

# Mossbourne Riverside Academy

## Home Learning Key Stage 1 (Years 1 & 2)

Date: 12th June 2020



For each Maths and Literacy task there are generally 2 options. Please choose the option you feel is most suitable for your child and their stage of development/year group. If 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).

### Suggested Daily Timetable

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	"Walk to school" – use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	Break time – Have a snack and a drink
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	Lunch
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic/Spanish activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity - P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

# Monday

## Maths

### Task : Addition practise

**Option 1:** Add these numbers together by counting on from the higher number in your head.

$1. 3 + 4 =$

$10. 5 + 9 =$

$2. 7 + 3 =$

$11. 3 + 12 =$

$3. 5 + 6 =$

$12. 7 + 11 =$

$4. 7 + 2 =$

$13. 6 + 8 =$

$5. 3 + 8 =$

$14. 10 + 9 =$

$6. 4 + 7 =$

$15. 2 + 16 =$

$7. 5 + 9 =$

$16. 17 + 8 =$

$8. 7 + 8 =$

$17. 2 + 21 =$

$9. 2 + 10 =$

$18. 36 + 5 =$

**Option 2:** Practise these equations, adding 3 numbers together accurately. How can you check you've got the answers correct?

$9 + 5 + 4 =$

$7 + 4 + 6 =$

$8 + 5 + 10 =$

$8 + 4 + 11 =$

$3 + 17 + 4 =$

$21 + 3 + 2 =$

$5 + 11 + 4 =$

$3 + 3 + 22 =$

$7 + 25 + 3 =$

$20 + 10 + 1 =$

$6 + 2 + 34 =$

$15 = 5 + 10 =$

$9 + 18 + 2 =$

$11 + 8 + 3 =$

$7 + 7 + 21 =$

$8 + 3 + 30 =$

$10 + 2 + 41 =$

$42 + 3 + 5 =$

$16 + 5 + 8 =$

$5 + 5 + 27 =$

**Challenge:** Can you write a maths story for 3 of the equations? Eg. 1.  $9+5+4=18$ . I planted 9 radish seeds, 5 lettuce seeds and 4 tomato seeds. I planted 18 seeds altogether.

### Parental guidance:

Try to encourage children to add mentally as much as possible. If this is a struggle, they can use their fingers or objects around the home to help them.

## **Literacy**

**Reading:** Every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the ‘how’ and ‘why’ questions that your grown up will ask you from your list of comprehension questions to use with any story (see below).

**Phonics starter:** If you are in a RWI phonics group, visit the school website, choose your phonics set and join in with your phonics lesson.

### **Task: To use adjectives to describe the beach**

This week’s literacy task will focus on the animation ‘Bubbles’ from the Literacy Shed. When it all seems blue, happiness may be close by... if you just look closely at your surroundings perhaps you will find it! Gabby is walking on the beach and finds a bottle of bubbles -when she blows it she gets transported into fantasy. She has fun riding on bubbles and meets people and things on her way. Watch the animation below:

<https://www.literacyshed.com/bubbles.html>

You will need to watch the clip to complete the different tasks.

**Option 1:** Look at pictures of the beach and describe it to a grown up. Draw a picture of a beach and label all the features e.g. beach, cliff, coast, ocean etc.



**Option 2:** Write a description of the beach using adjectives. Think about the sea, sand and rocks, what the weather is like and where the different features of the coast are (beach, cliff, ocean etc..)

**Extension:** Look at aerial pictures of the coast of the UK on Google Maps. Would you rather live near the coast or in London? Why?

**Parental guidance:** If your child is in the early stages of writing development, encourage them to describe the beach to you verbally using a wide range of descriptive words. Here are the comprehension questions to use with any story you read with your child at home:

Reading comprehension for children at home

Can your child find evidence directly from the story to answer your questions?

*The answer is right there in the text.*

- What did..... do?
- Who did..... do it to
- How many..... were/are there?
- Who are.....?
- Can you tell me what this word/bit means?
- What kind of ..... is that?

Can your child think and search for the answer?

*The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer.*

- How do you make/do.....?
- What happened when..... did.....?
- What happened to.....?
- What do you think might happen next OR what happened before?
- How many times...
- What examples can you find?
- Where did this happen?
- Where was..... when this was happening?

Can your child answer questions without referring to the story?

*The answer is not in the story, it is your child's opinion and thoughts.*

- Have you ever...
- If you could...
- If you were going to...
- In your opinion...
- Do you agree with.....? Why?
- Do you know anyone who.....?
- How do you feel about.....?

