





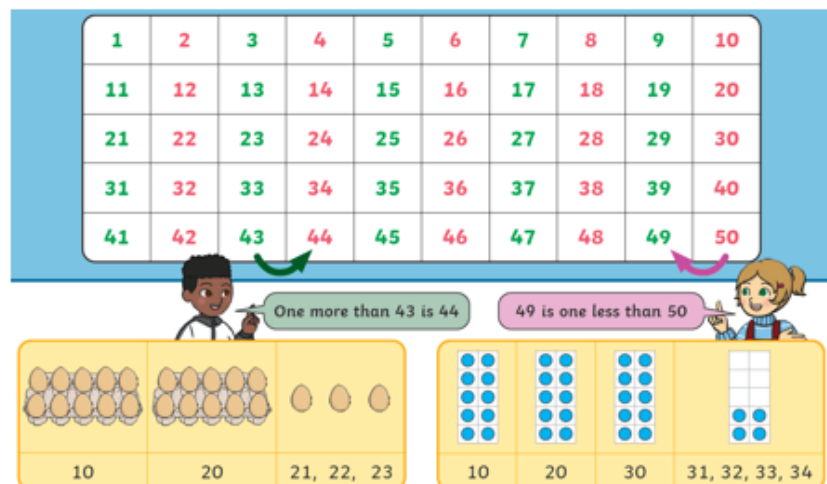


Year 1: Remote Learning Schedule

W/C 22 nd February	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (approx. 45 mins per lesson) This week our focus is: Place value to 50	Lesson 1: Count in 2s Click on the link here .	Lesson 2: Count in 5s Click on the link here .	Lesson 3: Consolidation lesson Reasoning and problem solving	Lesson 4: End of Block assessment	Lesson 5: Arithmetic Skills Challenge yourself with our weekly number skills check.
	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><div></div><div>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.</div><div></div></div>					
<div><div></div><div>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.</div><div></div></div>					
English (approx. 45 mins per lesson) This week our focus is: Narrative – Mrs Armitage on Wheels	Lesson 1: Comprehension Read the information about bikes and answer the questions.	Lesson 2: SPaG Identify the past and present tense. Click on the link here .	Lesson 3: Story map Listen to the story of Mrs Armitage on Wheels here . Use the pictures to create a story map of the story.	Lesson 4: Sequence events Write a list of the problems Mrs Armitage encounters on her bike.	Lesson 5: Retell part of the story Retell your favourite part of the story.
	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: wheel, bike, speed, like, lights (Remember to test yourself on Friday!)					
Reading for Pleasure is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.					
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:
			RE	Computing	Music
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!			Thurs:	Fri:	
			Science	DT	



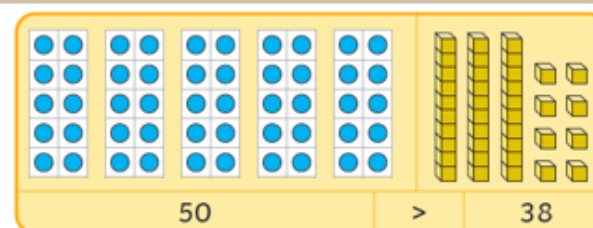
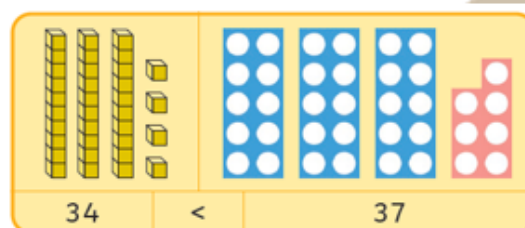
Year 1 Knowledge Organiser: Place Value (numbers to 50)



Fat Questions:

How do you know when there is more than one answer?

How many different numbers did you see on the way to school? What did they mean?



VIPs (very important points)

Counting

Things don't need to be identical to be grouped together. They just need something in common.

To count objects accurately you should line them up and count one at a time. The last number you count is the total amount.

One object can be represented by another object or a picture.

Amounts can be represented as numerals, words or objects.

Comparing

Greater means more or bigger.

Fewer means less or smaller.

Equal means the same.

> means 'is greater than'.

< means 'is less than'.

= means 'is equal to'.

Learning Intent

We are going to learn how to count, compare and order numbers within 50.

We will count forwards and backwards and find one more and one less.

Key vocabulary

number

digit

equal to

more than

less than

fewer

most

least

order

sequence

compare

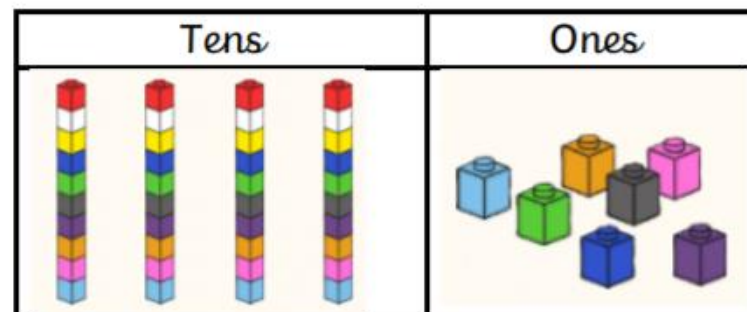


Maths resources to support learning

1-50 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

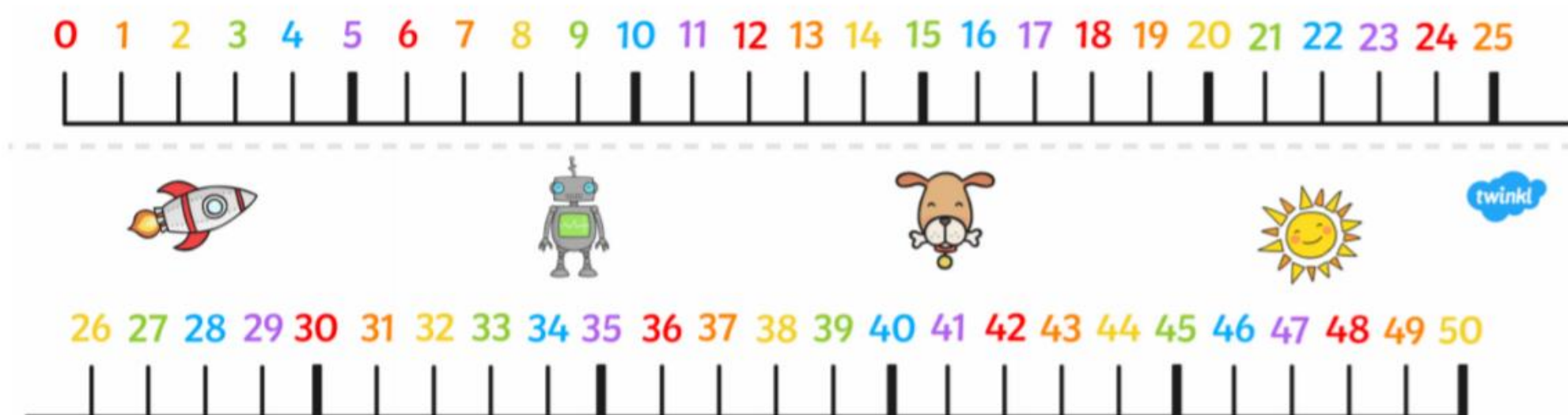
Place value of 47



4 tens + 7 ones

T	O
4	7

0-50 number line



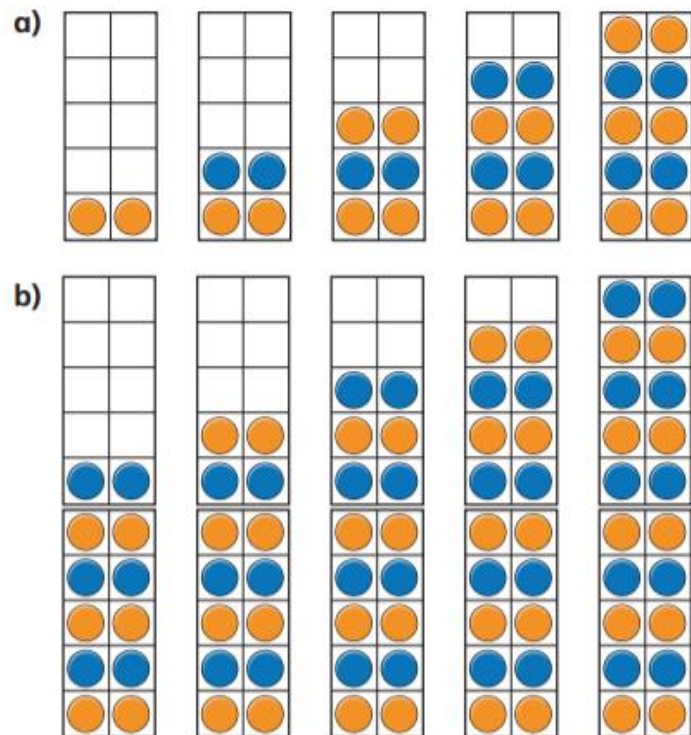


Maths Lesson 1 : To count in 2s (Main, Blue Task)

Count in 2s



1 What are the numbers?



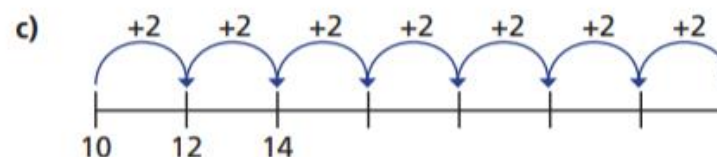
2 How many flowers are there?



