Home Learning KS1 Week Beginning: 8th June 2020

Class Blogs

On Purple Mash each class has set up a class blog that will allow the children to share any of the amazing things they are doing at home, from a completed jigsaw puzzle to a fantastic piece of artwork we would love to know what the children are up to. The children can get to the blog by logging on to Purple Mash and the clicking the sharing icon on the top left tool bar then selecting shared blogs and the blog should be listed there. Once you select this your children will be able to post comments and see what others have been doing. Please note that posts need to be approved and therefore will not appear immediately. We will aim to approve comments at least once a day as well as post ourselves so the children can see what we are up to too.

Reminder that the children have access to **Numbots** for both Year 1 and 2 and **TTRS** for year 2. These are a good way to develop fluency in maths therefore we would like the children to log on to these at least twice a week if possible.
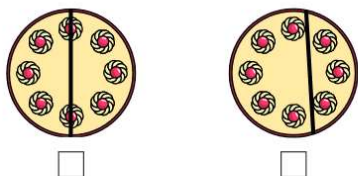
Maths

For the rest of the summer term, the children will be following the WhiteRose maths scheme as work which we currently use in school. For each lesson there will be a link to an online explanation video, which will then be followed up with a worksheet of questions (as seen below). It is important that your child watches the video first as this explains how the problem should be solved.
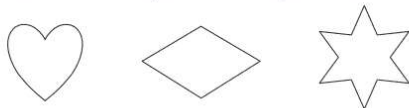
Year 1 – Fractions https://whiterosemaths.com/homelearning/year-1/
Lesson 1: Click on summer term – Week 1 (W/C 20th April) Lesson 4 – Find a half (1)
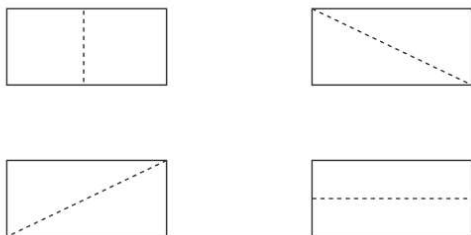Watch the online video and then answer the questions below:

Lesson 2 – Click on Summer term – Week 2 (w/c 27ᵗʰ April) – Lesson 1 – Find a half (2)

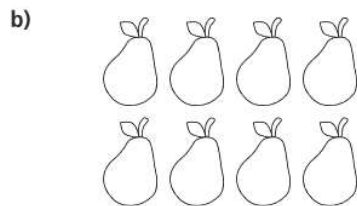Watch the online video first and then answer the questions below:

1 a) Circle half of the pencils.

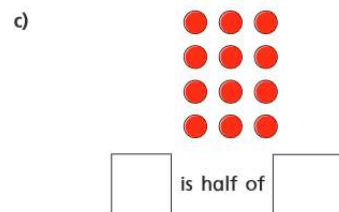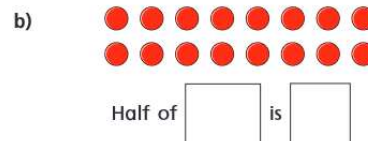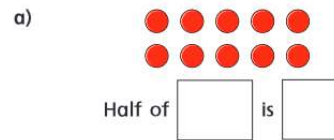b) Complete the sentence.

Half of 6 is [ ]

2 Colour half of each group.

a)

b)

Did you do it the same way as your partner?

3 How many counters are there in each group?

Find half of each group.

a)

Half of [ ] is [ ]

b)

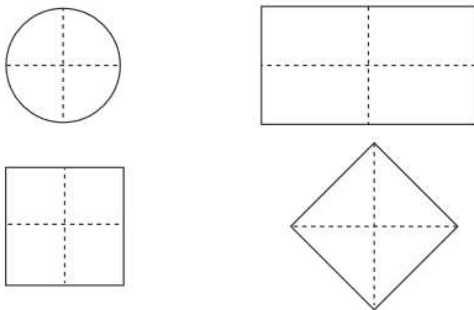Half of [ ] is [ ]

c)

[ ] is half of [ ]

4 Complete the sentence.

7 is half of [ ]

Lesson 3 – Summer term- Week 2 (W/C 27ᵗʰ April) – Lesson 2 – Find a quarter (1)

Watch the online video and then answer the questions below:

1 Colour a quarter of each shape.

2 Show a quarter in four different ways.

3 Kim wants to show a quarter.

None of these show quarters.

