English

This week, our focus will be to write an explanation text about how tourists spoil holiday places and how this could be prevented.

Task 1

Learning objective: To use adjectives to develop descriptions.

Learn about/recap what adjectives are using the two clips below.

https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc

https://www.youtube.com/watch?v=IT-G4c2-CHU

Practise thinking and verbally phrasing sentences that include adjectives together as well as recording sentences that include adjectives. Ensure sentences are punctuated correctly. Complete the missing the gap phrases on the next sheet and create appropriate sentences. Share some sentences with the children - can they accurately identify the adjective in the sentences.

Task 2

Learning objective: To know the features of an explanantion text.

Look at the example text and genre checklist (in this pack) to identify the features. Discuss why each feature is important for the text type. Mark the features on the example text included in this pack.

Task 3

Learning objective: To understand the ways different places can be spoilt by tourists.

We're going to focus on oceans and plastics...

https://www.bbc.co.uk/newsround/52896710

https://encounteredu.com/teacher-resources/ocean-plastics-x-curric-ages-5-7

Children will need to note down ways in which oceans are not being cared for fully by humans and how we could take better care of them. This information will be used in the following week's learning.

the ___ boy

the ___ girl

the ___ house

the ___ cat

the ___ dog

the ___ mouse

the ___ school

the ___ lady

the ___ man

the ___ car

the ___ boat

the ___ plane

the ___ bike

the ___ lorry

the ___ beach

the ___ park

the ___ shop

the ___ shed

the ___ table

the ___ pencil

the ___ chair

Y1 Information Text: Explanation Example Text

How is Ice Cream Made?

Ice cream is yummy to eat. We like to eat ice cream when the weather is hot and we like it for our puddings. Have you ever wondered how ice cream is made? This explanation will tell you how.

Mixing the Ingredients

Ice cream is made with milk and cream and sugar. First, all of the ingredients are mixed together. Then, the mixed ingredients are heated up to kill off any germs.

Flavours and Colours

The flavours and colours are added next. Mint flavour ice cream is green. Strawberry flavour ice cream is pink.

Frozen and Whipped

The mix is then frozen and whipped at the same time. This helps to put air into the ice cream. This makes it softer.

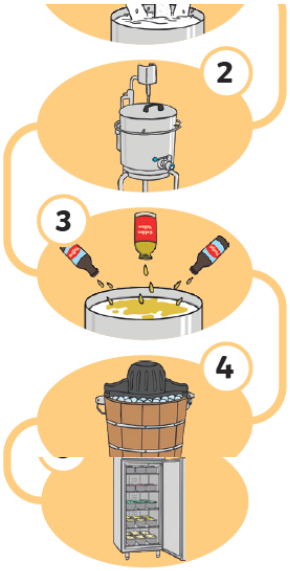
Blast Freezer

Now the mix looks like ice cream. It is put into tubs and put into a blast freezer. This machine freezes the ice cream at a very cold -40 degrees. That is as cold as the North Pole in winter.

How Ice Cream is Made?

1 **Ingredients**

Milk and cream and sugar are mixed together.



2 Heating it Up
The mix is heated up to very high temperatures. This kills the germs.

3 Flavours and Colours
Yummy flavours are added.

4 Frozen and Whipped
The ice cream is put in a special barrel that mixes and

5 Blast Freezer
The ice cream is put into tubs and frozen at -40 degrees.

Your ice cream has been on quite a journey before you unwrap it.

Spellings

Please practise these spellings that contain phase 2 and 3 sounds. Write a sentence for each of the words listed below. Remember to use your best, cursive handwriting.

If you're in school, we will practise these and complete a spelling test on the following Monday.

Good luck!

chip

shed

shock

thick

rush

wing

ping-pong

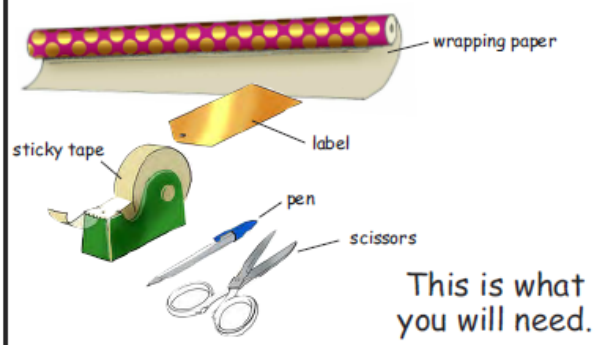
Y1 Information Text: Explanation
Example Text Genre Features Checklist

	✓	✓	✓
Did I...	Child	Friend	Teacher
Structure and Language			
use a question title?			
write an introduction?			
use facts to explain how something works or why something happens			
put information into ordered section			
include a picture to explain something			

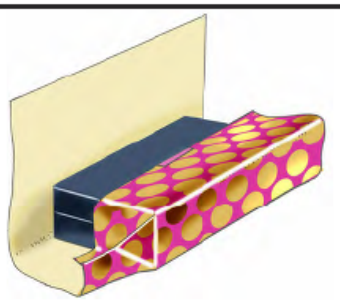
Friday's work...

Theme 6 Gifts | Instructions

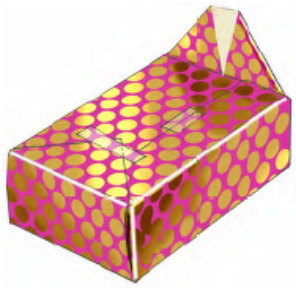
How to Wrap a Present



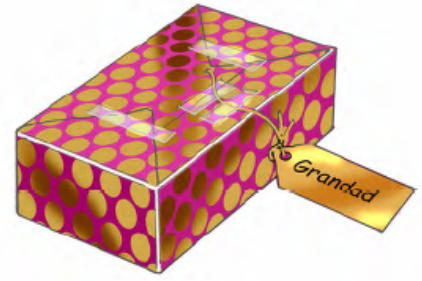
This is what you will need.



