







Year 1: Remote Learning Schedule

W/C 25 th January	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Addition and Subtraction	Lesson 1: To subtract by crossing 10. Recap your understanding of subtracting and crossing 10 by counting backwards on a number line. Click on the link here .	Lesson 2: To subtract by crossing 10. Consolidate your understanding of subtracting and crossing 10 by counting backwards on a number line. Click on the link here .	Lesson 3: To use related facts. Use your knowledge of related facts to solve addition and subtraction calculations. Click on the link here .	Lesson 4: To compare number sentences. Use your knowledge of the greater than >, less than < and equals = symbols to compare number sentences. Click on the link here .	Lesson 5: Arithmetic Skills <i>Challenge yourself with our weekly maths quiz</i> Remember to check your answers and make any corrections if necessary.		
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
<div>Remember to log in to TT Rockstars each week to practise your times tables!</div> <p>Message your teacher on <i>ClassDojo</i> if you've forgotten your login details.</p>							
<div>Remember to share your learning on ClassDojo!</div> <p>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p>							
English <i>(approx. 45 mins per lesson)</i> This week our focus is: Information Texts - Fact Files	Lesson 1: To use vocabulary skills. Read the text 'Penguins' and then answer the vocabulary questions to improve your understanding of the meaning of words.	Lesson 2: To write facts about an animal. Today, you will write facts about the features of your animal.	Lesson 3: To write facts about the habitat and diet of an animal. Today, you will write facts about the habitat and diet of your chosen animal.	Lesson 4: To organise writing. Use a heading or question and a short paragraph to organise your fact file. Today, you will write your 'Fun Facts' section.	Lesson 5: To use question marks. Use your fact file to write your own quiz questions! Remember to practise your spellings.		
	The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
This week's spellings are: catch fetch hutch have live give (Remember to test yourself on Friday!)							
Reading for Pleasure is such an important part of our curriculum – follow the link here to watch 'Cuddly Dudley' By Jez Alborough.							
Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:	Thurs:	Fri:
			Music	DT	PSHCE	Science	Computing
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!							

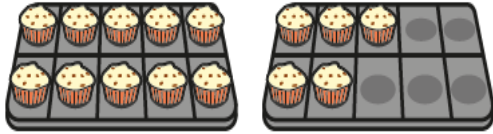


Maths Lesson 1:

Subtraction – crossing 10 (1)



- 1 Rosie has 15 cakes.



Her friends eat 6 cakes.

How many cakes does Rosie have left?

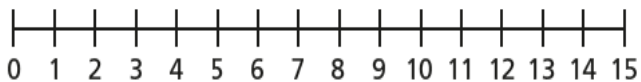
$$\square - \square = \square$$

Rosie has \square cakes left.

- 2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?



$$\square - \square = \square$$

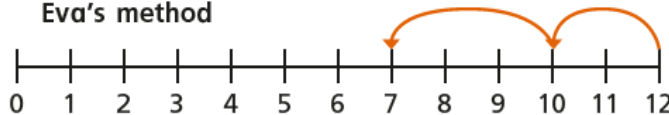
Jack has \square stickers left.

- 3 Ron and Eva have worked out $12 - 5$ on a number line.

Ron's method



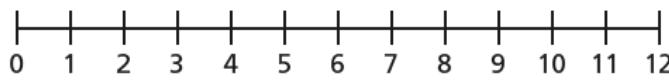
Eva's method



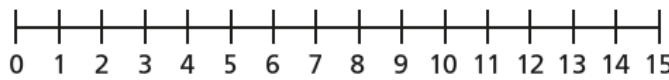
a) What is the same and what is different?

b) Use Eva's method to complete the subtractions.

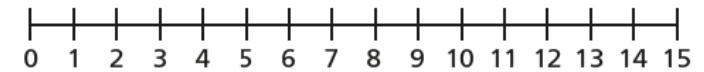
$$12 - 6 = \square$$



$$15 - 8 = \square$$

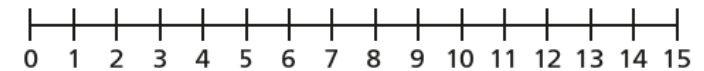


$$14 - 9 = \square$$

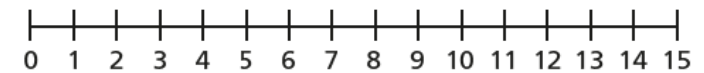


- 4 Fill in the missing numbers.

$$14 - \square = 8$$



$$\square - 6 = 7$$





Maths Lesson 2:



- 1 Jack has 11 apples.
Mo has 5 apples.

Jack 11

Mo 5

How many more apples does Jack have than Mo?

Tick the number sentence that answers the question.

$$11 + 5 = 16$$

$$11 - 5 = 6$$

- 2 Eva has 13 sweets.
Teddy has 6 sweets.

