



Home Learning Pack

Year 1

Hello Year 1! Here is your weekly timetable for your new work pack. It is filled each week with exciting activities. You should try and complete these activities all by yourself - but if you are really struggling then ask an adult for help.

	9:00 - 9:30	9:30 - 09:45	09:45- 10:00	10:00-10:15	10:15 - 10:30	10:30-11:00	11:00- 11:30	11:30 - 12:00	12:00 - 12:30	Afternoon
Monday	Maths $2+3=5$	Count to 100!	Stretch your fingers out wide and close them into a tight fist. Do this 5 times.	Snack time! 	Spelling practise	Independent Reading time 	Breaktime! 	English 	Lunchtime! 	Independent time
Tuesday	Maths $2+3=5$	Count in 10's to 100	Can you find 5 buttons to fasten?	Snack time! 	Spelling Practise	Independent Reading time 	Breaktime! 	English 	Lunchtime! 	Independent time
Wednesday	Maths $2+3=5$	Count in 2's to 20	Tap all of your fingers individually with your thumb. Do this 5 times.	Snack time! 	Spelling Practise	Independent Reading time 	Breaktime! 	English 	Lunchtime! 	Topic activity
Thursday	Maths $2+3=5$	Count in 5's to 50	Can you try and tie some laces on shoes?	Snack time! 	Spelling Practise	Independent Reading time 	Breaktime! 	English 	Lunchtime! 	Spelling test!
Friday	Maths $2+3=5$	Count backwards from 50	Handwriting practise	Snack time! 	Spelling practise	Independent Reading time 	Breaktime! 	English 	Lunchtime! 	Independent time

Parents - We have created this timetable to help support structure at home. We know that children do appreciate structure, particularly when learning. It should also help your children to complete their learning more independently. Please feel free to adapt the timetable so it suits you. There are plenty of audiobooks available online for your child to listen to during their independent reading time too.

Story Time!



TalkforWriting

Year 1

Talk for Writing Home-school booklet

Sidney Spider - A Tale of Friendship

by Alison Cooper



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The story of Sidney Spider and activities are designed to inspire and support your child to develop skills and confidence in English – speaking, listening, reading and writing.

Through the world of Sidney Spider, your child will explore a range of purposeful activities broken down into bite-sized chunks. Each activity is carefully explained and many could be extended. They are designed to be shared activities.

You can listen to a recording of Sidney Spider – A Tale of Friendship here:

<https://soundcloud.com/talkforwriting/sidney/s-cFsSqUMech3>



Sidney Spider - A Tale of Friendship

Once upon a time, there was a large spotted spider called Sidney who lived in the top corner of Mrs Brown's shed. He was a very special spider because he spun beautiful golden webs, but Sidney was lonely. When he arrived last year, all the other spiders said, "Go away, Sidney. We don't want you here. You'll steal all our prey with your golden webs." So, Sidney hid away in his dark corner feeling sad.

One bright, sunny morning, Mrs Brown decided to spring clean her shed. So, she opened up the door and banged her broom, feather duster and dustpan down on the floor. Sidney and all the other spiders in the shed shivered in fear. Soon, Mrs Brown started to sing Incy Wincy Spider at the top of her voice and Sidney shivered a bit more. Then Mrs Brown picked up her broom and started to sweep: swish, swash, swish, swash, swish, swash.

Sidney looked down from his deep, dark corner and saw Mrs Brown's broom coming closer and closer and closer: swish, swash, swish, swash, swish, swash. "Help!" cried Sidney. "Please help me." Luckily, Susie, a tiny house spider, heard him. "I'm in the old flowerpot behind the spade," squeaked Susie. "Throw out your line and come and hide with me." So, Sidney threw out a fine golden thread and landed gently in Susie's flowerpot. "Thank you, Susie," said Sidney smiling.

A few minutes later, Sidney and Susie heard: swish, swash, swish, swash, swish, swash. Oh no, Mrs Brown's broom was heading for the flowerpot. "Help!" cried Sidney and Susie. "Please help us."