3 Circle 14 socks.



4 Fill in the missing numbers.



5 How far can you count up in 2s?

Work with a partner.

Can you count up to 50 together?

Now try counting down in 2s from 50





Maths lesson 1: To count in 2s – Red Task

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

1.

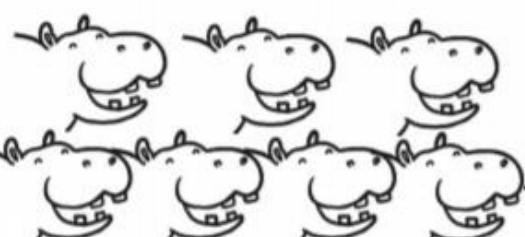
Count in 2s and colour in the grid:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

How many sets of ears are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____



Maths lesson 1: To count in 2s – 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.

Complete the following sequences:

a) 2 4 6 ____ 10 ____

f) ____ 44 42 ____ 38 36

b) 24 22 ____ 18 ____ 14

g) 12 14 ____ 18 ____ 22

c) ____ 26 28 30 ____ 34

h) 20 ____ ____ 14 12 10

d) 46 ____ ____ 40 38 36

i) ____ ____ 56 58 60 62

e) 28 ____ 32 34 ____ 38

j) 74 72 ____ ____ 66 64

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	



Maths lesson 1: To count in 2s – Deepen The Moment

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

1

Sam is counting in 2s.



Two more than
twenty-four is forty-
four.

Is Sam correct? Prove it.



R

2

Jay is counting in 2s.

32	34	36	38	
----	----	----	----	--

What number would be two more?

Which card would not be part of the
sequence?

forty- two	39	46	4 tens
---------------	----	----	--------



PS

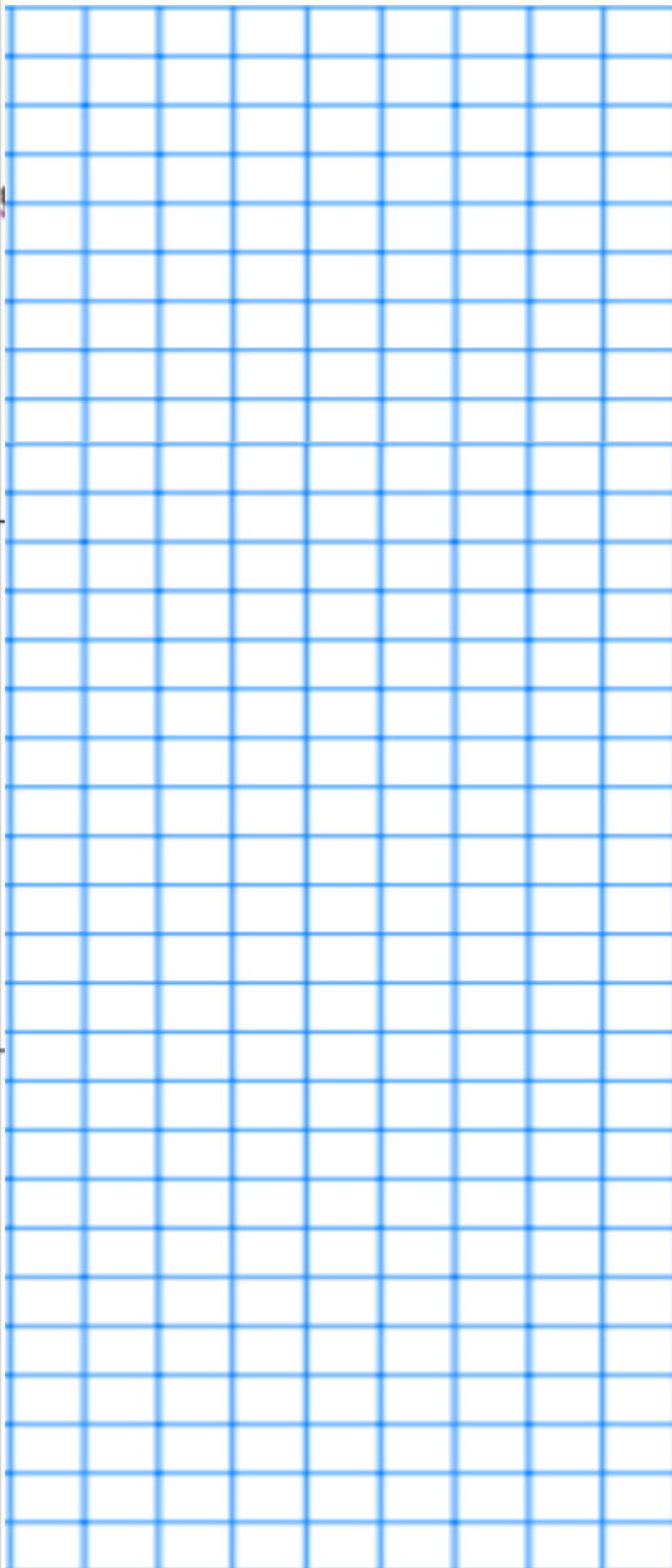
3

Find the way through the maze by
counting forwards in 2s.

	35	32	19	47	forty- one
	34	thirty- six	38	43	25
start	thirty- two	50	4 tens	42	45
	23	29	41	forty- four	46
					finish



PS



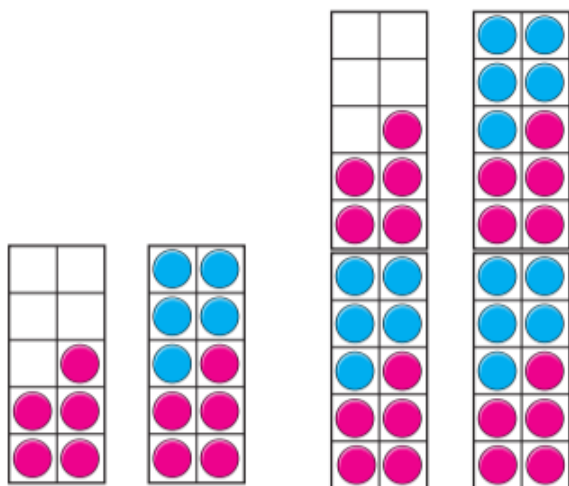


Maths Lesson 2 : Count in 5s (Main, Blue Task)

Count in 5s



1 What are the numbers?



2 How many spots are there in total?



There are

spots in total.

3 Colour 35 petals.



4 Fill in the missing numbers.

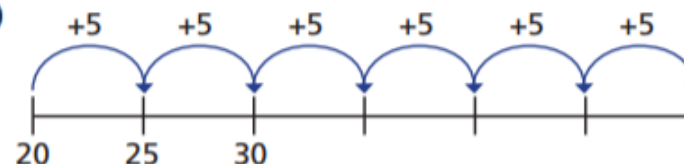
a)

0	5	10					
---	---	----	--	--	--	--	--

b)

50	45	40					
----	----	----	--	--	--	--	--

c)



5 Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

What numbers do they both say?

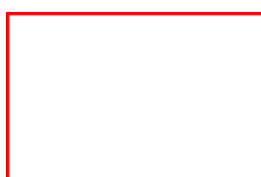
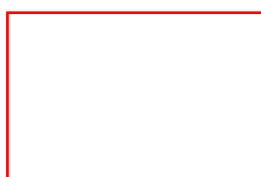
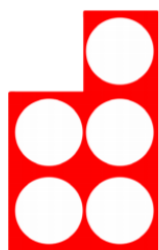
Can you spot a pattern?





Maths lesson 2: To count in 5s – Red Task

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



How many are there?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



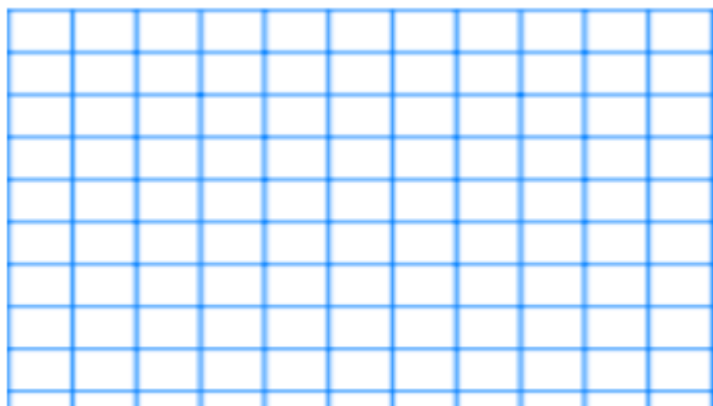
Maths lesson 2: To count in 5s – Gold Task

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.