Encourage your child to read on a daily basis. Children of all ages enjoy partnering with adults or older relatives to read! When reading with your child, you do not necessarily need to read the text. Talk about what is happening in the stories, describe the pictures/scenes, make predictions about what might happen next, or change the ending of the story, etc. Be creative! Reading to and with children is a great way to boost language skills, especially vocabulary and language structure (how words go together to make sentences).

## PSHE

### Task: To thank a community hero

Watch the story below read by Miss Choudhury to hear about all the community heroes all around us.

[https://www.youtube.com/watch?v=FwfxC4tR15M&feature=emb\\_title](https://www.youtube.com/watch?v=FwfxC4tR15M&feature=emb_title)

With all the incredible hard work currently going on around us, have a think of someone that helps you in some way. Write a short letter or draw a picture to thank them, and tell them why you appreciate them!

### People Who Help

by Phoebe Coghlan



## Tuesday

## Maths

### Task: Subtraction practise

**Option 1:** Count backwards in your head to work out the answers to these subtraction equations.

$18 - 4 =$

$12 - 3 =$

$16 - 5 =$

$18 - 8 =$

$19 - 7 =$

$14 - 4 =$

$17 - 7 =$

$20 - 8 =$

$20 - 6 =$

$19 - 8 =$

**Option 2:** Find the missing numbers in these equations:

26 -	= 12	35 -	= 13
25 -	= 21	38 -	= 25
39 -	= 17	45 -	= 12
56 -	= 32	59 -	= 36
58 -	= 42	67 -	= 45
59 -	= 31	77 -	= 25
85 -	= 61	79 -	= 56
88 -	75	99 -	= 42
99 -	53	98 -	= 24
76 -	21	67 -	= 17

**Challenge:** Can you write a maths story for 3 of the equations? Eg. 1.  $18-4=14$ . I planted 18 radish seeds. Some birds ate 4 of them. I had 14 seeds left.

**Parental guidance:** Try to encourage children to subtract mentally as much as possible. If this is a struggle, they can use their fingers or objects around the home to help them.

## **Literacy**

**Reading:** Every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the ‘how’ and ‘why’ questions that your grown up will ask you from your list of comprehension questions to use with any story (see Monday’s literacy task for these).

**Phonics starter:** If you are in a RWI phonics group, visit the school website, choose your phonics set and join in with your phonics lesson.

### **Task: To retell a story**

Rewatch the animation ‘Bubbles’:

<https://www.literacyshed.com/bubbles.html>

**Option 1:** Complete these sentences to retell the story of ‘Bubbles’:

Gabby was feeling sad walking along the beach.

Suddenly, she found \_\_\_\_\_.

She was bouncing \_\_\_\_\_.

Then, the bubbles took her to \_\_\_\_\_.

Under the sea she saw \_\_\_\_\_.

Finally, when she arrived back at the beach, Gabby \_\_\_\_\_.

She felt \_\_\_\_\_.

### Option 2:

Write out the story in your own words, using time connectives and adjectives.

meanwhile first last  
next then finally  
eventually this evening  
last week after a  
while soon afterwards  
meanwhile

**Parental guidance:** Encourage the use of time connectives to describe the order of the events in the story.

## Art

**Task: To make your own Flip Book**



A flip book or flick book is a small book with one drawing on each page. The drawings only change a little bit from one page to the next. When you flick through the pages, it will look like the drawings are moving!

**Some videos to help you:**

How to make a flip book: [https://youtu.be/Z9\\_d1mwf\\_Xw](https://youtu.be/Z9_d1mwf_Xw)

Flip book ideas: <https://youtu.be/q2QvyHIEbp4>

**What you will need:**

A4 plain paper

Scissors

Stapler or glue (optional)

Pencil and colouring pencils

**Parental guidance:** Encourage your child to choose simple drawings because they need to be able to draw the same thing again and again. All of the drawings should be similar but they should change a little bit each time so that when you flick through the book, it will look like it is moving.

# Wednesday

## Maths

### Task: Revisiting number patterns

**Option 1:** Complete these number patterns. Describe them to your grown up using the words 'increasing by', 'decreasing by'.

16, 14, 12, 10, , , , ,

15, 17, 19, 21, , , , ,

12, 14, , 18, 20, , , ,

5, 15, 25, 35, , , , ,

55, 60, 65, 70, , , , ,

100, 98, 96, 94, 92, , , ,

**Option 2:** Complete these number patterns. Describe them to your grown up using the words 'increasing by', 'decreasing by'.

