







Year 1 Remote Learning Schedule

W/C 1 st February	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Place Value	Lesson 1: <i>Numbers to 50.</i> Click on the link here .	Lesson 2: <i>Counting forwards and backwards within 50.</i> Click on the link here .	Lesson 3: <i>Tens and ones.</i> Click on the link here .	Lesson 4: <i>Represent numbers to 50.</i> Click on the link here .	Lesson 5: <i>Arithmetic Skills</i> <i>Challenge yourself with our weekly number skills check.</i>		
	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, SumDog or NumBots each week to practise your arithmetic! </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: Narrative Click here to listen to our focus text 'One Day on our Blue Planet' read aloud.	Lesson 1: <i>'Rap up Warm in Winter'</i> <i>To answer questions about a poem</i>	Lesson 2: Grammar: <i>Adding the -ed suffix to words.</i>	Lesson 3: <i>Writing a character description.</i>	Lesson 4: <i>Exploring the thoughts and feelings of a character.</i>	Lesson 5: <i>Planning a story.</i>		
	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: there, here, where, were, when (Remember to test yourself on Friday!)							
Reading for Pleasure is such an important part of our curriculum – follow the link here to listen to the story of 'Penguin' by Polly Dunbar. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.							
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:
			Geography	History	Art	Science	PE
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. Within 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!							

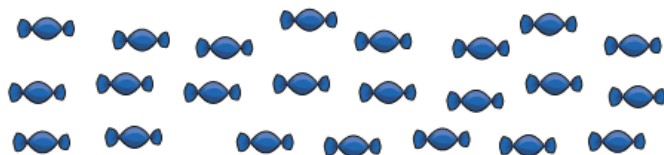


Maths Lesson 1: Numbers to 50.

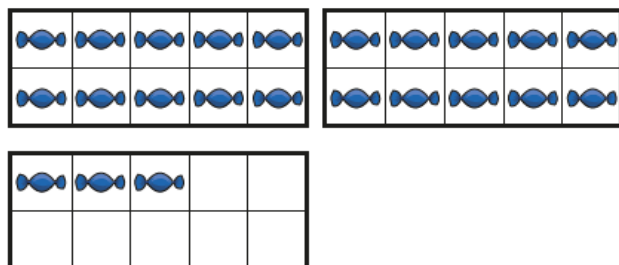
Numbers to 50

White
Rose
Maths

- 1 a) How many sweets are there?



- b) How many sweets are there?



- c) Which were easier to count? Why?



- 2 a) Draw counters to show how many pencils there are.



- b) Complete the sentence.

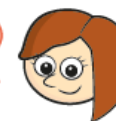
There are pencils.

- c) How do you know you have counted them all?



3

I am going to count
from 21 to 36



Will Rosie say the number 29?

How do you know?



Deepen the moment: Collect a handful of small objects from around your house – something like pasta, buttons, coins, cars, or lego pieces. Can you count how many you have? How can you arrange your objects to make them easier to count?



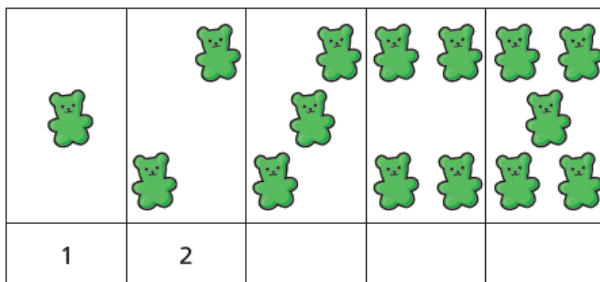
Maths Lesson 2: Counting forwards and backwards within 50.

