

GROUP 1
Year 1 Home learning pack
Monday 29th June – Friday 3rd July

Monday	<p>Maths: Arithmetic starter and recognise values of coins and notes. Phonics: *Teacher video* Review graphemes that make the long 'o' sound Writing: Little red riding hood – exploring the story Thematic: History - Holidays post WWII Please read a book</p>
Tuesday	<p>Maths: Arithmetic starter compare values of coins and notes Phonics: Review graphemes that make the long 'o' sound Writing: *Teacher video* Story mountain – sequence the story Science: Describing materials Please read a book</p>
Wednesday	<p>Maths: Arithmetic starter and money problem solving Phonics: Review graphemes that make the long 'o' sound Writing: Opening PE: Joe Wicks PE Art: Create circular patterns inspired by sand artists Please read a book</p>
Thursday	<p>Maths: *Teacher video* Arithmetic starter and adding money Phonics: Review graphemes that make the long 'o' sound Writing: Build up Computing: Coding Please read a book</p>
Friday	<p>Maths: Arithmetic starter and adding money Phonics: Review graphemes that make the long 'o' sound Writing: *Teacher video* Write-up opening and build up Music: Making music without instruments Please read a book</p>

GROUP 1

Monday

Maths: Arithmetic starter and recognise values of coins and notes.

Phonics: *Teacher video* Review graphemes that make the long 'o' sound

Writing: Little red riding hood – exploring the story

Thematic: History - Holidays post WWII

Please read a book

Maths arithmetic starter

Monday 29th June

4 a day – please show your working out

1. $14 + 8 = \underline{\quad}$

2. $19 - 8 = \underline{\quad}$

3. $16 \div 2 = \underline{\quad}$

4. $2 \times 0 = \underline{\quad}$

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Maths main activity: Recognise value of coins and notes

Monday 29th June

Watch the video:



<https://www.bing.com/videos/search?q=name+the+coins>

Coin Recognition Labelling Activity

Jacob has lots of different coins in his piggy bank. Can you help him identify each coin?
Look carefully at the pictures and then write or stick a label to show the coin's value.



--	--	--	--



--	--	--	--

Task 1:

Task 2: True or false (please circle your answer)

All coins are silver.



A 50p coin is bigger in size than a 5p coin.



A £2 coin is larger in size than a £1 coin.



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Here are some notes. The number in the top left corner tells you how much the note is worth. We can also tell by the colour of the note.



Task 3: Draw a line to match the note to the correct value.

£5
£10
£20
£50



Task 4: True or false (please circle your answer)

A £50 note is worth less than a £5 note.



A £20 note is blue.



All notes are the same size.



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For more money games:

<https://www.topmarks.co.uk/money/coins-game>

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Writing: Little Red Riding Hood – exploring and retelling the story

Monday 29th June

Our next piece of writing is a retelling of the story of Little Red Riding Hood. Today you are going to watch some clips and use role play to explore the story.

Watch and listen to the stories of little red riding hood:

<https://www.youtube.com/watch?v=egzPMjJlh20&t=27s>

<https://www.youtube.com/watch?v=0W86K1jBJFI&t=117s>



Task: Use the finger puppets below to re-tell the story of Little Red Riding Hood. You can be as imaginative as you like. You can use new characters or change some of the characters using the blank templates. You might want to record your puppet show and then watch it back.

Cut out the shapes and glue the ends together to make your finger puppets.



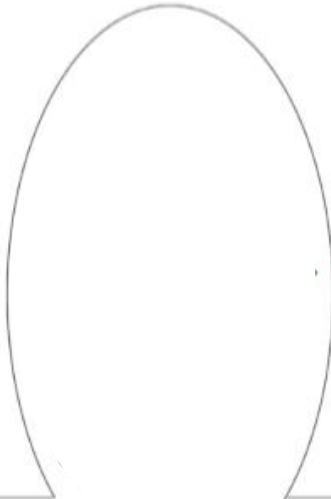
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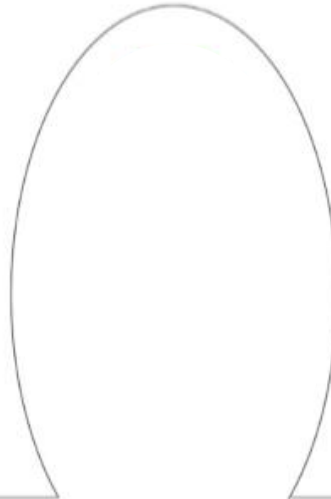
Cut around the lines



Cut around the lines



Cut around the lines



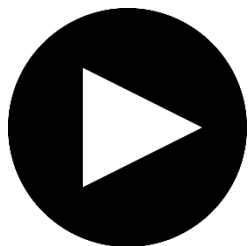
Cut around the lines

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GROUP 1

Phonics: Review graphemes that make the long 'o' sound

Monday 29th June



Watch teacher video reviewing all the graphemes that make the long 'o' sound.

Today's grapheme

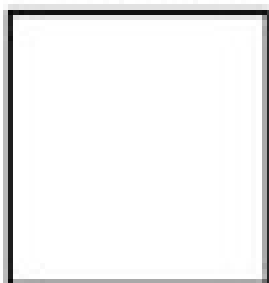


Watch this video clip:

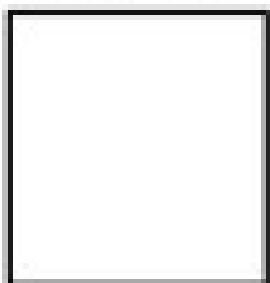
<https://www.bing.com/videos/search?q=alphablocks>

TASK: Read the words and draw the picture to match the word in the box.