Do you agree with Kim? _____

Talk about your answer.
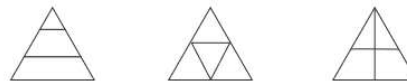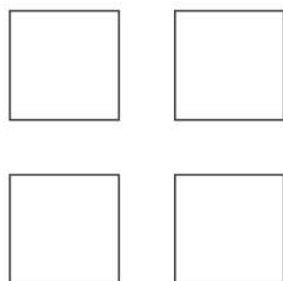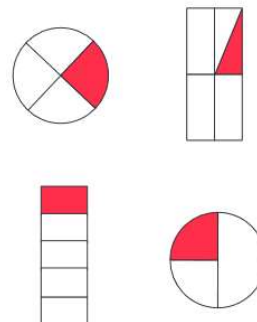
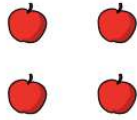**4** Tick the shapes that show one quarter.

Lesson 4 – Summer term- Week 2 (W/C 27ᵗʰ April) – Lesson 3 – Find a quarter (2)
Watch the online video and then answer the questions below:

1 Circle a quarter of each group.

a)

A quarter of 4 is ☐

b)

A quarter of 12 is ☐

c)

A quarter of 20 is ☐

2 Complete the sentences.
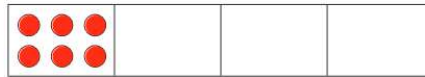
a) Half of 12 is ☐

A quarter of 12 is ☐

b) Half of 16 is ☐

A quarter of 16 is ☐

c) Half of 8 is ☐

A quarter of 8 is ☐

What do you notice?

3 A quarter is 6

What is the whole?

The whole is ☐

Year 2: https://whiterosemaths.com/homelearning/year-2/ **- Fractions**
Lesson 1: Week 2 – Lesson 3 – Find a half: Watch the online video and then answer the questions below:

1 Here are 6 counters.

a) Share the counters into 2 equal groups.

Group 1	Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between ☐ groups.

There are ☐ counters in each group.

$\frac{1}{2}$ of 6 is equal to ☐

2 Use counters.

a) Can you share 10 counters into 2 equal groups? _____
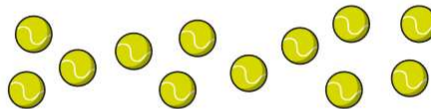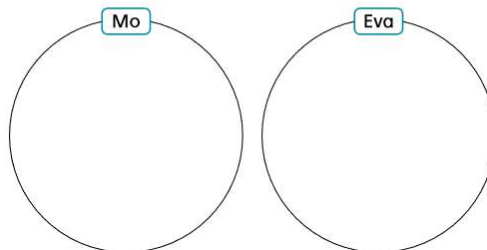
b) Can you share 11 counters into 2 equal groups? _____

Talk about it with a partner.

3 Mo and Eva have 12 tennis balls.

Share the tennis balls equally between Mo and Eva.

Mo   Eva

4 Find $\frac{1}{2}$ of each number.

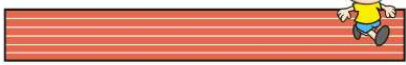Use the arrays to help you.

a)

$\frac{1}{2}$ of 10 = ☐

b)

$\frac{1}{2}$ of 16 = ☐

c)

$\frac{1}{2}$ of 20 = ☐

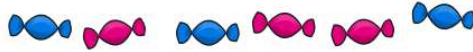**5** Ron has run 20 m.

Start | Finish

Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? ☐ m
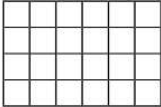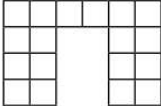
6 Here are half of Annie's sweets.

How many sweets does Annie have in total? ☐

Compare answers with a partner.

7 Colour $\frac{1}{2}$ of each shape.

Use the shapes to help you complete the number sentences.

a)

$\frac{1}{2}$ of ☐ = ☐

b)

$\frac{1}{2}$ of ☐ = ☐

8 Complete the number sentences.

$\frac{1}{2}$ of ☐ = 10 $\frac{1}{2}$ of ☐ = 7

Lesson 2: Week 1 – Lesson 2 – Find a quarter

Watch the online video and then answer the questions below:

1 Here are 8 counters.
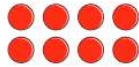
a) Share the counters equally into 4 groups.

b) Complete the sentences.

☐ counters are shared equally

between ☐ groups.

There are ☐ counters in each group.

c) What is $\frac{1}{4}$ of 8? ☐

How did you work this out?

