

Week Beginning 1.3.21

For Reading: Read one of your favourite books to you parent/carer. If you have ran out of books, log on to your myon.co.uk and find a book from there! Miss Howard will read a story to you every morning during the morning register Mon to Wed.

Ask your teacher on class dojo if you aren't sure of your username or password.

Remember to take lots of pictures of work and upload them as portfolio on dojo so can reward you. Certificates for reaching 50 or 100 will still be awarded and send home.

Here is the timetable for the weeks work.

Y1 Weekly Timetable 1.03.2021											
	8.45 - 9.05	9.05-10.05	10.05 - 10.20	10.20 - 10.35	10.35-11.30	11.30 - 12.30	12.30-1.35	1.45 - 2.00	2.00 - 2.10	2.10-3.00	3.00- 3.30
Monday		RWI Zoom registration 9am RH story			English - RH Zoom 10.30		PSHE - thinking about my feelings			P.E	Zoom CW Mrs Martin 3pm
Tuesday	Morning maths	RWI Zoom registration 9am and RH story			RE -RH Zoom 11.45		Maths			English	
Wednesday		RWI Zoom registration 9am and RH story			Science - carnivores, herbivores and omnivores RH Zoom 10.30		Maths			English	
Thursday		RWI Zoom registration 9am - handwriting zoom HG			English HG Zoom 11am		Maths			Art - collect textures and patterns	
Friday		RWI Zoom registration 9am - handwriting zoom			Geography - 11am Zoom HG		Maths Zoom gold book 12.45			English	

Mrs Martin would like you to join her on Zoom for an assembly today at 3pm.

Topic: Collective Worship
Time: 3.00pm

Join Zoom Meeting
<https://zoom.us/j/97938185173>

Meeting ID: 979 3818 5173

Sycamores and Palms Year 1 is inviting you to a scheduled Zoom meeting.

Topic: Gold Book Sycamores and Palms Year 1's Zoom Meeting

Time: This is a recurring meeting Meet anytime

12.45pm Every Friday

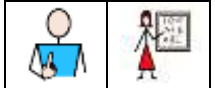
Join Zoom Meeting

<https://zoom.us/j/96343632591?pwd=SkdwaXQ1TCtrVDZsckY1NHNqTjBpZz09>

Meeting ID: 963 4363 2591

Passcode: K83GPW

Date	Monday 1 st March
Subject/s	English
L.O 	To use adjectives. 😊 😐 😞



Success Criteria ✓!	I can describe using adjectives. ✓	😊 😐 😞	
	I can use two adjectives to describe. ✓ 2	😊 😐 😞	
	I can add detail to my description. ✓	😊 😐 😞	
Support	Independent Adult Support Group		

Challenge 1. Fill in the blanks

Key words: pretty, girl, green, young

A g____

A p_____ girl.

A p_____, y_____ girl.

A p_____, y_____ girl with a g_____ dress.

Key words: blue,
giant, big, bear

Add a noun

A b____

Add adjectives

A g____ bear.

Add more detail

A b____, g____ bear.

A b____, g____ bear with a b____ tie.



Challenge 2. Write your own expanded noun phrases



Write an expanded noun phrase for Mummy Bear.
Example. A **pretty, soft** bear with **rosy** cheeks.







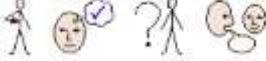
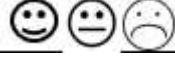


Write an expanded noun phrase for Baby Bear
Example A **fluffy brown** bear with **sharp** claws.



Write an expanded noun phrase for Goldilocks
Example A **young, pretty** girl with **black** shoes.


Steps to Success







Date	Monday 1 st March
Subject/s	PSHE
Learning Objective	To know who to speak when feeling sad. 

		SA 	TA 
Success Criteria 	I know who I can talk to. 		
	I can draw who I can talk to. 		
Support	Independent	Supported ()	

Draw the people you can talk to when you are feeling sad or worried.

Remember to label the people:

Date	Tuesday 2 nd March
Subject/s	English
L.O 	To understand what verbs are. 😊 😐 😞

			
Success Criteria 	I can spot verbs 	😊 😐 😞	
	I can say verbs. 	😊 😐 😞	
	I can use verbs in a sentence. 	😊 😐 😞	
Support	Independent Adult Support Group		



Underline the verbs in the sentences:

Example: Goldilocks was eating the porridge.

