



"Walking with Jesus to be the best we can be"

## St Joseph's Catholic Primary School Home Learning Pack

### Class Rowan Year 1 Weeks of: 29.6.20 and 6.7.20

Home learning is changing. This change is to maintain the home learning whilst ensuring the staffing need in school is met as more children begin to return to school. More people are also returning to work. We understand that juggling home learning and work can be tricky and we understand that continuing this is a big ask. Knowing everyone's situation is different, we have decided to change the amount of work and the way that we are sending the work home (every two weeks). Now you will get 6 Maths, 6 English and 6 other subject activities every other Monday. All resources are designed to be used as a support to the learning - printing is optional. Many activities are also purposefully designed to naturally flow into the next to help. The suggested timetable has been removed, as you will have found a routine that works well for you as a family. Please look at previous home learning planning if you still need it. Please continue to share your fun and learning with us at [admin@stjo.uk](mailto:admin@stjo.uk) : **For Mrs Robertson/Mrs Boatman, Rowan Class.**

- Please continue reading daily with your child and use the 'My Year One Words' document to support hand-writing and spelling, to give them the best start possible going into Year Two.
- Please also continue to use opportunities to count (forward and backward) to reinforce number and build mathematical language into your conversations where you can (e.g. more, less, the same/equal, sharing, groups of, add, take away) to reinforce maths concepts.
- Keep talking, creating and playing together. Developing these will support their learning confidence and are excellent foundations to support further learning.

As part of this pack we are thinking about our lifeboat station and the importance of beach safety. There are online games that compliment this learning pack found at: <https://rnli.org/youth-education/education-resources/online-learning>.

For additional learning challenges beyond this school pack, please access activities on the school website and recommended sites: <https://www.thenational.academy/online-classroom/subjects/#subjects> and bbc bitesize: <https://www.bbc.co.uk/bitesize/dailylessons>.

Happy Home Learning!

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## Reading

Please enjoy a bedtime story together each night! When you are reading think about what might happen next in the story, how characters are feeling, what you like/dislike about the writer's choices. In your reading is there anything surprising? If you read a non-fiction text, how is it presented? What do you notice? With anything you read, are there any ideas that the writer uses that you could try to adapt to your own writing? Within this pack you will learn about literal information, inferential information and the importance of learning new vocabulary- try to use these skills in reading (inference is the most tricky but with practise it gets easier).

## Phonics/Spellings/Handwriting (learning challenges are in bold and underlined)

This pack continues a focus on capital letters, along with other punctuation. If you still need to practise capital letters- the capital letters practise handwriting document can be found in the last set of home learning which shows you what the capital letter looks like with its lower case buddy. If you have a printer you are welcome to print this out, however you could also simply practise on paper. Top tip: test yourself by first writing your lower case abc and then your upper case capital alphabet and only practise the ones you don't know. Your grown up can help you spot which capital letters you are not sure of and help you to find what it should look like on the capital letters handwriting document.

The second of three **phonics packs** is also available on the website. Please try to complete this second pack over these two weeks ready for your next pack. In each pack you are shown images (borrowed from Twinkl) of a phonics family, given a list of words from that phonics family for your grown up to read that you can sound talk to try to spell and provided with a phoneme spotter task where you can sit with your grown up and see if you can spot the focus family sound.

For extra phonics practise, there are daily lessons on Youtube from letters and sounds:

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw)

As always, continue to practise your '**My Year One Words**'. Using look-cover-write-check to learn the spellings of the words. Practise writing the words in your neatest handwriting, using Mister Teach on youtube to help you to know how to write the letters that you find tricky. Search: how to write the letter (followed by the selected letter).