8 10 \_\_ 14 \_\_ 18 \_\_ \_\_

\_\_ 35 40 45 \_\_ 55 60 \_\_ \_\_

4 7 \_\_ 13 16 \_\_ 22 \_\_ \_\_

\_\_ 22 33 \_\_ 55 \_\_ 77 \_\_ \_\_

40 35 30 \_\_ 20 \_\_ \_\_ 5

13 17 21 \_\_ 29 \_\_ 37 \_\_ \_\_

\_\_ 90 80 \_\_ \_\_ 40 \_\_ 20

16 26 36 \_\_ 56 \_\_ 76 \_\_ \_\_

**Challenge:** Have a go at creating your own number patterns and asking your grown up to solve them! Describe your number pattern.

### Parental Guidance:

Children should be encouraged to say whether the pattern is increasing, decreasing and how many by each time. Eg. "My pattern is increasing by 2." "My pattern is decreasing by 5."

## Literacy



**Reading:** Every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the ‘how’ and ‘why’ questions that your grown up will ask you from your list of comprehension questions to use with any story.

**Phonics starter:** If you are in a RWI phonics group, visit the school website, choose your phonics set and join in with your phonics lesson.

**Task: To use your senses to add detail to your story.**

Thinking about the animation ‘Bubbles’, imagine you are in the story with Gabby and using your senses to describe what is around you.

**Option 1:**

I can hear \_\_\_\_\_.

I can see \_\_\_\_\_.

I can taste \_\_\_\_\_.

I can smell \_\_\_\_\_.

I can feel \_\_\_\_\_.

**Option 2:**

Write a poem about Gabby’s adventure in the sea. Choose from an acrostic poem, a shape poem or a rhyming poem! Try to think about the senses and what you might see, hear, feel, taste and smell.



**Extension:** Now go back to your retelling of the story from yesterday. Read it through and see if you can add any of your sense description words to your story.

**Parental guidance:** If your child is in the early stages of writing development, encourage writing with the use of ‘fred fingers’ which the children are very familiar with. Words do not need to be spelt correctly if they are phonetically plausible.

**Science**

**Task: To explore electricity (safely!)**

**Option 1:** Go to each room in your house and note down all the items in the room which use electricity. Can

you think of 3 ways in which less electricity could be used?

**Option 2:** A lot of the items around our house are either powered by electricity or batteries. For each item below, decide whether it is powered by mains electricity (needs to be plugged into a socket) or whether it is battery powered. Can you think of any other items?



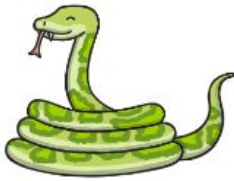
**Parental guidance:** Please ensure your child is being safe around plug sockets and electrical items around the home.

**Thursday**

**Maths**

**Task: Applying addition in a game.**

## Snakes and Ladders



### You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player

### How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach the finish is the winner.



$13+7=$ 21	$4+16=$ 22	$9+11=$ 23	$13+7=$ 24	<b>Finish</b> 25
$3+17=$ 20	$2+18=$ 19	$4+16=$ 18	$12+8=$ 17	$3+17=$ 16
$10+10=$ 11	$5+15=$ 12	$3+17=$ 13	$1+19=$ 14	$4+16=$ 15
$1+19=$ 10	$2+18=$ 9	$3+17=$ 8	$11+9=$ 7	$8+12=$ 6
<b>Start</b> 1	$20+0=$ 2	$14+6=$ 3	$18+2=$ 4	$7+13=$ 5

**Parental guidance:** If you do not have access to a printer, don't worry! You could ask your child to copy out the grid onto a piece of paper or card before playing.

## Literacy

**Reading:** every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the 'how' and 'why' questions that your grown up will ask you from your list of comprehension questions to use with any story.

**Phonics starter:** If you are in a RWI phonics group, visit the school website, choose your phonics set and join in with your phonics lesson.

### **Task: To write an animal fact file.**

Choose a sea creature that Gabby might have come across in her adventures and write a fact file about it. Try to find facts that no one in your family might know! Use this link to help you:

<https://www.youtube.com/watch?v=Fn4bQl6yiTk>

### **Option 1:**

Research and draw your creature, labelling it with your facts.

## Option 2:

Research and draw your creature. Write 6 facts about your animal using full sentences.



**Parental guidance:** Ask your child to read their sentences out to you. Often, it is only when children read aloud that they can spot their mistakes or whether the sentence makes sense. If something doesn't sound right, encourage your child to work out their own errors and fix them.

## History

**Task: To compare means of communication then and now**

Communication is the act of transferring information from one person, place or group to another. Communication is so important, especially in times like these when we are not communicating with each other face to face as much as we would like!

Communication has radically changed through the centuries. Have a look at the resources below to see the different means of communication used in the past and the modern age. It covers everything from smoke signals and pigeons to radio and the internet!

