YEAR 1 -Home learning – Wednesday 10th February 2021

**Phonics**

The link for you to access the phonic lessons is: [Ruth Miskin Training - YouTube](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ/featured)

The following tells you what colour group you are in and which set of sounds that corresponds to.

**Red group** –set 1 sounds

**Purple, pink, or orange group**- Set 2 sounds

**Yellow, blue, or grey group**- Set 3 sounds

The schedule for today is:

Wednesday 10th February

Set 1 - th

Set 2 - igh

Set 3 – er

 Reading longer words – ar

Look for your sound of the day on the schedule then click the link above- once you are on you tube you can watch and do the speed sounds video first as a warm up (as we do in class) then choose the video with your sound of the day and follow.

You can also access phonics play - [PhonicsPlay](https://www.phonicsplay.co.uk/%22%20%5Ct%20%22_blank)

Free log on details:

Username: jan21

Password: home

There are some great games on here to test your phonic knowledge.

**English**

Today we you are going to hear a very famous animal nonsense poem by Spike Milligan. Adults you could read the poem first ( its attached to this blog ‘poems’ page 1)

What do you think of the poem? What do you notice most about the poem? Do you like it? Is it funny? Why? You can also watch a version of the poem here:

[On the Ning Nang Nong with Miss Chiarletti - Bing video](https://www.bing.com/videos/search?q=on+the+ning+nang+nong&&view=detail&mid=A53B775738BEACF0CB5EA53B775738BEACF0CB5E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Don%2Bthe%2Bning%2Bnang%2Bnong%26FORM%3DHDRSC4)

Have a look at the poem in detail can you see a pattern of sounds? Look for the /ng/ sound. Read through together with your adult again. If you have it printed you could highlight ‘ng’ phoneme. On a piece of paper can you draw 3 columns labelled ‘ing’/ ‘ang’/’ong’. Together with your adult ( or go for GOLD and try on your own) find words in the poem which correspond to the above rhymes. Go for extra GOLDS and can you think of and write down any other words which rhyme with each ending?

Can you read and recite the poem – The Ning Nang Nong? Have a go.

**Spellings**

Year 1 spellings this week

**Group 2**

girl, bird, shirt, first, third, turn, hurt, church, burst, burn

**Group 3**

king, thin, chop, wing, moth, sing, tank, ring, pink, chin, sink, wink

**Handwriting**

Can you please choose TWO of your spelling words and write the word 3 times on your paper or in a book- remember your ascending letters (tall letters) and your descending letters (low letters), remember to write them as neatly as you can.

**Maths**

Today we are continuing to have a think about counting forwards and backwards to 50. Discuss with your adult if we are counting forwards will the number get bigger or smaller? What would happen to the number if we were counting backwards?

Watch this White rose video PowerPoint, pause the video where needed to work out the questions.

<https://vimeo.com/500467345>

Following on from this have a go at the White Rose activities.

**Learning Adventure**

This week we are looking at evaluating our learning adventure question so far! We will also have a look at using different shades of colours (on Friday).

What is our question? can you remember?

**How does colour influence our world?**

We are going to think about evaluating our learning so far, we are going to think about or Music and Art learning, today and tomorrow we will think about evaluating our DT and DT including food tomorrow.

Can you tell me/your adult what you have done so far this half term?

Music- does music influence colour choice? Do we see colour when we hear music?

If you want to, you could listen to some music again to remind your self- does colour pop into your head when you listen to music? How do you think colour and music are linked?

Our success criteria in **music was:**

* I can listen to music and recognise how it makes me feel
* I can imagine colour when listening to music
* I can create a picture of colour when listening to different pieces of music and compare how different they may be.

I would like you to think about whether you were able to achieve this learning and how you think colour and music are linked – can you write your thoughts/evaluation down on the attached evaluation sheet.

I would now like you to do the same for Art : here are the success criteria’s

**Art:**

-I can mix colours to make a new colour

- I can say how colour influences how I feel about objects

- I can paint a picture of an object using different colours

-I can explore a variety of shades of the same colour

-I can explore different colours in our environment

I would like you to think about whether you were able to achieve this learning and how you think colour influences how you feel about objects and how it influences our world – can you write your thoughts/evaluation down on the next attached evaluation sheet.

Happy Wednesday

Miss Adams and Miss Hughes