2 There are 12 pencils.

a) Share them equally between 4 pencil pots.

b) What is $\frac{1}{4}$ of 12? ☐

3 Tom and Dora are walking along a path.
By midday Dora has walked halfway.
Tom has walked a quarter of the way.
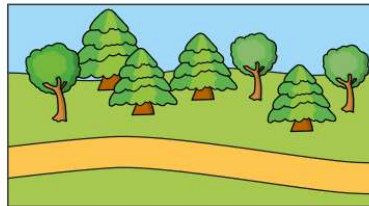
a) Draw an arrow to show where Dora is.
b) Draw an arrow to show where Tom is.

4 Use the bar models to help you work out a quarter.

a) Work out $\frac{1}{4}$ of 20

20
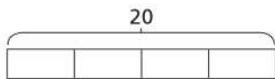
$\frac{1}{4}$ of 20 = ☐

b) Work out $\frac{1}{4}$ of 16
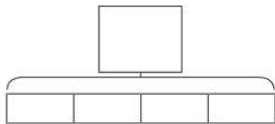
$\frac{1}{4}$ of 16 = ☐

5 Show that $\frac{1}{4}$ of 24 is 6
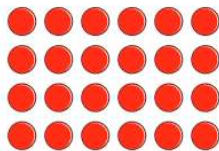
6

I can find a quarter by halving a number and halving again.

Use this method to find $\frac{1}{4}$ of 12

$\frac{1}{4}$ of 12 = ☐

7 Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

8 $\frac{1}{4}$ of a number is 7

What is the number?
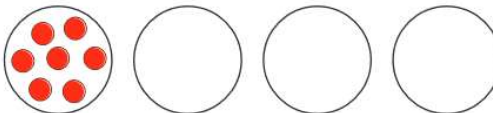
The number is ☐

Lesson 3: Week 2 – Lesson 2 – Find a third

Watch the online video and then answer the questions below:

1 3 children are sharing a bar of chocolate.

The chocolate is split into 6 equal parts.

a) Draw lines to share the chocolate equally.

b) Complete the sentences.

The whole chocolate bar is split into ☐ equal parts.

Each child gets ☐ parts each.

$\frac{1}{3}$ of 6 = ☐

c) Complete the bar model and number sentence.

6

$\frac{1}{3}$ of 6 = ☐

2 Circle $\frac{1}{3}$ of each group of items.

a)

b)

c)

d)

e)
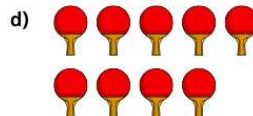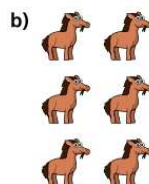
3 Circle $\frac{1}{3}$ of each group of items.

Complete the number sentences.

a)

$\frac{1}{3}$ of 15 = ☐

b)

☐ of ☐ = ☐

c)
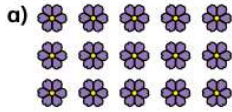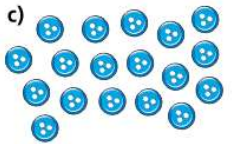
☐ of ☐ = ☐

**4** One third of a number is 4

What is the number?
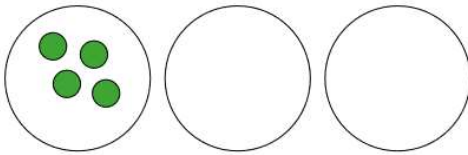
The number is ☐

5 Teddy: I have $\frac{1}{3}$ of £9

Mo: I have $\frac{1}{2}$ of £8

Who has more money? _____
How do you know?

6 Whitney snaps two sticks into thirds.
Here is $\frac{1}{3}$ of each stick.

Stick A
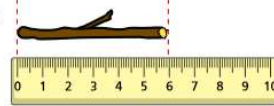
Stick B

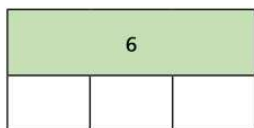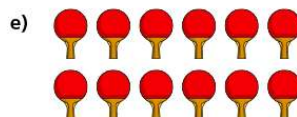a) How long was stick A before Whitney snapped it?   ☐ cm

b) How long was stick B before Whitney snapped it?   ☐ cm

Lesson 4: Week 2 – Lesson 5 – Equivalence of half and two quarters

Watch the online video and then answer the questions below:

1 Circle the shapes that have $\frac{1}{2}$ shaded.
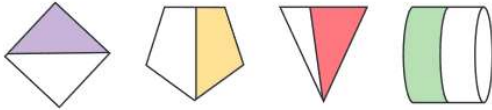
2 Tick the groups that have $\frac{1}{2}$ circled.

