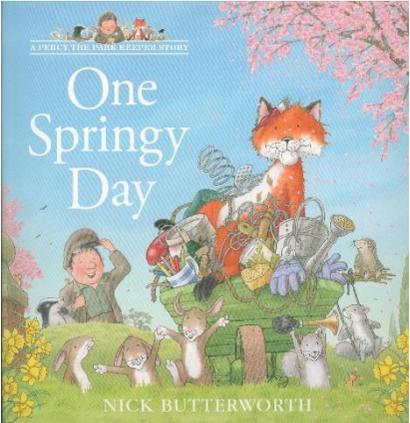


## Eaton Primary School Home Learning Planner

Year Group: Year 1

Week beginning: 22.6.20

	English	Maths	Topic
Monday	<p>Lesson 1: approx. length 1 hour  <b>Learning objective: <u>To retell a story.</u></b></p>  <p>Watch a video of the story on you tube  <a href="https://www.youtube.com/watch?v=icw9oEWDm4E">https://www.youtube.com/watch?v=icw9oEWDm4E</a></p> <p><b>Ask:</b>  <b>What did you enjoy about the story?</b>  <b>Who are the main characters?</b></p> <p><b>*Watch Mrs W's input on story mapping*</b></p> <p><b>Activity:</b>            Produce a story map showing the important things that happen in the story.            This should be approximately 6 pictures to show what happens, children can do more if they have more ideas.            The pictures should be in order to show the story sequence. Children may use the grid</p>	<p>Lesson 1: approx 1 hour  <b>Learning objective - To add numbers up to 100</b></p> <p><b>5-a-day:</b></p> <ol style="list-style-type: none"> <li>1. <math>8 + \underline{\quad} = 10</math></li> <li>2. <math>3 + \underline{\quad} = 10</math></li> <li>3. <math>6 + \underline{\quad} = 10</math></li> <li>4. <math>1 + \underline{\quad} = 10</math></li> <li>5. <math>0 + \underline{\quad} = 10</math></li> </ol> <p><b>Can you calculate these number bonds to 10 in your head?</b></p> <p><b>*Watch Mr Gardner's lesson 1 input about adding larger numbers.*</b></p> <p><b>Fluency</b>            Complete the calculations in the same way I showed you in the video input.</p> <p><math>43 + 6 =</math>            <math>29 + 7 =</math></p> <p><math>5 + 62 =</math>            <math>9 + 65 =</math></p> <p>41 add 7 equals _____</p> <p>8 plus 85 =</p> <p><b>Reasoning:</b>            I did these addition calculations when I was very tired and I am not sure if they are all correct.            Check my answers and show the correct working out to explain how I got some wrong.</p>	<p><b><u>Computing:</u></b></p> <p><b>Learning objective - To know what algorithms are and how they are used</b></p> <p>Watch the clip about algorithms below.</p> <p><a href="https://www.youtube.com/watch?v=U3TsVz_pjf4">https://www.youtube.com/watch?v=U3TsVz_pjf4</a></p> <p>As you can see, when you are programming a computer to follow instructions, you need to be very clear and precise.</p> <p>Using what you saw, can you instruct a computer to plant a seed in a flower pot?</p> <p>Plan each stage first and then think carefully about what you want the computer to do.</p> <p><b><u>Remember:</u></b></p> <p>Computers do not have brains like us.</p> <p>Computers will do exactly what you tell them to do.</p> <p>Computers will carry on doing something until you tell them to stop.</p>

provided or they may produce their own way of recording their story map.

Children may need to keep referring back to the video to decide on what they think are the most important parts of the story.

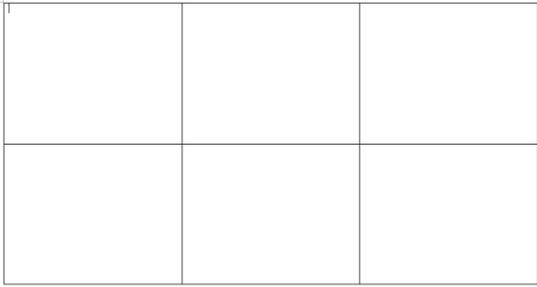
**Challenge:** When the story map is complete, add words to show what is happening in the story.

