

Home Learning KS1 Week Beginning: 13th 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 12 (W/C 13th July) - Lesson 1 - Time to the hour

2 Complete the pattern.

1 Match the clocks to the times.



8 o'clock



6 o'clock



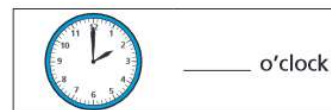
4 o'clock



1 o'clock



1 o'clock



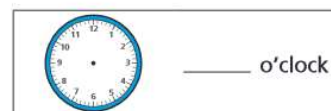
_____ o'clock



3 o'clock



4 o'clock



_____ o'clock

What time comes next?

3 Tick the time that matches the clock.



3 o'clock

12 o'clock



3 o'clock

12 o'clock

4 Tick the time that is more likely.

a) Mo goes to school.



b) Mo goes to bed.



c) Mo has lunch.



Lesson 2 - Summer term Week 12 (W/C 13th July) - Lesson 2 - Time to the half hour

2 Match the clocks to the times.

1 Match the clocks to the times.



half past 7



half past 10



half past 1



half past 4



8 o'clock



half past 8



half past 3

3 Tick the time that matches the clock.



6 o'clock

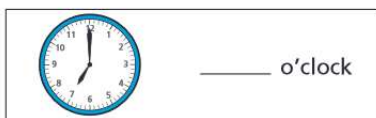
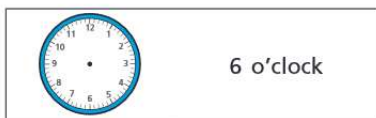
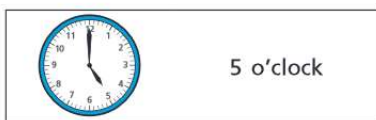
half past 6



6 o'clock

half past 12

4 Complete the pattern.



What time comes next?

Lesson 3 - Summer term Week 12 (W/C 13th July) - Lesson 3 - Writing time

2 Choose a word to complete the sentences.

seconds

minutes

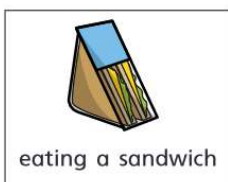
hours

a) The film lasted for 2 _____.

b) Break time is 20 _____.

c) Jo can do 5 star jumps in 20 _____.

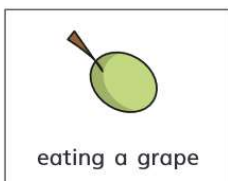
1 Match the activity to the time it takes.



seconds



minutes



hours

3 Ask a partner to use a timer.

a) How many smiley faces can you draw in 10 seconds?

b) What number can you count to in 20 seconds?

c) How many star jumps can you do in 1 minute?

- 4 The toy train goes round the track twice in 3 minutes.



Kim

The train will go round the track more times in 1 hour because hours are longer than minutes.



Ron

The train will go round the track fewer times in 1 hour because 1 is less than 3

Who do you agree with? _____

Talk about your answers.

Lesson 4 - Summer term Week 4 (W/C 13th July) - Lesson 4 - Comparing time

- 1 Tick the longest time in each set.

a) 1 minute 1 second 1 hour

b) 1 week 1 month 1 day

- 2 Tick the shortest time in each set.

a) 1 minute 1 second 1 hour

b) 1 week 1 month 1 day

- 3 Write >, < or = to compare the times.

1 day ○ 1 week

7 days ○ 1 week

1 month ○ 1 week

- 4 Three children ran a race.

Ron



65 seconds

Kim



53 seconds

Sam



60 seconds

Complete the sentences.

- a) _____ was the fastest.
b) _____ was the slowest.
c) _____ was faster than Sam.

- 5 Use a stopwatch to compare how long each activity takes.

- Counting to 10
- Writing your name 3 times.
- Building a tower of 10 cubes.

Use these words and phrases.

fastest

slowest

faster than

slower than

O'clock and half past



1 Match the clocks to the times.



7 o'clock



3 o'clock



12 o'clock



10 o'clock

Complete the sentence.

