

Well year one, what a busy two weeks you have all had!

We were able to give out lots more Dojo points as so many of you emailed or told us on the phone that you had learnt to ride your bikes! If you still haven't sent us a photo there is still time. Just email 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've seen such creative work the last two weeks with colourful seasons collages and paintings and fabulous drawings of Queen Victoria and Queen Elizabeth I and II. You certainly used your close observational skills to look carefully and include detail. You've also told us about lots of your own projects you have been working on; everything from suspension bridges to snakes and Egyptians. We like to hear about whatever you have been doing not just the ideas that we suggest.

We have set some new seaside challenges for the next two weeks and we will continue with the seaside theme until the end of term.

Some of you have already been to the beach over the past 14 weeks and have sent us some amazing photos. If you've had a seaside adventure and haven't sent us your pictures, then we would love to see them.

Look after yourselves and each other and we hope you enjoy the upcoming seaside activities.

With love

Mrs Espinosa-Davis, Miss Wilson, and the whole year one team xxx



## Home Learning Plan

### Phonics

Please continue reading and spelling the year one high frequency and common exception words.

Visit the phonics play website <https://new.phonicsplay.co.uk/>. Their excellent phonic activities are still available for free to parents by logging in as follows:

Username: march20

Password: home

### English

#### Reading

Please read your Bug Club books on active learn. Don't forget to click on the bugs to access the questions.

Log on to the **Espresso** website using the log in sent out via Parent Mail and go to **KS1-English-Books- Videos- Tadpole's Promise**. Listen carefully to the story then click on **activities** and complete **comprehension: Tadpole's Promise comprehension quiz** and **Sequencing: Tadpole's promise**.



#### **New! Books**

Watch a range of video storybooks with different styles and themes to support children's comprehension, vocabulary development and love of literature.

Comprehension

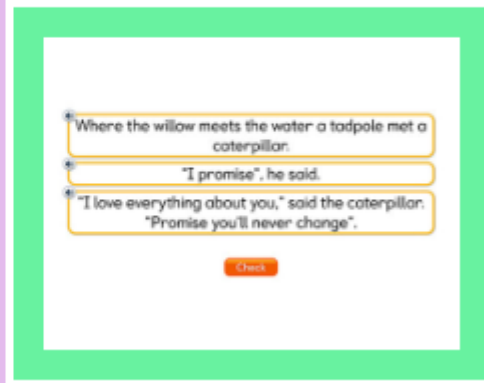
#### Tadpole's promise



## Tadpole's Promise: comprehension quiz



## Sequencing: Tadpole's Promise



Also try playing the game: Poop Deck Pirates.

Log on to <http://www.ictgames.co.uk/literacy.html>



Phase 3    Phase 4    Phase 5

Choose two word sets:

<input type="checkbox"/> CVC	<input type="checkbox"/> ee	<input type="checkbox"/> ur
<input type="checkbox"/> sh	<input type="checkbox"/> igh	<input type="checkbox"/> ow
<input type="checkbox"/> ch	<input type="checkbox"/> oa	<input type="checkbox"/> oi
<input type="checkbox"/> th	<input type="checkbox"/> oo	<input type="checkbox"/> ear
<input type="checkbox"/> ng	<input type="checkbox"/> or	<input type="checkbox"/> air
<input type="checkbox"/> ai	<input type="checkbox"/> er	<input type="checkbox"/> ure

**Poop Deck Pirates**

Read the words on the golden coins. Decide if they are real words or if they are not.

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## Poop Deck Pirates

Based on the Letters and Sounds 'Buried Treasure' game.  
Aimed at children aged between 4 & 7yrs.

### **Learning Objective:**

- Y1: To apply phonic knowledge and skills as the route to decode words when reading
- Y1: To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Choose two sounds which you have taught recently, (this is just so there's enough words to play a game).

The pirate will throw a coin to you. If it's a real word you need to keep it, (press the tick); if it's not a real word you need to drop it in the water, (press the cross).

This game is ideally suited to whole-class or small group activities.

The game ends when you've seen most/all of the words for that sound listed in Letters & Sounds. (There's often around 45 coins to see).