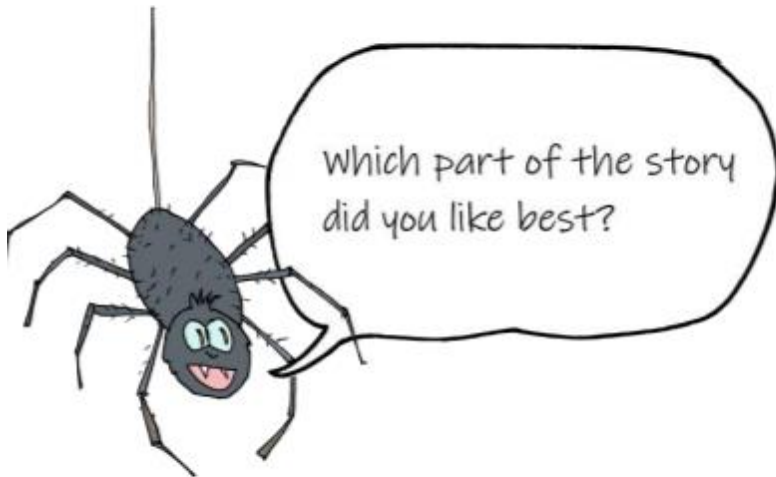
Luckily, Stanley, an ancient spider, heard them. "I'm in the red welly boot under the bench," mumbled Stanley. "Throw out your line and come and hide with me."

So, Sidney threw out a fine golden thread and grabbed Susie. Together they landed with a gentle thump in the old red welly boot. "Thank you, Stanley," said Sidney and Susie smiling.

A few minutes later, Sidney, Susie and Stanley heard: swish, swash, swish, swash, swish, swash. Oh no, Mrs Brown's broom was heading for the red welly boot. Mrs Brown bent over to pick up the boot but, luckily, her phone rang at that very moment. "I will come immediately," they heard her say. So, Mrs Brown picked up her broom, feather duster and dustpan and rushed out of the door.



"Hooray!" said Sidney, Susie and Stanley. "Come on everyone, let's have a party!" they said.

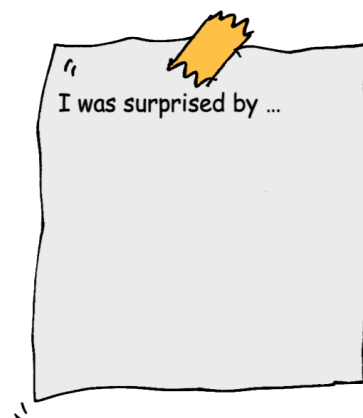
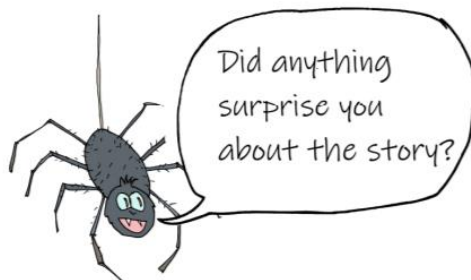
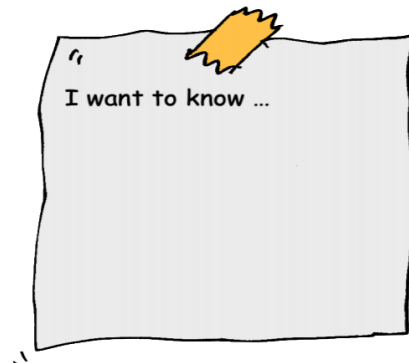
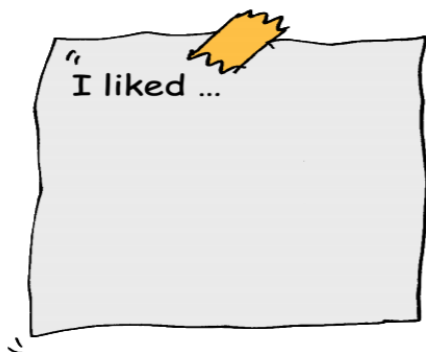


So, all the other spiders crawled out of the holes. First, they all shook one of Sidney's legs to welcome him. Next, they danced a special spider

dance in the middle of the shed. After that, Sidney knew that he would never be lonely again.