At o'clock, the minute hand points to

3 Write the time shown on each clock.

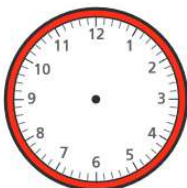
Use the word bank to help you.

o'clock

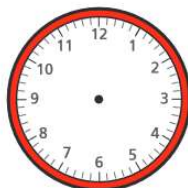
half past



4 Draw hands to show the time on each clock.



half past 11



half past 3



2 Match the clocks to the times.



half past 4



half past 1



half past 9

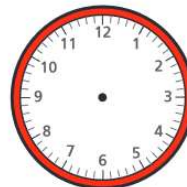


half past 6

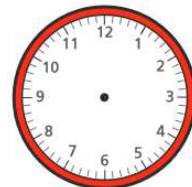
Complete the sentence.

At half past, the minute hand points to

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4 o'clock



1 o'clock

5 Circle to show whether each sentence is true or false.

a) The clock shows 6 o'clock.

true

false



b) The clock shows half past 10

true

false



c) The clock shows half past 12

true

false



Compare answers with a partner.



Quarter past and quarter to



1 Match the clocks to the times.



quarter past 1



quarter past 12



quarter past 9



quarter past 5

Complete the sentence.

At quarter past, the minute hand points to

3 Write the time shown on each clock.

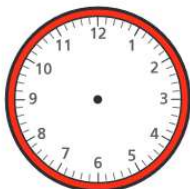
Use the word bank to help you.

quarter to

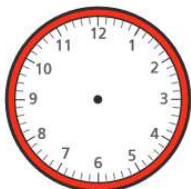
quarter past



4 Draw hands to show the time on each clock.



quarter past 11



quarter past 3

2 Match the clocks to the times.



quarter to 10



quarter to 1



quarter to 7

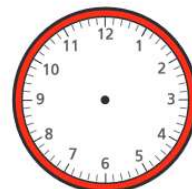


quarter to 3

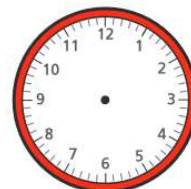
Complete the sentence.

At quarter to, the minute hand points to

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quarter to 4



quarter to 1

5 The clocks have no numerals.



a)



You can still work out what time they show.

Why does Dora think this?

b) Write what time each clock shows.

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Telling time to 5 minutes



1 Complete the table.

	5 past 1
	<input type="text"/> past 1

3 Write the time shown on each clock.

 _____	 _____
 _____	 _____

4 Write the time shown on each clock.

 _____	 _____
 _____	 _____

2 Complete the table.

	25 to 2
	<input type="text"/> to 2

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5 Jack and Mo read the time on the clock.

Jack

It is quarter to 5

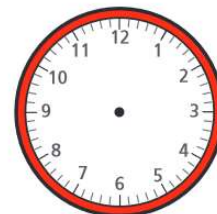
Mo

It is 15 minutes to 5

Who is correct? _____

How do you know?

6 Draw on the clock to show 25 minutes past 3

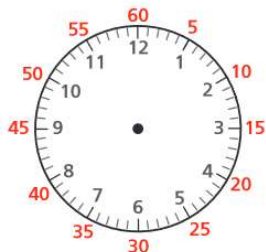


Hours and days



1 Complete the sentences.

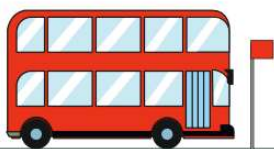
You can use the clock to help you.



- There are minutes in 1 hour.
- There are minutes in half an hour.
- There are minutes in quarter of an hour.
- There are minutes in one and a half hours.

3 Annie and her mum take the bus to Gran's house.

The bus ride takes one hour.



- What time will Annie and her mum arrive if the bus leaves at 9 o'clock?

- Annie and her mum get the bus home. They get off the bus at quarter to 2. What time did they get on the bus?