Count forwards and backwards within 50

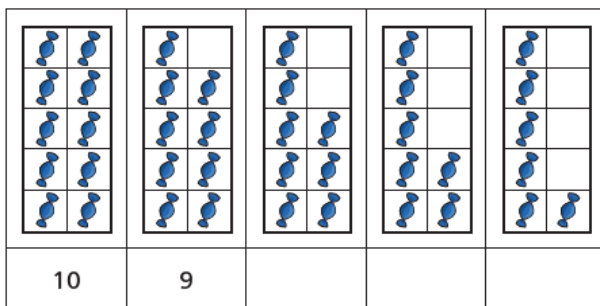
White
Rose
Maths

1 Complete the number tracks.

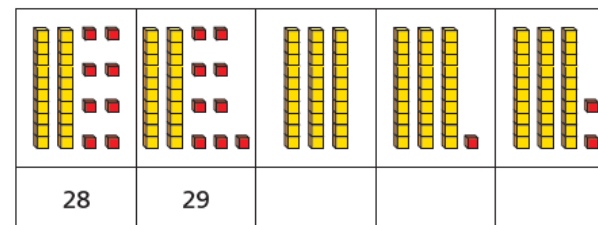
a)



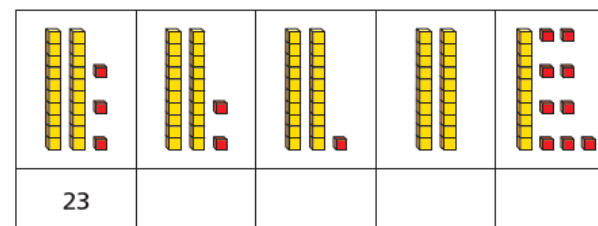
b)



c)



d)



2 Complete the number tracks.

a)



b)



Deepen the moment: Go for a walk outside. Count your steps all the way to 50, then turn around and count them again from 50 back to 0.

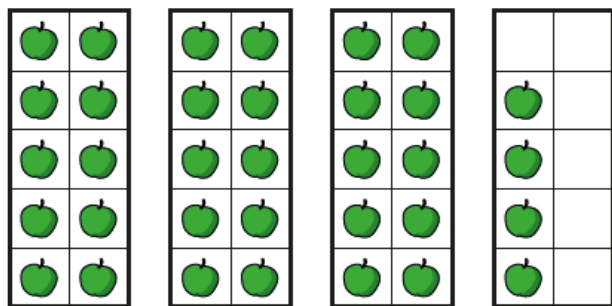


Maths Lesson 3: Tens and Ones.

Tens and ones



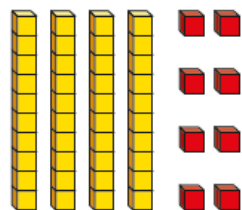
- 1 How many apples are there?



There are tens and ones.

There are apples.

- 2 What number is shown?



There are tens and ones.

The number shown is

- 3 Draw base 10 to show each number.

a) 23

b) 3 tens and 2 ones

- 4 Complete the number sentences.

a) 1 ten and 8 ones =

b) = 2 tens and 5 ones

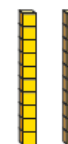
c) 41 = tens and one

d) 37 ones = tens and ones

e) 2 tens and 10 ones =

- 5 Eva and Jack are making the same number.

Eva's number has these tens.



Jack's number has nine ones.

What number are Eva and Jack making?



Deepen the moment: Search for two-digit numbers around your house or outside. (Look at car numberplates, house numbers, microwave clocks etc). Write down the numbers you find, then write the amount of tens and ones in each number.



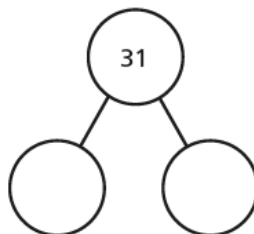
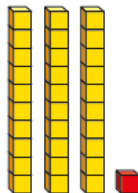
Maths Lesson 4: Represent numbers to 50.

