Dear Year One Parents/Carers,

Firstly, we would like to thank you for the lovely messages we have received from both yourselves and the children. They really have meant a lot to us! We can't express enough how much it means to us to get updates on our children, telling us most importantly about their wellbeing and also how they are getting on with their learning. We truly miss our classes smiley faces. You should all be extremely proud of yourselves so far, you're all working so hard and trying your best and that is all we can ask. If you haven't already received a phone call from one of us, we will be contacting each of you shortly via a phone call.

Secondly thank you for your support towards the children's home learning. We acknowledge this is not easy and many of you are also yourselves trying to work from home. We are grateful for your continued support during this challenging time.

We have put together some more ideas for learning. We would like to stress these are not compulsory they are mere suggestions which some of you may find useful and enjoyable to do.

Thank you once again, for all your patience and understanding. We continue to send our love and thoughts to you all.

Please do not hesitate to e-mail us at parrots@writtle-inf.essex.sch.uk or turtles@writtle-inf.essex.sch.uk

Stay safe, look after yourselves and keep smiling!

Wishing you all the best,

Miss Wilson, Mrs Espinosa-Davis and the rest of the lovely Year One team.

Home Learning Plan

Phonics

Please continue to use your phonic folders to check what sounds your child needs support with and to keep the ones they already know in their minds. Please continue to practise past phonics screening tests. Don't forget to take a look at the front of your child's phonic pack that you already have at home if you need a reminder of the phonemes as it gives you a visual clue alongside each. Also browse the excellent resources on YouTube from Mr Thorne

such as Geraldine Giraffe. Alphablocks on CBeebies are also always a big hit with the children during phonic sessions.

English

Reading

If you could continue to use your Bug Club books, that would be great. Don't forget to answer the comprehension questions by clicking on the bugs. Try to read/share a book once a day.

Login is as follows: Username –first 4 characters of 1st name and first 4 characters of 2nd name. Password-changeme. School code- qjqa

Eg: Jane Smith
Janesmit
changeme
qjqa

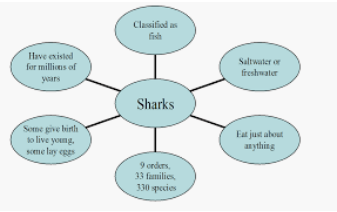
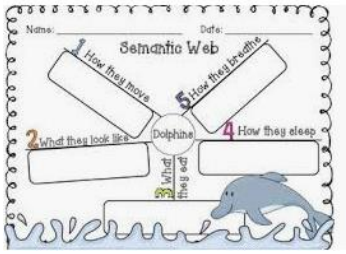
If you need help accessing your bug club account, please e-mail the class e-mail address above.

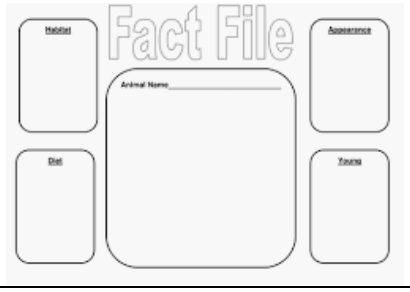
To continue to develop reading comprehension, we have attached some more Twinkl 60 second reads. These reads are a great way for children to build fluency and build up their confidence when reading at length. Please answer the questions at the bottom of each text. This can be done verbally but if you can challenge yourself to write the answers, that would be great!

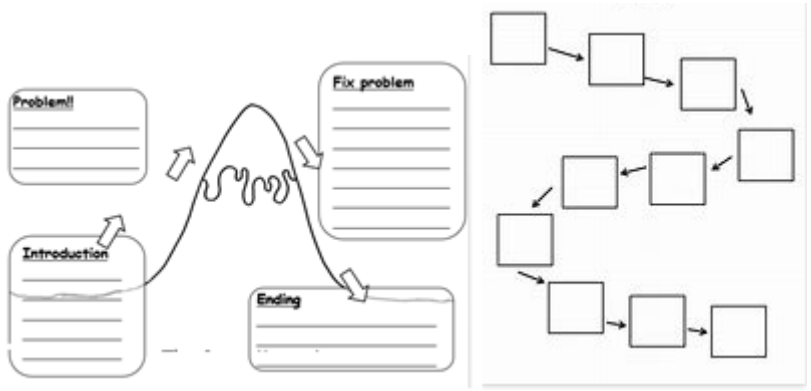
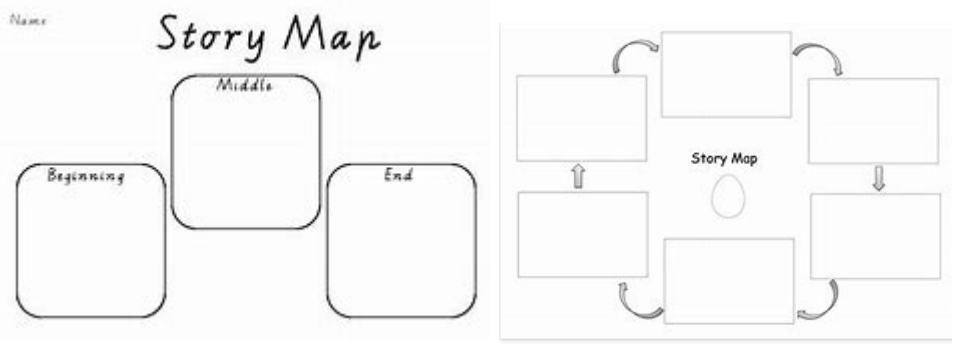
Writing

