YEAR 1 -Home learning – Thursday 11th 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:

Thursday 11th February

Set 1 - ch

Set 2 - ow

Set 3 – ow

Reading longer words – ire

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/" \t "_blank)

Free log on details:

Username: jan21

Password: home

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

**English**

For fun can you remember the poem from yesterday ‘the Ning Nang Nong’ can you recite it to your adult and add any actions in!

Today please listen to Brian Moses’ Walking with my Iguana (and see resources) at

<http://childrenspoetryarchive.org/poem/walking-my-iguana>.

Can you hear the rhythm in this reading? Listen again and try to join in with the rhythm. Why do you think the poet chose to read his poem with such a strong rhythmic feel? Is it the walking pace? What images come to mind when you hear the poem? Are there any humorous bits?

Jot down your thoughts on a piece of paper or in your book and share with your adult. Feedback your favourite parts of the poem, noting reasons why particular parts appeal to you.

Today I would like you to have a go at preparing a different ‘walking’ poem based on Jump or Jiggle by Evelyn Beyer. Using the attached resource (poems) , read through together, spotting the rhyming couplets and the different spelling patterns in ‘ee/ea’. Can you practice writing down the poem with the rhyming words.

I would like you to start writing some ideas about your own ‘walking’ poem. Jot some key words that come to mind when you think of walking – think about how it feels, what you hear, what you see)

Tomorrow you will have a goat writing your poem.

If you want to write a poem about something other than waling that is absolutely fine – just try and think about the rhyme and rhythm.

**Spellings**

Year 1

**Group 2**

grander, grandest, fresher, freshest, quicker, quickest, taller, tallest, slower, slowest

**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 understand place value up to 50. We will be thinking about how many tens and ones to 50.

Using the website for the dienes, can you have a go at making these numbers, show an adult at home after each one:

* 25
* 36
* 47
* 50
* 12

Next watch the White Rose video using the link below and have a go at solving the White Rose activities that are attached to the blog. Don’t forget to pause the video where needed to work out each question.

<https://vimeo.com/500467998>

**Learning Adventure**

Today we will continue to about evaluating our learning so far. Today we are going to evaluate our DT and DT/Food learning and think about whether we have answered our learning Adventure question so far! How does colour influence our world?

Can you tell your adult what you have done in DT so far this half term? (kaleidoscope /baking colourful cookies)

**Our DT success criteria was:**

-I can state what I’m going to design

-I can generate my own idea by making a colour pattern

-I can plan a design

-I can talk about my design ideas and what I am making

-I can follow procedures safely

-I can use and make own templates

-I can measure mark and cut out paper

-I can assemble, join and combine materials to make an end product

**DT/Food:**

-I can state the five food groups

-I can name and sort foods into the five groups

-I know that everyone should eat at least five portions of fruit and vegetables every day

-I can use simple cutting techniques

-I can cut, peel or grate ingredients safely and hygienically

-I can use appropriate equipment to weigh and measure ingredients

-I can prepare simple dishes safely and hygienically, without using a heat source.

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 food? would you eat a purple polka dot carrot? – can you write your thoughts/evaluation down on the attached evaluation sheet.

Remember to read as much as you can

Have a lovely day all

Miss Adams and Miss Hughes