



Year 1: Remote Learning Schedule

W/C 1 st March	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths</p> <p>(approx. 45 mins per lesson)</p> <p>This week our focus is:</p> <p>Length and height</p>	<p>Lesson 1:</p> <p>To compare lengths and heights.</p> <p>Click here to watch a video about comparing lengths and heights.</p>	<p>Lesson 2:</p> <p>To measure length (Lesson 1).</p> <p>Click here to watch a video about measuring length using non-standard units.</p>	<p>Lesson 3:</p> <p>To measure length (Lesson 2).</p> <p>Click here to watch a video about measuring length with a ruler.</p>	<p>Lesson 4:</p> <p>To add lengths.</p> <p>Click here to watch a video about adding lengths together.</p>	<p>Lesson 5:</p> <p>To apply my arithmetic skills.</p> <p>Challenge yourself with our weekly number skills check.</p>
	<p>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!</p>				

Remember to log in to TT Rockstars each week to practise your times tables!

Message your teacher on **ClassDojo** if you've forgotten your login details.



Remember to share your learning on ClassDojo!

Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.



<p>English (approx. 45 mins per lesson)</p> <p>This week our focus is:</p> <p>Narrative – Mrs Armitage on Wheels</p>	<p>Lesson 1: To answer comprehension questions based on a text.</p> <p><i>Read the poem 'My New Bike' then answer the questions.</i></p>	<p>Lesson 2: To read and edit sentences.</p> <p><i>Read the sentences to check that they make sense. Make sure each sentence has the correct punctuation, including capital letters for the names of people, places and days of the week.</i></p>	<p>Lesson 3: To describe a new idea for the story.</p> <p><i>Remind yourself of the ending to the story of 'Mrs Armitage on Wheels' - click here. Create a new idea for Mrs Armitage's roller skates.</i></p>	<p>Lesson 4: To plan an alternate story ending.</p> <p><i>Using your ideas from yesterday's lesson, complete a four-box story plan for an alternate ending to the story.</i></p>	<p>Lesson 5: To write an alternate story ending.</p> <p><i>Read the WAGOLL, then use your four-box story plan from yesterday's lesson to write an alternate ending to the story.</i></p>
	<p>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!</p>				

This week's spellings are: cheap, repeat, season, heating, leading (special friends 'ea')

Reading for Pleasure is such an important part of our curriculum – follow the link [here](#) to listen to a story with a transport theme.

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	Geography	Science	World Book Day	Art

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!



Year 1 Knowledge Organiser: Length and Height

VIPs (Very Important Points)

- Rulers measure in centimetres. (cm)
- The end of the object you want to measure needs to be at '0' on the ruler.
- To measure in non-standard units, make the units the same length or height as the object, then count them.

Learning Intent

We are going to learn how to measure the length and height of objects using other objects like cubes, and using a ruler.

Key vocabulary

Measure – Finding out how long, tall or wide something is.

Height – how tall something is.

Length – how long something is.

Ruler – a stick with centimetres marked.

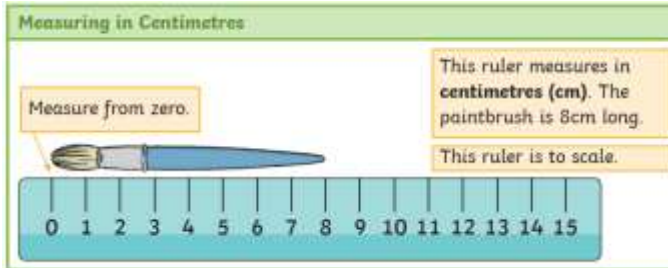
Centimetre – a unit of measurement.

Non-standard units – objects you can use to measure, such as cubes, paperclips, or coins.

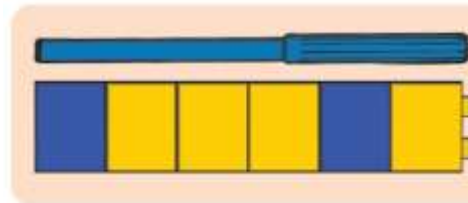
Standard units – units of measurement such as centimetres and metres that are always the same.

Fat Questions:

Which unit of measurement is the best to use? What will affect your choice?
How would you measure without a ruler?



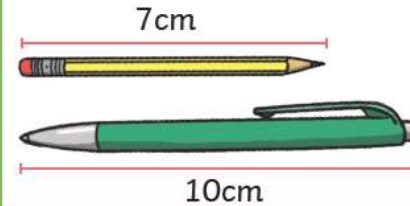
This pen is 6 cubes long.



Comparing Length

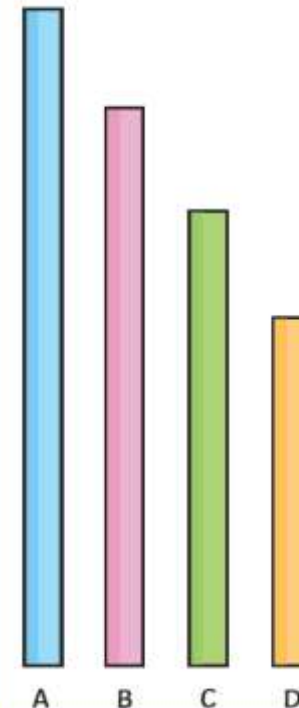
The pencil is **shorter** than the pen.
The pen is **longer** than the pencil.

$$7\text{cm} < 10\text{cm}$$



Ordering Length

The straws are in order from **longest** to **shortest**.

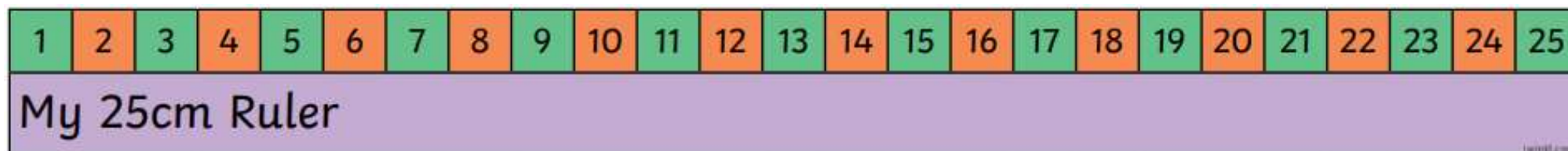


A is the **longest**.
D is the **shortest**.
B is **longer** than C.
C is **shorter** than A.

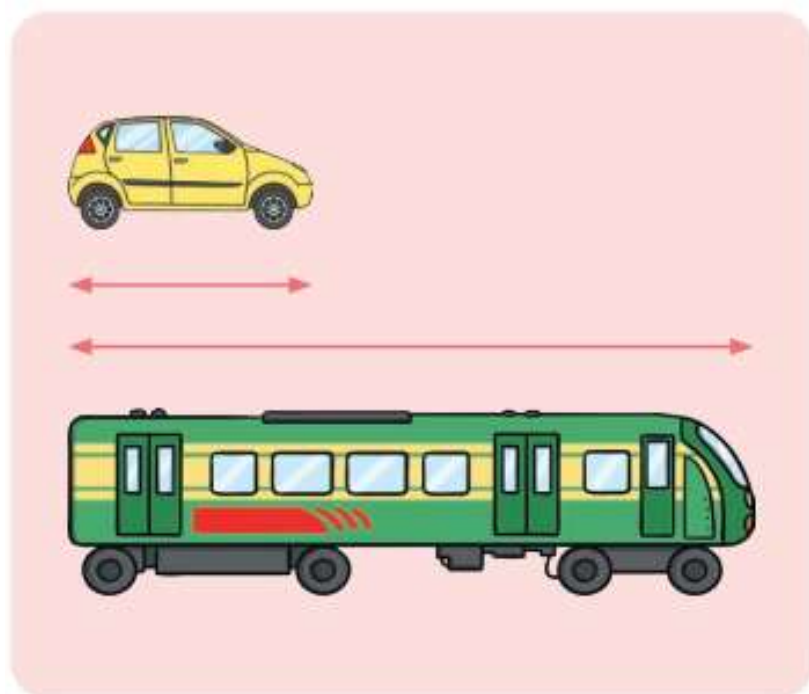
long	short	tall
longer	shorter	taller
longest	shortest	tallest



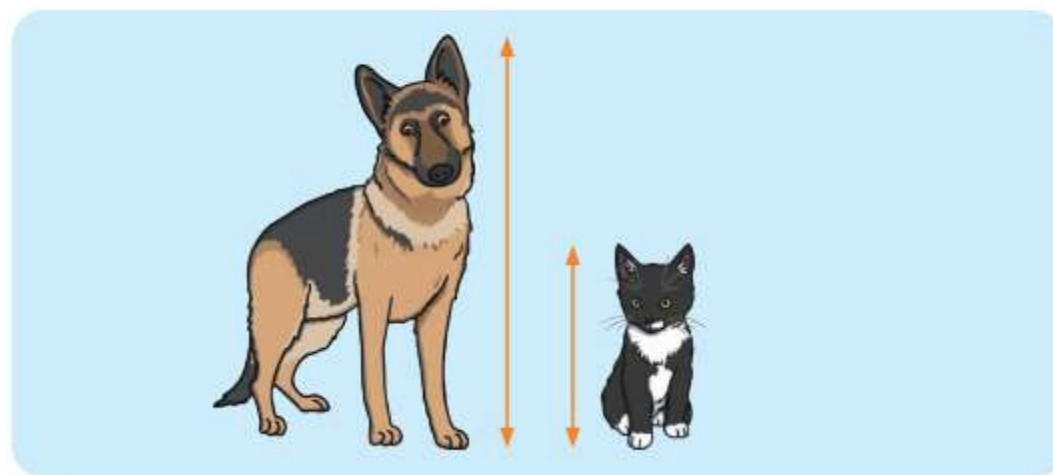
Maths resources to support learning



Length



Height





Maths Lesson 1 : To compare lengths and heights – MAIN TASK BLUE

Compare lengths and heights



1 a) Which is the taller flower?



