

Dear Year One

We hope you are all well. We have loved reading through all the emails you have sent. Please keep the messages and photographs coming as we enjoy seeing what you have been up to.

Last week we emailed your grown-ups some next steps to help with your learning. These are some extra areas that you can work on over the next few weeks. Try and practise your targets when you can.

For the next two weeks we have planned some bubble themed activities which we hope you enjoy.

(We thought that this would be a good opportunity for parents and carers to join in with our theme as we guessed they might have some adult “bubbles” in the fridge that they could enjoy over the weekend!)

Please remember the plans are just suggestions for learning and there is no pressure from us to do everything that is there. We are just trying to be helpful and offer some ideas and support.

Don't forget to e-mail us at [parrots@writtle-inf.essex.sch.uk](mailto:parrots@writtle-inf.essex.sch.uk) or [turtles@writtle-inf.essex.sch.uk](mailto:turtles@writtle-inf.essex.sch.uk)

We miss all our lovely Turtles and Parrots so much and can't wait to see you. Look after yourselves and we will see you soon.

Miss Wilson, Mrs Espinosa-Davis and the rest of the year one team.



## Home Learning Plan

### Top Tips for Home Learning

You all deserve a medal for the work you are putting in. As we know, children are all on their own journeys. Some children thoroughly enjoy writing in books and other sit-down activities. While other children may be reluctant to learn from home. We are all new to this crazy journey so here are some small tips to use during your home learning journey:

- Create a visual timetable! This will keep some structure and routine. Get the children involved when creating the timetable and allow them to include fun activities such as playing with toys or baking. This way children will be more eager to join in.
- Have regular brain breaks. This can be a trip to the garden, have a snack and take a break.
- Make things fun and use resources from around the house. As much as children need to record their work, some children may need support with visuals and practical resources.
- Have some 'me time'. This goes for parent and children. We all know spending too much time together can drive us loopy! Spend some time in different rooms, and enjoy some time alone too.
- If you're working from home or have an online meeting, put a sign on the door! Let the children know that you need some quiet time.
- Trial and error – if your own routine is working, fantastic! If not take a break and try something new. It is never too late to start something and if it's not working, quit it!
- Share ideas with other parents. Our Facebook group has some lovely inspiration for different activities.
- Follow your children's interests. This is a big help with keeping them engaged.
- Lastly, enjoy this while you can! Most of us will not have the opportunity to spend quality time like this again. Use this time to develop skills and enjoy yourself while learning from home.

If you have any tips that have worked for you, please let us know! This way we can share it with other parents.

### Phonics

Everyone was sent phonic next steps last week so please practise your individual targets. If you were not given a specific phonic target it is because your child knows all their phonemes, so please continue to read and spell the high frequency and common exception words.

Please also continue to practise past phonics screening tests. As mentioned in past weeks don't forget to take a look at the front of your child's phonic pack that were sent home at the start of the year if you need a reminder of the phonemes as it gives you a visual clue alongside each. There are lots of online resources available on YouTube from Mr Thorne such as Geraldine Giraffe. The Alphablocks videos on CBeebies are also good for either teaching a phoneme or as a reminder of what the children have already learnt.

The website at <https://new.phonicsplay.co.uk/> has also got excellent phonic activities and has now been made available for free to parents by logging in as follows

Username: march20

Password: home

## English

### Reading

Please log on to the website: <https://phonicsplaycomics.co.uk/>

There are lots of free decodable comics which can be used to help children apply the skills that they have learned in previous phonics sessions. They follow the learning sequence from the Letters and Sounds document and feature some characters that they will already be familiar with from [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) alongside some brand new characters. The comics can be printed out as pdfs or simply viewed online.

Please also read your Bug Club books on active learn. Remember to answer the comprehension questions by clicking on the bugs.

### Writing

<u>Week</u> <u>7</u>	Week beginning 4/5/20
Lesson 1	<p><b><u>Bubbles a film by Gabby Zapata</u></b></p> <p>When it all seems blue, happiness may be close by... if you just look closely at your surroundings perhaps you will find it!</p> <p>Gabby is walking on the beach and finds a bottle of bubbles - when she blows it she gets transported into fantasy.</p> <p>She has fun riding on bubbles and meets people and things on her way.</p> <p>Watch the animation on:<a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a></p> <p>Can you describe how Gabby was feeling at the beginning, middle and end of the story?</p> <p>Try and explain why she was feeling this way using the word <b>because</b></p>




Lesson  
2

**Bubbles: Story Map**

What happened in the story yesterday?  
Create a story map for the animation Bubbles. You could use a story mountain or could draw pictures to create a story path, or box it up into beginning, middle and end. Remember you can draw pictures but try and challenge yourself and do some writing and make notes for each part of the story.