Talk about the story together, then can you finish these sentence starters?

Say the sentences out loud:



Read the story again together.

Can you work out who said what?

I'm in the red welly boot
under the bench



I'm in the old flowerpot
behind the spade



Hooray!

Go away, Sidney.
We don't want you here.

I will come
immediately

Comprehension

Quiz Time!

Where did Sidney live at the start of the story?

Why was Sidney a special spider?

Why didn't the other spiders like Sidney?

What song did Mrs Brown like to sing?

Why did Sidney shiver with fear?

Why do you think Mrs Brown rushed out of the shed?

What made Sidney happy at the end of the story? How do you know?



Here are some words from the story.
Can you share them with an adult to work out what they mean?

Say the words slowly, quickly, softly, loudly and in as many different ways you can.

ancient
Something that is very old

★ Can you find four things in your house that are ancient?

prey
An animal that is hunted or killed for food

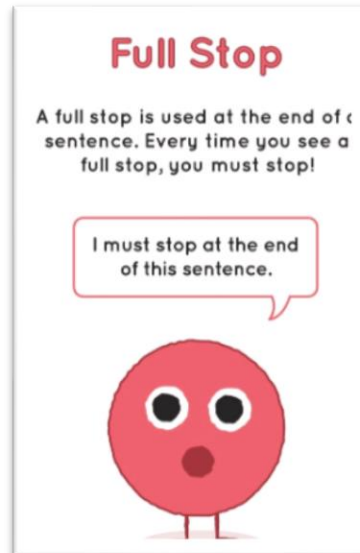
★ Can you name four animals that hunt for their prey?

Mrs Brown liked to sing *Incy Wincy Spider*. Can you say the words out loud? Can you sing the words as a song? Can you make actions up for the words?

Incy Wincy Spider climbed up the water spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
So, Incy Wincy Spider climbed up the spout again.

You could sing along to the song here: https://www.youtube.com/watch?v=MBxeKG7_Hq4

Capital Letters and Full Stops.



Sidney wrote a letter to his friends but he's not very good at capital letters and full stops.

Can you spot where he needs to write them in?

dear spiders,

thank you for keeping me safe from

mrs brown's broom she nearly swept

me into her dustpan I had a lovely

time at our spider party I'm very

happy to have some new spider

friends and I'll help you when you

have a problem

love Sidney xx

Sidney has very spidery handwriting. Can you write out his letter using your very best handwriting? Remember to use capital letters and full stops.

Grammar

Use the prepositions to help Sidney know where to hide. Say the sentences out loud...



I could hide *in* a ...

I could hide *in* a ...

I could hide *under* a ...

I could hide *on top of* a ...

I could hide *next to* a ...

Read the fact-file about spiders with a grown up.

Do you know anything else about spiders?

<i>What it looks like</i>	Spiders have 8 legs. Their bodies are in two parts.
<i>Where it lives</i>	Most spiders like to live in shadowy places.
<i>What it eats</i>	Most spiders eat flies and other insects.
<i>An unusual fact</i>	Spiders spin webs with a strong silk thread.
<i>Other interesting information</i>	Spiders are not insects. They are arachnids.

Mini-beast hunting!

Can you go outside and look at some different creatures?
If you pick them up, make sure you put them back in the same place and wash your hands afterwards.

★ Now write down what you found. Try to use and to make a longer sentence.

Start your sentences with First, Next, After that, Finally.

