<u>English</u>

Task I

Learning objective: To verbally explain the process of making honey.

Today, I would like you to take a good while to look through the flowcharts that you made last week to explain the steps followed to make honey. Can you remember? Have a look and explain it out loud. Remember, we are trying to sound like experts when we explain the process. Think carefully about the words you use. Have you used some of the words from the glossary. When you are ready, see if you can explain the process to an adult.

Task 2

Learning objective: To understand the features of an explanation text. To write a title and introductory sentence.

An explanation text is special type of writing that tells people how and why something happens. It is a non-fiction text because it is written about real things. When we write an explanation text, we need to include some specific things - it's like a special recipe to make an explanation text. Listen carefully and I will tell you what you need to include.

Your writing will need:

- A clear title linked to the topic of your explanation bees and honey;
- An opening sentence or two to explain what your explanation is about;
- Clear steps that explain how or why something happens (these could be numbered so the process is easy to follow);
- The events will need to be written about in the correct order (this is called chronological order);
- Conjunctions of time these are words that help to explain the order, e.g. then, after, before, next;
- Conjunction to link ideas and extend sentences (like we practised last week);
- Illustrations or diagrams to make the explanation clearer to the reader.

You will also need to make sure that you also:

• Write sentences that make sense and have capital letters at the start and full stops, exclamation marks or question marks at the end - *can you try and include at least one* of each...?

- Make sure that your letters are cursive and sit neatly on the line. Remember, it's important that people can read your writing because that's what writing is for!
- Use your letter sound knowledge to hear and record the letter sounds for each word you want to record.
- Check each sentence once you have written it down to make sure it makes sense and change it if it does not.

I think that's it!

Now try writing your title and your first sentence to explain what your writing is going to be about. We will write more tomorrow.

Task 3

Learning objective: To write an explanation text.

This task will take you a little while, but I don't want you to rush it - remember, you are pretending to be a bee expert and you are going to write your very best piece of work about bees and honey. I know this will be amazing! Remember to start at the start and work through the process a step at a time. Include those special bee words and draw pictures to show the process too, if this helps. Look back over yesterday's notes if this helps and then begin to write your explanation text. Take your time.

Task 4

Learning objective: To check work. To share your work with an adult.

Today, you need to revisit your writing - it's good to go back to it and check it at a later date, because we don't always write what we think we have. So, you need to sit down with your work and read it carefully. If you find an error, correct it so that your sentence makes sense and the information you are sharing is clear, and then carry on reading. When you are happy with it, read it to a member of your family. I'm sure they will be impressed with your knowledge of bees and how they make honey.

Miss Brooks and I would love to hear some of your finished explanation texts. You could share them with us in a video if you would like to.

Phonics

To help the children to stay phonics aware, we have had a new resource highlighted to us. It is linked with the government Letter and Sounds phonics scheme and offers daily, online videos. The link is below.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw

If you know your child still requires some support with using their phonics, you could begin with the link below which focuses on practising the skill of blending. The lessons are daily so check out the rext lesson each day.

Working towards (Learning to blend, lesson I) - <u>https://www.youtube.com/watch?</u> <u>v=gCaXHnaKhHQ&list=PLuGr6z2H2KNGIYp03sdzSGLZquzuQENkx&index=13</u>

If you know that your child was making good, steady progress with their phonics learning you could check out the first year one lesson below, which we support their retention of phonics knowledge and help to build on what they know too. Each day there will be a new lesson so please check out the rext lesson each day.

Expected (Year I, lesson I) - <u>https://www.youtube.com/watch?</u> v=WpvguS6c5vk&list=PLuGr6z2H2KNGObda6B-T36vJlZYN06lOh&index=13

Last week, we shared a poem about saying something nice to someone, did you have a go? Did you say something nice to someone? I hope so! This week, we will have a look at the next lesson in Religious Education.

Religious Education

What Christians say God is like.

God as Love. Talk with your family about people in your life and those that love you. How do you know someone loves you? How does it make you feel? How do they act and what do they do? Can we see love? How do we know it is there? If you have it, read the book, "Guess how much I love you?" or another book that shares ideas around love and discuss if love can be measured. Can it?