Goldilocks ran home.

Goldilocks jumped out of bed.

She sat on baby bears chair.

The three bears walked home.

Daddy bear shouted at Goldilocks.

Baby bear read a book in bed.

Challenge: Write your own sentence using the verb 'ran'.

Steps to Success

Date	2.03.21		
Subject	Maths		
L.O	To add using number bonds		

Success Criteria 	I can count the first number in the sentence + =	 	
	I can count on how many yellow ones counters I need to add + =		
	I can write the answer <div style="text-align: center; font-size: 2em;">= 15</div>		
Support	Independent	Adult Supported fluency ()	all most part

Pre-task –


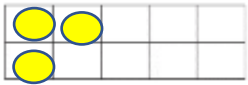

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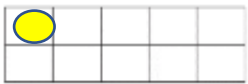
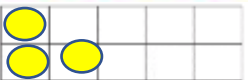
Tens	Ones


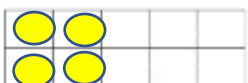
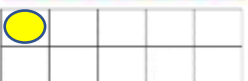
Teacher led



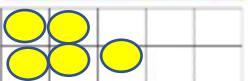
Fluency



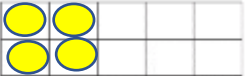
Fluency 2



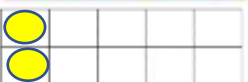
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Tens	Ones							
								

Problem solving 2



Sam says this is the right answer:



$$15 + 4 = 14$$

Is he right? Convince him!



Finish this number sentence:

$$15 + \square = 16$$



$$15 + 3 = \square$$

$$15 + 3 = \square$$

Problem solving 1



Sam says this is the right answer:

$$\begin{array}{|c|c|c|c|c|} \hline \bullet & & & & \\ \hline \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline \bullet & & & & \\ \hline \hline \end{array} = 3$$

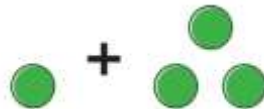


Is he right? Convince him!



Finish this number sentence:

$$\begin{array}{|c|c|c|c|c|} \hline \bullet & & & & \\ \hline \bullet & & & & \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline & & & & \\ \hline & & & & \\ \hline \end{array} = 5$$



$$1 + 3 = \square$$

Further challenge

How many ways can you make this answer on the ten frames?

+

= 15

+

= 15

+

= 15





+









= 15

+



= 15





Steps to Success






Date	Tuesday 2nd March	
Subject/s	RE	
Learning Objective 	to recall the Easter week	  

		SA 	TA 
Success Criteria 	I can act out in role play each part of the Easter week  	  	
Support	Independent	Supported () All Most Part	



Date	Wednesday 3 rd March		
Subject/s	English		
L.O 	To answer question based on the diary entry.		

Success Criteria 	I can verbally say the answer. 		
	I can circle/write the answers. 		
Support	Independent	Adult Support	Group

Read Goldilocks Diary entry and answer the questions:

Goldilocks Diary Entry- Monday 8th February

Today, I sneaked into a cottage.

First, I tried 3 bowls of porridge. The smallest bowl was the best!

Next, I was tired so I sat on 3 chairs, one was too hard, one was too soft and the smallest was just right.

After that, I was exhausted and went for a lie down on three beds. The small, blue bed was the best.

Finally, the bears found me so I ran like a cheater all the way home.

Now choose your challenge –

Challenge 1 is circling the answer

Challenge 2 is writing and finding the answer.

Challenge 1.



What was the date Goldilocks sneaked into the cottage?

Tuesday

Wednesday

Monday



What did Goldilocks try first?



How many bowls of porridge were there?

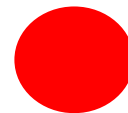
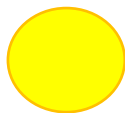
4

3

7



What colour was the small bed?



What does tired mean?



Do you think Goldilocks would like to visit the cottage again? Why?



Challenge 2.

Goldilocks Diary Entry- Monday 8th February

Today, I sneaked into a cottage.



1. What was the date Goldilocks sneaked into the cottage?

First, I tried 3 bowls of porridge. The smallest bowl was the best!