Wrap the paper round the present.



Fold the ends and stick down with sticky tape.



Write a name on the label and stick to the present.

Theme 6 Gifts | Instructions

Show next page (Right Arrow)

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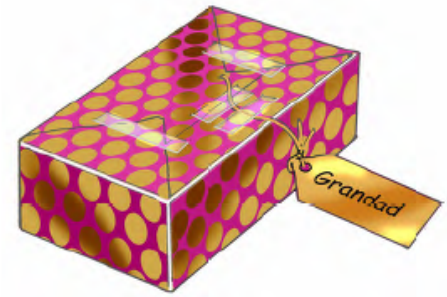
How to Wrap a Present



Section A - *Circle the correct answer.*

1 What is the first thing you wrap round a present?

sticky tape paper label

2 What do you do with the ends of the paper?

fold bend wrap tear

Section B - *Write a sentence.*

3 What do you use to stick the end of the paper in place?

4 What do you write on the label?

5 How do you fasten the label to the present?

PSHE ~ a celebration of Key Workers

Task 1

If you are in school please share: "In It Together" from the school system. If you are at home, talk about the different people that shone as key workers during Britain's lockdown period. Then we should all discuss why were those groups of people so important and how did they help us? What would we like to thank them for?

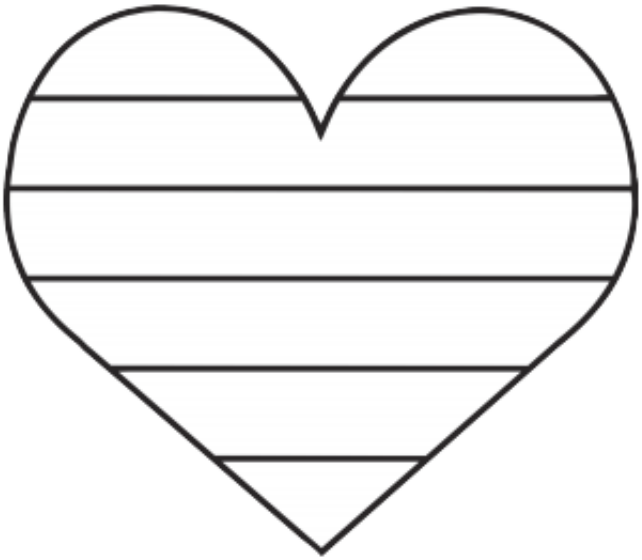
Task 2

Return to yesterday's discussion about key workers and saying thanks. Explain that being thankful or showing gratitude for the good things in our lives helps us to feel good and helps to boost our wellbeing. Can the children think of 3 things that they are thankful for so far today? These things maybe small, but things that bring a little delight to their day, e.g. having a tasty breakfast, getting a hug from a parent, or even having a kick-around in their garden with a family member. Try to return to this gratitude practice each day as a way of building and maintaining a healthy wellbeing.

Task 3

Today, we are going to make new rainbow's of hope for decoration… These could be made however you wish, but the suggestion is using different papers, drawing around hands and cutting them out, to be put together to form a rainbow.

Our Key Workers



NHS

Maths

Varied Fluency

Step 1: Counting to 100

Counting to 100

1a. Circle the number that comes after 35.

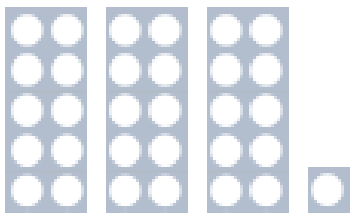
34 36 32

Counting to 100

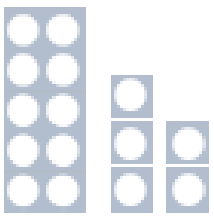
1b. Circle the number that comes before 40.

30 41 39

2a. What is the number shown?



2b. What is the number shown?



3a. Fill in the missing card.

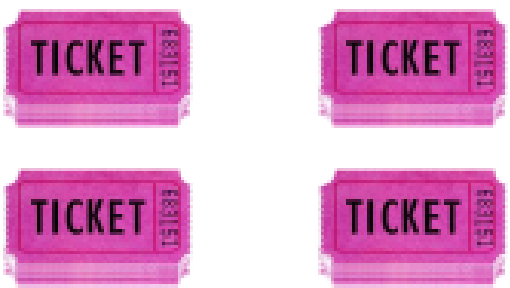
	41	42	43

3b. Fill in the missing card.

28	29		31

4a. There are 10 eggs in each basket. How many eggs are there altogether?

4b. There are 10 tickets in each purple pile. How many tickets are there altogether?



Counting to 100

5a. Circle the number that comes after 67.

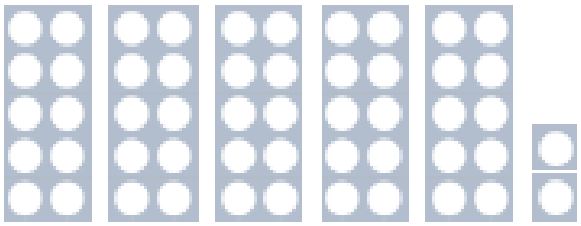
76 65 68

Counting to 100

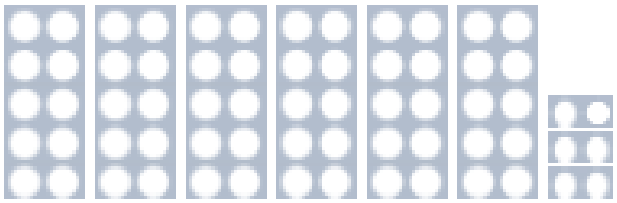
6b. Circle the number that comes before 89.

88 90 80

6a. What is the number shown?



6b. What is the number shown?



7a. Fill in the missing cards.