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Maths		Activities	Resources
Sessions 1- 6	Can I tell the time to the half hour, understand the meaning of time and can I write all of the days of the week and months of the year from memory?	<p>In support of your weather focus in Topic. These whole two weeks are all about time!</p> <p>Time can be about the month i.e. the months in summer when the sun shines and the months in winter when it is cold.</p> <p>Time can be about the day i.e. which days it will rain this week.</p> <p>Time can be with a clock i.e. what time it rains.</p> <p>It can be measured in a unit i.e. how many hours it rained for.</p> <p>Periods of time we also learn about lots in history but these are much longer than a day, a week or a month ago!</p> <p>The maths in this pack has not been split into sessions. Your grown up can help you practise the knowledge or time skills that you find tricky. You should know all of the days of the week (including how to spell them), all of the months of the year (including how to spell them), you should know the different units of time and what you could do in that time. You should also be able to tell the time on both analogue and digital clocks to half an hour. All of the PDFs are designed to help with these skills Work your way through any of the PDFs that you need to practise. Work your way through the packs selecting the challenges you most need to have a go at/remind yourself of.</p> <p>Have fun with time!</p>	<p>Days of the week PDF</p> <p>Months of the year PDF</p> <p>Units of time PDF</p> <p>Tell the time o'clock PDF</p> <p>Tell the time to the half hour PDF</p> <p>Understanding telling the time PDF</p> <p>Analogue and digital PDF</p>

English		Activities A focus on promoting a love of reading, noticing punctuation, adjective choice and word play with suffixes -ed, -ing, s/es	Resources
1	Can I use comprehension skills to answer questions about The Lighthouse Keeper's Lunch?	<p>Here is the story of The Lighthouse Keeper's Lunch <a href="https://www.youtube.com/watch?v=46wCRq50Wwg">https://www.youtube.com/watch?v=46wCRq50Wwg</a>. When we read we make sense of what we are reading by:</p> <ol style="list-style-type: none"> <li>1) using the (literal) information that is given to us,</li> <li>2) using the information we work out (infer)</li> <li>3) learning more vocabulary along the way.</li> </ol> <p>This session asks you to use the three comprehension basic skills to understand more from the story. Have a go at The Lighthouse Keeper's Lunch three skills challenge PDF and practise using the skills. Try to use these skills whenever you are reading.</p>	<p>Internet</p> <p>The Lighthouse Keeper's Lunch</p> <p>Three Basic Skills Challenge PDF.</p>
2	Can I change verbs with suffixes: '-s/es', '-ing' and '-ed'?	<p>In the story there are lots of verbs. Listen to the story again with your grown up and see how many verbs (doing being or having words).</p> <p>Some examples of the root words of verbs that appeared in the story are:</p> <p style="text-align: center;"><b>perch      row      polish      clean      work      concoct      devour</b></p> <p>Ask a grown up to kindly write these onto cards/paper for you. Although they will know these words, see if you can help them out by sound talking the words for them. Write down the suffixes <b>'ing'</b> onto a card and <b>'ed'</b> onto another piece of card and play making different (real) words by adding ing/ed onto the end. See if you can tell your grown up some sentences using the words you make.</p> <p>Now (keeping them in their separate sets) sound talk these words for your grown up to write:</p> <p>Set One (special word for when it has happened in the past): <b>fly   sit   stand</b></p> <p>Set Two (e ending): <b>shine   decide   secure</b></p> <p>Set Three (short vowel consonant ending): <b>clip   happen   spot</b></p> <p>Set Four (ie ending): <b>tie   untie</b></p> <p>Talk with your grown up about how when you try to add ed or ing it doesn't always work and with their help work out what needs to be different. See if you can tell your grown up some more sentences using the new words that you make. If you need help there is the simple rules sheet on the website.</p>	<p>Cards/Paper with root words</p> <p>Card/Paper with 'ing' on</p> <p>Card paper with 'ed' on</p> <p>Card/paper with 's' on</p> <p>Card/paper with 'es' on.</p>