4 Amir went to the cinema.



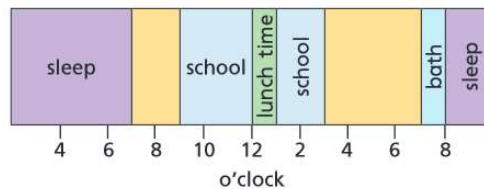
What time did the film end? _____

2 Complete the table.

60 minutes earlier	Time now	30 minutes later
3 o'clock		half past 4

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5 The bar model shows a section of Dexter's day.



- What time did Dexter go to bed?

- What time did Dexter get up?

- What do you think Dexter did between 7 o'clock and 9 o'clock in the morning?
- What was Dexter doing at 6 o'clock in the morning?

- What could Dexter have been doing at 6 o'clock in the evening?

6 Work with a partner to draw a bar model showing your day.

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English

This week we are continuing to write our own travel journals about an African Safari trip. We are going to finishing writing the second half of our travel journals. We are going to make sure we include the features and super sentences. You can write this by hand or type it. You can use your own paper or you can find templates to help you on our class blog on Purple Mash.

Monday - Writing about interesting animals (2)

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 could you use to tell us the facts?



rhino

angry

dangerous

grey

large

horned

clumsy

fierce

expert



king

mane

glare

sleep

stare

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 rhino was enormous and grey.*
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. *Rhinos are hugely territorial and protective of their young. They like to lounge in muddy pools to keep cool during the hottest points of the day.*
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, "Rhino means nose horn."*

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.

Tuesday - Writing the unforgettable moment

Activity 1: Word Bank

Think about waterfalls. What do they sound like? What do they look like? How could describe how the water moves? What is the water like? Add words to describe the waterfall to the word bank.

I will always remember...

The best part...

stretched

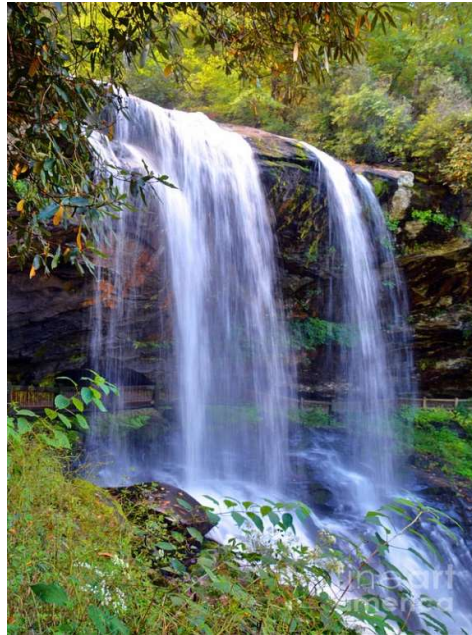
It will never leave my mind...

delighted

overjoyed

flowed

travelled



crashed

meandered

cascaded

I will never forget...

refreshing

majestic

Activity 2: Sentence writing

1. Your first sentence is about the most unforgettable moment on the Safari. You need to use 3 adjectives (describing words) and 3 sound words for what the waterfall sounds like. E.g. *The dramatic waterfall fresh, warm and glistening, splashed, crashed and bashed across the rocks.*
2. Your second sentence needs to be about what the waterfall feels like. You need to include 3 adjectives. E.g. *As I reached to touch the waterfall, it was cold, refreshing and powerful.*
3. Your third sentence needs to be about how you felt at this moment. You need to use a more interesting word than happy. E.g. *This was unforgettable - I was overjoyed.*

Challenge: Can you write more than 1 sentence about what the waterfall is like or what it feels like? Can you write more than 1 sentence about how you felt at that moment?