<p>Lesson 3</p>	<p><b><u>Using your story map from yesterday, can you retell the beginning of the story?</u></b></p> <p>Retell the beginning of the story. Write at least one sentence about the beginning of the story. Try and write <math>\frac{1}{4}</math> of a page of A4 if you can. Use full stops and capital letters and try and use one of the connectives: and, but, so, because to join your sentences.</p> <p>Don't forget how stories can start e.g. Once upon a time, One day, One sunny day, once long ago,</p> <p>Re-read your work and check that it makes sense. Purple polish it if you need to ready to start writing again tomorrow.</p>
<p>Lesson 4</p>	<p><b><u>Using your story map can you retell the middle story?</u></b></p> <p>Retell the middle of the story. Write at least one sentence about the middle of the story. Try and write <math>\frac{1}{4}</math> of a page of A4 if you can. Use full stops and capital letters.</p> <p>Try and use time connectives from this list: first, then, at first, just at that moment, next, when, before long, later, after a while, after that, eventually, in the end, after some time</p> <p>Re-read your work and check for sense and punctuation. Purple polish it if necessary.</p>

Lesson 5	<p><b><u>Using your story map can you retell the end story?</u></b></p> <p>Retell the end of the story. Write at least one sentence about the end of the story. Try and write <math>\frac{1}{4}</math> of a page of A4 if you can. Use full stops and capital letters.</p> <p>Try and use a connective: and, but, so, because and a time connective from this list: first, then, at first, just at that moment, next, when, before long, later, after a while, after that, eventually, in the end, after some time.</p> <p>Re-read your whole story and check that it makes sense. Read it out loud to somebody else.</p>
Week <u>2</u>	
Lesson 6	<p><b><u>Plan your own bubble story</u></b></p> <p>Watch the animation again: <a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a></p> <p>Close your eyes and imagine that you found a pot of bubbles. Where did you find the bubbles? Draw a picture of where you found the bubbles.</p> <p>Imagine sitting on the bubble. Where did the bubbles take you? Draw a picture of where it took you.</p> <p>What did you do? What did you see, hear, touch, taste and smell? Draw a picture.</p>
Lesson 7	<p><b><u>Using your story plan pictures from yesterday, can you retell the story?</u></b></p> <p>Write the first half of your own Bubble adventure.</p> <p>Try and include some adjectives (describing words to describe where you found the bubbles and the places that you visited)</p>
Week 8	<p><b><u>Week beginning 11/5/20</u></b></p>
Lesson 8	<p><b><u>Using your story plan pictures, retell the second half of your story</u></b></p> <p>Write the second half of your own Bubble adventure.</p> <p>Remember to re-read your work once you have finished and check that it makes sense and you have put full stops and capital letters in the correct place. Have you spelt your year one high frequency and common exception words correctly?</p>

<p>Lesson 9</p>	<p><b><u>Bubble, Bubble Poem</u></b></p> <p>Read the poem and try and perform actions to go with it. Can you read the poem aloud? As an extra challenge can you learn the poem by heart and recite it? Ask someone to video you reciting the poem and performing the actions.</p> <p style="text-align: center;"><b>“Bubble, Bubble”</b></p> <p>Bubble, bubble, Turn around. Bubble, bubble, Land on the ground. Bubble, bubble, Float up high. Bubble, bubble, Float towards the sky. Bubble, bubble, Float down low. Bubble, bubble, Land on my toe. Bubble, bubble, Stop, stop, stop! Bubble, bubble, Now go POP!</p> 
<p>Lesson 10</p>	<p><b><u>Bubble, Bubble Poem</u></b></p> <p>Re-read the poem from yesterday. Find the words that rhyme and write down the rhyming pairs. What do you notice about where the rhyming words are in the poem? Can you also spot the exclamation marks (shiiiiiiii ha’s)?</p>
<p>Lesson 11</p>	<p><b><u>Five Little Bubbles poem</u></b></p>

## 5 Little Bubbles

5 Little bubbles, floating to the floor,  
One bubble popped (Kids clap hands as you say POPPED)  
and then there were 4

4 little bubbles, round as can be  
One bubble popped and then there were 3

3 little bubbles, were flying just to you  
one bubble popped and then there were 2

2 little bubbles, were having so much fun,  
One bubble popped, and then there was 1.