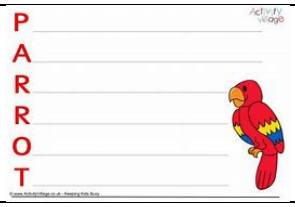
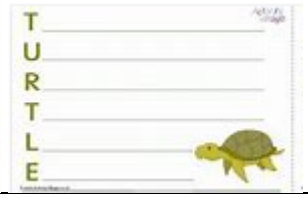
Please see below for some further ideas. Remember to take pictures and e-mail them to us. We love to see all your hard work!

Easter Activities	These are just suggestions! But we know a lot of you have already planned some lovely activities. Please e-mail us photos of you having fun completing your activities! 😊
	Make an Easter card. Go on an Easter egg hunt in your garden. How many animals can you name that lay eggs? Draw a picture of something that is growing in your garden. What signs of "new life" can you see outside? Plant a seed and start to watch it grow over the next few weeks. Make some Easter cakes with chocolate and cereal (if you can get any). Design your own Easter Egg. Take a photo of you eating an Easter egg!
Week 3	

Lesson 1	<u>Meet a life-sized animal up close!</u> Use the Google Chrome app and search for an animal. Scroll down the page until you see a box that says: Meet a life-sized turtle for example up close. Click on tab that says View in 3D. The animal will then appear wherever you are. (If a 3D option doesn't appear google another animal and try again) Challenge 1: Search for an animal. Challenge 2: Take a photo of your 3D animal in your home or garden if you have one. Challenge 3: Can you work out how to take a photo so that you are beside your chosen animal in your photo? Extension: What other animals can you think of? Can you think of an animal for each letter of the alphabet starting from A.? e.g. A= Aardvark, B= Bee etc.
Lesson 2	<u>Describe your animal (adjectives)</u> Using your photo from yesterday can you draw a picture of your animal and then describe what it looks like. Don't forget capital letters and full stops. Challenge 1 – Draw the animal you took a photo of yesterday. Challenge 2 – Can you describe what your animal looks like verbally? Challenge 3 - Can you write down what your animal looks like? Extension: Can you include adjectives (describing words) in your description?
Lesson 3	<u>Animal Mind Map</u> Try and find out some information about your animal and create a mind map to help you make a fact file.   Challenge 1 – Find out some information about your animal. Can you watch some videos on YouTube kids? https://www.youtube.com/kids/ Look in books you might have at home. Challenge 2 – Create a mind map, draw mini pictures and labels of what you have learnt so far. Challenge 3 – Add notes to your mind map. Extension: Can you include any of these headings on your mind map? Name of animal, Description, diet, habitat, how they move, other interesting facts.
Lesson 4	<u>Animal fact file: Description</u> Using the information on your mind map create the first section of your animal fact file.