Represent numbers to 50

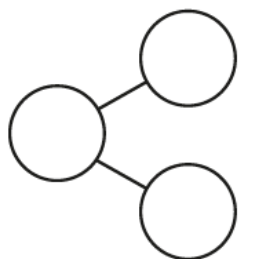
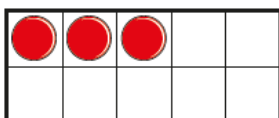
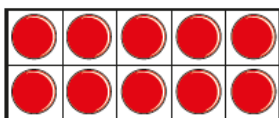
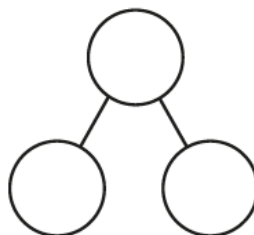
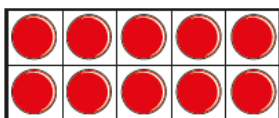


1 Complete the part-whole model for each picture.

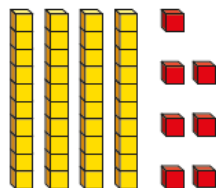
a)



b)



c)



2 Make these numbers with counters or cubes.

a) 16

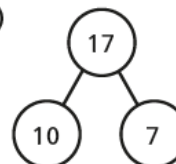
b) twenty-one

c) 43

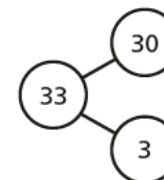


3 Draw a picture to match each part-whole model.

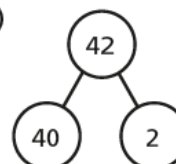
a)



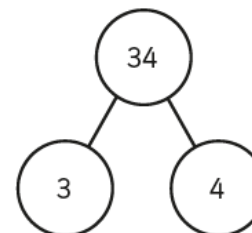
c)



b)



4 Mo has filled in this part-whole model.



What mistake has Mo made?



Deepen the moment: Use the numbers that you found yesterday. Draw each one in tens and ones. If you have some coins at home, try and make each number using 10p and 1p coins.



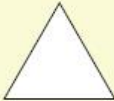
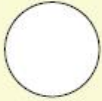
Maths Lesson 5: Arithmetic.

Maths Quiz - 8

1. 67, 68, 69, ,


2.


3.

4.  

5.

6.

7. 

8. 
 cm

Questions:

1. Complete the number sequence. 67, 68, 69 ...
2. Write the number that is one more than 79.
3. Write the number *fifty three* in the box.
4. On the sheet there are four shapes in a line. Put a cross in the middle of the circle.
5. In a shop there were 15 blocks. 7 blocks were sold. How many were left?
6. There were 24 marbles in the jar. 13 marbles were lost! How many are left?
7. Fill in the missing numbers on the number line.
8. Look at the train and the ruler. How long is the train?

Deepen the moment: Look at your answer for question 5. Can you write a fact family and a part-whole model for this calculation?



English: Practise your spellings.

Remember to **look**, **cover**, **say**, **write** and then **check**!

there			
here			
where			
were			
when			

Can you write sentences for each of your spellings?

English Lesson 1: To answer questions based on a poem.

Rap up Warm in Winter

You have to wrap up, you need a scarf, gloves and hat,
You have to rap it up, in winter that's that.

When winter comes round, now you've been told,
You need to wear a coat, when it gets cold.
You need to wrap up, when it is dull.
Wear a thick scarf, made of wool.

You can keep warm, you can do it with ease,
You have to keep warm or you will freeze.

You have to wrap up, you need a scarf, gloves and hat,
You have to rap it up, in winter that's that.

Keep those fingers toasty, it's easy to do,
Find a pair of gloves that are right for you.
They come in many colours, patterned and plain,
Your fingers will thank you, they won't be in pain.





English Lesson 1: To answer questions based on a poem.

