



Mossbourne Riverside Academy

Home Learning YEAR 1

10.04.20

Parent Guidance for tasks:

These activities are suggestions and are not mandatory. For each task there is generally 2 options, both do not need to be completed, only choose a single task to complete, so 1 or 2. Please choose the option you feel is most suitable for your child and their stage of development. Where there is a worksheet provided – if you do not have access to a printer, please ask your child to copy out the worksheet onto any type of scrap paper (envelopes, old cards, cereal boxes etc).

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## MATHS

Shapes, doubles and halves.

Starter: Sing shapes 2D song -

<https://www.youtube.com/watch?v=WTegUeif3D0>

Task: To name and identify 2D shapes.

Option 1: Explore your home in search of 2D shapes! You can take pictures of them or write them down in a list, but you must name them out loud!

E.g. A **circle** on your cardigan, a **square** in the pattern on a rug, a **rectangle** sheet of paper. Remember a 2D shape is flat.

Option 2: Explore your home in search of 2D shapes, record your findings as pictures or drawings and make sure you label your findings with the shape name.

Challenge: Name the properties (edges, vertices and lines of symmetry) of the 2D shapes you find e.g. a triangle has a vertex; a circle has a curved edge.

Key Words:

**Circle – triangle – square – rectangle – star - hexagon – octagon – nonagon – decagon - pentagon**

Use your phonics for spelling, cursive handwriting where possible and don't forget your capital letters and full stops.

Parent guidance:

2D shapes and their properties is something the children should be very familiar with, so encourage them to tell you all the information.

## LITERACY

Phonics starter: Watch and join in with phonics video.

Choose from Speed Sounds set 1, 2, or 3 or practise your sounds with the speed sounds chart we sent home.

Set 1 - <https://www.youtube.com/watch?v=AkCVr7oosTo>

Set 2 - <https://www.youtube.com/watch?v=Xcz6BwwJc8Y>

Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmkAg>

Task: To spot the spelling and grammar errors in the text.

First read the sentences out loud, if someone else can read out as well, this should help you hear where the mistakes are. If someone at home can copy them down for you, then you can mark the work as we usually do in a different colour pencil.

Option 1: There are 4 mistakes in total.

1. there are four eggs in the basket.
2. We are feeling tired
3. rajeev and emma both ate fruit for breakfast.

**Ans:**

1. Capital T in there.

2. full stop needed at the end of the sentence.

3 & 4. Capital letters needed for names – Rajeev and Emma.

Option 2: There are 7 mistakes in total.

1. We read our books quietly After reading we go to play on the swings.
2. in our garden we have gren grass and flowers
3. how would you know you haven't even sen it

Ans:

1. full stop after quietly.

2. Capital i for in, ee in green. Full stop at the end of the sentence.

3. Capital H at the beginning of the sentence.

4. Question mark after know?

5. Capital Y for you.

6. seen has two ee's.

7. Exclamation mark after the word it!

Parent guidance:

Practice reading the sentences out, taking it in turns.  
Reading aloud may help spot the mistakes.

These can be marked on this sheet of paper, or if you can do this electronically – do so. Alternatively, they can make their answers themselves.

**TOPIC**

**Science – naming properties of materials**

### Task:

Following on from last Monday, we will be exploring materials. Work from the materials of objects you found from last week (if you still have the paper) or find some new ones. Describe 2-3 properties for each material. Is it hard or soft? Is it bendy or rigid? Is it rough or smooth? You can write these down or discuss with someone at home.

Alternatively, turn it into an exploring adventure with your favourite toy and report back to them with your findings at the end of the session!

E.g.

Door – wood – Wood is hard, strong, and a natural resource.

Tap – metal – Metal is shiny, durable and is usually silver or grey.

### Word Bank

**Hard - soft - durable - shiny - delicate – opaque - rough – slippery - transparent - translucent - bendy - stiff - sparkly tough - flexible - furry – fluffy – spongey – brittle – strong**

### Parent guidance:

Allow your child to explore the home, taking note of objects, their materials and their properties. The children should continue to use their phonics knowledge to spell out words. Aim for at least 5 objects with 2-3 properties for each.

