

Science

Plants

- Parts of a plant
- Types of tree
- Identifying plants
- How the seasons differ
- Planting and growing food
- Continuing to learn about seasons
- How are the days different in summer and winter?
- What will you find under a stone at different times of the year?
- How are the seasons different?

Maths- <https://whiterosemaths.com/homelearning/>

- Turns-clockwise/anti-clockwise
- Half turn-with o'clock and half past <https://www.bbc.co.uk/bitesize/clips/zjyb9j6>
- Quarter turns
- Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <https://www.tes.com/teaching-resource/-year-1-multiplication-using-arrays-power-point-and-worksheet-lesson-1-11629683>
- Make a criminal's WANTED poster for 2D and 3D shapes describing and showing what they look like.

Physical Education

- Turns-clockwise/anti-clockwise
- Half turn
- Quarter turns
- Compass points
- Team activities and games

Literacy

Beatrix Potter texts

- Character descriptions of animal characters
- Re-telling a story from a another viewpoint
- Letters of apology



Additional resources:

<http://www.ictgames.com/mobilePage/corona/schoolClosureSuggestionsY1.pdf>

Computing

- Record sounds
- Sounds around us-science link
- Capture video
- E-safety-online bullying

History

- Leaders in history, and the impact they've had.
- Already, we have looked at:
Guy Fawkes
Ernest Shackleton
Jackie Pullinger

PSHE

Health and Wellbeing

- Healthy eating
- Healthy choices
- Our goals and strengths
- About feelings

Religious Education

CREATION

- Who made the world?
- What do you know about the world being made?
- What is it like to be a busy bee all of the time, with no break or rest day?
- If someone believes God made the world, what might they say about it?

Art and DT

- Cooking healthy food
- Cooking seasonal vegetables
- Colour-Van Gogh's sunflowers



Summer 1, Warren Class 2020

| | | | | | |
|---------|---|--|---|---|---|
| Phonics | 20.4.20 Alternative spellings for short or and igh sounds Read and spell: home and going this week Mon: for, fork and stork, haunt and launch Tues: ore as in store, core, before... Wed: our as in pour, court, fourteen Thurs: review igh sound as in light, bright, pie and tie Fri: i_e spelling as in like, spite, ride and line. | 27.4.20 Alternative spellings for the ee sound Read and spell: People this week Mon: ee as in bee, tree and meet and sea, seat, steam,least Tues: e_e as in these, Pete, even, theme, gene Wed: ie chief, thief, field, yield, shriek, relief. Thurs: y happy, very, funny, silly, merry, pretty. Fri: spot ee words in a text you're reading this week. | 5.4.20 Alternative spellings for oa sounds Read and spell: Magic and school this week Mon: coat, float and show, window, rowing. Tues: oe as in toe, Joe, doe, woe. Wed: o_e woke, spoke, stone.. Thurs: o as in potato, go, so, echo, hero. Fri: spot oa words in a text you're reading this week. | 11.5.20 Alternative spelling for sh sounds7 Read and spell: Every, everyone and everybody this week Mon: oo as in value, rescue and in use, cute. Tues: ew as in stew, few, new, nephew Wed: oo and ue as in spoon, boot and clue, blue, true Thurs: u_e as in flute, spruce, plume, rule, rude, brute Fri: spot oo words in a text you're reading this week. | 18.5.20 Alternative spelling for the sh and or sounds Read and spell: When and children this week Mon: sh as in sure, sugar.. Tues: or as in floor, door, poor, indoors. Wed: review air, ear and are as in fair, pear and care Thurs: review ai, ay and a_e as in pain, play and cake Fri: review eer, and ere as in steer, here and severe |
|---------|---|--|---|---|---|

Reading:

- Predict what might happen on the basis of what has been read so far Explain clearly their understanding of what is read to them
- Discuss what is read to them, taking turns and listening to what others say
- Talk about the meanings of words, linking new meanings to those already known
- Listen to and discuss a wide range of stories at a level beyond that at which they can read independently
- Talk about their own experiences and relate to what they read

Writing

- say out loud what they are going to write about- composing a sentence orally before writing it- sequencing sentences to form short narratives- re-read what they have written to check that it makes sense-discuss what they have written with the teacher-read aloud their writing clearly enough to be heard by their peers and teacher
- leave spaces between words
- join clauses, using simple connective words eg and
- begin to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark
- use a **capital letter for names of places and I**

Maths daily practice:

- Count to and across 100, forwards **and backwards**; count in multiples of 2s, 5s and 10s; given a number, identify one more and one less
- Count, read and write numbers to 100 in **numerals**; read and write numbers from 1 to 20 in **numerals and words**