Have fun!

**NB:** If you're hearing no seaside sounds please refresh/reload the page. HTML5 can lose sound if other tabs are opened afterwards.

Writing

Summer 2  
Week 3 (13)

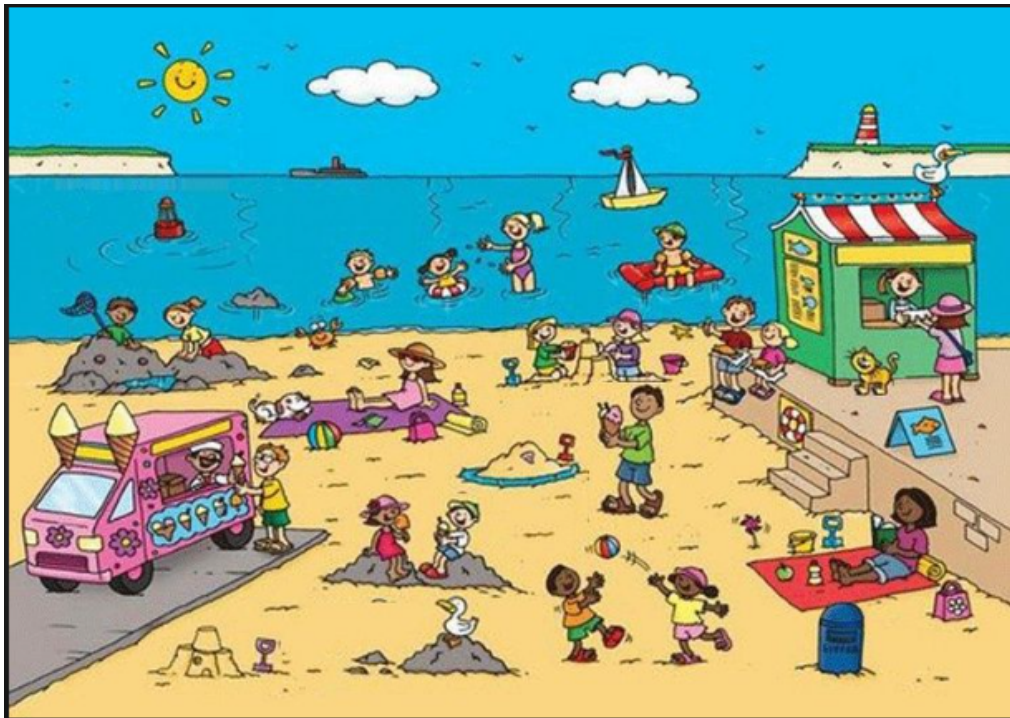
w/b 22/06/20

Lesson 1

**At the Seaside**

Have you ever been to the seaside? If you have what did you see when you went there?

Write down a list of as many words associated with the seaside that you can. If you haven't been to the seaside before. Look at the pictures below and write down all the things that you can see.





Lesson 2

**At the Seaside- Using adjectives**

Using your words from yesterday try and use an adjective to describe each of them.

Remember an adjective is a word that describes.

e.g.

Cold sea

Warm sea

blue sea

rough sea

calm sea

**Challenge:**

Can you think of 2 adjectives to describe each thing in your list and separate the two adjectives with a comma? e.g.

The warm, blue sea.

The golden, yellow sand.

**Extension:**

Try and write sentences for each starting with I can see.... use a third adjective and join it with the connective: and.

I can see the warm, blue and calm sea.

I can see the golden, yellow and soft sand.

Lesson 3

**At the Seaside recount**

If you have been to the seaside, we would like you to write a recount of your day.

If you haven't been to the seaside then use one of the pictures above and imagine you have visited for the day and write about what you did.

Recounts are a way of retelling an important event or describing an experience you've had to others.

### How to write a recount

Write your recount in the first person because it happened to you! E.g. "I felt excited."

Use the past tense because it has already happened. E.g. "It was the biggest fish I had ever seen!"

Recounts are written in the order in which they happened. This is called chronological order.

