

Week Beginning: 27.04.2020		Year group:1	Classes: 1AA - Miss Andrews 1BB - Mr Biggs 1JB - Mr Butler	Email Address: forestryear1@forestlodgeacademy. co.uk
<u>English</u>	<p>This week we will be learning more about Queen Victoria and reading a story called 'The Queen's Knickers'. Please see the powerpoint for lesson 1 and read the story with your child for lesson 2.</p> <p>Try to complete at least 2 of these activities in your blue writing book.</p> <p>Please remember to use:</p> <ul style="list-style-type: none"> <li>- Capital Letters</li> <li>- Full Stops</li> <li>- Finger Spaces</li> </ul>	<p><b>1. Write questions to ask Queen Victoria.</b></p> <p>Read through the Queen Victoria questions powerpoint with your child and discuss examples of questions you could ask Queen Victoria. You could then write these question in your blue book.</p>	<p><b>2. Design the Queens knickers.</b> Listen to this story 'The Queens Knickers' by clicking this link or finding it on Youtube.</p> <p><a href="#">The Queen's Knickers</a></p> <p>If the queen visited our school, what knickers might she wear?</p> <p>In your book (or on plain paper), design a new pair of knickers the queen could wear if visiting our school. (An adult may need to draw the outline of the knickers to help).</p> <p>Once you have drawn and coloured in your design, can you write some <b>adjectives</b> around your knickers to describe them? Example: - colourful, sparkly, fluffy, soft.</p>	<p><b>3. Write about your Queen's knickers.</b></p> <p>Looking back at your knickers design, can you write some sentences about your Queen's knickers? Try to use some <b>adjectives</b> in your sentences to describe what they look and feel like.</p> <p><b>Example:</b> - Her knickers are <b>comfy</b> and <b>shiny</b>.</p> <p>Challenge: - Can you use the word '<b>because</b>' in your sentence to make it more detailed?</p> <p><b>Example:</b> - They are sparkly <b>because</b> they have got diamonds in them.</p>
	<u>Maths</u>	<p>Last week we started looking we introduced children to multiplication by looking at 'equal groups of'.</p> <p>This week will be a recap of this and moving on to recognising 'equal rows of'.</p>	<p><b>1. Recap groups of:</b></p> <p>Ask your child if they can remember what the words 'group' and 'equal' mean. <b>Group</b> = a number of things gathered or collected together <b>Equal</b> = the same amount</p>	<p><b>2. Identifying equal rows</b></p> <p>We are now going to look at setting out our groups in a different way. Instead of having groups, we are going to use 'rows' and how many are in each 'row'.</p>

Please attempt all 3 tasks over the course of this week and please email if there are any queries.

Slide 1



Draw this in your child's book and ask them to answer:

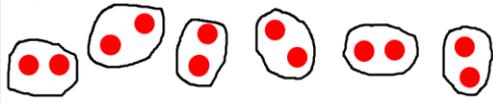
How many groups ?

How many are in each group ?

Ask your child to say :

There are ? groups of ?

Repeat for the next one below



Slide 2

Ask your child to look at the 3 questions.

Q1 - footballs

Q2 - bananas

Q3 - hats

Ask your child to write what they see as a sentence for each one:

1. ? groups of ? = ?

2. ? groups of ? = ?

3. ? groups of ? = ?

Slide 3

Ask your child to read the sentence and write it in their book. Children then draw a picture to represent that sentence. Q1 is done for you to show how this can be laid out in their books.

Slide 1

This slide helps to explain the movement from 'group' to 'row'.

Slide 2

Shows how a child can highlight the rows and this will help you to check that your child understands what a row is.

If your child needs a little bit more explaining, try using physical objects (Lego, buttons, pasta) and arrange them in a group. Then ask your child to arrange them into 1 row.

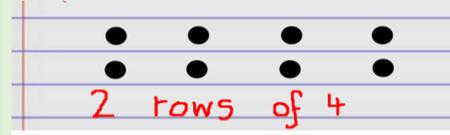
Your task:

In your child's book, could you draw a number of rows with an equal number of circles in each row. For example



Ask your child to write down the sentence filling in the missing numbers underneath each one.

The result would look like this:



Draw between 3 and 5 more questions for your child to attempt either with support or independently.

Slide 1

This slide has a list of sentences for the children to draw and

Slide 2

This slide shows how the children should set this out.

Slide 2 also has an extra challenge.

For this extra challenge children can work out how many there would be altogether by counting one row at a time and putting that number at the end of each row.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Topic</b></p>	<p>Our topic for this half term is <b>Time Travellers</b>. The main focus of the topic will be looking into Victorian History. We will start by learning about Queen Victoria.</p> 	<p><b>1. Design a Victorian Stamp</b> Use the powerpoint to have a look at some pictures of stamps. If you have one at home, have a look at this too! Compare this to a Victorian stamp.</p> <p>Have a go at designing your own Victorian stamp.</p> <ul style="list-style-type: none"> <li>- Who is on a stamp?</li> <li>- How do you know she is a queen?</li> <li>- What way is she facing?</li> </ul>	<p><b>2. Castles in the UK</b> Use the powerpoint to learning about different castles around the UK. Children did learn about the countries in the UK last term so part of this lesson is to recap this.</p> <p>In your blue books write a couple of sentences about each castle and which countries of the UK it is in.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Phonics</b></p>	<p>In your packs you were given some flashcards with each of the phonic sounds on. We suggest you cut these out and use them daily to test your children on what sounds they do or don't know. You may choose to focus on the sounds they don't know but we will still give you two sounds weekly in which you can focus on.</p>	<p><b>Sound 1: ie</b> (tie, pie, cried)</p> <p>Use these videos as starting points for children to learn the sounds. <a href="#">The 'ie' sound</a> <a href="#">The 'ie' sound</a></p> <p>Then simply ask you child to write words which have the <b>ie</b> sound in. You can then play a game using <b>ie</b> words. Some great games can be found on the Phonics Play website and there is a free login you can use to access the game Username : march20 Password: home</p>	<p><b>Sound 2: ow</b> (snow, blow, slow)</p> <p>Use these videos as starting points for children to learn the sounds. <a href="#">The 'ow' sound</a> <a href="#">The 'ow' sound</a></p> <p>Then simply ask you child to write words which have the <b>ow</b> sound in. You can then play a game using <b>ow</b> words. Some great games can be found on the Phonics Play website and there is a free login you can use to access the game Username : march20 Password: home</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spelling</b></p>	<p>Here are the 10 weekly spellings. We will continue to change these weekly so you can do your own spelling test on a Friday. These weekly spellings will also be</p>	<p>rain train afraid join point wait</p>		

	<p>available to practise on Spelling Shed. We would love to hear by email how you do on your weekly tests!</p>	<p>paid oil coin soil</p>		
<p><b><u>Reading</u></b></p>	<p>We still expect your child to be reading at least three times a week.</p>	<p>Please use this website to find some ebooks on your child's book bands. More books are to be added to this sight over the next couple of weeks.</p> <p>You can select your child's book band by using the 'Levels' drop down menu, then selecting 'Book Band'.</p> <p><a href="#">Oxford Owl ebooks</a></p>		