

Year 1 Pupil Activities and Guidance week commencing 20.4.20

Hello Year 1- children and parents.

We have really enjoyed receiving your work sent to our class email: y1cleves@cclt.education and continue to encourage as many of you as possible to share the hard work your children are doing so please send us photos (art, activities, written work or anything else) to show us what you've been getting up to, we'd love to see them.

A couple of parents have messaged to say it is a tricky getting children to do their home learning, which I can fully understand. I would suggest you get into a routine which suits you all, don't make sessions too long and have breaks. We will give as much feedback and encouragement to your child that we can and are always just on the end of the email. We will also celebrate work on Twitter too. If there is anything at all we can support you with, please get in touch.

Lots of love and hugs from the Year 1 Team- Mrs Hilton, Mrs Elliott and Mrs Hawman.

<p><u>20 mins</u> <u>Each day</u></p>	<p><u>Phonics</u></p>	<p>It is so important when practising phonics that we pronounce each sound (phoneme) correctly. Once children pronounce phonemes incorrectly it's difficult to try and undo. I know this may be unfamiliar to many parents so please check out: https://www.youtube.com/watch?v=BqhXUW_v-1s</p> <p>Our phonics planning and teaching is based on a booklet called Letters and Sounds which can be found online at https://www.gov.uk/government/publications/letters-and-sounds</p> <p>The children know how to access and practise all of the games on the phonicsplay site https://new.phonicsplay.co.uk/ Username: march20 Password: home and they know which phonics group they are in.</p> <p>Over this next week they can regularly recap phase 3 regularly using the games. They can also practise writing the phonemes. It is also important to practise the tricky words linked to those phases too.</p> <p><u>Plus Phonics Daily Task:</u> Mrs Hilton's Phonics group (Group 1) were up to Phase 5b (week 6) Mrs Elliott's Phonics Group (Group 2) were at Phase 4 (week 4) The children know which group they are in.</p> <p>PLEASE DON'T MOVE ON TO THIS WEEKS PHONICS UNTIL YOU FINISHED THE LAST ONE, Quickly recap the phonemes from the last week to see if they've remembered them.</p>
<p>Monday</p>	<p>Group 1 Mrs Hilton</p>	<p>We are learning to explore alternative pronunciation of ow <u>Revisit</u> Play Speed Trial on Phonicsplay to practise all the phonemes they know <u>Teach</u> write these words for your child to read: cow, owl, brown, crown, frown, low, bowl, snow, window, show and discuss how the ow can make a different sound. <u>Practise</u> ask your child to sort them into groups according to the i sound they make. Can they think of any more examples? Try Acorn Adventures on Phonicsplay <u>Apply</u> choose some of the words from each group and write them in a sentence</p>
	<p>Group 2 Mrs Elliott</p>	<p>We are learning to read some tricky words and practising words with adjacent consonants. (Examples of the adjacent consonants found at the beginning of words are 'bl., cl., fl., gl., pl., sl., br., dr., fr., gr., pr., tr., sk., sm., sn., sp., st., sw., tw..' in words like 'blob, clap, flag, glad, plop, slip, bran, drip, frog, grab, pram, tram, skip, smell, snip, stop, swim, twig') <u>Revisit</u> Play Speed Trial on Phonicsplay to practise the phonemes they know up to phase 4 <u>Teach</u> reading CCVC words by writing wig. Soundtalk it (children know how to do that- they use robot arms as they sound out the word). Write t in front of wig to make twig. Point to the t and say it, holding the sound then point to the next consonant and slide them</p>

