



**Week Beginning: 25.01.21**      **Year 1**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>Maths – Using language of mass, heavier than, lighter than etc.</u></b></p> <p>Can you name some things that are heavy and some things that are light?</p> <p>Can you choose two objects and decide which you think is the heaviest?</p> <p>Can you write some sentences to explain your findings eg. the pencil is lighter than the apple.</p>	<p><b><u>Maths – Reading scales</u></b></p> <p>Today we'll be using balance scales to compare the weight of objects. Use balance scales (if you have them) to measure them and find out if you were correct. You could even get creative and make your own scales! <a href="#">Homemade Scale for Math - Bing video</a></p> <p>Remember the side which goes down is the heaviest! Looking at the sheet attached. Can you look at the scales and complete the sentences?</p> <p>Sheet: <a href="https://drive.google.com/file/d/1J1nnpNJLVWBrDPleeSH0k5fPOKJbDFke/view?usp=sharing">https://drive.google.com/file/d/1J1nnpNJLVWBrDPleeSH0k5fPOKJbDFke/view?usp=sharing</a></p>	<p><b><u>Maths – Ordering objects according to weight</u></b></p> <p>Using the picture sheet provided, can you sort these objects from heaviest to lightest?</p> <p>Sheet: <a href="https://drive.google.com/file/d/17y1DCU6t8OiNzCyYgwhuD8datGN8HCrH/view?usp=sharing">https://drive.google.com/file/d/17y1DCU6t8OiNzCyYgwhuD8datGN8HCrH/view?usp=sharing</a></p> <p>Pictures to order: <a href="https://drive.google.com/file/d/1FcMcwnv-GAtzBA524wlpXOtmVtipCZi3/view?usp=sharing">https://drive.google.com/file/d/1FcMcwnv-GAtzBA524wlpXOtmVtipCZi3/view?usp=sharing</a></p>	<p><b><u>Maths – Predictions using scales</u></b></p> <p>How many cubes will it take to balance the scales? Using the objects suggested, can you predict how many cubes it will take to balance the weight of the object? Make your prediction and then record the result.</p>	<p><b><u>Maths – Use weighing scales to read and record (g and kg)</u></b></p> <p>Understand that weight can be measured in grams and kilograms. When would we use kg rather than grams?</p> <p>Can you read the weighing scales to record how much each item weighs?</p> <p>Sheet: <a href="https://drive.google.com/file/d/1mSJGtT5fgWozGnEINZDGNs9MoNEQwSR5/view?usp=sharing">https://drive.google.com/file/d/1mSJGtT5fgWozGnEINZDGNs9MoNEQwSR5/view?usp=sharing</a></p>



