

**Year 1 Learning Grid Week of 11<sup>th</sup> January 2021**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>PHONICS</b> Sing ‘Song of Sounds’ <a href="#">here</a></p> <p><b>Revision</b> Phonics focus: sound – er</p> <p>Provide the children with the following words on paper: <u>flower</u>, <u>shower</u>, <u>letter</u>, <u>sister</u>, <u>never</u>, <u>blister</u>, <u>her</u></p> <ul style="list-style-type: none"> <li>• Practise segmenting and blending these words.</li> <li>• Choose some of these words and put them into sentences e.g. My sister never cooks.</li> <li>• Write your sentences.</li> </ul>	<p><b>PHONICS</b> Sing ‘Song of Sounds’ <a href="#">here</a></p> <p><b>Revision</b> Phonics focus: sound – ur</p> <p>Provide the children with the following words on paper: <u>hurt</u>, <u>nurse</u>, <u>purse</u>, <u>turn</u>, <u>curly</u>, <u>surfing</u></p> <ul style="list-style-type: none"> <li>• Practise segmenting and blending these words.</li> <li>• Choose some of these words and put them into sentences e.g. The nurse lost her purse.</li> <li>• Write your sentences</li> </ul>	<p><b>PHONICS</b> Sing ‘Song of Sounds’ <a href="#">here</a></p> <p><b>Revision</b> Phonics focus: sound – ir</p> <p>Provide the children with the following words on paper: <u>girl</u>, <u>bird</u>, <u>twirl</u>, <u>dirty</u>, <u>shirt</u>, <u>skirt</u>, <u>first</u></p> <ul style="list-style-type: none"> <li>• Practise segmenting and blending these words.</li> <li>• Choose some of these words and put them into sentences</li> <li>• Write your sentences</li> </ul>	<p><b>PHONICS</b> Sing ‘Song of Sounds’ <a href="#">here</a></p> <p><b>New sound</b> Phonics focus: sound – or</p> <p>Provide the children with the following words on paper: <u>horse</u>, <u>fork</u>, <u>born</u>, <u>torch</u>, <u>sport</u>, <u>short</u>, <u>for</u></p> <ul style="list-style-type: none"> <li>• Practise segmenting and blending these words.</li> <li>• Choose some of these words and put them into sentences</li> <li>• Write your sentences</li> </ul>	<p><b>PHONICS</b> Sing ‘Song of Sounds’ <a href="#">here</a></p> <p><b>New sound</b> Phonics focus: sound – or</p> <p>Ask your child about words you looked at yesterday with the ‘or’ sound in them. As they recall the words, write them down on a piece of paper.</p> <ul style="list-style-type: none"> <li>• Practise segmenting and blending these words.</li> <li>• Now call out each word individually and have your child write them down without looking at your words.</li> <li>• Ask your child to create one sentence of their own and write it down.</li> <li>• Play a game of ‘Obb and Bob’ focusing on the ‘or’ sound <a href="#">here</a></li> </ul>

## ENGLISH

### Naughty Bus

Show children this image.



Ask them the following questions:

- ◆ Who has seen a bus like this before?
- ◆ Have you been on one? Where?
- ◆ What did you see out of the window?
- ◆ What job do buses have?
- ◆ Why are they so important?
- ◆ Where do you see them?
- ◆ What numbers do you know from buses?
- ◆ Where do they go?
- ◆ Where would like to go on a bus?

**Create a poster** about buses with your child. Write some of the questions for your child to answer underneath. Then draw a red bus, oyster card and anything else related to buses in London. Have fun!

## ENGLISH

### Naughty Bus



Create a little mess in your kitchen/living room/child's bedroom. Ask them to have a think about what could have happened. Eventually tell them you saw a little red bus but now it's gone (If you have a toy bus it would be great to leave it in the middle of all the mess!)

Discuss the fact that there could be a naughty bus around! What facts do you already know about buses?

#### **Write some sentences about buses.**

*For example:*

Buses can have two levels.

The driver sits at the front of the bus.

Buses have four black wheels.

## ENGLISH

### Naughty Bus

Read the 'Naughty Bus' story [here](#)

What type of adjectives can you use to describe Naughty Bus?



**Write a letter** to the Naughty Bus telling him the house rules and how he must not mess our house.

Challenge: I want you to use **but** in your sentences.

*Dear Naughty Bus,*

## ENGLISH

### Naughty Bus

Read the 'Naughty Bus' story [here](#)

Explain to your child that as you're reading the story you're going to be listening out for words with the 'ay' sound.

(Words with 'ay', 'ai' and a\_e)

- play, say, way
- wait, straight, again
- take, save

Write them down as your child hears them, for your child to see.

**Write sentences** using these words.

*Naughty Bus is speeding straight through the garden.*

Challenge: add adjectives to your sentences

*Naughty Bus is speeding straight through the green garden*

## Spelling

Words with 'or' sound

- ◆ for
- ◆ born
- ◆ torch
- ◆ sport
- ◆ short
- ◆ for

### High Frequency words:

Watch [here](#)

Choose 2 or 3 to practice this week. **Put them into sentences**

Write each letter in a different colour

Write them **big**

Write them small

## MATHS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use a number square to explore numbers 20 – 50.

Look at the sequences you can see 20, 21, 22 and 30, 31, 32 etc.