Rap up Warm in Winter

1. In what season does the poet say you have to wrap up?

Tick one answer (✓)

spring ☐

summer ☐

winter ☐

autumn ☐

2. What does the poet say you need to wear to stay warm in winter?

Tick one answer (✓)

a hat ☐

a swimsuit ☐

flip-flops ☐

wellies ☐

3. What should the scarf be made of?

Tick one answer (✓)

straw ☐

cotton ☐

foil ☐

wool ☐

4. Why does the poet say you should wear gloves?

Tick one answer (✓)

to keep toes warm ☐

to keep fingers toasty ☐

to keep fingers red ☐

to keep fingers chilled ☐

5. What colour might your ears turn if you don't wear a hat?

Tick one answer (✓)

blue ☐

white ☐

red ☐

purple ☐



Deepen the moment: Use the template below to write your own poem about winter. Use the descriptive skills you have been taught over the last few weeks to make each line really interesting. Remember, not all poems have to rhyme.

Winter Poem

I can **see** _____

I can **hear** _____

I can **feel** _____

I can **smell** _____

I can **taste** _____

Word Bank

whistling
jumper
wind
snowman
fire
hot chocolate
sleighbing
jolly
songs
scarf





English Lesson 2: To write words containing the -ed suffix.

A suffix is a group of letters that fixes onto the end of a word to change its meaning. The suffix 'ed' is used to turn words into the past tense, to describe something that has already happened.

1. Add -ed to the words to finish the sentences.



wash

a) Tina _____ her hands.



pick

b) Fay _____ up the toys.



play

c) We _____ in the sand.

2. Now add -ed to these words and write your own sentences.



clean

a) _____



brush

b) _____



kick

c) _____

Deepen the moment: Not all action words use 'ed'. For example, we don't say 'runned', we say 'ran'. Write down the past tense of these words – they don't use 'ed'!

drink	swim	sit	write
-------	------	-----	-------



English Lesson 3: To write a character description.

Using our WAGOLL from our live session, write a character description all about the Adelie Penguin. Think about her personality, her appearance and her thoughts and feelings.

Don't forget to include:

- Full sentences using capital letters, full stops and finger spaces.
- Adjectives to describe.
- Conjunctions to join your sentences – and, but, so, because.

Deepen the moment: Can you write a character description of yourself or someone in your family?



English Lesson 4: To consider a character's thoughts and feelings.

Today we are going to write about an event from our book, "One Day On Our Blue Planet". You can choose any part of the text to write about where there is more than one character. Describe the thoughts and feelings for the penguin chick and one other character. Remember to add lots of description to your writing.

Situation: _____

Character	Thoughts	Feelings

Deepen the moment: How do the penguin chick's feelings change throughout the story? Draw a series of faces, or write a list of words to show how the chick is feeling on each page of the book (see the first page of this pack for a link to the story).



English - Lesson 5 – To plan a story with a beginning, middle and ending.

Today we are going to plan our own narrative version of the journey taken by the penguin chick. You can use the events from the story or you can make changes to the things she does and the animals she sees, it is up to you! Record what will happen by drawing on your planning sheet and also write down lots of exciting adjectives you will use in your story next week.

Reading for Productivity - Lesson 1 - Geography

Where Is Antarctica?

Antarctica is a continent (a large solid area of land). It is the furthest south in the world. It is surrounded by the Southern Ocean. Antarctica is about 50 times the size of the UK. Although it looks like a line on a map, Antarctica is more of a circle shape.



The ground under Antarctica is covered with a very thick layer of ice and snow. There are whole mountains buried underneath! Antarctica also has a volcano – Mount Erebus – that is still active. This means it is filled with lava and could erupt.

Antarctica is the coldest, driest and windiest continent on Earth. Although it is covered in ice and snow, it is dry because it hardly ever rains. Some parts of Antarctica are classed as a desert because they are so dry! It is very difficult for plants and animals to survive in Antarctica.

For thousands of years, no humans had ever been to Antarctica. They weren't sure it existed! Eventually, humans discovered Antarctica. Once it was discovered, the next challenge was to reach the South Pole. The South Pole is near the middle of Antarctica - it is the very bottom of the planet.