Have a fabulous week and enjoy the learning you are doing. Remember, as last week, to say something lovely to someone whose special to you. Enjoy!

Remember that Miss Brooks and I continue to love to see the learning that you are doing when there's a chance to share it.

Maths

Varied Fluency

Step 7: Sharing Equally

National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher





Sharing Equally	Sharing Equally
9a. Farah has shared 18 cupcakes between 3 plates.	9b. Nico has shared 12 peaches between 4 plates.
Has she shared them equally?	Has he shared them equally?
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10a. Look at the pictures and answer the questions.	10b. Look at the pictures and answer the questions.
How many counters in each of the	How many counters in each of the
circles?	circles?
How many circles?	How many circles?
How many counters in total?	How many counters in total?
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11a. Describe the sharing you see using mathematical words.	11b. Describe the sharing you see using mathematical words.
會 "	公 "
12a. Erik has 27 bean bags. He shares them between 3 buckets. Can they be shared equally? How many bean bags should be in each bucket?	12b. Zoe has 30 toys. She shares them between 2 boxes. Can they be shared equally? How many toys should be in each box?

Varied Fluency Sharing Equally

<u>Developing</u>

1a. Yes

2a. 4 counters in each circle. 2 circles. 8 counters in total.

3a. 10 shared between 2 equals 5.
4a. Yes, 6 treats should be given to each dog.

Expected

Sa. No. There should be 3 in each.
Sa. 3 counters in each circle. 10 circles. 30 counters in total.

7a. 5 shared between 5 equals 1.

8a. Yes, & cards should go to each player.

Greater Depth

9a. Yes

10a. 5 counters in each circle. 5 circles. 25 counters in total.

11a. 20 shared between 4 equals 5.

12a. Yes, 9 bean bags should be in each bucket.

Varied Fluency Sharing Equally

Developing

No. There should be 1 in each.
 2b. 2 counters in each circle. 2 circles. 4 counters in total.

3b. 6 shared between 2 equals 3.

4b. Yes, 2 seeds should go in each pot.

Expected

5b. Yes

6b. 2 counters in each circle. 5 circles. 10 counters in total.

7b. 18 shared between 2 equals 9. 8b. Yes, 12 pencils should go in each

pencil pot.

Greater Depth

No. There should be 3 in each.
 10b. 7 counters in each circle. 3 circles. 21 counters in total.

11b. 15 shared between 3 equals 5.

12b. Yes, 15 toys should be in each box.

Reasoning and Problem Solving –Sharing Equally

National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher





Sharing Equally	Sharing Equally
7a. What number is Cat thinking of?	7b. What number is Stan thinking of?
My number is between 10 and 40.	My number is between 5 and 10.
My number shares equally into 3 groups.	My number shares equally into 4.
If you share my number equally into 3 groups, you get a number ending in 0 in each group.	If you share my number equally into 4 groups, you get less than 3 in each group.
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8a. Vinnie needs to share his t-shirts equally. He has 28 t-shirts. His friends have some things he can put the t-shirts into.	8b. Joy needs to share her bracelets equally. She has 15 bracelets. Her friends have some things she can put the bracelets into.
Jeff has 5 Laura has Sol has 3 boxes. 4 bags. baskets.	Em has 4 boxes bags. Mick has 3 baskets.
Which friend should he ask for help? Explain your choice.	Which friend should she ask for help? Explain your choice.
» ۵	» «
9a. Amy has 23 raspberries. She has to share them equally between 4 plates.	9b. Arnie has 28 fried eggs. He has to share them equally between 3 plates.
leave a number she can share equally between 4 plates?	leave a number he can share equally between 3 plates?
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Varied Fluency Making Equal Groups

Developing

1a. Adie is thinking of the number 18.
2a. Nusra. 14 shared between 2 is 7. 14 would not share equally between 5.
3a. Josie should eat 1 apple.

