



Year 1 English Home Learning | Summer Term

Week beginning 6.06.20



English

Read Write Inc.
Phonics

Parents These activities are designed to develop your child's reading and spelling skills. We have included a wonderful Talk 4 Writing resource in this week's home learning section, as an additional resource to support writing, if required.

Read Write Inc-

Read Write Inc are offering free phonics lessons **daily**, on Facebook and YouTube for children to watch and join in at home.

There are three short speed sound lessons each day. (In YouTube, type in live RWI sessions Ruth Miskin)

The order for these lessons are as follows:

- Set 1 Speed Sounds at 9.30 am
- Set 2 Speed Sounds at 10.00 am
- Set 3 Speed Sounds at 10.30 am

https://www.youtube.com/watch?v=DJU0GFrF9_c

Please note these will only be available for 24 hours, this means you either need to watch the live session or need to catch up on this on the day of it being put online. They have also added resources for parents here

<https://www.ruthmiskin.com/en/find-out-more/parents/>

This is the programme we follow, so the children should be more familiar with this. I hope it is helpful.



Although we don't follow the letters and Sounds programme in year 1 your child may still enjoy these sessions. During the summer term, you will be able to access a daily phonics lesson by clicking on the link below. All lessons are introduced by celebrities, including children's TV presenters, which adds an exciting addition to the lessons.

[https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1)

[niWw/featured?disable_polymer=1](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1)

There are three sets of daily lessons to choose from. This enables you to pick session linked to your child's ability. After upload, each lesson will then be available to watch at any time during the summer term.

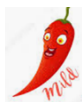
11 am*	Learning to blend	For children in Reception and Year 1 who need extra practise sounding and reading words such as 'tap' 'cap' 'mat' 'pat'
10 am*	Reception Summer term	For children who can confidently blend and read words such as 'fish' 'chat' and 'rain'
10:30 am*	Year 1 Summer term	For children who can confidently blend and read words such as 'stamp' 'chair' and 'green'

BBC Bitesize



From the BBC Bitesize link below. Where possible the children could access the daily English lessons.

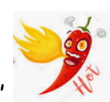
This week your teachers have planned the following activities for you to do at home.



Some activities are 'Mild'



some are 'Medium'



and some are 'Spicy/Hot'

You choose which one you feel confident with. You may feel you want to do all three!!

Remember just try your best! If you make a mistake that is a good thing as you are learning.

Remember, these activities are to work from, not on. There is no expectation to complete all of the work or to print worksheets off.

Monday 6th July

Today's learning Focus: Spellings

Spend time throughout the week practising your spellings and ask an adult to test you on a Friday.

Year One- Miss Wicketts Spellings

To be tested on: Friday 10th July

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'. Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → **Spelling the 'e' sound as 'ea'**

	Practice 1	Practice 2	Practice 3	Practice 4
dreading				
bread				
meant				
ready				
heavy				
weather				
feather				
who				
eye				
all				

Year One –Mrs Bathurst Spellings**To be tested on: Friday 10th July**

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'.
Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → 'ai' (snail in the rain) (some CEW may be repeated for revision)

	Practice 1	Practice 2	Practice 3	Practice 4
train				
snail				
afraid				
paint				
brain				
chain				
waiting				
rainbow				
Year 1 Common Exception Words (CEW):				
have				
here				

Watch the links below to recap the 'ai' sound.

<https://www.youtube.com/watch?v=0-TH7eeuWL4>

<https://www.youtube.com/watch?v=BGrlyCT7nK0>

<https://www.youtube.com/watch?v=JDzpV3jFefs>

Name _____

Year One – Mrs Phelps Spellings**To be tested on: Friday 10th July**

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'.
Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → 'er' (A better letter)

	Practice 1	Practice 2	Practice 3	Practice 4
term				
herd				
verb				
fern				
kerb				
perch				
after				
Year 1 Common Exception Words or Days of the Week:				
Wednesday				
where				
were				

Watch the links below to recap the 'er' sound.

https://www.youtube.com/watch?v=Xd2e2_wA5Vk

https://www.youtube.com/watch?v=Taa3ANEyN_Y

Name _____

Year One – Mrs Heappey's Spellings

To be tested on: Friday 10th July

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'. Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → *ar* (start the car)

	Practice 1	Practice 2	Practice 3	Practice 4
part				
farm				
star				
mark				
hard				
have				
your				
they				

Watch the link below to recap the ar sound

<https://www.youtube.com/watch?v=8vAAXD-53q0>

Tuesday 7th July

Recommended daily activities

Revision of phonics sounds

In school we teach phonics daily. We start every phonics lesson by recapping our phonics sounds. You could do this by holding up flashcards for the children to tell you the sounds, or you may wish to play the flashcard game on Phonics Play. To access Phonics Play, please use the link on the year 1 class page. For clarification of any phonics sounds, please see the phonics sounds YouTube video which is on the class page.