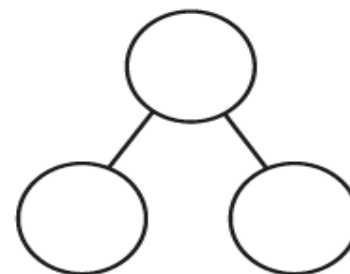
How many more sweets does Eva have than Teddy?

$$\boxed{} - \boxed{} = \boxed{}$$

Eva has more sweets than Teddy.

- 3 There are 17 animals on a farm.
There are 9 horses.
The rest of the animals are sheep.

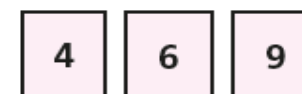
a) How many sheep are there?



$$\boxed{} - \boxed{} = \boxed{}$$

There are sheep.

4



- a) Choose two cards to complete the subtraction.

$$\boxed{1} \boxed{} - \boxed{} = \boxed{}$$

- b) How many different subtractions can you make?

Work out the answer to each one.

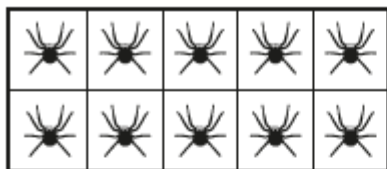


Maths Lesson 3:

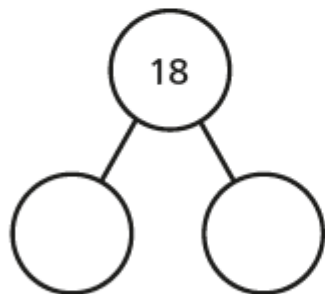
Related facts



1 Look at the picture.



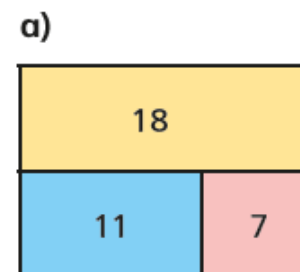
Complete the part-whole model and fact family.



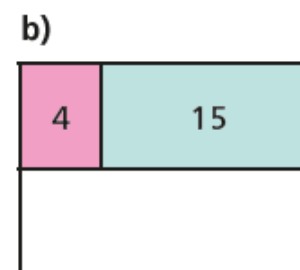
$$\begin{array}{rcl} \square & + & \square = 18 \\ \square & + & \square = 18 \\ 18 & - & \square = \square \\ 18 & - & \square = \square \end{array}$$

Can you write each number sentence a different way?

2 Complete the fact family for each bar model.



$$\begin{array}{rcl} \square & + & \square = \square \\ \square & + & \square = \square \\ \square & - & \square = \square \\ \square & - & \square = \square \end{array}$$



$$\begin{array}{rcl} \square & = & \square + \square \\ \square & = & \square + \square \\ \square & = & \square - \square \\ \square & = & \square - \square \end{array}$$

c) Draw your own bar models.



Maths Lesson 4:

Compare number sentences



- 1 Draw counters to show each addition.
Use two different colours.

a) $9 + 3$

b) $6 + 7$

c) $11 + 2$

- d) Write the missing phrase.

less than

greater than

equal to

$9 + 3$ is _____ $6 + 7$

$11 + 2$ is _____ $9 + 3$

$6 + 7$ is _____ $11 + 2$

- 2 Cross out counters to show each subtraction.

$14 - 5$

●	●	●	●	●	●	●	●		
●	●	●	●	●	●	●	●		

$15 - 6$

●	●	●	●	●	●	●	●	●	●
●	●	●	●	●	●	●	●	●	●

Write the missing phrase.

less than

greater than

equal to

$14 - 5$ _____ $15 - 6$

- 3 Write $<$, $>$ or $=$ to compare the number sentences.

a) $12 + 3$ ○ $12 - 3$

b) $17 - 4$ ○ $17 - 6$

c) $13 + 6$ ○ $6 + 13$

d) $14 - 4$ ○ $1 + 0$

Did you have to work them all out?

- 4 Complete the number sentence.

+ = -

How many ways can you complete the number sentence?



Maths Lesson 5:

Maths Quiz - 7



1. 20, 25, 30, 35, ,

2.

3.

12	two
20	twelve
2	twenty

4. Sunday, , Tuesday, Wednesday, Thursday

5.



6.

7.

8.



1. Complete the number sequence.
2. There are 9 birds in the tree. 7 more come to join them. How many birds are in the tree?
3. Join the numbers to the correct words.
4. Write the missing day.
5. There are 12 strawberries and 9 pears. How much fruit is in the bowl?
6. There are some daisies on the chain. How many more need to be added so that there are 20 daisies altogether?
7. What is one more than 77?
8. What time is shown on the watch?

