







Year 1: Remote Learning Schedule

W/C 8 th February	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (approx. 45 mins per lesson) This week our focus is: Place Value (within 50)	Lesson 1: To find one more and one less. Click here to watch a video about how to find one more and one less than given numbers up to 50.	Lesson 2: To compare objects within 50. Click here to watch a video about how to compare two sets of objects using the language 'more than', 'less than' and 'equal to'.	Lesson 3: To compare numbers within 50. Click here to watch a video about comparing two numbers within 50 using the inequality symbols.	Lesson 5: To order numbers within 50. Click here to watch a video about ordering numbers in ascending and descending order.	Lesson 5: Arithmetic Quiz Challenge yourself with our weekly maths quiz. Remember to check your answers and make any corrections if necessary.
 Remember to log in to Numbots each week to practise your number skills! 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 and mark. 					
English (approx. 45 mins per lesson) This week our focus is: Narrative – Story Writing	Lesson 1: Comprehension Please watch this video before your live lesson to complete the comprehension. Click on the link here .	Lesson 2: SPaG Add 'er' and 'est' to the root word. Click on the link here .	Lesson 3: Story Writing Write the beginning of your story based on One Day in Our Blue Planet: In the Antarctic.	Lesson 4: Story Writing Write the middle of your story based on One Day in Our Blue Planet: In the Antarctic.	Lesson 5: Story Writing Write the end of your story based on One Day in Our Blue Planet: In the Antarctic.
The questions and answers are in a separate pack; 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... deeper, hotter, colder, taller, smaller					
Reading for Pleasure is such an important part of our curriculum and you should be reading every day. 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.			Lesson 1: RE	Lesson 2: Computing	Lesson 3: Music
			Lesson 4: Science	Lesson 5: DT	
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, one for each day, which link to our current topic. Please continue to upload your work onto ClassDojo for your teachers to see!					



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

Tens	Ones

4 tens + 7 ones

T O

4 7

0-50 number line

0 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





Maths lesson 1: To find one more and one less – MAIN BLUE TASK

One more one less



1 Use counters or cubes to make each number.

- a) one more than 21
- b) one more than 34
- c) one less than 41
- d) one less than 30

2 Use different colours to show each number on the grid.

- a) one less than 17 c) one more than 39
- b) one more than 26 d) one less than 50

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

3 Fill in the missing numbers.

One less	Number	One more
	31	
31		
		31
47		
		47

4



Whitney

My number has 4 tens. One more than my number would make the tens digit change.



Dexter

My number is one more than forty-five.

Who has the greater number?



Maths lesson 1: to find one more and one less – RED TASK

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

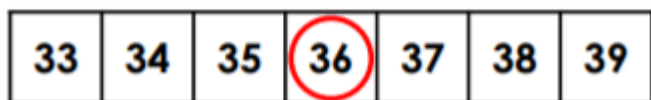
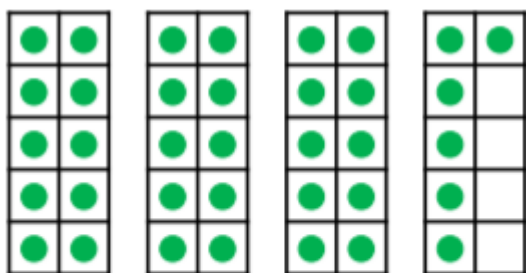
1. What is one more than the number shown?



2. What is one less than the number shown?



3.



One more is _____.

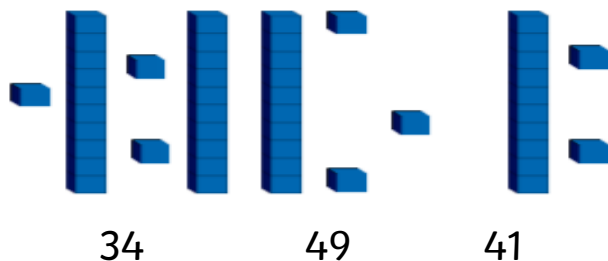
One less is _____.



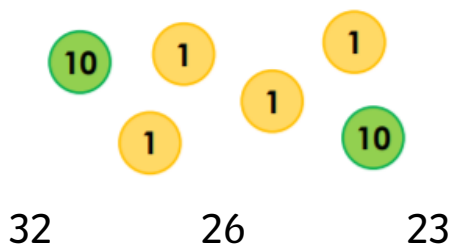
Maths lesson 1: to find one more and one less – GOLD TASK

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 amount that is **one more than** the amount shown below.



2. Circle the amount that is **one less than** the amount shown below.



3. Find **one more** and **one more again** than twenty-nine.

28	29	30	31	32	33	34
----	----	----	----	----	----	----

One more is _____. One more again is _____.

4. Use the number track to complete the sentence.

	36		38		40	41
--	----	--	----	--	----	----

_____ is one less than 40.

Deepen the moment...

Choose the correct numbers to make the sentence correct.

28 26 33 45 36 43 35 49

is one less than 27

34 is one less than

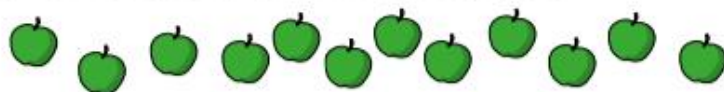


Maths Lesson 2: To compare objects within 50 - MAIN BLUE TASK

Compare objects within 50



- 1 a) Draw counters to show the apples.



- b) Draw counters to show the children.



- c) Complete the sentences.

There are apples.

There are children.