		<p>together then continue soundtalking the rest of the word. Repeat with lack /black, lick/click, light/flight, lass/glass, lay/play,</p> <p><u>Practise</u> Read each word and ask your child to write it, forming letters correctly. Then play Make a Match on Phonicsplay</p> <p><u>Apply</u> Choose some of the words to write in sentences in best handwriting.</p>
Tuesday	Group 1 Mrs Hilton	<p>We are learning to explore alternative pronunciation of ie</p> <p><u>Revisit</u> Play Time Challenge on Phonicsplay to practise all the phonemes they know</p> <p><u>Teach</u> write these words for your child to read: pie, fried, cried, denied, replied, chief, thief, shield, belief, shriek. Discuss how the ie can make a different sound</p> <p><u>Practise</u> ask your child to sort them into groups according to the i sound they make. Can they think of any more examples? Try Acorn Adventures on Phonicsplay</p> <p><u>Apply</u> choose some of the words from each group and write them in a sentence.</p>
	Group 2 Mrs Elliott	<p>Can children remember the tricky words from last week- have, like, some, come?</p> <p><u>Revisit</u> Play Time Challenge on Phonicsplay to practise all the phonemes they know up to phase 4</p> <p><u>Teach</u> We are learning to read compound words (two words that join together). Show your child these words, making a space between the two parts then putting them together to make one word: lunch/box = lunchbox, foot/ball=football, help/desk = helpdesk, wind/mill = windmill, tree/top = treetop, star/light = starlight, see/saw = seesaw.</p> <p><u>Practise</u> try writing each part of the words on card or paper, place them face down and take turns to turn them over to find the pair.</p> <p><u>Apply</u> Can they write a simple sentence using each of the words? E.g. <i>I like playing football.</i> Can you find anymore compound words?</p>
Wednesday	Group 1 Mrs Hilton	<p>We are learning to spell the tricky words: water, where, who, again, thought, through, work, mouse. (and can you remember last weeks?)</p> <p><u>Revisit</u> Play Time Challenge on Phonicsplay to practise all the phonemes they know</p> <p><u>Teach</u> spelling the tricky words by taking each word at a time, counting its letters, drawing it in the air, on mum or dad's back and saying each letter aloud. Read it, spell it, hide it, write it then check it.</p> <p><u>Practise</u> write the words lots of times using different coloured pencils, different sizes, bubble writing, and any other way you can think of.</p> <p><u>Apply</u> Put the words into sentences and write them.</p>
	Group 2 Mrs Elliott	<p>As yesterday, we are learning some compound words (two words that join together), but first lets practise reading some tricky words: were there little one</p> <p><u>Teach</u> Read compound words with adjacent consonants. Show your child these words, making a space between the two parts then putting them together to make one word: flip/flop, play/ground, light/house, plant/pot, dust/pan.</p> <p><u>Practise</u> try writing each part of the words on card or paper, place them face down and take turns to turn them over to find the pair.</p> <p><u>Apply</u> Can they write a simple sentence using each of the words? E.g. <i>I like playing football.</i> Can you find anymore compound words?</p>
Thursday	Group 1 Mrs Hilton	<p>We are learning to explore alternative pronunciation of the ea grapheme</p> <p><u>Revisit</u> Play Time Challenge on Phonicsplay to practise all the phonemes they know</p> <p><u>Teach</u> alternative pronunciations for ea. Write these words for your child to read and discuss how discuss how the g can make a different sound: sea, meat, treat, steam, cream dream, repeat, head, deaf, bread, dead, feather, instead.</p> <p><u>Practise</u> ask your child to sort them into groups according to the i sound they make. Can they think of any more examples? Try Acorn Adventures on Phonicsplay</p> <p><u>Apply</u> choose some of the words from each group and write them in a sentence</p>

