

# Year 1 Home Learning



Always do your  
best and be your  
best!



Week Commencing 22<sup>nd</sup> June 2020

# **Hello Year 1,**

We hope you've all had a great week and have been good for your grown-ups! We hope you enjoyed Mrs Scrymgeour's story time video too!

**Parents, keep checking the 'Burlington Infant School' Facebook Page, Twitter or the school website for more activities, letters and messages.**

Here are your Home Learning lessons and activity suggestions for the coming week. You may have lots of your own ideas that you would like to try or some work from previous weeks left to finish and that's ok too!

**Parents/carers**, we would love to hear how your child is getting on. If they have done anything exciting or that they are particularly proud of, please could you email it to school or put it on our school Facebook Page?

This Home Learning pack is designed to provide you with ideas linked to lessons or topics that we would normally be following in school. There is no need to print any of the slides or worksheets out (unless you would like to). The activities can all be read on the screen, completed on paper, are practical or creative based learning.

**Some activities your child may find easy, some they may find difficult and need more help with. They do not need to complete all activities, just go with what they can do and move them on to the next stage or challenge if they are ready. Please don't worry either way, just give them lots of praise, encouragement and reassurance that they are doing well!**

Sending you all our wishes  
Year 1 team.

# MENTAL HEALTH AND WELL-BEING

## Mindfulness

Mindfulness is about paying attention to the present moment.

It can help calm emotions, increase attention and focus the mind.

### **Mindful Breathing with Teddy.**

Activity from [twinkl.co.uk](http://twinkl.co.uk)



This is a special activity that you can do with your favourite teddy or soft toy. You need to find a comfortable place to lie down. It could be your bed, the sofa or the floor.

1. Lie down on your back and relax. Make sure you are comfortable and have enough room.
2. Concentrate on your breathing - in and out - noticing the flow and rhythm.
3. Place your teddy or soft toy on your tummy.
4. Now, continue to focus on your breathing whilst watching your teddy move on your tummy.
5. Notice how you can breathe right down into your tummy, to make your soft toy rise as you breathe in and fall as you breathe out.
6. Imagine you are helping your teddy to relax, so make the breathing gentle and smooth
7. Once you have watched teddy rise and fall, try closing your eyes and really focusing on breathing into your tummy - slowly and gently in, then slowly and gently out.
8. When you are ready, gently open your eyes and slowly sit up. You and your teddy should be feeling a lot more relaxed.

# 14 Day Photo Challenge

Have you enjoyed the 14 day photo challenge? You can carry on with this until you have 14 super photos.

**ELSA Support's 14-day photo challenge**

|   |   |   |   |  |
|---|---|---|---|--|
|  <b>1</b><br>Rainbow challenge – something red | <b>2</b><br>Something that inspires you           | <b>3</b><br>Favourite movie   | <b>4</b><br>Something with patterns         |  <b>5</b><br>Rainbow challenge – something blue |
| <b>6</b><br>Something from an unusual angle   | <b>7</b><br>Rainbow challenge – something orange  | <b>8</b><br>Dress up! A photo of you dressed up – either smartly or fancy dress     | <b>9</b><br>Something that sparkles         | <b>10</b><br>Favourite quote – write it and photograph it  |
| <b>11</b><br>Shadows – take a photo of a shadow   | <b>12</b><br>Rainbow challenge – something yellow | <b>13</b><br>How you feel today – show your expression or draw it and photograph it | <b>14</b><br>Something you are grateful for | <br>www.elsa-support.co.uk                     |

Parents/Carers - Elsa Support has some lovely free resources to help with children's feelings and emotions, friendships etc.

<https://www.elsa-support.co.uk/>

# Reading Comprehension

This week we are going to work on developing your reading comprehension skills.

This means that you can read, understand and answer questions about what you have read. It is important that a good reader understands what they are reading.

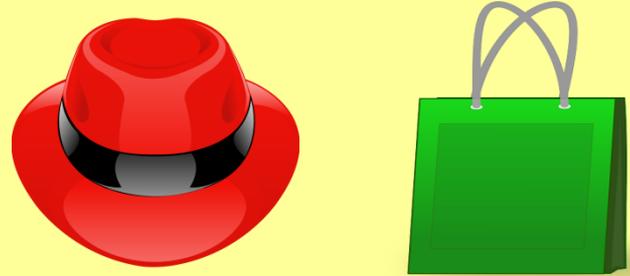
Start by having a go with these practise comprehension questions.

The dog is at the vets.



Where is the dog?