	Challenge 1 – Write a title. Draw a picture and write the name of your animal. Challenge 2 copy your description from lesson two. Can you improve your description? Challenge 3 – Can you improve your description from lesson two? Extension- Can you use a comma to separate adjectives in your description?  
Lesson 5	<u>Animal fact file: Habitat</u> Use your mind map ideas to write about where the animal lives. Challenge 1 – Can you say where your animal lives? Challenge 2 – Can you draw a picture of where your animal lives? Challenge 3 – Can you write some facts about where your animal lives? Extension- Do you know an interesting fact about your animal?
<u>Week 2</u>	
Lesson 6	<u>Animal fact file: Diet</u> Use your mind map notes to write about what the animal eats. Challenge 1 – Can you say what your animal eats? Challenge 2 – Can you draw a picture of what your animal eats? Challenge 3 – Can you write some facts about what your animal eats? Extension- Tell someone a did you know fact about your animal.
Lesson 7	<u>Animal fact file: Interesting facts</u> Challenge 1 – Can you say two interesting facts about your animal? Challenge 2 – Write an interesting fact about your animal. Challenge 3 – Write a did you know fact about your animal. Extension- Use a question mark at the end of your did you know question.
Lesson 8	<u>The Tiger who came to tea</u> If you have this story at home, then share the book with a family member. If you don't have it then listen to it via this link: https://youtu.be/QdnxF-Saw7E
Lesson 9	<u>The Tiger who came to tea: Story Map</u> Create a story map for The Tiger who came to tea. You could use a story mountain like last week or could draw pictures to create a story path, or box it up into beginning, middle and end.

	 
Lesson 10	<u>Using your story map from yesterday, can you retell the story?</u> Challenge 1 – Retell verbally: *The Tiger Who Came to Tea*. Challenge 2 – Write down what happens in the beginning, middle and end of the story. Challenge 3 – Can you write the story in detail? Extension- Include adjectives.
Lesson 11	<u>Using your story map from yesterday, can you change the tiger to the animal that visited your home in lesson one that you wrote your fact file about? Can you also change the problem? What did your animal do in your home?</u> For example, instead of a tiger drinking all the tea and water and eating all the food perhaps a turtle played with your toys and broke them all! Create a new story map or draw on post it notes or pieces of paper and put them over the top of your old story map.
Lesson 12	<u>Can you write out your story from yesterday?</u> Remember to give it a title and remember full stops, capital letters, question and exclamation marks! We look forward to reading some of your stories.
Lesson 13	Can you write a poem about your animal from lesson one? It could be any type of poem. Perhaps you could try and write an acrostic.

	 
Lesson 14	<u>Rhyming words</u> Remember rhyming means something that sounds like it has the same ending. How many words can you think of that rhyme with these animals: cat, dog, shark, snake, bear, snail? Challenge 1- Say them Challenge 2- Write them down Challenge 3- What words rhyme with your animal from week one? Extension- Write down the words that rhyme with your animal from week one.

Maths

Please continue to complete your school jam activities.

Usually at this point we would move away from using PowerMaths books. Which usually means the children would complete more work in their yellow maths books (which you currently do not have access to). We have attached some squared paper templates. This is of course optional to use (we know how expensive printer ink is!). If your child can answer the questions quickly and verbally that is great, just remind them of the importance of recording our answers!

Please continue to mark your children's work and encourage them to edit their work using purple polish. Please follow the guidance previously mentioned. 😊

It looks like you have all used the mastery approach fantastically so far, well done! in Key Stage 1 at Writtle Infant School. Please continue to challenge your children. We have created different challenges for each lesson. This way your child can progress. The children can work questions out practically, drawing pictures or using their number fact knowledge such as number bonds, counting in steps of 2,5,10 etc. If they are finding it easy or have completed the challenge, they can move onto the next.

Week 1 – Multiplication

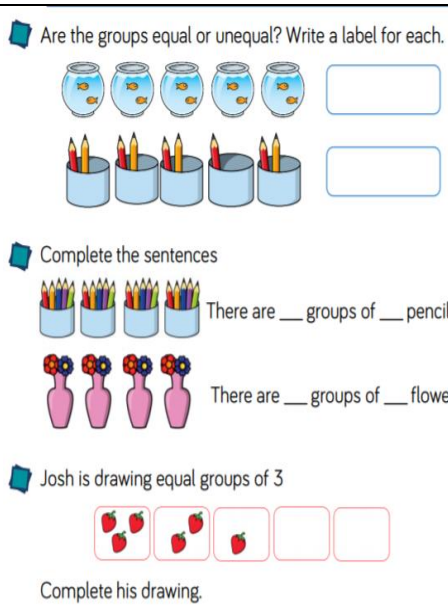
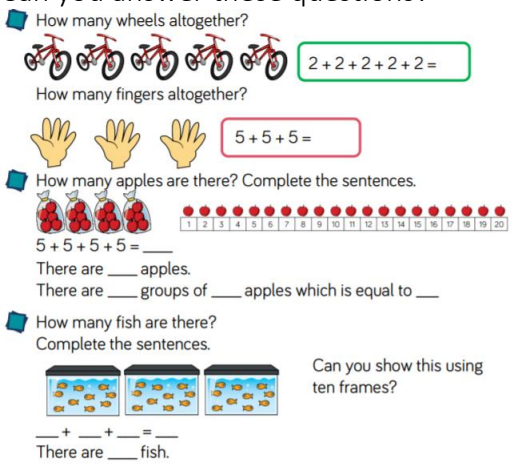
This is a new unit and possibly a new concept for some of our children. This is something we have not taught explicitly in Year One, so take your time and let children explore different ways to multiply. Multiplication is more than just times tables! Learning different ways to multiply is important, as although a child may know what 2 x 5 = is can they represent it? Can they draw it? This helps us become maths masters.

