

Home Learning KS1 Week Beginning: 15th 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 then 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.

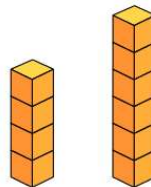
Maths

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 - Addition and subtraction <https://whiterosemaths.com/homelearning/year-1/>

Lesson 1: Week 5 (W/C 18th May) Lesson 1 - Compare length and height

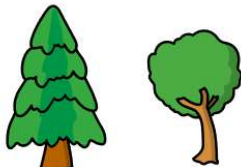
d) Tick the taller tower.



1 a) Tick the taller flower.



b) Tick the shorter tree.



c) Tick the longest ribbon.



2 Complete the sentences.



• C is longer than _____

• _____ is the longest train.

• _____ is the shortest train.

3 Complete the sentences.



Annie



Rosie



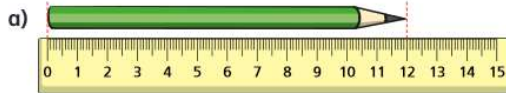
Mo

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

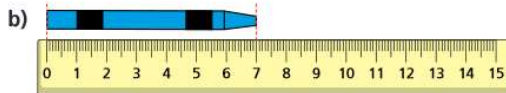
Compare the heights of your friends.

Lesson 2: Week 5 (W/C 18th May) Lesson 3 - Measure length (2)

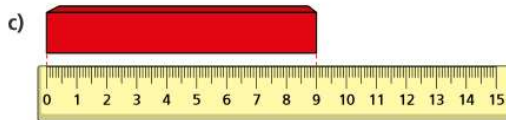
1 How long is each object?



The pencil is cm long.



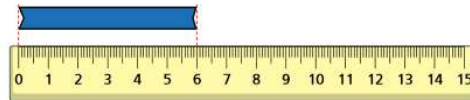
The crayon is cm long.



The brick is cm long.

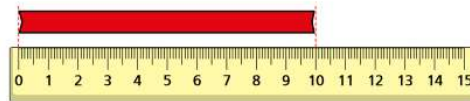
d) Measure the length of other objects in your classroom.

2 a) How long is the blue ribbon?



The blue ribbon is cm long.

b) How long is the red ribbon?

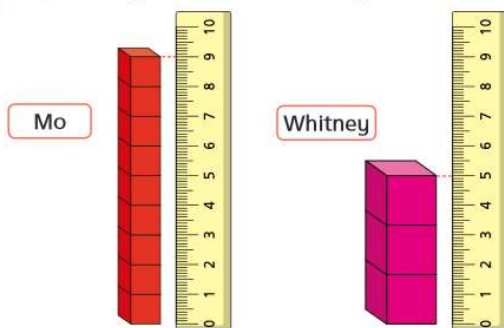


The red ribbon is cm long.

c) Which piece of ribbon is longer?

The _____ ribbon is longer.

- 3 Mo, Whitney and Eva are building towers.



- a) How tall is Mo's tower?

Mo's tower is cm tall.

- b) How tall is Whitney's tower?

Whitney's tower is cm tall.

- c)



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

How long could Eva's tower be? cm

Is there more than one answer?

Lesson 3: Week 6 (W/C 1st June) Lesson 1 - Measure mass

- 1 How much does each object weigh?

- a)



The banana weighs cubes.

- b)



The tennis ball weighs cubes.

- c)



The slice of cake weighs cubes.

- 2 Draw cubes to balance the scales.

- a) The toy car weighs 6 cubes.



- b) The sweets weigh 4 cubes.



- 3 Use cubes to weigh objects in your classroom.

Complete this sentence for each object.

_____ weighs cubes.

Compare answers with a partner.

Lesson 4: Week 5 (W/C 18th May) Lesson 4 - Introduce weight and mass

1 Which object is heavier?

Tick your answer.



How do you know?

2 Which object is lighter?

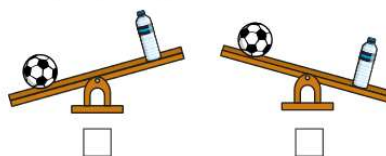
Tick your answer.



How do you know?

3 The ball is lighter than the bottle.

Tick the picture that shows this.



4 Choose a phrase to complete the sentences.

more than

less than

the same as

a)



The cube weighs _____
the cylinder.

b)



The cuboid weighs _____
the sphere.