I can see a red hat and  
a green bag.



What colour is the bag?  
What is red?

# Reading Comprehension

Choose which challenge you want to try:

**CHALLENGE:** listen to an adult read the text to you and then answer each question.

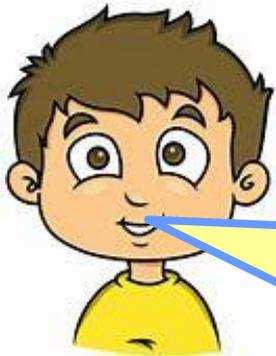
**EXTRA CHALLENGE:** read the text with only a little help from an adult and then answer each question.

**SUPER CHALLENGE:** read the text by yourself and then answer each question.

## WHICH CHALLENGE WILL YOU CHOOSE?

**Parent/Carer** - Some children will be able to read any text in the yellow box/speech bubble by themselves. Some children will be able to read with some help and some children will be able to join in by sounding out the easier words. The questions are on the next slide.

This is James. He likes to go to the beach. He is going to tell you about what he likes to do at the beach.



Hello, my name is James. I like to go to the beach. I go with my mum, dad and sister Sam. We take a bucket and a spade to dig huge holes and to make sandcastles. We splash in the sea and jump over the big waves. We take a picnic and a drink. We put on a hat and some sun cream to keep us safe in the hot sun. I feel happy at the beach. What do you like to do at the beach?



# Reading Comprehension

Now answer the questions about what you have just read.

1. Where does James like to go?
2. Who does James go to the beach with?
3. Name 4 things that they take with them.
4. What do they do in the sea?
5. Why do they need to put on a hat and sun cream?
6. Why do you think James feels happy at the beach?



# Reading

Reading is so much fun

Read as often as you can.

Use your amazing reading skills to read independently, for 5/10 minutes every day. You could read the books in your book bag or visit;

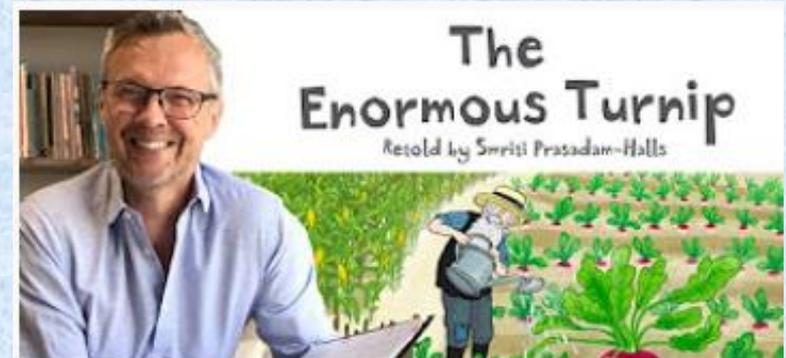
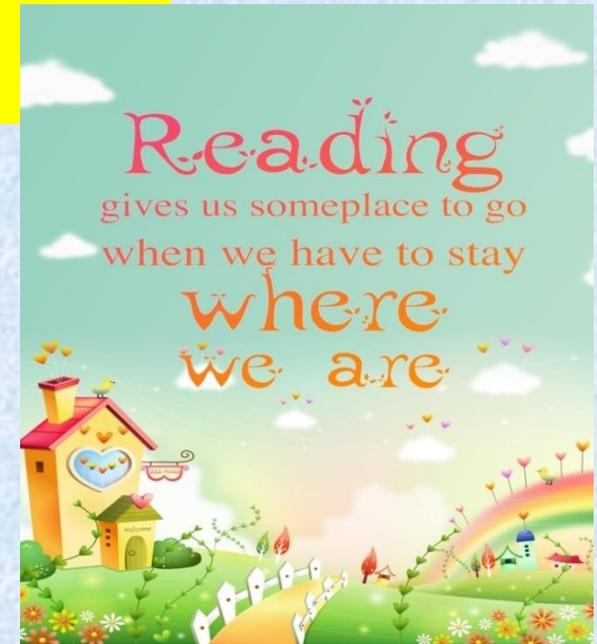
<https://home.oxfordowl.co.uk/books/free-ebooks/>

Ask a grown up or sibling to read you a story or listen to a story at;

<https://stories.audible.com/start-listen>

Or enjoy 'Story time with Nick'

<https://www.youtube.com/playlist?list=PL5MBnhhsZtF0n6vIrEOfp2n9GnfCk1nYQ>





# Burlington News



Last week your History activity was to interview an older relative about seaside holidays in the past. This week's writing activity is to write about what you found out. This could be by writing the questions you asked, with the answer below or if you would like a challenge, you could write it as a newspaper report!

