





Starbank Primary Weekly Online Curriculum

Y1 Summer Term Week 2 08.06.20

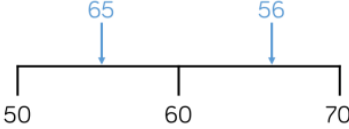

Week Beg: 08.06.20	Phonics:	English Topic: Where the Wild Things are	Maths Topic:	Non-core Topic	Physical Activity PSHE RE Computing																														
	Session 1: Phonics Task	Session 2: English Task	Session 3: Maths Task	Session 4: Topic Task	Session 5: Task																														
Monday	<p>Recap Phase 3 and Phase 5 sounds. Use the videos or the sound mats that you can print off.</p> <p>Phase 3 Click here Phase 5 Click here</p> <p>Login to Phonics Play using the free login details http://www.phonicsplay.co.uk/ (username: March20 password: home)</p> <p>Play Tricky words</p>	<p>LO: To orally retell the beginning of the story</p> <p>Children to read the story Again up until page 20. Using time adverbials and noun phrases can you tell someone what has happened in the story? Can you using feeling words to talk about how mum is feeling?</p> <p>Events to talk about: What 3 naughty things did Max do? Where did mum send him? What happened to his bedroom?</p> <p>Language features to use: Time adverbials, noun phrases, feeling words, conjunctions Use the word bank to help gather language</p>	<p>This can be done practically with objects or be drawn.</p> <p>Compare the amounts using <, > or =</p> <table border="1" data-bbox="969 549 1301 719"> <tr> <td>Tens</td> <td>Ones</td> <td></td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>●●●●</td> <td>●</td> <td>○</td> <td>●●●●</td> <td>●●●●</td> </tr> <tr> <td>Tens</td> <td>Ones</td> <td></td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td>●●●●</td> <td>○</td> <td>●●</td> <td></td> </tr> <tr> <td>Tens</td> <td>Ones</td> <td></td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>●●●●</td> <td>●●●●</td> <td>○</td> <td>5</td> <td>1</td> </tr> </table> <p>To challenge children further, use word numbers. For example; 64 ___ 32. Can vary it with using written numbers with objects.</p> <p>Try and encourage to use mathematical language; more than, less than, equal to as well as using the symbols (<,> , =).</p>	Tens	Ones		Tens	Ones	●●●●	●	○	●●●●	●●●●	Tens	Ones		Tens	Ones		●●●●	○	●●		Tens	Ones		Tens	Ones	●●●●	●●●●	○	5	1	<p>Look at the work of Rodney Rodrigo. https://www.rodrigorecycledart.com/biography http://www.delmarlifestylepubs.com/2016/03/28/hidden-treasures-rodrigos-%E2%80%A9recycled-art/</p> <p>He makes sculptures using waste materials and junk. Collect up some waste or useless items from your own home and turn them into something beautiful. You could choose an animal, a plant or a shape – anything you like. The only rule is that you must only use ‘waste materials’.</p> 	<p>RE LO: To investigate the similarities and differences between religions</p> <p>Look at the PowerPoint ‘Different beliefs’</p> <p>Look at the similarities and differences of people from different religions.</p> <p>How do they pray? What do they wear?</p> <p>Discuss how people are still connected even when they have different beliefs</p>
Tens	Ones		Tens	Ones																															
●●●●	●	○	●●●●	●●●●																															
Tens	Ones		Tens	Ones																															
	●●●●	○	●●																																
Tens	Ones		Tens	Ones																															
●●●●	●●●●	○	5	1																															

	Phase 3 Tricky Words + Phase 3 HFW				
Tuesday	<p>Recap Phase 3 and Phase 5 sounds. Use the videos or the sound mats that you can print off.</p> <p>Phase 3 Click here Phase 5 Click here</p> <p>Login to Phonics Play using the free login details http://www.phonicsplay.co.uk/ (username: March20 password: home)</p> <p>Play rocket rescue- Phase 3</p>	<p>LO: To write the beginning of the story using capital letters, finger spaces and full stops.</p> <p>Recap the beginning of the story again using the word bank.</p>  	<p>Complete the statements:</p> <p>70 < ____ ____ > 84 ____ < 46 ____ < 1 0 > ____ ____ < 100</p> <p>Complete the stem sentences and statements. 62 is _____ than 55 but _____ than 70. Create your own sentences using the above guide.</p>	<p>Look at the work of Michelle Reader. http://www.michelle-reader.co.uk/ http://www.michelle-reader.co.uk/gallery/plants-and-flowers/index.html</p>  <p>You are now going to plan an art piece in the style of Michelle Reader. Your artwork must only use waste materials. Your art work must highlight the problems with plastic pollution. Your artwork can be 2D or 3D.</p>	<p><u>PE</u> Pass the ball to your family member using chest passes. Make sure the ball does not fall to the ground. The person who drops the ball needs to do 10 star jumps. Complete this 3 times.</p>