1 little bubble, round as the sun  
Until that bubble popped, and now there are  
none!

Read this poem. Do you think this poem rhymes?  
If it does rhyme can you find the rhyming words and write them down?  
Instead of writing the numeral can you write the numbers in words? (Remember this is one of the year one maths targets to be able to write numbers to twenty in words)

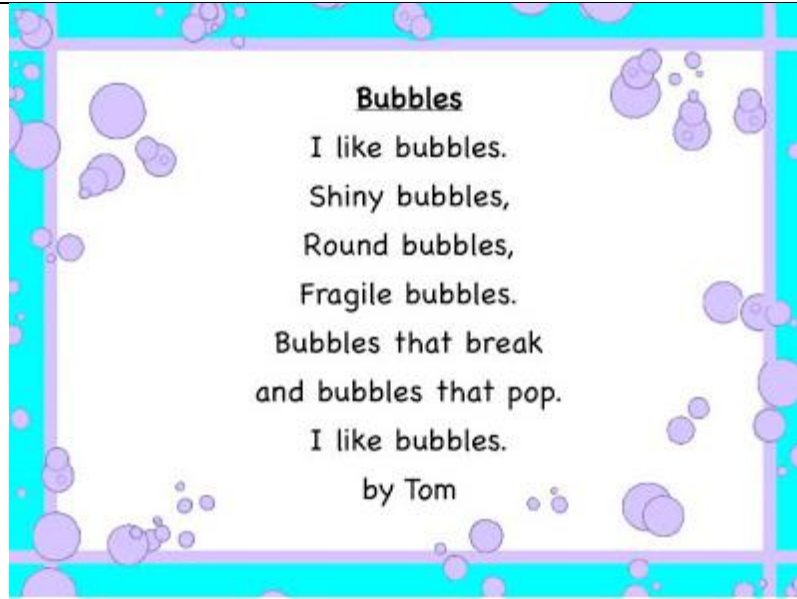
Lesson  
12

### Write your own bubble poem

What do we call people who write poems?  
Can you be a poet and write your own bubble poem?

The poet of this poem is a little boy called Tom





Try and write your own poem by changing the describing words (adjectives): shiny, round, fragile. Pick your own words to describe the bubbles and then write out your new poem or say it out loud.

As a challenge you might change the ending too. Instead of Bubbles that break and bubbles that pop, can you think of a new word to end each line? Bubbles that \_\_\_\_\_ and bubbles that \_\_\_\_\_.

Don't forget to write your name at the end of your poem to show that you are the poet!

Lesson  
13

### **Let's Leave Story starter!**

Show your child the "Let's Leave" image on: <https://www.pobble365.com/lets-leave>

Please read the following story starter to your child as there are some very tricky words that they may not be able to read themselves.

Carefully picking up the giant bubble-maker and dipping it into the enormous pot of bubble-making liquid was a satisfying feeling. She loved the way it felt when she dipped and scooped and dipped and scooped until she had a perfect, crystal clear circle of liquid inside the circular head of the bubble-maker. Looking into the red and blue rusted pot, she could see the transparent liquid gently sloshing around inside. There was a soapy film that sat on the top of the liquid, and in that soapy film she could see a reflection of the clouds as they manoeuvred their way across the navy-blue sky.

She had discovered the magical powers of these bubbles when she was a girl. As there was only a limited amount of the precious bubble-making liquid, she had used it wisely and sparingly (only when she really needed it).

These bubbles were different from any other bubbles, because they had the power to...

Can you continue the story of the girl and the bubbles? Begin by finishing the sentence above, describing what power the magic bubbles have.