This may be the names of the animals/characters, a question or some key words. (These are notes so do not need CL and full stop but they will need to use their phonics for spelling)

**Can you use your story map to retell the story?**

Encourage children to retell the story to an adult.

My Story Map  
'One Springy Day' by Nick Butterworth



$23 + 7 = 31$      $15 + 8 = 34$

$30 + 7 = 37$      $85 + 5 = 80$

$42 + 10 = 52$      $9 + 63 = 73$

### Problem Solving

**Show your working out in the same way I showed you earlier on to solve this problem.**

*A centipede bought 42 shoes and a spider bought 8 shoes. How many shoes did they buy **altogether**?*

Tuesday

Lesson 2: approx. length 1 hour

**Learning objective: To use adjectives to describe a character.**

**Ask: What is an adjective?**

Explain that an adjective is a 'describing word', it could be a colour, size, shape or an emotion.

**What adjectives could you use to describe your clothes?**

Lesson 2: approx 1 hour

**Learning objective - To add numbers up to 100**

**5-a-day:**

$2 \times 5 =$

$2 \times 7 =$

$2 \times 10 =$

$2 \times 6 =$

RE:

**Learning objective: To recognize characteristics of a good friend.**

Explain that in the Bible there are many stories about Jesus. Today we are going to focus on a story called 'The Good Samaritan'.

<https://www.bbc.co.uk/bitesize/clips/z934wmn>

**What adjectives could you use to describe your bedroom?** (messy, tidy, clean, pink, blue, huge, round, square)

Try to encourage children to think of more exciting words than big/little, happy/sad we say these are 'boring' and we need to make them more exciting.

**\*Watch Mrs W modelling using adjectives\***

**Explain:** The main character in the story we watched yesterday is Percy the Park Keeper.

**Activity:**

Draw a picture of Percy the park keeper and think of adjectives to describe him. Think about how he treats the animals (kind), what clothes he wears (green), what he looks like (short), how he moves (gentle), what he does all day (busy) Remember to make the adjectives as exciting as you can but remember to make sure that they are relevant. (Percy doesn't wear pink glittery shoes, even though there are adjectives in this sentence!)

**Challenge:** Choose some of your adjectives and put them into a sentence to describe Percy.

**Example:** Percy is **kind** to the animals. When Percy walks he is **slow** and **gentle**. Percy is **busy** on the farm and his clothes are always **dirty**.

**Can you read your writing back and check for punctuation?** Remember to use capital letters and full stops. Remember that Percy has a capital P because it is a name.



$$2 \times 9 =$$

**\*Watch Mr Gardner's Lesson 2 Video Input.\***

**Fluency:**

**Use number line just like I showed you to calculate these addition number sentences.**

$$21 + 6 = \quad 18 + 4 =$$

$$11 + 10 = \quad 23 + 9 =$$

**Eighteen add 7 equals \_\_\_\_\_**

**7 more than 30 equals \_\_\_\_\_**

**Reasoning:**

Today I have been adding 10 to different numbers.

**All of my answers are correct.**

$$12 + 10 = 22$$

$$34 + 10 = 44$$

$$27 + 10 = 37$$

$$69 + 10 = 79$$

$$51 + 10 = 61$$

**Explain what you notice about what happens to the starting number when I add 10?**

**Problem Solving:**

$$31 - \underline{\quad} = 23$$

**Activity:**

**What does it take to be a true friend?  
Are you a true friend?**

Draw a picture of you and your friend. Write down why you are true friends, what do you do to show kindness to each other?

**The Good Samaritan**

"There once was a Jewish man walking along a road. He was coming from Jerusalem and was heading to Jericho, which was a full day or two of walking.

The road was rocky and there were small hills all around. The man was just humming to himself and enjoying the nice day when suddenly a group of men jumped out from behind a hill. They took all his belongings and tore off most of his clothes. They didn't want him to follow them so they beat him up very badly, and left him lying and bleeding on the side of the road.