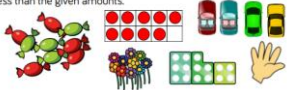



How could you improve your story? Can you describe what Max is wearing and feeling?
List 3 things that change in Max's room.

Plan some ideas for a final outcome by drawing some sketches and annotating what materials you will need to make your ideas (ensure the materials are accessible – check with a parent to see what you have in your house or recycling bin) Choose your favourite idea – you will make this tomorrow.

<p>Wednesday</p>	<p>Recap Phase 3 and Phase 5 sounds. Use the videos or the sound mats that you can print off.</p> <p>Phase 3 Click here Phase 5 Click here</p> <p>Login to Phonics Play using the free login details http://www.phonicsplay.co.uk/ (username: March20 password: home)</p> <p>Play Dragons Den- Phase 3 ai sound</p>	<p>LO: To plan an alternative setting</p> <p>Read from page 20 onwards. Where did Max go? Imagine Max could go on another adventure, where would he go?</p> <p>Look at the different settings (look at the word document- settings) Which one should he go to? How could you describe the setting? What noun phrases and expanded noun phrases can you use? Can you describe your setting to someone?</p> <p>Write your own descriptive sentences about the setting.</p>	<p>Tommy has marked numbers on his number lines. Has he made any mistakes?</p>  <p>Explain to a friend the mistake you think he has made.</p> <p>Show the numbers on your own number line.</p> <ul style="list-style-type: none"> • 75 • 34 • 91 • 57 <p>How many different ways can you complete the place value charts to make the statement correct?</p> <table border="1" data-bbox="940 750 1317 837"> <tr> <td>Tens</td> <td>Ones</td> <td><</td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td>3</td> </tr> </table>	Tens	Ones	<	Tens	Ones	5				3	<p>Refer back to your favourite annotated sketch from yesterday. Gather the materials you need to make your artwork. Begin the making process, refer back to your planning sketch ensuring you follow your plan.</p>	<p><u>ICT</u> Try to log on to purple mash all by yourself.</p>  <p>Using 2 paint, try to create the Gruffalo using different shapes and tools. If you make any mistakes use the undo button to erase them.</p>
Tens	Ones	<	Tens	Ones											
5				3											
<p>Thursday</p>	<p>Recap Phase 3 and Phase 5 sounds. Use the videos or the sound mats that you can print off.</p>	<p>LO: To plan an alternative adventure</p> <p>Look at yesterday's setting. Max is going on a new adventure to a new place.</p>	<p>Get your child to order lots of different objects in your household (e.g. pillows, cutlery, plates, pens, pencils, pots, toys, books) Get them to order the objects from:</p> <ul style="list-style-type: none"> - smallest to largest 	<p>Continue to work on your final outcome which you started yesterday. Work until complete. Extension- Consider how you can display your work? Will you hang it up? Fix it to the wall? Stand it on a table? Will you display it</p>	<p><u>PE</u> <u>LO: Use different throwing techniques to throw to a desired location.</u> Recap throwing under arm and over arm. Have a</p>										

	<p>Phase 3 Click here Phase 5 Click here</p> <p>Login to Phonics Play using the free login details http://www.phonicsplay.co.uk/ (username: March20 password: home)</p> <p>Play Reading Robot- Phase 3</p>	<p>Think of 2 different activities that he can do. Party, riding bikes, trampolining, play football, tea party, hot air balloon ride, play hide and seek.</p> <p>Think about how Max is feeling? How does Max play the game?</p> <p>Can you tell someone about Max's activities?</p>	<ul style="list-style-type: none"> - largest to smallest - Try and get your children to use the language 'most', 'bigger', 'biggest', 'larger', 'largest', 'smaller', 'smallest' and 'least'. - Then try and get the children to practise position and ordinal numbers. So this will be language like: first, second, third, fourth... <p>Examples of what your children could say:</p> <ul style="list-style-type: none"> - The pencil is first, the plate is second and the teddy bear is third. - The teddy bear is bigger than the pencil. - The pencil is the smallest. <p><u>Questions to ask children:</u> How are we ordering these objects/numbers? Which should we start with? Which is the biggest/has the most? Which is the smallest/has the least? Which number/group comes next? How do you know? How many more/less objects are in group A than group B?</p>	<p>inside or outside? Try out your ideas and see where your work looks best. Take photos of your work in different places, displayed in different ways.</p>	<p>competition with a family member. Throw a ball and see whose ball goes the furthest. Quickly run and retrieve the ball. The one who gets back first is the winner.</p>
--	--	--	---	---	---