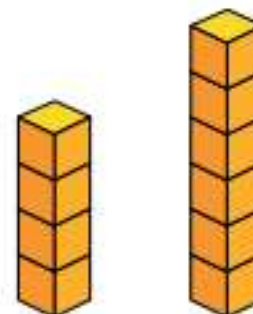
b) Which is the shorter tree?



c) Which is the longest ribbon?



d) Which is the taller tower?



2 Complete the sentences.



- C is longer than _____
- _____ is the longest train.
- _____ is the shortest train.



Maths Lesson 1 : To compare lengths and heights – MAIN TASK BLUE (continued)



3 Complete the sentences.



Annie



Rosie



Mo

- a) _____ is the tallest.
- b) Mo is taller than _____.
- c) _____ is the shortest.

Compare the heights of your friends.

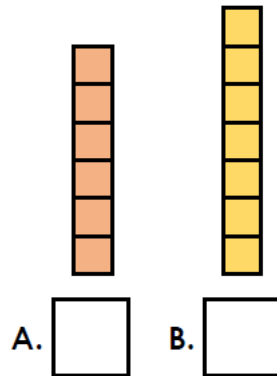




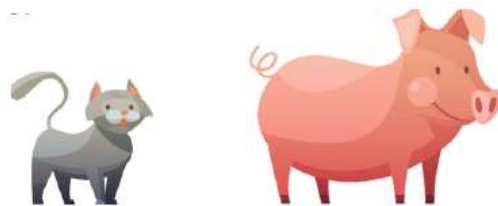
Maths lesson 1: To compare lengths and heights – RED TASK

If you are finding the main task too difficult, have a go at the red task below.

1. Tick the **tallest** tower.



2. Choose a word to complete the sentence:



The pig is _____ than the cat.

taller

shorter

3. Tick the sentence that is correct:

A. ☐

B. ☐

A is the longest.

☐

B is the longest.

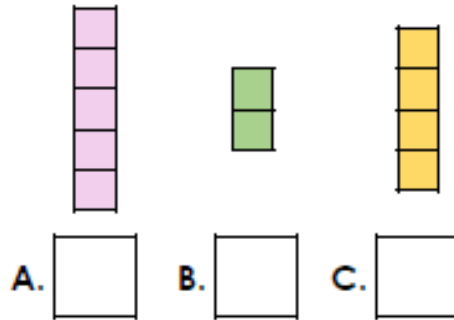
☐



Maths lesson 1: To compare lengths and heights – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

1. Tick the **shortest** tower.

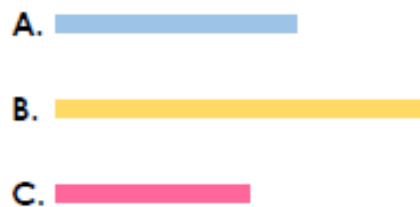


2. Complete the sentences:



The goose is taller than the _____.
The _____ is taller than the goose.

3. Complete the sentence to make the statement correct.



B is _____ than C.

4. Order the pencils. How have you ordered them?

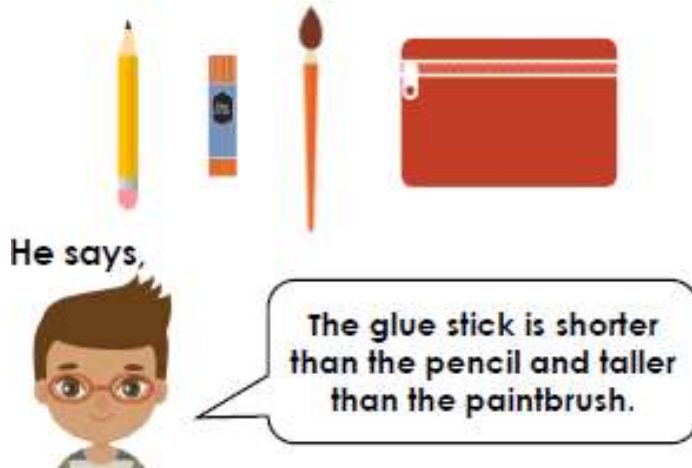




Maths lesson 1: To compare lengths and heights – DEEPEN THE MOMENT

If you have finished your task, see if you can do these extra challenges.

1. Ryan is comparing items at school.



Do you agree? Explain your answer.

2. Make comparison statements about the length of the items below:



Find 3 possibilities.

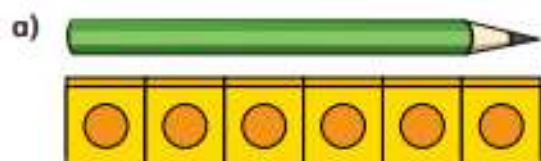


Maths Lesson 2 : To measure length (1) – MAIN TASK BLUE

Measure length (1)

White
Rose
Maths

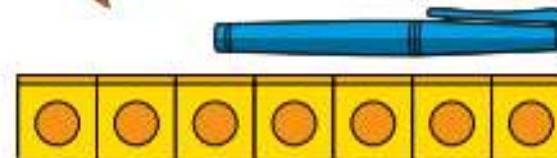
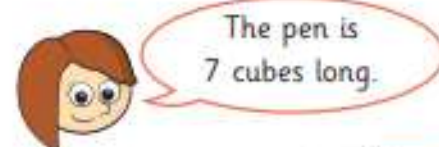
1 How many cubes long is each object?



d) Use cubes to measure some objects in your classroom.



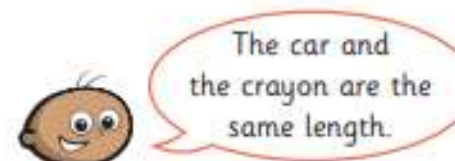
2



Do you agree with Rosie?
Talk about it with a partner.



3 Tommy is measuring objects.



Do you agree with Tommy?

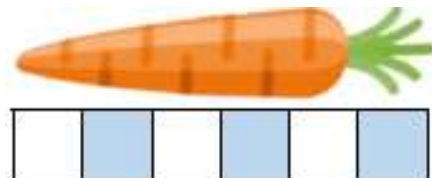




Maths lesson 2: To measure length (1) – RED TASK

If you are finding the main task too difficult, have a go at the red task below.

1. How many cubes long is the carrot?



2. How many lolly sticks does the **tallest** bunch of flowers measure?



3. Tick the insect that is **7 blocks** long.

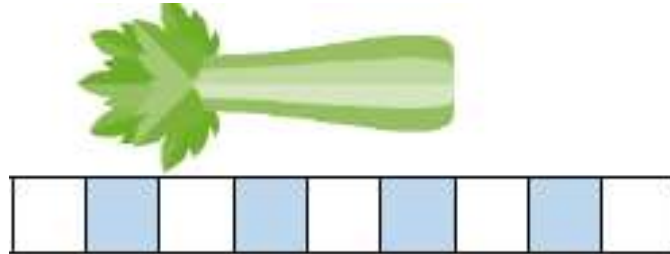




Maths lesson 2: To measure length (1) – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

1. How many cubes long is the celery?



2. How many lolly sticks does the **tallest** plant measure?



3. Tick the object that is 8 blocks long.

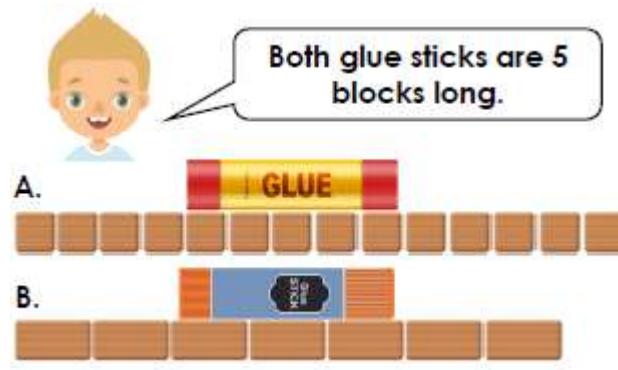




Maths lesson 2: To measure length (1) – DEEPEN THE MOMENT

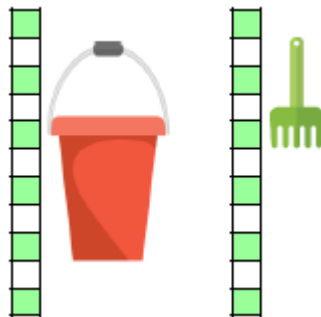
If you have finished your task, see if you can do these extra challenges.