☐   ☐

☐   ☐
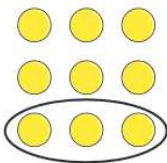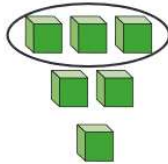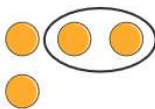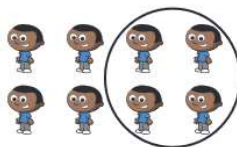
3 Here are two bar models.

a) Colour $\frac{2}{4}$ of the bar model.

b) Colour $\frac{1}{2}$ of the bar model.
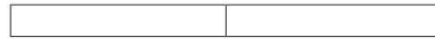
What do you notice? Talk to a partner.

4 Use the sweets to help you answer the questions.

a) What is $\frac{1}{2}$ of 12?   ☐

b) What is $\frac{1}{4}$ of 12?   ☐

c) What is $\frac{2}{4}$ of 12?   ☐

5 Write the missing numbers.

$\frac{3}{4}$ of 20 = ☐ $\frac{1}{2}$ of 20 = ☐

20

$\frac{2}{4}$ of 20 = ☐ $\frac{1}{4}$ of 20 = ☐
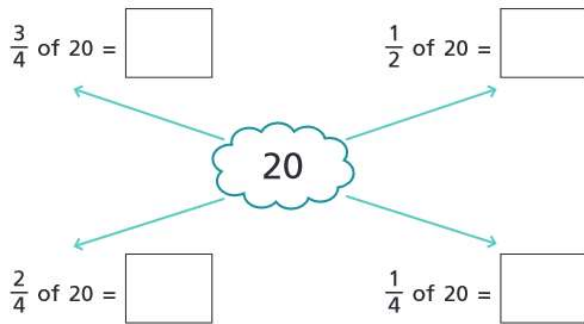
6 Solve the problems.

a) Find $\frac{2}{4}$ of £8

£ ☐

b) Find $\frac{2}{4}$ of 24 kg

☐ kg

How did you work out the answers?

7 Write the missing number.

$\frac{1}{2} = \frac{\boxed{}}{4}$

8 You cannot find $\frac{2}{4}$ of this shape as you cannot divide it into 4 equal parts.

a) Do you agree with Dexter? _____

Talk about it with a partner.

b) Colour $\frac{2}{4}$ of each shape.
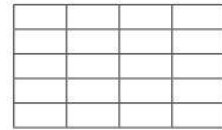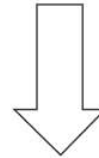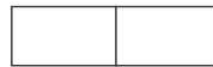
Talk to a partner about how you did it.

Reading all of the reading that your child does is valuable. From reading their reading books to recipe books and non-fiction books and everything in between. Please keep a record of the reading you are doing in your child's reading record.

A reading activity has been set on Purple Mash with linked activities.

English:
This week we are carrying on with Tinga Tinga Tales and particularly focusing on Why Leopard Has Spots. We have two English activities this week focusing on getting to know the story even better.

Links to watch Why Leopard Has Spots:
https://www.bbc.co.uk/iplayer/episode/b00wcn0q/tinga-tinga-tales-series-2-5-why-leopard-has-spots
https://www.youtube.com/watch?v=-aCc3-LLdvQ

Activity 1
In school, we often draw story maps to help us learn and retell stories. This involves drawing small pictures to help us remember the key events and then annotating with key words, phrases and interesting words to help us when we are writing.
You need to draw a story map for Why Leopard Has Spots based on 8 key events that happen in the story.
The 8 main events for each box on you story map are:
1. Leopard doesn't feel special so she hides
2. The animals talk about leopard by the watering hole and decide to go and find her

3. Elephant stands on Puff Adder
4. Leopard rescues Puff Adder
5. Leopard finds food and Puff Adder starts to recover
6. Puff Adder nips Leopard's tail
7. Leopard wakes up with a new coat
8. Lion and Monkey find Leopard with her beautiful new coat