Reading a book

In year 1, it is recommended that children read 5-10 minutes a day. Please login to Bug Club to access books at your child's level. You may wish to use the VIPERS bookmark to ask questions as your child reads.

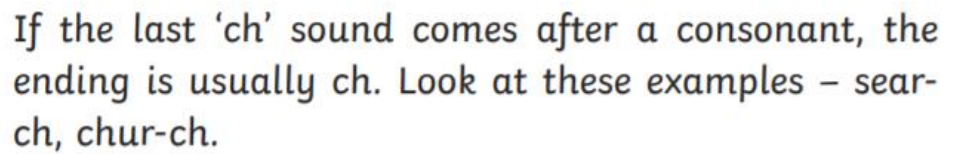


Today's learning Focus: Phonics

The phonics focus is:

Spelling and reading ch and tch words

It's easy to confuse these common endings but by remembering some simple rules, you will soon be getting them right every time!



If the final 'ch' sound comes after a one-letter vowel, it is usually spelled -tch. For example: fe-tch, ca-tch, pi-tch, wa-tch, dispa-tch.

If the final 'ch' sound comes after a two-letter vowel, the ending should be spelled -ch. For example: bea-ch, tea-ch, crou-ch, tou-ch.

Use these rules to match the beginning of these words to the correct endings then write out the correct spelling to practice.

ch

tch

[illegible]

Challenge

Can you think of any other words with 'tch'?

Try these clues!



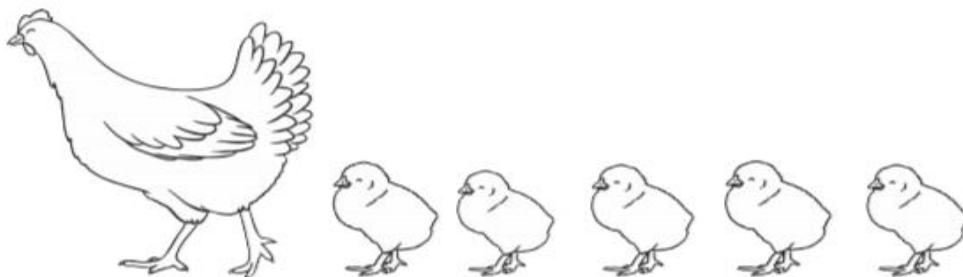
Medium-

The 'ch/tch' Sound

Read the story. Can you find any 'ch/tch' words?
Look for **ch** or **tch**.

Remember to read the word to check it has the
right **sound** before you highlight it.

My family keeps chickens. It is my job to fetch the eggs and to close the latch on the chicken coop. The children in our family love to watch the baby chicks hatch. We hope that it will all go without a hitch. We can hear the chick peck and chip at the shell. Next, we might catch a glimpse of a beak poking out. When they are older, the chicks go 'cheep, cheep!' They are so soft when you hold them against your cheek.



Spicy/ Hot

Unscramble the words to make them correct

cheer
child
snatch
teach

chill
catch
sketch
peach

chimp
match
march
torch

chain
witch
lunch

- 1) hcwit _____
- 2) cathe _____
- 3) diclh _____
- 4) nacsh t _____
- 5) rmcah _____
- 6) lhlci _____
- 7) orhet _____
- 8) ephac _____
- 9) ahmtc _____
- 10) ccath _____
- 11) unlhc _____
- 12) pmihc _____
- 13) nach i _____
- 14) chere _____
- 15) etkshc _____

Wednesday 8th July

Today's learning Focus: Reading Comprehension linked to this week's curriculum topic 'A Significant Time in British History'

Mild

Old Toys

What Do Old Toys Look Like?

Old toys come in lots of different shapes and sizes. Popular old toys include:



rag doll



pull-along toy



spinning top



teddy bear



toy soldiers



tin robot



doll's house



rocking horse

Differences

Old and new toys are different in many ways. Old toys were made from different things and made in different ways to new toys.

Old toys were usually made from wood, metal or fabric. These toys were all handmade. This meant they took a long time to make.



Did You Know?

The oldest toy ever found in the UK is over 2000 years old!