Choose a number and count on for the next 5 numbers.  
For example 22, 23, 24, 25, 26, 27

Now repeat with at least 10 numbers between 20 and 50 in your exercise books.

## MATHS

Begin by warming up with this counting song [here](#)



Look at the 100 square from yesterday.

What is 1 more than 5?  
What is 1 less?  
Continue with numbers between 1-10 until your child has a clear understanding of more and less.

You could use objects such as toy cars to help understanding of 1 more and 1 less.

Move on to 1 more or less than numbers beyond 10 to 50 depending on understanding.

Say a number and have your child point to 1 more/less etc.

Take turns so that your child chooses a number and you have to find 1 more/less for them!

## MATHS

Begin by warming up with this counting song [here](#)

15, 17, 19, 16, 20, 18

Put these numbers in order from smallest to largest.

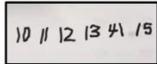
25, 22, 20, 24, 21, 23

Repeat with some of your own numbers on a piece of paper for your child to order.

Can you spot Ron and Whitney's mistake below?

Ron and Whitney are counting.

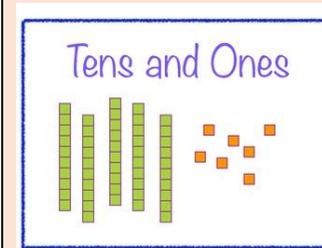
Ron says:  43, 42, 41, 40, 41, 42

Whitney writes:  10 11 12 13 14 15

Can you spot their mistakes?

## MATHS

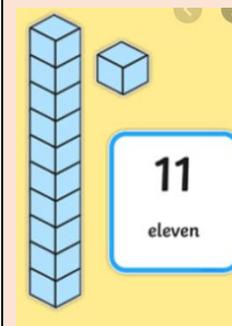
Today we are learning about tens and ones. Watch this [video](#) to show you more!



Can you write the following numbers and draw how many tens and ones blocks beside each number?

- ◆ 12, 16, 18, 13, 15, 14, 19, 17
- ◆ Extra challenge: 20, 25, 27, 32, 38, 44, 50

For example: 11



## MATHS

Practise your number bonds with this groovy song [here](#)



Challenge: Can you show off your number bond knowledge?

Write your number bonds to 20 if you can!

## RE



Begin by reading the story Grandma's Special People (below this grid) to your child.

Ask questions:

- ◆ What do Joe and Tim like to do at Grandma and Grandad's house?
- ◆ Who are special people in your lives?
- ◆ Are there special people in your school or community?

Together look for some photographs of the special people in your child's life.

Think about and discuss special people at school, clubs, church – who are they?

What roles do they play?  
Why are they special?

## DT

Make your own toy paper boat!  
Watch this [video](#) to help you.



When you have finished, decorate your boat and then for the real test... does it float or sink?

Enjoy finding out what happens!

## HISTORY



Sit with your child and ask them to choose 5 of their toys.

Talk with your child about these and discuss whether these toys would have been something you would have played with when you were 5 years old. Also, discuss whether these toys were around when your parents were young.

Talk about modern toys and older toys. If you can find pictures or older toys to look at that will help discussion.

Draw a timeline with pictures of modern toys and old toys. Do you know what the toys are made of?

## ART

Choose a favourite teddy from home and describe it.

Look closely at the proportion and features of the teddy.

Model drawing one toy for your child – draw the shape of the outline followed by detail.



Ask your child **to** draw the outline first and then add details of their teddy.

## PHSE

Our PHSE topic for this half term is 'Keeping Clean'. We will be learning all about the different things we need to do to keep our bodies clean and healthy.

This week are learning about the importance of handwashing.

This is even more important at the moment.

Watch this video [here](#) which shows how to properly wash our hands.

Learn the song and sing it to your family.



## Grandma's Special People by Joe

Every Sunday, we go to Grandad and Grandma's with our Mum for dinner. Tim and I love going there. Grandad and Grandma let us play upstairs. We think it is a very special place. Grandma knows how much we like to look at all the photographs on the stairs, on the landing and in the bedrooms. There are so many of them. Tim and I make up games to play. We count them, try to spot the new ones and see if we can remember who all the people in the photographs are. Grandma says, "These are all my special people, they are our family. You are there, as well as your Mum, Uncle Brian and cousins."

Tim and I are glad we're Grandma's special people. She is one of our special people, too. Some of the photographs are of people we don't really know.

There is one of Monica, Grandma's best friend, who lives in the next road. They go shopping together every week. Another is of Sally, the district nurse, who helped to look after Grandad when he was very ill last year.

Tim's favourite photograph is the one of Grandma and Grandad with all their friends and neighbours. It was taken at the community centre last year at a party. Grandma has so many photographs because she has many special friends. I couldn't tell you about them all today as it would take too long. Perhaps you could think of people who are special to you