There are fewer _____ than _____

- d)

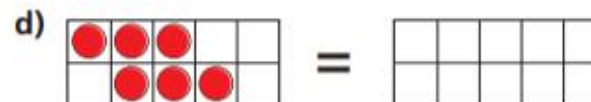
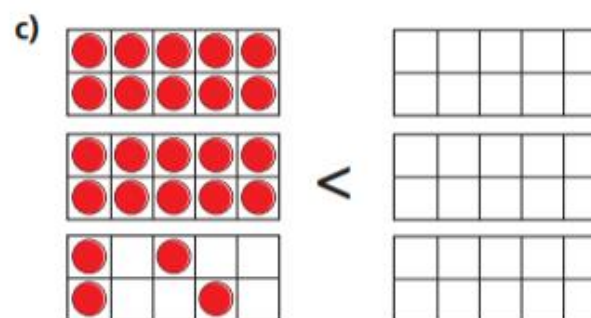
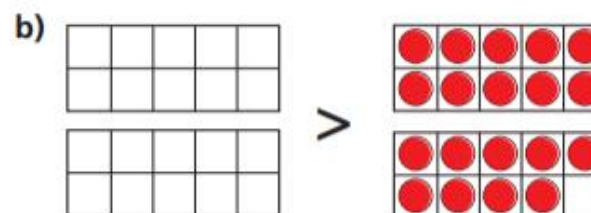
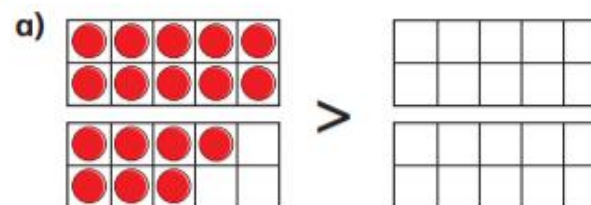


All the children can have one apple.

Is Teddy correct?



- 2 Draw counters to make the statements true.



Is there more than one answer for each?

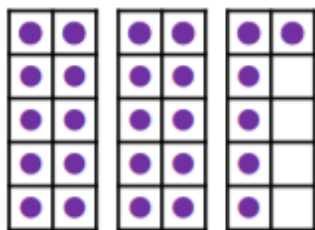




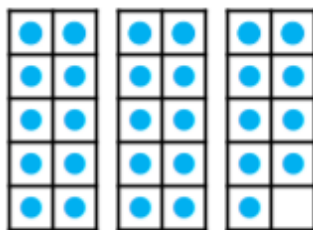
Maths Lesson 2: To compare objects within 50 – RED TASK

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

1. Who has the **most** counters?

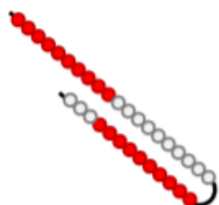


Ella

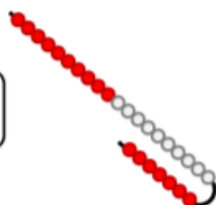


Ben

2. Circle the correct phrase to compare the beads:



is



more than

less than

equal to

3. Choose a card and write the comparison statement.

 is

more than

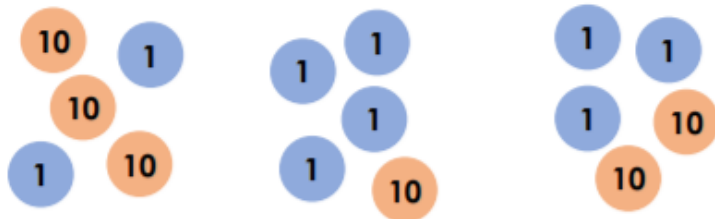
less than



Maths Lesson 2: To compare objects within 50 - 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. Who has the **most** counters?



Abdul

Alisha

Lucy

2. Use $<$, $>$ or $=$ to compare the Base 10 below.



3. Use 'more than', 'less than' or 'equal to' to write a comparison statement.

**2 tens
and
8 ones**

**4 tens
and
2 ones**

is

4. Tick the statement that is correct.

A. $>$ 1 ten and 9 ones ☐

B. $=$ ☐

C. $>$ forty-nine ☐

Deepen the moment...

Jack and Eva are playing a game. They each collect a handful of cubes. They arrange their cubes to see who has more.

Jack Who is right?

Eva -----



Maths Lesson 3: To compare numbers within 50 - MAIN BLUE TASK

Compare numbers within 50



1 Tick the number sentences that are true.

Use cubes or counters to help you.

- a) 12 is more than 13
- b) 33 is less than 41
- c) 2 tens and 8 ones is equal to twenty-eight
- d) $40 + 8$ is more than $30 + 9$
- e) Thirty-one is less than 3 tens

2 Write the missing phrase.

greater than

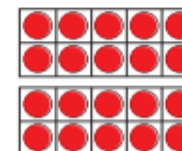
less than

equal to

- a) 22 is _____ 29
- b) 41 is _____ 4 tens
- c) Forty-six is _____ $40 + 3$
- d) $40 + 8$ is _____ one more than 47

3 Write $<$, $>$ or $=$ in each circle.

24



3 tens and 14 ones

4 Complete the table.

Write or draw your answers.

	is more than	
	=	
	>	
	is less than	
	is equal to	



Maths Lesson 3: To compare numbers within 50 (1) - RED TASK.

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

1. Which digit card could complete the statement below?

32 25

is more than 29.

25	26	27	28	29	30	31	32
----	----	----	----	----	----	----	----

2. Which of the circled numbers is less than 29?

25	26	27	28	29	30	31	32	33	34
----	----	----	----	----	----	----	----	----	----

↑

3. Colour all numbers that are more than 24.

30	22
25	27

22	23	24	25	26	27	28	29	30	31
----	----	----	----	----	----	----	----	----	----



Maths Lesson 3: To compare numbers within 50 - 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. Which digit card could complete the statement below?

38

4 tens
3 ones

28

20 + 9 is more than

2. Which number is less than thirty?

a. seventeen

b. 4 tens 2 ones

3. Colour the numbers which are more than thirty-nine.

47	23	3 tens 1 one
2 tens 3 ones	29	38
30	49	40 + 4

4. Use the circled numbers to complete the statement.

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

> >



Deepen the moment...

Teddy is comparing two numbers.



My number is larger
than 19 but not one
more than 19

$$\boxed{23} > \boxed{}$$

What could Teddy's number be? What can't it be?

