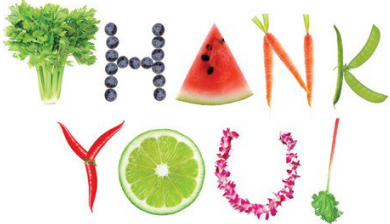
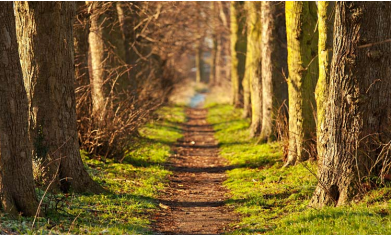



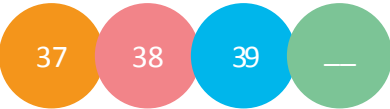
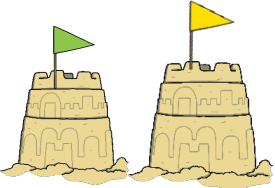

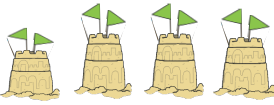


Year 1 Home Learning Timetable

Week beginning 13.07.20

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|---|
| <p>Active 10 Complete 10 minutes of daily physical activity. This could be jogging, aerobics, dancing or Yoga</p> <p>Suggestions: Joe Wicks 'The Body Coach' Live - Youtube at 9 a.m. Cosmic Kids Yoga - Youtube</p> <p>Mindfulness Today eat mindfully, appreciate and enjoy all the foods you eat.</p>  | <p>Active 10 Complete 10 minutes of daily physical activity. This could be jogging, aerobics, dancing or Yoga</p> <p>Suggestions: Joe Wicks 'The Body Coach' Live - Youtube at 9 a.m. Cosmic Kids Yoga - Youtube</p> <p>Mindfulness Go nature spotting today – look out for the beautiful things around you.</p>  | <p>Active 10 Complete 10 minutes of daily physical activity. This could be jogging, aerobics, dancing or Yoga</p> <p>Suggestions: Joe Wicks 'The Body Coach' Live - Youtube at 9 a.m. Cosmic Kids Yoga - Youtube</p> <p>Mindfulness Stop and watch the sky for 10 minutes today – What cloud shapes can you see?</p>  | <p>Active 10 Complete 10 minutes of daily physical activity. This could be jogging, aerobics, dancing or Yoga</p> <p>Suggestions: Joe Wicks 'The Body Coach' Live - Youtube at 9 a.m. Cosmic Kids Yoga - Youtube</p> <p>Mindfulness Listen to a piece of music without doing anything else.</p>  | <p>Active 10 Complete 10 minutes of daily physical activity. This could be jogging, aerobics, dancing or Yoga</p> <p>Suggestions: Joe Wicks 'The Body Coach' Live - Youtube at 9 a.m. Cosmic Kids Yoga - Youtube</p> <p>Mindfulness Feel the cool breeze or the warmth of the sun on your face.</p>  |
| <p>Maths Starter: What number comes next?</p>  <p>Topic: Numbers 50-100 and beyond - To recognise, read and write numbers to 100 Oak Academy Lesson 1 See supported learning for website</p> | <p>Maths Starter: </p> <p>Which sandcastle is shorter?</p> <p>Topic: Numbers 50-100 and beyond - To explore the components of numbers within 100. Oak Academy Lesson 2/3 See supported learning for website</p> | <p>Maths Starter: Write an addition sentence about this picture.</p>  <p>Topic: Numbers 50-100 and beyond – To apply knowledge of number bonds. Oak Academy Lesson 4 See supported learning for website</p> | <p>Maths Starter: What is ONE less than 50?</p> <p>Topic: Numbers 50-100 and beyond - To find one more/one less and ten more and ten less. Oak Academy Lesson 4 See supported learning for website</p> | <p>Maths Starter: </p> <p>Alana has put two flags on each sandcastle. How many flags has she used?</p> <p>Topic: Numbers 50-100 and beyond – To compare numbers on a number line. Oak Academy Lesson 5 See supported learning for website</p> |

