



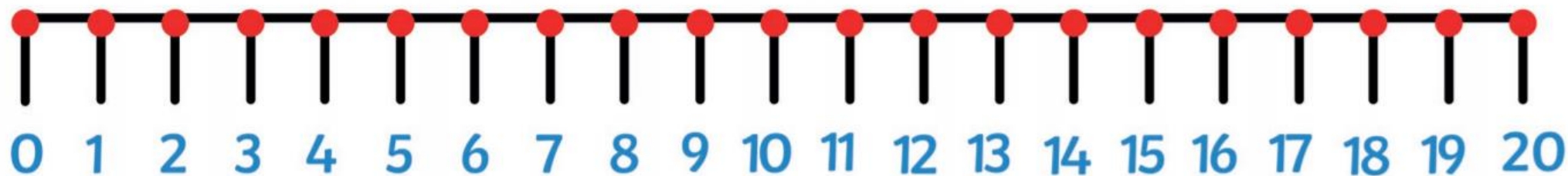


Year 1: Remote Learning Schedule

W/C 11 th January	Monday	Tuesday	Wednesday	Thursday	Friday			
<p>Maths</p> <p><i>(approx. 45 mins per lesson)</i></p> <p>This week our focus is:</p> <p>Addition</p>	<p>Lesson 1:</p> <p>To add by counting on.</p> <p>Click here to watch a video clip then complete the worksheet.</p>	<p>Lesson 2:</p> <p>To add ones using number bonds (lesson 1).</p> <p>Click here to watch a video clip then complete the worksheet.</p>	<p>Lesson 3:</p> <p>To add ones using number bonds (lesson 2).</p> <p>Click here to watch a video clip then complete the worksheet.</p>	<p>Lesson 4:</p> <p>To find and make number bonds.</p> <p>Click here to watch a video clip then complete the worksheet.</p>	<p>Arithmetic</p> <p>Challenge yourself with our weekly number skills check.</p>			
<div></div> <p>Remember to log in to TT Rockstars each week to practise your times tables.</p> <p>Message your teacher on ClassDojo if you've forgotten your login details.</p> <div></div>								
<div></div> <p>Remember to share your learning on Class Dojo!</p> <p>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see and mark.</p> <div></div>								
<p>English</p> <p><i>(approx. 45 mins per lesson)</i></p> <p>This week our focus is:</p> <p>Writing a setting description of the Antarctic</p>	<p>Lesson 1:</p> <p>To read about Antarctica and answer questions</p> <p>Read the text about Antarctica and answer the comprehension questions.</p>	<p>Lesson 2:</p> <p>To create a list of things you might find in Antarctica</p> <p>Click here to watch a video clip of Antarctica, use the images to create a list of things you might see or hear or feel on a walk in Antarctica.</p>	<p>Lesson 3:</p> <p>To use adjectives to describe.</p> <p>Write a list of adjectives that could be used in your setting description tomorrow.</p>	<p>Lesson 4:</p> <p>To write a setting description.</p> <p>Read the setting description example and then have a go at writing your own. Focus on using fantastic adjectives</p>	<p>Lesson 5:</p> <p>Complete the spelling test for this week.</p> <p>Put these spellings into sentences.</p>			
<p>This week's spellings are: <i>friend, school, full, house, where, said, today, love, come, ask</i> (Year 1 Common Exception words)</p>								
<p>Reading for Pleasure is such an important part of our curriculum – click here to listen to a story all about a polar bears with David Walliams.</p>								
<p>Reading for Productivity <i>is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</i></p>			<p>Lesson 1:</p> <p>History</p>	<p>Lesson 2:</p> <p>Geography</p>	<p>Lesson 3:</p> <p>PSHCE</p>	<p>Lesson 4:</p> <p>RE</p>	<p>Lesson 5:</p> <p>Reading for Pleasure</p>	<p>Lesson 5:</p> <p>Science</p>