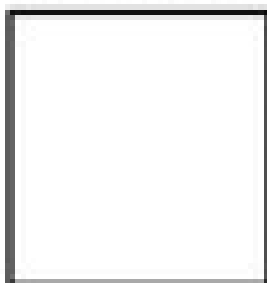
soap



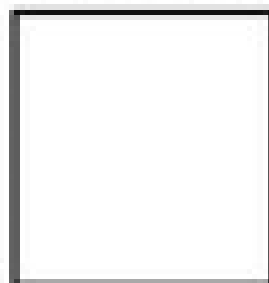
coat



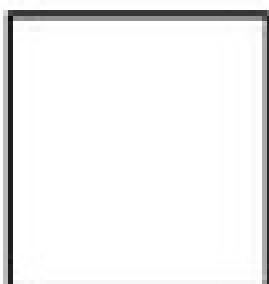
road



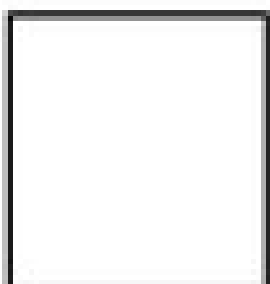
toast



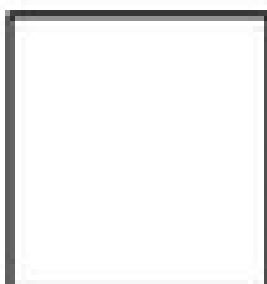
boat



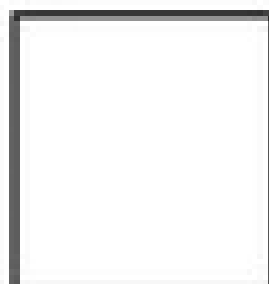
float



toad



goat



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Thematic (History): Holidays post WWII

Monday 29th June



World War II

When did WWII begin and end?

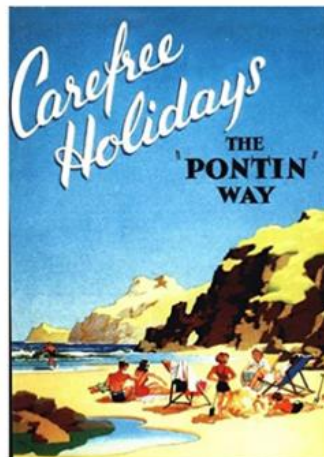
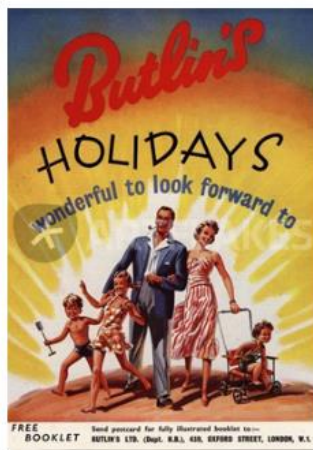
Who started the WWII?

Why did WWII start?

After WW2 people started to re-build their lives.

In the 1950s and 1960s many people would head to fun, carefree, affordable, family holiday camps such as Butlins or Pontins.

Take a look at what people did on holiday at these resorts.



Click on the links below to watch video clips of what people did on holiday at these resorts.

<https://www.youtube.com/watch?v=HPNUG2qgDm0>

https://www.youtube.com/watch?v=Zof_Nk0INEc



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In those days, the go-to destination for many vacationing in the UK was Butlins, founded by British entrepreneur Billy Butlin, where everyone from toddlers to the elderly are catered for.



Team competitions



Knobbly Knees and beauty contests



Raffles/ tombolas



Magic shows



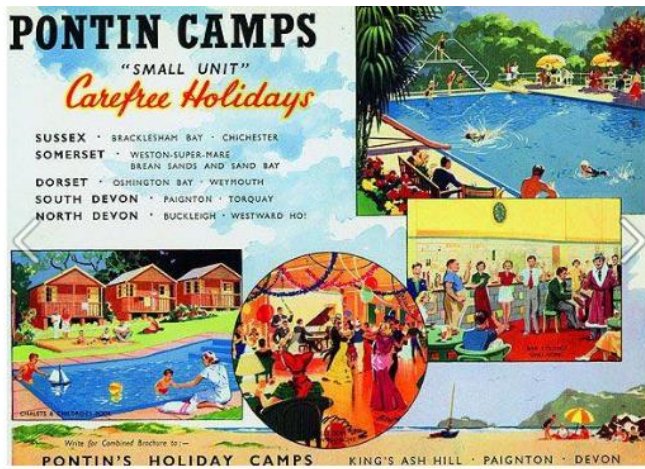
Above are pictures of different activities and games people would do and play at Butlins holiday resort.

Look at the photographs in this article:

https://www.dailymail.co.uk/travel/travel_news/article

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Look at the pictures on the slide below.



why do you think this?



Archbishop visits

Pools and outdoor activities



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Primary Sources

vs

Secondary Sources

A piece of evidence created by someone at the time of the event.

Examples include:

- Letters
- Diaries
- Government records
- Autobiographies
- Artifact
- Computer software



Information created by someone who was not present at an event, after an event happened.

Examples include:

- Newspaper articles
- Textbooks
- Biographies
- Encyclopedias
- Dictionaries
- Atlases



TASK: Research photos, posters and articles describing the experience of people who attended Pontins and Butlins holiday resorts in the 1950's.

Discuss how useful the primary and secondary sources are.

Can we trust these? Why or why not?