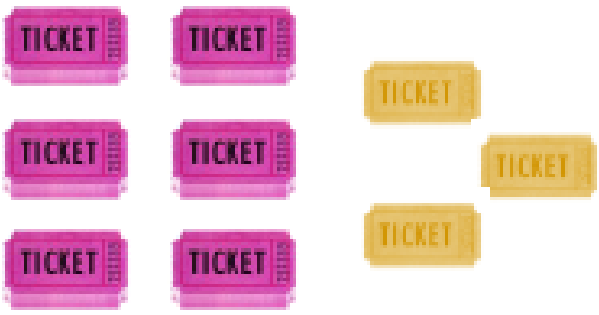
81			78

7b. Fill in the missing cards.

88	89		

8a. There are 10 eggs in each basket. How many eggs are there altogether?

8b. There are 10 tickets in each purple pile. How many tickets are there altogether?



Counting to 100

9a. Circle the number that comes after ninety-nine.

100 99 98

VF

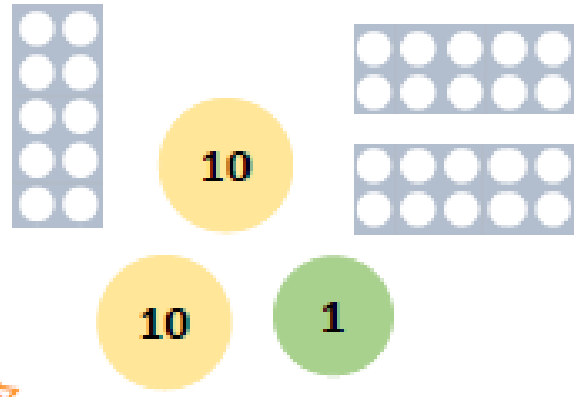
Counting to 100

9b. Circle the number that comes before eighty.

89 79 81

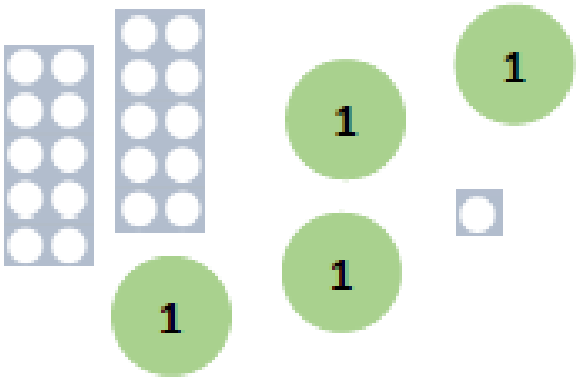
VF

10a. What is the number shown?



VF

10b. What is the number shown?



VF

11a. Fill in the missing card.

	Ninety -two	91

VF

11b. Fill in the missing card.

81		Eighty -three

VF

12a. How many seeds are there altogether?

ten seeds ten seeds ten seeds ten seeds

ten seeds ten seeds

VF

12b. How many tickets are there altogether?

ten tickets ten tickets one ticket

ten tickets ten tickets one ticket

VF

Varied Fluency
Counting to 100

Developing

1a. 36
2a. 31
3a. 40
4a. 36

Expected

5a. 68
6a. 52
7a. 80, 79
8a. 62

Greater Depth

9a. 100
10a. 51
11a. 93 or ninety-three
12a. 63

Varied Fluency
Counting to 100

Developing

1b. 39
2b. 15
3b. 30
4b. 40

Expected

5b. 88
6b. 66
7b. 90, 91
8b. 63

Greater Depth

9b. Seventy-nine
10b. 25
11b. 82 or eighty-two
12b. 42

Reasoning and Problem Solving

Step 1: Counting to 100

Counting to 100

1a. Here is part of a hundred square. Fill in the missing squares.

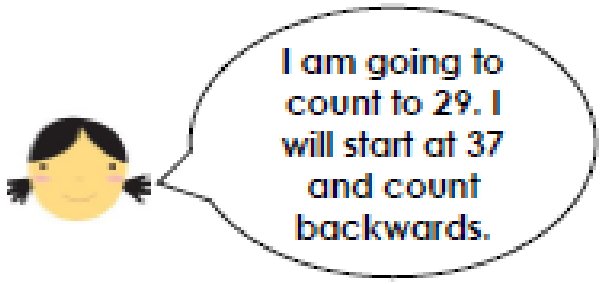
					30
35	36	37			
			48	49	

Counting to 100

1b. Here is part of a hundred square. Fill in the missing squares.

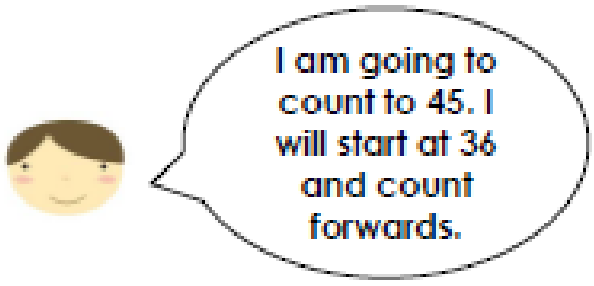
4					9
			17		
	25	26		28	29

2a. Hillary says:



Will she say the number 30?
Explain your reasoning.

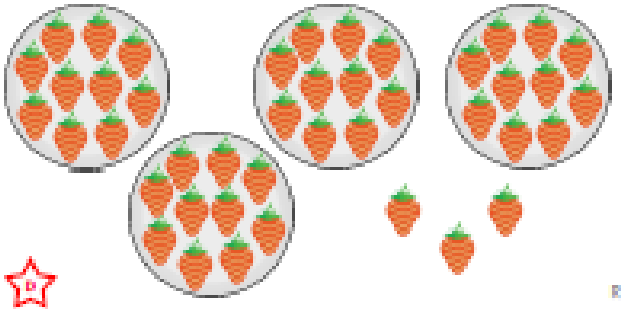
2b. Frankie says:



Will he say the number 35?
Explain your reasoning.