These words might help you:

Challenge: Can you write your own fact-file about the mini-beasts you found? Look at Sidney's for help.

and saw found ant woodlouse
caterpillar butterfly

Party Time!

Sidney had a party with his friends. He might have made biscuits like these.



Perhaps a grown up can help you make them?

Find the recipe here or use your own favourite biscuit recipe.

<https://www.bbcgoodfood.com/recipes/spider-biscuits>

We'd love to see your biscuits! Send in a picture to your teacher at their class e-mail.

classname@heathfield.nottingham.sch.uk –change the class name to class of your child to ensure it gets to your teacher. (Owls, Hedgehogs, Foxes, Badgers)

Spelling

Blue Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

poor enjoy yellow floor
garden

Red words: These are tricky words.

through son her once
there school any does

Green and Purple Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

got his fish then

have lots yes but

Red words: These are tricky words.

no said of you

be my the your

Orange and Yellow Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

fight tight switch light
creep play feel right

Red words: These are tricky words.

some all your her
we he she want

Red Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

hot pop can shop
from ships dress socks

Red words: These are tricky words.

the me
of

Maths

Try to challenge yourself to move onto the next objective (For example, if you have been working at Bronze, try to attempt silver!)

Activity 1

To be able to recognise equal and non-equal groups

Bronze: I can identify equal groups

Silver: I can identify equal and non-equal groups

Gold: I can identify equal and non-equal groups and explain why.

Activity 2

To be able to identify how many groups and how many in a group

Bronze: I can identify how many equal groups there are

Silver: I can identify equal groups and how many are in each group.

Gold: I can match the sentence to the correct group.

Activity 3

To be able to identify how many groups and how many in a group

Bronze: I can identify equal groups and how many are in each group.

Silver: I can match the sentence to the correct group.

Gold: I can identify if a statement is true or false.

Platinum: I can draw my own representations.

Activity 4

To be able to recognise equal groups as repeated addition

Bronze: I can make equal rows with objects

Silver: I can draw an array to match a repeated addition

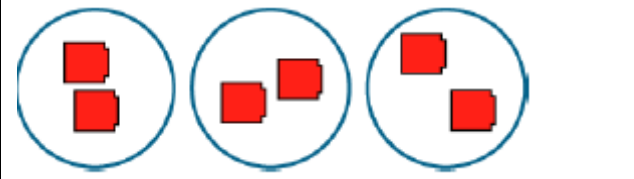
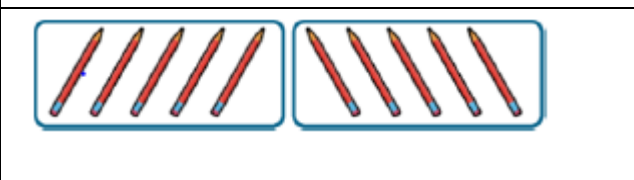
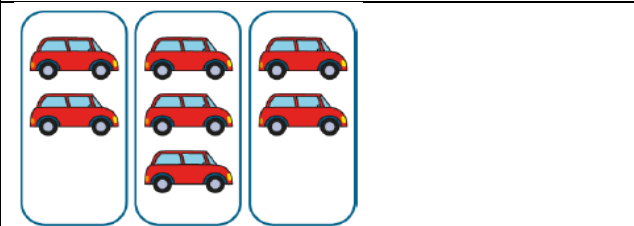
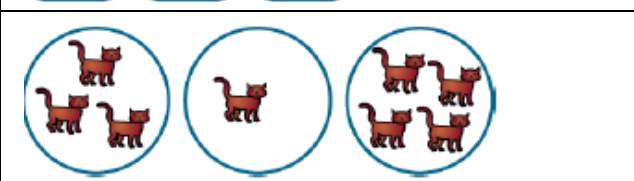
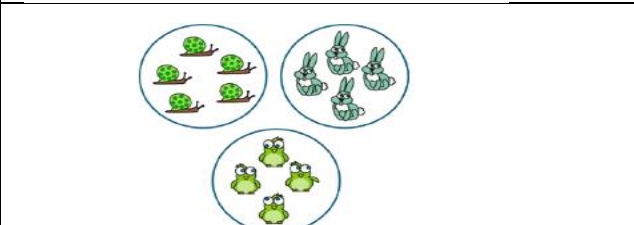
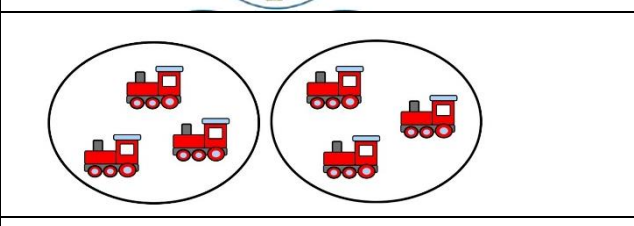
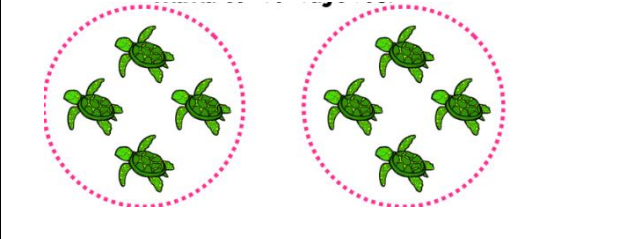
Gold: I can recognise and count rows and columns.