## MATHS

Shapes, doubles and halves.

Starter: Sing shapes 3D song -

<https://www.youtube.com/watch?v=guNdJ5MtX1A>

Task: Now we have covered 2D shapes, let's look at 3D shapes! As a mathematician / detective, venture around your home in search of 3D shapes.

E.g. a **washing machine** is a **cube**, an **apple** is a **sphere**, a **fridge** is a **cuboid**.

Option 1: Take pictures, draw or write the items you find in the home that are 3D, say out loud the shape the of the item.

Option 2: Find 3D objects in your home, record them down by writing, drawing them or taking pictures of them. You must label the object with its shape name.

Challenge: List the properties of the 3D shapes you find.

Key Words:

**Cube – cone – sphere – cylinder – square based pyramid –  
triangular based pyramid - prism**

Parent guidance:

This topic should be familiar to the children. The main point of this activity is to ensure children can recall the 3D shapes and find examples of them. Ask the children to find at least 4 examples. You could always play an ispy game together...  
“I'm looking at an object and my object is a cube; can you see the object?”

**LITERACY**

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Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmkAg>

Task: Build a sentence using the following words:

Option 1:

1. skip
2. green

E.g. I want to skip to the park.

Option 2:

1. Terrible
2. Positive

3. Distance

4. Hilarious

E.g. The clown at the party was hilarious.

Parent guidance:

The children need to say the sentence three times aloud before they write it. Encourage correct punctuation.

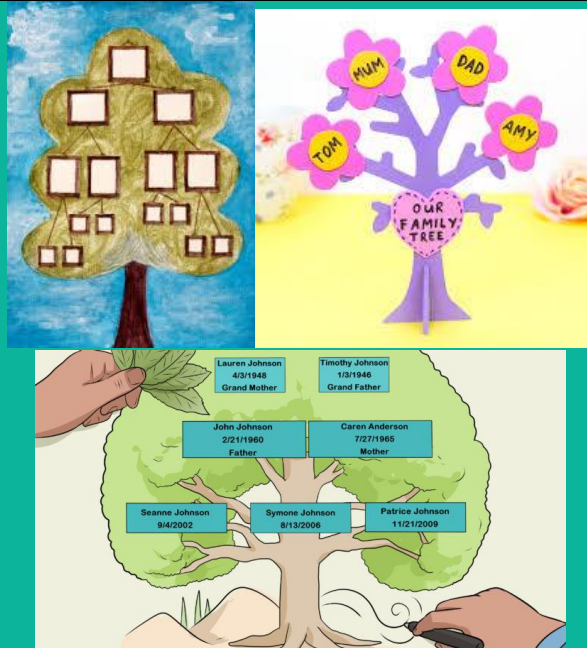
### **TOPIC**

History – Family tree

Task: Everyone is different, so are their backgrounds and family trees. Make a family tree - in whatever form you like. You could draw it with pencils and paper or make it using junk modelling or even print pictures and stick them onto card in frames.

If you're unsure of how to start, you can write your name at the bottom or as the trunk of a tree and then add on family members or people who are close to you and add them on to the branches of the trees.





There are lots of different ways to present this information so feel free to get creative!

### Parent guidance:

Explaining that everyone is different, especially in terms of what people call 'family.' This is not only a history-based task but a task that can provide a platform for various conversations and questions regarding the positive differences we all have within ourselves and our families. You may want to use it as an opportunity to get in touch with other relatives who do not live in the immediate household in order to expand the tree further.

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### MATHS

Shapes, doubles and halves

Starter: Sing fractions song -

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

Task:

Cut some food into half (slices of bread, fruit, toast, cake etc). Discuss what one half is. Ask your child to explain what one half is to someone at home.

You're looking for an answer along the lines of:

A half is split equally into 2 equal parts. One half is one of two equal groups.