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Tuesday

Maths: Arithmetic starter compare values of coins and notes
Phonics: Review graphemes that make the long 'o' sound
Writing: *Teacher video* Story mountain – sequence the story
Science: Describing materials
Please read a book

Maths arithmetic starter

Tuesday 30th June

4 a day – please show your working out

1. $\frac{1}{2}$ of 10 = _____

2. $\frac{1}{2}$ of 24 = _____

3. $\frac{1}{2}$ of 12 = _____

4. $\frac{1}{2}$ of 20 = _____

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Maths main activity: Compare value of coins and notes

Tuesday 30th June

Task 1: Sort these coins and notes in order from the lowest value to the highest value.

Remember: The lowest value is worth the least. The highest value is worth the most



Write the value in the box:

Lowest												Highest
--------	--	--	--	--	--	--	--	--	--	--	--	---------

Task 2: Circle the coin or note that is worth the most in each pair

1.  or 

2.  or 

3.  or 

4.  or 

5.  or 

6.  or 

7.  or 

8.  or 

9.  or 

10.  or 

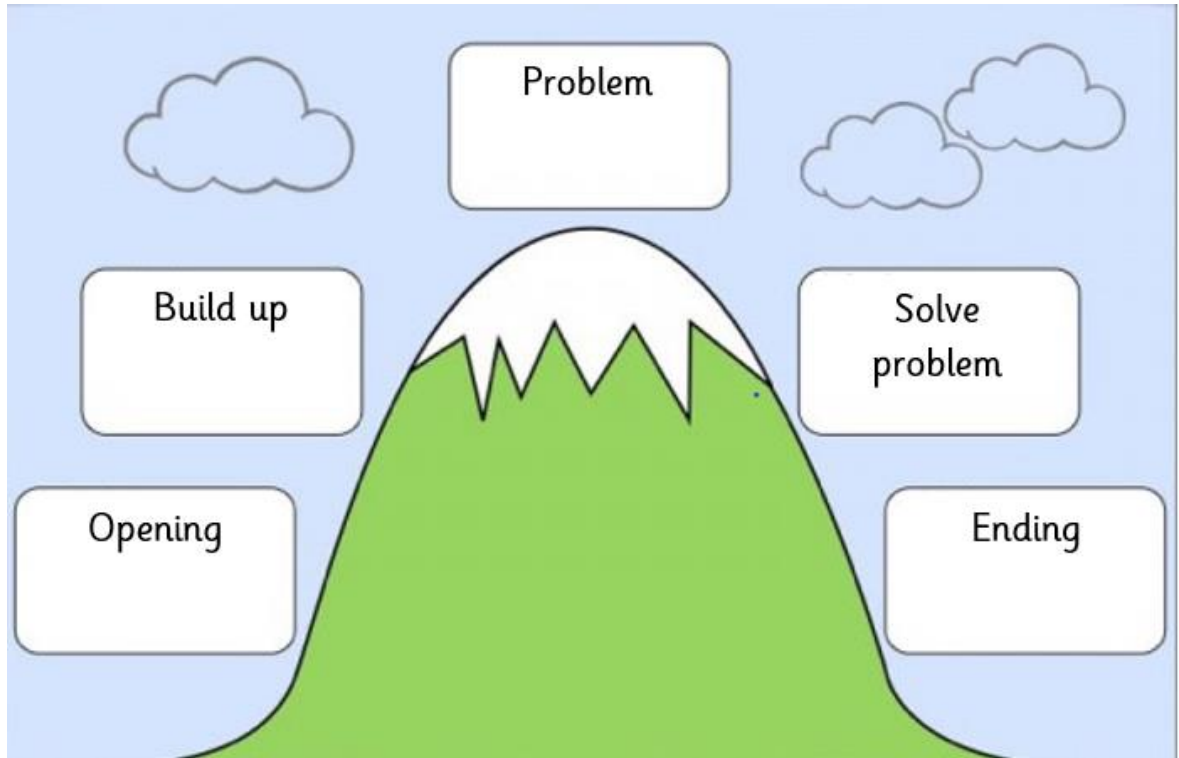
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Writing: Story mountain – sequence the story

Tuesday 30th June



Watch the video of your teacher explaining how a story is sequenced.



Task: Sequence the pictures from the story in the correct order.

1	2
4	3

The form consists of four empty rectangular boxes arranged in a 2x2 grid. The boxes are numbered 1, 2, 3, and 4. A horizontal arrow points from box 1 to box 2. A vertical arrow points from box 2 down to box 3. A horizontal arrow points from box 3 to box 4. A vertical arrow points from box 4 up to box 1, completing a clockwise cycle.

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Phonics: Review the graphemes that make the long 'o' sound

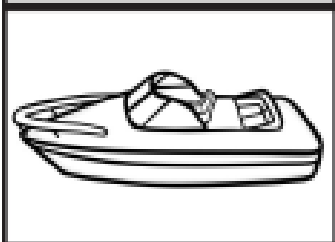
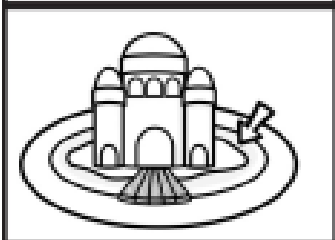
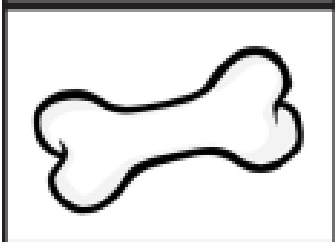
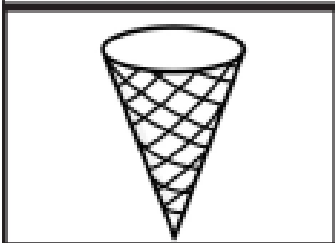
Tuesday 30th June

Re-watch the video that was sent out yesterday to review the graphemes that make the long 'o' sound.