0-20 number line

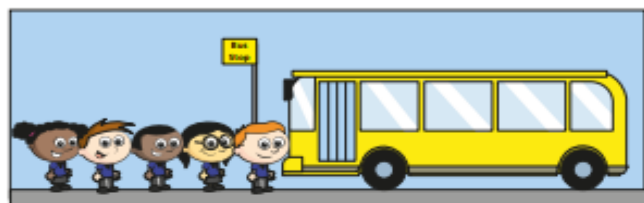


Maths - Lesson 1

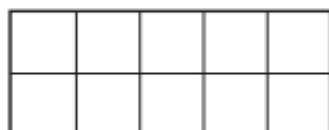
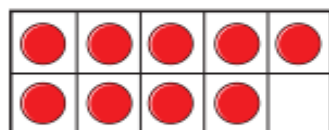
Add by counting on



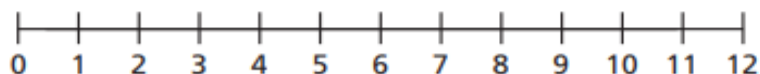
- 1 There are 9 children on the bus.
5 more children get on the bus.



How many children are on the bus now?

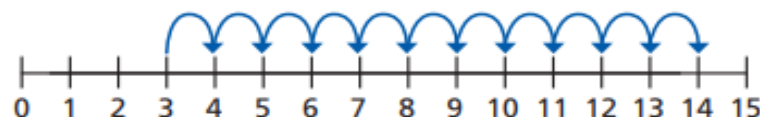


- 2 Eva has 4 coins.
Jack gives her 7 more coins.
How many coins does Eva have now?

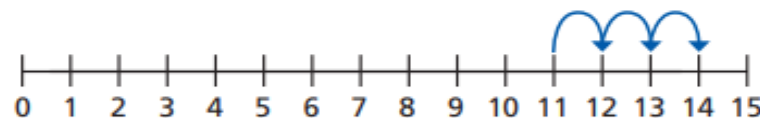


- 3 Ron and Mo are working out $3 + 11$ on a number line.

Ron's method

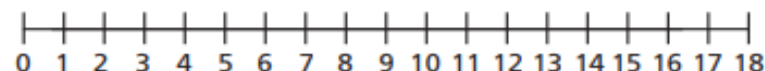


Mo's method



What is the same and what is different?

Use a number line to work out the additions.



a) $2 + 13$

b) $4 + 9$

c) $1 + 17$



Maths - Lesson 2

Add ones using number bonds



1 Complete the additions.

a)

$$3 + 5 = \square$$

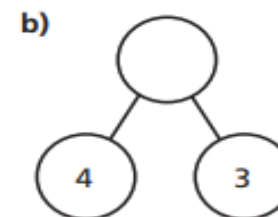
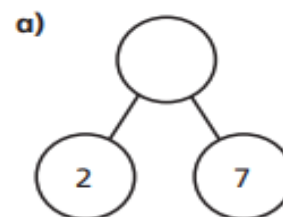
b)

$$13 + 5 = \square$$

c)

$$15 + 3 = \square$$

2 Complete the part-whole models.



3 Complete the additions.

a) $12 + 7 = \square$

b) $13 + 4 = \square$

$17 + 2 = \square$

$14 + 3 = \square$

$7 + 12 = \square$

$4 + 13 = \square$

$2 + 17 = \square$

$3 + 14 = \square$



4 Tick the additions that make 16

$14 + 2$

$15 + 2$

$10 + 6$

$1 + 16$

$3 + 13$

$12 + 5$

$11 + 5$

$1 + 15$

5 Complete the additions.

$\square + 5 = 9$

$\square + 2 = 9$

$8 + \square = 9$

$6 + \square = 9$

6 Complete the additions.

$\square + 5 = 19$

$\square + 2 = 19$

$18 + \square = 19$

$16 + \square = 19$



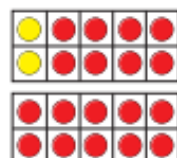
Maths - Lesson 4

Find and make number bonds

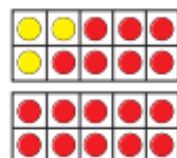


1 Write additions to match the ten frames.

a)



b)



c) What do you notice?