Challenge: Answer this maths equation! Ms Rollin baked 18 vanilla cupcakes; she wants to give half to Ms Cahill. How many cupcakes will they both have?

Parent guidance:

This exercise is about knowing and recognising halves. We mainly want your child to know what a half is and how to split something into halves. Use any objects you have at home. If you have a suitable, safe cutting tool – the children can be left to do this activity by themselves. When your child is splitting something in half, use the word “roughly”. At this stage in their development we are not expecting them to accurately split something in half but it is important that they know it is not accurate.

## LITERACY

Phonics starter: Watch and join in with phonics video.

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Set 1 - <https://www.youtube.com/watch?v=AkCVr7oosTo>

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Set 3 - <https://www.youtube.com/watch?v=Q3jgDOgmKAg>

Task: Read the passage and answer the questions.

### *Saturday with Jemima*

*My friends and I were reading books in the garden. It was a sunny, hot day in July and mum said we could have ice lollies after lunch. I had a red one, but my friends had the yellow ones. The yellow ones were shorter, so they finished theirs first.*

- 1. Where were the children?*
- 2. What were they doing before they ate ice lollies?*
- 3. How do you think Jemima's friends felt once they had finished their lollies and she still had more?*

Option 1: Answer in full sentences, you can say the answer out loud and have a go at finishing the sentence starters:

- 1. The children were in the \_\_\_\_.*
- 2. Before the children ate ice lollies they were \_\_\_\_.*
- 3. Jemima's friends might have felt \_\_\_\_\_ because \_\_\_\_.*

Option 2: Write down the answers to the questions in full sentences.

Parent guidance:

Reading over the text a couple of times will really help with their understanding of the text and help them remember the information they have just read. If your child is struggling to read the text you can read it out loud to them.

## **TOPIC**

Geography – continents

Starter: Sing the continents song -

<https://www.youtube.com/watch?v=K6DSMZ8b3LE>

Task: Using the map of world you made last Wednesday, label the map with the correct continents.

Option 1: Label the map with the continents in the correct place. Maybe someone at home can write the first letter of each continent on the map to start you off.

Option 2: Label the map you printed out or drew with the 7 continents labelled.

Challenge: Can you cover up the continents and tell someone at home where each continent is?

Research animals that live in each of the continents.

Key words:

**Europe – Asia – Africa – North America – South America –  
Antartica – Australia/ Australasia**



Parent guidance:

You can refer to this map if needs be. Try and associate things with the continents to help them remember. Talk about the location of the continents in relation to each other (Antartica is at the bottom of the Earth, Africa is south of Europe). You could talk about the fact that we live in Europe and locate it on the map. When you eat your food, you can discuss and research where it is from and the continent that country is in. Discuss any places you have travelled and the continents those places were in.