	Group 2 Mrs Elliott	<p>We are learning to spell some common words and practise writing words with adjacent consonants. (they all are)</p> <p><u>Revisit</u> Play Time Challenge on Phonicsplay to practise all the phonemes they know up to phase 4</p> <p><u>Teach</u> Write the word they. Say a sentence using the word they. Ask children to trace the shapes of the letters with their fingers. Ask your child to write the word in the air, on your back, etc. then on some paper. Repeat with the words all and are.</p> <p><u>Practise</u> Ask your child to write the words a lot of times using different sized lettering and different coloured pencils, saying the word aloud each time.</p> <p><u>Apply</u> Write some sentences using the words they all are. Best handwriting,</p>
Friday	Group 1 Mrs Hilton	<p>We are learning to explore alternative pronunciation of the er grapheme</p> <p><u>Revisit</u> Play Time Challenge on Phonicsplay to practise all the phonemes they know</p> <p><u>Teach</u> alternative pronunciations for er. Write these words for your child to read and discuss how the er can make a different sound letter, hammer, ladder, feather, boxer, herbs, stern, jerk, germ, her.</p> <p><u>Practise</u> ask your child to sort them into groups according to the i sound they make. Can they think of any more examples? Try Acorn Adventures on Phonicsplay</p> <p><u>Apply</u> choose some of the words from each group and write them in a sentence</p>
	Group 2 Mrs Elliott	<p>Use today's phonics as a catch-up or practise session, checking that your child has remembered the tricky words we have learned over the last two weeks and that they can recognise the phonemes they have learned.</p>
At least 10 mins Each day	Reading	<p>Everyone has books and activities set in their Activelearn Bug Club. Please don't just race through the books though as there are activities suggested at the front and back of each book plus comprehension activities on many of the pages which help to develop reading skills. I can also see how the children are getting on with them.</p> <p>Phonics Play Comics is a free website that will provide additional reading material. Try to choose a book that practices the sounds your child is learning in their phonics session.</p> <p>Try Oxford Owl</p> <p>Enjoy lots of books together.</p>
20 mins Each day	Maths	<p>General maths</p> <p>Try to incorporate plenty of practical maths across the day such as measuring ingredients, measuring length using a tape measure or ruler or comparing one thing to another, read the clock very regularly (both analogue and digital, recognising and counting coins, adding and subtracting amounts up to 20 (or beyond if you can), making repeating patterns, counting forwards and backwards in 1s, 2, 5 and 10 and playing some of the online maths games that are readily available.</p> <p>Focused maths activities this week:</p> <p>Counting on and back in twos within 50</p> <p>Try this online lesson. https://www.bbc.co.uk/bitesize/articles/zkiv382</p> <p>This lesson includes:</p> <p>two videos two activities</p> <p>Before you watch, try to find 20 small objects to help with counting. These could be toys, cars, building blocks, raisins...</p> <p>Socks are also good because they come in pairs!</p> <p>Counting on and back on 5s within 50</p> <p>Try this online lesson https://www.bbc.co.uk/bitesize/articles/zhfjqp3</p> <p>This lesson includes:</p> <p>two videos two activities</p> <p>Try looking for things around the house that come in 5s. Count 5p pieces.</p>

This week	British Values	<p>It is St George's Day on 23rd of April (this Thursday). Find out all about St George and why we celebrate St George's Day.</p> <p>https://www.youtube.com/watch?v=A9QsPnTevOO</p> <p>Can you make a sword and write 3 special qualities on it that St George showed and that you would like to have (brave, helpful, strong, etc.).</p> <p>Design your own dragon.</p> <p>Make a dragon's lair in your garden.</p>
20 minutes Twice across the week	History	<p>Before Easter we asked you to find out all about Florence Nightingale. She was a very special nurse and that is why we still remember her today. We haven't seen many examples of your work about her yet, so please do some more work about her and send it to us.</p>
2 x 20 mins Each day	PE	<p>For example Joe Wicks workouts, Cosmic Yoga, Go Noodle, Jump Start Jonny and Shonette's Dough Disco on her Spread the Happiness channel (if you have a small ball of dough- this is good for developing finger and hand strength) on Youtube.</p>
	PSHCE	<p>Our Topic for PSHCE this half term is relationships and we will set some work on this next week.</p>
20 mins	RE	<p>How was Easter special for you? Write about what made Easter special and draw a picture.</p>
20 mins Each day	Art	<p>You choose from drawing, painting, colouring, outdoor art..... there's so many great ideas out there. Take a photo and send it to us.</p> <p>Try writing or drawing using outdoor materials – use mud, plants or anything else. Make patterns using natural materials and do some leaf rubbings. Decorate some stones and pebbles. Send us photos of your creations.</p>