Travelling across Antarctica is extremely hard work. Explorers had to make their way across ice and through thick snow, using pickaxes to clear a path. Explorers had to battle against temperatures as low as -90°C . They had to carry all of their food, clothes, maps and other essentials, there was limited food and no heating or electricity. They even had to set up camp on the ice when they needed to rest!



Reading for Productivity 1: Geography

Questions

1. What is a continent?

.....

.....

2. Find and copy the phrase that describes the size of Antarctica.

.....

3. Where is the South Pole?

.....

.....

4. Which ocean surrounds Antarctica?

.....

.....

5. Draw a line to match the boxes to complete the sentences.

Antarctica is covered in a thick layer

by the Southern Ocean.

Antarctica is surrounded

of ice and snow.

Antarctica can be found

at the very bottom of the Earth.

Year 1-2 Extended Curricular Learning

Geography: Where is Antarctica?

Monday 1st February 2021: Activity 1

VIPs

Antarctica is the coldest place on Earth.

The South Pole is found in Antarctica.

Today, you will think about the weather conditions in Antarctica and where in Antarctica the South Pole is found.

1. Complete the reading for productivity to find out more about Antarctica.
2. Look at a map or a globe and find Antarctica. You can also use a computer to access Google Earth.
3. Make a list of the things you would need to take on an expedition to the Antarctic. Think about clothing, food, and shelter.

- ✓ Year 1—Draw and label your items.
- ✓ Year 2—Explain what your items will be used for.

Deepen the moment

No humans live in Antarctica permanently. Why do you think this is? Lots of scientists visit the Antarctic and stay in special research stations around for 3-6 months. What do you think it is like for them?





Reading for Productivity 2: History

Exploring the Antarctic

We have already learned that Roald Amundsen was the first person to visit the South Pole, with Robert Falcon Scott only weeks behind, but that is not the only exciting thing to happen on the continent of Antarctica! Read on to find out about the timeline of this frozen wonderland.

1772 – Captain Cook is the first person to cross the Antarctic circle – the seas around Antarctica. This was the furthest south that anyone had ever been, and it was incredibly tough for the sailors who were not expecting such bitterly cold and icy conditions.

1820 – Antarctica is first seen from a ship.

1821 – The first person steps onto Antarctica. From this point, there were lots of visits to Antarctica, but only to the edges. No-one had yet travelled very far inland due to the horrendous weather conditions.

1911 and 1912 – Amundsen and Scott reach the South Pole.

1955 – 7 countries have set up bases in Antarctica, and there is fighting and arguing about who owns the land!

1956 – America sets up the Amundsen-Scott South Pole Research Station at the South Pole as a base for scientists to work from.

1959 – All countries sign the Antarctic treaty – a contract that says Antarctica will always be a place of peace and science. No more fighting!

1978 – Emilio Palma is the first baby born in Antarctica. His parents were both scientists and were working on the continent when he was born. In total, 11 people have been born in Antarctica.

Today – About 1200 people live and work on Antarctica, although no-one stays there all the time! There is a post office, a shop and a café for the workers to use.





Reading for Productivity 2: History

1. When did the first person step foot onto Antarctica?

2. True or false? Nobody has ever been born in Antarctica.

3. Find and copy a word that shows you that the weather conditions in Antarctica are terrible.

4. Complete the sentence from the Antarctic treaty – Peace and _____

5. How many people live and work in Antarctica today?

6. Which of these will you find on Antarctica? Circle three.

hotels
research station

post office
sandy beach

forest
café

7. Match the dates to the correct event:

1820
1911
1955

Roald Amundsen reaches the South Pole.
There is fighting in Antarctica over who owns the land.
Antarctica is first seen from a ship.



Year 1-2 Extended Curricular Learning

History: Making a timeline.