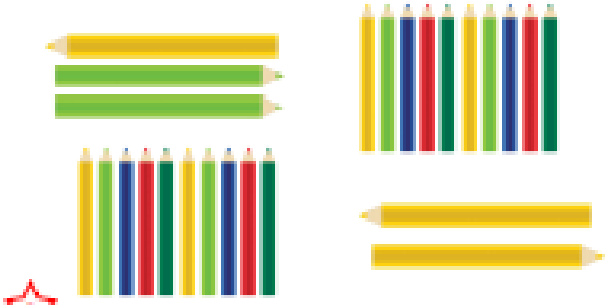
3a. Casey has counted strawberries.
Some of them are on plates of 10 strawberries.
He thinks there are 7 strawberries.

Explain his mistake.



6b. Jane has counted her crayons. Some of her crayons are sorted into groups of 10 crayons.
She thinks there are 35 crayons.

Explain her mistake.



Counting to 100

4a. Here is part of a hundred square. Fill in the missing squares.

45	46				50
	56	57	58		
				69	

Counting to 100

4b. Here is part of a hundred square. Fill in the missing squares.

		76		78	79	
84						90
		96	97	98		

5a. Ivy says:

I am going to count to 54. I will start at 67 and count backwards.

Will she say the number 64?
Explain your reasoning.

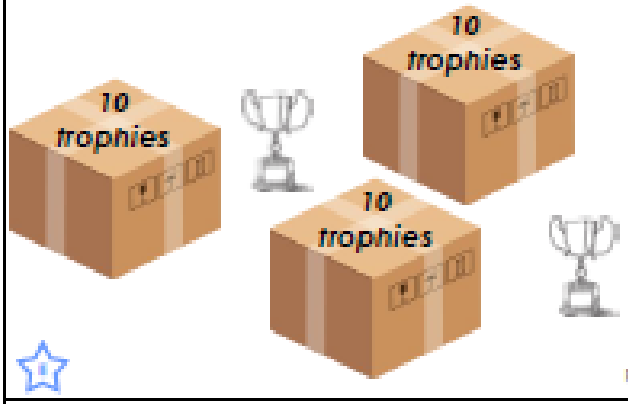
5b. Rob says:

I am going to count to 96. I will start at 89 and count forwards.

Will he say the number 83?
Explain your reasoning.

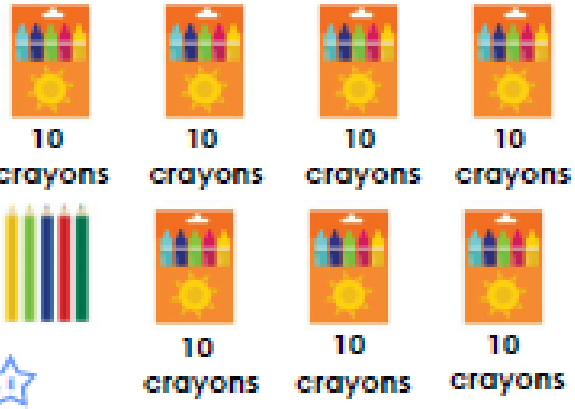
6a. Mark has counted his trophies. He thinks there are 50 trophies.

Explain his mistake.



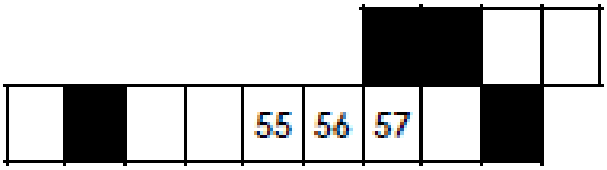
6b. Ava has counted her crayons. She thinks there are 65 crayons.

Explain her mistake.



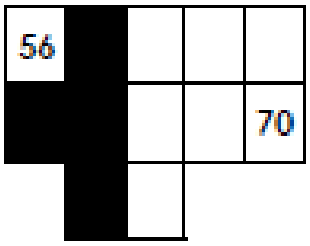
Counting to 100

7a. Here is part of a hundred square. Fill in the missing squares.

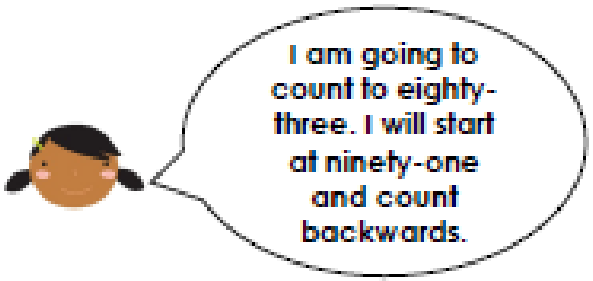


Counting to 100

7b. Here is part of a hundred square. Fill in the missing squares.

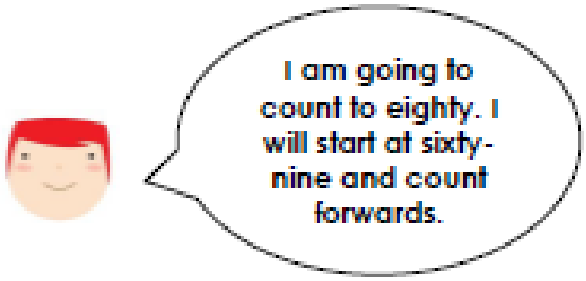


8a. Zoe says:



Will she say the number 80?
Explain your reasoning.