Over the next week, plan some questions to help you find out more about seaside holidays in the past. You could then use these to 'interview' your Grandparent, Great Grandparent or an older relative/family friend. Don't worry if you can't go to see them, you could ask them over the phone and write down their answers.

You could ask;

1. What activities could you do at the Seaside?
2. What did you wear on the beach?
3. What did you do on the beach?
4. How did you travel to the Seaside?

Add some more questions that you would like to ask.

## TOP TIPS for amazing writers!

- use phonics and tricky words to spell
- use exciting, interesting words
- form each letter correctly

**A B C**

capital  
letters



finger  
spaces



full  
stop

**Read**

read it  
again

# DAYS OF THE WEEK

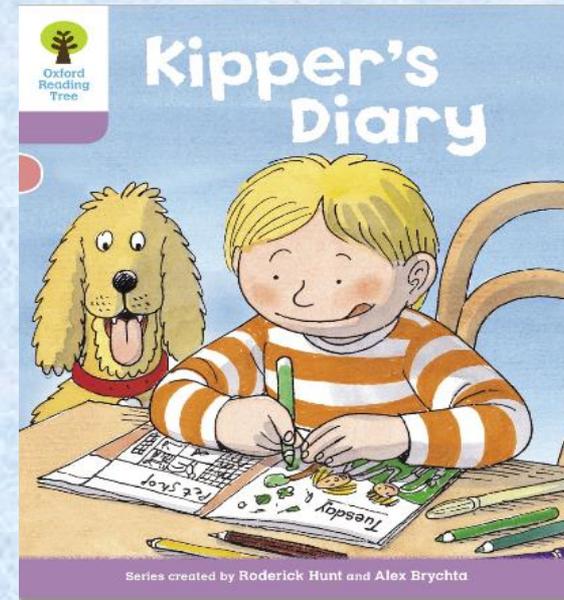
## WRITE A DIARY

Last week you were learning how to read, order and spell the days of the week. If you need to, then you can carry on with this. Also this week we would like you to keep a diary. Use each day of the week as a heading and then write one or more sentences about what you have done each day.



Visit Oxford owl below to read 'Kipper's Diary'.

<https://home.oxfordowl.co.uk/books/free-ebooks/>



This week we would like you to learn the months of the year.

**FIRST:** practise saying the months in order. Then repeat until you can say them confidently.

**CHALLENGE :** learn to read each month.

**EXTRA CHALLENGE:** learn to spell each month.



## REMEMBER

There are 12 months in 1 year.

Join in this song to help you learn the months of the year.

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>

Think about months of importance to you.

What month is your Birthday?  
What month is Christmas?  
What month is Bonfire Night?

# Hints and Tips for Telling the Time.

Telling the time is an important skill in everyday life, but it can be tricky to learn. Before your child will be able to tell the time on a clock, they will need to grasp how time relates to their own experiences. Here are some fun ideas to get you started.

- Draw attention to time.
- Mention the time at different points in the day. For example, you could say, 'it's 5 o'clock - time for tea,' or 'it's 7 o'clock - time for a bath.'
- Do fun activities that include measuring time: use a timer for baking play a board game with a sand timer, use a stop watch to time a race or challenge .
- Start with analogue clocks rather than digital clocks.
- Focus on telling time to the hour and then to the half hour.
- Put a clock in your child's bedroom. Ideally it should have a clear hour hand and half hour hand as this will help them to understand that the short hand shows the hour and the long hand shows the minutes.
- Talk about what you regularly do at different times in the day.
- Compare and contrast weekdays/weekends.
- Use time vocabulary such as today, yesterday, now, afterwards.
- Let your child remind you that it's time to do something!

# YEAR 1 MATHS

## Time

### What are we learning this week?

- To understand 'before and after.'
- To talk about dates.
- To tell the time to the half hour.

### Key vocabulary for this block of work:

time, clock, minute hand, hour hand, big hand, small hand, hour, minute, second, intervals, past, to, o'clock, half past, before, after, next, last, earlier, later, morning, afternoon, evening

The following slides and activities are created using a combination of the schemes we use in school and the tasks are linked to their planning. These are 'Primary Stars Education' and 'White Rose Maths Hub'. You can also sign up to 'Primary Stars Education' to access a printable Year 1 pack if you would like any extra challenges to complete and you can also visit White Rose Maths online.