Now answer the questions about what you've read.

Questions

1. Which of these is an old toy? Tick two.
 - ☐ tin robot
 - ☐ laptop
 - ☐ rag doll

2. How are old toys different to new toys? Tick one.
 - ☐ New toys are quieter.
 - ☐ Old toys were bigger.
 - ☐ They were made from different things.

3. What were old toys usually made from? Tick two.
 - ☐ wood
 - ☐ metal
 - ☐ plastic

4. Old toys took a long time to make. Why was this? Tick one.
 - ☐ because they were big
 - ☐ because they were handmade
 - ☐ because they were soft

5. How old is the oldest toy ever found in the UK? Tick one.
 - ☐ 500 years old
 - ☐ 2000 years old
 - ☐ 10 years old

History of Seaside Holidays

The First Seaside Holidays

Seaside holidays first started in Britain during the 1700s. At this time, it was only the rich people who went to the seaside. Very rich people often owned a second home at the seaside. The first British seaside town was in Scarborough.



Changes to Seaside Holidays

Seaside holidays have changed lots over the years. They started to become more popular with people who were not so rich after the invention of the railway in the 1840s. More hotels were built for people to stay in and the beach became a well-liked place. Victorian people did not like to show their bodies, so little huts called bathing machines were available.



A Comparison: Then and Now

	Then	Now
Travel	People went by train to the seaside.	People usually go by car to the seaside.
Food	People liked to eat fish and chips. Ice cream was also popular.	People like to eat fish and chips. Ice cream vans are still seen by the beach.
Activities	People liked to have a donkey ride on the beach, or walk on the promenade to listen to a band.	People still enjoy donkey rides on the beach. They also like to go to the funfair or play on the arcade machines.
Clothing	People did not like to show their skin. They often went into the sea fully-clothed.	People wear shorts, costumes or bikinis in the water. Some people wear wetsuits to protect themselves from the sun.



Now answer the following questions

- Who often owned a second home at the seaside? Tick one.
 - ☐ the poor
 - ☐ the rich
 - ☐ the Queen
- What is Scarborough famous for? Tick one.
 - ☐ It was the first British seaside town.
 - ☐ It sold the best ice cream.
 - ☐ It was the largest British seaside town.
- Find and copy a word that shows that **people enjoyed the beach**.

4. Fill in the missing word in this sentence.

Victorian people did not like to show their _____ so little huts called bathing machines were available.

5. Draw lines to show what people did when they went to the seaside years ago.

They travelled

They enjoyed

They swam

riding donkeys.

fully-clothed.

by train.

Thursday 9th July

Today's learning Focus: Using 'and' to join clauses

Parent Information

Conjunction - Conjunctions are the glue that hold together parts of sentences. Co-ordinating conjunctions are words like '**and**', '**but**', and '**so**'.

In year 1, children are expected to use '**and**' to join words in a sentence such as '**sunny and hot**' and also to use '**and**' as a conjunction to join clauses such as '**I went walking and I fell over**'. They will build on this in year 2 when they begin to use other co-ordinating conjunctions to build compound sentences using '**but**' and '**so**'.

Clause - Clauses are the building blocks of English sentences. A main clause is a group of words that contains a subject (the noun or pronoun) and a verb (the action word).

For example, '**the boy ran**' is a clause where '**boy**' is the subject and '**ran**' is the verb.

Simple sentence - A simple sentence is a sentence that only contains one clause. For instance, the above example 'The boy ran.' is also a simple sentence as it is made of one clause.

Compound sentence - A compound sentence is where two simple sentences (or main clauses) are joined together using a co-ordinating conjunction. For example:

The boy slipped **and** he hurt his knee.

'**The boy slipped**' could stand alone as a simple sentence and so could '**he hurt his knee**'. When we use '**and**' to join both these simple sentences together, we make a compound sentence. The worksheets in this activity booklet will help you to create compound sentences with your child.

At the Park 1

Using 'and' to join clauses

Jake is going to the park and is having a picnic. Write '**and**' to finish the sentences about the picture of Jake at the park.

1. Jake will eat sandwiches _____ cakes.
2. He will run _____ climb.
3. He has gone with his mum _____ sister.
4. It is sunny _____ hot.

Challenge

Now think of your own sentences about the picture to answer the questions below. Remember to use '**and**' in your sentences to join words.

For example: What colour is the dog?
The dog is black and white.