Today's grapheme



Look at the picture. Find the correct word for each picture and draw a line from the picture to the word. When finished, color the pictures.



boat

oats

close

pose

moat

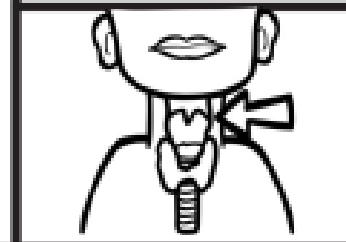
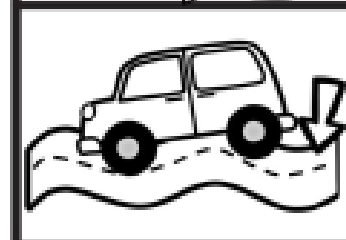
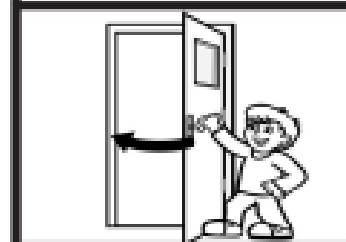
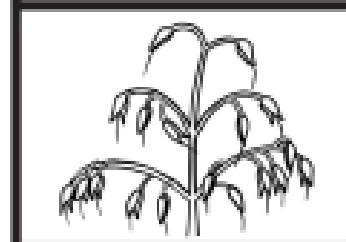
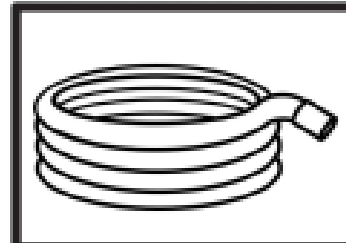
hose

throat

cone

road

bone



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Science: Describing materials

Tuesday 30th June

Watch this science video before completing the worksheet below.

<https://www.bing.com/videos/search?q=describing+materials>



Match up the describing words with the objects.



stretchy



see-through



soft



waterproof



hard

Draw your favourite toy here. What does it feel like?



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Wednesday

Maths: Arithmetic starter and money problem solving
Phonics: Review graphemes that make the long 'o' sound
Writing: Opening
PE: Joe Wicks PE
Art: Create circular patterns inspired by sand artists
Please read a book

Maths arithmetic starter

Wednesday 1st July

4 a day

1. $10 \times 2 =$ _____

2. $5 \times 5 =$ _____

3. $8 \times 2 =$ _____

4. $4 \times 2 =$ _____

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Maths main activity: problem solving

Wednesday 1st July

Watch the video:

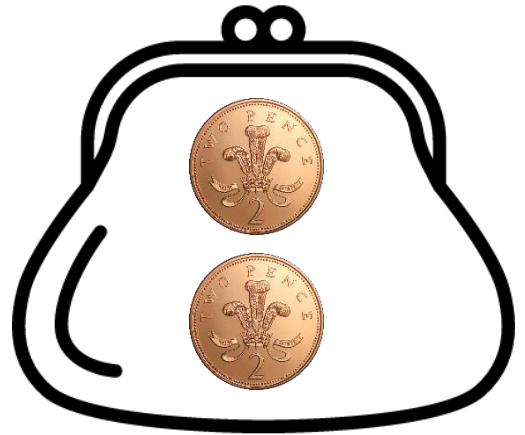
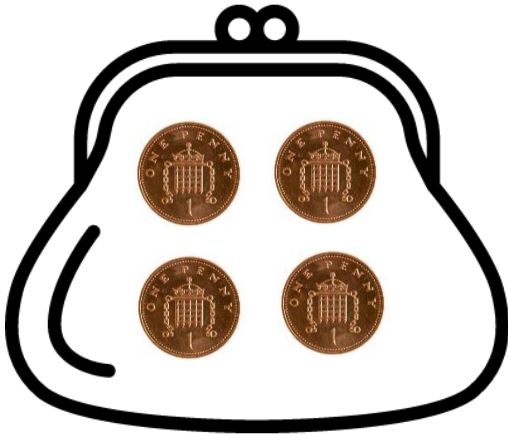
<https://www.bing.com/videos/search?q=value+of+coins>



I can make 4p by using different coins.

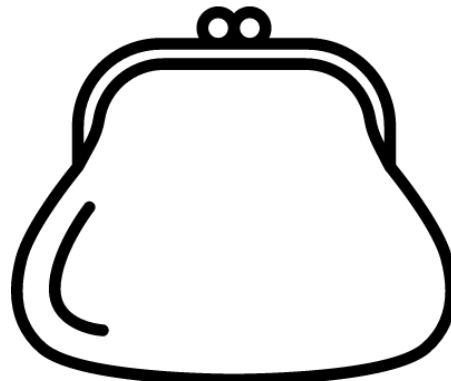
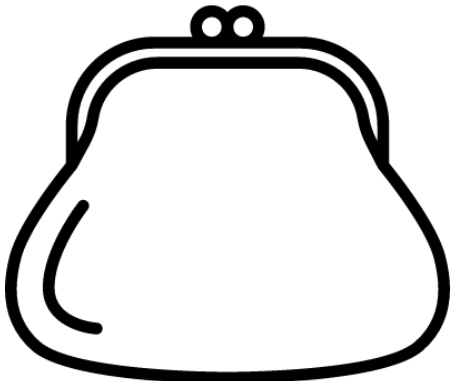
My first purse has 4 1p coins. $1p+1p+1p+1p = 4p$.