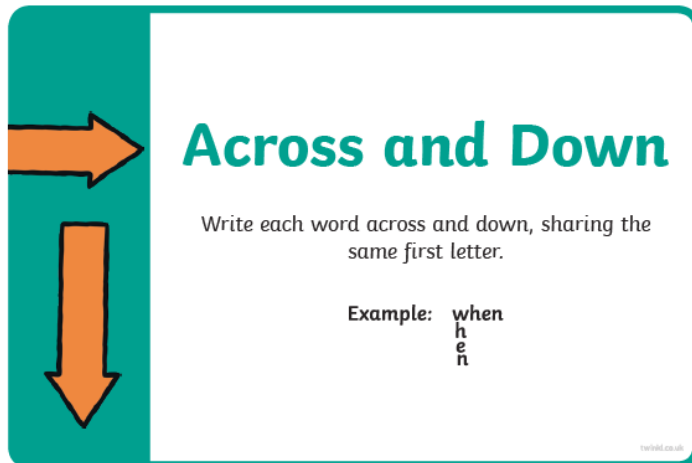


English – Practise your spellings every day:

Remember to ... Look, cover, say, write and then check!

	Monday	Tuesday	Wednesday	Thursday	Friday
catch					
fetch					
hutch					
have					
live					
give					

Choose another strategy to practise your spellings:



Across and Down

Write each word across and down, sharing the same first letter.

Example: **when**

when
h
e
n

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Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.

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Rainbow Words

First, write your spelling words in pencil. Trace over the words 5 times using a different coloured crayon each time.

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Phonics Activity:

Phonics Activity Mat 2

Read these words to a friend.

sheek



landing

rarch



tinfoil

flink



brain

streze



classic

slingpang



quick

Write the real words next to the chest and the nonsense words next to the bin.

bands

segg

melting

street

ploop

sernd

lunch

yapher



Circle all of the words that contain the **ew** digraph.

cream

birthday

bench

chicken

threw

winter

flew

nephew

Add the sound buttons to these words.

crayon

donkey

yawning

Write the missing sounds in these words.



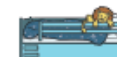
fl__er



t__d



t__ch



bedr__m



coff__



__eel



b__ts



p__son



gr__m



fl__m__

Write a word that contains **ow**.



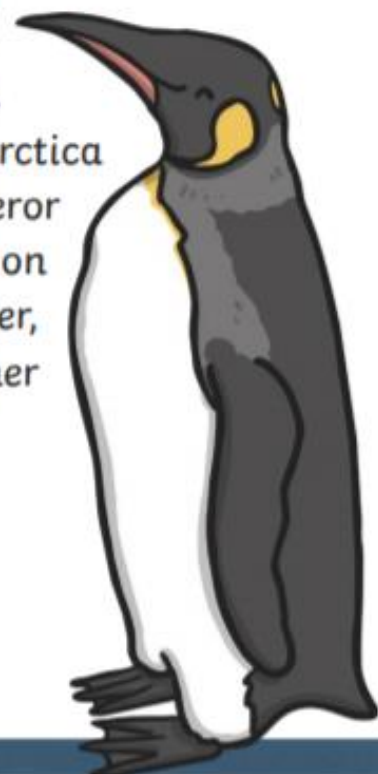
Polar Animals

Penguins

Penguins are birds that spend much of their lives in the water and unlike most other birds, they cannot fly. Penguins do have wings but they are more like flippers to help them swim. As they live in water, their bodies have adapted so that they can swim brilliantly to catch food. Their bodies are smooth and dart-shaped so they glide easily through the water. They have dark feathers with light patches which help them to blend in so they are difficult to spot. This is a very useful way to trick predators and avoid being eaten!

Penguins don't have to swim in deep water as the fish they catch are found near to the surface. Their feathers make their bodies waterproof.

Penguins are found on every continent in the southern hemisphere (the bottom half of the world). Most people think that penguins only live in the ice and snow but there are some species that live in warmer climates. The hottest penguin habitat is the Galapagos Islands, where temperatures can reach as high as 32°C. Emperor and Adélie penguins live in Antarctica in temperatures as low as -60°C. Emperor penguins are the only animals to stay on the open ice during an Antarctic winter, huddling together to survive the worst weather conditions on earth.





Comprehension Task Lesson 1:

Read the information about penguins and answer these questions.

1. Which words tells us that penguins can swim well?

2. Which word tells us what penguins' bodies feel like?

3. Which word tells us that it is hard for predators to spot a penguin?

4. Which word tells us that the penguins' food lives near the top of the ocean?

5. Which words tell us what penguins do to survive the cold weather?

6. How do you know that the weather in Antarctica is dreadful?



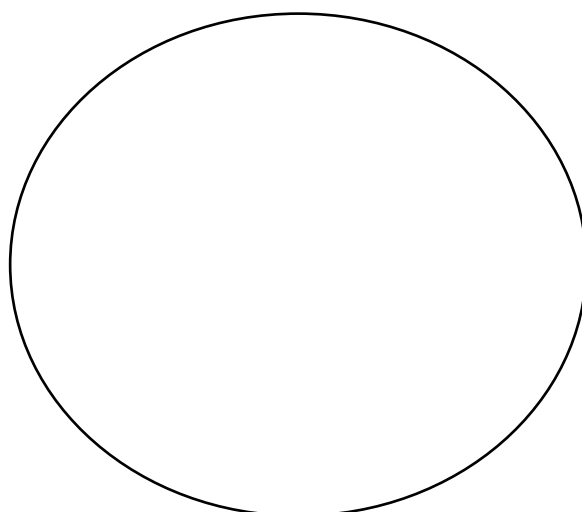
English Lesson 2:

Using your teacher's WAGOLL from the lesson, write about your chosen animal's features. What do they look like? How can they be identified? Describe any special features they have to help them to survive.