Year 2: <https://whiterosemaths.com/homelearning/year-2/>

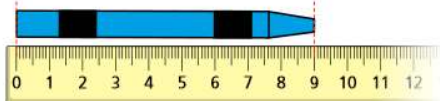
Lesson 1: Week 2 (W/C 27th April) Lesson 2 - Order lengths

1 Ron, Annie and Mo each have a crayon.

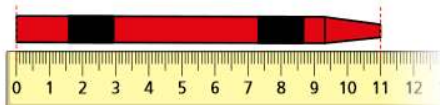
They are measuring the length of their crayons.



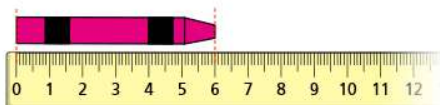
Ron



Annie



Mo



a) Who has the shortest crayon? _____

b) Who has the longest crayon? _____

2 Ron compares the length of his crayon with Dora and Whitney's crayons.

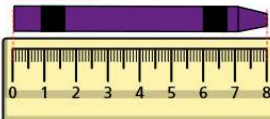
Ron



Dora



Whitney



a) How long is Dora's crayon? cm

b)

I have the longest crayon because my crayon goes all the way to the last number on my ruler.



Why is Whitney wrong?

3 Choose five objects from your classroom.

- How could you estimate which will be the longest?
- Use a ruler to measure the length of the objects to the nearest centimetre.

Complete the table.

Object	Length
	cm
	cm
	cm
	cm
	cm

- Write your objects in order of length.
Start with the shortest object.

shortest

longest

4 There are four buildings.

- Building A is 22 m tall.
- Building B is half the height of building A.
- Building C is 14 m tall.
- Building D is double the height of building C.

Put the buildings in order from tallest to shortest.

Draw a picture to help.

tallest

Building _____

Building _____

Building _____

shortest

Building _____

Lesson 2: Week 4 (W/C 11th May) Lesson 2- Add 2-digit numbers

1 Count the ones and complete the sentences.

- 

ones = ten

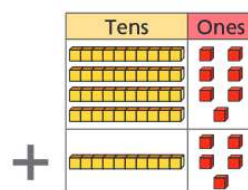
- 

ones = ten and ones

- 

ones = ten and ones

2 Complete the additions.



ones + ones = ones

ones = ten + ones

tens + tens = tens

+ =

3 Use base 10 to complete the additions.

- a) $7 + 4 = \square$ f) $37 + 14 = \square$
 b) $10 + 30 = \square$ g) $22 + 19 = \square$
 c) $17 + 34 = \square$ h) $48 + 19 = \square$
 d) $19 + 21 = \square$ i) $33 + 29 = \square$
 e) $18 + 64 = \square$ j) $39 + 47 = \square$

4 Write the addition.

		T	O
		4	6
	+	1	5
		6	1
		1	

$$\square + \square = \square$$

What does the little 1 represent?
 Talk to a partner.

5 Complete the additions.

		T	O
		5	7
	+	1	5

		T	O
		1	7
	+	7	3

		T	O
		1	8
	+	1	9

		T	O
		6	3
	+	1	9

6 Fill in the missing digits to complete the number sentence.

$$_9 + _3 = 62$$

Compare answers with a partner.
 How many different answers can you find?

Lesson 3: Week 4 (W/C 11th May) Lesson 3 - Subtract 2-digit numbers

1 a) What number is represented?



Subtract 12
 What number is left? \square
 $\square - 12 = \square$

b) What number is represented?



Subtract 12
 What number is left? \square
 $\square - 12 = \square$

c) What is the same about part a) and part b)?
 What is different?

2 Use base 10 to complete the subtractions.

- a) $23 - 6 = \square$ d) $45 - 26 = \square$
 b) $33 - 7 = \square$ e) $63 - 35 = \square$
 c) $33 - 17 = \square$ f) $82 - 24 = \square$

3 Tommy is working out $23 - 5$

		T	O
		12	13
	-		5
		1	8

Talk about Tommy's method with a partner.

Use Tommy's method to complete the subtractions.

a)

		T	O
		2	3
	-		6

d)

		T	O
		4	5
	-	2	6

b)

		T	O
		3	3
	-		7

e)

		T	O
		6	3
	-	3	5

c)

		T	O
		3	3
	-	1	7

f)

		T	O
		8	2
	-	2	4

4 Dexter has 33 bricks.



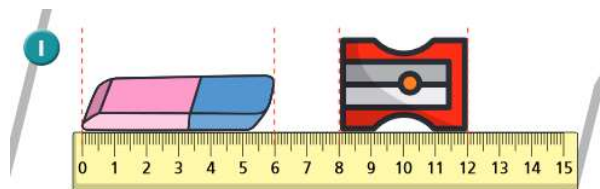
Rosie has 19 bricks.



a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?