You do not need to print the sheets off. Adapt the activities to suit your child's needs. You can use objects at home and group them or draw pictures of groups.

Activity 1

Are these groups equal or not equal?

Groups

If they are equal, it means that they have the same amount.

Count how many are in each group to check.



Can you spot which are equal groups?



Can you spot which are equal and not equal groups?



Can you explain why they are not equal?

e.g. they are not equal because...

Words to help:

more than less than fewer than most least greater than

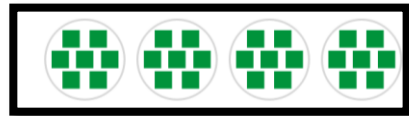
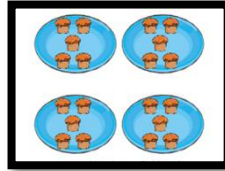
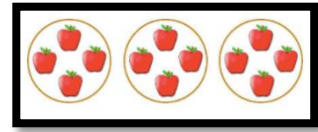
Extra challenge!

Can you draw your own groups and explain if they are equal or not?

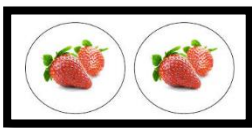
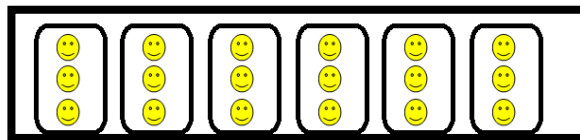
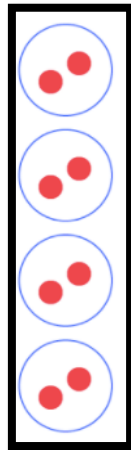
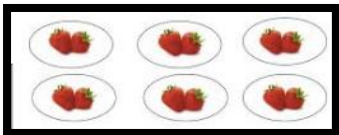
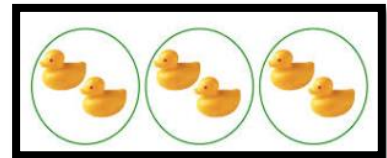
Activity 2



Can you spot how many equal groups there are?
e.g. There are 3 equal groups.



Can you spot how many equal groups are there
and how many are in each group?
e.g. There are 3 equal groups with 2 in each
group.