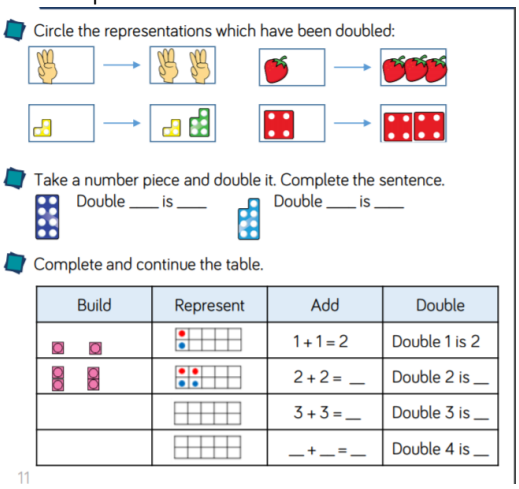
Here is a fun video that can explain it to your children:

BBC Teach - What is multiplication? https://www.youtube.com/watch?v=0b9Tta4jeVI

Even though it is set as Lesson 1, Lesson 2 etc. If your child needs to take longer than one day, that is fine! Take as much time as you need.

Week 1	Lesson Focus	Activities
Lesson 1	<u>Counting in steps of 2's, 5's and 10's.</u> When you are counting in steps you are multiplying! When you are counting amounts, it can make things a lot more efficient. We can call this lots of something for example 1 lot of 5 equals 5, 2 lots of 5 equals 10, 3 lots of 5 equals 15 etc. Here is a fun video explaining counting in multiples: **BBC Teach - Counting in multiples of two, five and ten | Maths – A World Without Maths:** https://www.youtube.com/watch?v=F-kNxuo9iHA	**Challenge 1** – Can you walk up and down the garden (or anywhere) counting in steps of 2, 5, 10? Etc, 2,4,6,8,10 **Challenge 2-** Can you count out amounts of 6, 8 and 12? Can you count out those amounts using 2's, 5's and 10's? **Challenge 3**- Can you write number sentences? For your 2, 5, 10 times tables? 1 x 2 = 2 2 x 2 = 4 Etc.
Lesson 2 –	Making equal groups Equal is not just the total, it can also mean the same! Children begin by using stories which link to pictures and concrete manipulatives to explore making equal groups and write statements such as 'there are ___ groups of ___.' They will recognise and explain how they know when they are equal or not. Children see equal groups that are arranged differently so they understand that the groups look different but can still be equal in number. BBC Teach - How to use mental methods to multiply | Maths – A World Without Maths https://www.youtube.com/watch?v=41_aIpGm-VA	**Challenge 1 –** Can you make equal groups using different objects in your house? Use the vocabulary there are ___ groups of _____. For example, make 3 groups of 2 using small toys. There are 3 groups of 2. How many different groups can you make? Can you make some groups that are not equal? Can you explain why they are not equal? **Challenge 2-** Can you solve some of these questions?

		 **Challenge 3-** Can you write a number sentence for some of the equal groups from challenge 2? For example, question 1: 5 x 2 = 10
Lesson 3	<u>Adding equal groups</u> Multiplying by repeated addition. Children use equal groups to find a total. Children could begin by linking this to real life, for example animal legs, wheels, flowers in vases etc. Stem sentences alongside number sentences can help children link the calculation with the situation. Ensure children have the opportunity to say their sentences aloud.	**Challenge 1 –** Can you create equal groups and write addition number sentences for them? For example, make 3 groups of 2. Write the number sentence 3 + 3 + 3 = Can you answer the number sentences you create? **Challenge 2 –** Can you answer these questions?  Challenge 3 – Can you write a multiplication number sentence for the questions above? i.e. question one 5 x 2 = because there are 5 lots of 2.
Lesson 4 –	<u>Making arrays</u> An array is a collection of dots in columns and rows. This helps us	**Challenge 1 –** Can you build an array using different objects around your