# Lesson 1

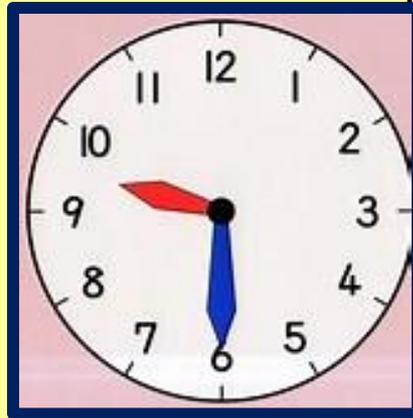
## Activity 1

Spot the missing numbers

23, 24, 25, 27, 28, 29, 30, 31, 33, 34, 35, 36, 38, 39, 41

## Activity 2

Today we are going to be continuing to learn about clocks. We will be using clocks to learn how to tell the time to the half hour. Look at the clock below and talk to an adult about the questions.



What do the numbers on the clock mean?

What do the hands on the clock mean?

The clock has 12 numbers, what does this mean?

# Lesson 1 continued

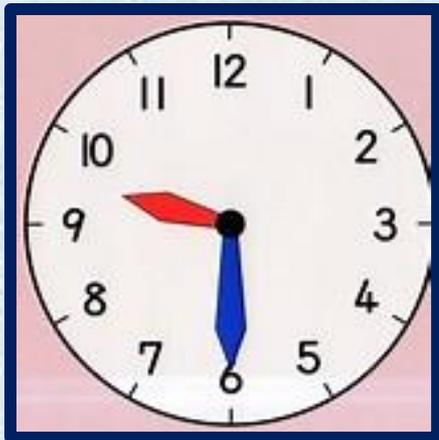
## Activity 3

You are working very hard learning to tell the time! Today you will be telling the time to the half hour by yourself!

When we tell the time to half past;  
the minute hand will always be on 6.

The hour hand will move to between the current hour and the next hour.

Look at the clocks below and point to the clock that tells each time.



half past 3



half past 6



half past 9



half past 10

# Lesson 2

## Activity 1

Start by counting in 5's to 50.

**CHALLENGE!** Can you count in 5s from 5 to 55?

## Activity 2

Look at the clocks on the sheet and say the time for each one.



Half past



Half past



Half past



Half past



Half past



Half past

# Lesson 3

## Activity 1

Start by counting in 2's to 50.  
Now spot the missing numbers.  
2, 4, 6, 10, 12, 14, 18, 20

## Activity 2

Fluency

What device could we use to measure the length of time of an activity?



**A stopwatch can be used to measure seconds, minutes or hours.**

# Lesson 3 continued

## Activity 3

For each of the activities below say which unit of time it would be best measured in.

Fly to Spain



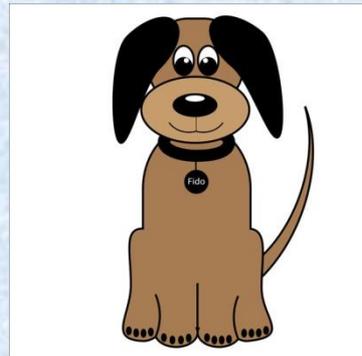
hours

Write your name



minutes

Walk a dog



seconds

# Lesson 4

## Activity 1

Start by counting in 10's to 100.

Now spot the missing numbers.

10, 20, 30, 50, 60, 80, 100

## Activity 2

Complete the sentences below with the words seconds, minutes or hours.

I wash my hands for 20 .....

I sleep for about 10 .....

It takes about 4...to boil an egg.

## Activity 3

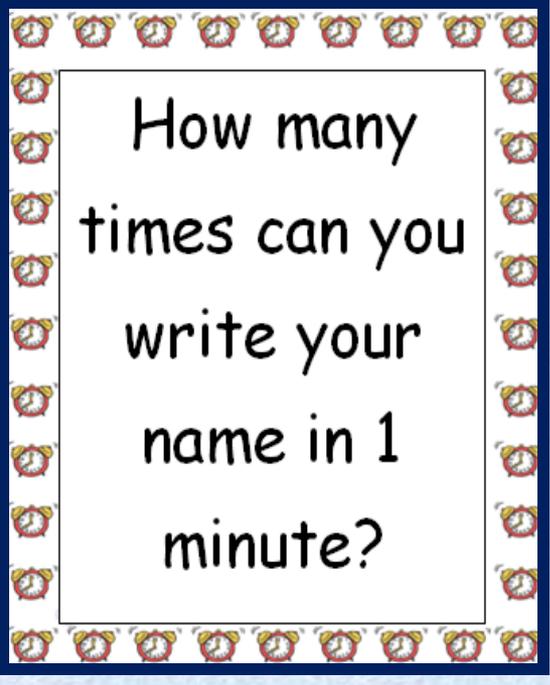
Time yourself completing the activities below.