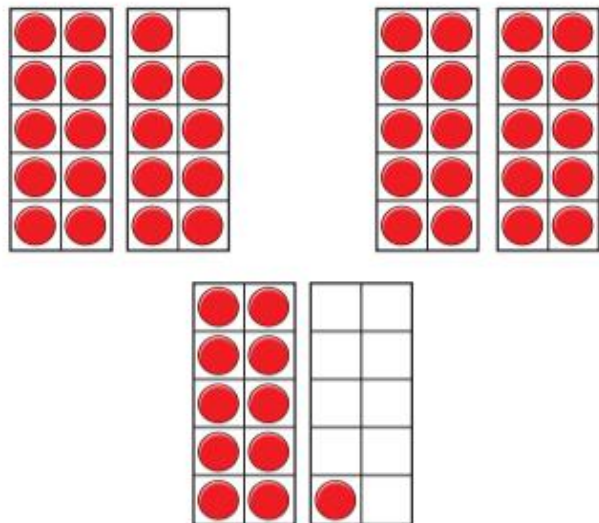


Maths Lesson 4: To order numbers within 50 - MAIN BLUE TASK

Order numbers within 50



1 a) What are the numbers?



Write the numbers in order.
Start with the smallest number.

b) What are the numbers?



Write the numbers in order.
Start with the smallest number.

2 Write the numbers in order.

Start with the smallest number.

a)



b)



3 Write the numbers in order.

Start with the greatest number.



4 Complete the number sentence.

2 tens and 3 ones < < forty-one

Is there more than one answer?

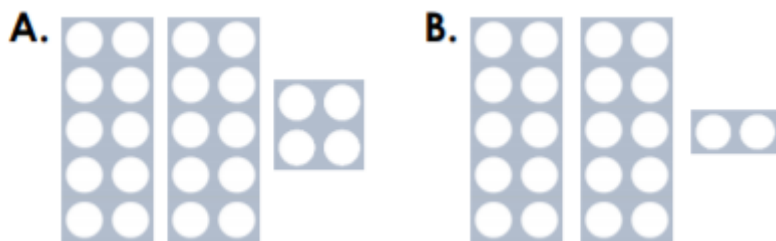




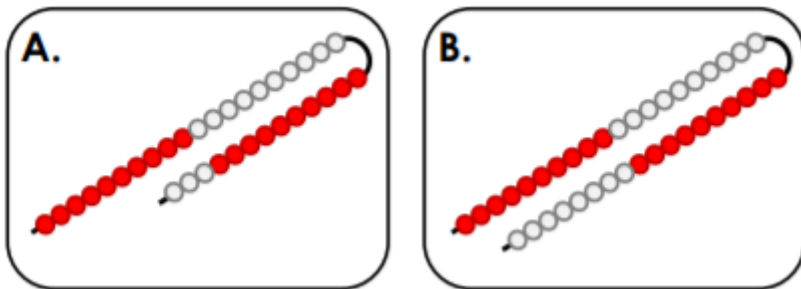
Maths Lesson 4: To order numbers within 50 - RED TASK.

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

1. Tick the group with the most.



2. Complete the statement below using the groups.



is less than

3. Complete the statement.

37 is more than

38

34

39

31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----

4. Use the digit cards to complete the statement below.



is less than

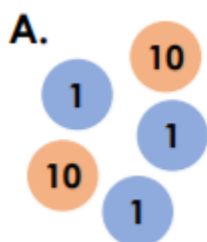
41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----



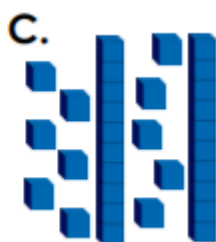
Maths Lesson 4: To order numbers within 50 - GOLD TASK.

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. Complete the sentences below.



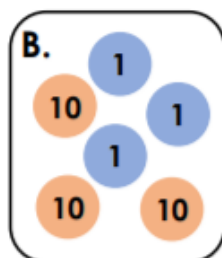
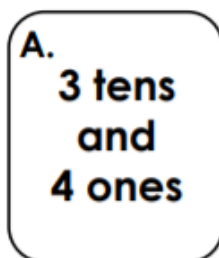
B.
3 tens
and
6 ones



The group with the most is _____.

The group with the least is _____.

2. Use the groups to complete the statement below.



< <

3. Circle the number to complete the statement.

50 > 45 > > 22

thirty-one

forty-six

twenty

4. Use the digit cards to complete the statement below.

thirty-two

10 + 7

fifty

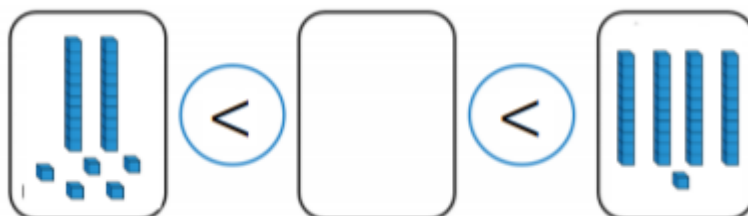
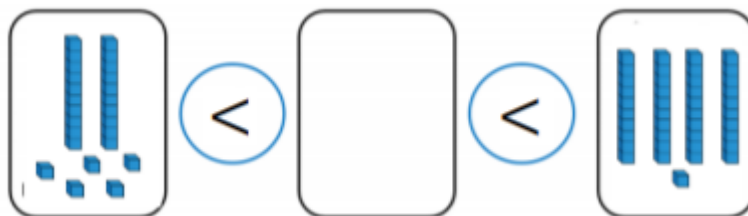
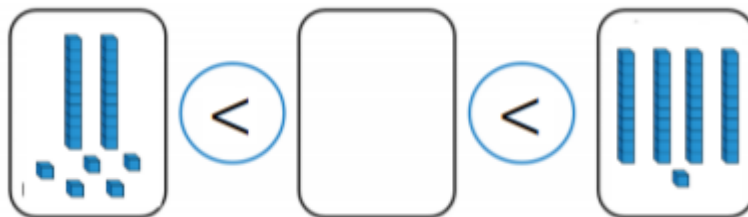
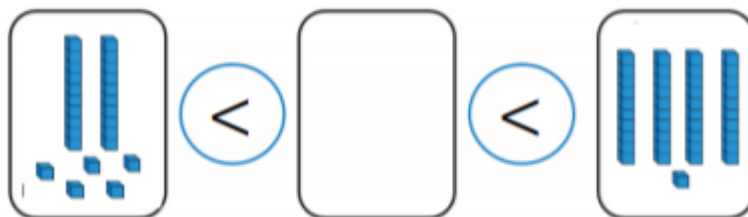
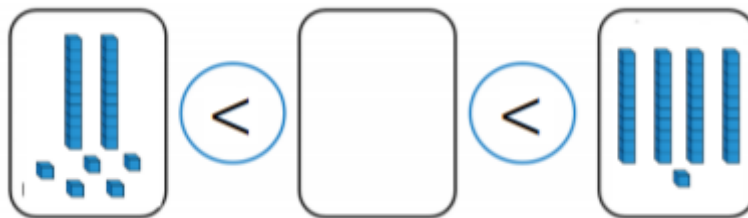
30 + 5

> > >



Deepen the moment...

