

# Home Learning KS1 Week Beginning: 6<sup>th</sup> July 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.

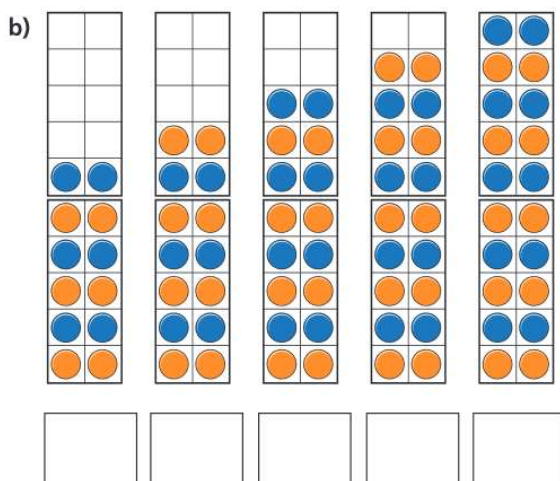
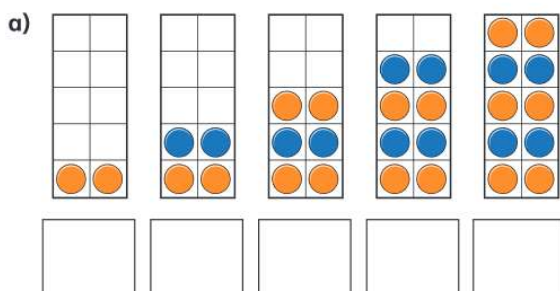
## Maths

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

Lesson 1 - Summer term- Week 7 (W/C 8<sup>th</sup> June) - Lesson 1- Counting in 2's

1 What are the numbers?



2 How many flowers are there?



There are  flowers.

3 Circle 14 socks.



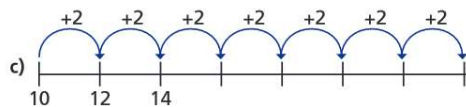
4 Fill in the missing numbers.

a)

0	2	4					
---	---	---	--	--	--	--	--

b)

18	16		12		8		
----	----	--	----	--	---	--	--



5 How far can you count up in 2s?

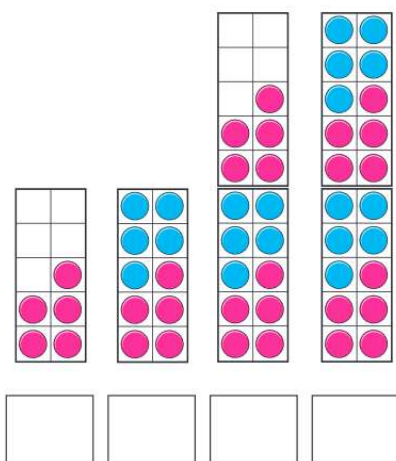
Work with a partner.

Can you count up to 50 together?

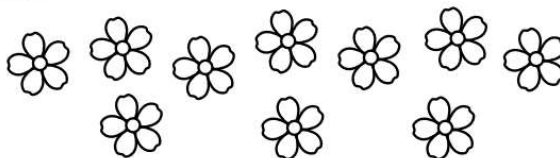
Now try counting down in 2s from 50

## Lesson 2 - Summer term Week 7 (W/C 8<sup>th</sup> June) - Lesson 2 - Counting in 5's

1 What are the numbers?



3 Colour 35 petals.



4 Fill in the missing numbers.

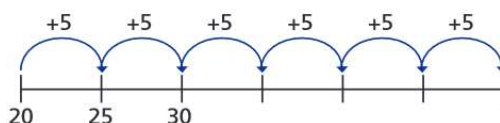
a)

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

b)

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

c)



2 How many spots are there in total?



There are  spots in total.

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?

# Lesson 3 - Summer term Week 7 (W/C 8<sup>th</sup> June) - Lesson 3 - Counting in 10's

1 How many muffins are there altogether?

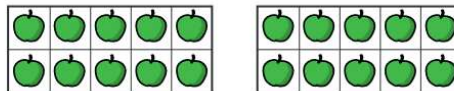


There are  muffins on each tray.

