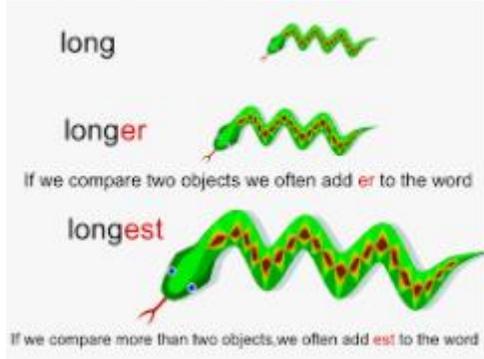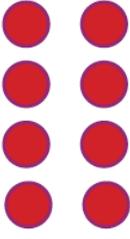# Year 1 Home learning Plan: Week beginning 03/05/21

Learning activities are listed by day, with each day consisting of English, Maths and one other subject.

In addition to these daily learning activities, your child should continue to practice their reading, phonics/spelling and times tables. Year group spelling lists are available on the school's website and phase 3 sounds can be practised on https://www.phonicsplay.co.uk/resources

If you would like additional work, the Year group's homework and Millhouse Milestones can also be found on the website.

Free levelled reading books can be found on the Oxford Owl website: https://home.oxfordowl.co.uk/reading/

	English	Maths	Other
Mon		**Bank Holiday**	
Tues	**Suffix - est** Last week we looked at how to add the suffix er to the end of an adjective when comparing to things. This week we are going to look at the suffix est. This means we will be comparing 3 things. 	**Drawing Arrays for the 2 timestable** We are still looking at arrays today. You can make arrays to represent calculations (like we said yesterday). Can you draw arrays to represent the following…. Here is an example of an array for the calculation 4 x 2= 8. 10x2= 4x2= 8x2= 11x2= 5x2= 6x2= **If you would like an extra challenge…** Draw the array: There are 4 boxes. Each box has 2 shoes. How many altogether?	**Science** Learn the facts of a carnivore – Tyrannosaurus Rex: Watch the film https://www.youtube.com/watch?v=EXA370ZXbqk followed by https://www.youtube.com/watch?v=SNbQYyMIZvM from 4.16 to 5.15. Tyrannosaurus Rex had powerful back legs that let it hunt prey over short distances at up to 20mph (32 kph). They would have charged out of the undergrowth to surprise their prey - and their flexible neck helped them adjust the angle of attack. T. Rex were one of the biggest meat eaters. They could sprint up to 20 mph (32 kph). Their length was up to 12 metres (40 feet). The T. Rex had quite a large brain for a

Can you add the suffix est to the following adjectives?

Soft
Bright
Light
Tall
Rich
Small

Now, can you create a table like the picture below and complete fill in the adjectives using er and est? For an extra challenge you can put some of the adjectives into sentences!

dinosaur. This would have helped it hunt better! Large parts of its brain helped its vision and smell.
Even more terrifying was its mouth full of 8 inch (20cm) teeth - long and sharp, like knives.
Tyrannosaurus Rex were 12 metres (40 feet) in length and weighed 5 tons. Their heads were over 4 feet (1.25 metres), with very powerful jaws. Tyrannosaurus Rex were meat eaters. They probably hunted Hadrosaurs and Triceratops. They would have also scavenged - stealing meals from smaller predators.

Finish by drawing a T Rex and labelling the parts of the body e.g. a huge brain, a tail to help balance.

Adding 'er' and 'est'

1. Fill in the table below.

root word	add 'er'	add 'est'
tall		
quick		
thick		
light		
fast		
fresh		
bright		
cold		
warm		