1. Sam has been measuring glue sticks. He says:



Is Sam correct? Explain your answer.

2. A spade is **shorter than the bucket** but **taller than the rake**.



How many cubes could the spade measure? Find 3 possibilities.

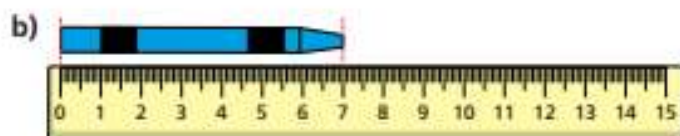
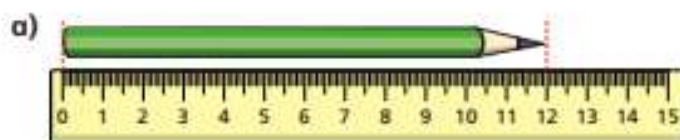


Maths Lesson 3 : To measure length (2) – MAIN TASK BLUE

Measure length (2)

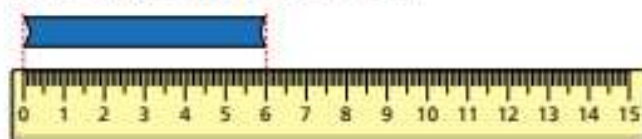


1 How long is each object?



d) Measure the length of other objects in your classroom.

2 a) How long is the blue ribbon?

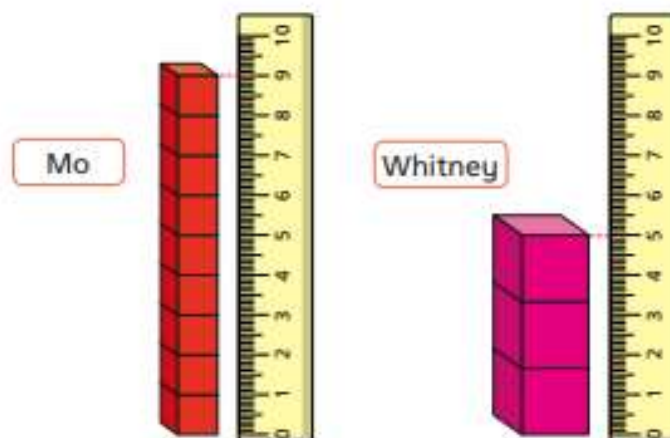


b) How long is the red ribbon?



c) Which piece of ribbon is longer?

3 Mo, Whitney and Eva are building towers.



a) How tall is Mo's tower?

b) How tall is Whitney's tower?



Maths Lesson 3 : To measure length (2) – MAIN TASK BLUE (continued)



c)



My tower is taller
than Whitney's, but shorter
than Mo's.

How long could Eva's tower be?

Is there more than one answer?

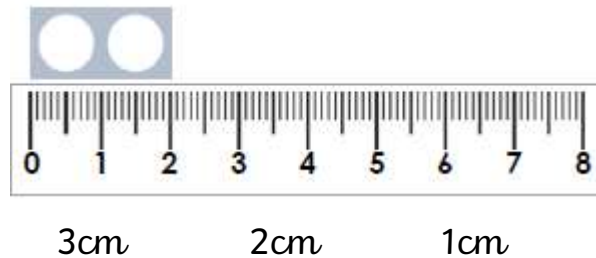




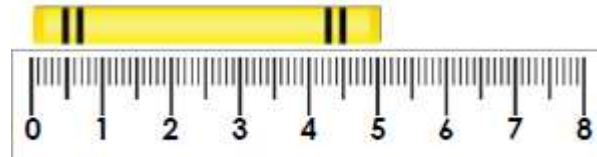
Maths lesson 3: To measure length (2) – RED TASK

If you are finding the main task too difficult, have a go at the red task below.

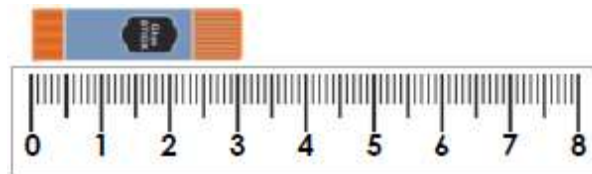
1. Circle the correct length of the number piece.



2. Measure the items to complete the sentences.

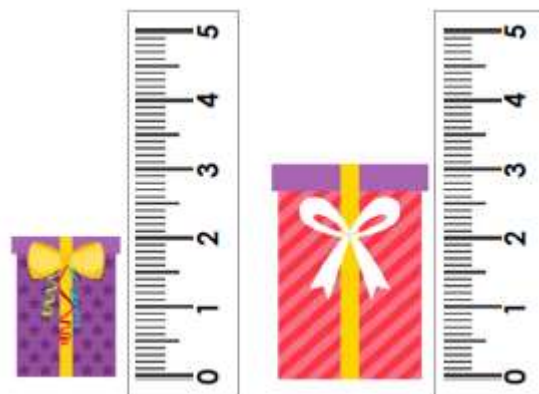


The crayon is ____ cm.



The glue stick is ____ cm.

3. Measure the items and compare their height.



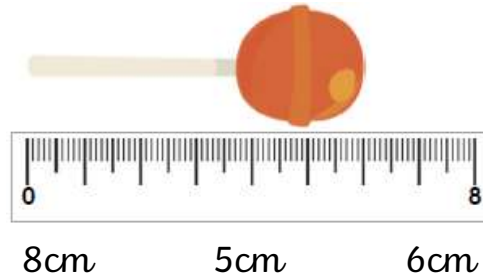
____ cm is less than ____ cm.



Maths lesson 3: To measure length (2) – GOLD TASK

If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

1. Circle the correct length of the lollipop.



2. Measure the items to complete the sentences.

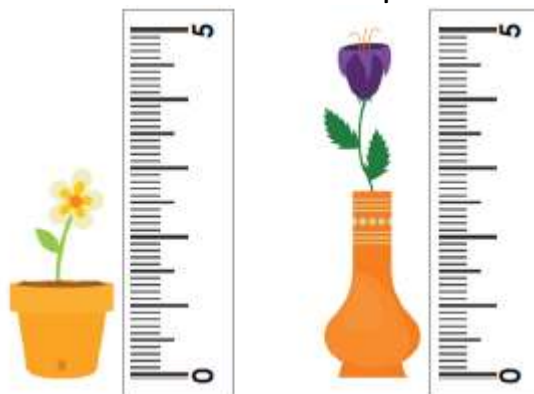


The fork is ____ cm.



The spoon is ____ cm.

3. Measure the items and compare their height.



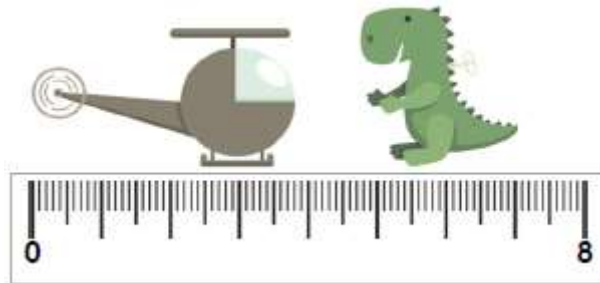
____ cm > ____ cm.



Maths lesson 3: To measure length (2) – DEEPEN THE MOMENT

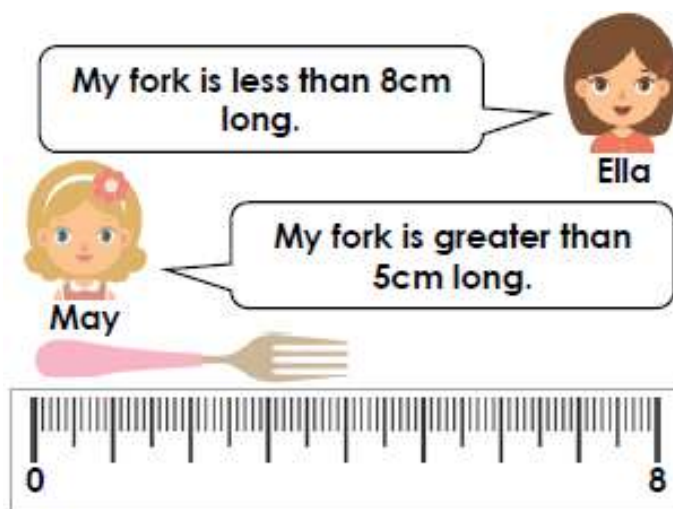
If you have finished your task, see if you can do these extra challenges.

1. Zach thinks his two toys measure **7cm** in total.



Explain the mistake he has made.

2. Whose fork is being measured?



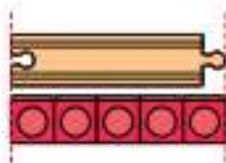


Maths Lesson 4 : To add lengths – MAIN TASK BLUE

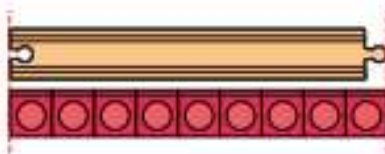
Adding lengths

White
Rose
Maths

- 1 A short piece of train track is 5 cubes long.



