

## Year 1 Remote Learning

Time frame: week beginning: 01.03.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



### Year 1 timetable

<b>Wake Up Shake Up</b> <b>8:30am</b> 30 minutes	<b>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am.</b> Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!				
<b>Registration</b> <b>9:00am</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>				
<b>Maths</b> <b>9:05am</b> 25-30 minutes	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>English</b> <b>11:00am</b> 25-30 minutes	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Curriculum</b> <b>When you have completed Maths and English</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>				
<b>Afternoon Registration</b> <b>13:50pm</b> 15-20 minutes	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>				
<b>Links to Days</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>
<b>Resources</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>

**Monday**

**Maths**

**Lesson 3: Making Equal Rows**

To organise objects into equal rows in order to begin counting equal numbers efficiently.

Textbook 1B - chapter 12 - lesson 3 – pages 42-43

Workbook 1B - chapter 12 - worksheet 3 - pages 42-43



**Support:** [Making equal rows](#)

**Deepening:** [Maths resource Monday](#)

**English**

**LAUNCH – Christian Robinson books**

Look at [English resource 1a](#) to learn about Christian Robinson and how he makes his picture books.

**Watch** the book trailer for [Last stop on Market Street](#)

**Write** a prediction of what you think the book might be about. Use [English resource 1b](#) to help you.

**Remember** to use capital letters for names of people and places.

Next, listen to a teacher reading it [here](#). Was your prediction correct? **Summarise** the book to a grown up at home.

E.g.: In the story, CJ learns that he can find beautiful things wherever he looks.



**Support:** Listen to a teacher reading it [here](#).

**Deepening:** Can you record the main points of your summary as a list?

**Curriculum :**  
**Science**

**What do plants look like?**

- Watch this [video](#) about the different parts of a plant.
- Draw a plant and label the different parts. Use these words: stem, roots, leaves, flowers. For support, see [science resource 1](#).
- **Write** (or **record** to SeeSaw) what the different parts of the plant do.

**Daily Tasks**

20 minutes of reading using Bug Club.  
Practice your spellings for this week.

**Tuesday**

**Maths**

**Lesson 4: Doubling**

To understand that doubling is creating an identical number to the one you started with. To understand that doubling is the same as saying two groups of the same amount.

Textbook 1B - chapter 12 - lesson 4 - pages 44-45

Independent work – [Maths resource Tuesday](#)

**Support:** [Making doubles](#)



**Deepening:** What does double mean? Write a sentence to explain and draw a picture to help you.

**English**

**READ and EXPLORE: Rain by Christian Robinson**

**Listen to a teacher read 'Rain' [here](#).**

In the story, the two characters see the rain very differently. One of them hates it and one of them loves it! Think about how the character of the old man changes by the end of the story.

**Look** at the pictures of the old man in [English resource 2](#)

**Write** two thought bubbles; one for him at the start of the story and one for him at the end. Use this [word bank](#) to help you. Think about these questions when writing your thought bubble.

- How does the man feel? (I feel....)
- Why? (because...)

Next, answer the questions below:

- How have the man's feelings changed throughout the story?
- What advice would you give to the man at the beginning of the story?
- How do you feel when it rains? Why?

**Support:** Use the [word bank](#) to help you with your feeling words.



**Deepening:** Write 3 comprehension questions of your own about the story for your teacher to answer. These could be about an event in the story, a character's feelings or why something happens.

**Phonics**

You'll notice the resources below have either 1, 2 or 3 stars next to them. Start on 2 stars, if this is a little easy use the 3 star activity, if it's a little tricky have a go at the 1 star. Don't forget, excellent learners like a challenge!

Please watch the following [lesson](#) and complete [the activity below](#).

**Daily Tasks**

20 minutes of reading using Bug Club.  
Practice your spellings for this week.

**Wednesday**

**Maths**

**Lesson 4: Doubling**

To understand that doubling is creating an identical number to the one you started with. To understand that doubling is the same as saying two groups of the same amount.

Textbook 1B - chapter 12 - lesson 4 - pages 44-45  
Workbook 1B - chapter 12 - worksheet 4 – page 44

**Support:** [Making doubles](#)



**Deepening:** [Maths resource Wednesday](#)

**English**

**READ: *You matter* by Christian Robinson**

Listen to the author, Christian Robinson, reading [You matter](#)

Clarify these words using [English resource 3a](#) to help you:

**microscope, pest, tide, busy, gassy, astronaut, lost, alone**

**Answer** the questions about the book in [English resource 3b](#).

Use [English resource 3c](#) to **generate** lots of ideas linked to the book *You matter*. You will need these ideas for the next lesson!



**Support:** Only complete the **highlighted** questions in resource c. (1, 4, 8a and 9)

**Deepening:** Can you use a dictionary to check these definitions? If you don't have one at home you could use [this](#) online one.

**Curriculum:  
Geography**

**What are the continents?**

- **Look** at the picture of the world map [below](#) and discuss with an adult in your household what the different colours of the map represent.
- **Watch and learn** this seven continents [song](#). On the World map [below](#), label the continents. Colour North America: **yellow**. South America: **green**. Asia: **purple**. Africa: **red**. Europe: **orange**. Australasia: **brown**. Antarctica: **blue**.
- **Write** a definition of what a continent is. You can use this sentence to help if you need to. *A continent is a \_\_\_\_\_ area of \_\_\_\_\_ that has many different \_\_\_\_\_.* (land / countries / large).