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**MATHS**

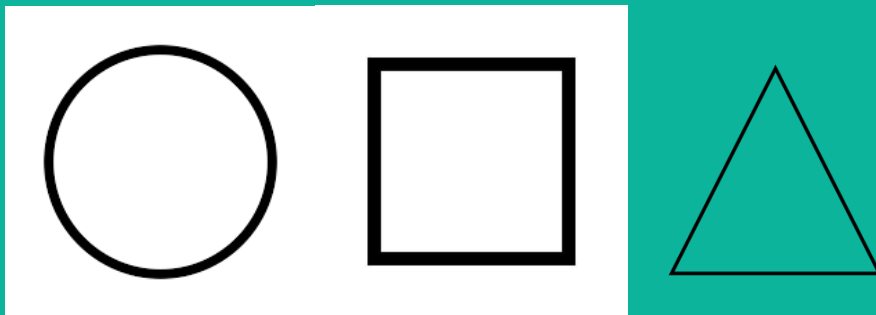
Shapes, doubling and halves

Starter: Sing alternative 3D shapes song -

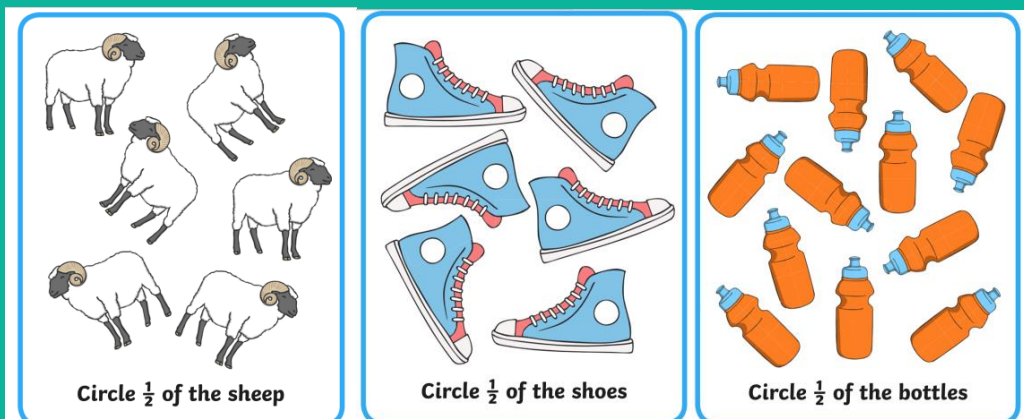
<https://www.youtube.com/watch?v=2cg-Uc556-Q>

Task: To find one half.

Option 1: Shade one half of the objects. If possible, ask an adult to draw the shapes for you and choose your favourite colour to shade roughly one half of each shape. Try and find as many ways as possible to shade one half.



Option 2: Circle half of each picture and explain how you know you have split them in half. Write a number sentence to represent each picture. Eg, One half of 6 = 3.



Challenge: Can you spot the mistake, once you find it can you explain why it is wrong and how to correct it:

Mrs Rushton has brought 24 pencils, she promises to give Mrs Wood half, so she gives Mrs Wood 13.

Parent guidance:

Expose your child to halves as much as possible in day to day life. If you can provide scenarios or word problems that require them to think about halves, that would be great!

E.g. When we eat dinner how can we give half of the pizza to you and half for me? Can you half fill the glass with water?

When your child is splitting something in half, use the word “roughly”. At this stage in their development we are not expecting them to accurately split something in half, but it is important that they know it is not accurate.

**LITERACY**

Phonics starter: Watch and join in with the poetry video.

If I Were a Hawk:

<https://www.youtube.com/watch?v=M4yQgTIMjnY>

Task: To think and write down words with specific sounds in.

How many words can you write with the following sounds in:

Option 1:

1. ee
2. oo
3. Sh

#### 4. Ch

E.g. 1. see, meet. 2. book, cook.

#### Option 2:

1. ay
2. are
3. tious
4. tion
5. oi
6. ow
7. or
8. Ew

E.g. 1. say, ray, play. 2. fare, prepare.

Challenge: Can you put these words into sentences?

Ultra Challenge: Can you write a story that includes all these words?

#### Parent guidance:

Set a challenge for your child and see if they can find at least three words for each sound. Remind them that they can come back to some if they are finding it tricky.

#### **TOPIC**

#### Art – Self portraits

Starter: With a pencil and paper, practise making different marks, eg, soft lines and hard lines, spots and dots, gentle shading, hard shading.

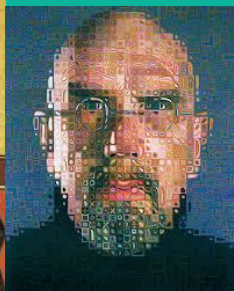


Task: We invite you to be artists! If you want to use other mediums that's fine, feel free to use coloured paper and chalks or paints. You could even make a self-portrait from layered pictures either print outs or on an iPad / tablet. You need to be able to see yourself, so find a mirror to sit in front of and begin your self-portrait!

The aim is to have fun with drawing and sketching your face. Take note of the different patterns and marks on your face and be sure to include them all. There is no right way to do this! Look at all the different styles of portraits done by various famous artists using different mediums for inspiration.