Tuesday 2nd February 2021: Activity 2

VIPs

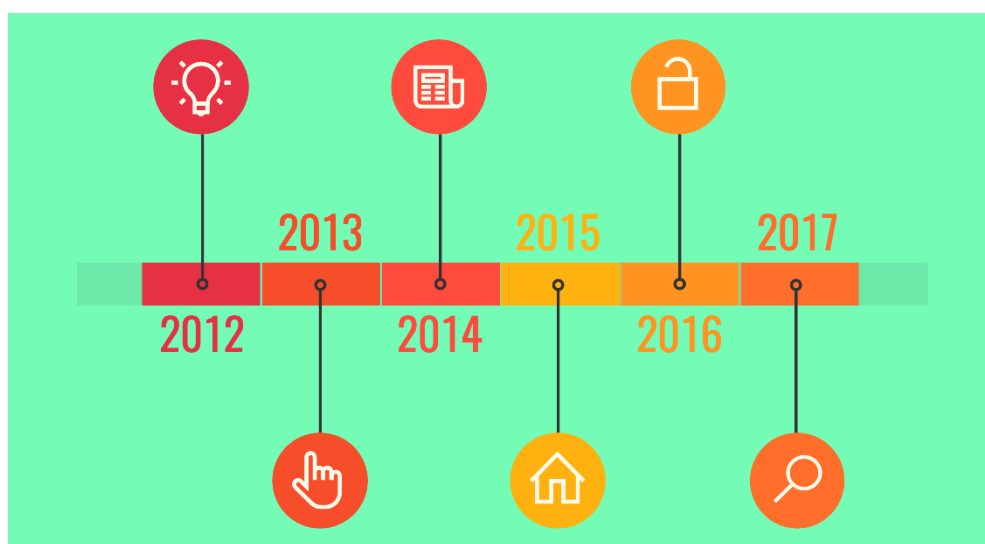
A timeline shows a series of events in the right order.

Today, you will learn about timelines and how a timeline can show changes and developments over time.

1. Complete the reading for productivity to find out more about the timeline of Antarctic discovery.
 2. Choose six events from the reading for productivity and add them to the timeline format on the next page. Make sure you get them in the right order!
- ✓ Year 1—Draw a picture to illustrate each event that you have chosen.
 - ✓ Year 2—Draw a picture to illustrate each event that you have chosen, and add a sentence to explain what is happening. Add the date to each event along the timeline.

Deepen the moment

Draw a long line on a piece of paper and draw your own timeline about your life. Start it the year you were born, then add key events in your life. Some ideas include: starting school, learning to ride a bike, baby siblings or cousins being born, weddings etc.



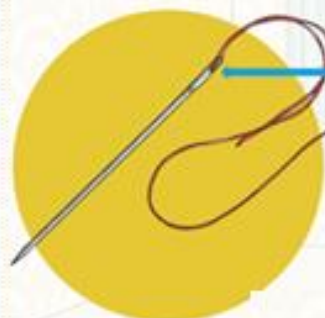


History Extended Curricular Learning

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Reading for Productivity 3: Art

How to Thread a Needle



This part of a needle is called the **eye**. It's where the thread goes through.

Putting thread through the needle, so you are ready to sew is called 'threading the needle'. It can be a bit tricky; it needs a steady hand and lots of patience.

How to Thread a Needle

1

Put the end of the thread in your mouth and then pull it out. This makes the thread less flopping and therefore easier to use.

2

Holding the thread still between your thumb and forefinger, and the needle in your other hand, bring the needle towards the thread.

3

Taking your time, guide the eye of the needle to the thread. This might take a couple of goes.

4

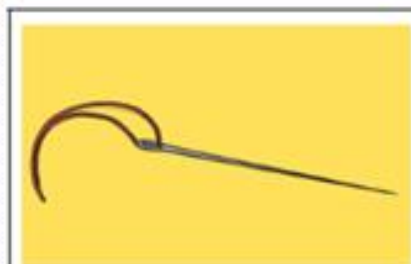
Once the thread is through just a tiny bit, pull more of it through with your fingers. To stop the thread from going back through, tie a knot in it by the eye of the needle.

5

Tie a knot at the end of your thread.

Starting Off

To start your stitching either tie a knot at the end of your thread or sew a few small stitches on the wrong side of the fabric.