1. What colours are on the kite?

2. Can you write down two things that the family are eating?

3. How is Jake feeling? Remember to use two words.

Medium

Here are some sentences about Jake and his sister, Claire, at the park. The sentences have been split in two parts can you tell an adult which parts would be joined together to make them make sense, using and.

The first one has been done for you.

Mum went shopping and	eat lots of food.
Claire has made the cake and	flying through the sky.
The birds were flapping their wings and	bought some bread for sandwiches.
Their friends are coming and	wagging his tail.
The dog was running and	she has put jam in the middle.
Jake will drink fizzy pop and	they will play lots of games.

Challenge

Now write your own sentences about going to park using '**and**' to join the two parts (clauses) of the sentence together:

1. At the park, I like to _____ and _____.

2. At the park, I will see _____ and _____.

Compound sentences

Using 'and' to join clauses

Join each pair of simple sentences using '**and**' to make one compound sentence. Remember, you'll need to take out the full stop at the end of the first sentence and the capital letter at the beginning of the second sentence.

For example: Jake was at the park. It was sunny.

Jake was at the park **and** it was sunny.

1. It was Christmas time. The snow was falling on the ground.

2. Jane was feeling sad. She started to cry.

3. On Saturday, Jim went to the park. He played football.

4. I like Chinese food. I like Indian food.

5. Ada went to the shop. She chose a new toy.

Challenge

Can you think of some compound sentences of your own? Try writing them below.

1. _____

2. _____

3. _____

Friday 10th July

Today's Home learning focus: Spelling test
Comprehension



Activity 1 - Ask an adult to test you on your weekly spellings.

Activity 2 - Comprehension- Linked to this week's topic 'A Significant Time in British History.'

Mild

Prehistoric Times

Step 1 Starting Reading Skills



Q1: What are the dinosaurs called?

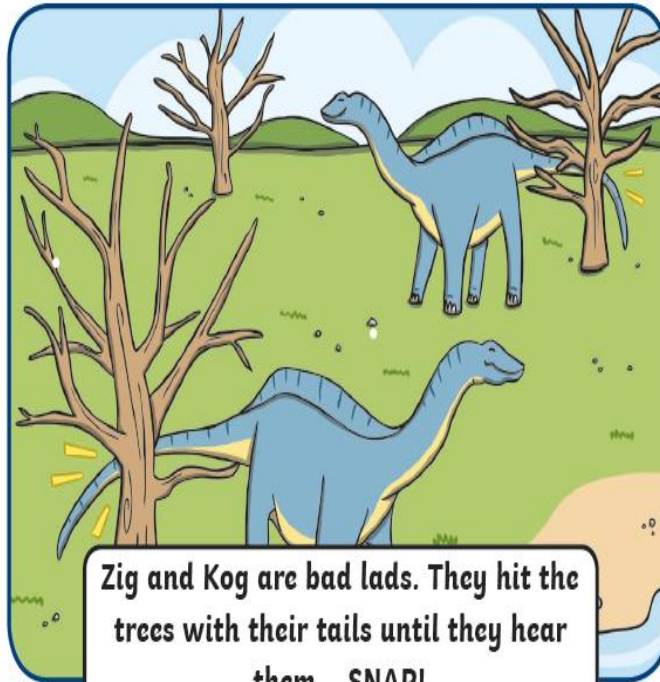
Tick **two**.

Snap ☐

Zig ☐

Zog ☐

Kog ☐



Zig and Kog are bad lads. They hit the trees with their tails until they hear them... SNAP!

Q2: Which word in the text describes Zig and Kog?

Tick **one**.

good ☐

odd ☐

hit ☐

bad ☐



Q3: What might happen to the trees?

Answer with a full sentence.



Q4: What do Zig and Kog do to the trees?

Answer with a full sentence.



Medium

Mary Anning's Diary

Dear diary,

As I walked down the beach in Dorset with my brother Joe, something odd caught his eye. When we looked closer, we could see it was a skull sticking out of a rock. I got my hammer and started to chip away at the rock until we uncovered a skeleton. It looked like a crocodile but I later found out that we had found the very first fossil of a dinosaur that lived in the sea. I am going to go fossil hunting every day now with my dog, Tray. I cannot wait to see what I will find.

Love from Mary.



Now answer the following questions about this well remembered lady in history.



1. Number these facts from 1 to 3 to show the order they appear in the text.

- ☐ Mary got her hammer.
- ☐ Mary and Joe walked down the beach.
- ☐ They uncovered a skeleton.