8b. Hunter says:



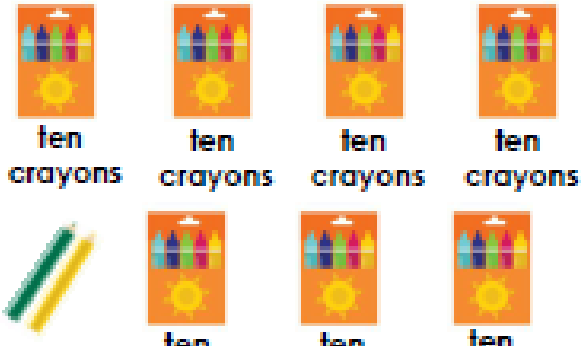
Will he say the number 79?
Explain your reasoning.

9a. Ross has quickly counted his marbles. He thinks there are 54 marbles.

Explain his mistake.

9b. Yasmin has counted her crayons. She thinks she has 68 crayons.

Explain her mistake.



Reasoning and Problem Solving
Counting to 100

Developing

1a.

		27	28	29	30
35	36	37	38	39	
		47	48	49	

2a. Hillary will say the number 30 because 30 is before 37 and after 29.

3a. Casey has not counted groups of ten strawberries. There are 43 strawberries.

Expected

4a.

45	46	47		49	50
55	56	57	58	59	
		67	68	69	

5a. Ivy will say the number 64 because 64 comes after 54 and before 67.

6a. Mark has counted trophies as groups of ten instead of ones. There are 32 trophies.

Greater Depth

7a.

								49	50
51		53	54	55	56	57	58		

8a. Zoe will not say the number 80 because it comes before the number 83 and she is counting backwards from 91.

9a. Ross has counted 10 more marbles than there are. There are 44 marbles.

Reasoning and Problem Solving
Counting to 100

Developing

1b.

4	5	6		8	9	
			17	18	19	
24	25	26		28	29	30

2b. Frankie will not say the number 35 because it is before 36.

3b. Jane has counted an extra ten crayons. There are 25 crayons.

Expected

4b.

74	75	76	77	78	79	
84	85				89	90
		96	97	98	99	100

5b. Rob will not say the number 83 because 83 comes before 89.

6b. Ava has missed one of the packs of 10 crayons. There are 75 crayons.

Greater Depth

7b.

56		58	59	60
		68	69	70
		78		

8b. Hunter will say the number 79 because it comes after 69 and before 80 and he is counting forward

9b. Yasmin has counted 4 less crayons. There are 72 crayons.

Varied Fluency

Step 2: Partitioning Numbers

Partitioning Numbers

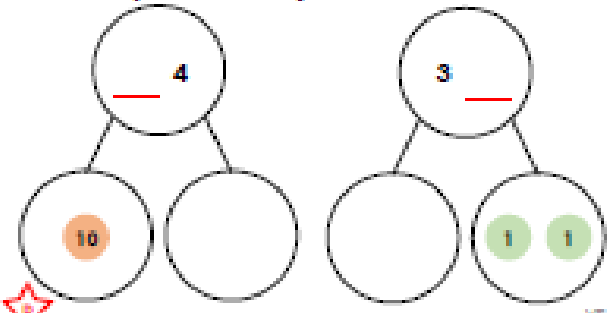
1a. True or false?

Tens	Ones		True or false?
		= 14	

Tens	Ones		True or false?
		= 32	

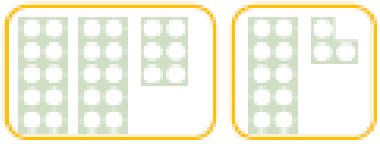
VF

2a. Complete these part whole models.



VF

3a. Match a diagram to a number.



13	35	26	45

VF

4a. Complete the sentences.

12	has		tens	and		ones.
	has	2	tens	and	5	ones.
28	has		tens	and		ones.
	has	3	tens	and	6	ones.

VF

Partitioning Numbers

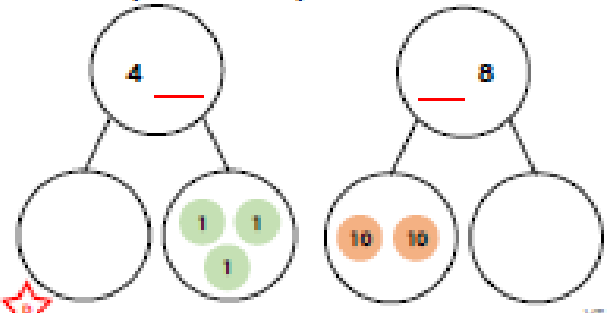
1b. True or false?

Tens	Ones		True or false?
		= 25	

Tens	Ones		True or false?
		= 17	

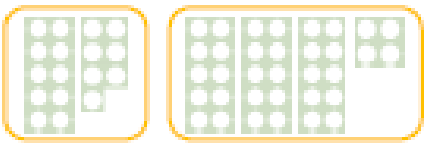
VF

2b. Complete these part whole models.



VF

3b. Match a diagram to a number.



17	25	34	42

VF

4b. Complete the sentences.

23	has		tens	and		ones.
	has	1	tens	and	7	ones.
39	has		tens	and		ones.
	has	2	tens	and	8	ones.

VF

Partitioning Numbers

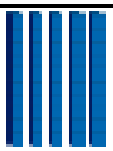
5a. True or false?

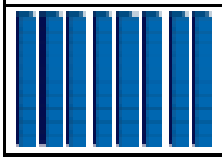
Tens	Ones		True or false?
		= 33	

Tens	Ones		True or false?
		= 76	

VF

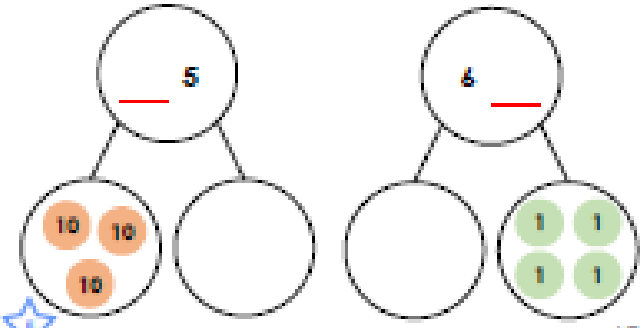
5b. True or false?