A long piece of train track is 9 cubes long.



- a) A short and long piece are put together.







What is the total length of the two pieces?

- b) What is the total length of two short pieces?



- 2 Mo uses paper clips to measure the length of some objects.

Object	Number of paper clips
scissors 	7
book 	12
pencil 	8
rubber 	3

- a) What is the total length of the scissors and the book?
- b) What is the total length of the pencil and the rubber?
- c) Which two objects measure 10 paper clips in total?
- d) Which two objects measure 15 paper clips in total?
Is there more than one answer?

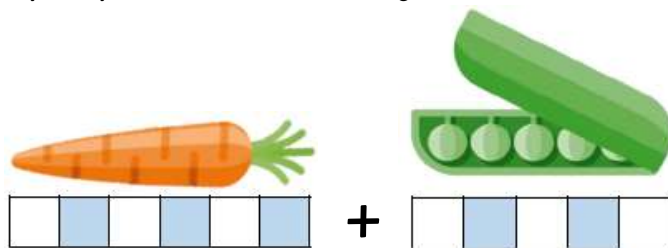




Maths lesson 4: To add lengths – RED TASK

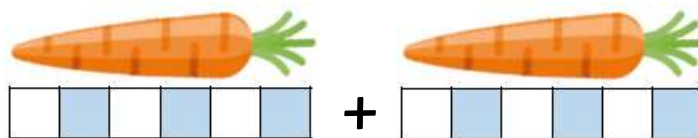
If you are finding the main task too difficult, have a go at the red task below.

1. A carrot is 6 cubes long.
A pea pod is 5 cubes long.

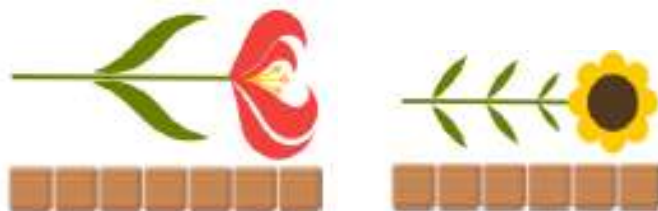


What is the **total** length of the two vegetables?

2. What is the **total** length of two carrots?



3. Count the cubes to measure the flowers.



---- cubes

---- cubes

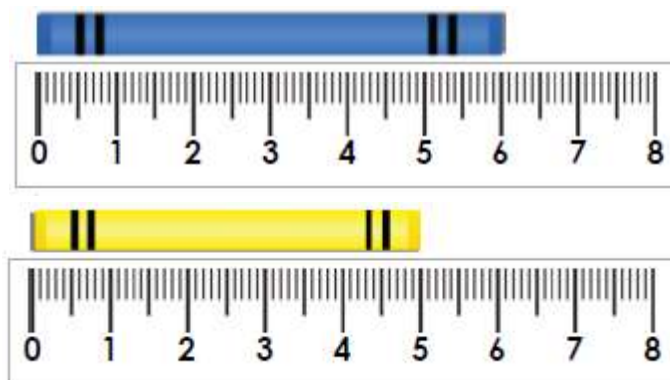
What is the **total** length of the two flowers?



Maths lesson 4: To add lengths – GOLD TASK

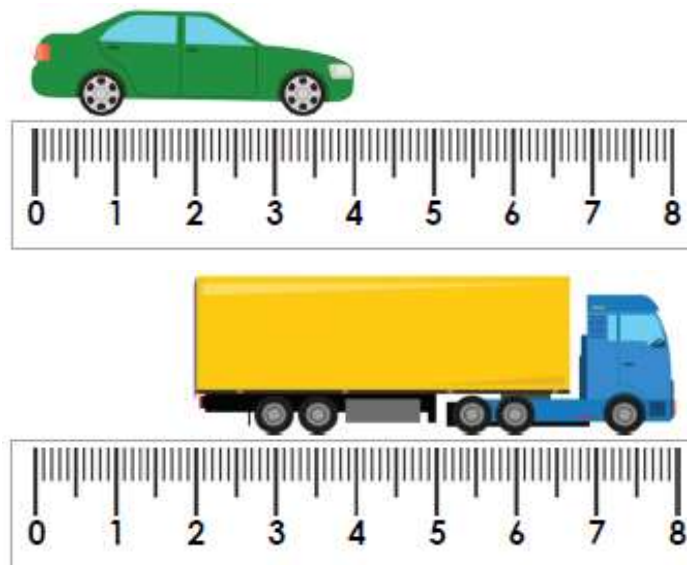
If you are finding the main blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

1. What is the **total** length of the two crayons?



2. What is the **total** length of **one yellow** crayon and **two blue** crayons?

3. What is the **total** length of the car and the truck?



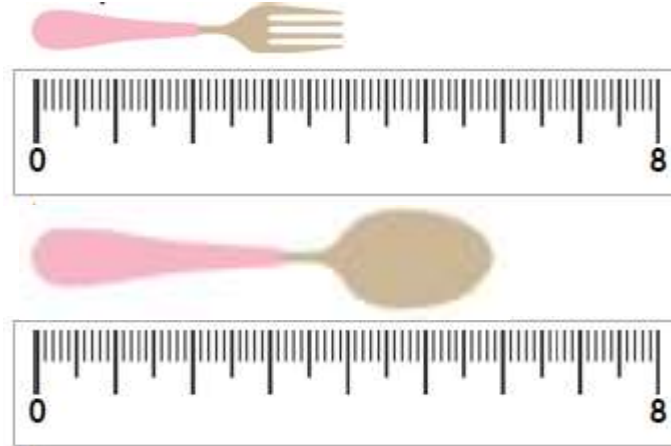
4. How many cars and trucks would be needed for a **total of 20cm**?



Maths lesson 4: To add lengths – DEEPEN THE MOMENT

If you have finished your task, see if you can do these extra challenges.

1. I think the fork and spoon measure 12cm in total.



Do you agree? Explain why.

2. Is it possible to create a total length of 12cm using the items above?

If so, how many forks and spoons would you need?

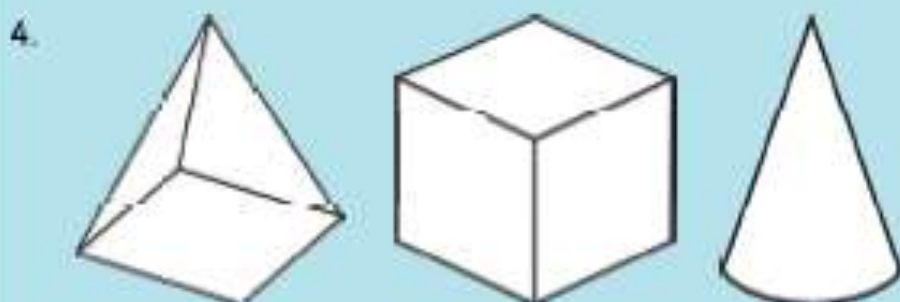


Maths Lesson 5: To apply my arithmetic skills

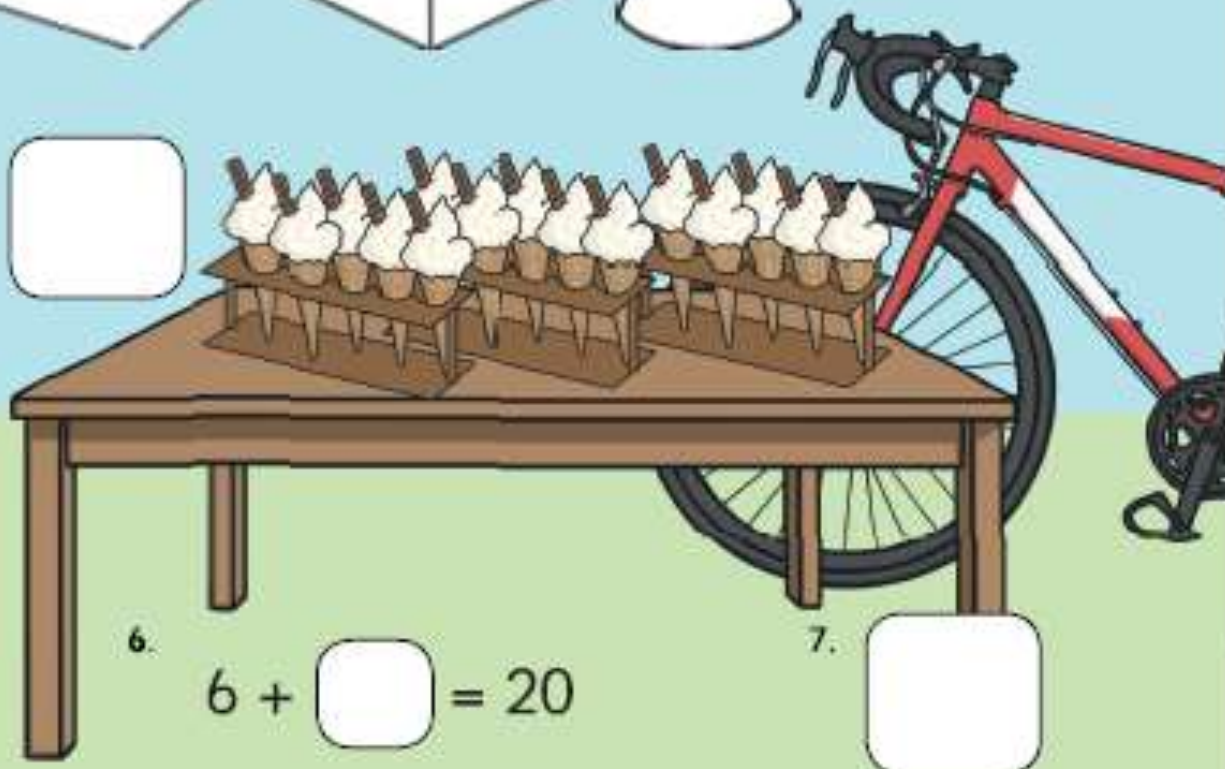
1. 5, 10, 15, 20,

2.