**Daily Tasks**

20 minutes of reading using Bug Club.  
Practice your spellings for this week.

Thursday

English

**WORLD BOOK DAY! – Double lesson for World Book Day.**

**EXPLORE: Make your own page/s of a picture book!**

Listen to [You matter](#) by Christian Robinson again.

For our special World Book Day celebration, you are going to **make** your own page/s of a picture book! This will be based on *You matter* by Christian Robinson. Be as creative as you can!

You could use:

- Paper/pencils/felt tips/paints/crayons that you might have at home
- An iPad or laptop if using ICT
- You could arrange objects at home and take a photograph

Share your page with your teacher on Seesaw.

**Support:** [You matter](#)



**Deepening:** Can you add extra words and pages to the book based on your ideas from yesterday?

English

**WORLD BOOK DAY! – Double lesson for World Book Day.**

We're going to talk about our favourite books today.

What's your favourite book?

Why do you like it so much?

Is it a fiction or non-fiction text?

There's a [book review](#) below, can you complete one for your favourite book and share it with your teacher on Seesaw?

**Support:** If you don't have a book at home that you love you could choose your favourite book from Bug Club.



**Deepening:** Can you explain in a couple of sentences why you think someone should read this book? Why would they enjoy it?

Curriculum:  
PSHCE



**Safer Internet Week- Can we trust everyone we speak to online?**

- **Think** – Can we trust everyone we speak to online?
- **Listen** to the story Digi Duck's Famous Friend

Try to remember the events in the story to answer the questions in [PSCHE resource 1](#). You could write, video or voice record your answers.

Daily Tasks

20 minutes of reading using Bug Club.  
Practice your spellings for this week.

	<b>Friday</b>
<b>Maths</b>	<p><b>Lesson 5: Solving word problems.</b> To solve word problems using equal groupings as the basis for multiplication.</p> <p><b>Textbook 1B, chapter 12, lesson 5, solving word problems, page 46-47</b></p> <p><b>Workbook 1B, chapter 12, worksheet 5, solving word problems, page 45-47</b></p>
	 <p><b>Support:</b> <a href="#">Solving word problems</a></p>
	<p><b>Deepening:</b> <a href="#">Maths resource Friday</a></p>
<b>Maths 2</b>	<p><b>Consolidation: Embed multiplication</b></p> <p>Think about the strategies you have learnt over the past week.</p> <p>Today we are going to recap our learning from the past week.</p> <p>Independent work: <a href="#">Maths resource Friday.</a></p>
	 <p><b>Support:</b> <a href="#">Embed multiplication</a></p>
	<p><b>Deepening:</b> <a href="#">Maths resource 2 – Friday</a></p>
<b>Curriculum: Music/PE</b>	<p>Mr Millington and Miss Williams will send you links to these lessons via Seesaw.</p>
<b>Daily Tasks</b>	<p>20 minutes of reading using Bug Club. Practice your spellings for this week.</p>

### Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

### Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:

*Mr, Mrs, many, any, when, what, put, push, their , your, one, once, pull, full.*

### French

Watch your French lesson with Mr Jones [here](#).

Complete the worksheet [below](#).

**Mr Millington and Miss Williams.**



## Resources

### Monday Resources

#### Maths-

You have 16 oranges. How many different ways can you group them in *equal* rows?  
Draw pictures to show your working out.

#### English- 1a



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SCHOLASTIC

NEWS

EDITION 2

LAST STOP ON MARKET STREET

WRITTEN BY MITT DE LA PEÑA  
ILLUSTRATED BY CHRISTIAN ROBINSON

He is also an author.  
He writes the words  
in books too!

Meet  
**Christian  
Robinson!**

# Inside Christian's Studio

Read about where Christian works. Find and **click** on the items!

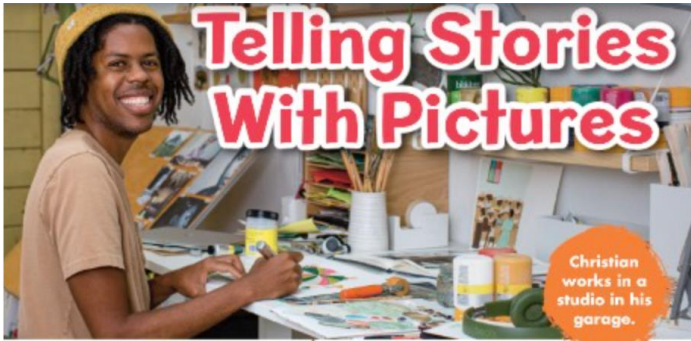
Christian uses many art supplies. Can you find his **lucky pencil**, **scissors**, and **paper fish**?

He takes breaks for snacks! Can you find his **apple core** and **tea mug**?

He doesn't work alone. His dog Baldwin is with him—and so are some other animals! Can you find Baldwin's **green turtle toy**, the **neighbor's cat**, and Christian's **spider friend**?



Thank you,  
Christian, for  
making this art just  
for Scholastic News  
readers.



# Telling Stories With Pictures

Christian works in a studio in his garage.

## As You Read

Think about the steps Christian takes to make a book.

Christian Robison loved making pictures. One day, he painted a picture of himself and his grandma. He put it on his website. He didn't think anyone would look at it.