Wednesday - Recommendation

Activity 1: Word Bank

Collect words that would persuade someone to go on an African safari. Try to think of question words too as this will help you to write a rhetorical question. Collect imperative (bossy) verbs.



would

would

could

jump

dash

magical book lifetime
spellbinding enchanting
hop



Activity 2: Sentence Writing

1. Your first sentence needs to be a question, which persuades another person to go on an African safari. You need to include a question mark. E.g. *Are you ready for something different? What could be better than a trip of a lifetime to the African savannah.*
2. Your second sentence needs to describe the Savannah. You need to use a list of 3 adjectives (describing words). E.g. *The African Plains - mysterious, magical and spellbinding.*
3. Your third sentence needs to be a command which has an imperative verb (bossy verb). E.g. *Hop on a plane and discover the delights of the African Deserts.*

Challenge: Can you write more than 1 question persuading the reader to go on an African safari? Could you include more than 1 sentence about the Savannah? Maybe you could describe the sounds, smells or how it feels.

Thursday - Summary

Activity 1: Word bank

Think about words that summarise the trip and would make someone else want to go on an African safari.

vast

immense



golden

stunning

dramatic

overall...



in summary...

majestic

sundrenched



all things
considered...

because

Activity 2: Sentence Writing

1. Your first sentence needs to sum up your whole trip. You need to start with a summary word. E.g. *Ultimately this trip has been the most stunning and magnificent journey of my life.*
2. Your second sentence needs to conclude the trip with 3 powerful adjectives. E.g. *Sundrenched skies, dramatic rocks and misty horizons were some of the wonderful aspects of this expedition.*
3. Your third sentence needs to tell the reader why you couldn't stop taking photos. It needs to include the subordinate conjunction because. E.g. *I couldn't stop taking photographs because the views were so stunning.*

Challenge: Over the summer holiday, write your own travel journey about a real or imagined trip. These can be shared with your class teacher in September.

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						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			

Grammar:

This week a set of tasks have been set on purple mash to be completed. The two games below will look at using a range of punctuation within sentences.

Year 1 - Jim takes out all the rubbish.

Year 2 - Little Red meets the Wolf.

Also a task has been set for both year 1 and year 2 looking at different sentence types - Toy shelf.

Art

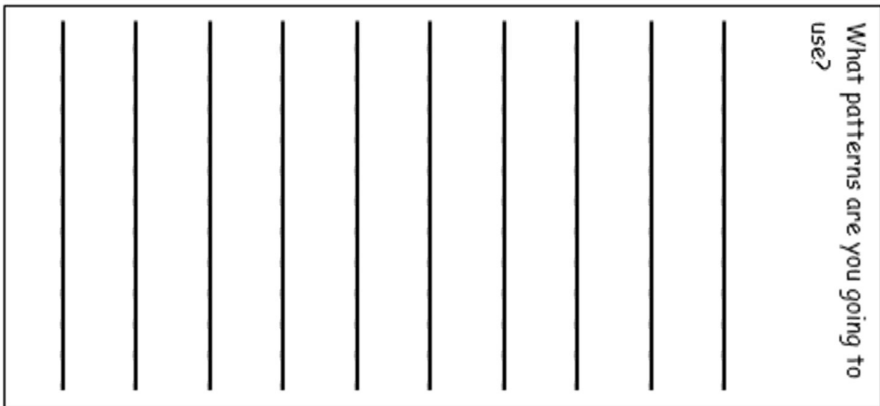
This week we are continuing to produce pieces of art based on African patterns. We are going to African clothing and the patterns the use. This will help to create our own t-shirt design.

Lesson 1 - To plan and design a pattern based on what we have learnt.

For this lesson we would like you to plan and design your own t-shirt inspired by fabrics and designs used in the Africa culture. On the class blog a powerpoint will be shared showing the work of 2019 Great British Sewing Bee winner, Juliet Uzok. Juliet's designs featured a great deal of African patterns.