3.



5.



6. $6 + \text{$ = 20

7.



cm



Maths Lesson 5: Arithmetic Questions

1. Complete the following number sequence:
5,10,15,20,____,____
2. Write the number that is double 7.
3. Can you write the number 17 in words?
4. On your sheet you can see three shapes. Put a cross in the middle of the pyramid.
5. There were 15 ice creams in the shop. 6 of them were eaten. How many ice creams were left?
6. Which number bond do you add to 6 to make 20?
7. There are 14 cars and 10 bicycles on a road. How many vehicles is that altogether?
8. Look at your sheet. How long is the snake?

DEEPEN THE MOMENT

Look at question 8.

What would be the total length of two snakes?

Write a number sentence to prove it!



English – Practise your spellings

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

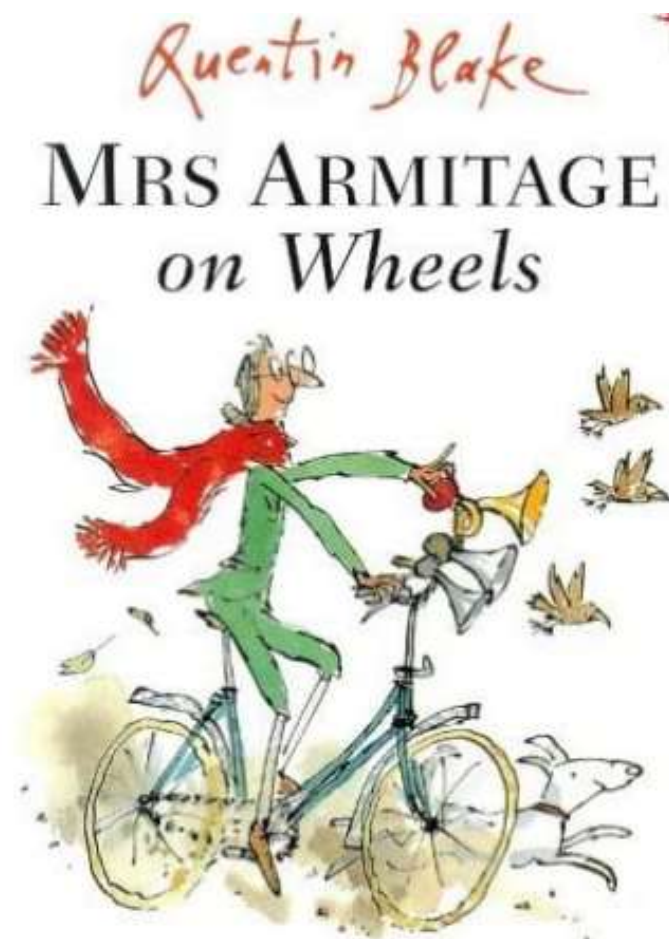
cheap			
repeat			
season			
heating			
leading			

Can you write some sentences that include at least two of your spellings?



Mrs Armitage on Wheels

<https://www.youtube.com/watch?v=Fe9GVITbu9g>



Capital letter formation

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



English Lesson 1: To answer comprehension questions based on a text.

My New Bike

I look at the bike and the bike looks at me,
“Try,” says the bike, “if you try you will see...
That a bike with two wheels is the best kind of bike!
The park is right there – we can go, if you like?”

“I can’t!” I declare, “I am sure I will crash...
I will wobble and fall as I’m making a dash...!”

“Try,” says the bike, “if you try you will know,
But you must be determined to give it a go...
Try and you’ll learn, oh just try and you’ll see
That as fast as the wind, as the wind you will be!”

“I can’t!” I declare, “I am sure I will fall
Or else I will tumble straight into a wall...!”

“Just push off and pedal, yes that’s the best plan
Keep pedalling – just pedal as fast as you can!
As long as you pedal and don’t stop at all,
You WILL keep your balance and find you won’t fall!”

I take a deep breath, lift my feet off the ground
I pedal the pedals – the wheels turn around...



I pedal and pedal and pedal until...
I'm fast as the wind and I'm pedalling still!

"I can do it!" I cry, "I am fast – I am free!
And then faster and faster I go, "Look at me!"
With the sun on my face and the wind in my hair
I am flying along like a bird through the air!

So try and you'll learn, oh just try and you'll see
That the back of a bike is the BEST place to be!

Gabby Dawnay





English Lesson 1: To answer comprehension questions based on a text.

Read the poem carefully, then answer these questions. Remember to check back in the text to help you to find the answers.

1. **Find and copy** the missing words to complete the sentence:

A bike with _____ is the best kind of bike!

2. Where does the bike suggest they can go “if you like”?

3. The poet is worried that they will...

Tick one.

break the bike	<input type="checkbox"/>	lose the bike	<input type="checkbox"/>
fall off the bike	<input type="checkbox"/>	be late home for tea	<input type="checkbox"/>

4. **Find and copy** one word which tells us that the bike is moving quickly:

5. What new skill does the poet learn in this poem?

Tick one.

To draw a bike	<input type="checkbox"/>	To skip	<input type="checkbox"/>
To swim	<input type="checkbox"/>	To ride a bike	<input type="checkbox"/>

Deepen the moment...

Explain how the poet's feelings change throughout the poem.



English Lesson 2: To read and edit sentences.

Read the each sentence carefully – can you spot the missing capital letters?

Edit and improve your work by rewriting each sentence on the line underneath, making sure to include capital letters in the correct places.

VIPs: Sentences always begin with a capital letter.

Names of people, places and days of the week begin with a capital letter.

Our book is all about **M**rs **A**rmitage and her dog **B**reakspear.

today is tuesday.

mrs armitage rides on her bicycle.

the author of 'Mrs Armitage on Wheels' is called quentin blake.

quentin blake was born near london.

Deepen the moment...

Write your own sentences about yourself and your family. Remember to include capital letters!



English Lesson 3: To describe a new idea for the story.

Revisit the end of the book 'Mrs Armitage on Wheels'.

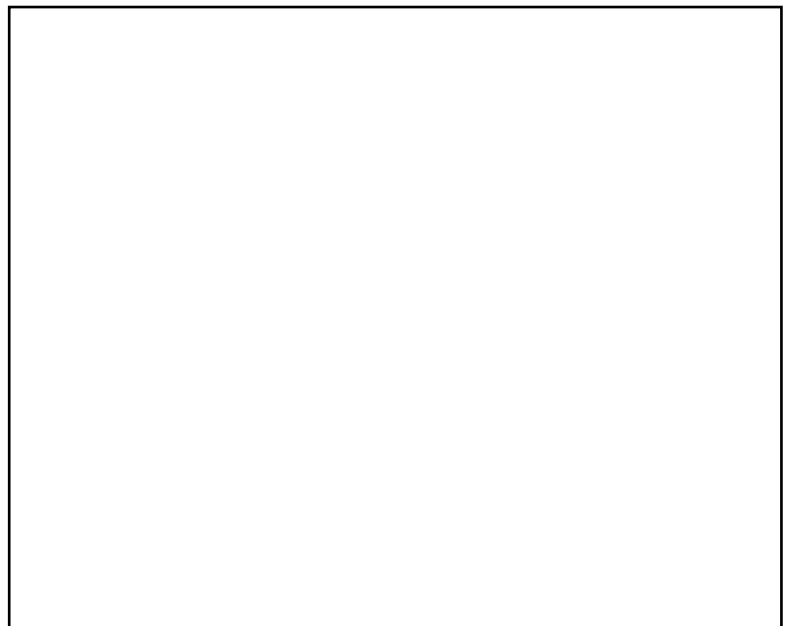
Imagine Mrs Armitage invents something for her roller-skates – what could it be?

- Think of a new idea – how could Mrs Armitage improve her roller-skates?
- Draw a picture of the new roller-skates.
- Write sentences to describe your idea.



VIP: An adjective describes what something is like.

“What these
roller-skates
need is...”



Deepen the moment...

Underline each adjective you used in your writing. Can you edit and improve your work by including better adjectives? For example: big → gigantic



English Lesson 4: To plan an alternate story ending.

