

## Chestnut Class Home Learning for week beginning Monday 19<sup>th</sup> October

This is the final week of our Walk on the Wild Side topic. Next half term we will begin a new topic in which our focus will be the changing seasons and the associated weather.

**All resources in red are available on the Home Learning - Year 1 Section of the school website.**

<b>Reading</b>	<p>Again, keep on reading everyone! Here is the link to Oxford Owls again in case you need it.</p> <p><a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p> <p>I have also saved two different <b>reading comprehension sheets</b> to the Home Learning section of the school website. Your grown up can read them to you while you listen really carefully to see if you can answer the questions at the end.</p> <p><b>Parents and carers</b> - In case it is helpful for reading in general, I have saved a sheet with <b>examples of comprehension questions</b> that you could ask your child after you have read together. When we assess the children's reading, their comprehension of the text plays a large part.</p>
<b>Writing</b>	<p>Following the link below to watch the video of me reading you <i>Room on the Broom</i> by Julia Donaldson.</p> <p><a href="https://youtu.be/YfyyvqReS6I">https://youtu.be/YfyyvqReS6I</a></p> <p>The dragon in the story was scared away by an animal that was not real, it was a collection of features from lots of different animals. Could you make up animal all of your own? What would it be called? What features would it have? For example, how many legs would it have; would it have a trunk or scales or feathers? Use your knowledge of animals and your amazing imagination! You can draw your imaginary animal if you want to. I have placed the description that Julia Donaldson wrote about her made up animal at the bottom of this Home Learning.</p> <p><b>Monday</b> - Write a list of the features that your animal has. You do not need to write in sentences, this is your planning.</p> <p>If we were doing it for Julia Donaldson's animal, we would write:</p> <p>one body feathers fur two wings four heads</p>

Then try to think of describing words for these features and for the whole animal. The words Julia Donaldson used were as follows:

horrible  
tall  
dark  
sticky  
frightful  
terrible

**Tuesday** - Today, decide how your imaginary animal will move and what sounds it will make (I have put a list of animal noises and movement words at the bottom of this Home Learning to help you, but you may think of better ones!) The words that Julia Donaldson used were as follows:

rose  
strode  
dripped  
squelched  
yowl  
growl  
croak  
shriek

**Wednesday** - Use the planning you have done on Monday and Tuesday to help you write a description of your imaginary animal.

Parents - if your child is not yet able to write multiple full sentences, please feel free to write the beginning of sentences and ask your child to complete the end of the sentence. Make sure they say the sentence out loud before they write the sentence. When they are writing we are trying to encourage all the children to 'think it, say it, write it, check it'.

**Thursday** - Read the description of your made up animal that you wrote yesterday. Can you make it better? Did you miss out any words when you were writing? Have you remembered your capital letters and full stops? Can you spot any words that are misspelt? Have you used describing words (adjectives) in your sentences? For example, if I wrote, 'My animal has five legs' I could add words to make it better, like this, 'My animal has five, thick and furry legs.' Make any changes in a different coloured pencil. If we were at school, I would ask you to use a green pencil/pen but you can use any colour you like at home.

	<p>If you would like to watch it, Room on the Broom is available at the moment on BBC iplayer.</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom">https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom</a></p>
<b>Spelling</b>	<p>Continue practising this term's spelling using the different ways of practising that I sent to you on Thursday. Don't try to do too many words at one time, focus on a couple at a time. Here is a reminder of the words.</p> <p><i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I</i></p>
<b>Phonics</b>	<p><b>This week's phonics</b> are on the Home Learning section of our website. There are three choices: Mrs Penman's phonics, Mrs Thompson's phonics or Mrs Jolliffe's phonics. Please tell your grown up whose group you are in for phonics so that they can find the right phonics lessons for you.</p>
<b>Maths</b>	<p>This week we would have been learning about the part whole model. You can go to the White Rose website and each day watch a video to help you learn this important part of maths, <a href="https://whiterosemaths.com/homelearning/year-1/week-5/">https://whiterosemaths.com/homelearning/year-1/week-5/</a> the worksheets are on the Home Learning - Year 1 section of the school website.</p> <p><b>Parents / carers</b> - This was going to be a preparatory week for the children to get them ready for the addition and subtraction that we will be doing next half term. They really need a firm grasp of the concept that a 'whole' number can be partitioned into two or more 'parts'. We would have done this in a very practical way at school with only a small focus on recording our thinking. Feel free to expand the lessons by carrying out practical examples with any objects you may have at home, it will be more fun and will help your child to retain the learning. Questions you could ask your child as they work are:</p> <p>Can zero be a part? (yes it can, the children need to understand this)</p> <p>Can the parts be swapped around? (yes they can, order of the parts does not matter)</p> <p>Can the whole be swapped with the part? (no, the relationships between the numbers will no longer make sense)</p> <p>Encourage your child to answer you in full sentences using the language of 'part' and 'whole'.</p> <p><b>Monday</b> - watch the video and complete Monday's <b>worksheet</b>.</p> <p><b>Tuesday</b> - watch the video and ask your grown up if you could have a bag of objects, for example toys / fruit / conkers. How many objects do you have? Can you take the objects from this whole and make two parts? How many different ways can you find to make two parts? Change the number of objects in the whole and try to find all the ways to make two parts again. If you would like a challenge, try to make three parts. Do the parts get smaller or larger the more you partition them? Why?</p>

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I have added a **blank part whole model sheet** if you would like to explore this more with your child. They could do it practically by placing items on the model rather than writing anything.