2. What do you think Mary and Joe did with the fossil?



3. Why might Mary be excited to find more fossils?



4. What was Mary's dog called?

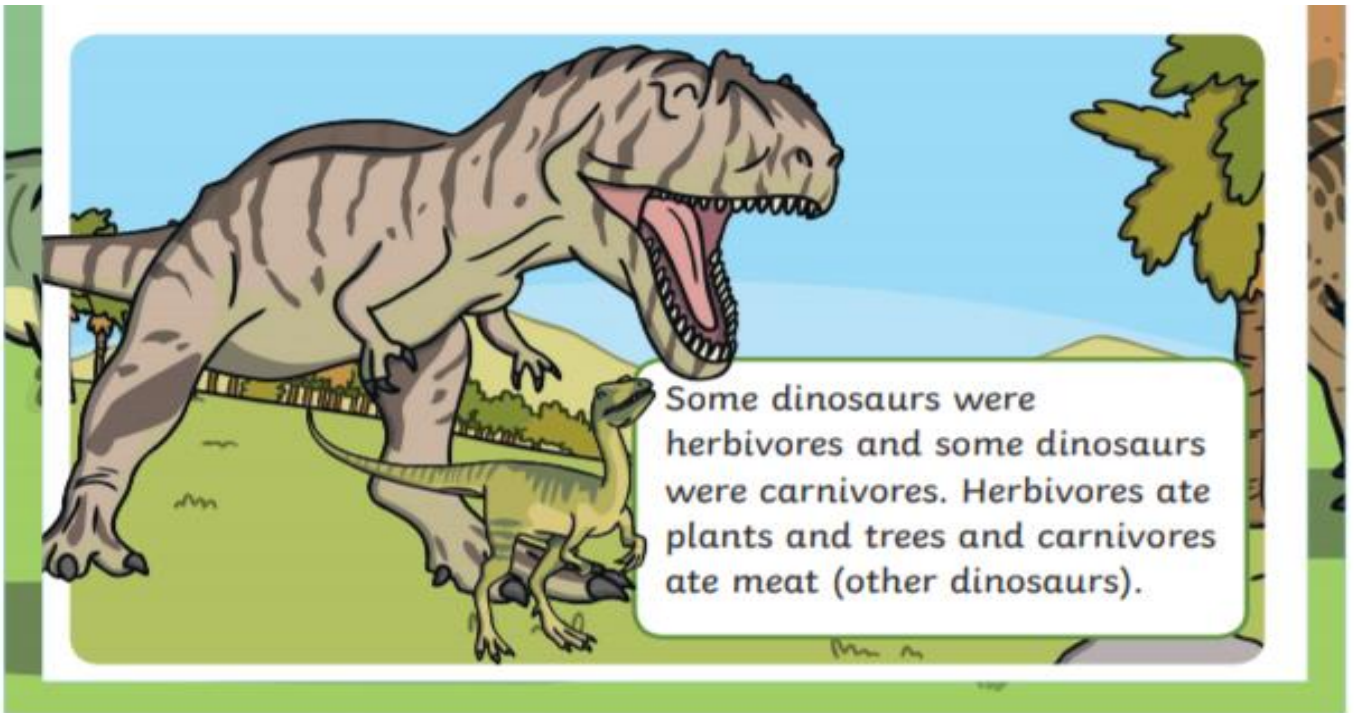
Spicy/ Hot

Dinosaurs

Dinosaurs lived millions of years ago on Earth, before people. Scientists think they became extinct 65 million years ago when an asteroid hit Earth and changed the weather.



Dinosaurs were reptiles. They lived on land and laid eggs. There were many different kinds of dinosaurs. Some dinosaurs were small and some dinosaurs were enormous. Some dinosaurs had armour-plated skin and some had fur or feathers. Some dinosaurs walked on two legs, like Tyrannosaurus Rex, and some walked on four legs, like Stegosaurus.



Some dinosaurs were herbivores and some dinosaurs were carnivores. Herbivores ate plants and trees and carnivores ate meat (other dinosaurs).