Your fact file should include:

- A question/heading
- Key facts
- Full sentences using capital letters, spaces between words, full stops or question marks.
- Conjunctions such as and, but or because.
- Adjectives
- A picture of the animal

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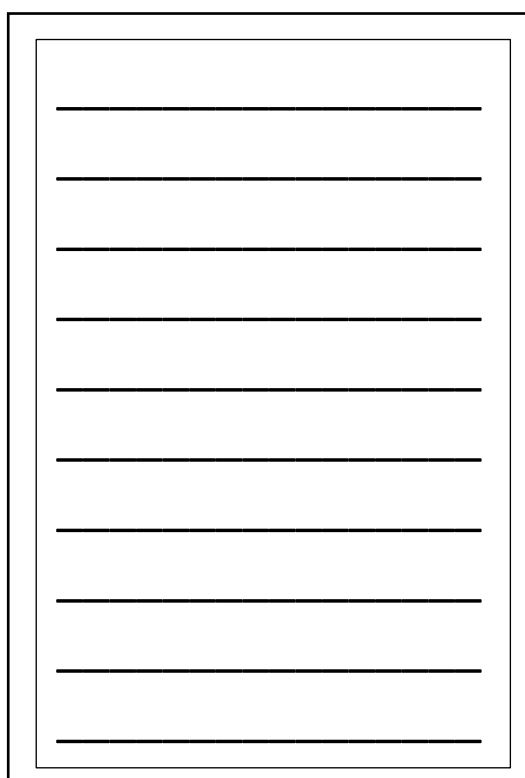
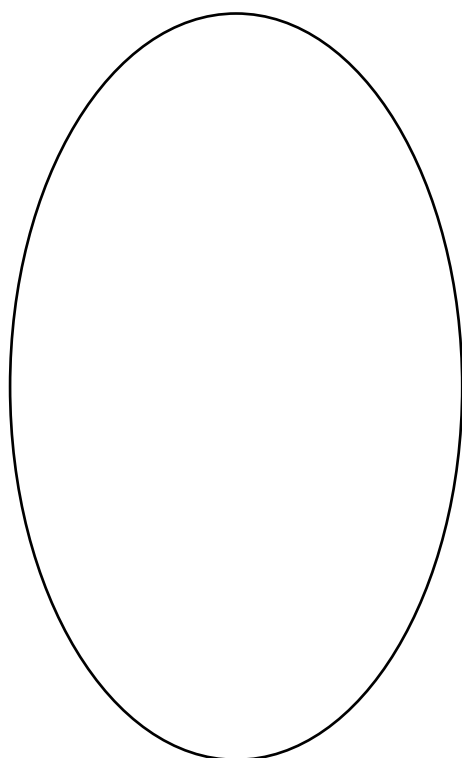
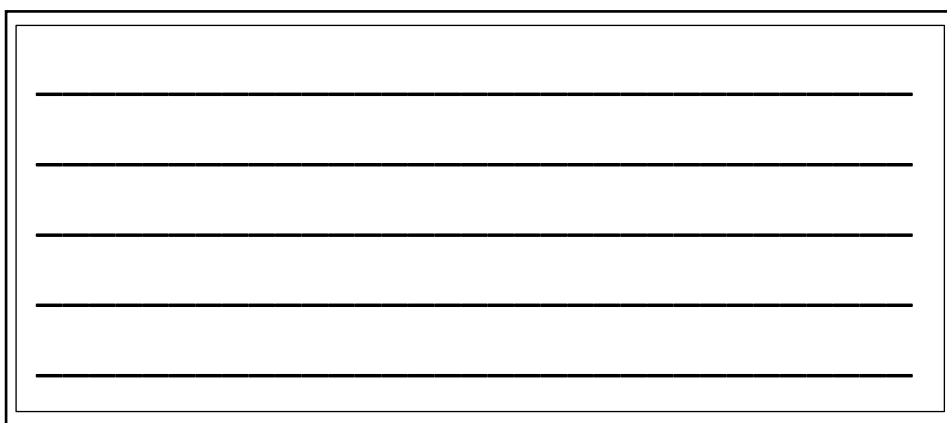


English Lesson 3:

Using your teacher's WAGOLL from the lesson, write about your chosen animal's habitat and diet. Where do they live? What do they eat? How do they hunt for food?