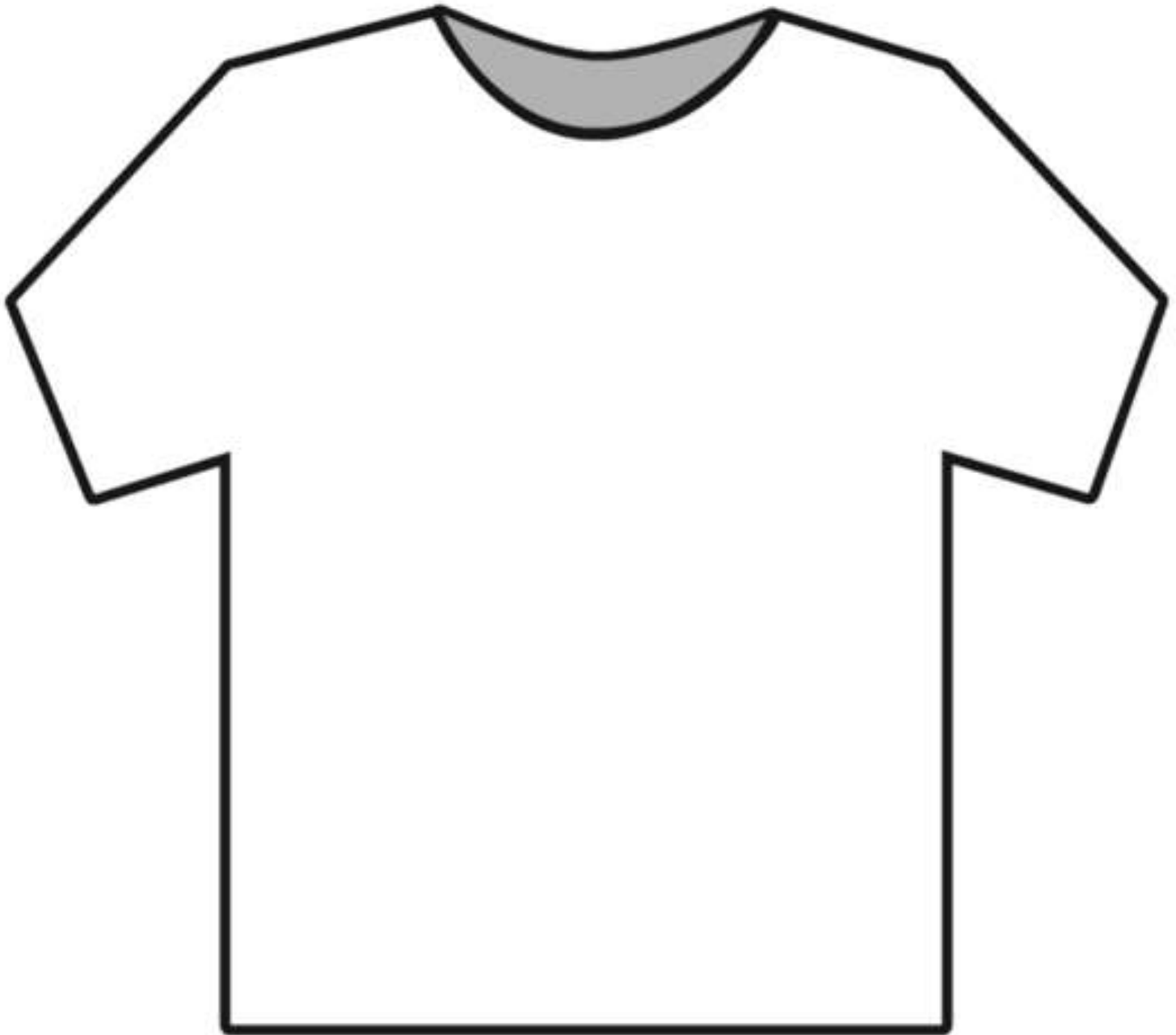
Think about the patterns we have seen - what shapes are you going to use? Are you going to do animal print? How would you make that print?

What resources do you need?



Lesson 2 - To create a design based on a pre-made plan.

Using the design you created in your last lesson, you now need to transfer this on to t-shirts, these don't have to be on actual t-shirts! You can use the template below, use spare fabric (if you have any) or you could even make your t-shirt out of sticks and use natural resources to create patterns! Be as creative as you like!



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.