My second purse has 2 2p coins. $2p+2p = 4p$



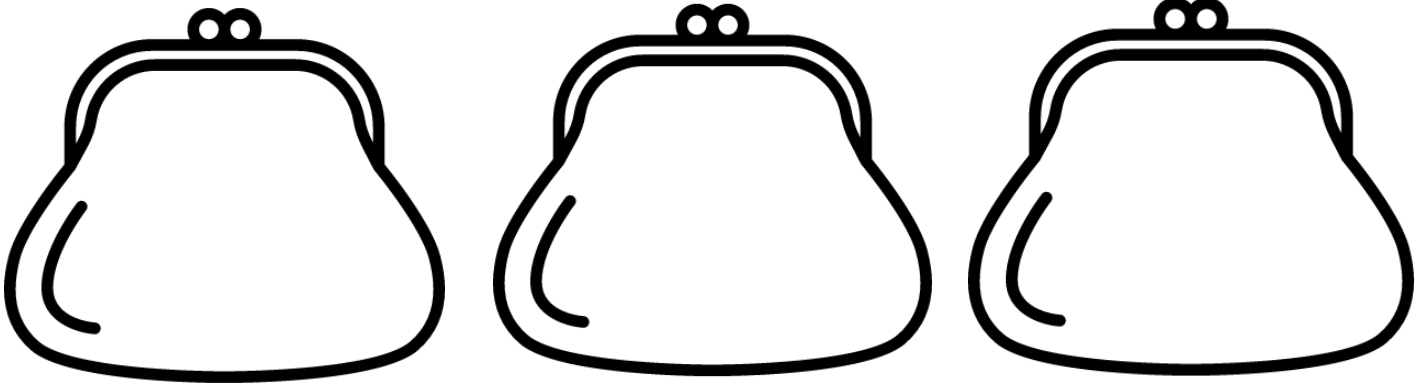
Now it's your turn to solve these problems. You can use real coins to help you or you can draw the coins.
Good luck!

Q1. How many ways can you make 3p?

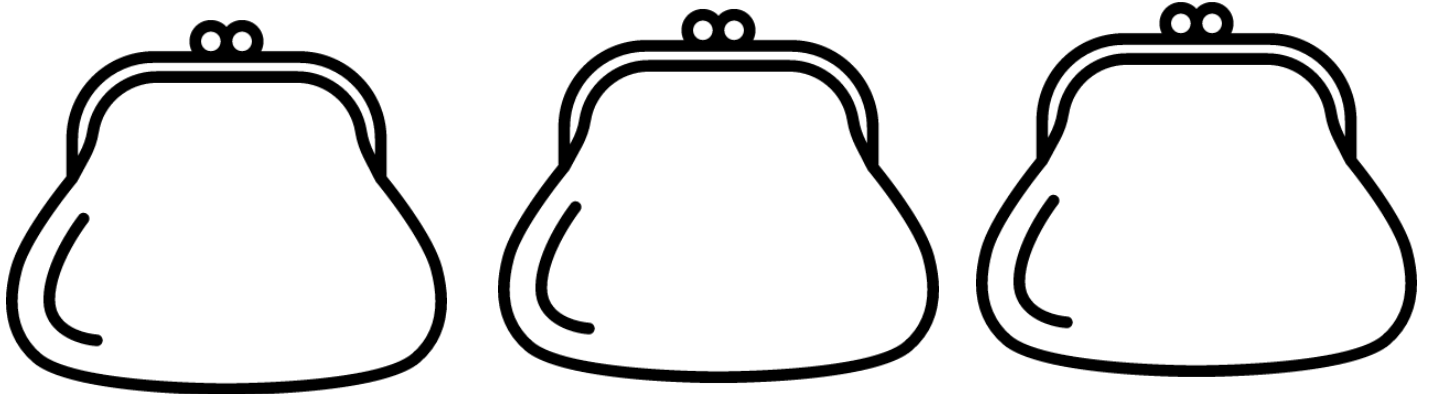


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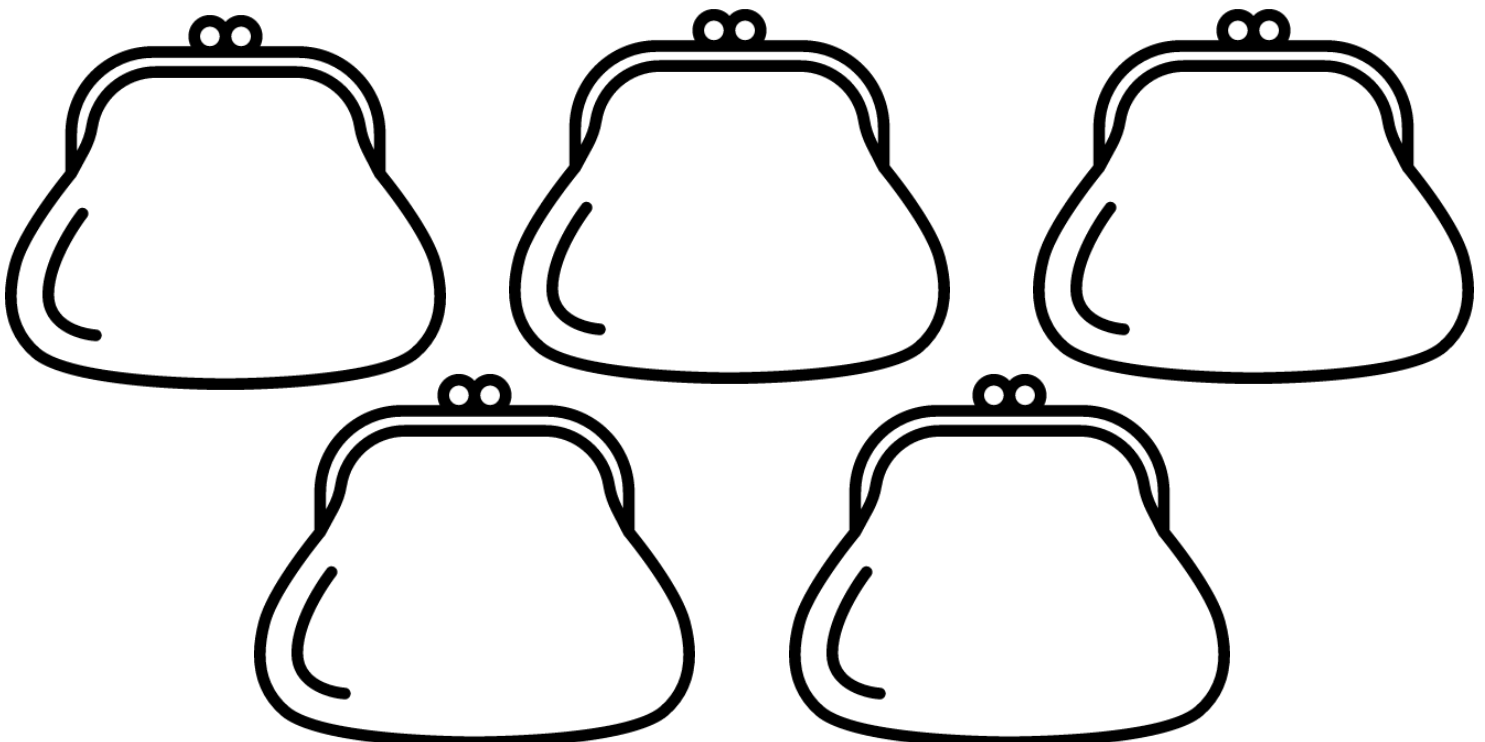
Q2. How many ways can you make 5p?