Find at least 5 different numbers that could complete the statement.



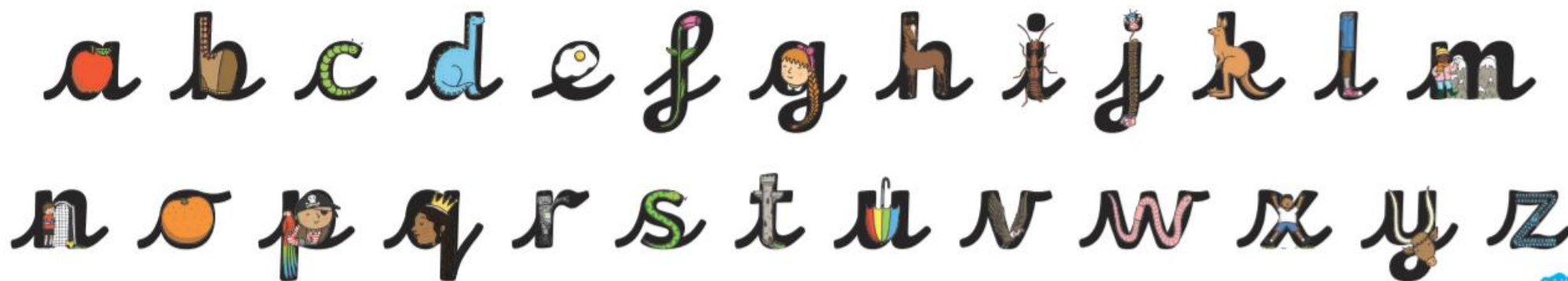


English: Practise your spellings.

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

mixer			
deeper			
colder			
helper			
singer			

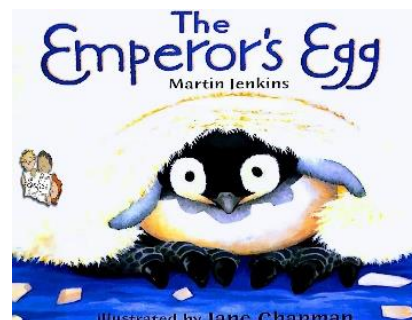
Write a sentence using one of the words above.



Suffix 'er' and 'est':

Learning to use -er and -est

 high			 higher			 highest		
 tall taller tallest			 small smaller smallest					
 cold colder			 deep deeper					
 coldest			 deepest					



Story writing

How to Write a Good Story

Characters

Who are the characters in your story?



Setting

Where is your story set? Is it in a forest, a town, in the park or somewhere else?



Opening

Introduce the characters and the location of the story.



Build-Up

Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.



Dilemma

Write about a problem that is happening in your story. What is it that has gone wrong?



Resolution

Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

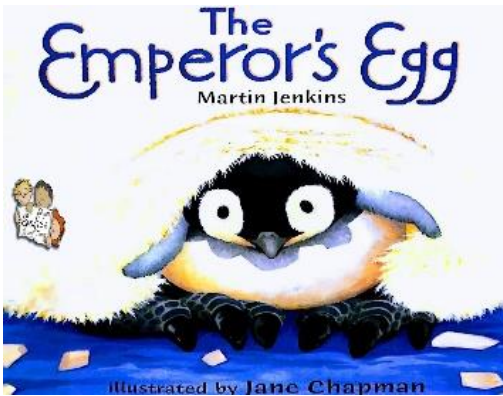
Closing

Bring everything in the story to an end and make sure the problem has been fixed.



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

The Emperor's Egg.



Down at the very bottom of the world, there's a huge island that's almost completely covered in snow and ice. It's called Antarctica, it's the coldest, windiest place on earth. The weather's bad enough there in summer but, in winter it's really horrible. It's hard to imagine anything actually living there. But wait...

what's that shape over there? It can't be. Yes!

It's a penguin! It's not just any old penguin either. It's a male Emperor penguin (the biggest penguin the world), and he's doing a very important job. He's looking after his egg. He didn't lay it himself, of course. His mate did that a few weeks ago. But very soon afterwards she turned around and waddled off to the sea.

That's where female Emperor penguins spend most of the winter – swimming about, getting as fat as they can eating as much as they can, and generally having a very nice time (as far as you can tell)! Which leaves the father penguin stuck on the ice with his egg.

Now the most important thing about egg-sitting is stopping your egg from getting cold. That means it has to be kept off the ice and out of the wind. And what better way to do that than to rest it on your feet and tuck it right up under your tummy? Which is just what the father penguin does.

That's how he will stay for two whole months, until his egg is ready to hatch. Can you imagine it? Standing around in the freezing cold with an egg on your feet for two whole months?



What's more, there's nothing for the father penguin to eat on land. And because he is egg-sitting he can't go off to the sea to feed. So that means two whole months with an egg on your feet and no supper! Or breakfast or lunch or tea. I don't know about you but I'd be very, very miserable.

Luckily the penguins don't seem to mind too much. They've got thick feathers and lots of fat under their skin to keep them warm. When it gets really cold and windy, they all snuggle up together and shuffle over the ice in a great big huddle. Most of the time the huddle trundles along very, very slowly.

But sometimes, when the penguins get to a particularly slippery slope... they slide down it on their tummies, pushing themselves along with their flippers, always remembering to take care of their egg – trying hard not to bump into each other. That's how the father penguin spends the winter.

Until one day he hears a chip, chip, chip. His egg is starting to hatch. It takes a day or so, but finally the egg cracks right open and out pops the penguin chick. Now the father penguin has two jobs to do. He has to keep the chick warm and he has to feed it. But on what? The chick is too small to be taken off to sea to catch food and it can't be left behind on the ice.