### Challenge:

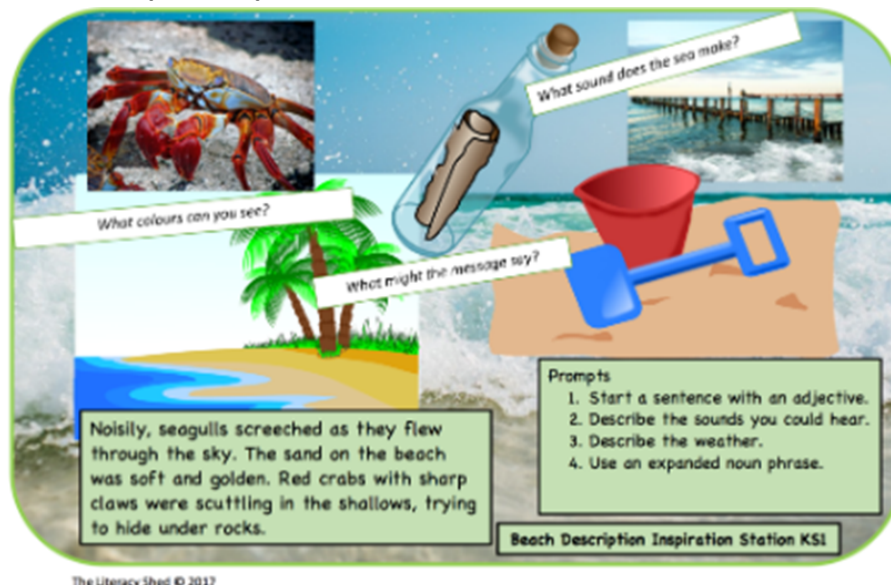
Using descriptive words will make it seem like your reader is there with you. E.g. "The fish was shiny and slippery." Focus on the most exciting parts.

### Extension:

Use adverbs such as: firstly, next, then and finally.

Lesson 4

### Beach Description Inspiration

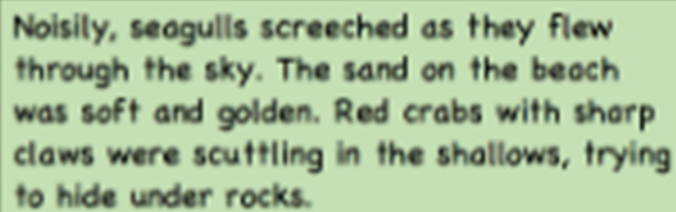


To view this image on the website in better quality go to:

<https://www.literacyshedplus.com/en-gb/resource/the-beach-5-7-is>

Answer these questions:

- What sound does the sea make?
- What colours can you see in the picture of the crab?
- What might the message in the bottle say?
- Can you write a descriptive paragraph like the one below?



Noisily, seagulls screeched as they flew through the sky. The sand on the beach was soft and golden. Red crabs with sharp claws were scuttling in the shallows, trying to hide under rocks.

#### Prompts

1. Start a sentence with an adjective.
2. Describe the sounds you could hear.
3. Describe the weather.
4. Use an expanded noun phrase.

#### What is an expanded noun phrase?



An expanded noun phrase adds more detail to the noun by adding one or more adjectives. An adjective is a word that describes a noun.

For example: a huge tree, some colourful sweets, the large, royal castle

An expanded noun phrase can also add detail by saying where a noun is.

For example: a tree next to the house, some sweets on the floor, the castle by the ocean.

lesson  
5

Seaside wordsearch



At the seaside

F	M	T	G	T	S	Z	A	O	Y
H	I	E	R	G	L	P	C	R	B
S	O	L	R	E	D	B	A	Z	R
I	L	N	N	M	A	N	M	D	T
F	L	R	P	C	A	S	A	Y	E
S	E	A	I	I	E	I	U	S	V
E	H	C	R	G	B	X	D	R	G
A	S	R	A	P	O	A	M	K	E
Y	W	A	T	B	U	C	K	E	T
D	F	B	E	M	P	E	K	E	V