But someone did! A man saw it. He worked for a book company. He loved the picture! The man asked Christian if he would like to illustrate a new book. Christian was excited. He loved to tell stories with pictures. He said he would do it!

2

## From Words to Pictures

An author wrote the words for the new book. He loved Christian's painting too. So he wrote his story about it! The story was about a boy named C.J. and his grandma. They took a long bus ride, and C.J. asked questions about all the things they saw.

Christian read the words and thought a lot about the story. Now it was his job to tell the story with his pictures.

First, he used his **imagination**. He asked himself, "What is C.J. like? What clothes does he wear? Where does he live?" Christian

wanted his pictures to answer these questions for the readers.

Next, he drew his ideas. He made rough drawings on little sticky notes. He planned out what would go on each page. He didn't get every drawing right on the first try, but he didn't get upset. "It's OK to make mistakes!" he says.

Then, he made bigger pictures. He added color to them. He used paint and shapes he cut out of colorful paper. That type of art is called **collage**. Christian worked on his collages for months.

Finally, he was done! He had told the story with his pictures. The words and pictures came together to make a beautiful book called *Last Stop on Market Street*. It won a Caldecott Honor! That's a really big award for picture book art.

## Love and Joy

Christian has illustrated 16 books now. He has also written words for a book. He loves making books for kids. He says, "If it brings you joy or if you like doing it, keep doing it!"



—By Blair Rainsford

## How Christian Does It



1 First, he uses his imagination. He thinks about the story he wants to tell.



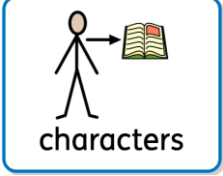


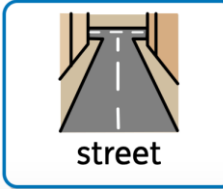


2 Next, he makes rough drawings called sketches. He draws them on sticky notes.



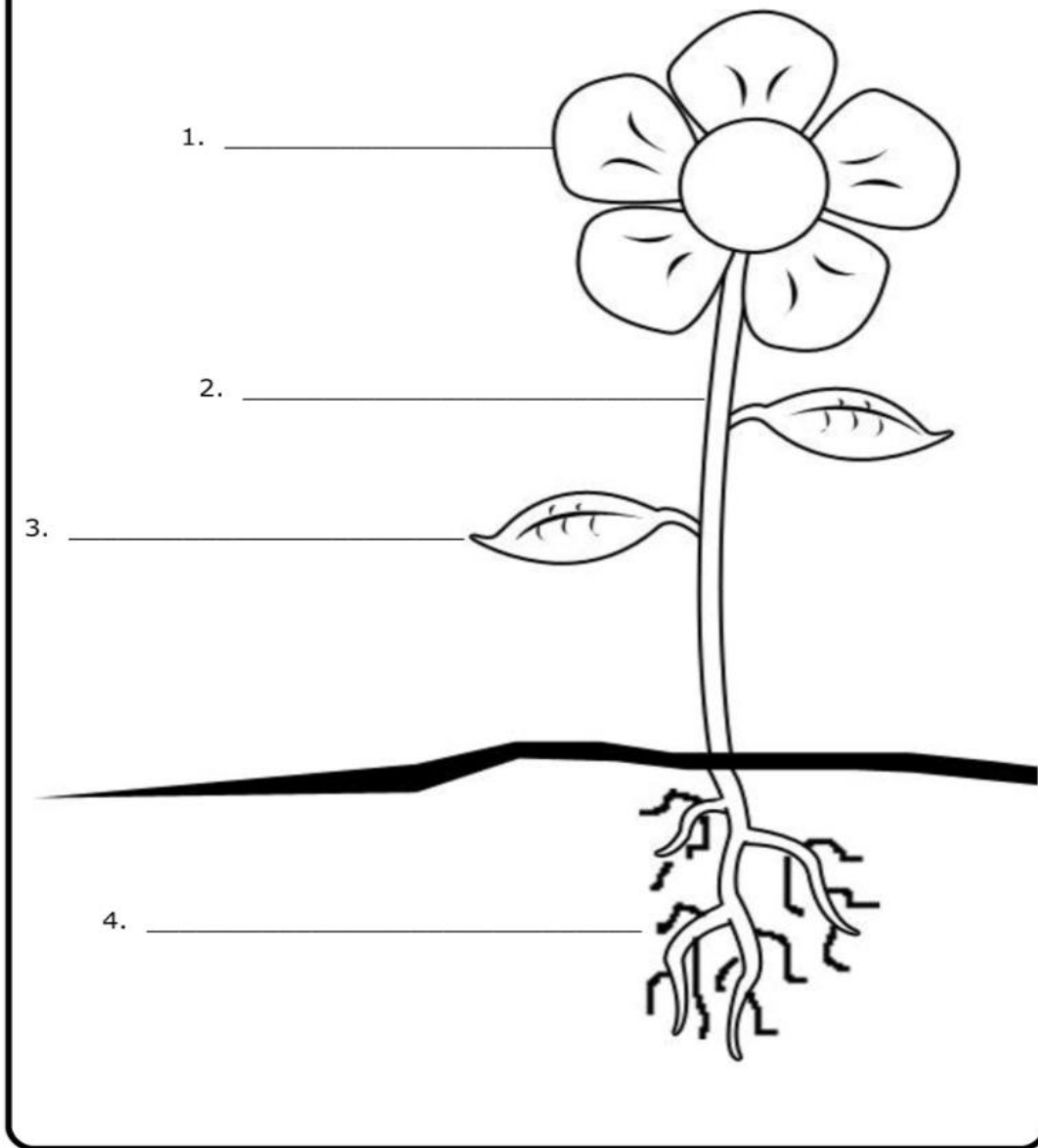
3 Then, he makes bigger pictures. He adds color and makes collages.