2. What did Goldilocks try first?

Next, I was tired so I sat on 3 chairs, one was too hard, one was too soft and the smallest was just right.



3. How many chairs were there?

After that, I was exhausted and went for a lie down on three beds. The small, blue bed was the best.



4. What colour was the small bed?

5. Match the words to the meaning



exhausted		Crept in
like a cheater		very tired
sneaked		Very fast



6. Do you think Goldilocks would like to visit the cottage again? Why?



Steps to Success

Date	3.03.21
Subject	Maths
L.O	To add using number bonds

Success Criteria 	I can count the first 10 frame and put it into the number sentence. $\boxed{10} + \boxed{} = \boxed{}$		
	I can count the next 10 frame and put it into the number sentence. $\boxed{10} + \boxed{10} = \boxed{}$		
	I can write the answer $\boxed{10} + \boxed{10} = \boxed{20}$		
Support	Independent Adult Supported fluency ()	all most part	

Pre-task –	
$\boxed{} + \boxed{} = \boxed{}$	
Teacher led	Fluency

Fluency 2



$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$



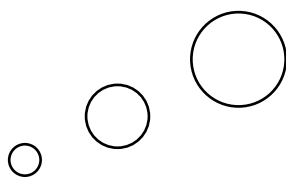
$$\square + \square = \square$$



What do you notice about all of the top 10 frames?



Explain it!



Fluency 1



$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$

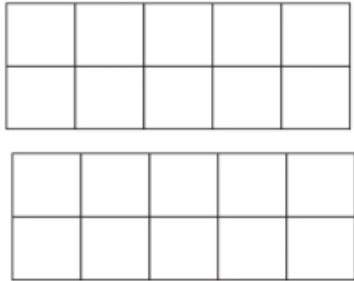
What do you notice about all of the 10 frames?

Explain it!

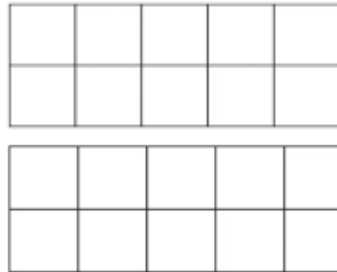
$$= \square$$

How many ways can you make 20?

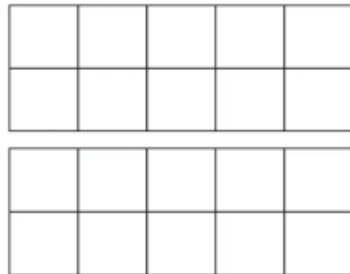
Use the counters - ● ●



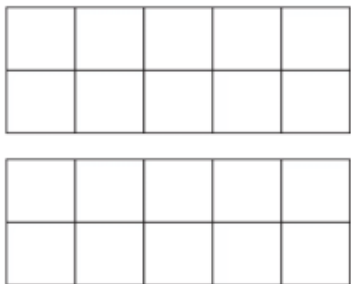
$$= 20$$



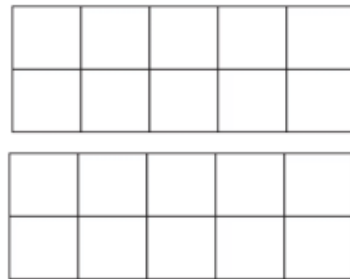
$$= 20$$



$$= 20$$



$$= 20$$







$$= 20$$








Further challenge

Colour all the number bonds that make 20.

$14 + 3$	$17 + 3$	$2 + 18$	$0 + 20$	$3 + 16$	$9 + 11$	$17 + 3$	$18 + 2$	$2 + 0$
$18 + 1$	$3 + 7$	$12 + 7$	$5 + 15$	$4 + 8$	$1 + 19$	$13 + 5$	$20 + 0$	$1 + 15$
$11 + 8$	$11 + 9$	$19 + 1$	$3 + 17$	$10 + 0$	$13 + 7$	$16 + 2$	$8 + 12$	$5 + 5$
$5 + 6$	$4 + 16$	$19 + 0$	$10 + 1$	$2 + 0$	$14 + 6$	$17 + 1$	$11 + 9$	$11 + 8$
$12 + 5$	$12 + 8$	$18 + 2$	$15 + 5$	$4 + 15$	$16 + 4$	$10 + 10$	$15 + 5$	$13 + 3$