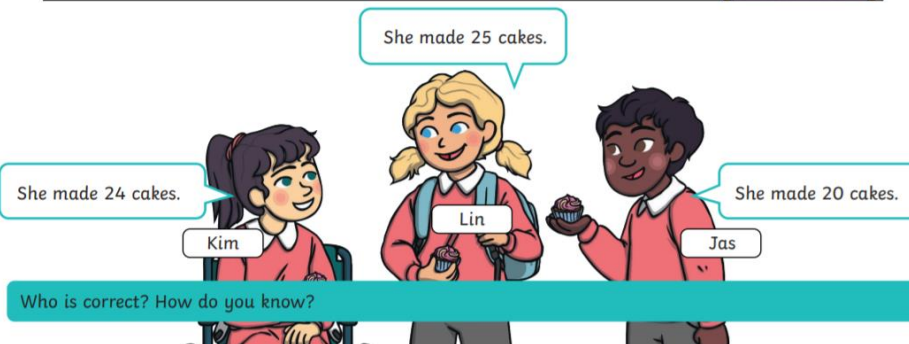
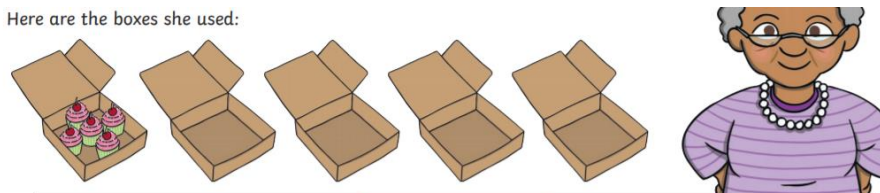
Complete the gris. Colour in 5s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Grandma has been baking cakes. She puts them in boxes of 5.



Here are the boxes she used:



Who is correct? How do you know?



Maths lesson 2: To count in 5s – Deepen The Moment

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

1

Find the way through the maze by counting forwards in 5s.

start	0	49	forty-six	27	eleven
	five	1 ten	38	36	31
	44	1 ten 5 ones	20	twenty-two	16
	41	24	25	36	fifty
	32	23	thirty	35	4 tens finish



2

Aiza has five biscuits in each packet.



She says,



I have 6 biscuits altogether.

Is she correct? Explain your answer.



3

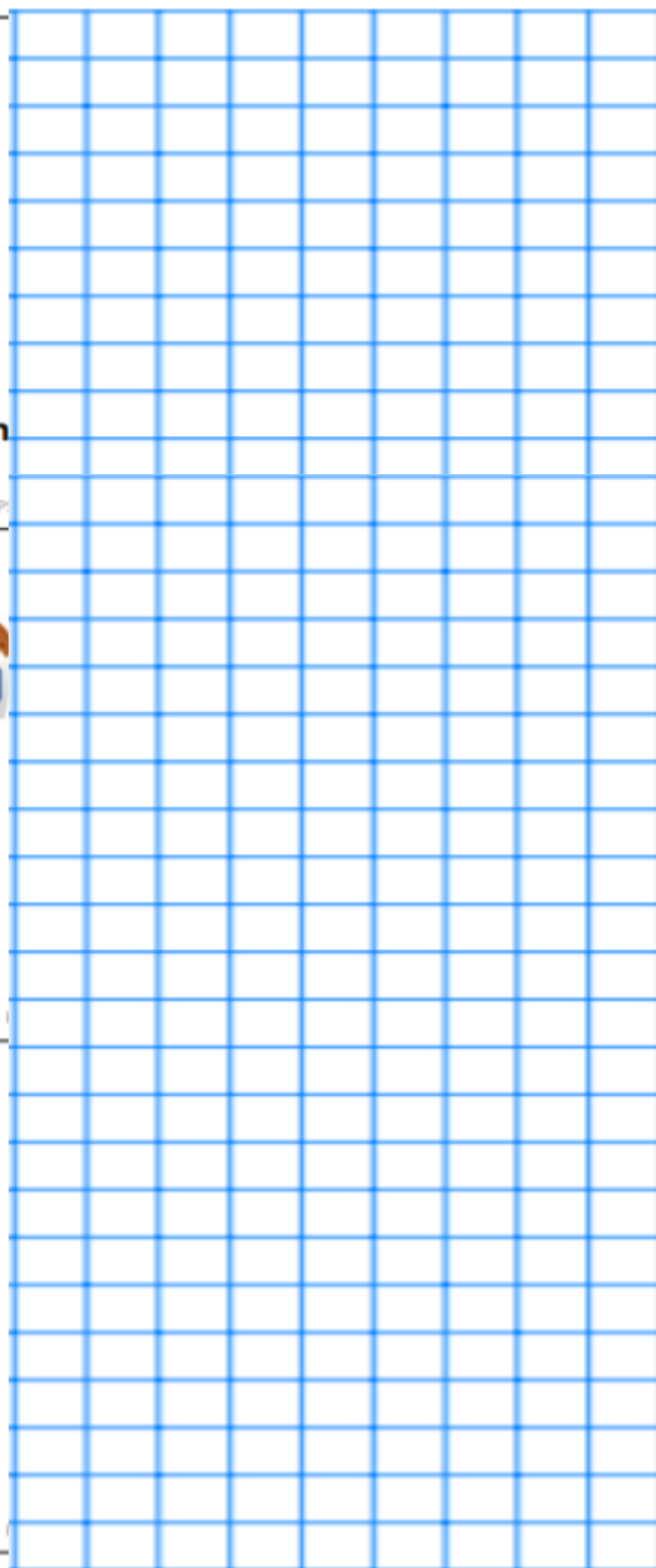
Greg is playing with dominoes.

He has 7 of the same domino.



How many of the same domino does he need to get a score of 45?

Prove it.





Maths Lesson 3: Place Value to 50 - Reasoning and Problem solving (Main, Blue Task)

- 1 Annie counts how many muffins she has.



I have 35 muffins.



Do you agree with Annie?

Explain your answer.

- 2 Eva is counting from 38 to 24

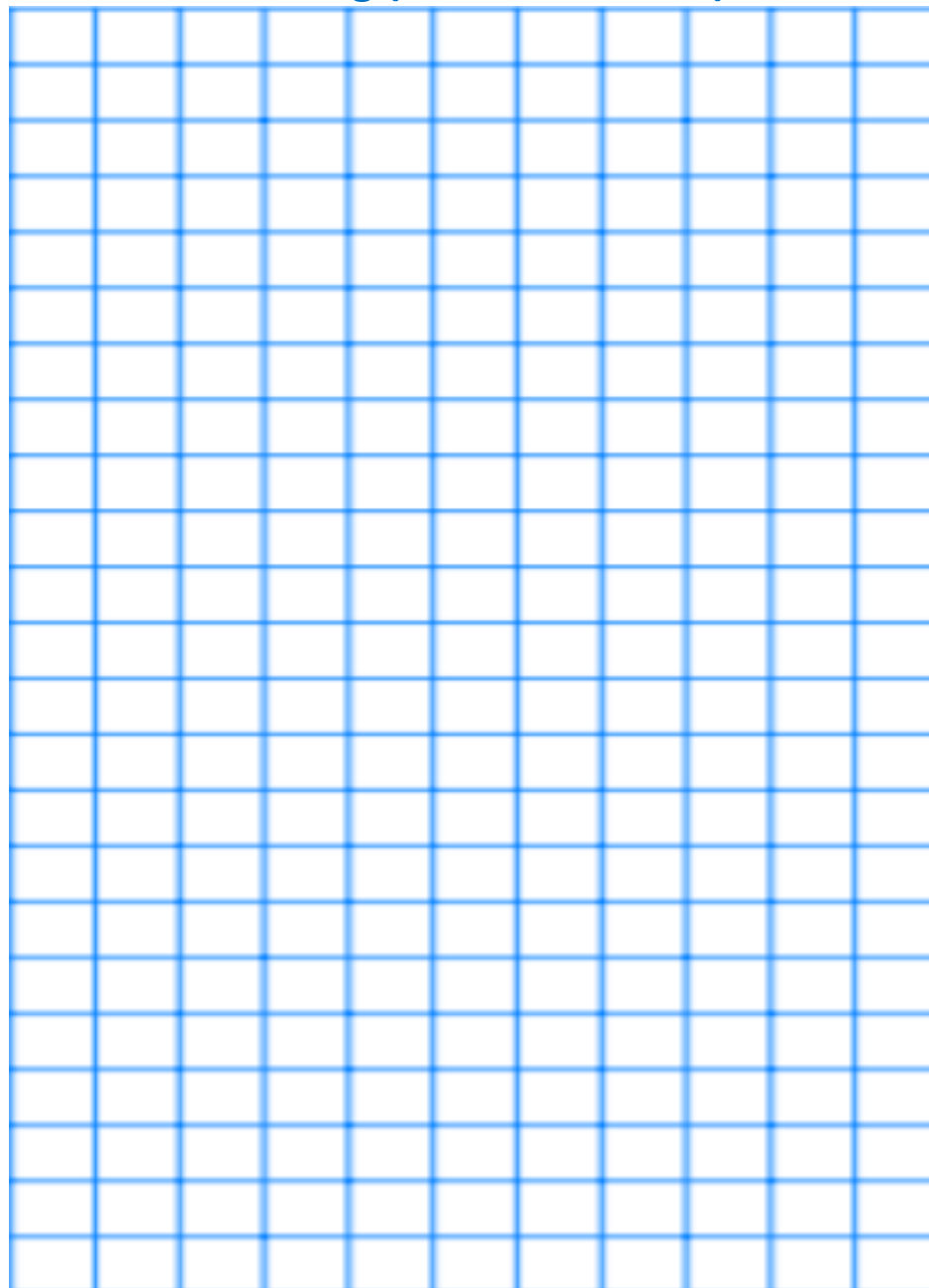


Will she say the number 39?

Will she say the number 29?

Will she say the number 19?

Explain how you know.