Tens	Ones		True or false?
		= 54	

Tens	Ones		True or false?
		= 89	

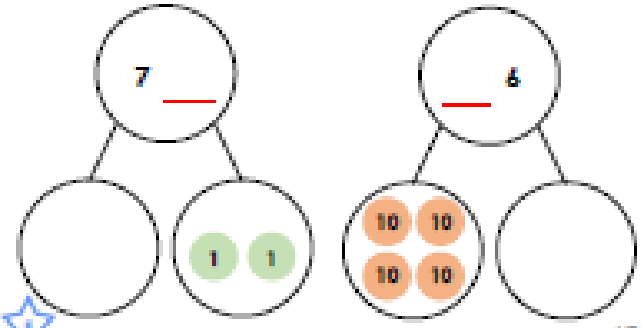
VF

6a. Complete these part whole models.



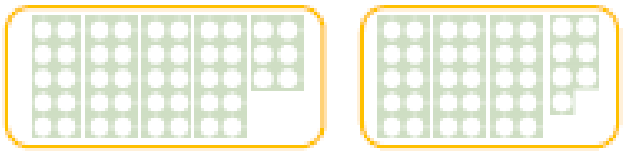
VF

6b. Complete these part whole models.



VF

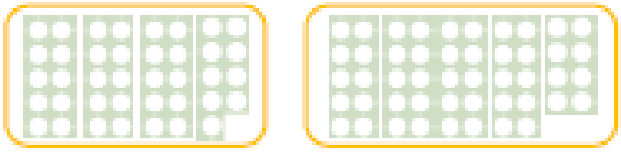
7a. Match a diagram to a number.



64	37	44	46

VF

7b. Match a diagram to a number.



54	48	39	72

VF

8a. Complete the sentences.

37 has ☐ tens and ☐ ones.

☐ has 5 tens and 7 ones.

84 has ☐ tens and ☐ ones.

☐ has 6 tens and 8 ones.

VF

8b. Complete the sentences.

54 has ☐ tens and ☐ ones.

☐ has 8 tens and 5 ones.

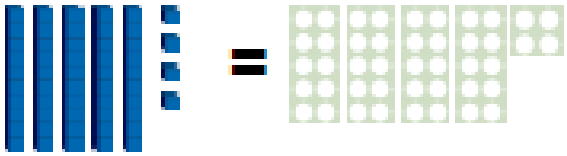
63 has ☐ tens and ☐ ones.

☐ has 9 tens and 2 ones.

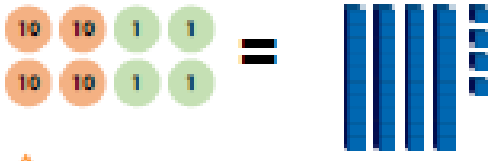
VF

Partitioning Numbers

9a. True or false?



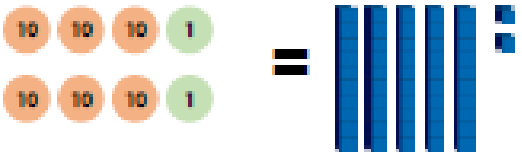
True or false?



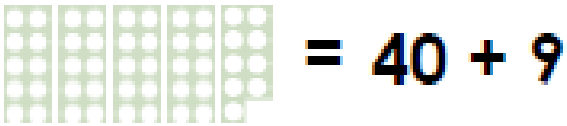
VF

Partitioning Numbers

9b. True or false?

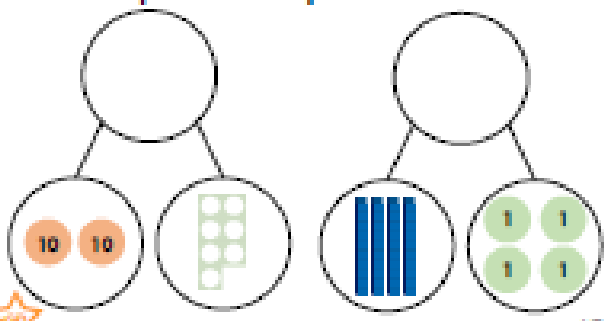


True or false?



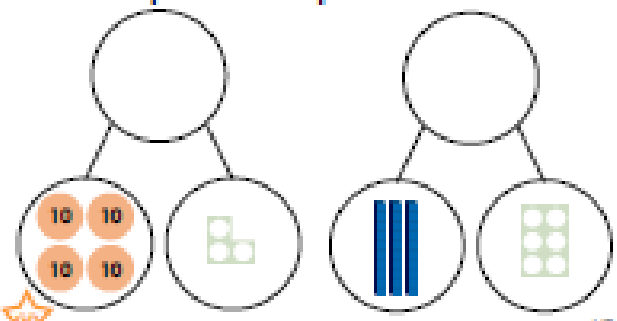
VF

10a. Complete these part whole models.



VF

10b. Complete these part whole models.



VF

11a. Match a diagram to a number.

77	17	71	11

VF

11b. Match a diagram to a number.

53	14	24	43

VF

12a. Complete the sentences.

37	has		tens	and		ones.
	has	4	tens	and	11	ones.
84	has	6	tens	and		ones.
	has	8	tens	and	18	ones.

VF

12b. Complete the sentences.

67	has		tens	and		ones.
	has	4	tens	and	15	ones.
63	has	3	tens	and		ones.
	has	7	tens	and	22	ones.

VF

Varied Fluency
Partitioning Numbers

Developing

1a. False. The diagram shows the number 24.

True

2a. 14 = 10 + 1 + 1 + 1 + 1

32 = 10 + 10 + 10 + 2

3a. The first diagram matches 26 and the second diagram matches 13.