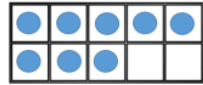
			<p>Challenge: Order the numbers from smallest to largest.</p> <ul style="list-style-type: none"> - 57, 8, 21, 89 - 100, 76, 90, 19 <p>Complete the missing numbers: __, 65, 75, __, 95. 85, 80, 75, __, __ __, __, 22, 24, __</p>																															
Friday	<p>Recap Phase 3 and Phase 5 sounds. Use the videos or the sound mats that you can print off.</p> <p>Phase 3 Click here Phase 5 Click here</p> <p>Login to Phonics Play using the free login details http://www.phonicsplay.co.uk/ (username: March20 password: home)</p>	<p>LO: To write your own version of the story</p> <p>Look at your new setting and Max's activities. We are going to put them together and write our own version of the story. Let's start by thinking of the setting. How can you describe what you see? Use your senses to describe what you see, smell, feel and hear. Example: long, twisted trees or fluffy small flowers</p> <p>Now think about the activities that Max does with the monsters. Is he playing hide and seek or building a fort.</p>	<p>Use manipulatives and ask children to show one more and one less than the given amounts.</p>  <p>Complete the missing numbers.</p> <table border="1" data-bbox="1099 719 1227 799"> <tr><td></td><td></td><td>57</td><td></td><td></td></tr> <tr><td></td><td>46</td><td>47</td><td></td><td></td></tr> <tr><td>55</td><td></td><td>57</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>65</td><td></td><td></td><td></td><td></td></tr> </table> <p>Use the number cards to make 2 digit numbers. Now write down one more and one less than the numbers you have made. Use equipment if needed.</p> <table border="1" data-bbox="1077 847 1205 879"> <tr><td>7</td><td>5</td><td>9</td><td>6</td></tr> </table> <p>Mathematical talk with the children</p> <p>Do we need to add more or take some away? How can we represent this? How many tens were there? How many tens are there now? How many ones were there? How many ones are there now? Which place value column changes when finding 1 more and 1 less? What happens when I find 1 more than a number with 9 ones? What</p>			57				46	47			55		57								65					7	5	9	6	<p>Look at your completed final outcome and think about your learning throughout the project. Answer the following questions: Does my artwork highlight the problems with plastic pollution? Have I used only waste materials that I had in my house already to ensure my artwork is helping the environment? Which of the artists that I studied is my artwork most different from? Why? What has this project taught me about plastic pollution? What am I going to do in the future to help fight plastic pollution?</p>	<p><u>PSHE</u> As we grow up, we change and develop in a number of ways including our appearance, emotions and what we like and dislike.</p>  <p>baby child adult</p> <p>How have you changed since you were a baby? Draw a picture of a baby, a child and an adult. How are they different? How does a baby move? How does an adult move?</p>
		57																																
	46	47																																
55		57																																
65																																		
7	5	9	6																															

Go over the phase 3 sounds <https://www.youtube.com/watch?v=aNcBWSBxSp0>

Use the word bank to help you.
Can you send a picture of your work to your teacher on PurpleMash

happens when I find 1 less than a number with 1 one?

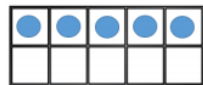
Can you move two of the counters so Rosie has 1 more than Alex and Whitney has 1 less than Alex?



Alex



Rosie

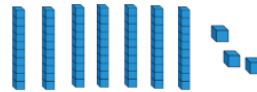


Whitney

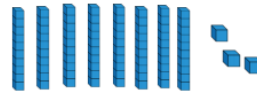
Always, Sometimes or Never True?

When finding 1 less than a number, the tens digit of the number stays the same.

Dora started with this number.



I am going to find one more.



Has Dora shown the correct amount?
Explain how you know.