Well, deep down in the father penguin's throat there's a pouch where he makes something rather like milk – that's what he feeds to his hungry chick. The father penguin can only make enough milky stuff to feed his chick for a couple of weeks. But just as he's about to run out, a dot appears on the horizon. It gets closer and closer and yes! It's Mum!

She starts trumpeting "hello" and the father penguin starts trumpeting "hello" and the little chick whistles. The racket goes on for hours and it really does sound as if they're incredibly pleased to see each other. As soon as things have calmed down, the mother penguin is sick – right into her chick's mouth! Yuk, you may think. Yum, thinks the chick and it gobbles the lot down. It's the mother's turn to look after the chick now, while the father sets off to sea for a well-earned meal of his own. About time too!



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

Please watch before this lesson - <https://www.youtube.com/watch?v=XSQbuXkMNfc>

Click on this link to watch the story. Use this to help you answer your reading comprehension questions.

The Emperor's Egg

1. What is the important job the male emperor penguin must do? **Tick one.**

Keep the egg warm, off the ground and safe until it hatches. ☐

Feed the egg. ☐

Hunt for food. ☐

2. Where do female emperor penguins spend most of the Winter? **Tick one.**

In the jungle ☐

On land ☐

In the sea. ☐

3. How long in total does the male emperor penguin have to look after the egg before it is ready to hatch? **Tick one.**

2 months ☐

2 weeks ☐

2 days ☐

4. What two jobs does the father penguin have to do when the egg has hatched? **Tick one.**

Keep the chick warm and play with it ☐

Keep the chick warm and feed it. ☐

Feed the chick and teach it how to swim. ☐

5. How do you think you would feel if you had to look after an egg and balance it on your feet for two months?



English Lesson 2: Suffix 'er' and 'est'

VIP: 'er' is normally used when comparing two items e.g. 'An elephant is larger than a cat.'

'est' is normally used only when comparing three or more items e.g. 'Tom is the tallest in the class.'

Red task

Root word	add 'er'	add 'est'
fast	faster	fastest
slow		
small		
cold		



VIP: 'er' is normally used when comparing two items e.g. 'An elephant is larger than a cat.'

'est' is normally used only when comparing three or more items e.g. 'Tom is the tallest in the class.'

Blue task

Root word	add 'er'	add 'est'
fast	faster	fastest
slow		
small		
cold		
hot		
strong		



VIP: 'er' is normally used when comparing two items e.g. 'An elephant is larger than a cat.'

'est' is normally used only when comparing three or more items e.g. 'Tom is the tallest in the class.'

Gold task

Root word	add 'er'	add 'est'
fast	faster	fastest
slow		
small		
cold		
hot		
strong		
high		

Write two sentences using 'er' and 'est'

er

est

Deepen the moment...

'A cat is faster than a dog. An ant is the fastest.'

Do you agree? Why? Why not?



Remember to include:

-
- This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



English Lesson 3 WAGOLL (What a good one looks like)

One cold morning in the Antarctic, a small, fluffy penguin chick waddles along the frozen ground. She carefully weaves her way through the other penguins looking for her parents. Adelie is now old enough to go on a great adventure into the enormous Antarctic ocean, all alone. Her Mother feeds her some delicious, juicy fish one last time before she sets off on her big adventure! Adelie passes the enormous Emperor penguins on her way to the blue ocean. They make her feel as small as an ant as she weaves her way through them trying her hardest not to get crushed. Adelie finally reaches the icy waters edge and bravely jumps into the ocean.

Deepen the moment...

Improve my 'boring' sentence.

The Adelie penguin has feathers.



English Lesson 4: To write the middle of my story

Today, we are going to write the middle of our story using our story plan. Again, we will use our story plan to help us.

Within the middle of the story you should focus on the build-up of your story: Has your character left their parents? Where are they going? What other Antarctic animals do they come across?

You must follow your story plan, although you can make some changes if you wish. Use the WAGOLL below to help you write the middle of your own story.

Remember to include:

- ✓ Full sentences using capital letters, full stops and finger spaces.
- ✓ Try to remember the four sentence types we learnt about this term: statements, commands, questions and exclamations.
- ✓ Ensure you follow your story plan

Gold task- Include a question.



English Lesson 4 WAGOLL (What a good one looks like)

Adelie glides through the water at high speed. She explores the ocean and searches for other penguins that may want to join her on her big adventure. Adelie looks back thinking about her parents and what they could be doing now. Are they eating lots of delicious fish together? She wonders for a second then her tummy rumbles, she is beginning to get hungry thinking about the last juicy fish her mother fed her. She looks for yummy fish, squid and krill to eat. Suddenly, the small, penguin chick gets chased by a fierce leopard seal. Adelie screams! She knows that the leopard seal can swim much faster than her. Adelie looks up to see an old ship wreck, she swims as fast as she can hoping that she will be able to hide from the hungry leopard seal. Adelie sits silently waiting for the leopard seal to leave. The leopard seal searches the ship wreck but Adelie's black feathers help her to camouflage. She manages to escape and swims as fast as she can to safety.

Deepen the moment...

I have used an adjective in my sentence.

Do you agree?

Adelie penguin is a small, fluffy penguin chick.



English Lesson 5: To write the ending to my story

Today, we are going to write the ending of our story using our story plan. Again, we will use our story plan to help us.

Within the ending of the story, you should focus on how your story finishes:

Is your animal reunited with its parents? Does it meet another animal and live with them? Does your story have a happy or sad ending?

You must follow your story plan, although you can make some changes if you wish. Use this week's WAGOLL (within the answer pack) to help you write the end of your story.

Remember to include:

- ✓ Full sentences using capital letters, full stops and finger spaces.
- ✓ Try to remember the four sentence types we learnt about this term: statements, commands, questions and exclamations.
- ✓ Ensure you follow your story plan



English Lesson 5 WAGOLL (What a good one looks like)

Adelie is exhausted from all of the swimming! She must find a place to rest for the night. She searches the ocean hoping that there is somewhere comfortable and safe where she can sleep. Under the beautiful night sky, she sees a solid piece of floating ice. Adelie notices a waddle of penguins on the ice staring at the bright stars. She rushes over and climbs onto the ice. Adelie thinks it feels like home. She closes her round, tired eyes and waits for the sun to rise so that she can enjoy another day on our blue planet.

Deepen the moment...


Why is it important to carefully read what we have written?