Using your ideas from yesterday's lesson, complete a four-box story plan for an alternate ending to the story.

- Box 1 – The ending of the book. “What these roller-skates need is...”
- Box 2 – How has Mrs Armitage improved her roller-skates?
- Box 3 – What happens to Mrs Armitage after she improves her roller-skates?
- Box 4 – How does the story end?

Draw pictures in each box to plan your story ending, showing what might happen after the end of the book 'Mrs Armitage on Wheels'. Then write some adjectives on the lines to describe what is happening in each picture.



English Lesson 4: To plan an alternate story ending (continued).

Deepen the moment...

If you could change the roller-skates in the story to another mode of transport, which would you choose? Explain why.



English Lesson 5: To write an alternate story ending.

Read the WAGOLL then use your four-box story plan from yesterday's lesson to help you to write a new ending to the story.

Remember to:

- ✓ Recap your work from yesterday to help you to write your story ending.
- ✓ Write in full sentences using capital letters, full stops and finger spaces.
- ✓ Include adjectives (shiny boots).
- ✓ Include conjunctions (e.g. and, but, because).

WAGOLL (*What A Good One Looks Like*)

Mrs Armitage was delighted with her new roller-skates and soon set off on her travels again with Breakspear following behind her. Soon, it was very dark. "Oh Breakspear," said Mrs Armitage sadly, "it's rather dark out here in the countryside. What these roller-skates need, is a string of bright, colourful lights!"

"Yes, lights and I think I might just have some at the bottom of this bag" she said rummaging around until she pulled out a long string of shiny lights. She attached them to the wheels of the roller skates, looking pleased with her new idea. The lights were so bright and sparkly they lit up the sky as Mrs Armitage whizzed along. Mrs Armitage thought they were beautiful.

Suddenly Breakspear barked. "Whatever is the matter?" Mrs Armitage asked. When she looked around, she couldn't quite believe what was behind her. A huge, long trail of cats. Yes, cats! Hundreds of them chasing her and poor Breakspear. "Oh no, it must be our lights they're after...or you" she screamed as the chase went on. Mrs Armitage started to panic.

In the distance, Mrs Armitage could see an old barn across the other side of a stream. She reached down and scooped Breakspear up into her arms. "Come on, let's head for the barn" she shouted. Breakspear looked worried. How on earth would they get across the stream? The dazzling lights were flashing and the roller-skates were moving at high speed. "Ready for blast off?" Mrs Armitage yelled. She did an almighty jump over the stream and landed in a heap in front of the barn. The cats came to a sudden stop at the water's edge. The chase was over at last and poor Breakspear was safe. "What we need," said Mrs Armitage "is a rest!" and she and Breakspear lay their heads on the hay and settled down for the night after another busy day of adventures.



Draw some illustrations to go with your new story ending.



Reading for Productivity: Lesson 1 – Music

Latin Music

Latin American music is the term used when referring to music from the Spanish or Portuguese speaking countries of Mexico, most of Central and South America, and the Caribbean islands.

These countries were once part of the Spanish and Portuguese empires. The music is also influenced by the songs and music of African slaves who were transported to Latin American countries by European settlers.

Music and dance are very important elements of the Latin American culture. Getting together for social gatherings such as weddings, birthdays, baptisms, holidays and festivals often involves lots of music and dance.

Latin American music can often be recognised by the variety of percussion instruments used. Many ensembles use:

- **bongo drums**
- **congas** - tall drums played with the hand
- **claves** - two rounded sticks hit together
- **shakers**
- **guiros** (scrapers)
- **cowbells**



Latin American music is often closely related to particular styles of dance. Some traditional Latin American dance and musical styles include salsa, tango, rumba and cha-cha.

Latin music is very popular in the countries it originates from but it is also listened to all around the world. Some famous Latin American musicians include Shakira, Ricky Martin, Enrique Iglesias and Daddy Yankee.





Reading for Productivity: Lesson 1 – Music Questions

Latin Music

1. Which two elements are very important in Latin American culture?

Tick one:

- ☐ Cricket and rugby
- ☐ Music and dance
- ☐ Singing and writing

2. **Find and copy one example** of an occasion when music and dance would be used in Latin American culture:

3. What family of instruments is commonly used in Latin music?

Tick one:

- ☐ Strings
- ☐ Woodwind
- ☐ Percussion

4. A conga is a tall drum used in Latin music. How is this usually played?

5. True or false... Latin music is only listened to in Mexico.

- ☐ True
- ☐ False



Year 1 Extended Curricular Learning

Music – Latin Music

Monday 1st March 2021 – Activity 1

VIP:

- A performance is sharing music with an audience.

Today, you will learn about Latin music, thinking about where it came from, the instruments used and where it is listened to today. You will listen to some different pieces of modern Latin music, create your own percussion instrument and use this to play along with a piece of music. At the end of this session, you will perform a piece of Latin music!

1. Complete the Reading for Productivity to find out more about Latin music.
2. Create your own percussion instrument using items from around your house.



3. Listen to these modern pieces of Latin music – which is your favourite? How do they make you feel? As you listen, pay particular attention to the **percussion** rhythms that you can hear.
<https://www.youtube.com/watch?v=ff26KMCE0qM>
https://www.youtube.com/watch?v=PTQxD6_OGh4
<https://www.youtube.com/watch?v=1zacYmrlexA>
 4. Choose a piece of Latin music to play, then use your percussion instrument to play along. Remember to focus on the different beats and rhythms that you can hear being played on percussion instruments in the song.
 5. Perform your music! Share your work with an audience – play your music for family members, pets, teddy bears or even video yourself to share with your teacher on Dojo!
- ✓ Perform a piece of Latin music.

Deepen the moment...

Try singing along as you play – why do you think this makes it harder?



Reading for Productivity: Lesson 2 – Geography

Fairtrade

What does fair trade mean?

Some people earn their living by growing food or making things to sell. Their food and products are shipped to other parts of the world and sold in shops. However, unless they are paid a fair price for their products, they will not have enough money for food and clothing. Fair trade is about making the world fair and paying a fair price for things we buy.



Useful hint:

Look out for products with this symbol on. This is the symbol of the Fairtrade foundation. The Fairtrade foundation work hard to make sure that the products we buy have been paid for fairly.

How does Fairtrade help?

Fairtrade helps to make sure better prices are paid for crops. It makes sure there are better working conditions so workers are treated well and children can go to school. It also allows crops to be grown year after year.

Fairtrade products

Fairtrade products are available in over 120 countries and there are over 6000 Fairtrade products available to buy. If you buy one of these products, you know a fair price has been paid to the workers.



Bananas

Many bananas come from Ecuador. 78% of banana sellers in Ecuador said their standard of living had improved since joining Fairtrade. A third of the bananas sold in the UK are Fairtrade.



Chocolate

Fairtrade helps farmers in Africa by guaranteeing minimum prices for cocoa beans. Certain supermarkets and shops are dedicated to providing Fairtrade chocolate.



Coffee

When Fairtrade coffee is bought, farmers can provide a better quality of life for their families. They are also able to grow better quality beans.



Reading for Productivity: Lesson 2 – Geography Questions

Fairtrade

1. **Tick two** boxes to fill in the missing words:

Unless they are paid a fair price for their products, they will not have enough money for _____ and _____.

☐ food

☐ clothing

☐ toys

2. **Tick one** box to complete the sentence:

Fairtrade products are available in over _____ countries.

☐ 150

☐ 120

☐ 350

3. How many Fairtrade products are available to buy?

4. True or false... All bananas sold in the United Kingdom are Fairtrade.

☐ True

☐ False

5. Which of these is the symbol of the Fairtrade foundation?

Circle the correct symbol.





Year 1 Extended Curricular Learning

Geography – Fairtrade

Tuesday 2nd March 2021 – Activity 2

VIPs:

- Fairtrade means the producer (the person that grows/makes the item) gets a fair price for their goods.
- Many shops and supermarkets support Fairtrade – look for the symbol'
- Fairtrade fortnight happens annually (each year) as a way of promoting equality for people who farm produce for us.

Today, you will learn what fair trade is and why we hold a Fairtrade fortnight each year. You will read about why fair trade is important and how it helps farmers to have a better quality of life. You will think about the Fairtrade foundation and what you can do to support fair trade.

1. Complete the Reading for Productivity to find out more about Fairtrade.
2. Watch the following clip to help you to learn more about how Fairtrade helps farmers.
<https://schools.fairtrade.org.uk/teaching-resources/make-bananas-fair-a-film-for-schools/>
3. Complete one of the following tasks:
 - Go on a hunt in your food cupboards and fridge - can you find any food which has the Fairtrade symbol? Can you take some photographs?
 - Design a poster about how we can all support Fairtrade here in Pontefract - what can we do?
 - Create a piece of artwork, a poem or a short film about why Fairtrade is so important for a chance for your work to be exhibited in the online Youth Exhibition at the '**Choose the world you want**' festival between 22 February and 7 March 2021. Email your vision masterpiece to schools@fairtrade.org.uk with the subject line CHOOSE THE WORLD YOU WANT stating your name and age in the email.

- ✓ Think about the importance of fair trade and what we can do to support the Fairtrade foundation.