| <p>Handwriting Use the cursive letter poster to keep practising.</p> <p>Can you write these words in a sentence? Choose one a day. (See Handwriting sheet)</p> | <p>Handwriting Use the cursive letter poster to keep practising.</p> <p>Can you write these words in a sentence? Choose one a day. (See Handwriting sheet)</p> | <p>Handwriting Use the cursive letter poster to keep practising.</p> <p>Can you write these words in a sentence? Choose one a day. (See Handwriting sheet)</p> | <p>Handwriting Use the cursive letter poster to keep practising.</p> <p>Can you write these words in a sentence? Choose one a day. (See Handwriting sheet)</p> | <p>Handwriting Use the cursive letter poster to keep practising.</p> <p>Can you write these words in a sentence? Choose one a day. (See Handwriting sheet)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|------|-------|------|-------|------|------|------|---|-----------|------|------|------|------|-------|------|-------|------|------|------|---|-----------|------|------|------|------|-------|------|-------|------|------|------|--|---|
| <p>English Reading/Writing – 'Sam's sandwich'</p> <p>Practise the correct 'ai/ay' game. Then listen to story and answer the questions. Lesson 1 See supported learning for website</p> | <p>English Reading/Writing - 'Sam's sandwich'</p> <p>Instructions - To commit a set of instructions to memory. Lesson 2 See supported learning for website</p> | <p>English Reading/Writing - 'Sam's sandwich'</p> <p>Instructions – To use the conjunction 'and'. Lesson 3 See supported learning for website</p> | <p>English Reading/Writing - 'Sam's sandwich'</p> <p>Instructions – To write a set of instructions. Lesson 4 See supported learning for website</p> | <p>English Reading/Writing - 'Sam's sandwich'</p> <p>Instructions – To continue to write a set of instructions. Lesson 5 See supported learning for website</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Spelling Can you match the beginning and end of the spellings and then read the word? (See spellings Day 1)</p> <table border="1" data-bbox="331 1026 479 1289"> <tr><th>Spellings</th></tr> <tr><td>give</td></tr> <tr><td>live</td></tr> <tr><td>love</td></tr> <tr><td>dove</td></tr> <tr><td>above</td></tr> <tr><td>have</td></tr> <tr><td>glove</td></tr> <tr><td>five</td></tr> <tr><td>dive</td></tr> <tr><td>save</td></tr> </table> | Spellings | give | live | love | dove | above | have | glove | five | dive | save | <p>Spelling Can you write a sentence using these words? (See spellings Day 2)</p> <table border="1" data-bbox="748 1026 896 1289"> <tr><th>Spellings</th></tr> <tr><td>give</td></tr> <tr><td>live</td></tr> <tr><td>love</td></tr> <tr><td>dove</td></tr> <tr><td>above</td></tr> <tr><td>have</td></tr> <tr><td>glove</td></tr> <tr><td>five</td></tr> <tr><td>dive</td></tr> <tr><td>save</td></tr> </table> | Spellings | give | live | love | dove | above | have | glove | five | dive | save | <p>Spelling Use the grid to practise three times or more. (See spellings Day 3)</p> <table border="1" data-bbox="1167 1026 1314 1289"> <tr><th>Spellings</th></tr> <tr><td>give</td></tr> <tr><td>live</td></tr> <tr><td>love</td></tr> <tr><td>dove</td></tr> <tr><td>above</td></tr> <tr><td>have</td></tr> <tr><td>glove</td></tr> <tr><td>five</td></tr> <tr><td>dive</td></tr> <tr><td>save</td></tr> </table> | Spellings | give | live | love | dove | above | have | glove | five | dive | save | <p>Phonics Lets focus on the 'ur' sound</p> <p>Lets hear the sound 'ur' and make a word with this game. Buried Treasure See supported learning for website</p> <p>Complete activity work sheet (See phonics sheet 1 & 2)</p> | <p>Phonics Lets re-cap the 'ur' sound. Can you make a list of words that have the 'ur' sound in them? Complete worksheet. (See phonics sheet 1 & 2) Spelling Today you will complete your spelling test. Ask your parent/carer/sibling to test you on the spellings you have been practising this week.</p> |
| Spellings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| give | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| live | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| love | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| have | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| glove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| five | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| save | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spellings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| give | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| live | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| love | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| have | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| glove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| five | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| save | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spellings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| give | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| live | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| love | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| have | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| glove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| five | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| dive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| save | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|---|---|---|---|
| <p>Topic Geography</p> <p>What is Europe like? See supported learning for website</p> | <p>Topic Science</p> <p>How does the weather change across the seasons? See supported learning for website</p> | <p>Topic History</p> <p>Who is Amelia Earhart? See supported learning for website</p> | <p>Topic PSHE</p> <p>Playing together apart! See supported learning for website</p> | <p>Topic ART</p> <p>To make a self-portrait using recycled materials. See supported learning for website</p> |
| <p>Story time</p> <p>Ask your parent/ carer/ sibling to read to you. Online books available on the Oxford Owl website. See supported learning for website</p> | <p>Story time</p> <p>Ask your parent/ carer/ sibling to read to you. Online books available on the Oxford Owl website. See supported learning for website</p> | <p>Story time</p> <p>Ask your parent/ carer/ sibling to read to you. Online books available on the Oxford Owl website. See supported learning for website</p> | <p>Story time</p> <p>Ask your parent/ carer/ sibling to read to you. Online books available on the Oxford Owl website. See supported learning for website</p> | <p>Story time</p> <p>Ask your parent/ carer/ sibling to read to you. Online books available on the Oxford Owl website. See supported learning for website</p> |

Supported learning

Maths - <https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths>

Reading - <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page#>

Science - <https://classroom.thenational.academy/lessons/how-does-the-weather-change-across-the-seasons>

History - <https://classroom.thenational.academy/lessons/who-is-amelia-earhart>

Phonics - <https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>

Art - <https://classroom.thenational.academy/lessons/to-make-a-self-portrait-using-natural-or-recycled-materials>

Geography - <https://classroom.thenational.academy/lessons/what-is-europe-like>

PSHE - <https://classroom.thenational.academy/lessons/playing-together-but-apart>

English - <https://classroom.thenational.academy/subjects-by-year/year-1/subjects/english>