<https://www.pioneercomms.co.uk/history-of-communication/#Home>

<https://www.youtube.com/watch?v=oxTUC5I22LU>:

**Activity:** Compare two means of communication. You can use these prompts to help you:

- What are their similarities and differences?
- When were they used?
- What are the advantages and disadvantages of each?
- Which one would you prefer?

**Extension:**

- Which is your favourite means of communication?
- How do the modern ways of communicating help you keep in touch with your friends and carry on with your learning during this time?



**Parental guidance:** You may need to support your child with some of the new vocabulary. This activity can be done orally or through pictures if your child prefers.

## Friday

### **Maths**

#### **Task: Maths Meeting**

At school we have a maths meeting every morning. Using your time and calendar practise from this week, and using objects you have at home, try to recreate your own maths meeting. You could perform this maths meeting to a sibling, parent or even your toys! Here are some top tips for your maths meeting:

1. Always use My Turn Your Turn when giving your audience the answer. You say the answer with your hand pointing to your chest, then point your hand at the audience for them to repeat the answer.
2. Always give your audience a question for each sentence. Question starters may include: 'What is...?' 'How many...?' 'Can you...?'
3. Don't forget to include the songs:

*We're going to the maths meeting....*

*Days of the week...*

*We are number bonds...*

*It's all about the money...*

*Fractions....*

*Zero the hero...*

*Finish the pattern....*

*I want to be a circle...*

Secret number...

**Parental guidance:**

The children are very familiar with a maths meeting and what it should look like. They should be able to access this task independently once it has been explained. Miss Rollin has done a home maths meeting which is available on our website for inspiration!

**Literacy**

**Reading:** Every day – choose a book to read to your grown up, and choose a book for your grown up to read to you! Pay attention to the ‘how’ and ‘why’ questions that your grown up will ask you from your list of comprehension questions to use with any story.

**Phonics starter:** If you are in a RWI phonics group, visit the school website, choose your phonics set and join in with your phonics lesson.

**Task: Spot the errors!**

Practise reading the common exception words accurately to a grown up. These are known as our ‘red’ words in school.

**Year 1 & 2 Common Exception Words**

This Spot the Mistake with Mr. Whoops pack will cover the words from this statutory spelling list:

Year 1			Year 2			
a	is	so	after	cold	hour	path
are	love	some	again	could	improve	people
ask	me	the	any	door	kind	plant
be	my	there	bath	even	last	poor
by	no	they	beautiful	every	many	pretty
come	of	to	because	everybody	mind	prove
do	once	today	behind	eye	money	should
friend	one	was	both	fast	most	steak
full	our	we	break	father	move	sugar
go	pull	were	busy	find	Mr	sure
has	push	where	child	floor	Mrs	told
he	put	you	children	gold	old	water
here	said	your	Christmas	grass	only	who
his	says		class	great	parents	whole
house	school		climb	half	pass	wild
I	she		clothes	hold	past	would

**Option 1:** Ask your grown up to choose words from your year group and practise spelling them! If your grown up isn't available, you could choose your own 5 words and practise writing them using the ‘Look, cover, write, check’ method.

**Option 2:** Read the paragraph below. Mr Whoops is a bit clumsy and has spelt some of his words wrong! See if you can spot all X errors. Write the paragraph out again correctly, using the correct spelling!

Th weather wus so beutifull tuday that my clas were allowed to stay outside for ower art lesson. We sat on the gras and looked at preety, colourful flowers. I had a plante that looked like it was made from gowld because the sun was shining on it. There were lots of wilde flowers in our school forest. I hope we do a lesson like that agen soon.

**Parental guidance:** Ensure your child uses capital letters and full stops accurately. Encourage your child to read aloud and edit their own work, including spellings if they are in the Common Exception Words list.

## **Geography**

**Task: To complete the Physical Geography word search**

Earlier in the week, you started to describe the physical features of a beach in Literacy. Have a look at these physical geography features below and see if you can find them in the grid!

**Extension:** Can you find an example of each of these places and locate it on a map? For example, 'Forest: I can think of Epping Forest, and I found it on google maps!'

w e c o a s t d b i o m  
s f k y e i k b a u l o  
e x d w f t y e u d m u  
a c a h o c e a n n t n  
s h p u r o a c y b n t  
o i e f e r e h s i e a  
n l e c s r t m z s a i  
s l u l t s r n a s d n  
m a r i v e r t e o e a  
i e l f t s s g l i w f  
k j l f h g v a l l e y  
n w e a t h e r t e r s

cliff  
forest  
ocean  
weather  
beach  
mountain

valley  
hill  
river  
soil  
seasons  
coast