Now have a go at answering the following questions

1. When did dinosaurs become extinct?

2. What does **extinct** mean? Tick one answer.

- ☐ old
- ☐ no longer alive
- ☐ big
- ☐ alive

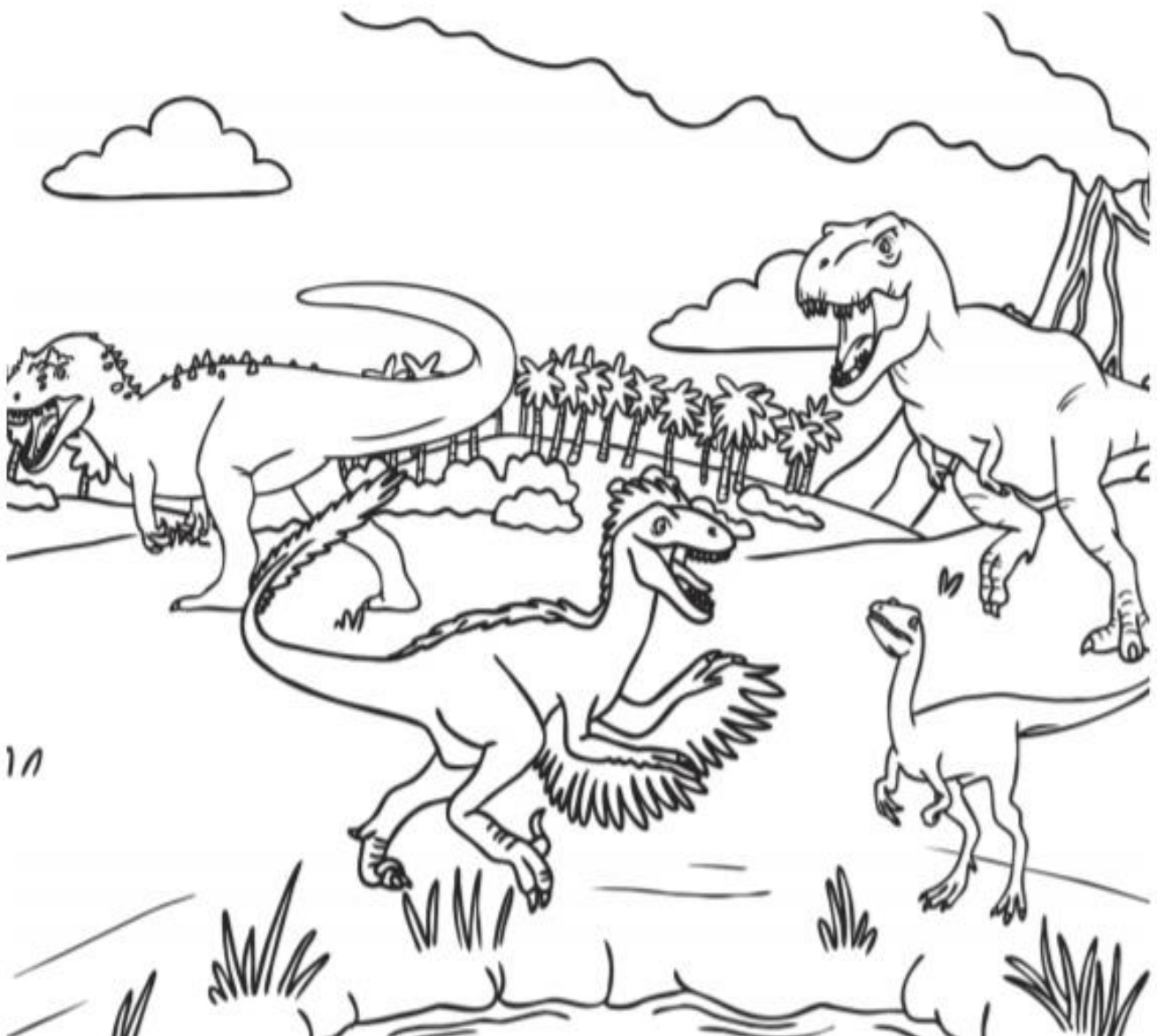
3. What did herbivores eat?

4. Name a dinosaur that walked on two legs.

5. Number the sentences to show the order they come in the text.
The first one has been done for you.

- ☐ Some dinosaurs were small and some dinosaurs were enormous.
- ☒ **1** Dinosaurs were reptiles.
- ☐ Some dinosaurs were herbivores and some dinosaurs were carnivores.
- ☐ Some dinosaurs had armour-plated skin and some had fur or feathers.

6. Would you like dinosaurs to be alive today? Explain your answer.



Don't forget there are more Y1 story times to watch! Follow the link below....

<https://www.stannessolihull.co.uk/storytelling-2/>

As well as this, please remember to access:

- Oxford Owl Reading Buddies - children have their own login for this
- Study ladder to practice comprehension <https://www.studyladder.co.uk/>

Well done Year 1! You have completed Summer Term Week 11
English- HOORAY!!!!!!!