Expected

4a. Henry is thinking of the number 20.
5a. Finn. 15 shared between 5 is 3. 15 would not share equally between 2 or 10.
6a. Yuri should eat 4 peaches.

Greater Depth

7a. Cat is thinking of the number 30. 8a. Laura. 28 shared between 4 is 7. 28 would not share equally between 5 or 3. 9a. Amy should eat 3 raspberries.

Varied Fluency Making Equal Groups

Developing

 Yaya is thinking of the number 10.
 Dexter. 2 shared between 2 is 1. 2 would not share equally between 3.
 Marc should eat 1 grape.

Expected

4b. Alli is thinking of the number 15.
5b. Elle. 24 shared between 2 is 12. 24 would not share equally between 5 or 10.
6b. Freya should eat 1 sweet.

Greater Depth

7b. Stan is thinking of the number 8. 8b. Mick. 15 shared between 3 is 5. 15 would not share equally between 4 or 2. 9b. Arnie should eat 1 egg.

Varied Fluency

Step 1: Halving Shapes or Objects

National Curriculum Objectives:

Mathematics Year 1: (1F1a)Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Mathematics Year 1: (1M1):Compare, describe and solve practical problems forlengths and heights [for example, long/short, longer/shorter, tall/short, double/half]







Varied Fluency Halving Shapes or Objects

Developing

1a. Various possible answers, for example:



Each item has been cut into 2 parts.



3a. A

4a. Various possible answers, for example:



Expected

5a. Various possible answers, for example:



7a. B 8a. Various possible answers, for example:



Greater Depth

9a. Various possible answers, for example:



Varied Fluency Halving Shapes or Objects

Developing

1b. Various possible answers, for example:







3b. C

4b. Various possible answers, for example:



Expected

5b. Various possible answers, for example:





7b. B

8b. Various possible answers, for example:



Greater Depth 9b. Various possible answers, for example:



Varied Fluency

Step 2: Halving a Quantity

National Curriculum Objectives:

Mathematics Year 1: (1F1a) Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Mathematics Year 1: (1M1) Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]







Varied Fluency Halving a Quantity

Developing

1a. Half of 14 is 7. 2a. 8 3a. 16 4a. 5 marbles circled

Expected

5a. Half of 20 is 10. 6a. 18 7a. 12 8a. 1 individual cookie and 2 bags circled

Greater Depth

9a. Half of 30 is 15. 10a. 26 11a. 24 12a. 1 carton and 3 eggs circled

Varied Fluency Halving a quantity

Developing

1b. Half of 12 is 6. 2b. 14 3b. 12 4b. 7 jewels circled

Expected

5b. Half of 18 is 9. 6b. 14 7b. 18 8b. 7 cherries circled

Greater Depth

9b. Half of 24 is 12. 10b. 22 11b. 28 12b. 9 individual cookies and 2 bags circled

Reasoning and Problem Solving

Step 2: Halving a Quantity

National Curriculum Objectives:

Mathematics Year 1: (1F1a) Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Mathematics Year 1: (1M1) Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]



Halving a Quantity	<u>Halving a Quantity</u>
4a. Mary thinks she has coloured in half of the squares. Do you agree?	4b. Noah thinks he has coloured in half of the squares. Do you agree?
Why or why not?	Why or why not?
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5a. These flowers have been halved incorrectly. How many should be in each group?	5b. A bag of apples has been halved incorrectly. How many should be on each plate?
Explain how you got your answer.	Explain how you got your answer.
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6a. Patsy bought half of all the socks on the market stall. How many socks did she buy?	6b. Half of the animals at the zoo are giraffes.
	There are 16 animals at the zoo. How many giraffes are at the zoo?
	you.