CRAB  
MERMAID  
SAND  
FISH

SEA  
BUCKET  
TREASURE

SHELL  
SPADE  
PIRATE


At the seaside

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

crab  
sea  
spade  
pirate

mermaid  
bucket  
treasure

sand  
shell  
fish

<p>Summer 2 Week 5 (15)</p>	<p>W/B 29/06/20</p>
<p>lesson 6</p>	<p><b>Adjectives</b></p> <h2 style="text-align: center;">Describe</h2> <p style="text-align: center;">Can you pick <b>5 adjectives</b> that you might use to describe ice cream?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="font-family: cursive;"> <p>heavy    yummy    smooth        sweet    creamy    messy        spicy    cold    soft    loud        bitter    fluffy    sticky        shiny    warm    icy    cool        frozen    delicious</p> </div> </div> <p style="text-align: center;">Can you use them to write a sentence?</p> <p><b>Challenge:</b>        Can you think of some new adjectives to describe the ice cream?</p>
<p>lesson 7</p>	<p><b>Instructions for making a sandcastle</b></p> <p>Can you write instructions for making a sandcastle? Remember to write instructions in a list. You can number each instruction or use pullet points.</p> <p><b>Challenge:</b>        Use the connectives: first, then, next, finally</p>



first then next finally

**Extension:**

Use imperative verbs in your instructions.

## Imperative Verbs

hold stir chop

draw measure cut

fold bake slice

tidy add peel

sort wash pour

order brush mix sprinkle

play slice

go put spread place

I'm Little Miss Bossy and I tell you what to do. I use a verb near the beginning of my sentences to change them into a command.

lesson  
8

## Imagine

**Let's go on a summer picnic!**

Imagine you are going on a summer picnic. What will you pack in your picnic basket?



Draw a picture of the things you will need.

**Challenge:**

Label each of the things you have drawn.

lesson  
9

# Describe

What would you see if you looked out of the window of a lighthouse?

Don't forget to use your senses:

hear



see



smell



taste



touch



What would it be like to be here?



Don't forget to use your senses:

hear



see



smell



taste



touch



lesson  
10

**Seaside Word search**

Name \_\_\_\_\_

**Seaside Word Search #1**

- bag
- boat
- rain
- towel
- shells
- hat
- book
- sand
- bucket
- sandcastle

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

Name \_\_\_\_\_

## Seaside Word Search #2



suncream    lolly    starfish  
shells      seagull    boat  
sailboat    beach hut    lighthouse  
lobster     deckchair    rock pool  
jellyfish    shorts



Name \_\_\_\_\_



## Seaside Word Search #3

There are 12 seaside words to find! Use the images around the edge to help you find the words!

Make sure you circle the picture when you find a word!

[www.twinkl.co.uk](http://www.twinkl.co.uk)



## Maths

We hope you are still enjoying using school jam! We add new activities regularly so please continue to complete the activities.

How are you finding the White Rose activities? We have been following them in school and have found they are fantastic! From the emails we have received the children are enjoying them too! As mentioned previously, please ignore the dates that are on the plans. This is just because we created our own plans originally.

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

You will find that you are unable to download the sheets from the website now. We will attach links for the sheets for the next two weeks on our website. If you have any issues accessing these please let us know. You can still access the video from the website.

### Week Commencing: 22nd June 2020

This week we will be following plans from Summer Term - Week 5 (w/c 18th May)
<u>Lesson 1 - Compare Length and height</u> Can you use the vocabulary taller, longest and shorter to compare heights?
<u>Lesson 2 - Measure length (1)</u> In this lesson, you will measure length using non-standard measurement (cubes!)
<u>Lesson 3 - Measure length (2)</u> In this lesson, you will measure using cm. Don't worry about not having a ruler, the sheets have a picture of one to support learning.
<u>Lesson 4 - Introduce weight and mass</u> In this lesson you will use the vocabulary heavier and lighter to compare weights.
Can you complete the <u>Friday Challenge</u> ?