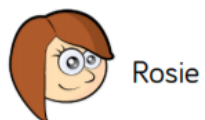
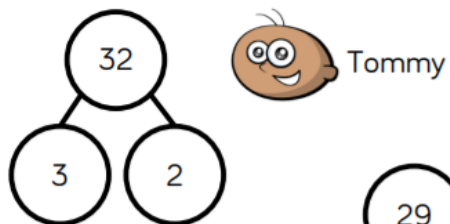




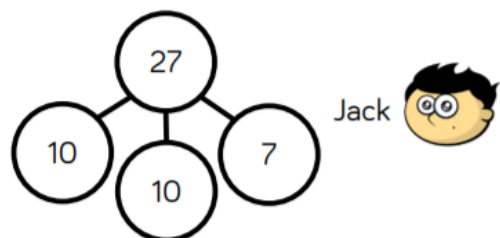
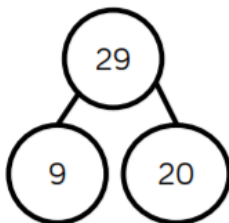
Maths Lesson 3 : Place value to 50 - Reasoning and Problem solving (Main, Blue Task)

3

The children are completing the part whole models.



Rosie



Are they correct?
Explain why.

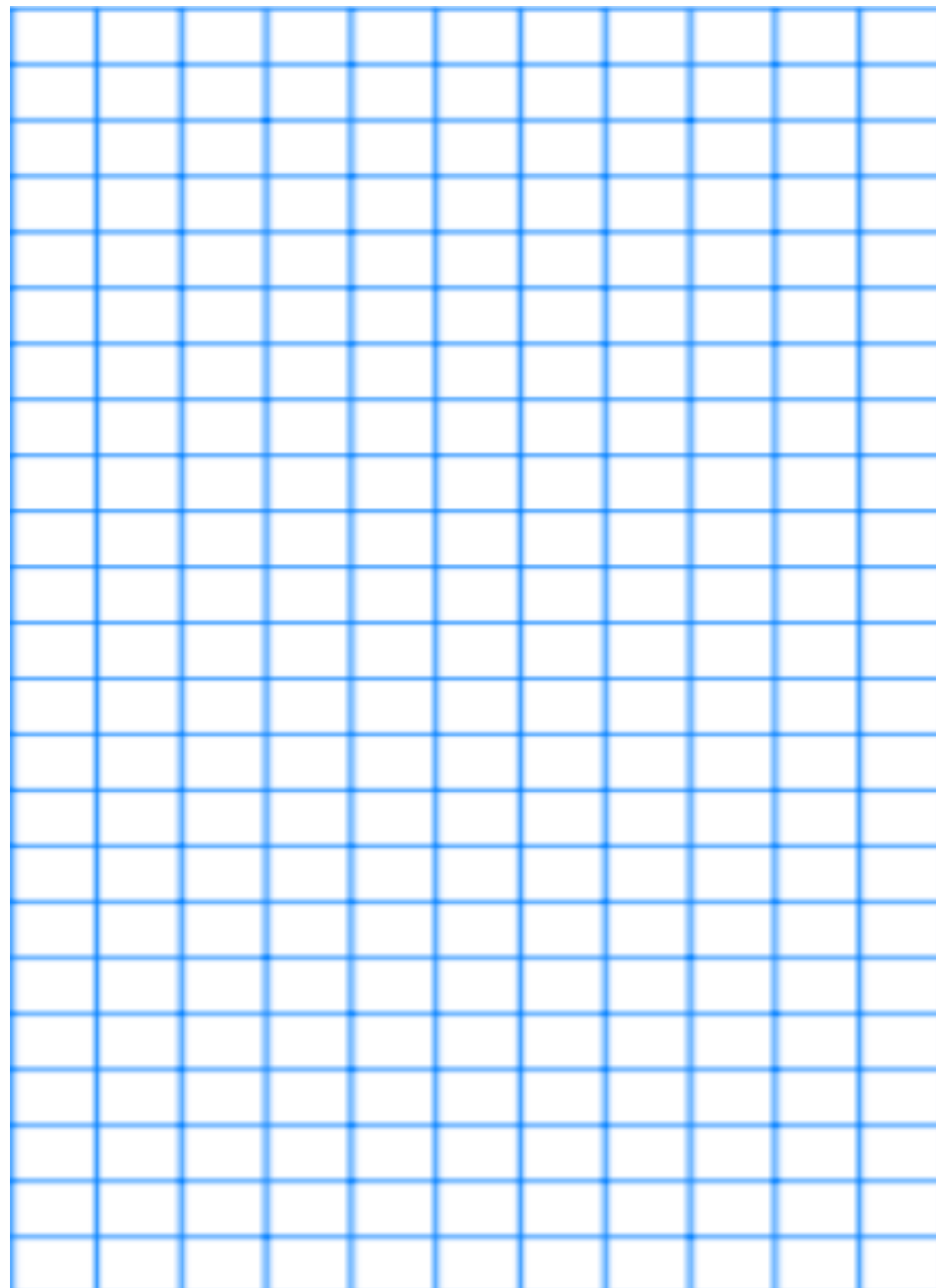
4

Always, sometimes, never...



When you find one more than a number, only the ones digit will change.

Convince me using some examples.





Maths lesson 3: Place value to 50 – Red Task

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

Reading and writing numbers to 50

Can you fill in any missing boxes for each of the numbers below?
The first one has been done for you to show you what to do.

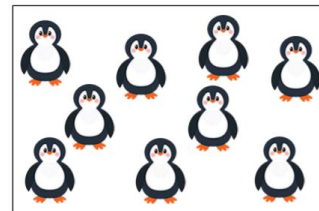
Numerals	Number in Words	Tens	Ones	Illustration
23	twenty-three	2	3	
16	sixteen			
38				
	forty-six	4	6	
		3	1	
44				
	twenty-two			
		0	7	



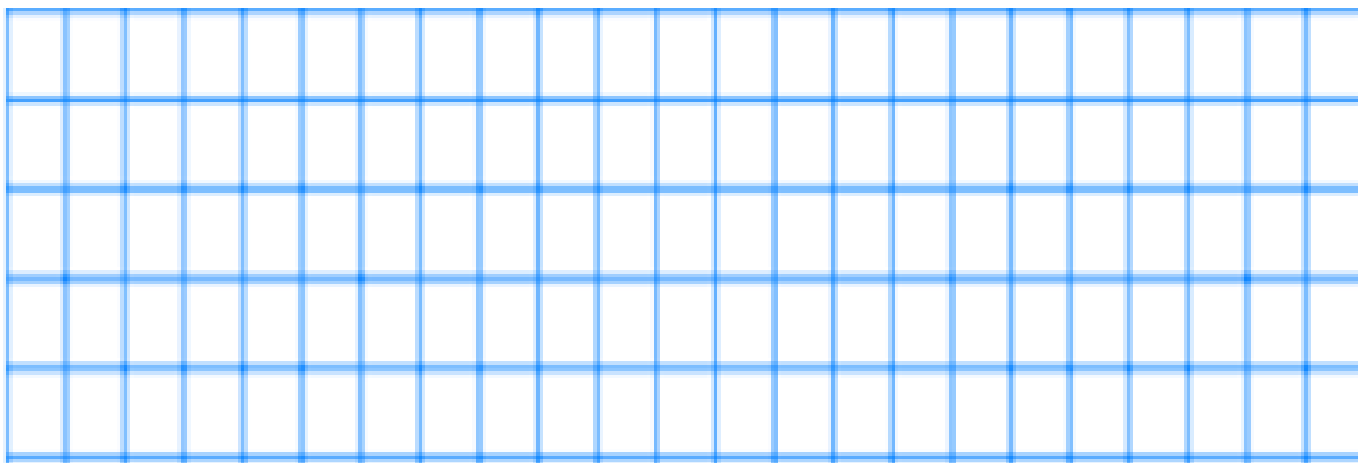
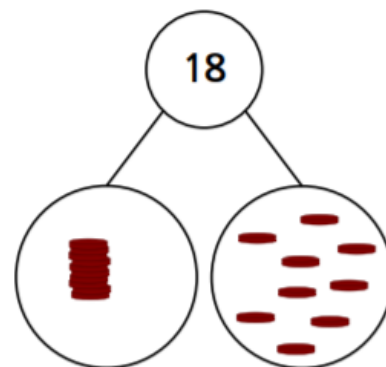
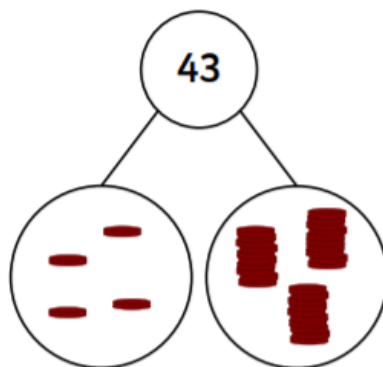
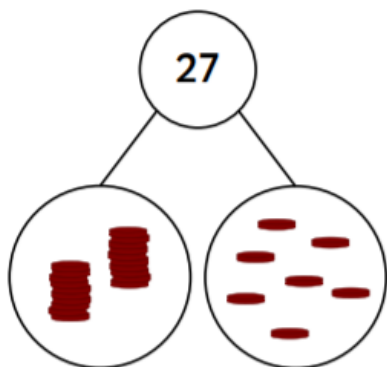
Maths lesson 3: Place value to 50 - Reasoning and Problem solving – Gold Task

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.

Now that the children are in the zoo, they can visit the animals! The first animals they see are penguins.