3

## English 1b

<p><b>Who</b> will the characters be?</p>  <p>characters</p>	
<p><b>Why</b> will CJ be sad?</p>  <p>sad</p>	
<p><b>What</b> or <b>who</b> will cheer CJ up? How?</p>  <p>cheer</p>	
<p><b>What</b> will Market Street be like? Why do you think that?</p>  <p>street</p>	
<p><b>What</b> will CJ learn?</p>  <p>learn</p>	
<p><b>How</b> will CJ's feelings change in the story?</p>  <p>feelings</p>	

## Parts of a Plant



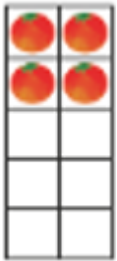
## Tuesday Resources

Maths-



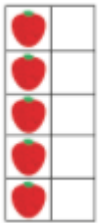
1. Double 7= \_\_\_\_\_ sevens.

Double 7= \_\_\_\_\_.



2. Double 4= \_\_\_\_\_ fours.

Double 4= \_\_\_\_\_.

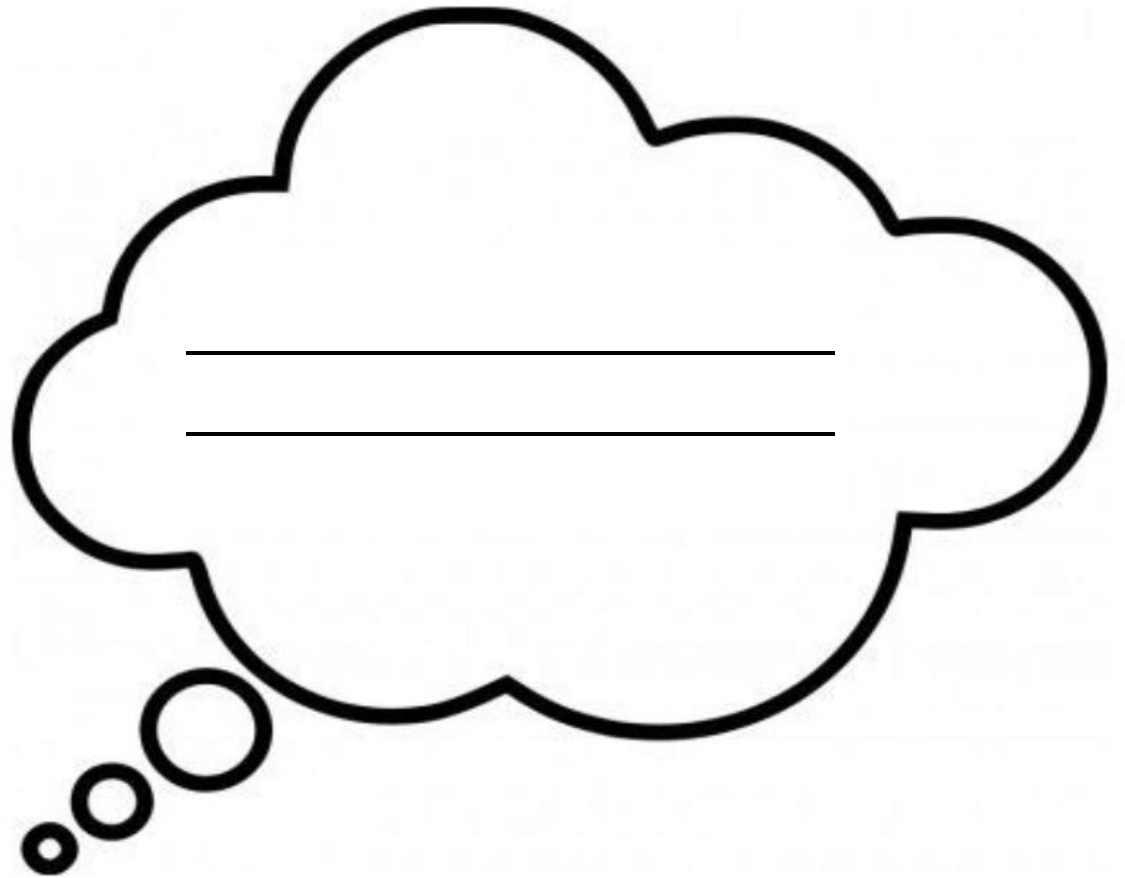


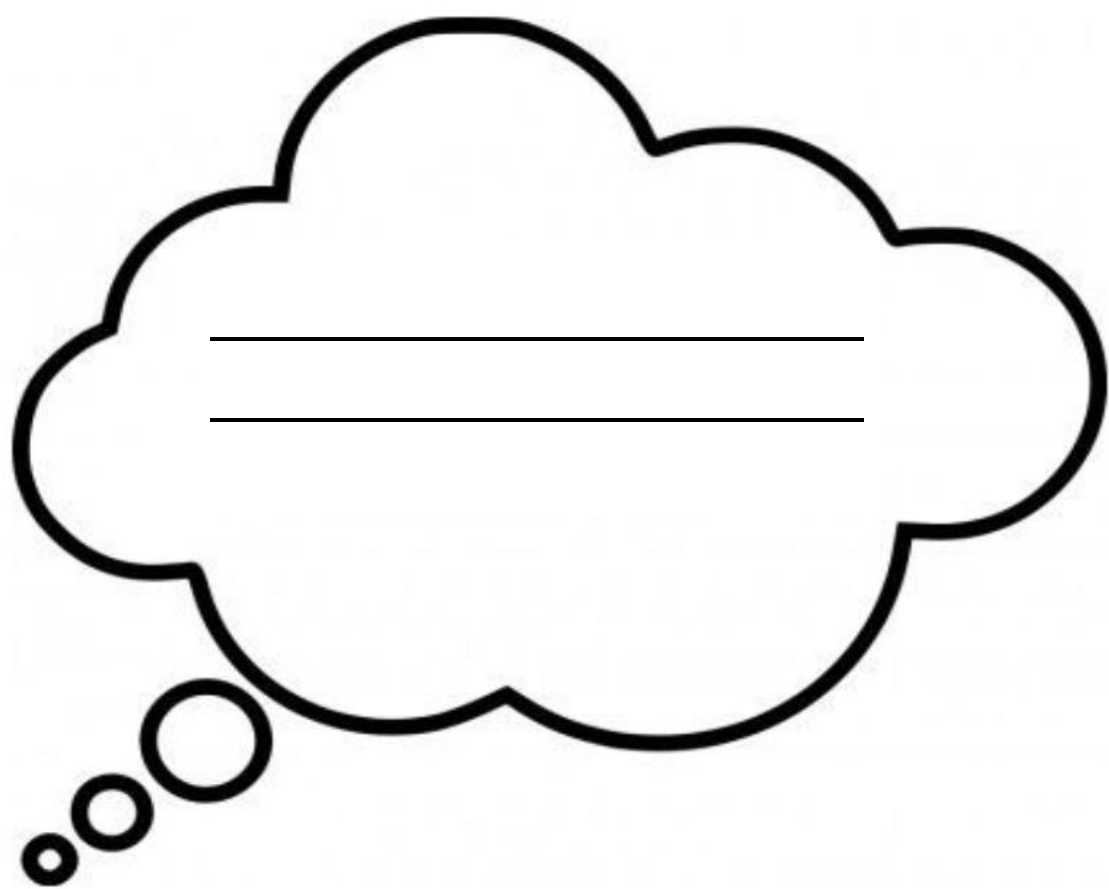
3. Double 5= \_\_\_\_\_ fives.

Double 5= \_\_\_\_\_.

4. What is double 8?

English-









angry



happy



excited



frustrated



sad



overjoyed



cross



glad



furious

Phonics-

**LO: Read or alternates**



Match these words with the pictures.

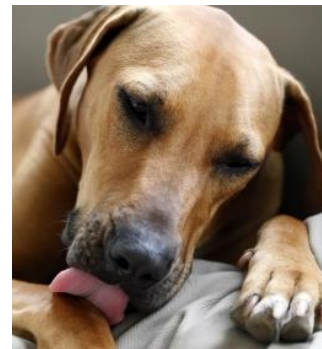
The dog licked his  
paw.



The rocket was  
launched.



The claw ripped  
the shorts.



T-rex is a dinosaur.



Use these words in sentences:

**saw**

**torn**

**August**



**LO: read and spell or alternates**

Read the passage and find the words with or alternates and sort them into the table.