Steps to Success

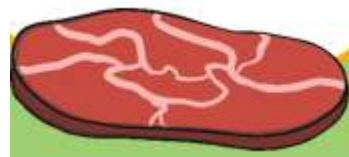
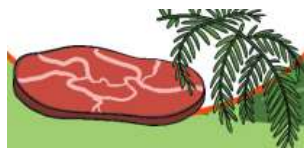
Date	Wednesday 3rd March			
Subject/s	Science			
Learning Objective 	To group animals			


		SA 	TA 	
Success Criteria 	I can label the groups that eat different things 			
Support	Independent	Supported () All Most Part		

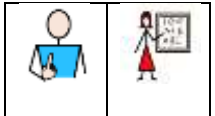
carnivore

herbivore

omnivore








Date	Thursday 4 th March
Subject/s	English
L.O 	Draw own pictures for story. 😊 😐 😞



Success Criteria ✓! 📄	I can draw my own story map. 	😊 😐 😞	
Support	Independent Adult Support Group		

Draw my own pictures for my story map.

Beginning 	
Build up 	
Problem 	
Resolution 	
Ending 	

Steps to Success

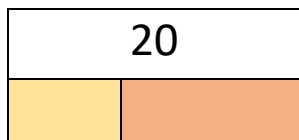
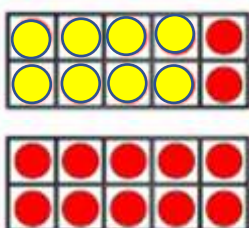
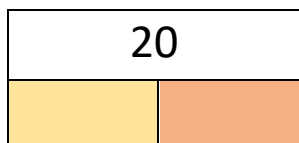
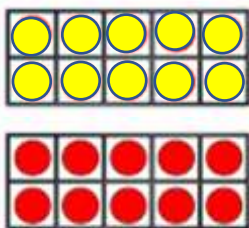
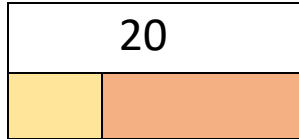
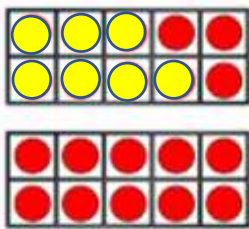
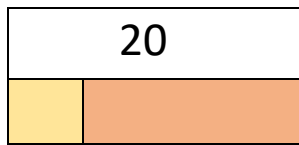
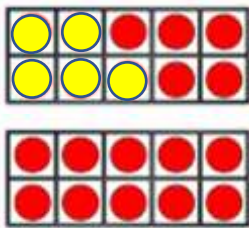
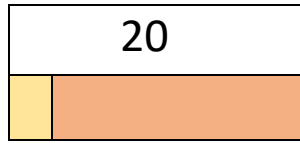
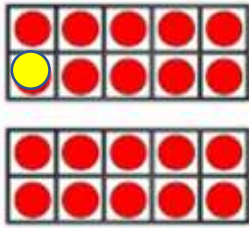
Date	4.03.21
Subject	Maths
L.O	To add using number bonds

Success Criteria 	I can count the yellow counters and put it into the bar model. 			
	I can count the red counters and put it into the bar model. 			
	I can see how these parts make the whole. 			
Support	Independent	Adult Supported fluency ()	all	most part

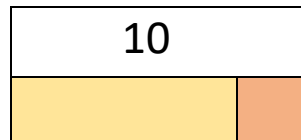
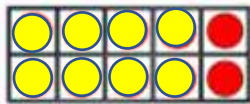
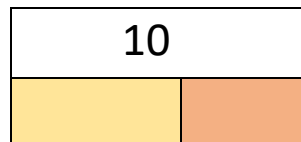
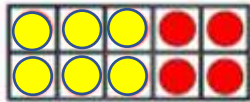
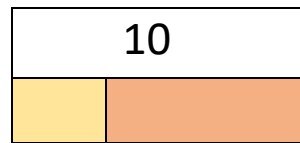
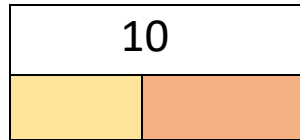
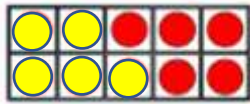
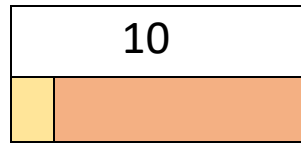
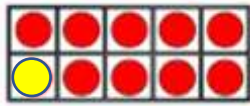
Pre-task –