1. How many penguins are there?
2. If one more penguin was put in the enclosure, how many penguins would there be?
3. If one penguin was taken out of the enclosure, how many penguins would there be?
4. Miss Sykes says that if one penguin was taken out of the enclosure there would be 10 penguins left. Is she correct? Explain why.
5. How many has Captain Cutlass got correct? What mistakes has the pirate made with his part-whole models?





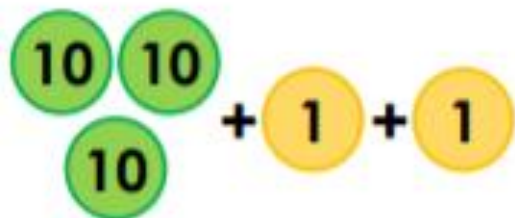
Maths lesson 3: To count in 5s – Deepen the Moment

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

1.

Which is the odd one out?

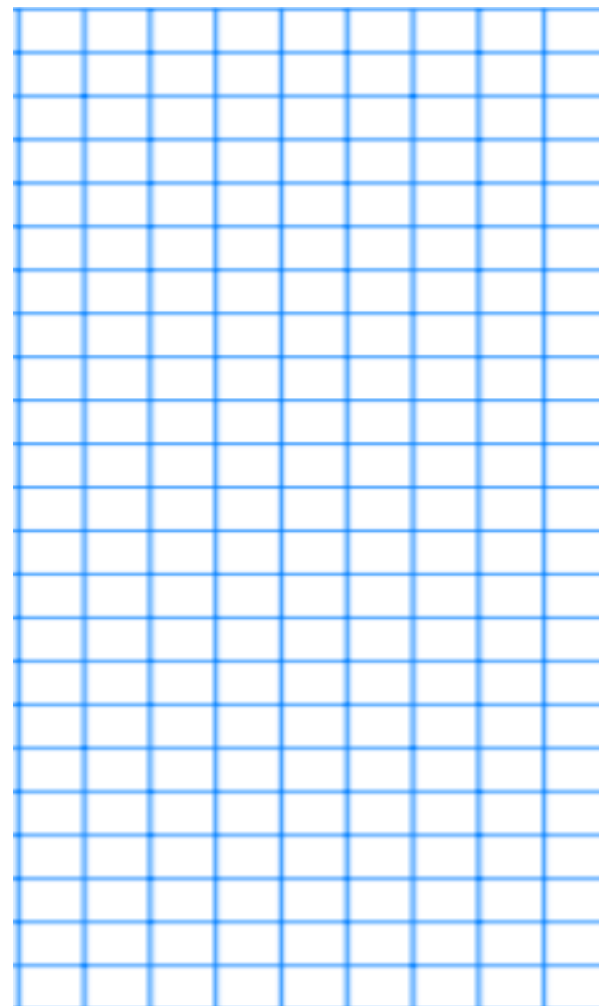
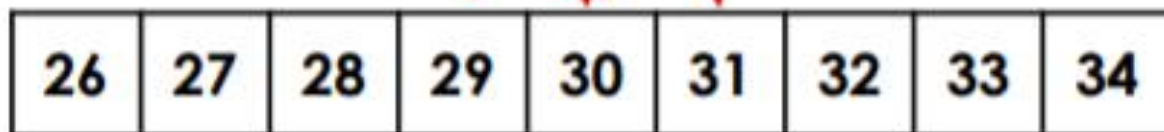
A.



B.

One more and
one more again
than 29 is 31.

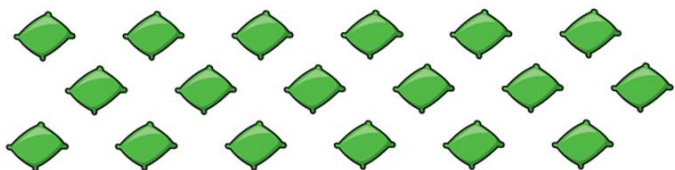
C.





Maths Lesson 4: End of Block assessment (Main, Blue Task)

1 How many beanbags are there?

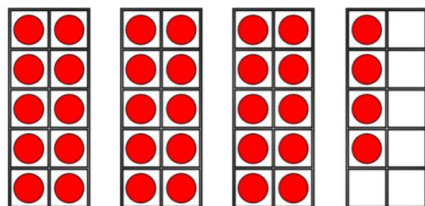


2 Complete the missing numbers.

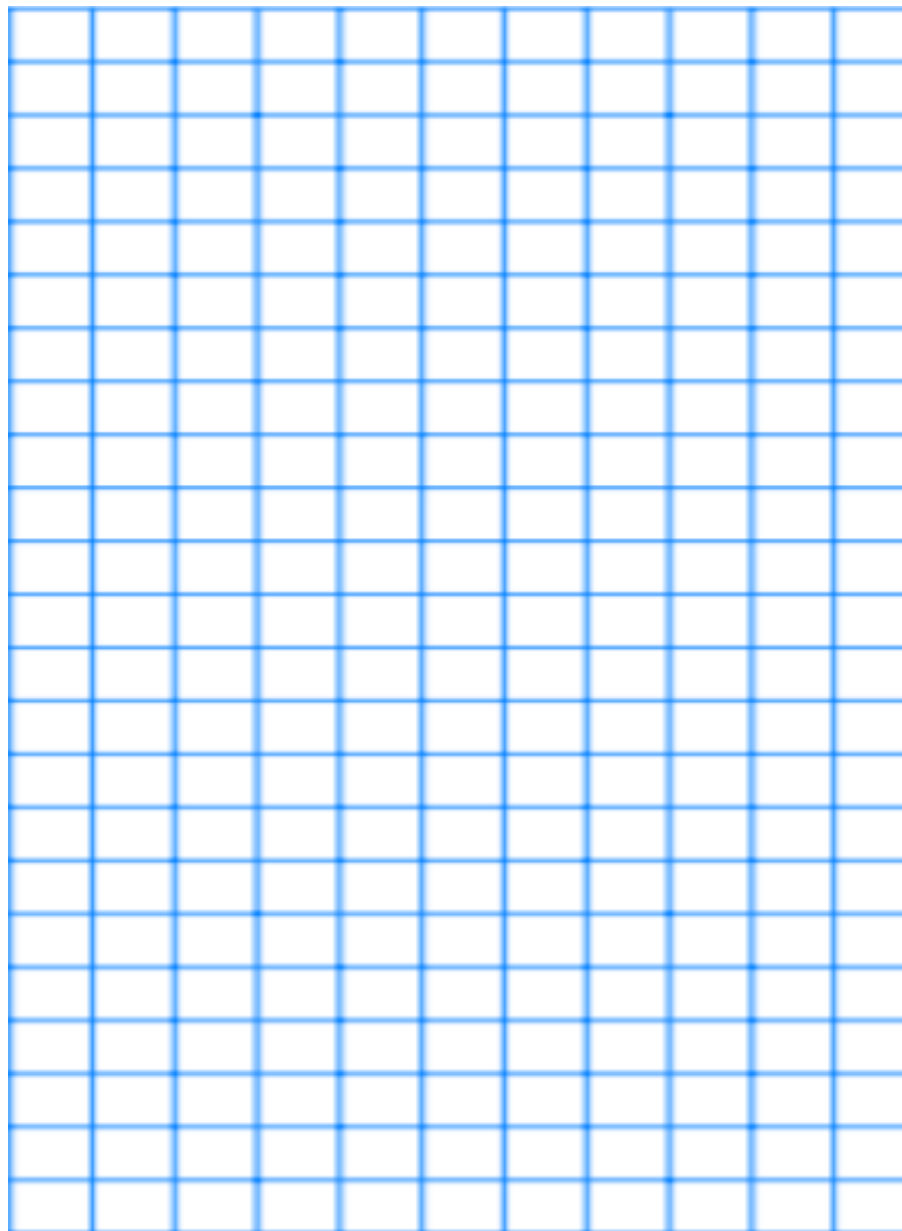
44	45	46	47		
----	----	----	----	--	--

26	27	28			
----	----	----	--	--	--

3 How many counters are there?



There are ____ counters.





Maths Lesson 4: End of Block assessment (Main, Blue Task)

4

Complete the sentences.

1 more than 38 is

1 less than 30 is

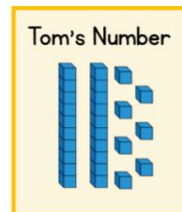
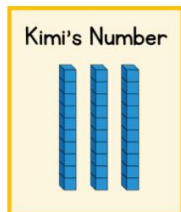
24 is 1 less than

Deepen the Moment:

Can you review the questions which were incorrect?
What top tips would you give yourself if you were to do it again?

5

Kimi and Tom have each made a number.



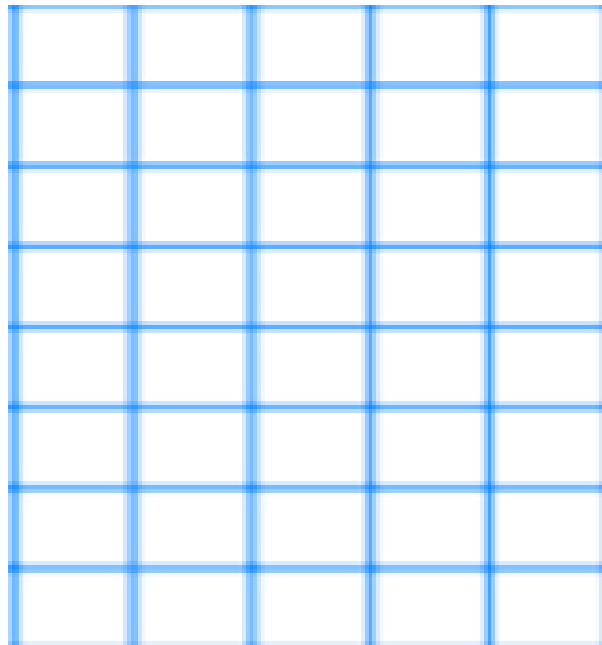
Who has made the smallest number?