How many  
seconds does  
it take you to  
write your  
name?



How many  
seconds does  
it take you to  
fasten your  
coat?



How many  
times can you  
write your  
name in 1  
minute?

Can you think of some other activities that you could time?

Maybe time how long it takes each person in your family to complete a race?

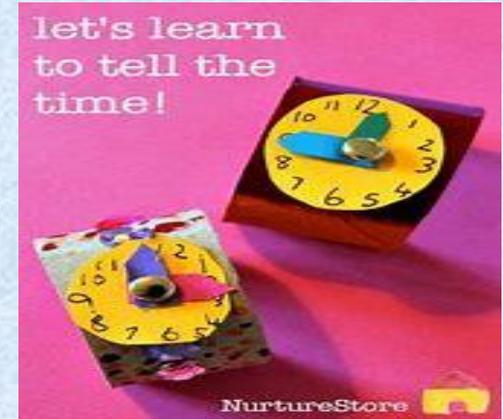
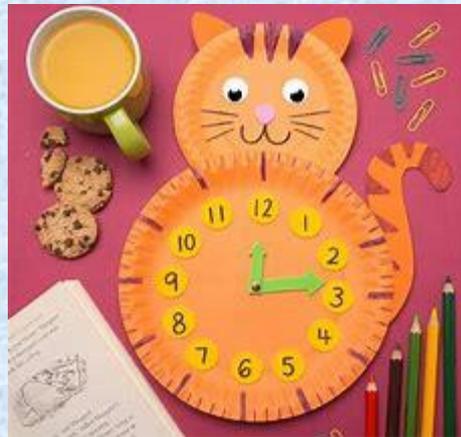
# Lesson 5

## TIME FOR SOME FUN!

You might like to try some of these fun activities to practise telling the time. Look around your home and on your daily walk, how many clocks can you find? Can you read the different times?



Make a clock or watch of your own.



Use chalk or stones and sticks to make a clock outside. This would count as your '30 day wild' challenge!



# Personal, Social and Health Education and Science

## Slip

**Slip** on protective clothing, such as shirts with long sleeves and collars. Wear a lycra shirt when swimming to protect your skin from the sun. Cover as much skin as possible.



## Slop

**Slop** on sunscreen that is SPF30 or higher. Apply to your skin at least 20 minutes before going outside. Make sure it is water resistant and reapplied every 2 hours.



## Slap

**Slap** on a hat. Make sure it is broad-brimmed and protects your face, nose, neck and ears. Wear sunglasses and sunscreen to increase protection of your skin.



## Seek

**Seek** shade. Bring your own umbrella, or rest under a tree or man-made shelter.



## Slide

**Slide** on sunglasses. Children and adults should wear high-protection sunglasses (9 or above) to reduce UV radiation exposure. Sunglasses should be close-fitting with a wrap-around style.



## Sun safety

We have learnt lots about the 4 seasons and the changes that take place across these seasons. As the seasons change, the weather changes. The clothes we wear change depending on the weather and season.

Talk to someone in your house about how the clothes we wear in Winter are different to the clothes we wear in the Summer.

As the weather gets warmer and we head towards Summer, think about the different ways we stay safe in the sun.

Use the poster opposite from [www.twinkl.co.uk](http://www.twinkl.co.uk) and remember;

**'slip, slop, slap, seek, slide'.**

**Watch the links below for more information.**

<https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids?collection=get-out-and-about>