Lesson 4: Week 2 (W/C 27th April) Lesson 1 - Compare lengths



Choose a word to complete the sentences.

shorter

longer

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

2 Write <, > or = to compare the statements.

a) 9 cm ○ 23 cm

b) fifty metres ○ 50 m

c) one metre ○ 1 cm

3 Write digits in the boxes to make the statements correct.

a) cm < 41 cm

b) 14 m < m

c) 14 cm > cm

d) 12 m < m < 20 m

Is there more than one answer for each?

4 Would you measure each one using centimetres or metres?

Tick your answer.

centimetres metres

a) the height of a baby ☐ ☐

b) the length of a pencil ☐ ☐

c) the height of a school ☐ ☐

d) the height of your teacher ☐ ☐

What else would you measure in metres?

5 Write <, > or = to compare the statements.

a) $39 \text{ cm} + 9 \text{ cm}$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $20 \text{ m} - 3 \text{ m}$

6

$5 \text{ m} = 5 \text{ cm}$

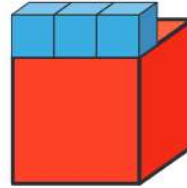
a) Why is the statement wrong?

Talk about it with a partner

b) Write < or > to correct the mistake.

5 m 5 cm

7 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

 cm

b) How long are 10 small cubes?

 cm

c) How long is 1 large cube?

 cm

d) How long are 2 large cubes?

 cm

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 in English we are focusing on writing super sentences linked to Tinga Tales. This week's story is Why Elephant has a Trunk <https://www.youtube.com/watch?v=zR-BTNnarEI> Each day we are focusing on just a small snippet of the story. We will write 3 super sentences each day about each small snippet. Before we write, we will word gather to help us have the vocabulary to construct each sentence.

Monday: Plot Point 1 - Elephant with other animals on the Savannah (Start - 1:30)

Sentence chunk 1 - To write a positive sight sentence using adjectives

Activity 1 - Word gathering

How could you describe the Savannah? What would it look like? You could use this video clip to help you learn about what it is like on the Savannah <https://www.bbc.co.uk/programmes/p003c3fr> It could be described as sun-drenched, vast, endless, scattered with trees, extensive. What other words can you collect?

Activity 2 - Write your positive sight sentence describing the Savannah

Example sentence: The immense, sun-drenched savannah stretched out endlessly.

Using the words you have collected, write your own sentence. It must start with a capital letter, have adjectives to describe and finish with a full stop.

Sentence chunk 2 - To write a negative sight and smell sentence using the conjunction but.

Activity 1 - Word gathering

At the start of the video there are the sentences 'He was big. He was clumsy. And he was very, very smelly.' What other words can you collect to describe Elephant? They need to be negative sight and smell words. E.g. cumbersome, huge, pongy, reek etc. Write these down and share them on the blog.

Activity 2 - Write your negative sight and smell sentence using the conjunction but.

Example sentence: Elephant was large and cumbersome but most of all he was very, very smelly.

Use the words you have collected to write your own sentence to describe Elephant. Your sentence must have a capital letter, full stop and use the conjunction but.

Sentence chunk 3 - To write a negative action sentence based on the flies

Activity 1 - Word gathering

What words can you collect to describe the flies? Think about their sound and movement. E.g. humming, buzzing, zooming, irritating.

Activity 2 - Sentence writing

Example sentence: Wherever Elephant went, he was surrounded by the buzzing and humming of pesky flies.

Use the words you gathered to write your own sentence describing the flies using adjectives and correct punctuation.

Tuesday: Plot Point 2 - Elephant in the bush speaking to Chameleon (2:20 to 3:55)

Sentence Chunk 1 - Use an exclamation mark

Activity 1 - Word gathering

Imagine you are Elephant and the flies have been following you around. How do you feel? You come across Chameleon. What do you say? Collect your words and phrases. E.g. insane, irritated, frustrated, exasperated, moaned etc.

Activity 2 - Sentence writing

Example sentence: "Jambo, Chameleon! These irritating flies are exasperating!" complained Elephant.

Use the words you've gathered to write your own sentence where Elephant explains what is happening to Chameleon. You can use "Jambo, Chameleon!" to get you started. You must use capital letters and an exclamation mark. You do not need to use speech marks.