3	Can I notice the power of adjectives?	<p>Remember when we looked at the Hamilton task about The House That Jack Built and you noticed the description of the cheese? You can use the skills you learnt then to create some sentences to describe very different lunches. One should be appealing and one should be a lunch that you would want to avoid from its description. You will notice how your choice in adjective changes the lunch completely e.g. sour milk and mouldy cheese with furry crackers makes a very different picture than refreshing milk and with crumbly and delicious cheese with crumbly crackers. Adjectives are powerful! Have fun playing creating sentences to describe two very different lunches with them:</p> <p><b>juicy      sour      spicy      tasty      yummy      disgusting      delicious      moist</b></p> <p><b>dry      meaty      fizzy      refreshing      chewy      bitter      hard</b></p> <p><b>soft flaky      appetizing      disgusting      smelly      delicious      horrible</b></p> <p><b>mouldy      stinky      salty      sweet      awful      sickening      melted</b></p>	Pencil and paper
4	Can I write a description of my lunchtime experience?	<p><b>*Links to topic*</b> You created a lunch that you like. Your challenge today is simply to write some sentences about what you ate and what you did. Verbs you could use include:</p> <p><b>prepare/get ready      chop/cut up/divide      clean/tidy/wipe/wash/tidy</b></p> <p><b>spread/paste      pour/tip out/spill      eat/munch/gobble/nibble/chew      drink/gulp/sip</b></p> <p>Remember that when you are saying what has happened (past) you often add -ed to the end of the word. Watch out for tricky words like ate (not eaten) and drank (not drunk). Your grown up can help you. Try to use some of your adjectives from last lesson to help describe your food e.g. I gobbled up a juicy grape and then drank some delicious orange juice that was cool and refreshing. When you have written some sentences that you are happy with, double check that your sentences make sense and that you have put in punctuation and capital letters where you need them. Then see if you can improve your sentences with your adjective/verb choices. You might want to play with the order of them, use vocabulary you learnt before like: next then, after, before.</p>	Pencil Paper


		EXT- You might also like to add adverbs (how you did something e.g. carefully) or say information about where (e.g. I placed the yummy sandwich <u>on</u> the plate. The green cucumber was <u>beside</u> the red pepper and <u>near</u> the spicy crisps on the plate). Send your writing with your lunch photo to us at <a href="mailto:admin@stjo.uk">admin@stjo.uk</a> For fun, separately, create a really silly sentence e.g. I chopped the refreshing milk and drank the spicy crisps before munching the plate!	
5 & 6	Promoting a love of reading/writing... Can I understand the effect features of writing have: n what is speech and how can it appear in a story?	<p>In the story, when the seagulls talk. What they say is put in speech bubbles. When Mr Grinling or Mrs Grinling talk, what they say is put inside something called speech marks. Speech marks are a type of punctuation. You already know capital letters (ABC), full stops (.), exclamation marks (!) and question marks (?). Speech looks like this: " "</p> <p>Part one: Look at the story again and see if you can spot any speech marks or speech bubbles. What happens to the man's voice when he is reading the story and why?</p> <p>Part two: When you are reading stories with your grown up- notice when their voice changes:</p> <ul style="list-style-type: none"> <li>- If they read something with a question mark the pitch of their voice might go up.</li> <li>- If they read something with an exclamation mark or written in capital letters like BOOM they might make their voice louder.</li> <li>- If something is written in italics <i>like this</i>, they might make the parts in italics more obvious to whoever is listening.</li> <li>- When they are reading you will also notice them pause (little pauses for commas , and bigger pauses for full stops .)</li> <li>- Some of you might even be lucky enough to have a grown up that does fantastic voices- perhaps you could help them.</li> </ul> <p>Part three: Have fun sharing a stories together- taking time to concentrate on noticing where the voice changes. If you can start spotting speech (along with your other punctuation and writing features like capitals and italics), you can have fun creating voices for characters of your own- it can make reading and writing super fun!</p>	<p>Stories</p> <p>Pencil and Paper</p> <p>Internet- Lighthouse Keeper's Lunch Story</p>