### Week Commencing: 29th June 2020

This week we will be following plans from Summer Term - Week 6 (w/c 1st June)
<u>Lesson 1 - Measure Mass</u> In this lesson, measuring mass using non-standard measurement (cubes again!)
<u>Lesson 2 - Compare mass</u> In this lesson, you will continue to measure mass using cubes, but will also be comparing.
<u>Lesson 3 - Introduce capacity and volume</u> In this lesson, you will use the vocabulary full, nearly full and almost full, as well as empty, nearly empty, almost empty.
<u>Lesson 4 - Measure capacity</u> In this lesson, we are measuring capacity using glasses. How many glasses will it take to fill up the jug?
Can you complete the <u>Friday Challenge</u> ?

You might find manipulating objects to be helpful. For example, using small toys to add amounts together. You may also want to draw pictures or record your working out. If your child can answer questions quickly that is great. Always ask your children to explain their answers, this will really get the cogs turning!

### Other subjects

### Science

# MAKE ICE CREAM IN A BAG

September 6, 2018 By Emma Vanstone 5 Comments

Did you know you can make homemade **ice cream in a bag** in less than 10 minutes with just milk, salt and ice? You don't even need a freezer!!

This awesome **kitchen science experiment for kids** involves lots of interesting chemistry and you end up with a great tasting dessert at the end!

## WHAT IS ICE CREAM?

Ice cream is made up of droplets of fat from milk jumbled up with millions of tiny crystals of ice and pockets of air.

We're going to use the freezing power of salt and ice to create ice crystals in milk without a freezer!

## HOMEMADE ICE CREAM IN A BAG

### WHAT YOU NEED TO MAKE ICE CREAM IN A BAG

A large bag of ice

Salt

Milk – we used chocolate milk



A tablespoon sugar and a tea spoon vanilla essence – optional

Ziploc bags

Tea towel



## **HOW TO MAKE ICE CREAM IN A BAG**

Pour a cup of milk into a ziploc bag. Add the sugar and vanilla essence ( or just use flavoured milk ). Make sure the bag is properly sealed.

Half fill a bigger ziploc bag with ice and add a good amount of salt.

Put the milk bag into the ice bag and give it a good shake.

Keep the milk in contact with the ice as much as possible.

Keep rolling the ice over the milk, the ice in the bag will get VERY cold, so put a towel around the bag to protect your hands.

Check the milk after 5 minutes, it should be a similar consistency to ice cream, if not keep going for a bit longer.



## **WHY DOES ICE CREAM IN A BAG WORK?**

Pure water freezes at 0 degrees Celsius. The addition of salt lowers the freezing point by a few degrees ( freezing point depression ). This means when salt is added to the ice in the outer bag, the ice (which is at 0°C) is above its freezing point, so starts to melt. Melting needs energy which in this case comes from the milk mixture in the inner bag. Heat energy is absorbed from the milk making ice crystals form between the tiny fat molecules.

The more salt that is added to the ice, the lower the freezing point. For the ice to melt heat must be absorbed from the surroundings ( in this case the milk mixture ) causing it to freeze.

The ice will feel VERY cold, which is why you'll need a towel to cover the bag after a few minutes.

Geography

# Imagine

**Let's go on a summer holiday!**



Imagine you are packing for a beach holiday. What would you put in your suitcase?

Can you explain why?

# DISCUSS

Would you rather *live near the seaside*  
or *live near the countryside?*



Can you explain why?

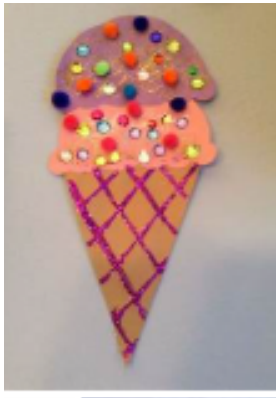
**Art**

Do a beach/seaside drawing or painting. If you have sand or shells at home maybe you could incorporate these into your picture to make a collage.





Make an ice cream collage





## D.T

Design your own ice cream sundae or ice cream. Use some of the pictures below for inspiration.