	draw and count multiplication number sentences. Rows go across.→ Columns go down ↓ Here is a video explaining how to create and use arrays to multiply: BBC Teach -How to use arrays to multiply | Maths – A World Without Maths https://www.youtube.com/watch?v=XOyOVDMjUdo We have included a success criteria below that you might find helpful to follow when creating your arrays.	house? Here are some different number sentences: 5 x 4 = 2 x 6 = 10 x 2 = 3 x 3 = 5 x 5 = 7 x 2 = **Challenge 2-** Can you draw an array using dots for the number sentences above? **Challenge 3-** Can you create your own multiplication number sentences? Remember to draw your arrays to represent it!
Lesson 5 –	<u>Making doubles</u> Children explore doubling with numbers up to 20. Reinforce understanding that 'double' is two groups of a number or an amount. Children show and explain what doubling means using objects and pictures. They record doubling using the sentence, 'Double ___ is ____'	**Challenge 1 –** Can create 2 equal groups of different amounts? Use the language 'Double ___ is ____' **Challenge 2-** Can you answer some of these questions?  Circle the representations which have been doubled: Take a number piece and double it. Complete the sentence. Double ___ is ___ Double ___ is ___ Complete and continue the table. Build / Represent / Add / Double 1 + 1 = 2 — Double 1 is 2 2 + 2 = __ — Double 2 is __ 3 + 3 = __ — Double 3 is __ __ + __ = __ — Double 4 is __ 11 **Challenge 3-** Can you create a multiplication number sentence for the questions above? For example, double 1 is 2 would be written as 1 x 2 = 2

<u>Making arrays</u>

An array is a collection of dots in columns and rows. This helps us draw and count multiplication number sentences.

Rows go across.→

Columns go down ↓

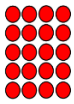
<u>Array success criteria</u>

We recommend drawing your rows first.

1- Write your number sentence.

   5 x 4 =

2- Underline the second number, this will be your number of rows.
   5 x 4 =
3- Draw that amount of rows
   . . . .
4- Now draw the first amount and those are your columns. (Remember you have already drawn one dot i.e. 5 you only need to draw 4 more).



5- Now you can count all the dots you have drawn. The answer is 20!
6- Now you have to write your answer.

5 x 4 = 20

Please refer to the YouTube video mentioned before. If you need any support, please e-mail us.

Week 2 – Division

Similarly, this is a new unit and possibly a new concept for some of our children. Again, this is something we have not taught explicitly in Year One, so take your time and let children explore different ways to divide. Division is essentially sharing something equally. In Key Stage 1 your child will be asked to share **equally**, which means the number sentence will never have anything left over. Sharing equally means each group will have the same amount.

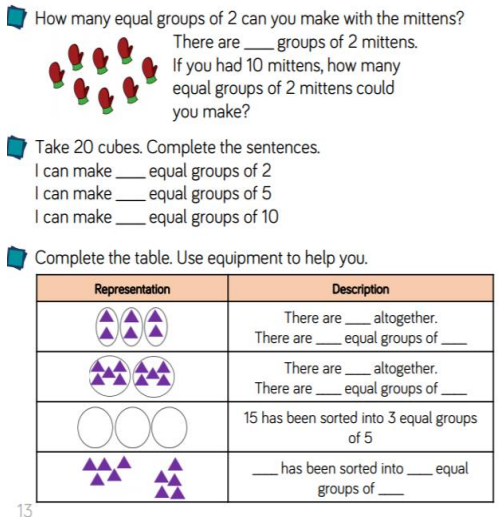
For example, your child may be asked 16 divided by 4 = but will not be asked 16 divided by 5 =

This way your child can gain confidence by knowing that if there is anything left over, we may need to check our work!

Here is a fun video explaining the similarities between multiplication and division:

BBC Teach – The relationship between multiplication and division | Maths – A World Without Maths https://www.youtube.com/watch?v=xj-Ip4HkJPo

Even though it is set as Lesson 1, Lesson 2 etc. If your child needs to take longer than one day, that is fine! Take as much time as you need.