<https://www.bbc.co.uk/cbeebies/watch/something-special-safe-in-the-sun-song>

# Can you create your own poster to inform someone about how to stay safe in the sun?

**BE SUN SMART**

Put on a Shirt

Put on Sunscreen

Wear a Hat

Wear Sunglasses

Stay in the Shade

SHARE THE SUN SAFE STORY WITH YOUR CHILD

**SLIP.** On a T-shirt

**SLOP.** On some sunscreen

**SLAP.** On a hat

**SEEK.** Shade

**SLIDE** On some sunglasses

Protect yourself in 5 ways

Slip Slop Slap Seek Slide

Sun protection at any age is important

**Slip**

**Slop**

**Slide**

**Slap**

**Seek**

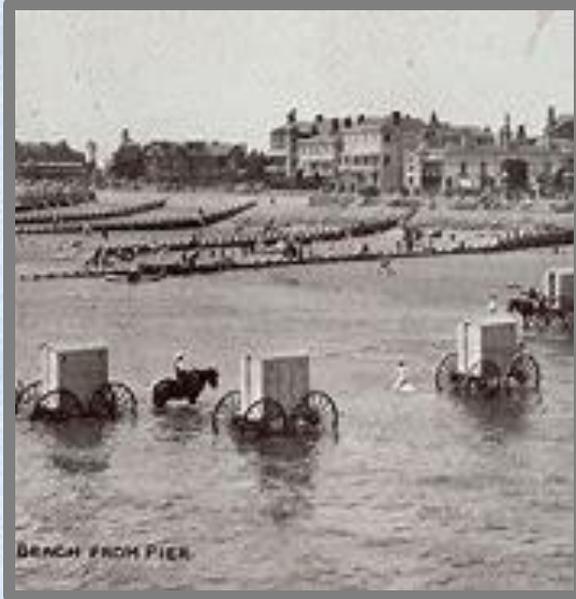
# Geography

Have a look at the photographs taken from Bridlington and the surrounding areas. Do you recognise any of the places? Have you visited any of the places? Can you spot the Lighthouse? Can you spot the harbour? Now talk to an adult about how each place got there. Was it made by people or is it natural?

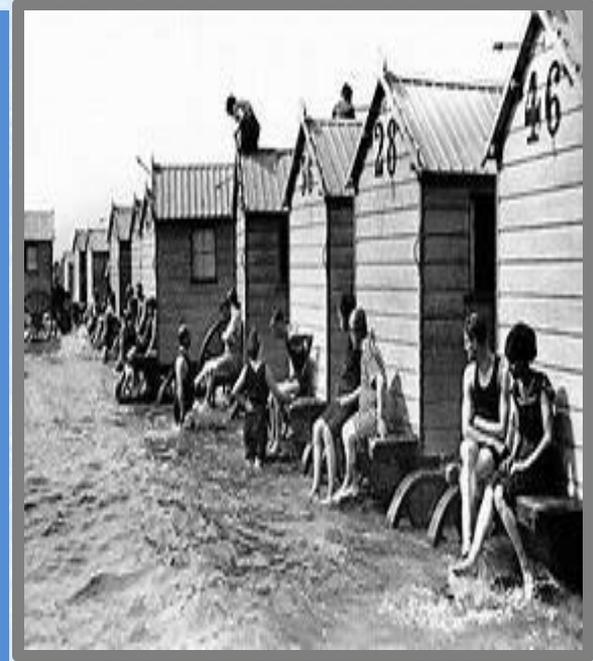


# History

Last week we started learning about 'seaside holidays in the past'. This week we are going to look at a feature of beaches in the past.



A Bathing Machine was a wooden hut on wheels. If people wanted to swim in the sea, the hut was designed for them to get changed in. It was operated by an attendant and was pulled into the sea by a horse. It was designed in 1753 by Benjamin Beale.



## Challenge

Can you find out more information about Bathing Machines?

## Super Challenge

Can you draw or make a Bathing Machine? You could use old cereal boxes and other recycled materials to make your own!

# AMAZING ARTISTS!

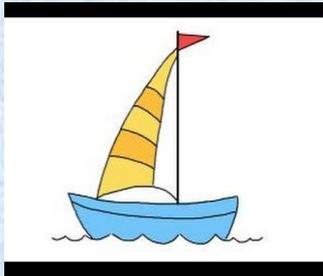
In art this week we are thinking about creating pictures of the beach. Use the pictures on this slide and on the next few pages for inspiration.

- First** find a piece of plain paper or card (an old cereal box is great too!).

- Next** you are going to create the background scenery for your art work. Draw, colour or paint the sky, sea and sand like the pictures below.



- Then** on separate card or paper, draw and colour things that we find on the beach, in the sky, in the sea etc when we are at the Seaside.