Q3. How many ways can you make 7p?



Extension: How many ways can you make 10p?



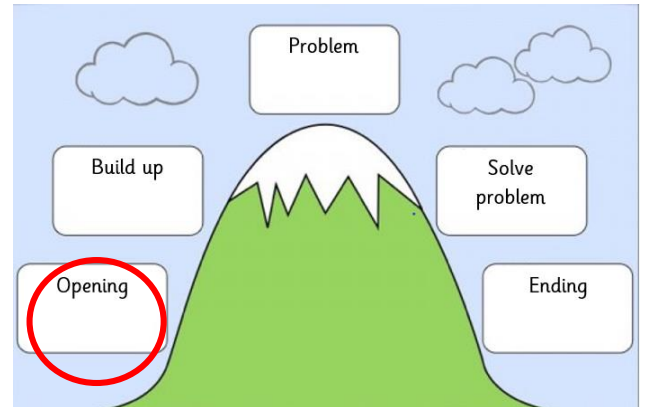
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Writing: Opening

Wednesday 1st July

A traditional tale opening needs to include:

- **A traditional opener**
Once upon a time... *A long time ago...*
One sunny day...
- **Setting description**
Cold, dark wood... Small, red cottage...
Long, narrow path...
- **Character description**
Small, friendly boy... A caring, brown haired mother...
A big, bad wolf..



TASK: Read through these three model openings and underline:

The traditional openers in **RED**.

The setting description in **BLUE**.

The character description in **GREEN**.

Long, long ago in a faraway land there was a beautiful, big castle. In the castle lived a shy, quiet girl.

Once upon a time, there was a poor widow who had three sons. She told her sons to go and seek their fortune in the busy city.

One day, a brave King went on an important quest. He travelled far across the land, over the rolling hills and sailed the rough seas.

GROUP 1

Phonics: Review the graphemes that make the long 'o' sound


Wednesday 30th June

Re-watch the video that was sent out on Monday to review the graphemes that make the long 'o' sound.

Today's grapheme



TASK: Underline all the words that have the 'oe' digraph in them.

<p>To Joe,</p> <p>I have found out a cool fact some foods are superheroes! My mum says that tomatoes and sweet potatoes are so good for us that eating them will turn us into heroes too! If I hurt my toe, my mum goes out to the shops to stock up.</p> <p>I think if I keep eating them, one day I will beat my grandad at dominoes! My grandad says that it will fill him with woe!</p> <p>See you soon.</p> <p>From, Floe x</p> 	 <p>Joe Smith, 15 Doe Road, Essex, E18 DD7</p> 
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PE with Joe Wicks

Wednesday 1st July

<https://www.youtube.com/user/thebodycoach1/videos>



Uploads ▾ PLAY ALL

 <p>Wednesday 3rd June 35:07</p>	 <p>Tuesday 2nd June 40:15</p>	 <p>Monday 1st June 52:38</p>	 <p>Friday 7th June 37:50</p>
PE With Joe Wednesday 3rd June 277K views • 8 hours ago	PE With Joe Tuesday 2nd June 385K views • 1 day ago	PE With Joe Monday 1st June 435K views • 2 days ago	PE With Joe Friday 7th June 375K views • 1 day ago
 <p>Wednesday 27th May 37:47</p>	 <p>Tuesday 26th May 38:26</p>	 <p>Monday 25th May 30:20</p>	 <p>7 Minute Abs 7:00</p>
PE With Joe Wednesday 27th May	PE With Joe Tuesday 26th May	PE With Joe Monday 25th May	7 Minute Abs

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Art: Create circular patterns inspired by sand artists

Wednesday 1st July

Step 1: Research

Tony Plant



Watch this video about Tony Plant:

<https://www.youtube.com/watch?v=JO6Kb00cLno>

Chris Howarth



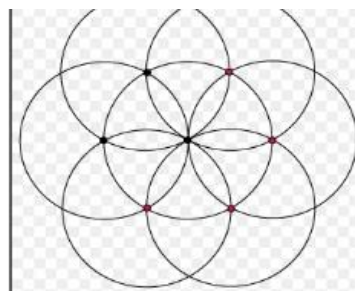
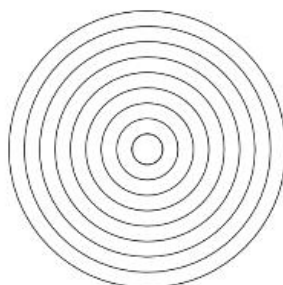
Watch this video about Chris Howarth:

<https://www.bing.com/videos/search?q=Chris+Howarth>

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Chris and Tony both use a lot of circles and patterns within their art work. At home, we would like you to have a go at creating some patterns. You might want to experiment using sand/salt/flour and use your fingers or tools to draw patterns. You might want to use paper and crayons/felts/paint to create your patterns. There are lots of examples below.

Step 2: Experiment with a range of processes



Send us a dojo of your art work! We love to see your work and we may even share it on the class story page.

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Maths starter

Thursday 2nd July

Thursday

Maths: *Teacher video* Time starter and adding money
Phonics: Review graphemes that make the long 'o' sound
Writing: Build up
Computing: Coding
Please read a book

4 a day

1. There are _____ hours in a day.
2. There are _____ minutes in an hour.
3. There are _____ days in a week.
4. There are _____ days in a year.

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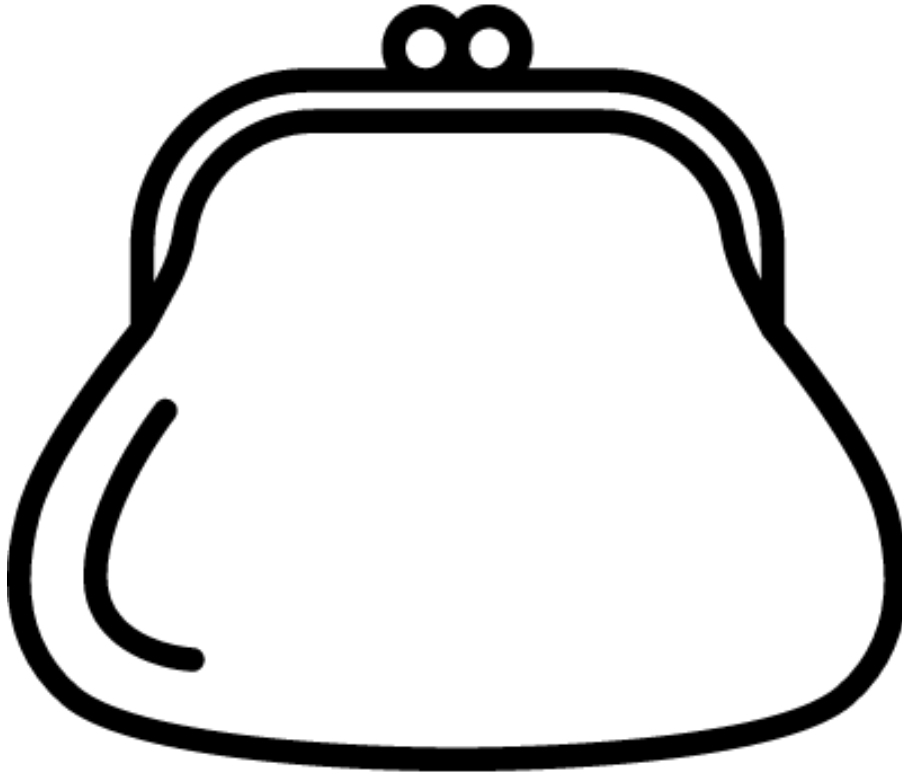
Maths main activity: adding money

Thursday 2nd July



Watch the video of your teacher showing you how to add money.

You will need the purse resource below to help you. You will also need some coins to do this. If you don't have coins, you can draw them.



Visit Top Marks money games and explore counting and adding money:

<https://www.topmarks.co.uk/maths-games/5-7-years/money>



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Writing: Build up

The next part of the story is the build-up.
This is the part of the story where your main character meets the villain.

The build-up needs to include:

- Meeting the Villain

- Adverbials

Next... Then... After that...

- Dialogue (characters talking)

"Who are you?" "I am Mr Wolf."

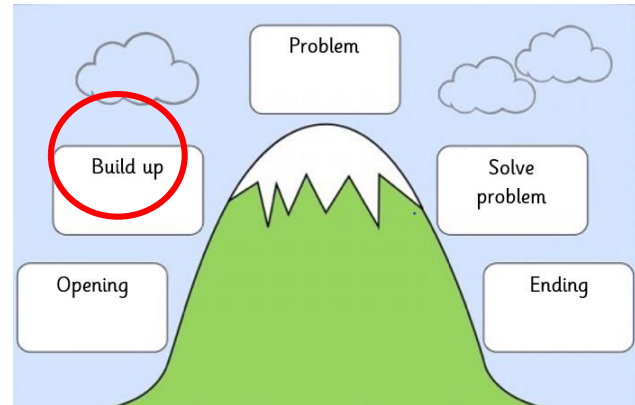
TASK: Read through these three model build-ups and underline:

Meeting the villain **RED**.

Adverbials in **BLUE**.

Dialogue in **GREEN**.

Thursday 2nd July



What is dialogue?

We use inverted commas at the beginning and end of what “ ” says.