Sentence Chunk 2 - Use the conjunction but

Activity 1 - Word gathering

Imagine you are now Chameleon. How are you going to explain to Elephant that the flies like him because he is smelly? What words could you use to help you explain this problem? Collect words such as stinky, whiffy, explained, enlightened, scrub, bathe etc. How many more can you think of?

Activity 2 - Sentence writing

Example sentence: "Flies like pongy things and I'm afraid you are rather whiffy but it's nothing a good wash won't fix," explained Chameleon.

Use your collected words to write your own sentence explaining the problem to Elephant. You need to use capital letters, full stops or exclamation marks and the conjunction but. You do not need to use speech marks.

Sentence Chunk 3 - Use repetition to show negative feeling

Activity 1 - Word gathering



Elephant is very sad after he finds out he is smelly. What other words could we use instead of sad? E.g. Despondent, miserable, downhearted, broken-hearted etc.

Activity 2 - Sentence writing

Example sentence: Elephant felt miserable. Elephant felt very miserable. Elephant felt very miserable indeed.

Use this structure to help you write your own sentence with a repeating adjective. You must use your punctuation too.

Wednesday: Plot Point 3 - Elephant returns to the watering hole (4:15 - 5:36)

Sentence chunk 1 - Use a question mark

Activity 1 - Word gathering

Imagine you are Elephant, how would you ask Hippo to use the watering hole? You could watch the first 20 seconds of this video to help you think of some ideas

https://www.youtube.com/watch?v=H_7RoXXsnPA

Example word bank: pleased, possibly, would you mind, bathe, soak, cleanse, stench, stink, pong etc.

Activity 2 - Sentence writing

Example sentence: "Jambo, Hippo! I've been told I reek! Please may I use your water hole to bathe and wash away my stench?" inquired Elephant.

Now write your own sentence using a question mark. You also need to use capital letters, full stops and/or exclamation marks but you don't need to use speech marks. You can use 'Jambo, Hippo!' to get you started.

Sentence chunk 2 - Use adjectives to describe

Activity 1 - Word gathering

How could you describe the water to Elephant? It might be cooling, inviting, appealing, glimmering or sublime. What other words can you collect?

Activity 2 - Sentence writing

Example sentence: "Certainly! Come on in, the water is glorious!" said Hippo.

Write your own sentence using positive adjectives to describe the water. You need to use capital letters full stops and/or exclamation marks.

Thursday: Plot point 4 - Crocodile appearing (5:36 - 6:10)

Sentence chunk 1 - Use adjectives to describe

Activity 1: Word gathering



How could you describe Crocodile? Use these pictures to help you think of lots of negative adjectives. E.g. sinister, menacing, threatening, glaring, lurking, prowling, waiting etc.

Activity 2: Sentence writing

Example sentence: Lurking just underneath the inviting water was a sinister, menacing crocodile.

Write you own sentence including adjectives to describe the crocodile. You can start with a verb like lurking, waiting, prowling etc.

Sentence chunk 2 - Negative action and dialogue using adjectives

Activity 1: Word gathering

Use the pictures of the crocodiles to help you gather words to describe how he suddenly jumps out of the water and snaps at Elephant. E.g. abruptly, swiftly, rapidly, snarled, snapped, retorted etc.

Activity 2: Sentence writing

Example sentence: Suddenly, the vicious crocodile leapt out of the water and snapped, "Don't you dare use my waterhole!"

Use a word like suddenly, abruptly, quickly etc. to start your sentence. Remember to use adjectives and punctuation.

Sentence chunk 3: Use the conjunction but

Activity 1: Word gathering



How is Elephant feeling? Can you think of more interesting words than sad?

E.g. downhearted, despondent, alone, miserable, worried, anxious etc.

Activity 2: Sentence writing

Example sentence: Elephant tried to settle down for the night but he was feeling worried and disheartened.

Use this sentence structure to write your own about how Elephant is feeling using adjectives and the conjunction but. Remember to use capital letters and full stops.

We can't wait to see your super sentences! Please share the sentences you write or type each day on the blog or by emailing your class 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