Real or Alien words?

Can you read the following words and write them in the correct box?

cat	w <u>e</u> af	v <u>a</u> r	skap	m <u>oo</u> n	v <u>u</u> ss	pl <u>a</u> y
flat	ch <u>a</u> ck	en <u>j</u> oy	flisp	l <u>i</u> ke	j <u>i</u> gh	sn <u>o</u> w

 <u>Real words</u>	<u>Alien words</u>



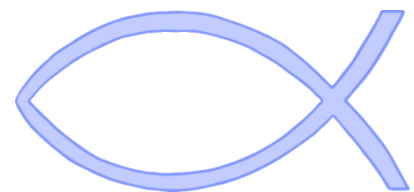
Reading for Productivity: Lesson 1 - RE

Christian Signs and Symbols

A symbol is a mark or character. Christian symbols are used to honour (respect) beliefs of the faith such as the crucifixion and resurrection. The **Christian cross** resembles Jesus' death because he was crucified on the cross and died upon it. Christians believe that when Jesus died on the cross, he was then buried in a tomb for three days. Then, he came back to life, which is called the resurrection. To Christians, the cross represents the agonising death Jesus experienced because of His love for people. It also represents the hope of everlasting life in heaven that is represented by his resurrection.



The **fish** symbol was created using the Greek letters which spell out ICHTHUS: Jesus Christ God's Son Saviour. The fish was a secret sign used by people who weren't allowed to be Christians. The symbol secretly showed that a person believed in and followed Jesus.



The **candle flame** is another Christian symbol as Jesus is known to be the light of the world to Christians. It is seen as a symbol of hope in dark times. In the Christmas story, it was a star's light which showed the kings and wise men the way to get to the stable.



Reading for Productivity: Lesson 1 - RE

Christian Signs and Symbols

1. What does the Christian cross resemble?

2. *'...the cross represents the agonising death Jesus experienced.'*
What does this the word 'agonising' tell us about Jesus' death?

☐ His death was a happy time

☐ His death was painful

☐ His death was quick

3. How does the fish symbol link to Christianity?

4. Look at the paragraph which explains the fish symbol. Find and copy **one word** which means the same as not telling someone something.

5. How might candle light make a Christian feel better?



Year 1 Extended Curricular Learning

RE – Signs and Symbols

Monday 8th February 2021 – Activity 1

VIPs:

- A symbol is a mark or character.
- Christian symbols are used to honour (respect) beliefs of the faith.

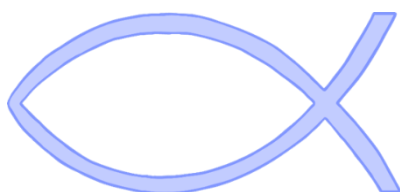
Today, you will learn about signs and symbols and what they mean to Christians. You will understand what the different signs and symbols in the Christian faith mean and why they believe that they are so important to their religion.

1. Complete the Reading for Productivity to find out more about Christian signs and symbols.
2. Discuss with an adult what is important to you. What sign/symbol would resemble how important it is?
3. Complete the task below!

- ✓ Year 1 – Draw a symbol/sign of something that is important to you e.g. family, pet, friends, school.

Deepen the moment...

Why are symbols used in religion?





Reading for Productivity Lesson 2: Computing

Safer Internet Day 2021

Safer Internet Day is held in February each year. We think about why we need to keep safe when we go on the internet. This year it is held today, Tuesday 9th February 2021.

What happens on Safer Internet Day?

The internet is a very useful and enjoyable place. We can watch funny videos, play games, chat with our family or learn new facts. Sometimes, things can go wrong and then we don't feel happy or safe. On Safer Internet Day, children all around the world learn about how to stay safe online.

This year's theme

The theme for Safer Internet Day this year is 'An internet we trust: exploring reliability in the online world'. The theme focuses on how we can decide what to trust online, supporting children to question, challenge and change the online world for the better.

How can we stay safe online?

Children may play games, use apps and watch videos online, but sometimes they see things that worry or upset them. If this happens, it is really important to tell an adult. We need to help each other to stay safe!

Did you know...?

- Across the world, about six out of ten people can access the internet.
- Usually games have a 'report' or 'help' button if something goes wrong.
- You should ALWAYS tell an adult if you are unsure about something online.



Reading for Productivity Lesson 2: Computing Questions

1. When is Safer Internet Day? Tick **one**.

- ☐ Tuesday 15th June 2021
- ☐ Tuesday 1st March 2021
- ☐ Tuesday 9th February 2021

2. Look at the 'Did you know...?' section. Draw lines to match the sentences:

Across the world

Games

Adults

...can help us and we should tell them if we feel unsure.

...have a 'report' or 'help' button.

...six out of ten people can access the internet.

3. Look at the 'Did you know...?' section. **Find and copy one word** which means the same as 'not sure' or 'worried'.

4. What must you do if you see something worrying or upsetting online?

5. Why do you think it is important to stay safe on the internet?



Year 1 Extended Curricular Learning

Computing – Safer Internet Day 2021

Tuesday 9th February 2021 – Activity 2

VIPs:

- Safer Internet Day usually takes place in February each year and promotes keeping young people safe online.
- 'Digital' means anything to do with computer technology.
- Everything we do online can leave a 'digital footprint' such as our internet history being saved. This is why we must not share our personal information online!

Today, you will learn about...

Why it is important to stay safe online. You will explore what Safer Internet Day is, as well why it is important to stay online. You will explore how we can stay safe online, and share your findings within a creative poster.

1. Complete the Reading for Productivity to find out more about Safer Internet Day.
2. Discuss with an adult (or sibling) how we can stay safe on the internet.
3. Complete the task below!

Design your own poster to promote how to stay safe online.

Include 3 top tips of how to stay safe online and illustrate your poster.

Deepen the moment...

Create a video recording for children your age to explain your top tips for staying safe on the internet! Don't forget to share the video with your teacher on Class Dojo!





Reading for Productivity Lesson 3: Music

Percussion Instruments

Percussion instruments are instruments which are played by shaking or hitting. There are many different kinds of percussion instruments. A person who plays a percussion instrument is a percussionist. Percussionists are usually able to play lots of different percussion instruments, because the basic skills required are similar.