There are  trays.

There are  muffins altogether.

2 How many apples are there altogether?



There are  apples on each ten frame.

There are  ten frames.

There are  apples altogether.

3 How many counters are there altogether?



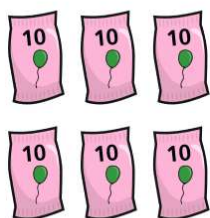
There are  counters altogether.

4 Complete the number tracks.

10	20					
----	----	--	--	--	--	--

70		50				
----	--	----	--	--	--	--

5 Tom has these balloons.



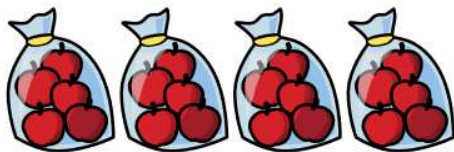
He needs 60 balloons for a party.

Does Tom have enough balloons? \_\_\_\_\_

How do you know?

# Lesson 4 - Summer term Week 7 (W/C 8<sup>th</sup> June) - Lesson 4- Add equal groups

1 Complete the sentences.



There are  apples in each bag.

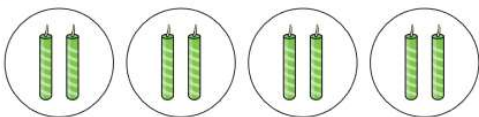
There are  bags.

There are  equal groups of

There are  apples altogether.

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

4 How many candles are there?



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

There are  candles.

5 Use counters to show the equal groups.

Complete the number sentences.

a)  $2 + 2 + 2 + 2 = \square$

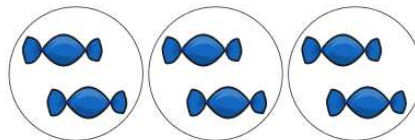
b)  $5 + 5 + 5 + 5 + 5 = \square$

6 There are 7 equal groups of 5 counters.

How many counters are there altogether?

There are  counters altogether.

2 How many sweets are there?



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

There are  sweets.

3 How many marbles are there?



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

There are  marbles.

## The 2 times-table



- 1 Write a fact from the 2 times-table to match the picture.

a)



$$\square \times \square = \square$$

b)



$$\square \times \square = \square$$

c)



$$\square \times \square = \square$$

- 4 Complete the number sentences.

a)  $3 \times 2 = \square$

f)  $\square = 12 \times 2$

b)  $\square = 9 \times 2$

g)  $2 \times \square = 2$

c)  $2 \times 5 = \square$

h)  $2 \times 0 = \square$

d)  $2 \times \square = 4$

i)  $14 = 2 \times \square$

e)  $12 = \square \times 2$

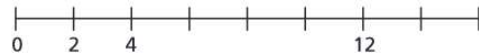
j)  $\square \times 2 = 22$

- 5 Teddy has £8

Rosie has twice as much money as Teddy.  
How much money does Rosie have?

Rosie has £  $\square$

- 2 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

1 times-table    2 times-table

3 times-table

How do you know?

- 3 Complete the array and times-table fact so that they match.

a)



$$2 \times 2 = \square$$

b)



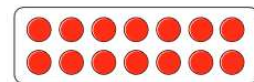
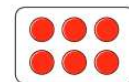
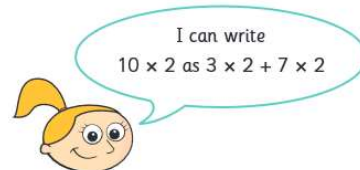
$$2 \times 5 = \square$$

c)



$$2 \times \square = 8$$

- 6 Eva is writing  $10 \times 2$  in different ways.



Find three more ways that you can write  $10 \times 2$

Use counters to help you.

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

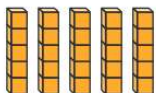
Compare answers with a partner.