Your fact file should include:

- A question/heading
- Key facts
- Full sentences using capital letters, spaces between words, full stops or question marks.
- Conjunctions such as and, but or because.
- Adjectives
- A picture of the animal





English Lesson 4:

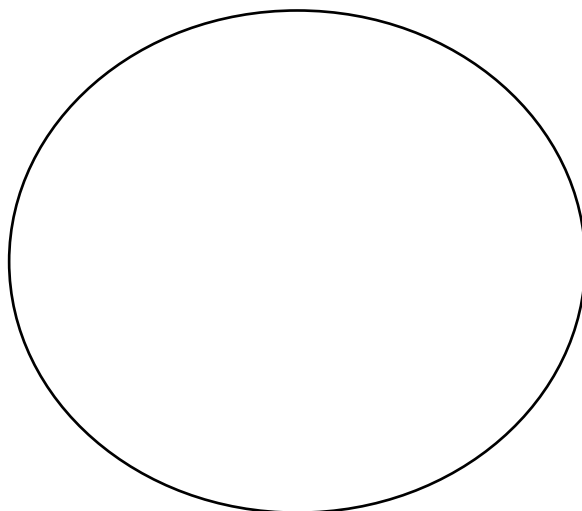
Using your teacher's WAGOLL from the lesson, write about your chosen animal's fun facts.
Did you know...?

Include any other facts from your research that you have not yet written about.

Your fact file should include:

- A question/heading
- Key facts
- Full sentences using capital letters, spaces between words, full stops or question marks.
- Conjunctions such as and, but or because.
- Adjectives
- A picture of the animal

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English Lesson 5:

Create your own quiz using the correct punctuation. You can include question words, 'true or false' statements and multiple-choice questions.

The worksheet contains three speech bubble-shaped boxes for writing quiz questions. Each box has a white rectangular area with horizontal lines for text, and a blue outline with a tail pointing downwards and to the left. The boxes are arranged vertically in the center of the page. The background is a stylized illustration of a landscape with a blue sky, dark blue water, and light blue rocky terrain.

Test the knowledge of your family members and see if they can answer your questions correctly!



Reading for Productivity Music:

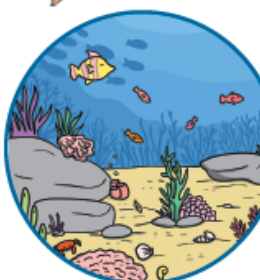
Deep Sea Explorers

Read on to find out about three explorers and their missions to discover below the waves.

Jacques Cousteau

Jacques Cousteau was a photographer who looked at habitats in the ocean.

In 1948, Jacques was part of a mission to find a Roman shipwreck. This was the beginning of exploring sunken ships.



Sylvia Earle

Sylvia Earle is an American underwater photographer. She was born 30th August 1935.

Sylvia hopes to protect 30% of the world's oceans by the year 2030 by creating areas called 'hope spots' where ocean life is protected.

Robert Ballard

Robert Ballard is an American ocean photographer and explorer. He was born 30th June 1942.

In 1985, Robert was part of a huge mission to find the RMS Titanic shipwreck, a ship that had been missing since 1912.



Deep Sea Explorers

1. What was Jacques Cousteau's job? Tick **one**.

- ☐ engineer
- ☐ photographer
- ☐ fisherman

2. In 1948, what was Jacques sent to find? Tick **one**.

- ☐ hope spots
- ☐ the RMS Titanic
- ☐ a Roman shipwreck

3. Read the **Sylvia Earle** section.

What will be the name of the areas where ocean life will be protected? Tick **one**.

- ☐ animal spots
- ☐ hope spots
- ☐ trust spots

4. When does Sylvia want the 'hope spots' to be made? Tick **one**.

- ☐ 2030
- ☐ 1935
- ☐ 1942

5. What is the name of the shipwreck that Robert found? Tick **one**.

- ☐ Navy submarines
- ☐ Argo
- ☐ RMS Titanic



Year 1-2 Extended Curricular Learning

Music- Deep Sea Explorers

Monday 25th January 2021 – Activity 1

VIPs

Music can be made with your body or an instrument. The dimensions of music are the separate parts that describe an aspect of how the music sounds. Percussion instruments can be used to make a musical impression of the sea.

Today, you will learn about discoveries under the sea and how to create your own musical impression of the sea using your body, voice and musical instruments:

1. Complete the reading for productivity to find out more about the sea.
2. Listen to pieces of music related to the sea and think about how it makes you feel.
3. Design and make your own piece of music using your body and recycled materials to build an instrument.
 - ✓ Year 1 – Use cutting and sticking to decorate your instrument.
 - ✓ Year 2 – Use different materials to create a range of sounds on one instrument.

Deepen the moment

Create a recording of yourself playing your recycled instrument. You could involve other members of your household, sing, dance and even dress up! Add your videos to Class Dojo!





Reading for Productivity DT:

Sliders

Sliders can move left and right or up and down.