**Make your own ice cream sundae.**







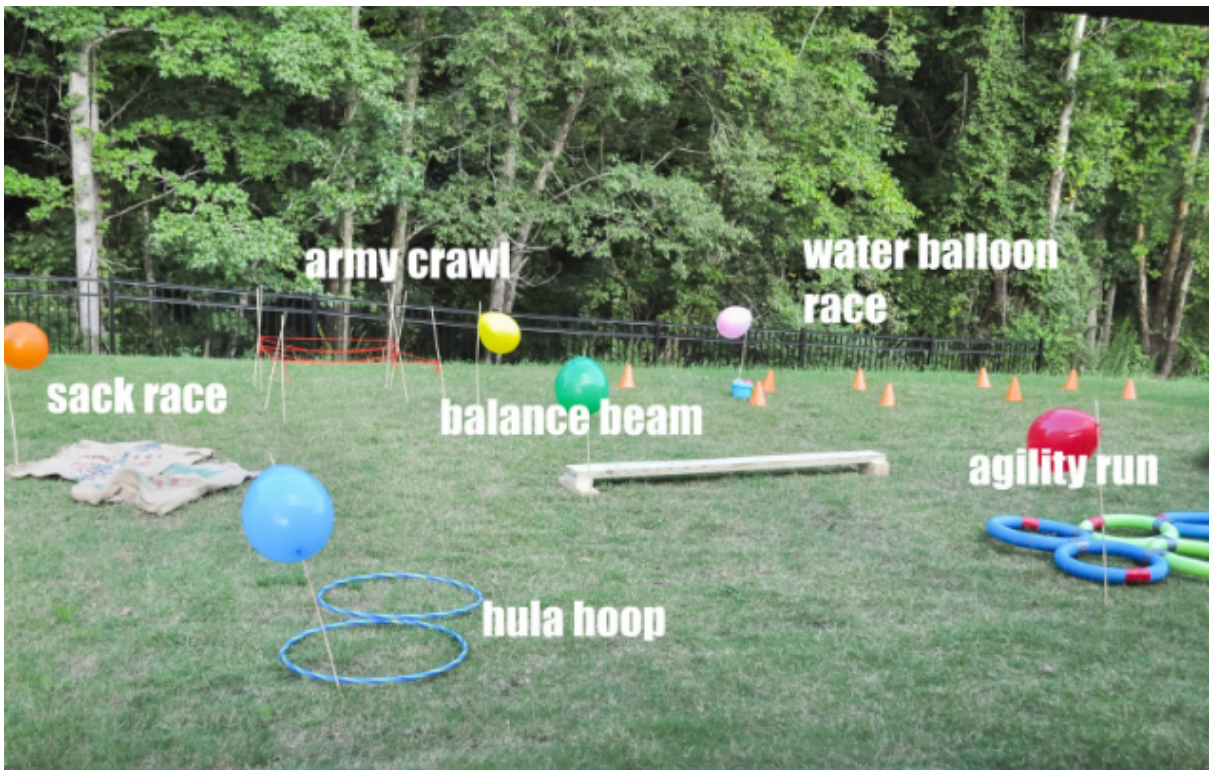
## **P.E**

Try and set up an obstacle course in your garden if you have one . Time yourself to see how quickly you can complete the course. Try it 5 times and see if you can beat your time. Challenge a member of your family to beat your time.

We would love to see photos of your obstacle courses. If you don't have a garden, when you go to play in the park time how long it takes you to do 5 hops on one leg then 5 hops on the other leg and then 5 star jumps. Try this 5 times and see if you can beat your time.



You may need to ask an adult or big brother/sister to time you.





Chelmsford Schools Sports Partnership

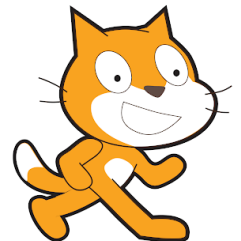
[www.chelmsfordssp.com](http://www.chelmsfordssp.com)

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.

Also Jumpstart Jonny, Joe Wicks and Cosmic Yoga still have some great online videos.

### **Computing**

Coding is using a 'programming language' that gives a computer a set of instructions. The list of codes is called a 'script' and tells the computer what to do. Coding is something we use everyday and without it, we cannot use our laptops, tablets, phones etc. A great programme to practise coding is 'Scratch'. This can either be downloaded or used online, it can also be used on computers or tablets. Scratch can be easy to use and as you develop your skills you can make more complicated projects. You can add different characters called 'sprites' and give them a script to follow. The scratch website provides a helpful tutorial for how to use the programme.