Picasso



Chuck Close



Frida Kahlo



David Hockney

Parent guidance:

Give your child as much encouragement as possible and explain that everyone's style of work is different. Celebrate their work with them.

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**MATHS**

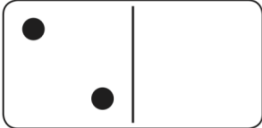
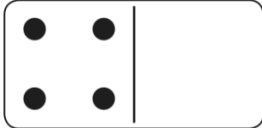
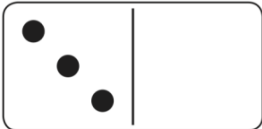
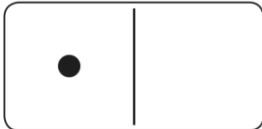
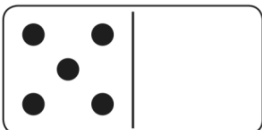

Shapes, doubles and halves.

Starter: Sing doubles song -

<https://www.youtube.com/watch?v=8jOzhiACB68>

Task: Find and identify doubles.

Option 1: Finish and complete below to show doubles. You can make more up of your own should you feel confident! If you have a set of real dominoes at home, you could look at all the doubles in the pack.

	
Double 2 is _____.	Double 4 is _____.
	
Double 3 is _____.	Double 1 is _____.
	
Double 5 is _____.	Double 0 is _____.

Option 2: Finish these number sentences and answer the question below:

1. Double 4 is \_\_\_\_\_.
2. Double 6 is \_\_\_\_\_.
3. Double 7 is \_\_\_\_\_.

4. Double 8 is \_\_\_\_\_.

5. Double 1 is \_\_\_\_\_.

6. Double 2 is \_\_\_\_\_.

7. Double 3 is \_\_\_\_\_.

8. Double 5 is \_\_\_\_\_.

9. Double 9 is \_\_\_\_\_.

10. Double 10 is \_\_\_\_\_.

See if you can learn them off by heart and get someone to test you. See how quickly you can say them!

Challenge: Can you explain what double means?

Ans: double of something is to have twice the amount or to times it by 2.

Parent guidance: If your child is struggling to understand doubles try using items at home or even your fingers! Holding up 2 on one hand and 2 on the other – showing twice the amount. Find 5 pencils and then gather another 5 to show double 5.

### LITERACY

**Starter: Reading time!** Read a book of your choice and/or a book from your home reader with someone at home. If everyone is a bit too busy you can always read to your teddies or pets, I'm sure they'd love to hear a story. Or why not read to a younger sibling?

Option 1: Choose your favourite part of the story and write why it's your favourite!

Checklist:

- Choose your favourite part of the story

*My favourite part of the story is .....*

- Write why it's your favourite part

*This is my favourite part of the story because ....*

Option 2: Choose your favourite part of the story and explain why it's your favourite. Try and give more than one reason. Don't forget to use your phonics to help you with your writing. Remember to use finger spaces, full stops and capital letters in all the right places.

Parent guidance:

This exercise should be straight forward for the children to complete. If children are completing option 1 we could recommend helping them by giving them the sentence starters written above.

**TOPIC**

Task: PCHE – Feelings and learning from mistakes

Task: Think of a time when you have made a mistake and talk with someone, write about or draw how it made you feel.

We learn and improve through making mistakes, everyone makes them and it's just about learning how to manage our feelings when we make mistakes. If we always did everything right – how would we ever learn anything new? You can discuss what we **can** do when we make mistakes with our adults at home or write/draw them.

E.g.

1. Identify a mistake.
2. Take a few moments to breath and think of what you can do to change it.
3. Tell an adult and explain how you feel.

Here's a little animation that has a growth mindset (part of learning by making mistakes) message embedded within it - <https://www.youtube.com/watch?v=QHZbIHwAfIM>

Parent guidance:

If possible, try and discuss this topic with your child and reassure them that mistakes are how we learn, learning isn't just about processing information. It would be a good idea to point out any mistakes you make and show the children how you can then learn together from mistakes. You could also share examples of when you have made mistakes yourself and how you positively dealt with it.