A few minutes later, a priest was walking down the same path and noticed the man lying on the side of the road. Do you know what he did? You'd think he would run over and help the man. Instead he crossed the road and walked on the other side and acted like he didn't see the man.

About an hour or so later, another man, called a Levite, was walking down the road. Levites were people who assisted priests with their work. He would probably help the man. But you know what he did? He slowed down and walked a little closer to the man, but then kept walking without helping him at all.

You might be thinking that maybe the man lying by the side of the road looked like he was resting

		<p>What is the missing number in this number sentence?</p> <p><b>Hint:</b> you can use counting on to solve this problem.</p>	<p>or something and that is why the priest and the Levite didn't stop to help. The trouble is, it was easy to tell he was badly hurt. The man was bleeding, had most of his clothes ripped off him, and he was bruised and hardly breathing. Just a few minutes later, another man came walking. He was a Samaritan. One thing you should know about Samaritans is that Jews didn't like them. Jews usually didn't treat Samaritans very well, so they never got along. The man who was dying on the road was a Jew. So what do you think the Samaritan did? You would think he would walk by and maybe even laugh at the man. But as soon as he saw the man, he went over to him and felt compassion for him. He put bandages on his sores and poured oil and wine (which were quite expensive) on the sores to prevent them from getting worse. Then he lifted the man on his own donkey and took him to a hotel to take care of him. The next day the Samaritan took out enough money so the man could stay at the hotel until he was well enough to leave. He paid the man at the front desk and asked him to take care of the man. If he wasn't better after about two months the Samaritan would come back and pay for any extra cost." After Jesus finished the story, he asked, "Which of the three men do you think was a neighbor to the man who was left beaten on the side of the road?" The man who asked him the question at the beginning replied, "The one who had compassion and helped him." Jesus told him, "Go and do the same."</p>
<p>Wednesday</p>	<p>Lesson 3: approx. length 1 hour  <b>Learning objective: <u>To use interesting adjectives.</u></b>           Look back at the story map from Monday.</p>	<p>Lesson 3: approx 1 hour  <b>Learning objective - To add numbers up to 100</b>   <u><b>5-a-day:</b></u></p>	<p><b>Art:</b>  <b>Learning objective - to develop a wide range of art and design techniques in using colour</b></p>

**Ask:**  
**Where is the story set?**  
**How do you know? What do you notice?**  
**Where does the fox go?**  
Children may need to watch the video of the story again.  
**Do you know any other stories that are set in a similar place?**

**Discuss:**  
**Have you ever been to a park?**  
**What type of park is this?**  
**What do you find at a park?**  
You could support your child by writing down some ideas here or encouraging them to draw small pictures to remind themselves.

**\*Watch Mrs W using a vocabulary pyramid\***

**Activity:**  
Complete the vocabulary pyramid.  
The children are very familiar with this.  
The top tier of the pyramid has subject specific nouns (names of things that you would find in the park)  
The bottom tier has all of the boring adjectives that we want to improve such as small, big, happy and sad.

The middle tier is where the children really show what they know and will think of interesting adjectives to describe the things that are written in the top tier.  
An example will be uploaded on class dojo today to show this. You could print this example for your child and ask them to complete the middle tier.

**Challenge:** Use a thesaurus or google exciting words for hot, cold etc.

$5 \times 3 =$   
 $5 \times 6 =$   
 $5 \times 2 =$   
 $5 \times 10 =$   
 $5 \times 5 =$

**\*Watch Mr Gardner's Lesson 3 video input.\***  
**Adding 2 digit to 2 digit on a number line (add 10s then ones)**

**Fluency:**  
Draw a number line to help you solve these addition number sentences in the way I showed you.

$24 + 18 =$        $41 + 16 =$

$34 + 14 =$        $62 + 12 =$

$73 + 15 =$        $58 + 11 =$

**Reasoning:**  
***5 + 5 + 5 + 5 is the same as 10 + 10***

Is this statement true? Can you prove it and explain how you know?

**Problem Solving:**  
*Mr G drank 15 cups of tea in a week. In the following week he only drank 12 cups of tea. How many cups of tea did he drink over the 2 weeks?*

**Remember to show your working out.**

Colours are all around us but I want you to think about just **one**.