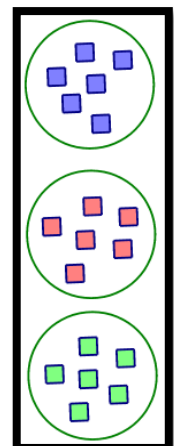
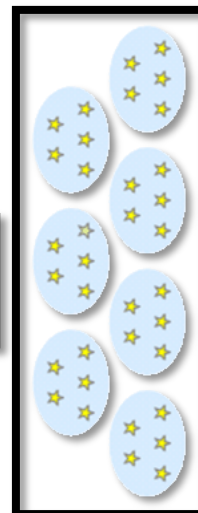
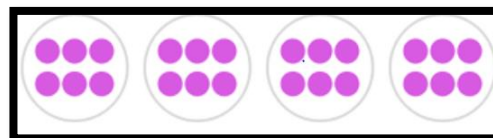
Can you spot which sentence matches the picture?

3 groups of 6

3 groups of 3

4 groups of 6

7 groups of 5

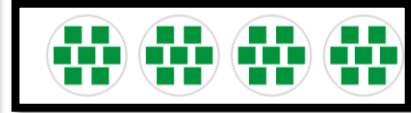
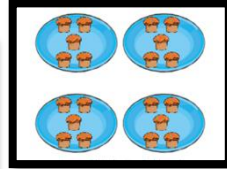
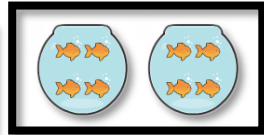
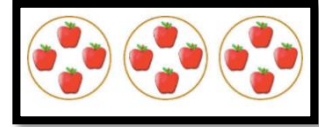


Activity 3

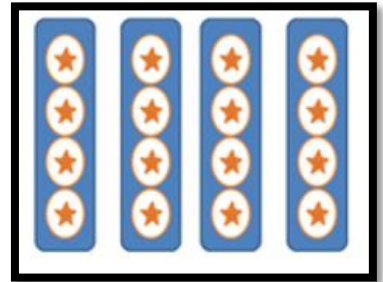
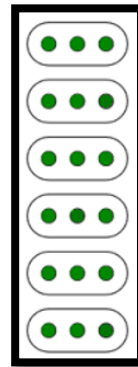
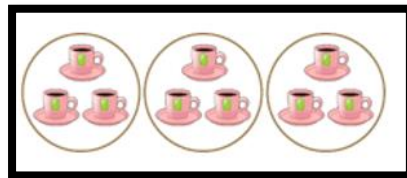
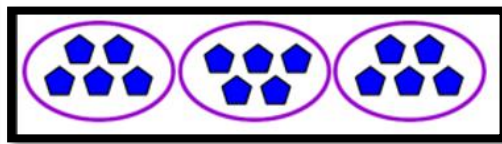
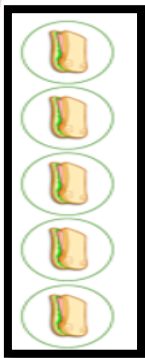


Can you spot how many groups there are and how many are in each group?

e.g. 3 groups of 4



Can you pick the sentence that matches the picture?



4 groups of 4

3 groups of 3

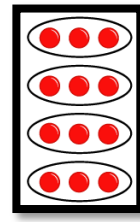
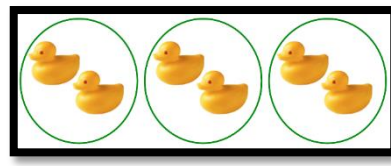
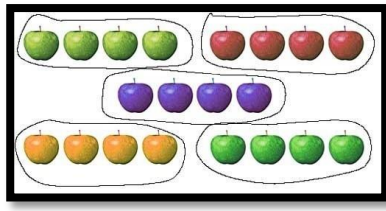
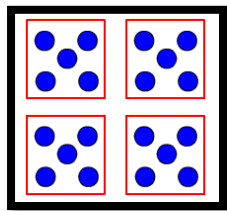
3 groups of 5

5 groups of 1

6 groups of 3



Can you say if the sentences are true or false about the groups?



4 groups of 5

4 groups of 5

3 groups of 2

3 groups of 4

Platinum Can you draw or create these sentences?