If you are looking for more maths try this website for maths games:

<http://www.ictgames.com/mobilePage/index.html>

### Music

At school we were just beginning to use instruments to play along with the pulse. As you do not all have instruments at home see if you can use your body instead! Follow this link <https://www.bbc.co.uk/bitesize/articles/zjcwqp3> and watch Omar show you how.

Then look at activity 2 and 3 below the video to see if your grown up can play the Forbidden Rhythm game with you OR you could use your body percussion to play along with the songs in the Play It activity.

### Science



Watch these videos and try the activity and quiz that are below the videos.

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zc6br82> - amphibians

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zxgq2hv> - fish

You could draw an amphibian and a fish OR find pictures to print from the internet (remember your E-safety!). Can you label some of the features using scientific words such as legs, claws, scales, eyes, tail and so on. Can you explain the differences and similarities between your two animals to your grown up?

Parents / carers - Our science this half term has focused around being able to name lots of different animals and to notice the features that animals have that make them different or the same as other animals. Any books or pictures of animals you may have at home can help with this. Share a book about animals and notice the features together. I have included a sheet on the website showing some **animal body parts** as examples. I have also added some sheets for the children to **cut and stick labels on animals** if you wanted more to do. Your child will almost certainly need help reading the words as they are tricky. Please don't feel you have to do these, just choose what suits you and your child. If it becomes a slog, they won't learn and they won't love science!

<p><b>Art</b></p>	<p>If you have any paint at home have a try to create a picture of an animal by stamping paint with an everyday object. Here someone has used pieces of celery but you could use a cut carrot, the end of a cork or a pen lid to create circular scales on a fish. You could make the scales of a reptile instead or a lion's curly mane, any animal you like.</p> 	<p>OR if you have some playdough at home, have a try at making a playdough animal. Can you remember whether it is a mammal, fish, bird, reptile or amphibian? See if you can find out what it eats, and decide whether it is a herbivore, omnivore or carnivore?</p> 
<p><b>PE</b></p>	<p>Can you show your grown up the skills we have been practising in our PE gym sessions? Can you show them the wide and narrow shapes you have made? How about jumping forwards, backwards and side to side? If you have space outside, you could play the game where you run on tip toes / side-ways gallop / walk with really wide steps and then freeze when your grown up calls 'freeze'. Can you freeze into a wide shape and the next time into a narrow shape?</p> <p>You could go on a bear hunt with Cosmic Kids Yoga  <a href="https://www.youtube.com/watch?v=KAT5NiWHFIU&amp;t=65s">https://www.youtube.com/watch?v=KAT5NiWHFIU&amp;t=65s</a></p> <p>Or off to the farm  <a href="https://www.youtube.com/watch?v=YKmRB2Z3g2s">https://www.youtube.com/watch?v=YKmRB2Z3g2s</a></p> <p>Or even to the jungle  <a href="https://www.youtube.com/watch?v=C4CaR0syf1g">https://www.youtube.com/watch?v=C4CaR0syf1g</a></p>	

But just as he planned  
to begin on his feast,  
From out of a ditch  
rose a horrible beast.  
It was tall, dark and sticky,  
and feathered and furred.  
It had four frightful heads,  
it had wings like a bird.  
And its terrible voice,  
when it started to speak,  
Was a yowl and a growl  
and a croak and a shriek.  
It dripped and it squelched  
as it strode from the ditch,  
And it said to the dragon,  
"Buzz off! –  
THAT'S MY WITCH!"



### **Animal noise vocabulary ideas**

screech, growl, hum, buzz, chirrup, chirp, twitter, tweet, sing, whistle, bleat, grunt, mew, purr, meow, hiss, yowl, moo, bellow, cheep, cluck, cackle, crow, creak, caw, bark, click, bray, coo, quack, scream, trumpet, roar, yelp, simper, croak, whisper, cry, neigh, snort, whinny, nicker, howl, chortle, wail, warble, squeal, chatter, gibber, whoop, whine, pipe, hoot, shriek, talk, squawk, oink, drum, gobble, yell

### **Vocabulary ideas for the way your animal might move**

bouncing collapsing crawling dancing dashing hopping hurrying jumping leaping lively pulling pushing rolling running shaking skipping sneaking spinning  
strolling stumbling tapping throwing trudging turning walking wandering waving zooming blundering edging hobbling limping looming pacing plodding racing  
scrambling skulking stalking stooping striding strutting sweeping