Circle your answer.

Kimi

Tom

They have made
the same number.



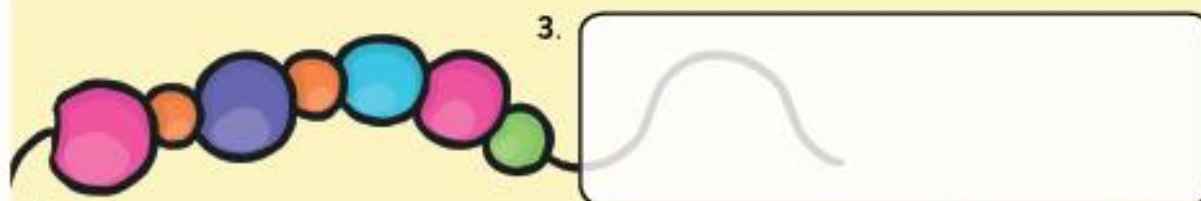


Maths Lesson 5: Arithmetic

Maths Quiz - 10

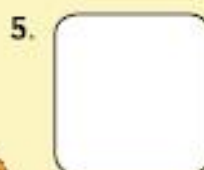
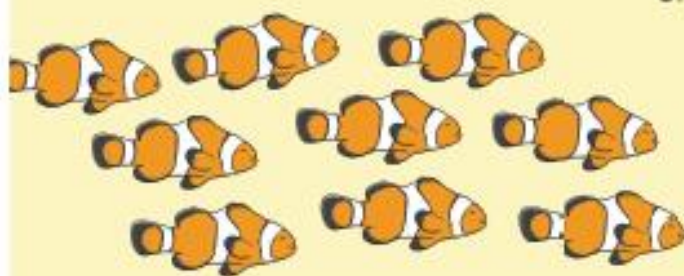
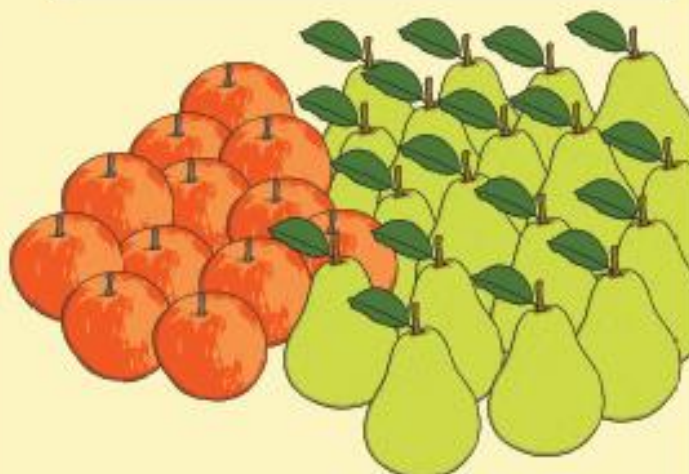
1. 40, 50, 60, 70, 80, ,

2. July, August, , October, November



4.

4	five
14	six
5	fourteen
6	four





Maths Lesson 5: Arithmetic Questions

1. Complete the following number sequence:
40,50,60,70,80, _____, _____
2. Have a look at the months of the year on your sheet. One is missing from this sequence. Which month is missing: December or January?
3. I would like 20 beads. I have already drawn some. Can you add some more to give me a total of 20?
4. Join the numbers to the correct words.
5. There are 9 fish in the sea. 9 more can join them. How many are there altogether now?
6. There are 12 apples and 18 pears in the bowl. How many pieces of fruit are in the bowl altogether now?
7. Write the number one less than 88.
8. Have a look at the clock on your sheet. What time is it on the clock?



English – Practise your spellings

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

wheel			
bike			
speed			
like			
lights			

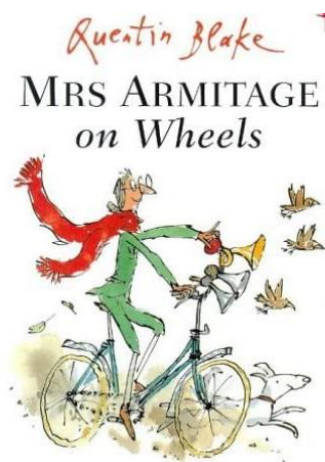
Can you write some sentences that include 2 of your spellings?



English - Resources to support your learning:

Mrs Armitage on Wheels

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



Past and present tense

TEACHER thrive SIMPLE VERB TENSES

PAST Completed Action or Past State of Being

← PAST | PRESENT | FUTURE →

X

Ken walked to school.

PRESENT Repeated Action or State of Being

← PAST | PRESENT | FUTURE →

X X X X X X X X X

Ken walks to school every day.

Generalizations

← PAST | PRESENT | FUTURE →

Ken is smart.

FUTURE An Action or State of Being That Will Happen

← PAST | PRESENT | FUTURE →

X

Ken will walk to school tomorrow.



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

Bikes

What Is a Bike?

Bikes are a form of land transport. They are designed to carry one or two riders across land, roads, and paths. Today, many people also use them for recreation.

What Do Bikes Look Like?

Bikes have two rubber wheels attached to a light-weight metal frame. All bikes have a powerful rotating chain, and some bikes have handle bars with compression brakes. Handle bars are provided for the riders so that they can balance. Riders also use the handle bars to steer the bike in the direction that they want to go in. The seat at the back is needed in order for the rider to be able to sit down. Most seats are triangular in shape, and they are able to be moved up and down depending on how tall or short the rider is.



What Kinds of Bikes Exist?

There are many different types of bikes because they all have different uses. The most common bikes include: tough BMX bikes, light-weight racing bikes, motorbikes, and foldaway ones for people who live in apartments. The first bike that was ever made was called the penny-farthing.



Safety

When you first start out riding, you may like to use training wheels. These are smaller wheels that are attached using screws to the back of the bike. The training wheels help with balance and stability. Regardless of whether you are riding around on the grass or on the road, you must always wear a helmet. Helmets are used to keep the head of the rider protected. If you are riding a bike on the road you must always obey the street signs and speed limits.





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

VIP: Skim and scan the text to help you answer the questions.

1. What are bikes designed to carry people across?

Tick **two**.

rivers		roads	
paths		fields	

2. Handle bars are provided so that people can _____ .

3. Find and copy 2 of the most common types of bikes:

4. What do training wheels help you with?

Tick **two**.

turning		pedalling	
stability		balance	

5. What are helmets used for?

Deepen the moment...

Explain why it is so important to stay safe when riding a bike.



English Lesson 2: To use the past and present tense:

VIPs: Past tense is something that has already happened.

Present tense is something that is happening right now.

	Past tense (tick the correct box)	Present tense (tick the correct box)
Mrs. Armitage walked to the Valley Gardens with her dog.		
Mrs. Armitage is riding her bike along the bumpy path.		
Mrs. Armitage is listening carefully to any traffic that might be nearby.		
Mrs. Armitage jumped in the muddy puddles with her dog.		

Can you write two sentences that are written in the present tense?

1. _____

2. _____

Can you write two sentences that are written in the past tense?

1. _____

2. _____

Deepen the moment...

Explain the difference between the past and present tense.

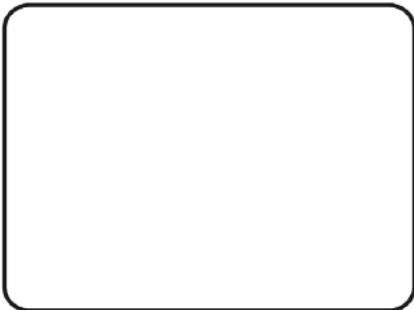


English Lesson 3: Story Map:

VIP: A story has a beginning, middle and end

Use pictures, words and short phrases to explain what happened in the story *Mrs Armitage on Wheels*.

Deepen the moment -What is your favourite part of the story? Explain why.

			
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English Lesson 4: To sequence events:

VIP: In a story there is usually a problem and a resolution.

Think of all the problems Mrs Armitage encountered on her bike ride. Can you draw them and write a few sentences below explaining what happened?

Deepen the moment – If you were to re-write the story, what problem would Mrs Armitage encounter?

What was the
problem?

What was the
resolution?



VIP: A story has a beginning, middle and end.

Today you will retell part of the story by choosing one problem and resolution pair. Ensure you include the repeated phrase "What this bike needs..." and write this section of the story on the paper below. Remember to include:

- ✓ Full sentences using capital letters, full stops and finger spaces.
- ✓ Conjunctions (e.g. and, or, but)

Deepen the moment – Can you add a noun phrase containing 2 adjectives?

E.g. Mrs Armitage packed her big, brown bag with snacks.

[illegible]



Reading for Productivity: Lesson 1 RE

Places of worship

A **synagogue** is a place where Jews meet to worship and pray to God.

In Hebrew, a synagogue is called *beit kneset*, which means, a "house of gathering".

A synagogue will usually have a large room for prayers. There might be some smaller rooms for studying. There will be some offices. There will also usually be a big room for special events.