“Help!” An awful sound filled the chilly autumn air. It came from the little, haunted house at the end of the street. It was only a short distance away. Carefully, Paul walked across the lawn and saw claw marks on the door.

aw	au	or	other

Use the words below to fill in the sentences.

see - saw	raw	straw	August	jaws
-----------	-----	-------	--------	------

1. My rabbit sleeps on\_\_\_\_\_.
2. I like to play on the \_\_\_\_\_.
3. A hippo has big \_\_\_\_\_.
4. My birthday is in \_\_\_\_\_.
5. That meat is \_\_\_\_\_



**LO: read and spell or alternates**



Read the passage and find the words with or alternates and sort them into the table.

“Help!” An awful sound filled the chilly autumn air. It came from the little, haunted house at the end of the street. It was only a short distance away. Carefully, Paul walked across the lawn and saw claw marks on the door.

aw	au	or	other

Can you work out what the underlined word means?

“Don’t dawdle!” yelled Dad. “At this speed we will never get to school.”

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The lady was exhausted after running a long race.

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The queen put her tea cup back onto the saucer.

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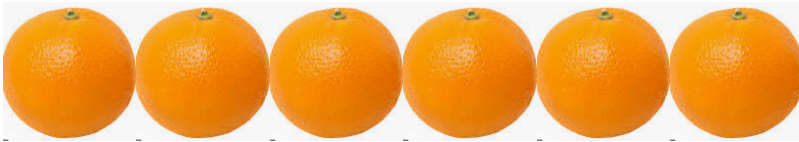
## Wednesday Resources

### Maths-

#### **Deepening activity**


James has 6 oranges. His sister has double this. How many does she have? Draw pictures to show how you solved it.

Write another doubling word problem and show how to solve it.