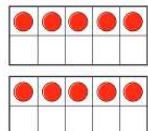
# The 5 times-table



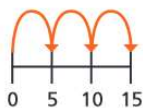
1 a) Match the picture to the times-table fact.



$3 \times 5$



$2 \times 5$



$1 \times 5$



$5 \times 5$

3 Complete the number sentences.

a)  $5 \times 5 =$

f)   $= 11 \times 5$

b)   $= 9 \times 5$

g)  $5 \times$    $= 5$

c)  $5 \times 6 =$

h)  $5 \times 0 =$

d)  $5 \times$    $= 40$

i)  $10 = 5 \times$

e)  $35 =$    $\times 5$

j)   $\times 5 = 60$

4 How much money does Ron have?



Complete the multiplication.

$\times$    $=$

Ron has  p.

b) Draw a picture to show  $4 \times 5$



2 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table

2 times-table

5 times-table

How do you know?

5 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

$7 \times 5$    $5 \times 8$

$6 \times 5$    $4 \times 5 + 2 \times 5$

$2 \times 5$    $3 \times 5 - 1 \times 5$

$12 \times 2$    $2 \times 12$

6 A sandwich costs £2 and a box of crayons costs £5



Jack buys 5 sandwiches and 3 boxes of crayons. How much does he spend in total?

Jack spends £



# Lesson 3 - Summer term Week 6 (W/C 1<sup>st</sup> June) - Lesson 1 - The ten times table

## The 10 times-table



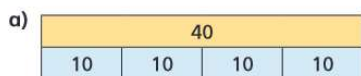
- 1 How many cookies are there?



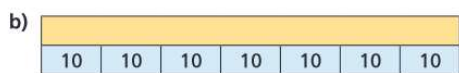
$$\square \times 10 = \square$$

There are  $\square$  cookies.

- 2 Complete the multiplication fact to match the bar model.



$$\square \times \square = \square$$



$$\square \times \square = \square$$

- 5 Complete the number sentences.

a)  $2 \times 10 = \square$  f)  $\square = 10 \times 10$

b)  $\square = 7 \times 10$  g)  $10 \times \square = 10$

c)  $10 \times 4 = \square$  h)  $10 \times 0 = \square$

d)  $10 \times \square = 110$  i)  $30 = 10 \times \square$

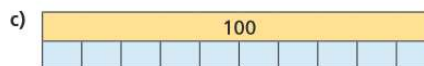
e)  $80 = \square \times 10$  j)  $\square \times 10 = 90$

- 6 Eva is 7 years old.

Her gran is 10 times older.

How old is Eva's gran?

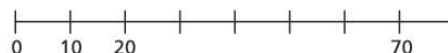
Eva's gran is  $\square$  years old.



$$\square \times \square = \square$$

- 3 Draw a bar model to represent  $5 \times 10$

- 4 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

10 times-table   5 times-table   1 times-table

How do you know?

- 7 Four children each have some money.

Teddy has this money.



Dora

I have twice as much money as Teddy.



Rosie

I have ten times as much money as Dora.

I have five times as much money as Teddy.



Jack

How much money do they each have?

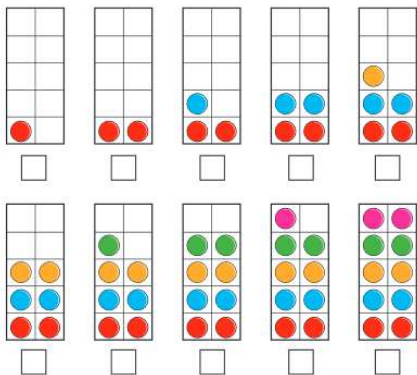
Teddy has  $\square$  p   Dora has  $\square$  p

Jack has  $\square$  p   Rosie has  $\square$  p

## Odd and even numbers

White  
Rose  
Maths

- 1 Eva uses counters to make the numbers from 1 to 10

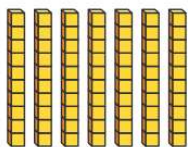


Tick all the numbers that are even.  
What do you notice about all the even numbers?

- 2 Use counters and ten frames.