2 Complete the number bonds.

a) $4 + 6$

b) $5 + 5$

$4 + 16$

$5 + 15$

c) $10 = \square + 1$

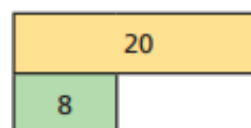
d) $10 = 3 + \square$

$20 = \square + 1$

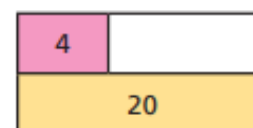
$20 = \square + 13$

3 Complete the bar models.

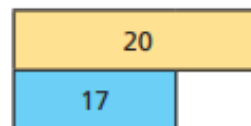
a)



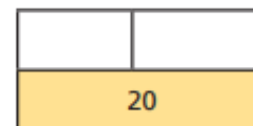
c)



b)



d)



4 Colour all the number bonds to 20

$14 + 3$	$17 + 3$	$2 + 18$	$0 + 20$	$3 + 16$	$9 + 11$	$17 + 3$	$18 + 2$	$2 + 0$
$18 + 1$	$3 + 7$	$12 + 7$	$5 + 15$	$4 + 8$	$1 + 19$	$13 + 5$	$20 + 0$	$1 + 15$
$11 + 8$	$11 + 9$	$19 + 1$	$3 + 17$	$10 + 0$	$13 + 7$	$16 + 2$	$8 + 12$	$5 + 5$
$5 + 6$	$4 + 16$	$19 + 0$	$10 + 1$	$2 + 0$	$14 + 6$	$17 + 1$	$11 + 9$	$11 + 8$
$12 + 5$	$12 + 8$	$18 + 2$	$15 + 5$	$4 + 15$	$16 + 4$	$10 + 10$	$15 + 5$	$13 + 3$

Make your own puzzle like this.



Arithmetic Dojo

Year 1 - Autumn 1 - Week 9

Name..... Class..... Date.....

1	$3 + 1 + 5 =$	<input type="text"/>

2	<input type="text"/>	$= 5 + 4$

3	$7 - 3 =$	<input type="text"/>

4	$7 - 1 =$	<input type="text"/>

5	$10 + 0 =$	<input type="text"/>

6	$9 - 3 =$	<input type="text"/>

7	$4 + 3 =$	<input type="text"/>

8	$3 - 3 =$	<input type="text"/>

9	$4 = 8 -$	<input type="text"/>

10	$8 = 4 +$	<input type="text"/>



English resources to support learning

Winter Adjectives Word Bank

cold	wet	snowy	shivery	bleak
shiny	icy	hazy	bleak	ice-kissed
sparkly	soft	biting	misty	leafless
white	polished	frostbitten	freezing	polar
chilly	wintery	glossy	pure	dreary
	frosty	bare	numbing	
	slippery	slushy	melting	
	blustery	woollen	raw	
	bitter	fresh	shivery	
	cloudy	frozen	powdery	



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English – Practise your spellings

Remember to... Look, cover, say, write and then check!

Week 2 Common Exception Words Test date: 08.01.2021				
friend				
school				
full				
house				
where				
said				
today				
love				
come				
ask				



English - Lesson 1

Read the fact page about the Antarctic and discuss with an adult.

Amazing Antarctica

Where Is Antarctica?



Antarctica is a continent (a large solid area of land). It is the furthest south in the world. It is surrounded by the Southern Ocean.

Antarctica is about 50 times the size of the UK.

Antarctic Animals

Lots of different animals live in Antarctica. They have all developed special features to help them to survive in very cold temperatures.



Emperor penguins are the largest penguins in the world. Emperor penguins have special fat layers in their feet to keep them from freezing. They also have strong claws to help them grip the ice.

Fur seals have thick fur to protect them from the cold. They also have a thick layer of fat, called blubber, under their skin to keep them warm.