Some percussion instruments can play tunes. These are called “tuned percussion”. Tuned percussion instruments include: xylophone, glockenspiel, vibraphone, tubular bells and timpani.

Untuned percussion instruments include: bass drum, side drum (snare drum), maracas, castanets, cymbals, tambourine, claves and many more.



Reading for Productivity Lesson 3: Music Questions

Percussion Instruments

1. How are most percussion instruments played?

- ☐ By blowing into the instrument
- ☐ By hitting and shaking
- ☐ By using a guitar pick

2. Give two examples of 'tuned percussion' instruments.

- -----
- -----

3. What is the name of someone who plays a percussion instrument?



Year 1 Extended Curricular Learning

Music - Body Percussion

Wednesday 10th February 2021 – Activity 3

VIPs:

- Music can be made with your body or an instruction. The dimensions of music are parts that describe an aspect of how the music sounds.

Today, you will learn how to create your own musical instrument using your body and voice.

1. Complete the reading for productivity to find out more about percussion instruments.
2. Watch <https://www.youtube.com/watch?v=sW2DY1OpgrI> and copy the body percussion steps.
3. Make your own body percussion pattern.

✓ Create a body percussion pattern using 3 or more actions.

Deepen the moment...

Complete a body percussion video with music.

Some examples to choose from:

<https://www.youtube.com/watch?v=EBBteybZdHY> (Dance Monkey)

<https://www.youtube.com/watch?v=VldOnhk-jw0> (The Greatest Showman)

Or create your own! Add your videos to Class Dojo 😊



Create your own body percussion pattern!



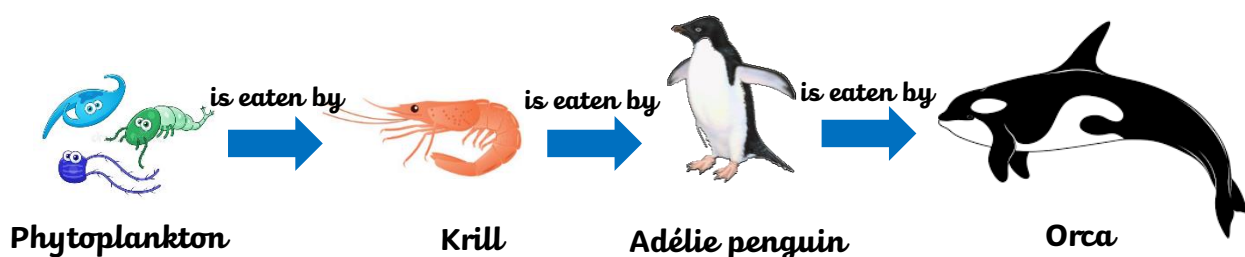
Reading for Productivity - Lesson 4: Science

Most of us enjoy eating, and taking the calories and nutrition from the food we eat is important for life. Eating food gives us energy and this energy powers everything we do, from playing a favourite sport to studying for a Maths test or playing a game. It helps us fight off illness and helps us think. It makes us grow and keeps our hearts beating and the blood circulating through our bodies. Without energy from food, we could not live. This applies to every living thing on earth. Energy passes from one animal to another as they eat plants or one another. This flow of energy from one living thing to another is called a "food chain." A food chain shows how animals depend on other plants and animals for their food and survival and can also tell you about what animals eat.

Food chains begin with **producers**, the living things that use the sun's energy to make their own food such as grass, trees, and plants. Living things that cannot make their own food are called **consumers**. As they store energy from the sun, they are eaten and the stored energy is released into the living thing that eats it.

There can be herbivores, carnivores and omnivores within a food chain. **Herbivores** will only eat the producers which can be plants, grass, flowers or algae. They do not eat meat. A **carnivore** will eat other animals (which may live on land or in the sea). When an animal eats both meat and plants they are called **omnivores**.

Look at this food chain based on Antarctic animals. The food chain starts with phytoplankton, a type of marine algae found within oceans, seas and lakes. This is the **producer**. The phytoplankton is eaten by krill, a small fish. The krill is eaten by Adélie penguins. An Adélie penguin is then eaten by an Orca (also known as a killer whale). As you can see, the arrow means 'eaten by'.





Reading for Productivity Lesson 4: Science Questions

1. What is a food chain? **Tick one.**

- ☐ It describes the feeding relationships between living things.
- ☐ A chain of food linked together.

2. Match each box to complete the sentence.

Herbivores

Carnivores

Omnivores

Eat only meat.

Eat both plants and meat.

Eat only plants.

3. Why is important that animals and humans eat food?

4. What is a producer?

5. Which statement describes an **orca** within the food chain shown above? **Tick one.**

- ☐ The orca is a producer.
- ☐ The orca is eaten by an Adélie penguin, krill and phytoplankton.
- ☐ The orca is at the top of the food chain.



Year 1 Extended Curricular Learning

Science - Food Chains

Thursday 11th February 2021 – Activity 4

VIPs:

- A food chain shows how animals depend on other plants and animals for their food and survival.
- Food chains can also give information about what a particular animal eats.
- **Producers** are the living thing that use the sun's energy to make their own food (such as grass, trees, and plants).
- Living things that cannot make their own food are called **consumers**.

Today, you will learn about...

What a food chain is and the different animals within them. You will learn the meaning of key words such as 'consumer', 'producer', 'herbivore', 'omnivore' and 'carnivore'. By the end of today's session, you will have created your very own food chain!

1. Complete the Reading for Productivity to find out more about food chains.
2. Decide on four animals that you will include within your food chain.
3. Create your own food chain. You can use the template below or create your own!

Create your own food chain, showing how four different animals obtain their food.

- ✓ Create a food chain based on 4 animals of your choice.

Deepen the moment...

Are Orcas always at the top of the food chain? Research with an adult in order to help find your answer!





Reading for Productivity Lesson 5: DT Text and Questions

Mechanisms in toys

There are lots of toys that move. A ball can bounce and roll. A boat can float across a lake. A spinning top will spin. All of these toys require actions to make them move, whether it may be pushing, blowing or something else.

1. Draw lines to match the toy to how it moves.

Spinning top

Float

Ball

Roll

Boat

Spin

Here are some toys that contain mechanisms. You might have some of these in your own home!