**Your challenge is to create your own script for the sprite to follow. You can use motions, add sounds, or keep it simple and move the sprite from one side to the other. There is a helpful tutorial on the website to follow (adults might find it useful too!)**

(If you create an account, you can save your projects and share the link so we can see it.)

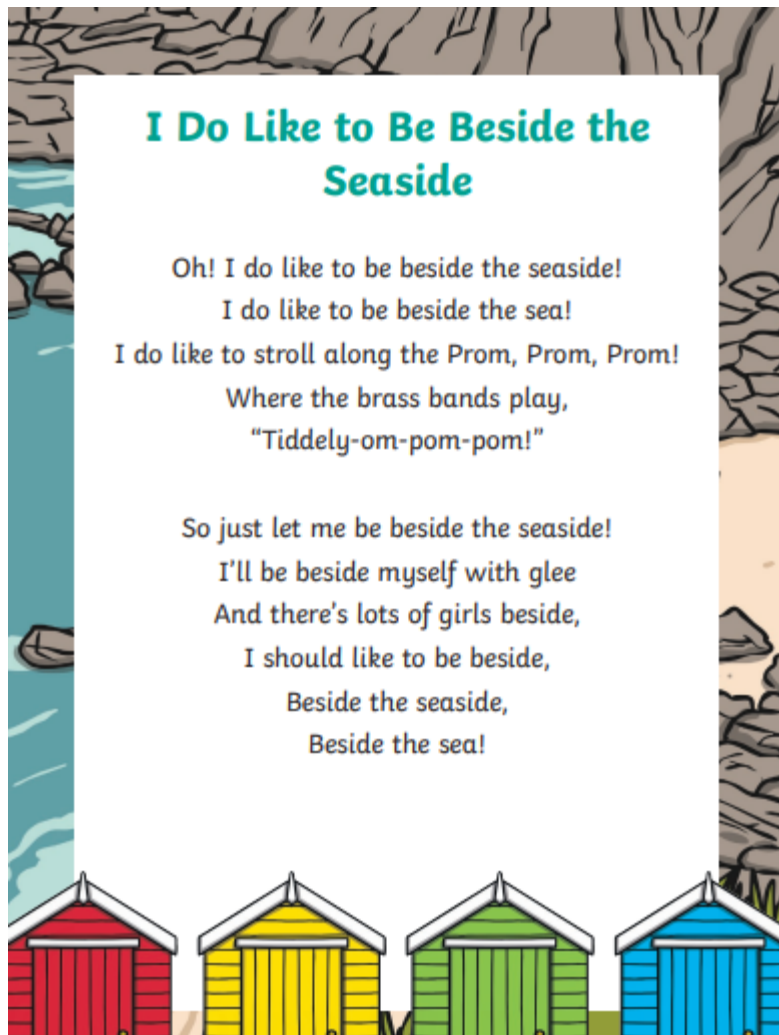
**E-Safety: Remember to never click anything if you don't know what it will do! If something pops up that you don't know what it is, or you don't like it, close the laptop screen, or press the home button and go and tell a grown up.**

For more information and tips for staying safe on the internet please visit:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

## Music

Try and learn the song: I do like to be beside the seaside.



<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=i+do+lik+eto+be+beside+the+seaside#id=0&vid=941222c85d2534ff61865a3c686c3619&action=click>

## History

**Mary Anning**



**This is Mary Anning.**

**She lived in England and was famous for finding fossils.**

**Find out more about her, below.**

<https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/zng7gwx>



### **Key facts**

- Mary Anning was born in 1799.
- She made important discoveries about fossils.
- Mary is one of the greatest fossil hunters to have ever lived.

### **Did you know?**

- When Mary was a toddler, a woman holding her was struck by lightning! Mary survived.
- Mary was the first person to discover a complete Ichthyosaurus skeleton. This is now on display at the Natural History Museum in London.
- Mary had a dog called Tray, who she took with her when she searched for fossils.



- **Write down 3 facts you have learnt about Mary Anning**

**We hope you enjoy the activities!**