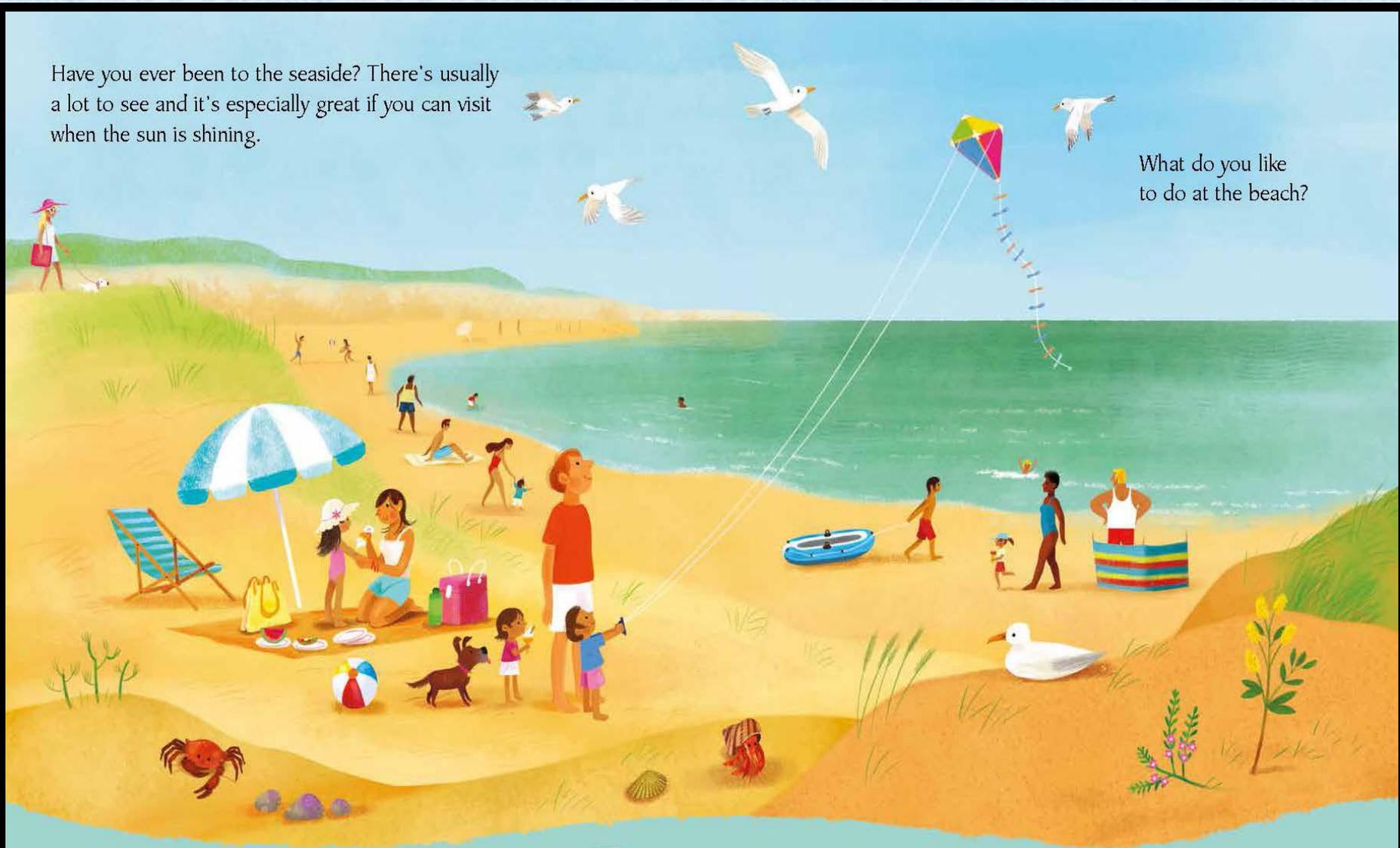
Instructions continue on the next slide ....

**Finally** cut out the objects you have drawn and stick them on your background scenery like the pictures below.



Have you ever been to the seaside? There's usually a lot to see and it's especially great if you can visit when the sun is shining.

What do you like to do at the beach?



Can you see . . . ?



ice cream



kite



deckchair



umbrella



beach ball



picnic



suncream



sun hat



dog

If you would like to be extra creative this week, 'Let's Create' is an initiative from the 'Arts Council, England' This leaflet has some lovely ideas for engaging children in art and other creative activities with the use of basic art equipment. Have fun trying some of these ideas.

# LET'S CREATE

Make a card for a **special person.** 

Create a **portrait** using objects found in the kitchen. 

Draw your favourite **toy.** 

Write a short story or poem with the theme "**What I like**" 

Draw a **character** from your favourite book or movie. 

Draw your favourite **person.** 

Draw your favourite things that make you **happy!** 

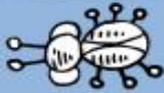
Create a **poster** of your favourite book or movie. 