<p><b><u>English – Grammar Lesson</u></b></p> <p>Use the PDF document to learn how we make singular nouns plural! Most of the time we add 's' at the end, although sometimes if the word ends in a particular sound, we have to add 'es'</p> <p>Can you complete the sheet provided, either adding 's' or 'es' on the end of a noun to make it plural.</p> <p>Powerpoint: <a href="https://drive.google.com/file/d/1hvLytiOiNYxxK1pGEFBpuPPo_YHN3e37/view?usp=sharing">https://drive.google.com/file/d/1hvLytiOiNYxxK1pGEFBpuPPo_YHN3e37/view?usp=sharing</a></p> <p>Sheet: <a href="https://drive.google.com/file/d/1WcMIHh82Zmk5eh7PkrRRTCwL4L97st0L/view?usp=sharing">https://drive.google.com/file/d/1WcMIHh82Zmk5eh7PkrRRTCwL4L97st0L/view?usp=sharing</a></p>	<p><b><u>English – Recap the differences between fiction and non-fiction</u></b></p> <p>Discuss the difference between fiction and non-fiction literature and television. Identify the features of each e.g. fact vs imaginary story. Can you think of your favourite book? Is that fiction or non-fiction?</p> <p>Children to label the fiction and non-fiction books and sort the features of fiction and non-fiction books.</p> <p>Powerpoint : <a href="https://drive.google.com/file/d/1B2pMynBC7NvL_VFkOWpkBhV3J25yJiS8/view?usp=sharing">https://drive.google.com/file/d/1B2pMynBC7NvL_VFkOWpkBhV3J25yJiS8/view?usp=sharing</a></p> <p>Sheet: <a href="https://drive.google.com/file/d/1RSfc4TIAbMXeuWUewCH0qwtP3JwQVeZC/view?usp=sharing">https://drive.google.com/file/d/1RSfc4TIAbMXeuWUewCH0qwtP3JwQVeZC/view?usp=sharing</a></p>	<p><b><u>English – Following Instructions</u></b></p> <p>What are instructions? What are they used for? Can you find any instructions in your house? Can a grown up give you verbal instructions to follow to complete a drawing of something? Do you notice how instructions have to be very clear so the person following them knows what to do? Then can you follow the written instructions to colour the picture correctly?</p> <p>Sheet: <a href="https://drive.google.com/file/d/1smDBuME4VM2ILhvClzW8fcXDNW0AU4mk/view?usp=sharing">https://drive.google.com/file/d/1smDBuME4VM2ILhvClzW8fcXDNW0AU4mk/view?usp=sharing</a></p>	<p><b><u>English</u></b></p> <p>Complete the comprehension activity.</p>	<p><b><u>English – Imperative Verbs</u></b></p> <p>Recap what instructions are and what they are used for. Can you think of some examples of instructions that your parents or teachers might tell you eg. put your coat on, eat your dinner.</p> <p>Instructions often start with a bossy word eg. eat, get, put, go, write. These are called imperative verbs.</p> <p>Can you write down some everyday instructions that you might hear and underline the imperative verb at the start eg. <u>Brush</u> your teeth.</p> <p>Sheet: <a href="https://drive.google.com/file/d/14LH426zxgg35G0k6BLbK78firUnEWM8t/view?usp=sharing">https://drive.google.com/file/d/14LH426zxgg35G0k6BLbK78firUnEWM8t/view?usp=sharing</a></p>
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<p><b><u>Phonics</u></b></p> <p>Watch this phonics lesson with Mr Mc. Today's phoneme is the Phase 5 'ou' sound:  <a href="#">Phonics lesson 33: phase 5: 'ou' - Bing video</a></p>	<p><b><u>Phonics</u></b></p> <p>Revise the 'ie' phoneme with Mr Mc today:  <a href="#">Phonics lesson 34: phase 5: ie - Bing video</a></p>	<p><b><u>Phonics</u></b></p> <p>Can you segment and blend these words:</p> <p>shout cried fried trout</p> <p>Can you choose 2 of these words to write in a sentence?</p>	<p><b><u>Phonics</u></b></p> <p>Write these words on strips of paper or card. If they are alien words, draw a little alien picture next to the word:</p> <div data-bbox="1350 376 1485 584"> </div> <p>proust about cries gried mouth stiem</p>	<p><b><u>Phonics</u></b></p> <p>Practise these tricky words:</p> <p>said have like so do some come</p>
<p><b><u>Science –Materials</u></b></p> <p>Watch this video to recap the properties of materials. Try the activities and the quiz -  <a href="https://classroom.thenational.academy/lessons/how-can-i-describe-an-object-c9h38c?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/how-can-i-describe-an-object-c9h38c?step=2&amp;activity=video</a> Now we want you to compare some materials. This means we want you to say how they are like each other and how they are different to each other. Choose some objects and say what they are made from eg. the spoon is made from metal, the window is made from glass. Now write down something which is the <u>same</u> about the materials eg. glass and metal are both hard. Next write down something which is different about the materials, eg. glass is transparent but metal is opaque.</p>	<p><b><u>Geography – Wales</u></b></p> <p>What do you already know about Wales? Can you remember the capital city? Can you remember what the flag looks like?</p> <p>Use a relief map of Wales to understand how there are lots of hills and mountains in Wales. Look at the photos to explore how some parts of Wales are very rural and some parts are small towns.</p> <p>Can you draw two pictures of the two different views you might see in Wales. One picture of the countryside, green landscape views and another picture of the small towns with shops, schools and houses. Can you label some things in your picture?</p> <p>Relief map:  <a href="https://drive.google.com/file/d/1">https://drive.google.com/file/d/1</a></p>	<p><b><u>RE – Jesus Gets Lost in the Temple</u></b></p> <p>Watch the video -  <a href="https://www.youtube.com/watch?v=j2vH6h8JR4k">https://www.youtube.com/watch?v=j2vH6h8JR4k</a> to learn the story of what happened when Mary, Joseph and Jesus travelled to Jerusalem to the temple.</p> <p>Can you use the storyboard to write a sentence for each picture of what happened when Jesus went missing in the temple.</p> <p>Storyboard:  <a href="https://drive.google.com/file/d/1BvoxAhEI3YQILHmqBIBHOf2G9bSxEfsC/view?usp=sharing">https://drive.google.com/file/d/1BvoxAhEI3YQILHmqBIBHOf2G9bSxEfsC/view?usp=sharing</a></p>	<p><b><u>Music – Pitch - High Sounds</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/high-sound-s-c4rp4e">https://classroom.thenational.academy/lessons/high-sound-s-c4rp4e</a></p> <p>In this lesson, we will learn about what types of instruments make high pitched sounds.</p>	<p><b><u>History – RNLI</u></b></p> <p>Can you read the PDF document to learn about the RNLI.</p> <p>What does RNLI stand for? What does the RNLI do? Who does the RNLI help? Who set up the RNLI?</p> <p>Can you draw a picture of a lifeboat and write a sentence about what the RNLI do.</p> <p>Powerpoint:  <a href="https://drive.google.com/file/d/1-qW_-PmRDadRoPOyNXEXgrgcYCO Tk8cg/view?usp=sharing">https://drive.google.com/file/d/1-qW_-PmRDadRoPOyNXEXgrgcYCO Tk8cg/view?usp=sharing</a></p>



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Powerpoint:

<https://drive.google.com/file/d/1DGYdFZHsmFBagqLorwh3hWm-0zMtY-bl/view?usp=sharing>