Step 1. Begin the running stitch by pushing the threaded needle up through the fabric.



Step 2. Push the needle back down through the fabric near to where you came up and pull the thread down.



Step 3. Push your needle back up through the fabric, leaving a space from the previous stitch. Then, push the needle back down through the fabric again to make a second stitch and continue to the end.



Questions:

1. Which part of the needle does the thread go through?

.....

2. What do you need to thread a needle?

.....

3. Which fingers should you hold the thread with when trying to place it through the eye of the needle?

.....

.....

4. When threading a needle you should -

Tick one

Rush

take your time

Stand up

ask for help

5. Find and copy one word which shows that threading a needle can be hard.

.....



Year 1-2 Extended Curricular Learning

Art: Threading a needle.

Wednesday 3rd February 2021: Activity 3

VIPs

There are lots of different ways to join fabrics together.

A running stitch can be used to join fabrics together.

Today, you will learn about how to thread a needle and how to complete a simple running stitch.

1. Complete the reading for productivity to find out more about threading a needle and completing a running stitch.
2. Have a go at threading, you could thread beads onto a string, a pair of shoelaces through the holes in a shoe, wool through cotton reels or pasta onto a string.
3. Look around your home to see how different pieces of fabric have been joined together. Make a list of all the different things you find. Look out for stitches, zips and many more!

✓ Year 1—Make a list of the things you find.

✓ Year 2—Sort the things you find under different headings.

Deepen the moment

If you have the equipment at home, have a go at threading a needle with an adult.



Reading for Productivity 4: Science

Microhabitats and Minibeasts

We have been learning about the different habitats where living things make their homes.

Some of these habitats are very big, like a woodland. Some habitats are very small; we call these microhabitats.

A large habitat contains many microhabitats. A microhabitat can be as small as a fallen branch or the space under a stone.

What microhabitats did we find in our local habitat?



1. What is a habitat?

.....

.....

2. Find one example of a large habitat.

.....

3. Find one example of a microhabitat.

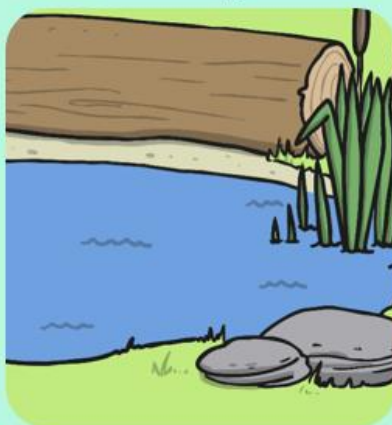
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A minibeast is a small creature like an insect, a worm or a spider.

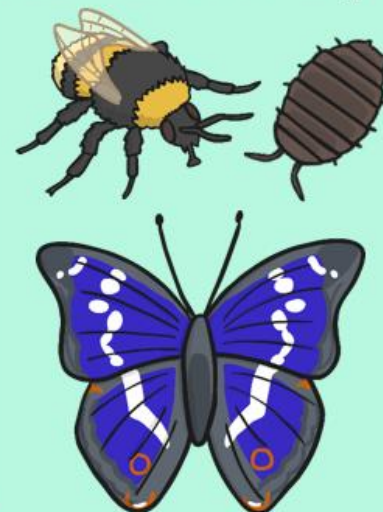
Many different minibeasts live in many different microhabitats.



They are suited to live in that microhabitat as they can find the food, water and shelter they need.



Minibeasts help to keep the microhabitat healthy.



4. Name three examples of minibeasts.

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5. What does the word 'shelter' mean?

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6. How do you think minibeasts help to keep the microhabitat healthy?

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Spiders can live in just about any habitat. When the weather gets colder they have to find shelter. Their body colours help them to blend in and they build webs to catch insects easily.



Worms like to live anywhere there is soil. They like to eat dead leaf matter and they need the soil to be moist. Worms help to keep the soil healthy by digging tunnels that let air and water in.