- Show that 14 is an even number.
  - Show that 15 is an odd number.
  - Work out whether 18 is even or odd.
- Compare answers with a partner.

- 5 Dexter makes the number 70 from base 10



70 is odd as you cannot share into 2 equally.



What mistake has Dexter made?

- 6 a) Teddy has a 2-digit number.

The 1st digit has been covered up.

Is Teddy's number odd or even?  
Circle your answer.

odd      even      you cannot tell

How do you know?

- b) Dora has a 2-digit number

The 2nd digit has been covered up.

Is Dora's number odd or even?  
Circle your answer.

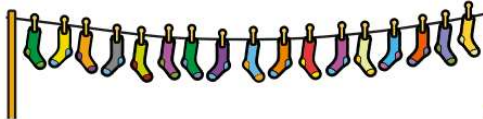
odd      even      you cannot tell

- 3 Draw circles to show the groups.

- a) Group the shoes in 2s to show that 16 is even.



- b) Group the socks in 2s to show that 17 is odd.



- 4 Colour all the even numbers.

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

What do you notice about the last digit of all the even numbers?

- 7 Roll 2 dice and find the total.

Complete the table.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	$3 + 2 = 5$	odd

What patterns can you spot?

- 8 Whitney is making a number pattern.

, 5, 7, 9, 11, 13, 15, ,

- a) Write the missing numbers.

- b) Write 2 numbers greater than 30 that could be in the pattern.

- c) Write 2 numbers greater than 60 that could not be in the pattern.



## English

This week we are learning to write our own travel journals about an African Safari trip. We are going to think about the structure of a travel journal and the parts we need to include. Then, over the next two weeks, we will write our travel journal focusing on each sentence to make sure it is super. You can write this by hand on paper at home or you can type it up. You can use your own paper or you can find templates to help you on our class blog on Purple Mash.

### Lesson 1 - Modelled Example and writing our first impressions

#### Activity 1: What a good one looks like

Read the example travel journal about a trip to the South Pole. What do you notice? What features can you see? There are the following features to find:

1. Arrival and first impression
2. The best bit
3. Interesting things I saw
4. Unforgettable moment
5. Recommendation
6. Summary

### Travel Journal - South Pole - 6<sup>th</sup> January

#### Amazing Antarctic Adventure!

##### A trip of a lifetime

Overall, this trip has been the most awe inspiring and eye-opening journey I have ever been on.

Magnificent glaciers, wide oceans and staggeringly beautiful icebergs were some of the wonderful aspects of this expedition.

Not only was the environment breath-taking but abundance of animals I met on route, I was constantly taking photographs to capture the magic.

##### First Impressions

What shocked me first on arrival, was the aqua-marine as blue as a glinting sapphire. It was clear and bright. The South Pole glinted on the horizon; white, wonderful, wintry.

##### Best Bit!

###### Sunset


I will never forget the evening of 13<sup>th</sup> January as the frost bit at my fingers at 10:45pm. A bright orange crystallised sun was perfectly in the frozen sky. This marked the end of the day of exploring. It was made more beautiful as a silhouette of a puffin could be seen high on an iceberg.

##### The best animals I saw

###### Penguin

The European Penguin was majestic and tall. The male penguins gathered at night, huddled to keep the newly hatched eggs warm. The kind and caring dads stretched and arched their bodies to shield the newborns from the bitter wind.

Tour Guide told us



They can get as tall as  
115cm!!

### Orca Whale

Orcas are highly intelligent mammals of the sea. They have their own watery language to communicate messages to their families. When they come to the surface to breath in air, there is a dramatic fountain of water.

Tour Guide told us

Orcas are warm blooded!

### Unforgettable Moment

The giant iceberg - big, bright and glistening, creaked, groaned and cracked across the sea. As I reached to touch it, it was icy, freezing and frosty. This was unforgettable - I was overjoyed. At this moment, I knew this was the most overjoyed I had felt in years.

### Recommendation

Are you ready for something different? The South Pole: beautiful, frosty and magical. Pack your bag and go now! You don't know what you're missing.