Orcas have a large heart which helps to pump lots of warm blood around their body. They also have a thick layer of blubber under their skin to keep them warm.

What Is It Like in Antarctica?

Antarctica is the coldest place on Earth and almost the whole continent is always covered in ice. Because of the extremely cold temperatures, no people live in Antarctica permanently. There are also parts where no rain ever falls.

"Emperor Penguins" by Christopher Michel is licensed under CC BY 2.0



English - Lesson 1

Comprehension questions to answer

1. What is a continent? Tick one.

- ☐ a large country
- ☐ a large solid area of land
- ☐ a place covered in ice

2. How big is Antarctica? Tick one.

- ☐ 50 times the size of the UK
- ☐ 50 times the size of the USA
- ☐ 2 times the size of the UK

3. Why have the animals in Antarctica developed special features?

4. Draw a line to match up the boxes to complete the sentences.

Lots of different animals

penguins in the world.

There are also parts where

live in Antarctica.

Emperor penguins
are the largest

no rain ever falls.

5. Complete this sentence.

Antarctica is the _____ place on Earth.

sunniest

warmest

coldest



English – Lesson 2

Watch the video clip (use the link in the timetable) and look at the images below to write a list of things you would find if visiting Antarctica. You will use this list to write a setting description of Antarctica later this week.



Things you might <u>see</u> in Antarctica	Things you might <u>hear</u> in Antarctica	Things you might <u>feel</u> in Antarctica
<i>snow</i>	<i>ice</i>	<i>Cold</i>



English – Lesson 3

Look at the lists that you created yesterday and use these to write sentences including adjectives.

Remember – an adjective is a word that is used to describe something.

Underline the adjectives in your sentences using a coloured pencil.

I could see sparkly snow.

The ice felt slippery.

[illegible]

English - Lesson 4

Read the example below and talk about what makes it a fabulous piece of descriptive writing. Use the writing frame to have a go at writing your own setting description.

Remember to include the following things in your writing:

1. Punctuation- capital letters and full stops
2. Adjectives
3. 'and' to join ideas together
4. Neat handwriting that sits beautifully on the line

Setting Description - Antarctica

In Antarctica I saw the most spectacular view I have ever seen. I could see sparkly snow that glistened underneath the bright sun. There were tall icebergs that almost reached the sky and a shimmering blue ocean. As I started to explore I spotted a beautiful penguin. He waddled quickly across the slippery ice. When he spotted me he jumped into the chilly water. The ice felt slippery underneath my feet and my hands felt freezing cold.



English- Lesson 4



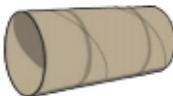
























English- Lesson 5

Test yourself on the spellings from earlier in the week. Write sentences including the spelling words.



Split Digraphs Table

o-e		e-e		u-e		a-e		i-e	
									
									
									
									
									



Famous Explorers of Antarctica



This is a photograph of **Captain Robert Falcon Scott**. He was an explorer who died during an expedition to the South Pole. The expedition was called the 'Terra Nova Expedition' and took place in January 2012.

Scott was the leader of the adventure and took four other explorers along with him.

When Scott and his team reached the South Pole they discovered another team from Norway had already beaten them to it. The team from Norway were led by an explorer called [Roald Amundsen](#).



On the return journey, Scott and his team died from exhaustion, starvation and extreme cold.

The tragic fate of his journey is still remembered throughout the world today.



Reading for Productivity: Lesson 1 – History

Questions

1. What were the two lead explorers of the South Pole called?
2. What did Scott discover when he reached the South Pole?
3. **Find and copy** the word that describes how tired Scott was on his return journey.
4. True or False?

Captain Robert Falcon Scott was from Norway.

Roald Amundsen died from exhaustion on his return journey.