Look at the following website for more information about Fairtrade:

<https://schools.fairtrade.org.uk/>

Deepen the moment...

What might life be like for farmers if the Fairtrade foundation did not support fair trade and paying a fair price for goods?



Reading for Productivity: Lesson 3 – Science

Materials

Materials have different properties (features) that make them useful for different jobs. Here are some facts about different materials and some of their uses:

- There are many useful natural materials which are found in nature and do not need to be created by humans. Examples of natural materials are: wood, stone, oil and wool.
- By working with natural materials, useful man-made substances can be created. For example, paper is made from wood.
- Plastic is made from oil – we now use about 20 times more plastic than we did 50 years ago.
- Plastic is waterproof, lightweight and flexible and it has many uses. Plastic is often used to make things such as water bottles, toys, cups and packaging.
- Plastic is durable and long lasting. It can take over 400 years for plastic to decompose and break down! Recycling plastic is a great way of reducing the amount of plastic waste in landfill.
- Glass is made from natural materials, such as sand and limestone, and is made by melting these materials to a very high temperature.
- Glass is transparent, which means you can see through it. This makes it a useful material for making windows. It is also often used to make bottles and jars.
- On average every UK family uses around 330 glass bottles and jars every year. Glass bottles and jars can easily be recycled to make new glass bottles and jars or used to create building material.





Reading for Productivity: Lesson 3 – Science Questions

Materials

1. Which of these are examples of **natural** materials?

- ☐ Wood
- ☐ Plastic
- ☐ Stone

2. What is paper made from?

3. **Find and copy one** use of plastic.

4. Fill in the missing word to explain how glass is made:

Glass is made by melting sand and limestone to a very
_____ temperature.

5. Which of these is a property of glass? **Tick one.**

- ☐ Flexible
- ☐ Absorbent
- ☐ Transparent



Year 1 Extended Curricular Learning

Science - Materials

Wednesday 3rd March 2021 – Activity 3

VIPs:

- Transparent means see-through.
- Rigid means unable to bend or change shape.

Today, you will learn about the properties of different materials. We will focus on materials which are transparent (which you can see through) and materials which are rigid (which cannot be bent or forced to change shape). You will learn some facts about different materials in our Reading for Productivity, then complete a Venn diagram to show the properties of some materials.

1. Complete the Reading for Productivity to find out more about materials.
2. Look at the objects below – what material are they made from?
3. Think about whether that material is **transparent**, **rigid** or **both**.
4. Cut and stick or draw each object into the correct place in the Venn diagram.

- ✓ Compare different materials and their properties. Sort the materials into the Venn diagram to show which are transparent, which are rigid and which are both.

Deepen the moment...

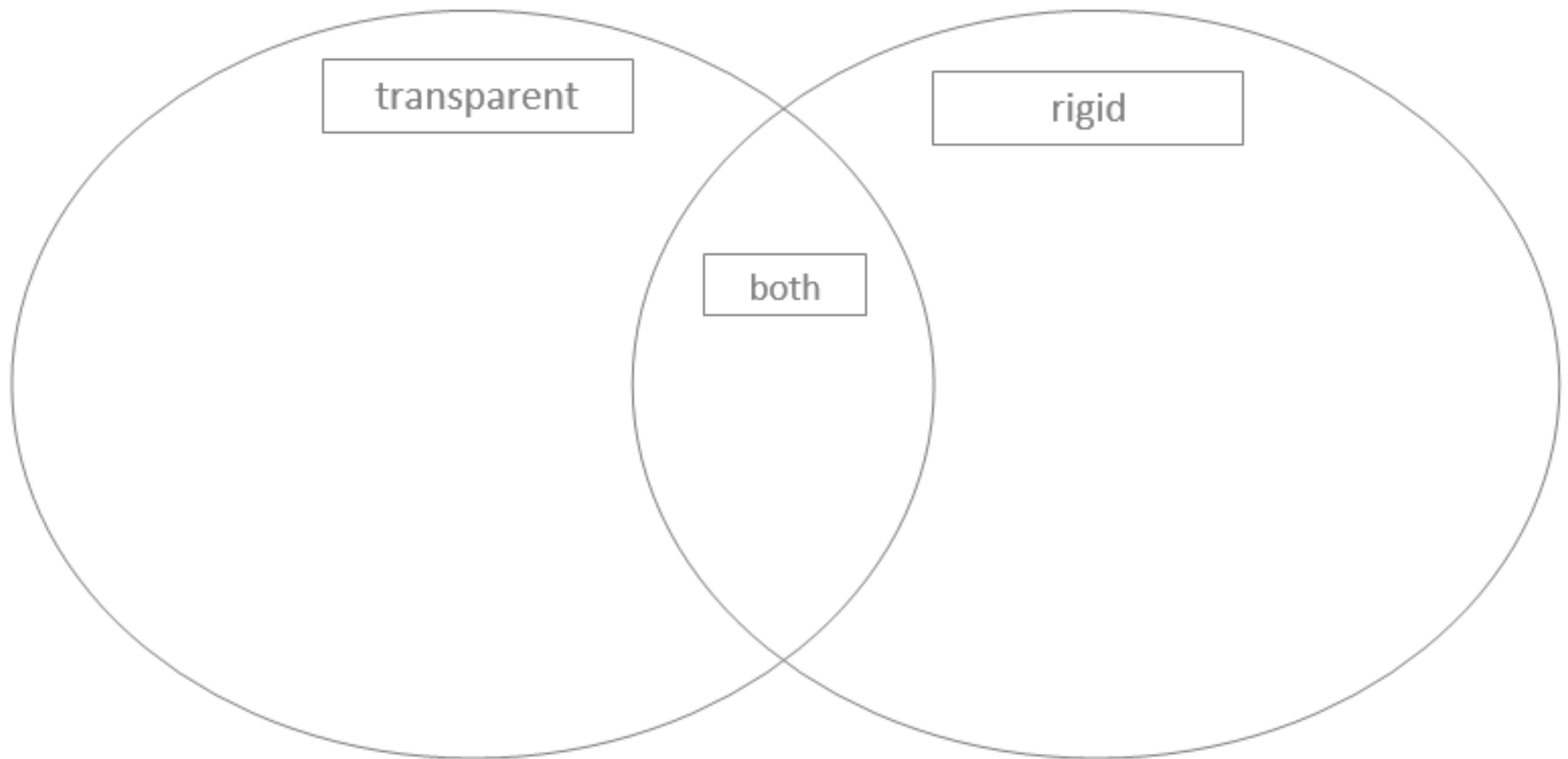
Materials can have more than one property.
What other properties do the items in your Venn diagram have?





Science - Materials

Look at the objects on the previous sheet. Think about the material each object is made from and its properties. Draw or cut and stick the objects into the correct part of the Venn diagram.





Reading for Productivity: Lesson 4 – World Book Day

World Book Day 2021

World Book Day is a special day to celebrate books, authors, illustrators and reading! In the UK, it is held every year on the first Thursday in March, so the date is often different. This year it will happen on Thursday 4th March 2021.



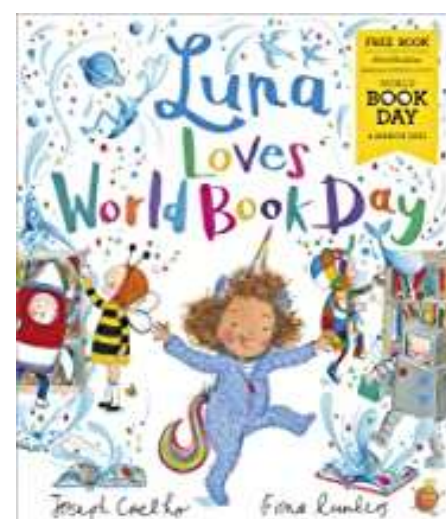
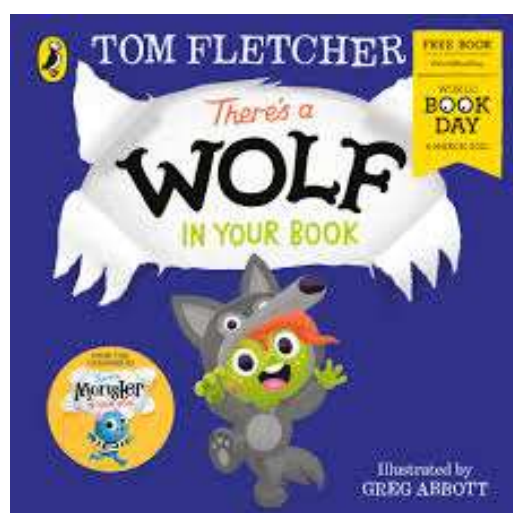
How Is World Book Day Celebrated?

In many schools, children and teachers dress up as their favourite book character. There are many different, fantastic events held across the country to mark this day and celebrate reading.

In the past, famous authors such as Jacqueline Wilson and David Walliams have taken part in World Book Day events. Book tokens worth £1 are given to all children in the UK to use in bookshops. Children can swap their tokens for one of twelve books, which have been written especially for World Book Day. If you don't want to buy one of the twelve books, you can use your token to get £1 off another book.