The front of a synagogue faces towards Jerusalem in Israel. In the front is the holiest part of the synagogue, the Ark. This is a closet which has the Torah scrolls inside. The Torah scrolls have the holy writings of Judaism on them. The Ark usually has a curtain in front of it.

On top of the Ark is light which is always lit, called the "Eternal Lamp". It is a symbol which means that God is always there.

In some synagogues men and women sit in different places. Some synagogues even have a short wall so that they can not see each other.





Reading for Productivity: Lesson 1 – RE Questions

Places of worship

1. What is a synagogue?

2. Why might there also be some smaller rooms in a synagogue?

☐ For prayers

☐ For studying

☐ For special events

3. What is the Ark?

4. What can be found on top of the Ark?

5. Why do you think having a wall would help people concentrate on their prayers better?



Year 1 Extended Curricular Learning

RE – signs and symbols

Monday 22nd February 2021 – Activity 1

VIPs:

- Religions have special places that people can go to worship, talk and meet people who have similar beliefs.
- In Judaism (Synagogue), there are many religious objects in the places of worship.

Today, you will learn what a synagogue is and why it is a special place for Jewish people. You will learn about the special features found inside a synagogue, and say what they are used for.

1. Complete the Reading for Productivity to find out more about synagogues.
2. Watch this video to learn more about what can be found inside a synagogue:
<https://www.youtube.com/watch?v=nwPti4ev2VY>
3. Complete the task, designing your own synagogue, including all the key features we have learnt about!

✓ Design your own synagogue, using the key words to help you.

Deepen the moment...

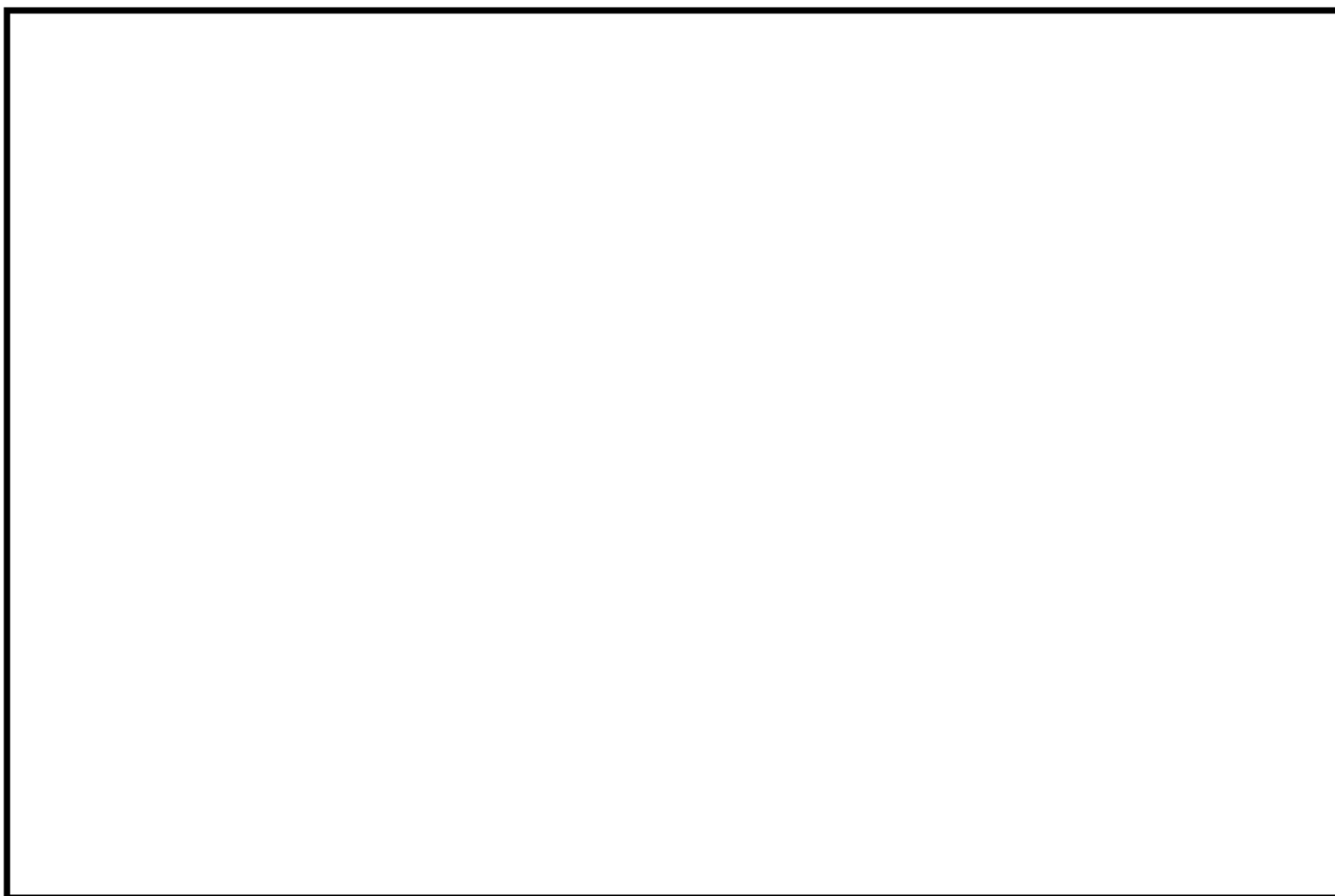
Would you like to visit a synagogue? Why?





Design your own Synagogue

Use the space below to draw you own Synagogue and draw lines to label the things that you would expect to see.



The Menorah
Seven-branched candlestick

The Star of David

The Siddur
The Jewish prayer book.

The Bimah
The stand from which the Torah scrolls are read.

The Commandments

The first letters or numbers of the Ten Commandments are displayed on the outside of the Ark or on the curtain drawn across the Ark.

Prayers in Hebrew

These are mounted on the wall and may be prayers for Israel and the British Royal Family.

The Holy Ark

This is a cupboard where the holy Torah Scrolls are kept. It often has a curtain across it.

The Ner Tamid

The eternal, everlasting light. It hangs above the Ark.

The Torah Scrolls

The holy book of the Jewish people. It is the first five books of the Old Testament.



Reading for Productivity: Lesson 2 Computing

Microsoft Word

Computers can be used for many interesting and exciting things such as research, keeping in touch with friends and family, playing games and watching videos. However, computers are also very useful for presenting and sharing information.



Microsoft Word is a computer program released in 1983 by the computer company Microsoft. It is a word processing program which allows users to present information by typing, editing, saving and sharing documents. Microsoft Word is useful for typing documents with words, but can also include images too.



It has lots of useful tools to make documents eye-catching and interesting. Users can choose how they would like the text to look by selecting a font style, size or colour. Text can also be highlighted, underlined or even created using the 'WordArt' tool to make writing really stand out.

Documents created on Microsoft Word can include tables, shapes, bullet points or numbers. All of these features (and more) make Microsoft Word a great program for creating many different types of documents such as posters, letters, information texts and even greetings cards!



Reading for Productivity: Lesson 2 – Computing Questions

Microsoft Word

1. When was Microsoft Word released?

☐ 1989

☐ 1990

☐ 1983

2. Complete each sentence by drawing a line to match:

Sharing

Editing

Saving

...means we save our document onto the computer.

...means we share a document with others.

...means we try to improve our work.

3. What can you do using WordArt?

4. Name 3 types of documents that Microsoft Word might be used to make:

5. When do you think you might need to use Microsoft Word in everyday life?



Year 1 Extended Curricular Learning

Computing – Microsoft Word

Tuesday 23rd February 2021 – Activity 2

VIPs:

- Information can be typed into documents.
- Pictures can be copied and pasted into documents.
- Font is the style of writing.
- The size, colour and type of font can be changed for effect.

Today, you will learn...

What the Microsoft Word program is and what it can be used for. You will read about the different features found in Microsoft Word and think about why these might be used. You will create a poster using some of the tips you learnt about in our Reading for Productivity.

1. Complete the Reading for Productivity to find out more about Microsoft Word.
2. Make notes on a few of the key features we can use in Microsoft Word.
3. Complete the task below!

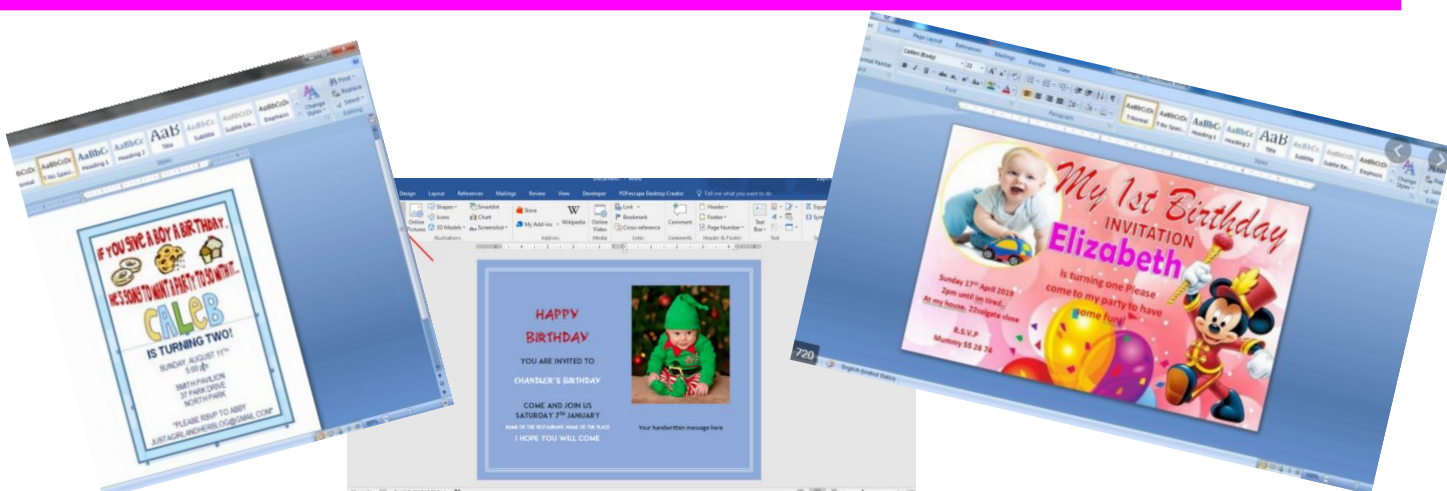
Design a party invitation for a pretend party. If you have a computer with Microsoft Word, you can use this – including all the features mentioned in the Reading for Productivity.