5 groups of 4

4 groups of 2

2 groups of 4

6 groups of 2

2 groups of 6

Activity 4





Can you make equal groups with objects from the number sentences?



Can you draw an array to show the number sentences?

For example:

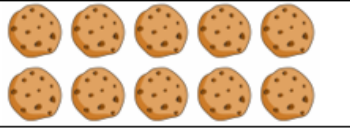
Object	As an array	As a repeated addition sentence
<p>Example</p> 		$2+2+2=6$

$5 + 5 + 5$ $2 + 2 + 2 + 2$ $7 + 7 + 7$ $4 + 4 + 4 + 4 + 4$ $9 + 9$

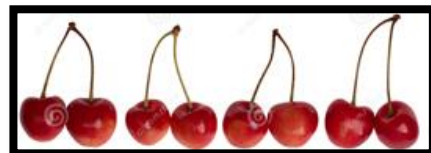
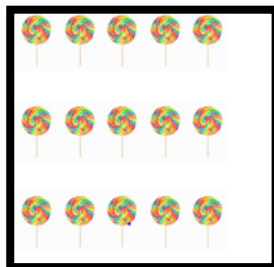
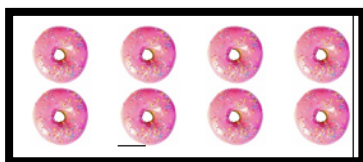


Can you say which is a row, and which is a column for the arrays you drew?

For example:

	row	column	
	2	5	$5 + 5$ $2 + 2 + 2 + 2 + 2$

Challenge: Can you write the number sentences for these objects? There might be more than one way to write them.



Number bonds- keep practising number bonds to 10 and 20. These are questions that you can do verbally, or use a pencil and paper to jot them down. If you need to use objects to count, use what you have to hand e.g. felt tips.

$2 + \square = 10$	
$3 + \square = 10$	
$10 - 5 = \square$	
$\square + 4 = 10$	
$10 = 7 + \square$	
$10 - \square = 6$	
$\square + 0 = 10$	
$10 - \square = 7$	
$10 = \square + 10$	

$12 + \square = 20$	
$13 + \square = 20$	
$20 - 5 = \square$	
$\square + 14 = 20$	
$20 = 7 + \square$	
$20 - \square = 16$	

Challenge- try to answer them as fast as possible to increase fluency. Try using a stopwatch to record your best time!

SCIENCE



Can you really SUPERSIZE a marshmallow? YES, YOU CAN!

Try out this fun, science experiment. You will need an adult to help you, marshmallows and a microwave.

Step-by-step guide to supersizing a marshmallow:

1-Put a large marshmallow on a plate and ask an adult to microwave it for 30-60 seconds

2-You'll see that it grows...and grows...and then goes black inside.

The science bit- marshmallows are foamy because they have loads of tiny air pockets inside. The microwaves heat up the water vapour inside them, making the molecules bounce around more and more, pushing the air pockets outwards. But, eventually, the sugar starts to burn (so they will taste better after just 30 seconds!).

They are super hot when they come out, so be careful!

ART

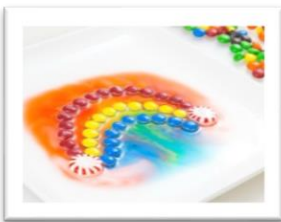


Place some coloured sweets in a dish in a 2D shape (circle, square, rectangle, triangle etc) then pour over some cold water. Watch what happens and what pattern you can create.

What happens if you change the order of colours?

What happens if you pour over warm water?

What happens if you try different pictures, for example, a rainbow?



We'd love to see a photo of your creation!

WELLBEING

The Helping Hand



Can you describe how each thing makes you feel?

For example, you might see your favourite toys and this makes you feel safe and happy, you might smell dinner cooking and feel hungry.

Which one was your favourite – why?

Try some relaxation using an 'I can'. You could make your own 'I can' sentences.

