 Year Group: Year 1 Week beginning: Monday June 22nd 2020

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| Day | **Maths Activities** | **English Activities** |
| Monday | Time  [***https://www.topmarks.co.uk/time/teaching-clock***](https://www.topmarks.co.uk/time/teaching-clock) ***- use as a “teaching” clock or use clock template in file.***  Watch this video about time; <https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs>  Look at a clock, what do you already know about it?  Look at in focus task, what time on the clock is it?  Ask children to look at clock hands. Discuss the different lengths. Explain that the shorter hand is the hour hand and the longer hand is the minute hand.  Children to use individual clocks or clock templates and practice making different times to the hour.  Play this game, set it to the hour; [https://mathsframe.co.uk/en/resources/resource/116/telling\_the\_time#](https://mathsframe.co.uk/en/resources/resource/116/telling_the_time)  Activity: Complete worksheet 1. Writing o’clock times and drawing the clock hands on correctly.  Challenge: Use your clock to make 9 o'clock. Can you describe where the hands are? | This week we are going to be writing about dinosaurs!  Do you have any dinosaur toys you can play with and talk about? Or look at images of dinosaurs on the internet or use the slides to help your discussions. Use the dinosaur matching game to learn about dinosaurs. What features do they have? (wings, beak, claws, back plates etc), what colour are they? Are they meat eaters (carnivores) or plant eaters (herbivores)? Do they have any predators (are they hunted and eaten by any other dinosaur?  Design your own dinosaur! Draw your own dinosaur on the design-osaur worksheet or use scrap paper. Colour and label all the features. You could even use junk modelling to make your own dinosaur, using toilet roll tubes, yogurt pots, clean wrappers, sequins etc! |
| Tuesday | Time  Recap prior learning. Have a go using clocks at making times to the hour.  Introduce Sleepy and Happy (on slide) discuss how the clocks show different times, one to the hour and the other half past the hour.  Discuss the minute and the hour hand. Where does the minute hand sit when it is showing half past? Does the hour hand sit exactly on the number or is it in between two numbers? How do you know which number to read?  Practise making different times – half past the hour, using your clocks.  Play this game, this time, include half past the hour as well; [https://mathsframe.co.uk/en/resources/resource/116/telling\_the\_time#](https://mathsframe.co.uk/en/resources/resource/116/telling_the_time)  Activity: Complete worksheet 3.  Challenge: (look at clocks on slides) Sam leaves for school at 8 o'clock. Jay leaves half an hour later than Sam.  Which clock shows when Jay leaves for school? | Today we are going to write some sentences to describe our dinosaur. Talk about the dinosaur you designed yesterday and remember all the features you gave it.  Have a go at writing some sentences about your dinosaur using adjectives (describing words) like: large, hairy, scaly, shining, smooth, rough etc. Use the dinosaur describing word mat to help you!  *Example: My dinosaur has a large head with a pointy horn on the end of its nose.*  *He has sharp claws on the end of his toes.* |
| Wednesday | Time  Starter: Can you order the days of the week?  Introduce the words, **next, before** and **after.** Can you use these words when ordering the days of the week?  Look at Ravi’s timetable (on slides) what did he do first? What did he do last?  Use your clocks and make some times, e.g. what time did Ravi play with his toys?  Look at Holly’s timetable (on slides) and answer questions.  Activity: Complete work sheet 3.  Challenge: Are these statements true or false?  The day after Monday is Tuesday.  There are 5 days in a week. | Watch an episode or two of Cbeebies Andy’s Dinosaur Adventures! <https://www.bbc.co.uk/cbeebies/shows/andys-dinosaur-adventures>  Pause the episode at different points showing scenes of the dinosaurs in their habitats (where they live) and talk about the picture. Write down adjectives (describing words) like hot, sunny, cloudy, dusty, damp…  Write some sentences to describe the scene and focus on beginning your sentence with a capital letter and ending with a full stop.  *Example: The dinosaurs are eating the green leaves.* |
| Thursday | Time  Who has been told ‘just wait a minute’? Let’s find out how long a minute really is. How many seconds are in one minute? If 60 seconds are in one minute, how long is half a minute? Do you think one minute is a long time? How much could you do in one minute? Discuss and feedback.  Identify misconception – what does prediction mean?  Let's experiment together. Can you predict how many times you can write your name in one minute?  Use your piece of paper, when the one minute timer starts, begin writing your name as many times as you can! <https://www.online-stopwatch.com/eggtimer-countdown/full-screen/>  Can you balance on one leg for 60 seconds? Don't sit down until the timer has gone off.  Activity: Predicting and recording time.  You will have one minute for each activity. Write your prediction before you start and your result after.  When we come back to the classroom we can compare our results.  Challenge: stand up and shut their eyes. They will need to sit down when they think the minute is up. | Use the slides with dinosaur scenes and think about how you would describe the setting. Use the 5 senses (see, hear, smell, taste, touch) to describe the scene: What does it look like? Can you see many trees or plants? Does the land look dry or grassy? What would the grass feel like? What noises would you hear? What do the dinosaurs’ roars sound like? What would you be able to hear, smell, touch, see if you were there?  Write some sentences to describe the scene, try and write one sentence for each sense.  *Example: The dinosaurs are roaring loudly in the desert.* |
| Friday | Time  Order the months of the year. Write them down, say them aloud or sequence word cards.  Use the individual clocks and practise making times. Answer the questions on the slides and create the new times on your clocks.  Activity: Complete Worksheet 5.  Challenge: On slides. | Watch a dinosaur story being read online, such as: <https://www.youtube.com/watch?v=izppr6bEWfs> or share some dinosaur books together if you have any at home. After reading, talk about the story together: What happened? Was the dinosaur friendly? Did you like the ending? What would you do if you were in the story?  Look at the ‘What happens next?’ slide and discuss your ideas for what might happen next to Andy.  Write sentences to describe what happens next, and think about using adjectives (describing words) in your writing to describe the scene. You can write on the dinosaur border sheet and add an illustration for your ending! |