# English

## 3a

pest 	a device that magnifies tiny objects, or makes them look larger.
microscope 	separated from others
tide 	a plant or animal that is harmful to humans or property
busy 	the regular rise and fall of sea levels
astronaut 	lots of activity
lost 	A person who is trained to travel into outer space
alone 	unsure where you are

English  
3b

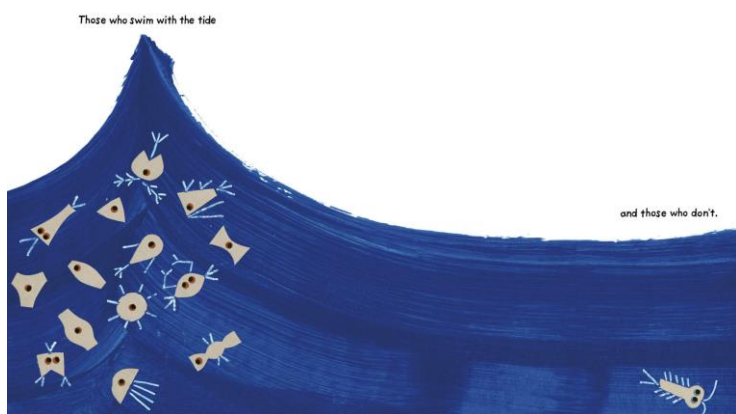


1. What does the girl see through the microscope?

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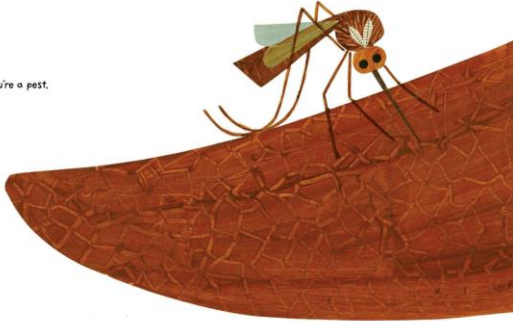


2. What do you think the sea creature is that is not swimming with the tide?

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When everyone thinks you're a pest.



3. Which insect is a **pest**? Why is it called a '**pest**'?

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When everyone is too busy to help.

You matter.

4. What do you think the dinosaurs are running from? Why?

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5a. Which 'gassy' star is in this picture?

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5b. Which planet has the author written 'You matter' under?

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6. What or who do you think the astronaut is thinking about?  
How do you know?

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8a. Which animal is lost? \_\_\_\_\_

8b. Have you ever been lost? How did it make you feel?  
\_\_\_\_\_  
\_\_\_\_\_



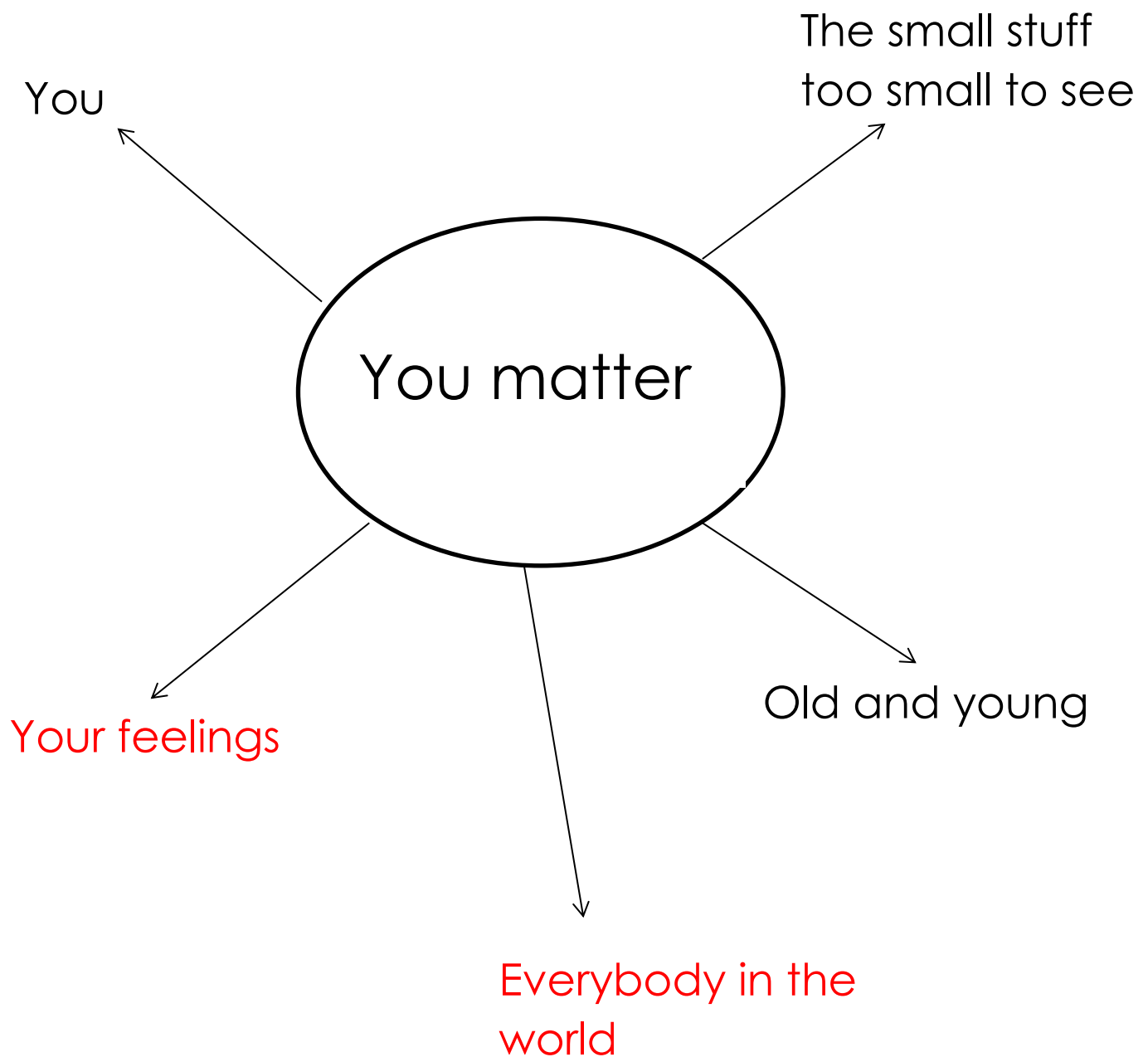
9. What is too small to see?  
\_\_\_\_\_