1 What can a slider do? Circle **one**.

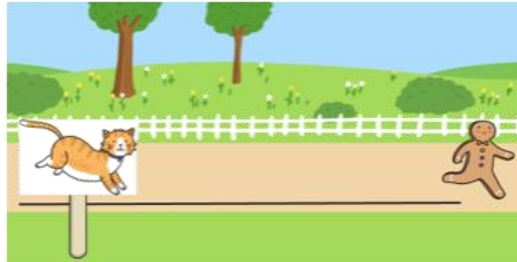
Zig zag

Spin around.

Move left and right or up and down.

To make a sliding picture you will need:

- A background
- A picture
- A stick
- Scissors
- A ruler



2 What do you need? Circle **two**.

A cup

A ruler

A stick

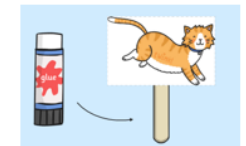
1. Put two dots on either side of your background.
2. Use a **ruler** to join the **dots** up. Then cut along the dots.



3 Find and **copy** the words to finish the sentence...

Use a _____ to join the _____ up.

3. Cut out the picture and stick it on the end of the stick.
4. Slide the stick into the slit.
5. Move the picture **from left to right**.



4 Where do you move the picture? Tick **one**.

Up and down ☐

from left to right ☐



Year 1-2 Extended Curricular Learning

DT- A Moving Story

Tuesday 26th January 2021- Activity 2

VIPs

To make a part move you will need a mechanism. The slider is a rigid bar that moves backwards and forwards along a straight line. A slider can make parts of an image move up and down or left and right. A story is a made-up series of events including at least 1 character.

Today, you will learn about sliding pictures and how and why they are made. You will also learn how to create your own story using moving parts.

4. Complete your reading for productivity.
5. Check your home for a sliding picture story.
6. Design your own sliding story using a story board (template attached).
7. Create your story on paper and add a sliding character or moving part.
 - ✓ Year 1 – Create a story with a beginning, middle and end.
 - ✓ Year 2 – Create a story with 4 key events. What could go wrong and how is it solved by the ending?

Deepen the moment

Tell your story to someone in your household or even upload a video to Class Dojo.





Reading for Productivity PSHCE:

What is mental health?



Mental health is about how you feel, think and sometimes behave. Lots of children have mental health problems and it means they can feel sad, angry or anxious.

What might happen?

If we feel unhappy and we can't explain why, sometimes things can get out of control. If we don't deal with these feelings, things can get very messy. We might fall out with our friends. We might get into

trouble at school. Our parents might get angry with us.

What Can We Do?

We often feel out of control of things that happen in our lives. We get told where we need to be, what time we have to leave, who's picking us up, even where we might be sleeping that night.

Eat Well, Feel Well



- We have all been told about healthy eating, and usually it's to keep our bodies fit and healthy. However, a good diet helps our mental health too.
- Don't skip meals. We are designed to have three meals a day with some healthy snacks in between. If we don't eat regularly or healthily, we can feel grumpy, tired, lose concentration and lack motivation to do anything.

- Eat breakfast every day. Our bodies and minds have run out of fuel during the night and we need to give ourselves a good start.
- Avoid takeaways and ready meals. They are often full of things which don't help our minds to work efficiently.
- Drink at least 6 glasses of water a day. It's vital for our brain's wellbeing.



Get Out there!

Exercise is very important for your mental health. Moderate exercise is recommended for up to 30 minutes a day. Have a go!

Help Other People

There's nothing like the feeling you get when you are appreciated by other people. Helping them is a great way to do something useful but also feel good about yourself.



Take Time Out

Things get really hectic at school these days and we can be just as busy at clubs and groups we go to after school. When do we make time for ourselves?

- Recharge your batteries – even if you just lie on your bed for 10 minutes in peace and quiet.
- Write down how you're feeling. It's a good way to get things off your mind without upsetting anyone else.
- Think of your favourite place. Remember what you might hear, see and feel like when you're there.



Questions:

1. Name three emotions that can be linked with mental health.

2. If we are eating an unhealthy diet will this help our mental health?

3. How long should you exercise for each day?

4. What will you do from now on to improve your mental health?

Year 1-2 Extended Curricular Learning

PSHCE- Wellbeing

Wednesday 27th January 2021- Activity 3

VIPs

It is important to protect our mental health and to encourage others to protect theirs. Mental health is an individual's level of psychological well-being that can affect a person's mood, thoughts and behaviour. It is important to keep mentally well by being kind to ourselves.

Today, you will learn about the importance of well-being and having time for you. You will also learn about what it means to be fit and healthy and how you can support other people's mental health.

8. Complete your reading for productivity.
9. Design a healthy snack.
10. Optional- make your healthy snack.
11. Advertise your healthy snack using pictures, adjectives, a snappy slogan and the cost!
 - ✓ Year 1 – Use 3 or more ingredients to make a flavoursome treat.
 - ✓ Year 2 – Use ingredients from at least 2 different food groups to make your flavoursome treat.