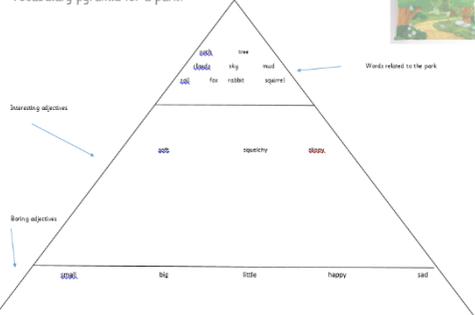
Choose a colour and, with the help of a grown up, take digital photographs of as many things as you can of your chosen colour.

Next, print out your pictures and create a **collage** of all of the things you found. Can you fill an A4 piece of paper with your colour?

**If you do not have access to a digital camera / printer you could look in newspapers / magazines to find things of your colour.**

When you have finished, look at all of the different shades of your colour. Are some things darker / lighter?

Vocabulary pyramid for a park.



Thursday

Lesson 4: approx. length 1 hour

**Learning objective:**

**To write full sentences using capital letters and full stops.**

Refer to yesterday's vocabulary pyramid.

**Ask:**

**Find me a word that you have used to describe the mud.**

**Find a word that you have used to describe the sky.**

**We would normally ask the children to improve their writing from yesterday with green pen today, we would share ideas as a class and they can 'maggie' ideas from other children.**

**\*Watch Mrs W writing a descriptive sentence using the correct punctuation\***

Lesson 4: approx 1 hour

**Learning objective - To add numbers up to 100**

**5-a-day:**

**9 x 10 =**

**5 x 10 =**

**4 x 10 =**

**0 x 10 =**

**12 x 10 =**

**\*Watch Mr Gardner's Lesson 4 input video.\***

**Fluency:**

Choose the best way to calculate these addition questions based on what we have learnt this week

**History:**

**Learning objective - To know about the lives of significant individuals in the past**

**Martin Luther King**

Follow the link below to find out as much as you can about this significant man in the world's history.

<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6>

Create a poster of fact sheet to inform others of why he is so famous and important.

**You could use:**

pictures / photos  
Labels

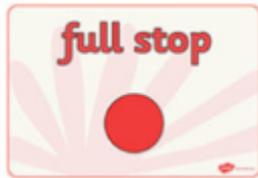
**Activity:**

Write a description of a park using your imagination and your vocabulary pyramid from yesterday.

Think carefully about the adjectives that you use, **What is on the ground? What does it feel like? What is in the sky? Can you feel the breeze on your arms and the slippy mud beneath your shoes?**

If children would like to draw a picture to support their ideas this would be fine, we would normally provide them with some examples of parks (photos).

**Challenge:** If you have used any of these words in your writing check your spelling. **are, have, there, your, my, eyes, because.**



$35 + 6 =$        $21 + 18 =$

$3 + 86 =$        $90 + 8 =$

$74 + 9 =$        $12 + 37 =$

Reasoning

Which answer is correct?

How do you know?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75					

$75 + \square = 100$



Problem Solving:

Tom has 25 sweets in one pocket and 12 sweets in the other.

Pam has 22 sweets in one pocket and 16 sweets in the other.

Who has the most sweets?

Captions  
Time lines  
Quotes

Friday

PE:  
**The Daily Mile**

This week, your challenge is to go for a walk or run for 15 minutes everyday. That's it, 15 minutes from door to door. If you would like to go for a longer walk/run then that's great, but your challenge is to be out for at least 15 minutes.

			<p>We are going to make it slightly more fun than just a walk or run. You will need to make your own finish line to power through when you complete your Daily Mile. You could use cardboard boxes, a piece of string, some of your precious loo roll, or something else.</p> <p>Don't forget to send me some photos.</p> <p>Ready, Steady, Go!</p>
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On the next page are the resources that have been used in the English lessons:

My Story Map  
**'One Springy Day' by Nick Butterworth**






# Vocabulary pyramid for a park.



Words related to the park