Draw your favourite **food.** 

If you were an **alien**, what would you look like? 

Design your name using **different fonts** for each letter.  

Draw your **pet** or an animal that you love. 

How many **insects** can you draw on one page?  

If you could be a **superhero**, what would you look like? 

Create a **supersonic spaceship.** 

How many **objects** can you find in your house beginning with the letter C?  

How many different **animals** can you draw on a page? 

Design a **mask** for a superhero of your choice. 

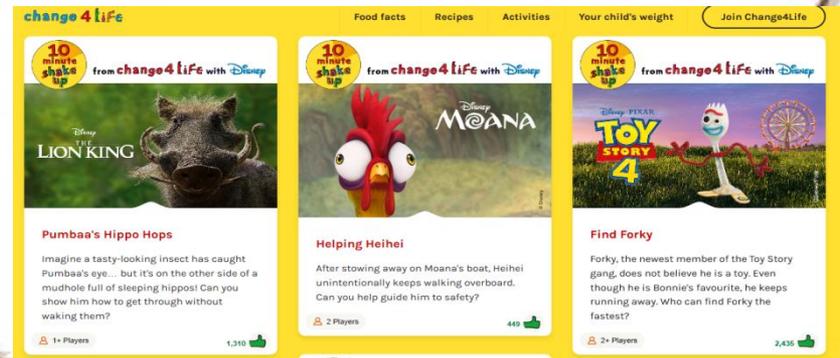
This resource has been made for you by Art Teacher, and winner of the 2018 Global Teacher Prize, Andria Zafirakou in collaboration with Arts Council England.

Staying active is important for both mental and physical health. Try to aim for 60 minutes of physical exercise each day. This doesn't need to be all in one go but you could go for a walk, play on your scooter/bike, do some jogging and try the activities below. Join Jamie at Cosmic Kids for some 'Under the Sea' yoga and try some 10 minute indoor activities from 'Change 4 Life' with NHS UK



<https://www.nhs.uk/change4life/activities/indoor-activities>

<https://www.youtube.com/watch?v=qC83oFEeVZA>



# RELIGIOUS EDUCATION

**This half term we are thinking about Worship and Festivals.**

We have been thinking about the Priory Church, why it is a special place and why it is special for Christians. This week we are going to be looking at a Mosque, the special place of worship for Muslims.

## Activity

Look at the photographs of the Priory Church and a Mosque.  
What do you notice? Are they the same or different? How?



**Priory Church**



**London Central Mosque**

1. Look at the next slide that shows some of the things to see inside a Mosque.
2. Watch 'What do I know about Mosques?' [https://www.youtube.com/watch?v=jt2\\_MtdPs5w](https://www.youtube.com/watch?v=jt2_MtdPs5w)
3. Talk about what you have found out.

# Activity - Look at the features of a Mosque. What can you see? How is it the same or different to Priory Church?

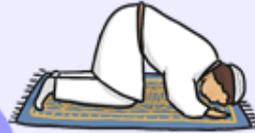
## Shoe Rack

A place to leave your shoes before entering.



## Prayer Mats

Mosques either have carpet with individual prayer mats or Muslims take their own prayer mat to worship upon.



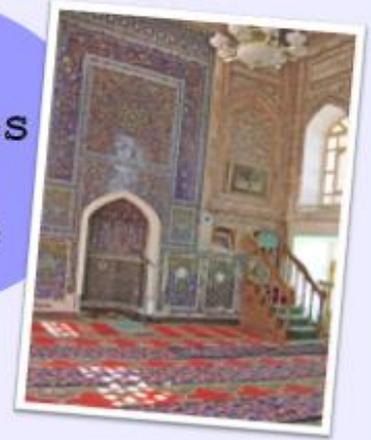
## Tasbeeh Beads

Beads hanging around the mosque for worshippers to help think about Allah.



## Mihrab

An alcove in the wall shows the direction the worshippers need to face. This is the direction of Mecca in Saudi Arabia, the most sacred Muslim place in the world.



## Features of a Mosque

## Wash Room

Muslims must wash before entering the main hall.



## Qur'an

The Muslim holy book which is the word of God. It is treated with great respect and placed on a special wooden stand to be read.

## Minaret

Most mosques have at least one minaret which is a tall thin tower. A man stands at the top and calls Muslims to prayer.



## Features of a Mosque



(slide images from twinkl)

# STAY SAFE

# BE KIND

# HAVE FUN

We miss you all very much,  
From the Year 1 team.