### Activity 2: Word Bank (African Safari Travel Journal)

Watch this clip from the Lion King until 2:20. <https://www.youtube.com/watch?v=GibiNy4d4gc>

Look at the desert. How could you describe it? Can you add any more words?



### Activity 3: Sentence Writing

1. Your first sentence needs to include a simile to describe the colour of the desert. E.g. *What struck me first on arrival was the desert as brown as a rich cup of coffee.*
2. Your second sentence needs to have two adjectives to describe what the desert looks like joined by the conjunction 'and.' E.g. *It was golden and humid.*
3. Your third sentence needs to use adjectives with alliteration to describe what the desert looks like. Alliteration means the words start with the same letter. E.g. *The desert rolled out before me - warm, wonderful, wild.*

### Lesson 2- Writing the best bit

#### Activity 1: Word Bank

Watch <https://www.youtube.com/watch?v=GibiNy4d4gc> again to 2:20. Look at the photos below. How could you describe this moment? How could you describe the giraffe silhouettes? What can you add to the word bank?

I will always remember...



The best part...



stretched

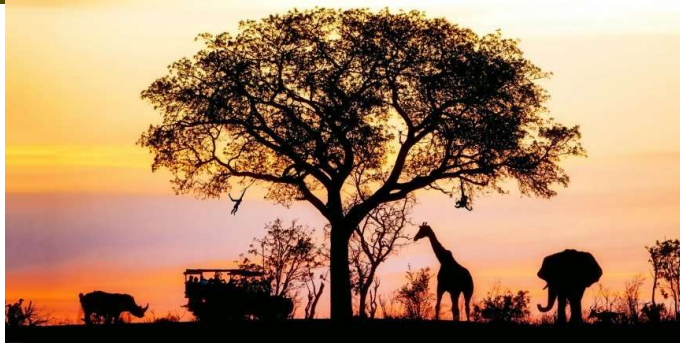
marked

heralded

It will never leave my mind...

burnt orange

crushed tangerine



I will never forget...

awe-inspiring

majestic

## **Activity 2: Sentence writing**

1. Your first sentence is about the sunrise. You need to use adjectives to describe what the sunrise looks like. You also need to include powerful verbs (doing words.) E.g. *I will always remember the morning of the 13<sup>th</sup> January, as I looked out onto the horizon, burnt oranges melted into the warm sky.*
2. Your second sentence needs to be about the start of the first day on Safari. You need to use a powerful verb in the past tense. E.g. *This heralded the beginning of my day on Safari.*
3. Your third sentence needs to describe the giraffe silhouettes. Try to think of different words to beautiful. E.g. *It was made more magnificent as a silhouette of a giraffe could be seen in the distance amongst the mist.*

**Challenge:** Can you write more than 1 sentence about what the sunrise looks like? Can you write more than 1 sentence about the giraffes? It still needs to describe the silhouettes using adjectives.

## **Lesson 3 - Research**

For today's activity, you need to become an expert on two different safari animals. For example, a rhino, a meerkat, a lion, an elephant, a stork, a flamingo, a giraffe, a gazelle, a zebra, or a baboon. You could use books at home or the internet to help you find out your information. You may find this website useful: <https://www.kidsdiscover.com/spotlight/african-safari-for-kids/7/> You can also find information about safari animals on our class blogs on Purple Mash.

## **Lesson 4 - Interesting animals I saw (1)**

### **Activity 1: Word bank**

Think about one of the animals you have researched. How could you describe them? What would a tour guide say about them? What formal language would be used to tell us the facts?

flamingo

elegant



graceful

pink like candy floss

colourful

expert

glare

sleep

stare



king

mane

### **Activity 2: Sentence Writing**

1. Your first sentence needs to describe your chosen animal that you have researched. You need to use 2 adjectives. E.g. *The flamingos were pink and graceful.*
2. Your second sentence needs to include some factual information about your chosen animal. You need to use the information you gathered yesterday. E.g. *Flamingos rest on one leg. They are expert predators of small fish.*
3. Your third sentence needs to be something that the tour guide has told us. This could be a fun fact. E.g. *The tour guide told us, "the underside of the flamingos feathers are black."*

**Challenge:** Can you write more than 1 sentence to describe your chosen animal? You still need to include adjectives. Can you write more than 2 facts about your animal? You still need to include formal language.