Here is an example of a story map for Why Leopard Has Spots:
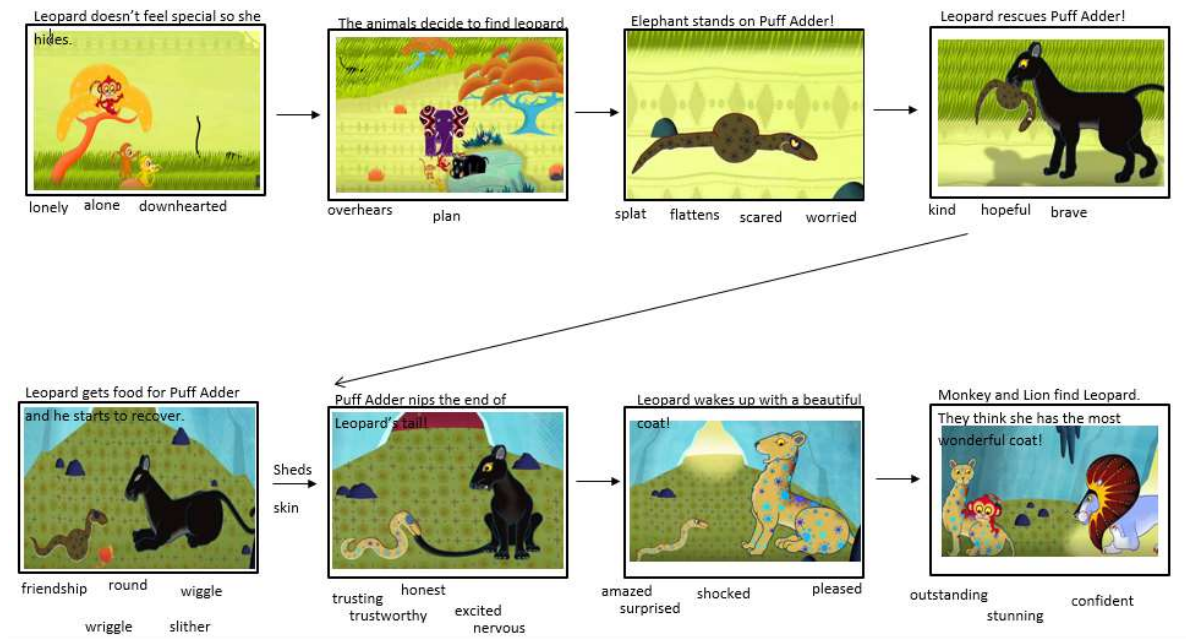
Remember to use pictures, key words and phrases, adjectives (describing words), conjunctions (joining words) and interesting verbs (doing words). You can use the template below or you can draw your own story map on a piece of paper.

LI: To retell a familiar story		
SC: I can draw pictures to show the main events	SC: I can add key words to my story map	SC: I can add key words and phrases, adjectives, conjunctions and interesting verbs to my story map to help me.
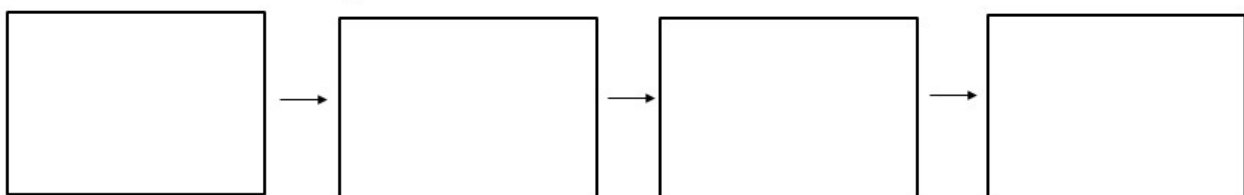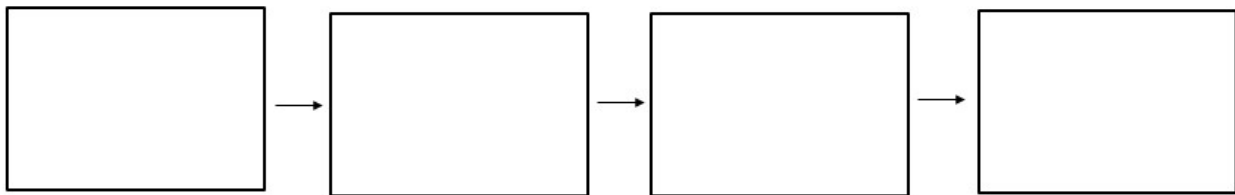
We would love to know what you thought of the story Why Leopard Has Spots. We would like you to write a review of the story. You need to include a brief explanation of what the story is about, who the main characters are what your favourite part was. You can then add a picture to go with your review. It is important that you write your review in **full sentences with capital letters and full stops.**

Here is an example of a review from Why Elephant has a Trunk.