2. Choose 3 of the words from the table and put them into sentences.
   Don't forget capital letters and full stops!

   1. _____

   2. _____

   3. _____

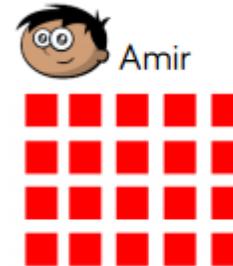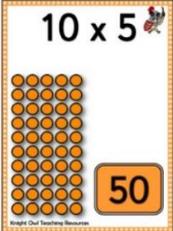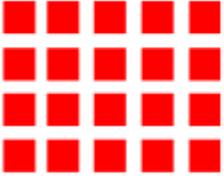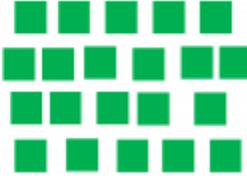|			
Wed	<u>**Planning for a factsheet on Carnivores.**</u> This week in topic we have been learning about dinosaurs that are carnirvores. Today, we are going to plan our writing for a fact sheet. You will need the information you have learned so far in topic to help you. Fill the sheet in that is on google classroom, or make your own sheet that looks similar to this: Have Can Eat	**Drawing Arrays for the 5 timestable** We are still looking at arrays today. Remember, you can make arrays to represent calculations (like we said yesterday). Here is an example of an array for the calculation 5 x 5= 25. Amir Can you draw arrays to represent the following…. $10 \times 5 =$ $4 \times 5 =$ $8 \times 5 =$ $11 \times 5 =$ $5 \times 5 =$ $6 \times 5 =$ **If you would like an extra challenge….**	Wellbeing Wednesday Start with circle time game: I'm thinking of someone in my family who… Someone chooses a person and describes three things about them. These descriptions can include positive aspects of their personality and strengths as well as their appearance. The rest of the family guess who the secret person is. This helps develop self esteem and listening skills. Move on to discussing friendships. Discuss what makes a good friend and the attributes that make you like someone. Who are their best friends in the class or year group? Children draw their three best friends and write their names underneath. They could write or an adult scribe why they like them and what they do together.

<table>
<tr>
<td></td>
<td></td>
<td>Eva begins to make an array with 40 counters.
She has finished her first row and her first column.
Complete her array.

⬤⬤⬤⬤⬤⬤⬤⬤⬤⬤
⬤
⬤
⬤

Write two different number sentences to describe the finished array.</td>
<td></td>
</tr>
<tr>
<td>Thur</td>
<td><u>Writing up our factsheet.</u>

Today, we will start add the information we know about a T rex to our fact sheet.
We will start with what you put into you 'Have' box.
The fact sheet is on Google classroom or you can write this on some paper at home.

We could start our 'Have' section by saying:
A T rex has sharp teeth. It has a big brain.

Remember to include as much information as you can to make it really interesting!</td>
<td>Drawing Arrays for the 10 timestable
We are still looking at arrays today. Remember, you can make arrays to represent calculations (like we said yesterday). Here is an example of an array for the calculation $10 \times 5 = 50$.

Can you draw arrays to represent the following….

$5 \times 10 =$
$4 \times 10 =$
$8 \times 10 =$
$3 \times 10 =$</td>
<td>PE
Complete the dance Sleepover at the Museum pausing it as necessary to practise skills

https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-dinosaurs-3-sleepover-at-the-museum/zkq3p4j</td>
</tr>
</table>

		2x10= 6x10= **If you would like an extra challenge…** Amir and Whitney are making arrays. Amir Whitney Who has made a mistake? Explain why.	
Friday	<u>**Writing up our factsheet.**</u> Today, we will finish adding the information we know about a T-Rex to our fact sheet. We will be writing about what a T Rex eats and what it can do Remember to include as much information as you can to make it really interesting and to write in full sentences. Once you have finshed you could draw a T Rex.	**Dividing/Sharing:** Today we are going to be thinking about division. Dividing means sharing into equal groups. Have a look at the following……	**Art** Last week in class or at home you practised different printing techniques with paint. What was your favourite material? Do you have it at home? If not investigate the materials you have at home you could print with e.g. kitchen towel, sponge and decide which would make the best print for dinosaur skin.

|			
		You can see the question is…. 10 ÷ 2 = 5 The first number tells us how many objects there are. The second number tells us how many circles we need to draw. Can you use this method to work out the answers to the following questions… 10÷2= 15÷5= 20÷10= 12÷2= 25÷5= 30÷10= 22÷2= 35÷5= 40÷10= **If you would like an extra challenge…..**	Then draw (or print from the internet) and cut out a dinosaur stencil. Print inside the shape you cut out. If time then draw or print a background for your picture.

| | | Teddy and Alex are writing number sentences to describe the array.
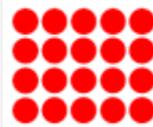
Teddy: 4 + 4 + 4 + 4 + 4 = 20

Alex: 5 + 5 + 5 + 5 = 20

Who do you agree with? Explain why. | |