A toy car uses wheels to move. The wheels may move when you push them or the car could be battery powered. Some toy cars also have something called a pullback motor. When a car is pulled back and then released, the car will push forward on its own.

2. Name **one** way that the wheels of a car can be moved.



3. **Find and copy** one word which means the same as 'let go'.



A seesaw uses a lever to move up and down. It has a central pivot point.

This maze uses sliders to move the pieces around the board.



4. What does the lever allow the seesaw to do?

5. What type of mechanism does the maze use to move the pieces?



Year 1 Extended Curricular Learning

DT – Make a Moving Toy

Friday 12th February 2021 – Activity 5

VIPs:

- Some toys use a mechanism in order to move.
- Scissors can be dangerous, so it is important to carry and use them carefully.

Today, you will learn how to make a toy called a thaumatrope! A thaumatrope is a disc or card with a picture on each side which is attached to two pieces of string. When the strings are twirled quickly the two discs spin round and animate the pictures! A popular Victorian thaumatrope featured a picture of a bird and a cage. When you spun the thaumatrope, the two images became one and it would appear that the bird was actually in the cage. Have a look at some examples here:

<https://thekidshouldseethis.com/post/17490881335>

You will need:

Cardboard, scissors, a pencil, coloured pens, string, ruler and glue.

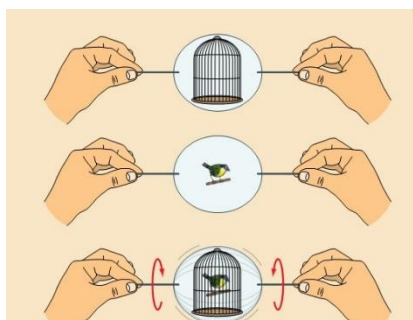
Instructions:

1. Cut out two circles of card. You could draw round a cup to get a perfect circle.
2. Next, add your design. You can use the template on the next page, or, if you are using your own design, draw it on to your circles of card. You need to choose two images that will form an animation - like a fish and a fishbowl, a bird and a cage or a smiley face and an unhappy face.
4. Use some glue to stick the back of the two circles together. One of the pictures needs to be upside down to ensure the animation works.
4. Use a hole punch to punch two holes through both of your circles of card. You might need to ask an adult to help you with this.
5. Cut two pieces of string about 20cm long each and thread them through each hole. Pull the string back on itself so you have two loops on each side.
6. Wind the string up by twisting it between your fingers and then pull tight to release. As the circles of card spin around, watch the two pictures appear as one moving image!

- ✓ Research other moving Victorian toys. See if you can find out about 2 others and draw a picture of them. Could you add a label?

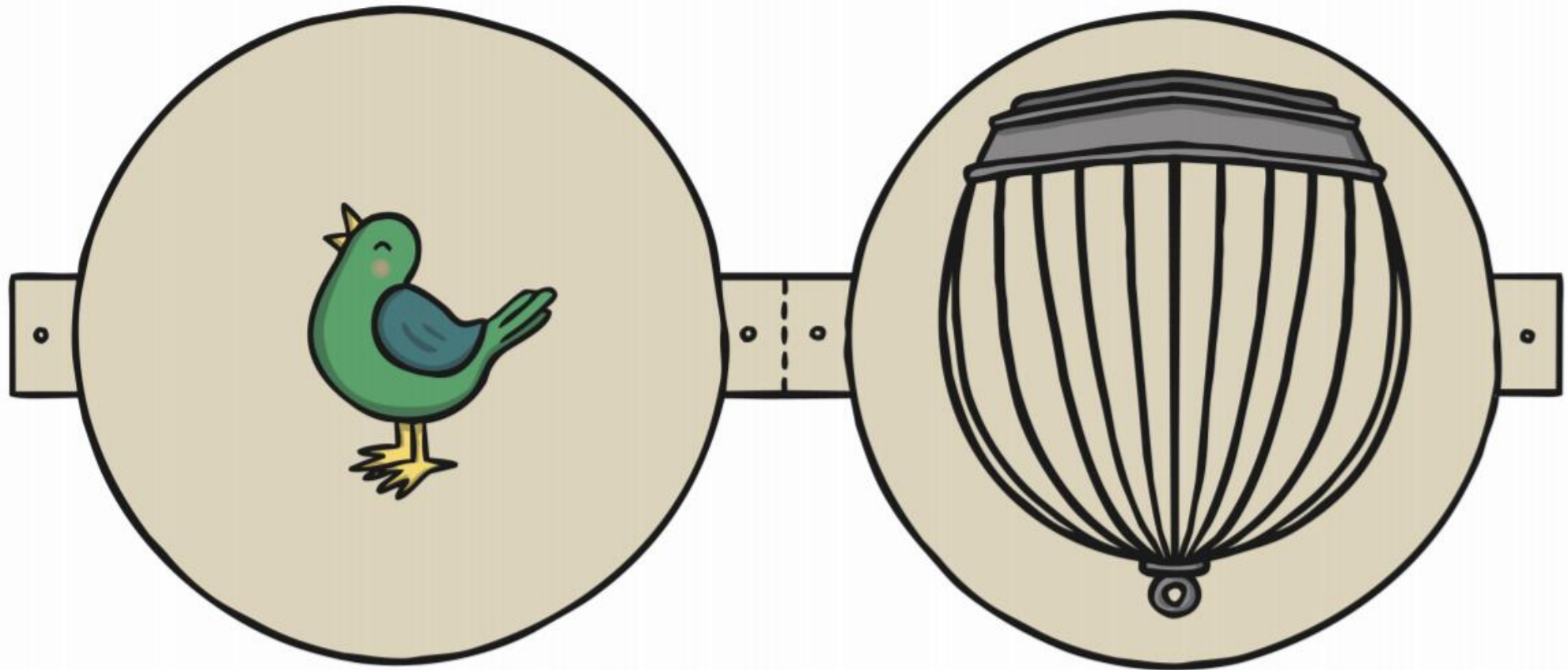
Deepen the moment...

Have a go at making one of the other toys that you found out about. Don't forget to show your teacher on Class Dojo. You could send a photo or even a video of your toy in action!





Thaumotrope template





Reading Challenge

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



Numbots

Remember to continue to log onto Numbots to practise your number skills!