		<p>Part four: In The Lighthouse Keeper's Lunch, the seagulls are called: Tom Fred and Bert. They have conversations which have helped to create your challenge: to be a detective and have a go at noticing where the punctuation has escaped. Can you spot the parts that the seagulls are saying and where they stop talking to help you do the voices? Can you spot where the missing punctuation should go; Remember capital letters and full stops/question marks/exclamation marks.</p> <p>Example: Fred called to the other seagulls, <u>"This is an excellent peach surprise boys!"</u>  Tom agreed, <u>"She's great cook Fred."</u>  Bert shouted, <u>"Mmm scrumptious lunch Tom!"</u></p> <p>Here I have underlined the speech and shown in red where I have put in capital letters and other punctuation- I even had a go at putting in speech marks.</p> <p>Now it's your turn write this out on a piece of paper, in your neatest handwriting, putting in what is missing:</p> <p>tom explained, They'll have to try harder than this to stop us  they tried the food again and cried out:  yuk  ugh  aaaak  fred asked do you want to fly here <i>again</i> tomorrow They shook their beaks. alright boys,  lets go and have lunch elsewhere</p>	
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Varied activities of Science, Music, Topic (History, Geography, Art) and R.E				
		Activities	Resources	
1	Can I design outfits to suit different weathers? (Art)	*Links to English* Mr Grinling and Mrs Grinling need your help! It doesn't matter what the weather is doing, Mr Grinling must do his job to look after people out at sea. Come rain or shine Mr Grinling tends his light. The problem is he's not had as many of his scrumptious lunches as he is used to and he's lost lots of weight so none of his clothes fit him properly! He needs to buy more clothes, only he's not sure what to get for each of the seasons in the year. Imagine each of the seasons and what you wear...To recap:	Ruler Pencil Colours  Optional: Scissors, Catalogue, Collage materials, Other art materials	
		Spring		There are lots of leaves on the trees, animals come out of hibernation (winter sleep) and there is lots of new life: lambs, chicks etc. The weather is a mix of rain and sun (this helps the plants to grow).
		Summer		The days are longer and brighter. Lots of plants are flowering and producing fruit. The weather is hot and sunny.
		Autumn		The leaves change colour and fall from the trees. Animals prepare to go into hibernation. Birds fly southwards for the winter. The weather is wet and windy.
		Winter		The trees are bare (cold weather, bare trees) and the days are shorter and darker. The weather is cold and icy.
		Your challenge is to design seasonal outfit guide for Mr Grinling. Instead of a card, you may want to do this as a lift the flap design. You could either draw or collage. If you have a catalogue at home- you might want to cut out the clothes you choose. For the most simple option using the fewest resources: fold a piece of card/paper as if you were making a birthday card. With a pencil and a ruler divide your front page into quarters- do this again for the inside (in the same way). On each section on the outside cover draw an image for each season. On the inside (in its matching section) design an outfit for Mr Grinling to suit the expected weather for that month. Talk to your grown up about your choices, explaining why you chose them.		
		Optional: To help to learn and remember the seasons. There are lots of creative activities you can try. This link just gives a few examples: <a href="https://www.youtube.com/watch?v=O5uKpzU4DA8">https://www.youtube.com/watch?v=O5uKpzU4DA8</a>		