Author: Claudia Lloyd

Title: Why Elephant has a Trunk

What was the story about?
Elephant was big, clumsy and very, very smelly. The flies followed him everywhere. Feeling fed up, Elephant asks for ways to get rid of the flies. Eventually, Elephant found out about his whiffy problem and decided to have a bath. However, Crocodile said he could not use the waterhole. Elephant decided to wait but later that night Crocodile jumped out and bit his nose! All the animals pulled Elephant back and Elephant's nose got longer and longer.

Who were the characters?
The main characters are:
Elephant
Tortoise
Chameleon
Crocodile

What did you like about the book?
I really liked that in the end the animals were honest and told Elephant about his problem as this meant it could be solved and Elephant could be happy. I also really liked the way the animals worked together to save Elephant. My favourite part is where Elephant can use his new long trunk and squirt water all over his back.

Draw your favourite picture from the book.

Your rating: 10 / 10

In your review, you need to include the following:
1. What was the story about?
2. Who were the characters?
3. What did you like about the book?
4. Draw a picture of your favourite part
5. Give a rating out of 10

You could write this by hand on paper, type it or use the template on Purple Mash to help you which will be set as a 2-do. You could then share your review by adding to the class blog or emailing it to your teacher.

SPAG

Spelling
Children need to be really familiar with these words. They need to be able to read them fluently and spell them. As we are not sending weekly spelling lists, we think it would be beneficial for children to continue practising their common exception words. The children are familiar with a range of strategies to help them learn spellings such as rainbow writing, quick write/speedy spelling, drawing the shape around the word, writing the part that tricks them in another colour.

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

twinkl www.twinkl.co.uk

Punctuation and Grammar
It is really important for the children to be able to write clear sentences with basic punctuation. It would be beneficial for the children to practise this skill.

Activity 1
The sentences are missing their punctuation! You need to write out the full sentences with the capital letters and full stops. You could write out the sentences underneath or you could copy them out on your own paper.

1. sarah and tom got wet in the rain

   _____

2. ben went on an adventure

   _____

3. jack had six coins in his bag

   _____

4. jill sat by the road to wait for her friend

   _____

5. mum sat on the big chair

   _____

Activity 2
These sentences have many errors! Can you find all of the mistakes?
Remember, full stops come at the end of a sentence, capital letters are used at the start of a sentence or for proper nouns (names of people, places, pets, days of the week, months of the year) and for the personal pronoun 'I.'

1. kate fOund her Car keys. in the drawer

   _____

2. the qUick fox ran. aWay from thE farmer

   _____

3. thE. snow felL off the rOof

   _____

4. tim oPened tHe. present aNd saw a new toy

   _____

5. the hoRse had a lonG. tail

   _____

Topic:
As you know, this term we are exploring Africa. This week we are going to be focusing on our Geography skills to name and locate countries, continents and oceans. We are recapping human and physical features but this time thinking about them in the context of Africa.

Activity 1: Use the following link to find out all about what a continent is and to be able to name and locate the seven different continents.
https://www.thenational.academy/year-1/foundation/what-is-a-continent-year-1-wk1-1#slide-3
On purple mash you will be set a 2-do to complete where you will be asked to have a go at labelling the worlds continents and also the oceans. It maybe useful to look at an atlas or a globe to help you!

The other week you were set a 2-do to label some of the countries in Africa. Can you remember how many countries Africa is made up of?
Label the countries listed below on the blank map of Africa. You may want to look at a map of Africa to help you!

Africa is a _____ and is made up of _____ different _____.

Can you use the map of Africa and label these countries?

Kenya, South Africa, Tanzania, Nigeria, Egypt and Chad.

Activity 2

Can you sort out which of these pictures are of Africa and which are of the UK? Can you also label whether it is a human or physical feature. You could cut, stick and then label the pictures or you could write it out as a list.

Physical features are natural – beaches, forests, hills, mountains, valleys etc.

Human features are manmade – cities and towns, houses and offices, factories and farms   etc.

What are the similarities and differences between the UK and Africa? Can you think of 2 things that are similar and 2 things which are different? Write these as full sentences at the bottom of your list.

You may want to watch one of the videos on the link below to gain some more information about Africa and what the continent is like.

https://www.bbc.co.uk/iplayer/episode/m000814s/go-jetters-series-3-5-the-continent-of-africa

https://www.thenational.academy/year-1/foundation/what-is-africa-like-year-1-wk2-4#slide-3

Remember we love to see what you have been doing and you can share anything you have been doing with us through the class blogs or class email address.