10. What is the message in the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

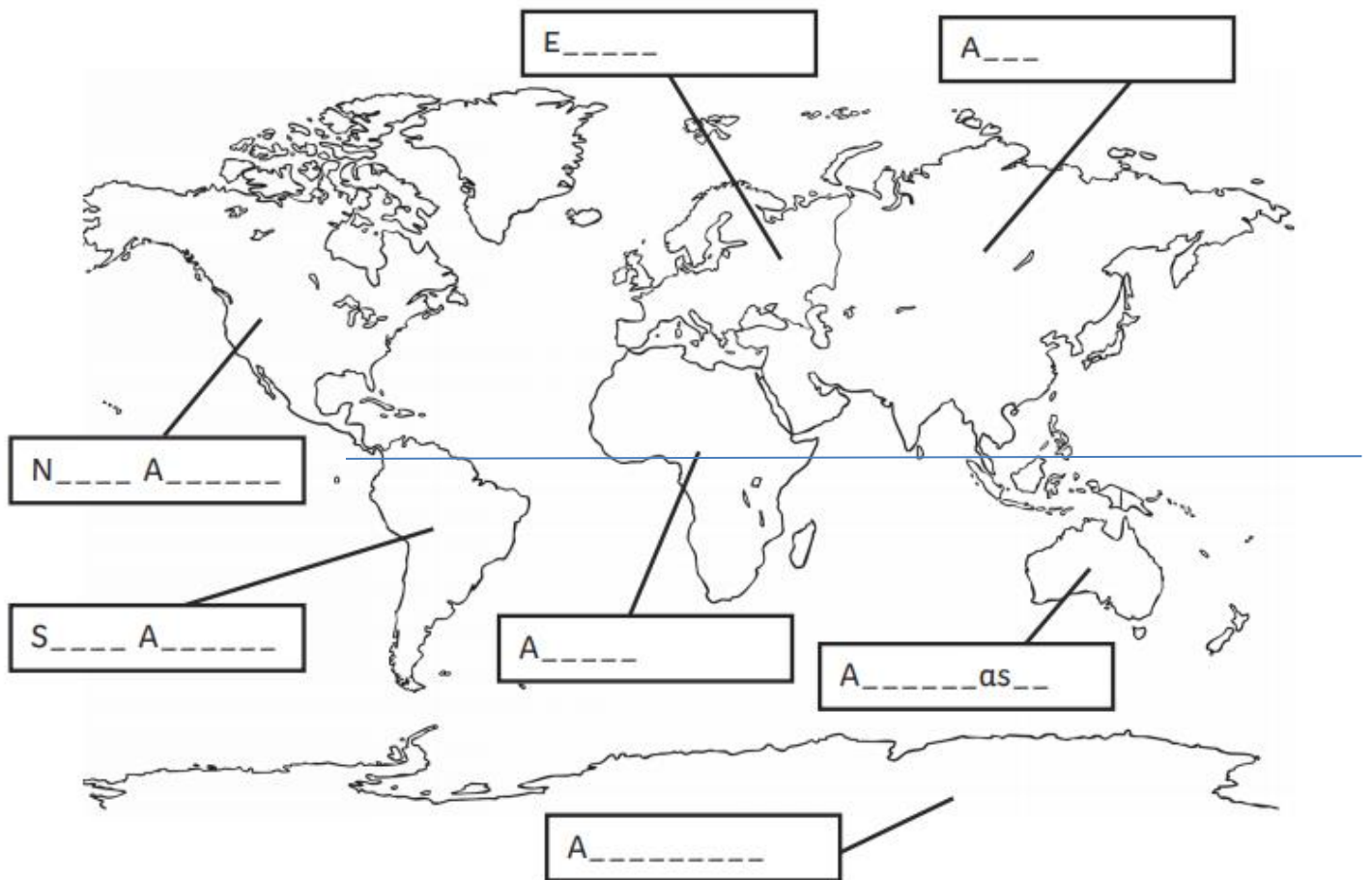
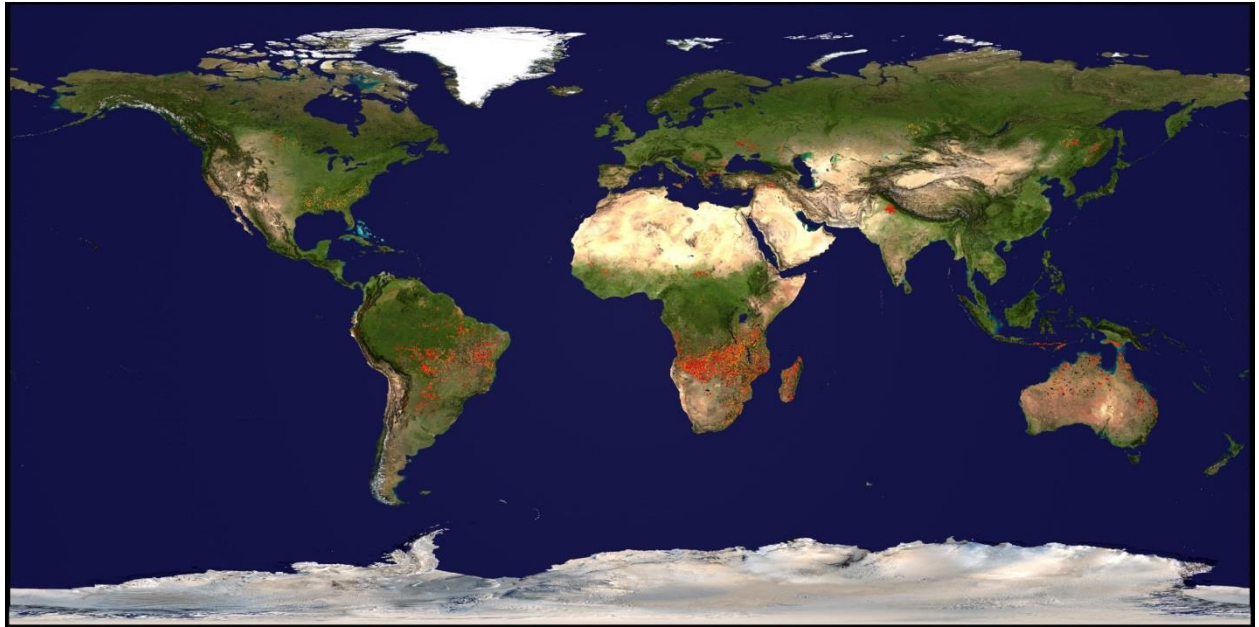
English