Halving a Quantity Halving a Quantity 7a. Tamira thinks she has coloured in half 7b. Nathaniel thinks he has coloured in of the squares. Do you agree? half of the squares. Do you agree? Why or why not? Why or why not? 8a. These toys have been halved 8b. The coins have been halved incorrectly. incorrectly. How many should be in each box? What value should be in each purse? 10 9 toys 15 toys Explain how you got your answer. Explain how you got your answer. 9a. There were 28 packs of stickers in the 9b. There are 24 flowers in Gregor's shop. Olivia bought half of all the packs garden. Half of the flowers are roses. Gregor picked half of the roses to give to of stickers at the shop. She gave half of what she bought to her brother. his mum. How many packs of stickers did she give How many roses did he give her? her brother? Use counters or draw a picture to help Use counters or draw a picture to help you. you.

Varied Fluency Halving a Quantity

Developing

1a. No. Danika has coloured in 5 out of 9 squares. 9 cannot be halved into whole numbers.

2a. Each child should get 5 grapes
because half of 10 is 5.
3a. 5 raspberries.

Expected

4a. Yes. She coloured 8 out of 16 squares.
5a. There should be 7 flowers in each group because half of 14 is 7.
6a. She bought 6 socks (accept 3 pairs).

Greater Depth

7a. Yes. She coloured in 15 out of 30 squares.

8a. There should be 12 toys in each box because half of 24 is 12.

9a. Olivia gave her brother 7 packs of stickers (14 packs, half to brother).

Varied Fluency Halving a Quantity

Developing

 Yes. He coloured & out of 12 squares.
 There should be 4 blackberries in each group because half of 8 is 4.
 & apples.

Expected

4b. No. He coloured 10 out of 16 squares (half of 16 is 8). 5b. There should be 9 apples on each plate because half of 18 is 9. 6b. There are 8 giraffes at the zoo.

Greater Depth

7b. No. He coloured 13 squares out of 30.
8b. There should be 15 in each purse because half of 30 is 15.
9b. Gregor gave his mum & roses (12 roses, half to his mum).

Science.

All living things reproduce and grow – including us! Think about how you have grown since you were a baby.

Take a little time to talk to your child about the human life cycle.

Now read: The Very Hungry Caterpillar, by Eric Carle. <u>https://www.google.com/search?</u> <u>a=the+very+hungry+caterpillar&rlz=1C1GCEA_enGB820GB821&oq=The+very+hungry+caterpil&aqs=chrome.0.0j46j69i57j0l5.5</u> <u>611j0j7&sourceid=chrome&ie=UTF-8</u>

With the children, construct a life-cycle to show the stages of the life of a butterfly. Explain to the children that insects pass through different body form stages in their lifetime. Do they think this happens to people, or to snakes, or to dogs, or to spiders, etc.? Can the children find any more creatures that follow a similar life-cycle to that of a butterfly?

The following websites might provide a helpful starting point:

https://butterfly-conservation.org/butterflies/identify-a-butterfly

Butterfly Conservation provide useful information and resources to help children identify different species of butterfly. I

https://www.insectlore.co.uk/education/

Insect Lore provide a range of live educational kits to help support natural science topics. The live butterfly kits allow children to watch first-hand the transformation of a caterpillar, from chrysalis to butterfly!

<u>Task.</u>

Can the children can draw and annotate the life cycles of some different insects that can be found in or around the school/ home environment. Can they also add approximate time scales? Encourage the correct use of scientific terms such as egg, larva (or caterpillar), pupa (or chrysalis), cocoon, hibernation, incubation, nectar, antennae, and so on.

This can be done on paper, in a poster, booklet, fact file or however you would like to record your work.

Handwriting

This week we will practice the 'curly caterpillar' letters that all follow the 'c' shape. Remember to start on the runway and take off like and aeroplane. Don't forget your lead out line. Try to stay within the correct lines and keep all letters the same size.

а	а
С	С
d	d
g	g
U	
0	0
Ŭ	
a	a
Ч	٩
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Additional writing task.

As we are approaching the end of the year and it currently looks very different, we would like your child and yourself to write a paragraph each about how they and you think their year has gone. This will be then included in their end of year report.

Think about their academic achievements, behaviour, what they've enjoyed and areas for improvement going into Year 2.

This can be typed and then emailed to your class teacher. There is no immediate rush but we would appreciate them by the half term, which gives you a few weeks.