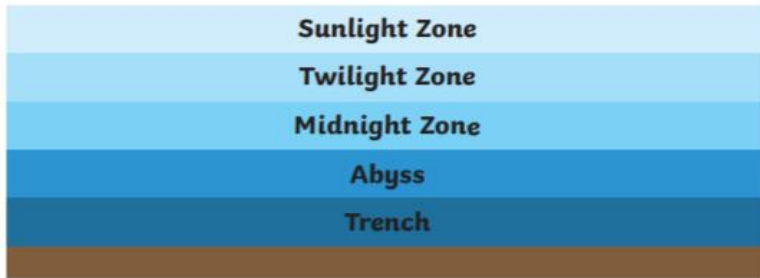
Scott's trip was called the 'Terra Nova Expedition'.

5. Describe the qualities needed to be an explorer.



Layers of the Ocean

The ocean is deeper in some places than others, we call these different depths layers. Each layer is special with different plants and animals living there.



The Sunlight Zone

The sunlight zone is up to 200m below the surface of the ocean. Sunlight can reach this layer. Most of all ocean animals and plants live here. The water is warm here and humans and fish swim in this section.

The Twilight Zone

Sunlight can't get into this layer so it is very dark. Animals that live here have big eyes. It is 1000m below the surface.

Midnight Zone

There is no sunlight in this part of the ocean, it is pitch black and the animals that live there have to make their own light! It is 4000m below the surface.

The Abyss

No light gets here and very few animals live in this section. It is 6000m below the surface!

The Trench

This is also known as the ocean floor, the temperature here is very cold, in fact almost freezing! It is 11 000m below the surface.



Reading for Productivity: Lesson 2 – Geography

Questions

1. Number these Oceans Layers in order of how **deep** they are. The first one has been done for you...

The abyss

The twilight zone

The midnight zone

The trench

The sunlight zone

2. Finish the sentence...

In the midnight zone it is pitch _____

3. Who spends time in the sunlight zone?

4. Find and copy a word that tells us it is very cold in the 'trench zone'.



Reading for Productivity: Lesson 3 – PSHCE

Respect

Respect is thinking and acting in a positive way about yourself or others. Respect is thinking and acting in a way that shows others you care about their feelings and their well-being. You can have respect for someone because you admire something about them. You can have respect for someone's feelings, their wishes or their rights. You can have respect for things other than humans or things that aren't living.

Why should we have respect?

- Do we like people to be rude to us?
- Do we like people to ignore us?
- Do we like people to hurt us?
- Do we like people to not trust us?
- Do we like people to take our things?
- Do we like people to break or spoil our things?
- Do we like people to mess up our special places?
- Do we like people to spoil our experiences?

We can't expect to be respected unless we show respect.

How can we show respect?

- Being on time
- Following the rules
- Being reliable
- Being punctual
- Being fair
- Caring
- Respecting ourselves
- Trusting
- Equality

This is how we can show respect in our school.



Reading for Productivity: Lesson 3 – PSHCE

Questions

1. What is respect?
2. Give three ways that you can show respect.
3. How could you earn someone's respect?
4. Explain one way that you could show respect in school.



Reading for Productivity: Lesson 4 - RE



Reading for productivity - Christian place of worship

St Paul's Cathedral was first built over 1000 years ago! It was built from wood at first, but unfortunately it burnt down and had to be built again. This time it was built in stone. Many famous people have been buried there, including Admiral Nelson.

1. When was St Paul's Cathedral built?

2. What material was used to build the Cathedral?

Why do people go to church?

People go to church to pray - People like to pray in God's house in peace and quiet.

To sing - Singing hymns is an important part of going to church for some people.

To worship - People like to worship God in church where there are no other distractions. To learn - People visit church to learn about the stories in the Bible. To

get married - People get married in a church as it is a holy act. To get baptised - A

ceremony to welcome a baby or member to the family of the church. For a funeral -

A funeral service is held to remember someone who has died. To meet friends -

Church is often a social place to make friends and be part of a group.

3. Name three reasons that people go to church.

4. What do people learn when they go to church?

5. A church is a social place, what could happen in social places?



Halfpenny Lane Reading Challenge

Remember to continue to read at least 4 times a week and fill in your reading record. Send us a picture of your completed reading record each week on Class Dojo for an extra Dojo point!