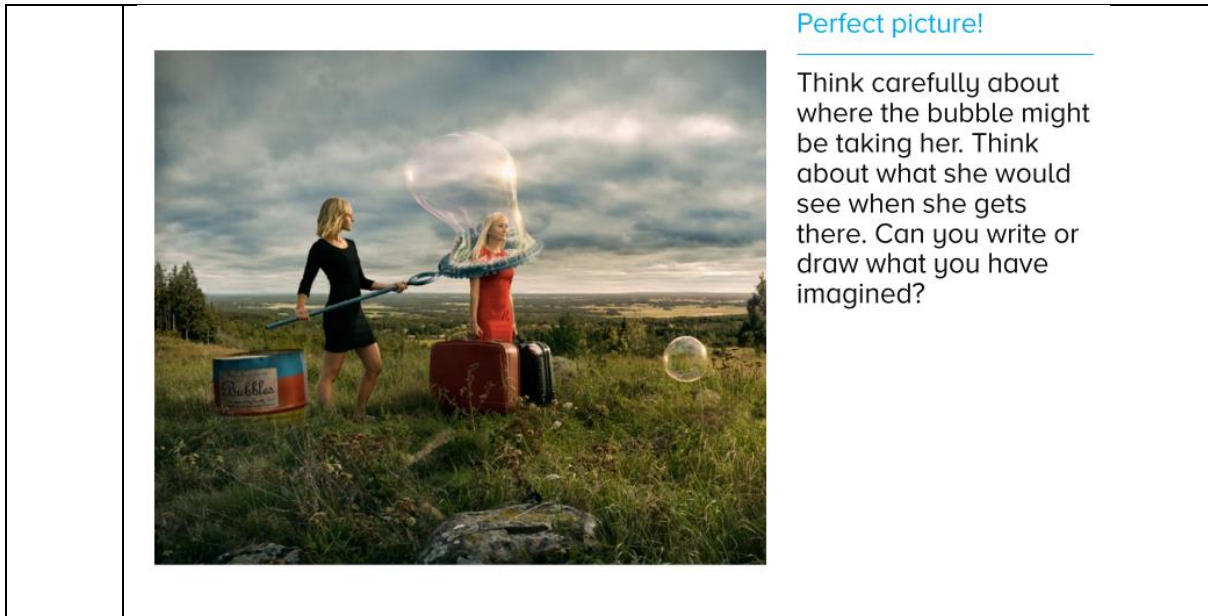


#### Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ The lady in the dress was scared.
- ▶ She went on a journey to a place.





**Perfect picture!**

Think carefully about where the bubble might be taking her. Think about what she would see when she gets there. Can you write or draw what you have imagined?

Lesson 14

**Phonics Pop**  
 Play phonics pop on:  
<https://www.ictgames.com/phonicsPop/index.html>

Phonics Pop is a mobile friendly bubble pop game. Choose a set of sounds to practice or select from the digraph (2/3-letter sounds) checkboxes. Then listen to the target sound and pop as many as you can.  
 If your child achieves >95% accuracy the bubbles will change to rainbow colours.

**Maths**

Please continue with your school jam activities.

Times Table rock stars are offering a free subscription for parents during this time. This lets children practise their times tables.

**Week 7 – Week beginning 4.5.20**

We are going to revisit weight, mass and capacity. This is something we have covered in school but would like children to revisit and develop their skills further. Please visit the White Rose website (see the link below). Each lesson has a short video which will help you to understand the lesson objective.

Then click on to 'Get the Activity' where there are a number of questions to answer. You do not need to print of the sheet if you do not wish! Your number sentences and recordings can be written in your exercise book. There are 5 lessons each week, 1 per day. Please take it at your own pace, if you need to revisit anything feel free!

<https://whiterosemaths.com/homelearning/year-1/>

Click Week 1 (Not Summer 1) Lesson 1 – Introducing weight and mass

If you have any other questions let me know!

**Week 8 – week beginning 11.5.20**

Please continue to use White Rose. This week you will be comparing capacity and moving onto making groups. This is similar to what you have previously done while learning about multiplication. Each day will have its own lesson, but please do take it at your own pace.

<https://whiterosemaths.com/homelearning/year-1/>

Click Week 2 (Not Summer 2) Lesson 1 – Compare capacity

Other subjects – Quick activities

There are always great learning opportunities in our daily activities. As always, we try to give purpose to our learning, 'Why do we need to know that?!' we often hear. Giving purpose to activities, allow children to use and develop their skills, and this will hopefully engage them more. Down below are a few suggestions of how to we can bring learning into some of the fun activities we are doing at home:

<p>Maths:</p>	<ul style="list-style-type: none"> <li>● Baking/Cooking – Discussing measurements when baking is a great way for children to become aware of the vocabulary such as heavy, light, grams and kilograms, 1 cup, 2 cups etc.</li> <li>● Using a timetable to structure our day (including times such as 8am is breakfast)</li> <li>● Opening a snack shop (for our hungry children) and giving children loose change.</li> <li>● Creating arrays with sticker charts etc.</li> </ul>
<p>English:</p>	<ul style="list-style-type: none"> <li>● Writing letters – We are all trying to keep in touch with our lovely friends and family members. What other great way to bring in letter writing skills than to send a real letter to somebody.</li> <li>● Sharing a bedtime story. This can be either reading or listening.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing our name on our work (simple but effective).</li> </ul>
Science:	<ul style="list-style-type: none"> <li>• Outdoor walks – When you go out for your daily form of exercise (whether you're walking, on a bike or scooter) what plants can you spot? What changes in the weather can you notice as we start to approach summer? Have you noticed any plants begin to grow that were not there when we first stayed at home?</li> </ul>
ICT:	<ul style="list-style-type: none"> <li>• We know how much most children love technology! Use this as a learning opportunity, develop your skills on a laptop or computer. Can you type a story using a keyboard? Book Creator is a lovely app we use in school to create your very own book.</li> </ul>
History:	<ul style="list-style-type: none"> <li>• Now is the time to find out and research a little bit about where you live. You can compare facts with your friends. For example, if you live in Writtle what interesting facts can you find? (Miss Wilson and Mrs E do not live in Writtle, so we would love to see what you find out!)</li> </ul>
P.E	<ul style="list-style-type: none"> <li>• Have you checked out Joe Wicks yet? What a fun P.E session! What a better time to develop some P.E skills such as throwing and catching. You can also develop your bike riding skills.</li> <li>• How about a bit of me time? Family yoga sessions in the sunshine.</li> </ul>
Art & Design	<ul style="list-style-type: none"> <li>• Relaxation colouring is great for the mind too!</li> <li>• Empty your recycling bag and see what fun things you can create!</li> </ul>

**Here are some other fun activities:**

**Science**

- \* Can you make bubbles of different shapes and colours?
- \* How long you can keep a bubble before it bursts?
- \* Do bubbles float or fall to the ground?
- \* Can you catch a bubble?

\* How long you can keep a bubble in the air.

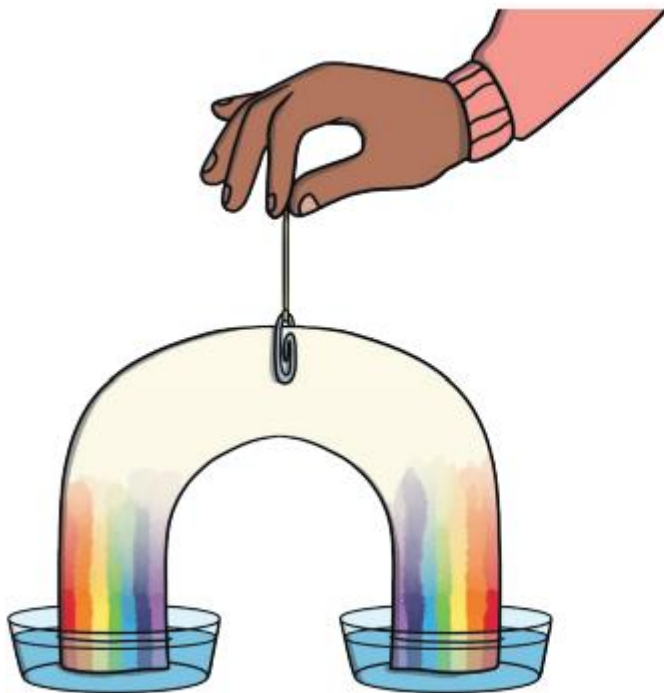
# How to Grow a Rainbow Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



## Words To Learn:

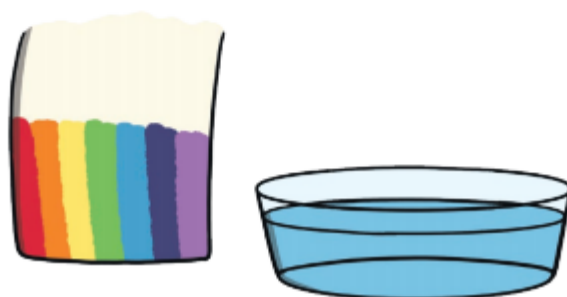
- capillary action
- adhesion
- cohesion
- absorbed