4a. 12 = 1 tens and 2 ones

25 = 2 tens and 5 ones

28 = 2 tens and 8 ones

36 = 3 tens and 6 ones

Expected

5a. False. The diagram shows the number 43.

True

6a. 35 = 30 + 1 + 1 + 1 + 1 + 1

64 = 10 + 10 + 10 + 10 + 10 + 10 + 4

7a. The first diagram matches 46 and the second diagram matches 37.

8a. 37 = 3 tens and 7 ones

57 = 5 tens and 7 ones

84 = 8 tens and 4 ones

68 = 6 tens and 8 ones

Greater Depth

9a. False. The Base 10 blocks show 54, whereas the Numicon shows 44.

True

10a. 27, 44

11a. The first diagram matches 11, the second diagram matches 77 and the third diagram matches 17.

12a. 37 = 3 tens and 7 ones

51 = 4 tens and 11 ones

84 = 6 tens and 24 ones

98 = 8 tens and 18 ones

Varied Fluency
Partitioning Numbers

Developing

1b. True

False. The diagram shows the number 15.

2b. 43 = 10 + 10 + 10 + 10 + 3

28 = 20 + 1 + 1 + 1 +1 + 1 + 1 + 1 + 1

3b. The first diagram matches 17 and the second diagram matches 34.

4b. 23 = 2 tens and 3 ones

17 = 1 tens and 7 ones

39 = 3 tens and 9 ones

28 = 2 tens and 8 ones

Expected

5b. True

False. The diagram shows the number 88.

6b. 72 = 10 + 10 + 10 + 10 + 10 + 10 + 10 + 2

46 = 40 + 1 + 1 + 1 +1 + 1 + 1

7b. The first diagram matches 39 and the second diagram matches 48.

8b. 54 = 5 tens and 4 ones

85 = 8 tens and 5 ones

63 = 6 tens and 3 ones

92 = 9 tens and 2 ones

Greater Depth

9b. False. The place value counters show 62, whereas the Base 10 blocks show 52.

True

10b. 43, 36

11b. The first diagram matches 24, the second diagram matches 53 and the third diagram matches 14.

12b. 67 = 6 tens and 7 ones

55 = 4 tens and 15 ones

63 = 3 tens and 33 ones

92 = 7 tens and 22 ones

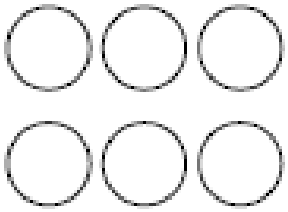
Reasoning and Problem Solving

Step 2: Partitioning Numbers

Partitioning Numbers

1a. Susie has 3 place value counters.

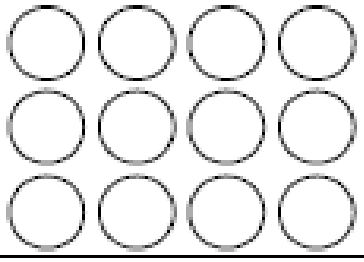
Find the different total amounts she could have.



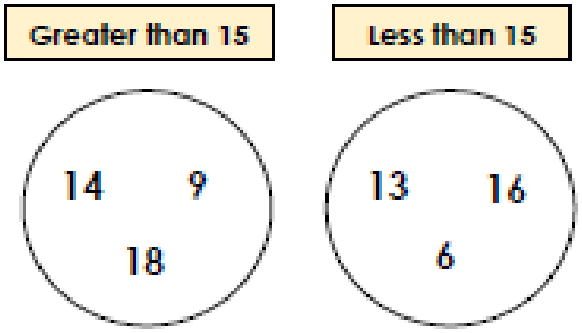
Partitioning Numbers

1b. Sulyman has 4 place value counters.

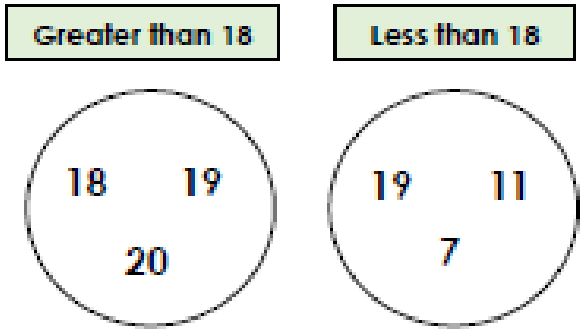
Find the different total amounts she could have.



2a. Harrison has completed the diagram. Do you think he has done it correctly? Explain how you know.



2b. Freddie has completed the diagram. Do you think he has done it correctly? Explain how you know.



3a. Use place value counters to make a number which has less than 5 tens and more than 7 ones.

Tens (10)	Ones (1)

Can you find three different answers?

3b. Use place value counters to make a number which has less than 2 tens and more than 6 ones.

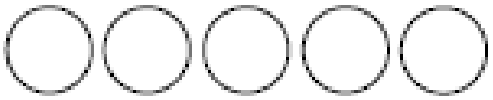
Tens (10)	Ones (1)

Can you find three different answers?

Partitioning Numbers

4a. Ebony has 5 place value counters.

Find the different total amounts she could have.



PS

5a. Jayden has completed the diagram. Do you think he has done it correctly? Explain how you know.

Greater than 60	Less than 47
72 63 27	45 74 26

R

6a. Use place value counters to make a number which has more than 7 tens and less than 3 ones.

Tens (10)	Ones (1)

Can you find five different answers?

PS

Partitioning Numbers

4b. Hamza has 6 place value counters.

Find the different total amounts she could have.

PS

5b. Priya has completed the diagram. Do you think she has done it correctly? Explain how you know.

Greater than 95	Less than 40
98 96 93	55 39 42

R

6b. Use place value counters to make a number which has less than 5 tens and more than 6 ones.