If you do not have access to a computer with Microsoft Word, why not complete a paper invitation, but include a range of colours and fonts, like you might have on the computer?

On your invitation, think about how you would attract the attention of your party guests.

Deepen the moment...

What would an advantage be of doing the invitation on a computer, rather than on paper?





Reading for Productivity: Lesson 3 - Music

Creating and Performing Music

Bossa nova is a type of Brazilian music. Bossa nova means "new trend". Antonio Carlos Jobim and João Gilberto developed bossa nova as a genre. The first bossa nova single to achieve international popularity was "The Girl From Ipanema".

The bossa nova musical style evolved

from samba but is more complex. Joachim Ernst

Berendt, the writer of a jazz book, said that bossa nova is a combination of samba and cool jazz. The influence on bossa nova of jazz styles is often debated, but they have some similarities. Bossa Nova is recognised for its importance in Brazilian music history.

Bossa nova is usually performed on classical guitar and piano. It is often performed with percussion and strings.





Reading for Productivity: Lesson 3 – Music Questions

Creating and Performing Music

1. Who developed bossa nova as a genre? (Tick two)

- ☐ Antonio Carlos Jobim
- ☐ João Gilberto
- ☐ Joachim Ernst Berendt

2. How is bossa nova different to samba?

3. Name two types of music which bossa nova is a combination of:

4. What is the name of the first famous bossa nova song?

5. What two instruments is bossa nova usually performed on?

- ---
- ---



Year 1 Extended Curricular Learning

Music – Creating and Performing Music

Wednesday 24th February 2021 – Activity 3

VIPs:

- A performance is sharing music with an audience.
- Unison is when everyone sings at the same time.

Today, you will listen to a piece of bossa nova style music and think about how it makes you feel.

1. Complete the reading for productivity to find out more about bossa nova.
2. Watch <https://www.youtube.com/watch?v=7GkHh3qLwgU> and think about how this style of music makes you feel.
3. Make your own bossa nova drum beat using this video to help you:
<https://www.youtube.com/watch?v=rN34F70TY5A>

- ✓ Think about how you can make your bossa nova performance engaging for an audience.

Deepen the moment...

How can listening to different types of music affect the way you feel? Where would bossa nova fit into this idea?



Reading for Productivity: Lesson 4 - Science

All About Materials!

Materials have different properties (features) that make them useful for different jobs.

Metals

Most metals are strong, hard and shiny materials. Some are magnetic. Their properties make them useful for objects such as cutlery, saucepans, cars and coins.

Plastics

Plastics are materials made from chemicals and are not found in nature. They are strong and waterproof. Plastics are not magnetic. They're used to make things like bags, bottles and toys.

Glass

Glass is made by melting sand and other minerals together at very high temperatures. It is normally transparent (see-through). It's used for objects that need to be transparent, such as windows and spectacles.

Wood

Wood comes from trees. It is strong, flexible and long-lasting. It's used to make things such as furniture.

Fabrics

Fabrics are made from thin fibres woven together. They can be stretchy (a pair of tights), insulating (a woollen coat) or absorbent (a towel). Fabrics are used to make clothes as they are flexible, warm and do not wear out easily.



Reading for Productivity: Lesson 4 – Science Questions

All About Materials

1. Which word is a property of metal? **Tick one.**

☐ strong

☐ soft

2. Match each box to show what each material may be used for:

Metal

Windows

Glass

Cutlery

Fabric

Clothes

3. Why do you think clothes are made using fabric?

4. How is glass made?

5. Which material is being described in this statement? **Tick one.**

It is strong, hard and shiny. Some can be magnetic.

☐ Plastic

☐ Fabric

☐ Metal



Year 1 Extended Curricular Learning

Science - Materials

Thursday 25th February 2021 – Activity 4

VIPs:

- Properties of a material describe a feature of that material.
- An examples of properties of materials are: smooth, rough, strong, transparent, waterproof.

Today, you will learn about...

Different materials and what properties (features) they have. You will learn about what each material is used for and why that particular material is useful. By the end of today's session, you will have found different materials in your home and named the properties of that material!

1. Complete the Reading for Productivity to find out more about materials.
2. Find some objects made from different materials around your home.
3. Fill in the grid to see if you can name some properties of your material.

Become a material detective in your house – find some different objects and decide which material they are made from.

- ✓ Fill in the grid by drawing your object, naming the material it is made from, and some properties of that material. The first one has been done for you.

Deepen the moment...

Do some different materials have the SAME properties? Can you find any materials in your house to prove it?





Science - Materials

Draw the objects you have found in the first column, name the material it is made from in the second column and list some properties of that material in the third column. Don't forget to share your completed grids with your class teacher on Class Dojo!

Name and draw the object:	What material is it made from?	Name a property of that material:
Pencil	Wood	Strong



Reading for Productivity: Lesson 5 - DT

Designing a Moving Vehicle

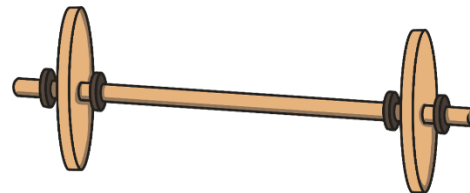
Wheels and Axles

When you push a toy car, the wheels turn, which is how the car can move.

Do you think all the wheels turn at the same time and at the same speed?



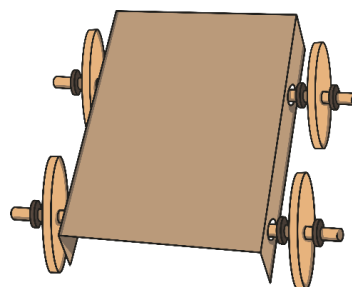
The wheels on a toy car move at the same time and speed because each pair of wheels is attached to a pole called an axle. Real vehicles, such as cars and vans, also have axles.



On toy cars, if a wheel isn't directly attached to an axle, it will need to be secured in place so it doesn't move from side to side. If you are making your own toy car, wheels can be secured with a washer on either side. You could even use small pieces of modelling clay either side of the wheel if you don't have any washers.

An axle needs to be attached to the chassis (said 'shah-see'). A chassis is the frame upon which the rest of the vehicle is built.

In this picture, the chassis is an upside down shoebox lid. Holes have been made on each side of the box and the axles have been threaded through.





Reading for Productivity: Lesson 5 – DT Questions

1. Complete the sentence:

Each wheel is attached to pole called an

Chassis

Vehicle

Stick

Axle

2. Name two types of real vehicles which have an axle:

- _____
- _____

3. What can wheels be secured with on a toy car?

4. What is the chassis?

5. What item at home could you recycle to make a toy car chassis?

Year 1 Extended Curricular Learning

DT – Make a Moving Car

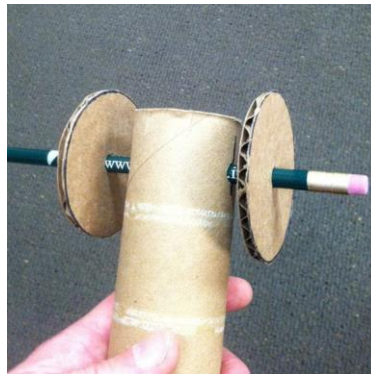
VIPs:

- A wheel and axle is a mechanism that allows a vehicle to move.
- An axle is a pole that joins two wheels and allows them to rotate (move around)
- A chassis is the frame upon which the rest of the vehicle is built.
- A washer holds the wheel on the axle.

Today, you will learn how an axle and chassis work. You will be practising making your own wheel, axle and chassis using things around your home! You can then test how this works by moving it along your floor.

You will need:

Cardboard, scissors, a used kitchen roll, 2 pencils.



Instructions:

1. Draw around a circular object onto card to make 4 circles of the same size.
2. Draw a dot in the middle of each one.
3. With adult support, make a small hole in each wheel big enough for a pencil to fit inbetween.
4. Make 4 holes in your kitchen roll ready for the axle (pencil) to go through (see picture).
5. Run the pencil through the hole in one wheel, then in and out of the kitchen roll, then into the next wheel – making the pencil your axle, and the kitchen roll your chassis!

- ✓ Watch this video all about wheels and axles:
https://www.youtube.com/watch?v=q7c2j2MzD_E
- ✓ Make your axle by following the instructions above.

Deepen the moment...

How many everyday things can you think of which have wheels?