Week 2	Lesson Focus	Activities
Lesson 1	Making Equal Groups Here is a 14-minute clip from Numberjacks, displaying great examples of sharing equally: Numberjacks - Fairshares https://www.youtube.com/watch?v=WeXTDYS3E-4	**Challenge 1 –** Can you use different objects around the house and share them into two equal groups? You can choose whatever number you like but make sure it is even! This means it can be shared equally. Here are some examples: 4, 8, 10, 16. **Challenge 2-** Can you use different objects around the house and share them into 5 equal groups? You can choose whatever number you like! Just remember multiples of 5 will end with either 0 or 5. Here are some examples: Can you do the same for 10 equal groups?
Lesson 2	**Making equal groups - Grouping** Children start with a given total and make groups of an equal amount. They record their understanding in sentences, not through formal division at this stage. BBC Teach -Using mental methods to do division | Maths - A World Without Maths: https://www.youtube.com/watch?v=de6JR_ul23w	**Challenge 1 –** Can you create different equal groups of some of these amounts: 4, 6, 8, 10, 14 What other amounts can you share? **Challenge 2 –**  How many equal groups of 2 can you make with the mittens? There are ___ groups of 2 mittens. If you had 10 mittens, how many equal groups of 2 mittens could you make? Take 20 cubes. Complete the sentences. I can make ___ equal groups of 2 I can make ___ equal groups of 5 I can make ___ equal groups of 10 Complete the table. Use equipment to help you. 13 **Challenge 3 – Can you create some division number sentences for question 3?** **i.e. 6 ÷ 3 = 2**
Lesson 3	Sharing equally	**Below is challenge 1, 2, 3:**

	Children explore sharing as a model of division. They use 1 : 1 correspondence to share concrete objects into equal groups. Children also need to be given the opportunity to see when a number of objects cannot be shared equally into equal groups.	Share the muffins equally between the two plates. Complete the sentence. ___ cakes shared equally between 2 is ___  Collect 20 cubes. Use hoops to represent your friends. Can you share the cubes between 5 friends? 20 shared between 5 equals ____ Can you share the cubes between 2 friends? 20 shared between 2 equals ____ Can you share the cubes between 10 friends? 20 shared between 10 equals ____ Tim has 16 bananas. He shares them equally between two boxes. How many bananas are in each box? Represent and solve the problem.
Lesson 4	<u>Continuing to share equally</u> Children explore sharing as a model of division. They use 1 : 1 correspondence to share concrete objects into equal groups. Children also need to be given the opportunity to see when a number of objects cannot be shared equally into equal groups.	Can you answer these division number sentences? 10 ÷ 2 = 18 ÷ 3 = 20 ÷ 4 = 8 ÷ 2 = 15 ÷ 3 = 16 ÷ 4 = 6 ÷ 2 = 12 ÷ 3 = 12 ÷ 4 = 4 ÷ 2 = 9 ÷ 3 = 2 ÷ 2 = 6 ÷ 3 =
Lesson 5	<u>Continuing to share equally.</u> Missing number sentences will challenge us to use different methods!	Can you answer some of these missing number questions? 1. 8 ÷ 2 = ☐ 2. 20 ÷ ☐ = 4 3. 40 ÷ 10 = ☐ 4. ☐ ÷ 2 = 3 5. 35 ÷ ☐ = 7 6. 40 ÷ 10 = ☐ 7. 6 ÷ 2 = ☐ 8. 10 ÷ ☐ = 1 9. 30 ÷ 10 = ☐ 10. ☐ ÷ 2 = 7 11. 40 ÷ ☐ = 5 12. 25 ÷ 5 = ☐

<u>Other subjects – Quick activities</u>

<u>Science</u>

Plant a seed and watch it grow over the next few weeks.

Draw and label the parts of a plant that you have in your garden or that you have seen before.

History

Go on to BBC Bitesize and learn more about Neil Armstrong and watch the short video.

https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr

Geography

Perhaps you did an Easter egg hunt at home. Can you draw a map of where you found the eggs?

Hide some things around your home and then draw a map and give it to a member of your family. See if they can use your map to find your hidden treasures.

Music

Listen to a piece of music and draw a picture of how it makes you feel.

Art & Design

Make a rainbow and display it in your window.

Draw a picture of you and your family doing something that makes you smile.

P.E

Jumpstart Jonny and Cosmic Yoga have some lovely online videos. Joe Wicks is also streaming live videos to get the whole family moving about!

Mindfulness activity

Stand or sit outside in a safe place, close your eyes, take some deep breaths and listen to the sounds around you.

We hope you enjoy the suggested activities!