Deepen the moment

Use the 'Eat Well Plate' to find out which food groups you have consumed the most this week.

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Reading for Productivity Science:

Alive, dead or never been alive?

There are three categories we can group things into. These are: alive, dead or never been alive. Below are some examples of these categories.

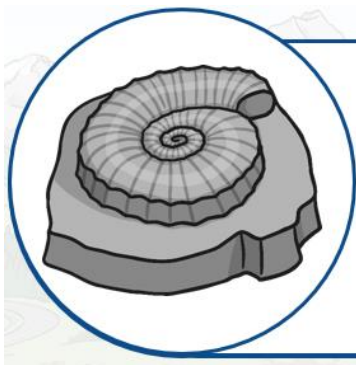


Things that are alive

Things that were once alive

Things that have
never been alive

All things which are classed as 'alive' can do these seven things: move, feed, grow, get rid of waste (wee/poo), breathe oxygen, make more of their own type (reproduce) and respond to the place they are in (change/adapt).



Fossils are the remains of animals that lived a long time ago.

There are other things which have never been alive. We know they have never been alive because they aren't made from something that could do all of the seven things listen above.



Questions:

1. How many categories are there?

2. Name one example that is shown to be alive.

3. Name one example that is shown to be dead?

4. Is a fossil alive? Explain your answer.

5. What else could be put in the 'never been alive' category?



Year 1-2 Extended Curricular Learning

Science- Alive, dead, never alive

Thursday 28th January 2021- Activity 4

VIPs

Some things are living, some things are dead and some things have never been alive. Living things move and grow.

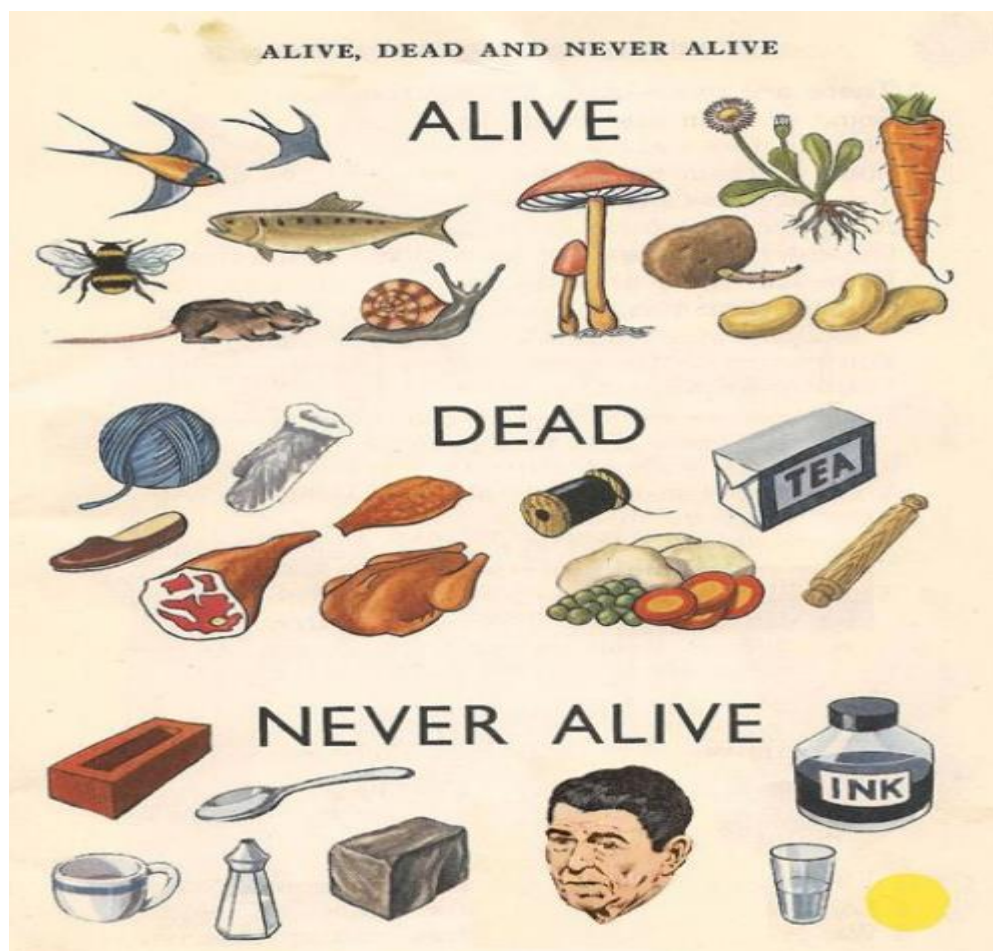
Today, you will learn about the differences between objects which are alive, dead and have never been alive. You will also explore your own home and local area to find out what is alive, dead and has never been alive near you.

12. Complete your reading for productivity.
13. Create a chart to write your alive, dead, never alive findings.
14. Go on a hunt.
 - ✓ Year 1 – Try to find 3 things for each category.
 - ✓ Year 2 – Try to find 4 things for each category.