We look forward to reading your travel journals on our class blogs or as they are emailed to us.

### **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



## Grammar:

## Using Verbs

Complete these sentences using these verbs.

ate	chased	watched	stopped	got
ran	read	rode	jump	rained
flooded	flew	missed	disappeared	climbed

- The dog \_\_\_\_\_ the cat.
- Rana \_\_\_\_\_ for the bus but she \_\_\_\_\_ it anyway.
- Kuba \_\_\_\_\_ a chocolate ice cream.
- I \_\_\_\_\_ a scary film and it made me \_\_\_\_\_!
- The lift \_\_\_\_\_ and a lot of people \_\_\_\_\_ out on the fifth floor.
- Kareena \_\_\_\_\_ her book and then \_\_\_\_\_ her bike.
- It \_\_\_\_\_ so much last night that the garden was \_\_\_\_\_.
- It was very late by the time Jack \_\_\_\_\_ into bed.
- The bird \_\_\_\_\_ high in the sky and soon \_\_\_\_\_ from sight.



## Art

For the next two weeks, we will be studying Art. This week we will be looking at identifying and discussing different patterns, using ICT to create an African inspired piece, and creating a piece of artwork based on animal prints.

### **Lesson 1 - Identifying and discussing different patterns**

We would like you to create your own artwork using different shapes inspired by African patterns. Below are a range of different African patterns for inspiration.



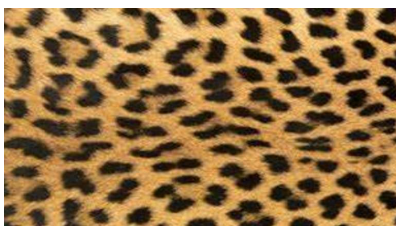
Use a variety of different coloured pieces of paper (if you don't have coloured paper, just colour in your pieces with coloured pens or pencils) to cut shapes out of. Think about folding your paper so you can cut more than one out at a time.

Steps for success:

- Use a variety of colours
- Make sure you are following a pattern
- Be creative but keep it simple!

### **Lesson 2 - To create a piece of artwork based on animal prints**

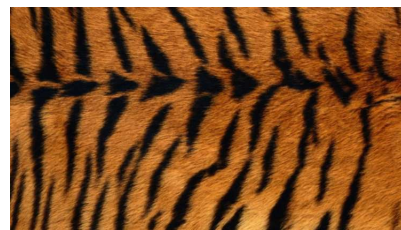
We would like you to create one of the animal prints below. This can be done with paints, pencils, crayons etc and think about the different ways you could make the different patterns. For example- Elephant - paint the page grey and then make the marks with the other side of the paint brush. Cheetah - Sponge print patterns etc.



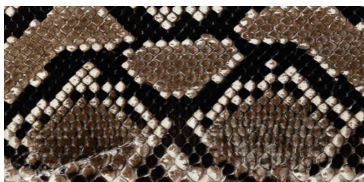
Cheetah



Elephant



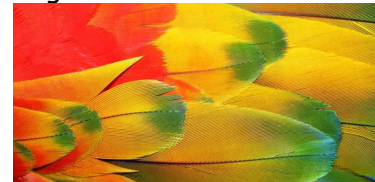
Tiger



Snake



Zebra



Parrot



Giraffe

Steps to success

- Use similar colours to the patterns you have chosen
- Be creative in your use of creative materials

Can your class work out the animal print you have created?

### **Lesson 3 - Using ICT to create an African inspired piece of artwork.**

For your last art task this week a 'to-do' has been set on Purple Mash called 'My African pattern'. Use your knowledge of the artwork you have created this week to create one using your ICT skills.

We look forward to seeing all your great pieces you create on the class blog or class email.

*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.*