2	Can I make a tasty lunch? (D & T)	<p>*Links to English* In the story, Mrs Grinling would make a lunch to send down the wire to Mr Grinling. Your task today is to create a delicious lunch that you like. Take a photo of your creation and share it with us at <a href="mailto:admin@stjo.uk">admin@stjo.uk</a></p> <p>With a grown up's supervision, try to have a go at some of the jobs that your grown up might normally do: see if you can have a go at <u>spreading</u> the butter/chocolate spread/jam/marmite etc (whatever you like); try (with an adults help) <u>chopping</u> and <u>preparing</u> any fruit/veg/nibbles/treats you might like; try carefully <u>pouring</u> out your own drink from a small pouring container; as well as enjoying <u>eating</u> your lunch, help with the <u>cleaning</u> up.</p> <p><b>Safety note:</b> It is important to listen carefully to your grown up, especially when using kitchen equipment. It is your responsibility to also help your grown up tidy and wash up afterwards.</p>	
3 & 4	Can I create my own weather station?	<p>Watch this clip all about the weather and different ways weather watchers keep an eye on the weather: <a href="https://www.bbc.co.uk/bitesize/clips/z9g87ty">https://www.bbc.co.uk/bitesize/clips/z9g87ty</a></p> <p>Use your weather station creation pack to create your own weather station. You will need to make a rain gauge as part of your weather station for maths next week. The rest is optional. Set your weather station up in a place that is not under cover. Using your eyes record what the weather is like each day e.g.</p>  <p>Use your weather station to also notice how much rain has fallen each day. Make a note of what you find out- keep for maths for our next maths pack.</p>	<p>Weatherstation Creation Pack</p> <p>Various resources</p> <p>Pencil and paper to make recordings.</p>
5	Can I receive and share Gods message. RE & PSHE	<p>When the apostles received the holy spirit they were given the gifts of: right judgement, courage, knowledge, understanding, wisdom, reverence, wonder and awe in God's presence and shared these with others to bring people together. Faith in God gives people strength in who they are, like lots of other parts of people's lives give them strength in knowing who they are (like their family, where they are from, what they experience etc.) You have thought lots about</p>	Internet-

		<p>what and who are important to you. Here is a link to a story you might like to share about a little girl who is proud to be herself: <a href="https://www.youtube.com/watch?v=hRFI-N4kYZk">https://www.youtube.com/watch?v=hRFI-N4kYZk</a></p> <p>In current news The Black Lives Matter campaign is being promoted. For those of you that are not sure about what Black Lives Matter is about, it is the simple message that all lives matter in an equal way and that we all should be united in this. What can you do to help others feel proud of who they are? Think about the gifts of the holy spirit when you are discussing your explanation.</p> <p>In our next pack we will be learning about other faiths.</p>	
6	Can be pretend to be a sailor sing sea shanties. (Drama & Music)	<p>Listen to Disney's Sailing Sailing/Sailor's Hornpipe Sing Along <a href="https://www.youtube.com/watch?v=sRP9rvo8CZQ">https://www.youtube.com/watch?v=sRP9rvo8CZQ</a> A sea shanty is a type of song that was sung by those working on ships at sea. Listening carefully, can you work out which part is the sea shanty of the sailor out at sea and which part is the song of those at home on dry land?</p> <p>Create a space to be your ship/boat and, while you are off on your own shiptastic adventure have a go singing along, or singing your own version of what life is like at sea. Remember that as the weather changes (calm/stormy) your journey will change what it might be like on board.</p> <p>Sayings you might use:</p> <p style="text-align: center;">Batten down the hatches (prepare for trouble)  Man overboard (if a fellow sailor falls off the ship)  Dead in the water (when there is no wind to sail your boat)  Shiver m' timbers (when something surprises you or annoys you on your journey)</p> <p>Optional Ceebeebies fun: While at sea, you could listen to Seaweed Radio from Hook and Line's hut on the beach to discover what they think a sea shanty is <a href="https://www.bbc.co.uk/cbeebies/radio/swashbuckle-seaweed-radio-sea-shanties">https://www.bbc.co.uk/cbeebies/radio/swashbuckle-seaweed-radio-sea-shanties</a> Unfortunately, they are rather terrible at sea shanties and their own ones end up all silly! I'm sure that you can create much better ones (Optional).</p> <p>In future, look out for The Exmouth shanty men who sing lots of songs about being out at sea. You might have seen them performing at our town festivals, to keep the history of our seafaring townspeople alive.</p>	<p>Internet</p> <p>Den making materials</p>