

Starbank Primary Weekly Online Curriculum

Y1 Summer Term

| Week Beg: 5 | English Topic: Fiction Handa's Hen | Maths Topic: Measurement - money | Non-core Topic | Physical Activity PSHE RE Computing |
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| | Session 1: English Task | Session 2: Maths Task | Session 3: Music | Session 4: Task |
| Monday Phonics 20 minutes | <p>Read Handa's Hen Watch: https://www.youtube.com/watch?v=RZnEW5ydMpk</p> <p>Talk about the characters and events in the story. Who are the characters in the story? How did they feel at the beginning/middle/end of the story? What was problem in the story? What was the solutions? What happened at the end of the story?</p> | <p>Gather as many coins together with your child (1p, 2p, 5p, 10p, 20p, 50p, £1, £2)</p> <p>Choose an amount of money you are going to make using all of the values of coins available (try £2 to keep the number of coins needed to a minimum)</p> <p>Show (or let your child work out) how many of each coin is needed to make the desired amount. E.G you will need 200 1p coins to make £2, two £1 coins to make £2 etc.</p> <p>Let your child visualise the values of the coins. To reinforce the concept, ask them to try building their own piles.</p> | <p>Explore different weathers. Do they sound loud or quiet? Are they fast or slow? (Dynamics)</p> | <p><u>PE</u> Time how fast you can run. Race with a family member and see who is the fastest.</p> |
| Tuesday Phonics 20 minutes | <p>LO: To sequence the story</p> <p>Watch the story again and recap the events. What happened in the story? Look at the resources for this lesson. Can children sort/draw key parts of the story into their story map? What time adverbials can they match to each part of the story?</p> <p>Key words: One day, next, then, after that, later on, finally</p> | <p>Practically or online (https://www.oxfordowl.co.uk/api/interactives/24483.html)</p> <p><small>Order the coins from least to greatest value.</small></p>  | <p>Use your own body to create these weathers. Think about the dynamics.</p> | <p><u>RE</u> Think about the world we live in. What is good and what could be better? What sort of world do we want to live in in the future? How can we help to make a better world?</p> |

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| <p>Wednesday</p> <p>Phonics</p> <p>20 minutes</p> | <p>LO: To Retell the beginning of the story</p> <p>Look at the pictures from the story. Can you verbally retell the beginning of the story. Try and use these language features. Time adverbials, speech, conjunctions, noun phrases.</p>  <p>One early morning.....</p> | <p>Dice game:</p> <p>For this game you need a dice and about twenty 10p coins (doesn't have to be 10p, can be any coin).</p> <ul style="list-style-type: none"> ◆ Take turns to roll the dice and take that number of 10p coins. ◆ Guess how much money this is. Then count aloud in tens to check, e.g. saying ten, twenty, thirty, forty... ◆ If you do this correctly you keep one of the 10p pieces. ◆ First person to collect £1 wins. ◆ Don't forget to give the coins back! | <p>Then use equipment at home to create sounds representing the weather.</p> | <p><u>ICT</u></p> <p>Can you edit your work? How can you make it better? Can you add something to it?</p> |
| <p>Thursday</p> <p>Phonics</p> <p>20 minutes</p> | <p>LO: To create an alternative problem for the story</p> <p>What was the problems within the story? How did Handa solve the problem?</p> <p>Now let's create our own version. What kind of problem could happen (the chick can fall in a hole, get stuck up a tree, stranded in a pond, hurt itself)</p> <p>What could the solution be (Using a rope to rescue it, finding a ladder to climb, using a map, borrowing a boat)</p> | | <p>Now you have made some noises can you make a story in four different parts. Now can you think about what noises could be used in each part of your story.</p> | <p><u>PE</u></p> <p>Create a routine with body shapes learnt and include different ways to travel. Perform it to your family.</p> |

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| | <p>Draw your problem and solution. Can you verbally create your own version of events? You can do this on purplemash to show your teachers.</p> | <p>Counting coins</p> <p>1. Find one of each of the coins below or cut them out.</p>  <p>2. What is the value of each coin? 3. Order the coins from least to greatest value. 4. What is the value of all the coins together?</p> <p> +  +  +  +  = <input data-bbox="1288 544 1355 592" type="text"/></p> <p>Do you have enough money to buy a toy costing 85p?</p>  | | |
| <p>Friday Phonics 20 minutes</p> | <p>LO: To independently write an alternative version of the story.</p> <p>Look at the 2 pictures you drew yesterday, what problem and solution did you come up with? Can you tell someone else what has happens using the key features. (time adverbials, noun phrases, speech, conjunctions)</p> <p>Now it's your turn to write your story. Suddenly, Handa saw her hen_____</p> | <p>Coin bingo: Make your own coin bingo on a plain sheet of paper (example below). Say the coin and children to identify the one on</p> | <p>Perform your piece to your family. Can they guess the weather?</p> | <p><u>PSHE</u> Research how to wash your hands. Create instructions for someone to follow on how to wash your hands.</p> |

their sheets.