3c

What other things can you think of which could be included in the book, *You matter*? Add your ideas to the diagram.



# Curriculum- Geography



Colour North America: **yellow**. South America: **green**. Asia: **purple**. Africa: **red**. Europe: **orange**. Australasia: **brown**. Antarctica: **blue**.

## Thursday Resources

### English

#### **My Book Review**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

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Draw your favourite scene from the book.

A large, empty rectangular box with a thin black border, intended for drawing a favourite scene from the book.

## Curriculum- PSHCE

### Talk about the story



## Friday Resources

### Maths lesson 1 –

#### Mind Workout

Holly wants to buy 8 cupcakes for a party.



Use  to help you.



She wants to have an equal number of cupcakes in each box.  
How many ways can Holly buy the cupcakes?

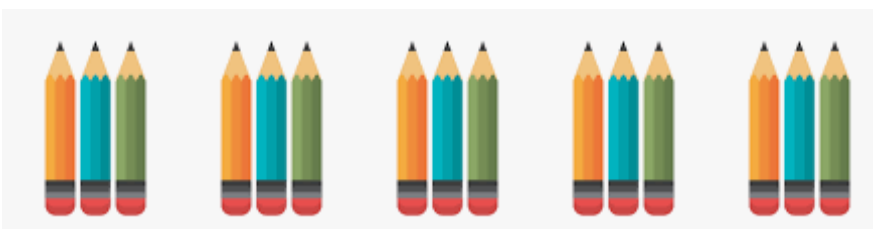
### Maths lesson 2 resource



There are \_\_\_\_\_ groups.

There are \_\_\_\_\_ strawberries in each group.

$2 = 2 = 2 =$  \_\_\_\_\_.



There are \_\_\_\_\_ groups.

There are \_\_\_\_\_ pencils in each group.

$$3=3=3=3=3=_____.$$



There are \_\_\_\_\_ groups.

There are \_\_\_\_\_ books in each group.

$$4+4=4=_____.$$



## Maths deepening Friday – lesson 2.

### Maths Journal

Look at the picture.



Make three stories about equal groups.  
Use these words to help you.



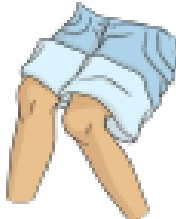
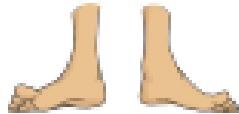

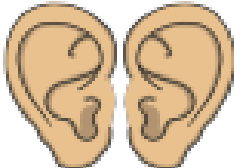

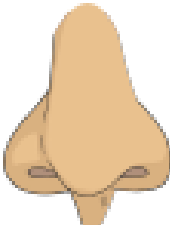
car

train carriage

teacup

## Body Parts

Can you match the picture with the correct phrase from the word bank?  
Remember to copy the French spellings carefully!

	l _ t _ _		l _ é _ _ _ _
	l _ g _ _ _ _		l _ p _ _ _
	l _ y _ _		l _ o _ _ _ _ _
	l _ b _ _ _ _		l _ n _ _

### Word Bank

les pieds	les yeux
les genoux	la tête
les épaules	les oreilles
le nez	la bouche