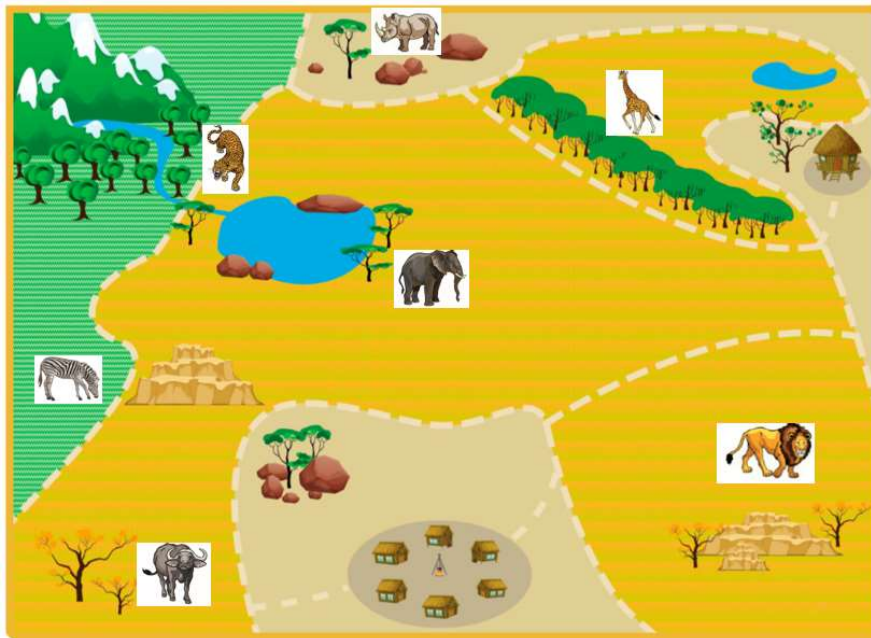
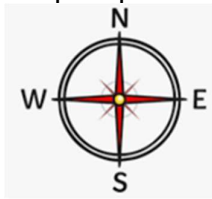
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Topic:

As you know, this term we are exploring Africa. This week we are going to be focusing on our Geographical skills to navigate around a map. Below is a map and questions, can you use the four main compass points to help you solve them.



1. I start at the lion and go north. What animal do I arrive at next?

2. I then head west towards which animal?

3. I go south of the rhino to which animal?

4. I am at the circle of huts and I go West. What do I see?

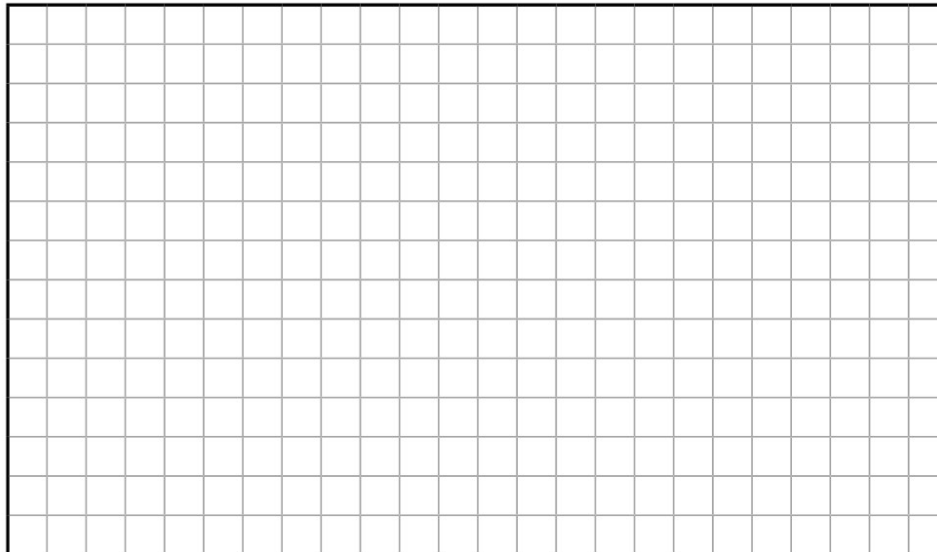
5. I go north from this animal. What animal do I come to?

6. Which animal have I not visited?

Can you now use your geographical skills and knowledge to create your own national park before writing a series of questions using North, South, East and West to navigate around the park. Remember to include a key so we know the features on your map!

We can't wait to see the maps you create and we look forward to having a go at following your questions using a compass! Please share them on your class blog or by emailing your teacher.

Plan of a _____ National _____



Key	

My National Park Checklist On your map, check that you have...	
	Added a title.
	Drawn a key with labels.
	Drawn a compass rose and labelled it correctly.
Check that you have thought carefully about where to put...	
	Swamps.
	Airstrips.
	Shelter (camps or tents).
	Hills and mountains.
	Towns.
	Rivers.
	Roads.
	Plains and labelled where at least 5 African animals would live.

Art/DT

As we are learning about Africa, we would like you to design your own African mask and if you are really creative be able to make one. You may want to use patterns on your design or turn your mask into an animal. Below are some ideas to help support you and we look forward to seeing what you have designed and made.



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.