Did You Know?

- World Book Day began in 1995 and this year will be the 27th World Book Day.
- World Book Day is celebrated in over 100 countries all over the world.
- In other countries, World Book Day is celebrated on the 23rd April.





Reading for Productivity: Lesson 4 – World Book Day Questions

World Book Day 2021

1. What does World Book Day celebrate? **Tick one.**

- ☐ Numbers, addition and Maths
- ☐ Books, authors, illustrators and reading
- ☐ Dressing up and playing games

2. **Draw two lines** to complete the sentences.

In many schools,
children and teachers...

... to use in bookshops.

Book tokens worth £1 are
given to all children in
the UK...

...dress up as their
favourite book character.

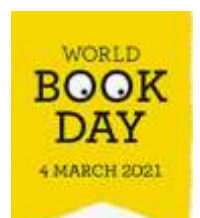
3. True or false... World Book Day is held on a different date each year in the UK.

- ☐ True
- ☐ False

4. What date is World Book Day this year?

5. When did World Book Day begin? **Tick one.**

- ☐ 2021
- ☐ 2005
- ☐ 1995





Year 1 Extended Curricular Learning

World Book Day

Thursday 4th March 2021 – Activity 4

VIPs:

- World Book Day is a special day to celebrate books and authors.
- World Book Day happens once a year and on the first Thursday in March in the UK.
- World Book Day first started in 1995 and is celebrated in over 100 countries.

Today, you will learn about World Book Day! You will think about what it is, how we celebrate and why we celebrate it every year. You will learn some facts about World Book Day in our Reading for Productivity, then complete some activities to celebrate World Book Day.

1. Complete the Reading for Productivity to find out more about World Book Day.
2. Watch the following clip to find out about the books that are available to buy using your token:
<https://www.youtube.com/watch?v=LRDsgu3D9D4&feature=youtu.be>
3. Complete one of the following tasks:
 - Design and make your own bookmark or book corner to help you to remember your page when reading. Use the template in this pack to create a bookmark or follow the instructions in this video to create a book corner: <https://www.youtube.com/watch?v=10XA4n2Wtk4>



- Share a story on the 'World Book Day' website using the link below:

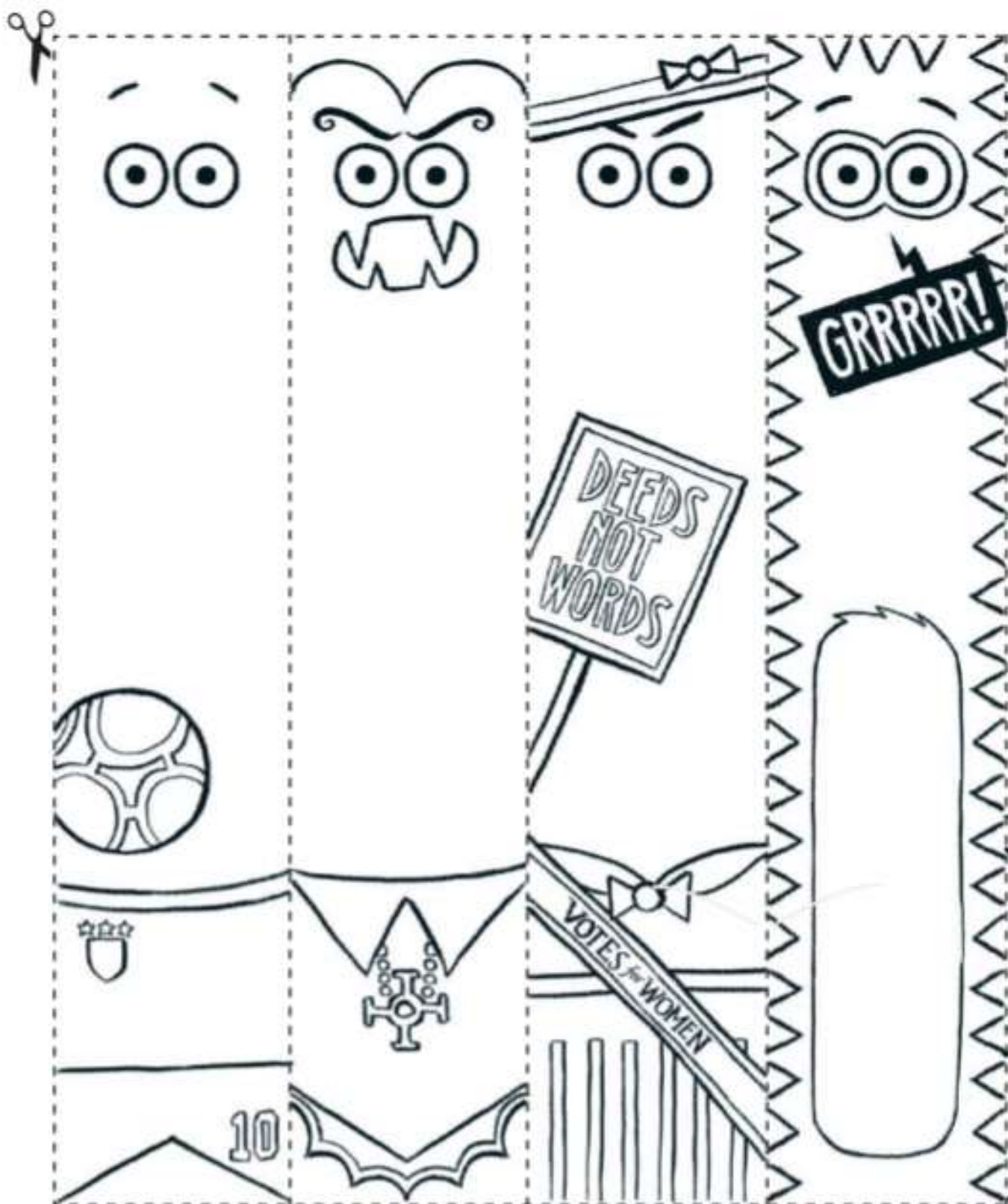


<https://www.worldbookday.com/share-a-story-corner/>



World Book Day – Bookmark Template

On your '*bookmarks*', get set... colour! Created by Rob Biddulph, creator of *Blown Away*, these collectable bookmarks can be cut-out, coloured in and kept in your favourite book so you never lose your place when reading.





Reading for Productivity: Lesson 5 – Art

Wassily Kandinsky

Wassily Kandinsky was born in Moscow, Russia on 16th December 1866. As a child, he learnt how to play the piano and the cello and claimed to be dazzled by the colours of nature. When he grew up, he worked as a law teacher before moving to Germany to attend art school.

Kandinsky was inspired by Claude Monet and how he used colour in his paintings. At art school, Kandinsky started to explore how to use colour to express himself and his emotions. He decided that paintings didn't need a particular subject. Instead, he could use colours and shapes.



In 1922 he taught at the Bauhaus art school in Germany but continued to make his own art inspired by music. A lot of his paintings have names as if they are pieces of music.



In 1924, Kandinsky toured the USA with several other artists, exhibiting his work and teaching people about art in universities across America. In the 1930s, Kandinsky moved to Paris where he made some of his most famous work such as Composition IX and Composition X.

Kandinsky died on 13th December 1944 and his paintings now sell at auctions for millions of pounds. He is known to be one of the founding fathers of abstract art and is famous for saying, "Everything starts with a dot." What do you think this means?





Reading for Productivity: Lesson 5 – Art Questions

Wassily Kandinsky

1. Where was Wassily Kandinsky born? **Tick one.**

- ☐ Russia
- ☐ England
- ☐ America

2. What inspired Kandinsky? **Find and copy** a word to complete the sentence.

Kandinsky was inspired by Claude Monet and how he used _____ in his paintings.

3. When did Kandinsky teach at Bauhaus art school in Germany? **Tick one.**

- ☐ 1866
- ☐ 1922
- ☐ 1924

4. Find and copy a phrase which tells us Kandinsky's paintings are worth a lot of money.

5. "Everything starts with a dot." What do you think this means?



Year 1 Extended Curricular Learning

Art – Wassily Kandinsky

Friday 5th March 2021 – Activity 5

VIPs:

- Wassily Kandinsky was an abstract artist.
- Abstract is where an image doesn't look exactly like something.

Today, you will learn about the life and work of Wassily Kandinsky. You will learn about him as an artist, who and what inspired him and how his paintings make you and others feel. At the end of this session you will create a piece of art work expressing yourself as an artist.

1. Complete the Reading for Productivity to find out more about Wassily Kandinsky.
 2. Watch the following clip to learn more about Kandinsky, thinking about how he expressed himself through his art work and how he was inspired by listening to music.
<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinskys-schaukeln/zv7g7nb>
 3. Listen to a piece of your favourite music or song and have a go at painting or drawing a picture that expresses how this piece of music makes you feel. Think about:
 - Colours
 - Shapes
 - Patterns
 - Reasons why you have included certain things
- ✓ Create your own piece of artwork in the style of Wassily Kandinsky, inspired by music.

Deepen the moment...

Can the same painting make one person feel happy and another feel sad?
Explain your answer.