four equal parts.*

Explain that when we are finding quarters, the whole is split into four equal parts.

Let's Explore

Can you fold the paper to show four equal parts?

Can you fold the paper to show four unequal parts?

I think this shape has been folded into roughly four equal parts because the edges are close together making the four parts equal.

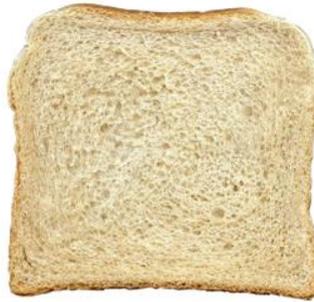


I think this shape is folded into four unequal parts because the edges do not line up and there is an overlap.



Independent Task

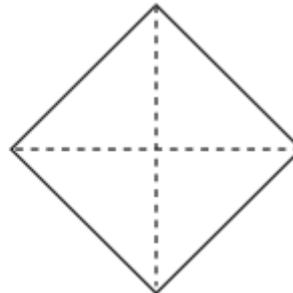
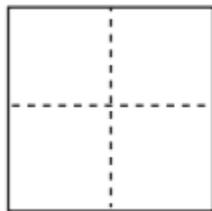
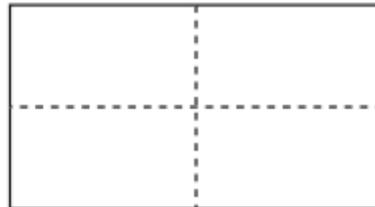
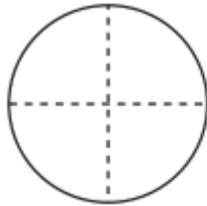
How many ways
can you cut a slice
of bread in to
quarters?



How many ways
can you show the
slice not being cut
into quarters?

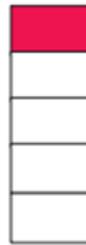
How do you know?

If children would like a challenge below are some shapes that children can colour in a quarter of:



Plenary:

Plenary



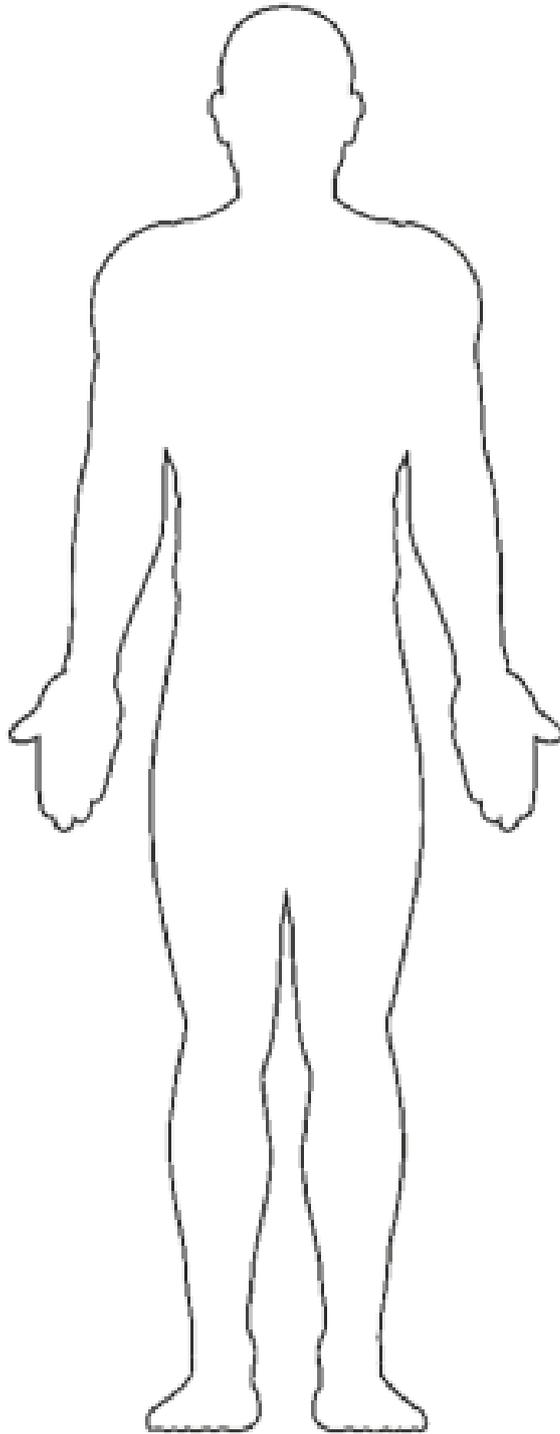
Tick the shapes that show a quarter.

Enquiry
30 minutes.

This week chipmunks you are going to be looking at the weather. We are going to build up on lots of information and on Friday you are going to be weather presenters. You might like to watch the weather being presented on the telly to see how it is done! However, you will be asked to present the weather that we have had during the week. On Monday you created a rainfall gauge (I hope it has rained a little bit!). Yesterday you created a windmill, don't forget to check, measure and log the rainfall each day!

Today you are going to design an outfit for the weather presenter to wear (this is you). As I make these home learnings a week in advance it's hard for me to know exactly what the weather is going to be like. However, I would like you to design an outfit to wear when you present your weather announcement on Friday. If the weather is warm you may like to pick and design an outfit which is summery to show the temperature. If it has rained a lot you may need to wear a mac and wellies! Below I have attached a template for you to design an outfit and then you will need to find the best suiting outfit you have in your wardrobe. Don't forget your sunglasses if the sun is out!

Design an Outfit



Reading

Read an e-book on Bug Club and answer the comprehension questions.

YOUR TURN TO BE A DETECTIVE - 1

You can often tell what people are thinking even when they don't tell you. You have to look for clues.

Davey stood at the kitchen door.
He was covered in mud for the garden.
His mother stared down at him and folded her arms. Davey could smell the newly-baked cakes on the table behind her. He looked down at his clothes and sighed.

1. Why didn't Davey walk straight into the house?

2. How do you know Davey's mother is not happy with him?

3. Who do you think baked the cakes?

4. Davey thought his mother was not going to give him a cake. How do you know?

★ Bedtime Wind-Down Activities for ★ ★ Children Aged Five to Seven ★

After a day in which there may be a new or different routine, or perhaps even no routine, a calm bedtime can be harder to achieve. Use these wind-down ideas with your children to help create the calming atmosphere needed for a happy bedtime, leading to a good night's sleep. Some of the activities can even be useful for adults too.

1. After teatime, get into the habit of doing a quiet activity together with your children, such as colouring or a jigsaw. While you do this, quietly chat about your day. This can be a lovely time to reflect on those aspects of the day that you have most enjoyed.
2. Working together, turn so one of you is facing away from the other. Ask your child to close their eyes and concentrate on the shapes that you are going to draw on his or her back with your finger. After one minute, swap over so that your child can have a turn drawing shapes on your back. Each time, really concentrate on what you can feel, making slow, gentle but deliberate movements.
3. With a pencil and a piece of paper each, take the pencil for a walk on the page for one minute. Move it slowly around the page smoothly and randomly, focusing on the shapes being created the whole time. Try not to let the pencil or pen leave the page until the time is up.
4. Together, place your hands on your stomachs, close your eyes and focus on your breathing for two minutes, simply noticing the rise and fall of your stomachs as you breathe in and out.