## You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

### What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.

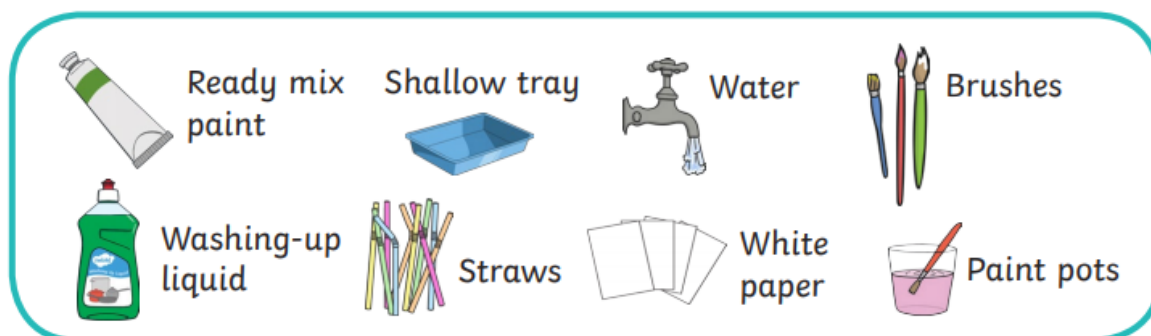


### Art & Design

# Awe and Wonder

## Soap Bubbles Prints

### You will need:



### Method:

1. Mix together,  $\frac{1}{3}$  ready mix paint,  $\frac{1}{3}$  water and  $\frac{1}{3}$  washing up liquid in a paint pot.
2. Pour into a shallow tray.
3. Take a straw, place into the liquid and begin to blow, make sure not to suck otherwise you'll end up with a mouth full of paint!
4. Move the straw around creating bubbles.
5. Once the tray is full of bubbles take a sheet of paper and lay it carefully on top of the tray pressing down gently.
6. Lift it off and see the print you have created of the bubbles.



### The Science Bit

Because washing up liquid can hold air inside its bubbles when you blow air in to the mixture it stays there creating lots of coloured bubbles. Because there is water in the mixture when you put paper on top of it the water is sucked into the paper, leaving a print.

### D.T



Try to make a bubble blower. You can follow the instructions below or come up with your own design.

Materials you'll need:

Empty plastic bottle

Wash cloth

Rubber band



Dish soap

Water

To make:

Cut the bottom off the plastic bottle (Get an adult to do this). Trace out the bottom of the bottle on the terry cloth and leave 2.5cm or so overlap for the rubber band. Affix the cloth to the cut plastic bottle using the rubber band. Mix 2 parts dish soap to 1-part water. Dip the cloth part of your new bubble blower into the bubble mixture and start blowing. How long can you make your bubble snakes?

## P.E

The Chelmsford Schools Sports Partnership will be sending out a weekly sheet with five activities differentiated for KS1 and KS2 children.

They have a web page for you to access, simply go onto [www.chelmsfordssp.com](http://www.chelmsfordssp.com)

and click onto the Parent Zone tab at the top, you will not need to login. It has a letter explaining the process and ways to use the resources. It contains the weekly sheets, guidance documents, healthy ideas and website links. Resources will be added to this on a regular basis.

Remember Jumpstart Jonny, Joe Wicks and Cosmic Yoga also have some great online videos.

The BBC have launched bitesize daily lessons, details of which can be found here:

<https://www.bbc.co.uk/bitesize/dailylessons>

Simply click on year one to access the lesson plans and resources. Please look at the lessons for wellbeing, History, Geography and Music. At time of planning see the most recent lessons below.

## Mindfulness/Wellbeing

**24 April: Wellbeing**



**How to be a good friend**

24 April - The importance of developing relationships for young children in primary school.

WELLBEING

## History

**20 April: History**

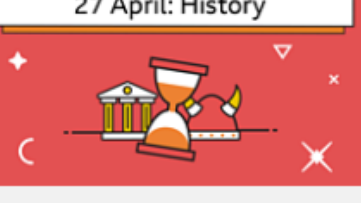


**Who Was Rosa Parks?**

20 April - Learn about the life of Rosa Parks.

HISTORY

**27 April: History**





**Who was Dr. Martin Luther King?**


27 April - Learn about the life of Dr. Martin Luther King.

HISTORY

## Geography

 <p><b>21 April: Geography</b></p>	 <p><b>28 April: Geography</b></p>
<p><b>Introduction to the UK</b></p> <p>21 April - Learn about the four countries of the UK.</p> <p>GEOGRAPHY</p>	<p><b>Introduction to Europe - France</b></p> <p>28 April - Learn about the characteristics and landmarks of France.</p> <p>GEOGRAPHY</p>

## Music



**23 April: Music**

**Start singing**

23 April - Learn how to use your voice to make music.

MUSIC

We hope that over the next two weeks you have a “bubbly” time!