“ ”

Little Red tiptoed into the forest. She met a tall, grey wolf. “Where are you going?” asked the wolf. “To my Gran’s, she is sick” replied Red. After that, the wolf went to Gran’s house and gobbled her up!

The small girl went into the park and played on the swings. She saw a sly, grizzly bear hiding in the bushes. The girl’s mother called, “You need to visit Gran. Pick her some flowers on your way!”. The bushes shook and the grizzly bear ran to Gran’s house and ate her up.

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After supper, Little boy blue had to visit his Granddad. He went skipping down the long, narrow path but stopped when he heard a loud rumble. "Pardon me!" Said the big, ugly ogre, "I am very hungry!" After that, the ogre found a little house. He saw an old man, sitting in his chair so he went inside and ate him for his tea!



Which model text do you prefer and why?

I like model text number _____ the best because _____

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Phonics: Review the graphemes that make the long 'o' sound

Thursday 2nd July

Re-watch the video that was sent out on Monday to review the graphemes that make the long 'o' sound.

Today's grapheme



  snow	row _____ row _____ low _____ low _____ mow _____ mow _____ bow _____ bow _____ show _____ show _____		
b____ 	m____ 	r____ 	l____ 
t____ 	sh____ 	bl____ 	thr____ 

Write sentences using the 'ow' words above in your exercise book

Example:

I can throw my ball.

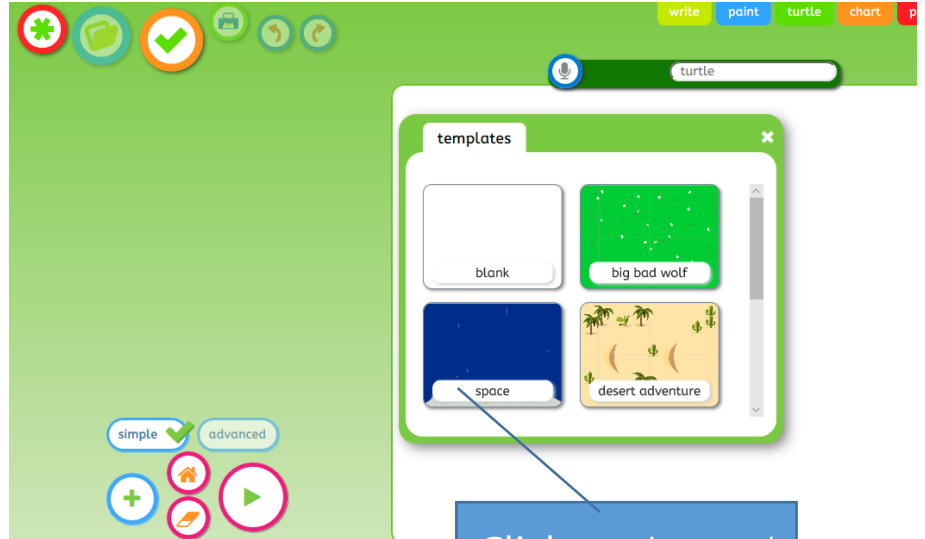
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Computing: Coding

Thursday 2nd July

Go to this link:

<https://www.j2e.com/jit5#turtle>



Click on 'space'

The instructions will appear in



Use the left and right arrows to turn

Use the forward and back arrow to

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Move the rocket ship onto all of the



Once you have completed it, click this button to

Have a go at playing with the other templates

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Maths arithmetic starter

Friday 3rd July

Friday

Maths: Arithmetic starter and adding money
Phonics: Review graphemes that make the long 'o' sound
Writing: *Teacher video* Write-up opening and build up
Music: Making music without instruments
Please read a book

4 a day – please show your working out

1. $17 - 5 =$ _____

2. $11 - 11 =$ _____

3. $22 - 10 =$ _____

4. $8 - 7 =$ _____

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Maths main activity: adding money

Friday 3rd July

Re-watch yesterday's teacher video on adding money.

Task 1: How many coins are in the jars altogether?



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Writing: Write-up opening and build up

Friday 3rd July



Watch the video of your teacher modelling how to write a story opening and build up. Listen very carefully to how your teacher thinks about what they want to write. You will see your teacher using the checklist so that they know what features they need to include.

Here is the checklist you will be using:

- Capital letters, full stops and finger spaces
- Traditional opener
- Character description
- Setting description
- Meeting the villain
- Dialog
- Adverbials (Then, Next, After)
- Adjectives (Describing words)

TASK: Once you have watched the video. You will write your own opening and build up on your special Little Red Riding hood template. Remember to use your best handwriting.



Send a photo of your story opening and build up to your teacher for feedback!

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twinkl.co.uk



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GROUP 1

Phonics: Review the graphemes that make the long 'o' sound

Friday 3rd July

Re-watch the video that was sent out on Monday to review the graphemes that make the long 'o' sound.

Today's grapheme



TASK: Add sound buttons and bards and read the words out loud.

focus	so	bonus
robot	piano	hotel

TASK: Use the words above to fill in the missing words.

At school I have to listen and _____.

The _____ is made out of metal.

I can play the _____.

On holiday, we stay in a _____.

It is hot _____ I must drink water.

As an added _____, you will get a dojo!

GROUP 1

Music: Making music without instruments

Friday 3rd July

Please follow the link: <https://www.bbc.co.uk/bitesize/articles/zb9djhv> or scan the QR code



You can make music without using instruments.

In this film, the young musicians begin to make music with help from British RnB singer Omar Lye-Fook.

They create their own melodies and rhythms from just the noises they can make with their bodies.



Why don't you try making some of the noises they make in the video?

- flap your arms like a penguin
- stomp your feet like a dinosaur
- click your tongue to sound like a unicorn
- rub your hands together
- pat your cheeks

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