Ants mostly live underground in big families. There are lots of insects to eat underground. Ants don't have ears. Ants hear by feeling vibrations in the ground through their feet.



7. How do spiders catch insects to eat?

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8. How do worms help to keep the soil healthy?

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9. If ants have no ears, how do they know what is going on around them?

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10. If you could be one of these minibeasts, which would you be and why?

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Year 1-2 Extended Curricular Learning

Science: Microhabitats and Minibeasts

Thursday 4th February 2021: Activity 4

VIPs

A microhabitat is a small, specific habitat which creates the perfect conditions for particular plants and animals to live. For instance, a rockpool or a rotting log.

Today, you will go on a hunt for some micro-habitats in and around the area you live.

















1. Complete your Reading for Productivity, about microhabitats and minibeasts.
2. Find a clear container and a spoon or a brush to scoop up your findings. A magnifying glass will help you to see things close up.
3. Hunt for microhabitats and make a note of the minibeasts that you find. Investigate at least one of these, looking to see what else you can spot!

Deepen the moment

1. Why do you think that you cannot find some of the insects on this list?
2. Create your own microhabitat, using sticks, leaves and natural materials and over the next few weeks/months, watch to see if you get any visitors!



Tick the minibeasts that you can find. Where did you find them?

	On bark 	On plants 	In the sky 	In the soil 	Under Rocks 
dragon fly 					
snail 					
bee 					
crane fly 					
ant 					
butterfly 					
beetle 					
woodlouse 					
fly 					
worm 					
millipede 					
ladybird 					



Reading for Productivity 5: PE

Caterpillar Races

- Your teacher will split you into teams.
- In your teams, spread out in a line from one side of the playing area to the other.
- The ball will start at one side of your line (the caterpillar).
- Pass the ball along the line until it reaches the end.
- Your teacher will tell you which throw to use.
- Catch the ball, turn to face the next person in the line, then pass to them.
- The first team to get the ball to the other end of their line wins.
- If you or your teammate drops the ball, the ball must go back to the start of the line.

1. Who decides which throw to use in the race?

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2. What happens if the ball is dropped during the race?

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3. What do you have to do to win the race?

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4. Number these in the order that they happen in the race:

1) Pass the ball along the line.	
2) Spread out in a line.	
3) The ball reaches the end of the line.	
4) The teacher will split you into teams.	
5) The team that gets the ball to the end of the line first wins.	

5. Why do you think this activity is called 'Caterpillar Races'?

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Over and Under



- Your teacher will split you into teams.
- Spread out in a line from one side of the playing area to the other.
- Face the same way and do not turn around.
- The ball will start at one side of your line.
- To get the ball to the other side of the line, you will have to pass the ball by either putting the ball over your head or between your legs.
- The pass alternates with each person in the line so that the first person passes under, the second passes over, third passes under and so on.
- The first team to get the ball to the end of their line wins!

6. Is it possible to play this game with 2 players? Explain your reasoning.

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7. What does the word 'alternates' mean in the sentence "The pass alternates with each person in the line."

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8. Why do you think the game is called 'Under, Over!'?

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9. Can you think of an alternative name for this game?

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Year 1/2 Extended Curricular Learning

PE: Sending and Receiving a Ball

Friday 5th February 2021: Activity 5

VIPs

When you throw a ball, let go of it when your hand is pointing at the target.
When you catch a ball, always catch with two hands and wide fingers. When you kick a ball, use the inside of your foot. If you are hitting a ball, watch the ball and get your body behind it by moving your feet.

Today, you will create your own ball game. Write out the rules of play and if possible, film yourself / others playing the game. Remember, you can create a game that uses your hands, feet, a bat, rolling the ball or something else. You may use additional equipment.

1. Complete your Reading for Productivity
2. Create a ball game, write down the rules of play and how you win.
3. Play the game and film it if you can!

Deepen the Moment

Having tried out your new game? Are there any ways that you could improve it? How?