Tens (10)	Ones (1)

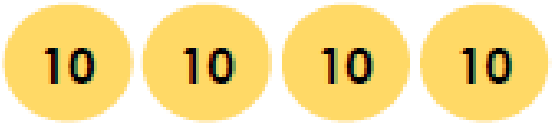
Can you find five different answers?

PS

Partitioning Numbers

7a. Saffron has a mixture of place value counters.

She wants to make a number greater than 55, but she only has 4 tens.



How can she do it?

8a. Josie has completed the diagram. Do you think she has done it correctly? Explain how you know.

Greater than 75	Less than 75
5 tens and 15 ones 6 tens and 19 ones	4 tens and 12 ones 6 tens and 25 ones

9a. Use place value counters to make a number which has between 5 and 7 tens and 14 ones.

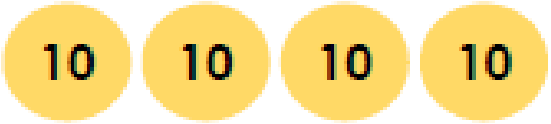
Tens (10)	Ones (1)

Can you find all the possible answers?

Partitioning Numbers

7b. Jerry has a mixture of place value counters.

He wants to make a number greater than 62 but he only has 4 tens.



How can he do it?

8b. Peter has completed the diagram. Do you think he has done it correctly? Explain how you know.

Greater than 85	Less than 85
7 tens and 18 ones 6 tens and 26 ones	7 tens and 16 ones 7 tens and 13 ones

9b. Use place value counters to make a number which has less than 4 tens and 17 ones.

Tens (10)	Ones (1)

Can you find all the possible answers?

Reasoning and Problem Solving
Partitioning Numbers

Developing

1a. The possible answers are 12 and 21.

2a. Harrison is incorrect. 9 is not greater than 15 and 16 is not less than 15.

3a. Three numbers from the following: 48, 49, 38, 39, 28, 29, 18, 19.

Expected

4a. The possible answers are 41, 32, 23 and 14.

5a. Jayden is incorrect. 27 is not greater than 60 and 74 is not less than 47.

6a. The possible answers are: 82, 81, 80, 92, 91 and 90.

Greater Depth

7a. Saffron needs to use 4 tens and at least 16 ones to make a number greater than 55.

8a. Josie is not correct because she has made an error. 6 tens and 25 ones = 85 which is not less than 75.

9a. The possible answers are 64, 74, 84

Reasoning and Problem Solving
Partitioning Numbers

Developing

1b. The possible answers are 13, 22 and 31.

2b. Freddie is incorrect. 18 is not greater than 18 and 19 is not less than 18.

3b. The three possible numbers are 17, 18 and 19.

Expected

4b. The possible answers are 51, 42, 33, 24 and 15.

5b. Priya is incorrect. 93 is not greater than 95 and 55 and 42 are not less than 40.

6b. The possible answers are: 47, 48, 49, 37, 38, 39, 27, 28, 29, 17, 18, 19, 7, 8, and 9.

Greater Depth

7b. Jerry needs to use 4 tens and at least 23 ones to make a number greater than 62.

8b. Peter is not correct because he has made an error. 7 tens and 16 ones = 86 which is not less than 85.

9b. The possible answers are 17, 27, 37 and 47.

Art: Lesson 2

Topic: Lesson 7—Locations

1.05 Know that the world extends beyond their own locality and that the places they study exist

within a broader geographical context

Research activity

Using maps and globes, begin by locating the children's host country. Work together to find the country we live in. Use your maps to locate other towns, cities

and landmarks that the children may have heard of (such as the capital city). The children will also need to locate Greece and Brazil as their Class names. Colour the countries and label with name.

If you wish, you could use Google Earth to view aerial maps and zoom in to view specific cities and locations. (**google.com/earth/**). Ask the children to describe the position of these locations in relation to the school. Encourage use of compass directions and directional language.

WB: 15th June 2020.

LO: To locate familiar locations on a world map.

Topic: Lesson 8

Explore the world map further. Prompt the children to identify neighbouring countries and the continent which their country belongs to. Expand further, to identify the seven continents and five oceans. Again, use directional language to help the children to move around their maps, making frequent reference to the host countries' location. For example:

Which ocean/continent do we think is nearest/furthest away from our school?

If we were travelling to this continent by the shortest route, which countries and oceans would we pass over?

Which is the biggest/smallest continent? How does their size compare to our own?

Based on what they have learned, ask the children to use their maps to find out where their favourite holiday place is in the world. Ask them to make a note of:

Its name

The country it is in..

Any countries that are nearby

The continent it is on.

Provide assistance as necessary to help the children to read and understand their maps.

Colour and label continents and oceans on world map.

WB: 15th June 2020.

LO: To locate continents and oceans on a world map.

Topic: Lesson 9 (Secret topic lesson)

Fathers day cards.

Allow the children some creative time to make a fathers day card for their dads. (Or an alternative famil member in different circumstances)

Once made, children to write a nice message inside.

Art

PE

Game 3 Musical Statues Equipment: Either a loud singing voice, or some music! Children can dance, or do different on the spot whole body exercises, like jumping jacks. When the music stops, they must freeze. The last person to stop moving is out (they can move outside the 'in' area and carry on joining in with movements). The last person still in, is the winner.

Game 4 Game 4 - Shadow Tag Closer contact game Equipment: None This activity requires plenty of space and lots of sunshine! Have the children pair up, but stay apart and then find a good space in general space with their partner. Designate one child as the "walker" and the other the "tagger." Ask the children to find their shadows. On the signal "go" the tagger tries to "tag" the "walker" by stepping on his or her shadow. Have the children switch roles and continue playing. Teaching Suggestions: You may have to explain the importance of trust and honesty to help make this game fun and active. To eliminate touching (and possibly knocking a child down) the tagger should shout "caught" when stepping on the partner's shadow.

PSHCE –

Lesson 1

Lesson 2-

Lesson 3