Deepen the moment

Use pictures, photographs or writing to show how we change whilst alive.

How have you changed since being a baby?





Algorithms in Antarctica

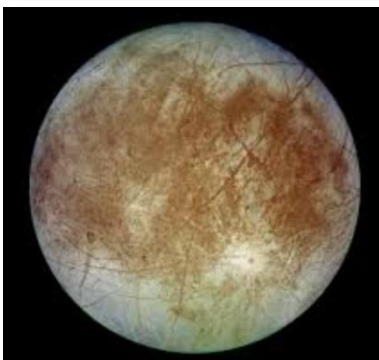
'Icfin' is the name of this robot. It is finding out more about the sea water and the ice.



1 The robot is called? Tick **one**

☒ Icfin

☐ John



They drilled a hole in the ice and put Icfin into the freezing ocean. Icfin swam more than 1 km below the glacier's **huge floating ice shelf**.

2 What is the glacier described as a? Tick **one**

☐ Small cube

☐ huge floating ice shelf



NASA hopes that robots like Icfin will **explore the ocean** on Jupiter's frozen moon, Europa.

3 What will robots do on Jupiter's moon?





Year 1-2 Extended Curricular Learning

Computing- Algorithms

Friday 29th January 2021- Activity 5

VIPs

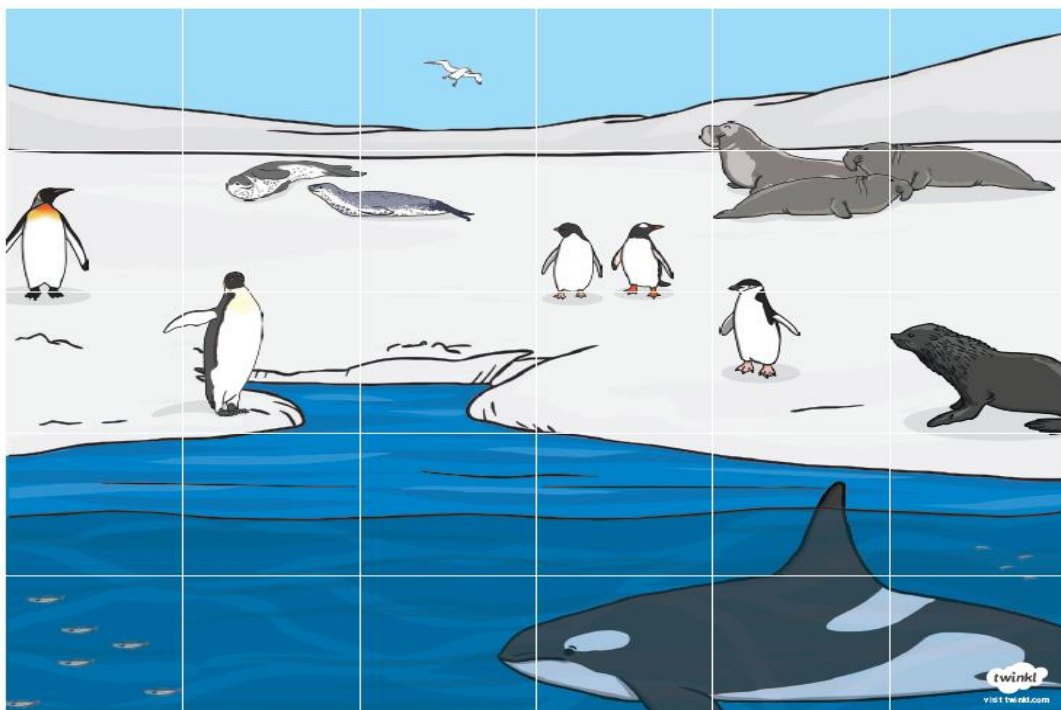
An algorithm is a precise set of instructions. Codes can be used to shorten algorithms. Turning right means to turn in a clockwise direction. Turning left means to turn in an anticlockwise direction. A quarter turn is a 90-degree angle turn.

Today, you will learn how to use positional language, give and follow instructions as well as create your own algorithms.

15. Complete your reading for productivity.
16. Cut out your penguin counter and print your board/ make your own board.
17. Create a set of instructions using codes for your penguin to follow around your board.
 - ✓ Year 1 – Use the codes F and B for forwards and backwards. Use the codes L and R for left and right.
 - ✓ Year 2 – Use the codes F and B for forwards and backwards. Use the codes L90, R90 and L180 for left and right as well as half turns.

Deepen the moment

Starting at the albatross, use codes to visit all of the Antarctic animals.





Reading Challenge

Remember to continue to read at least 4 times a week and fill in your reading record. Send us a picture of your completed reading record each week on Class Dojo for an extra Dojo point!



TT Rockstars

Remember to continue to log onto TT Rockstars to practise your timetables and to earn points for your class!