Teacher led	Fluency

Fluency 3



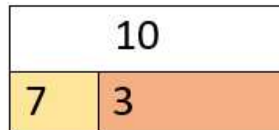
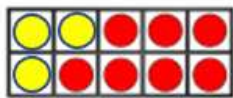
Fluency 2



Problem solving 2

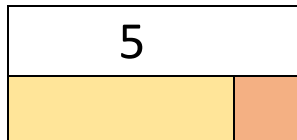
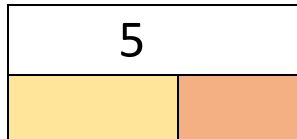
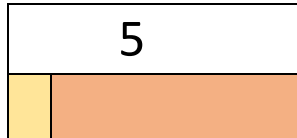
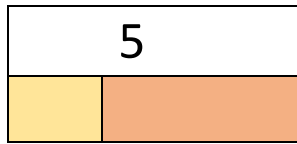


Sam says this is the right answer:



Is he right? Convince him!

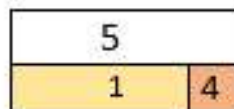
Fluency 1



Problem solving 1



Sam says this is the right answer:

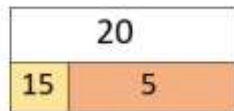
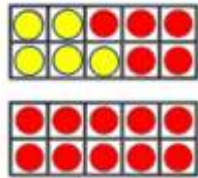


Is he right? Convince him!
Verbally explain.

Problem solving 3



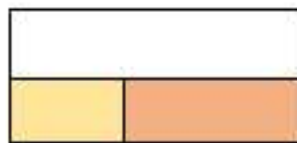
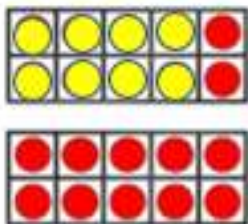
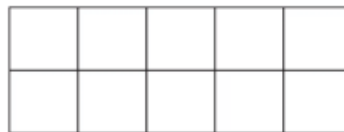
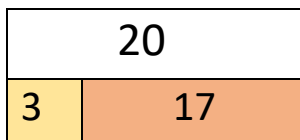
Sam says this is the right answer:



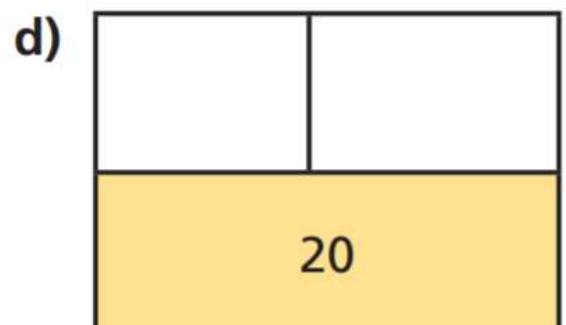
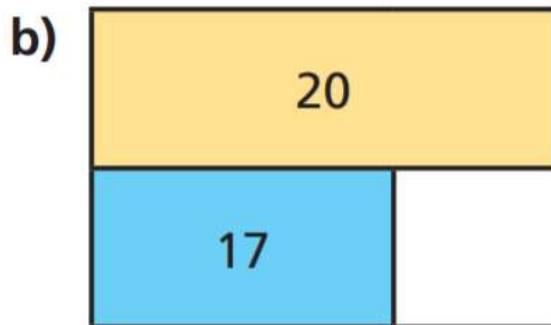
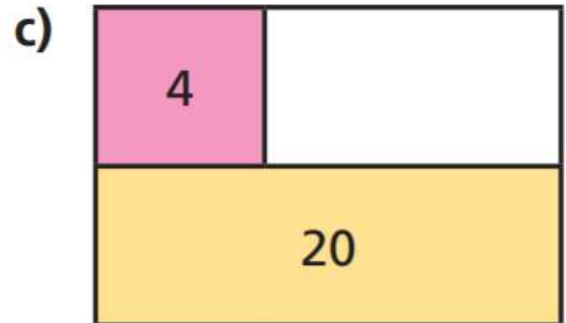
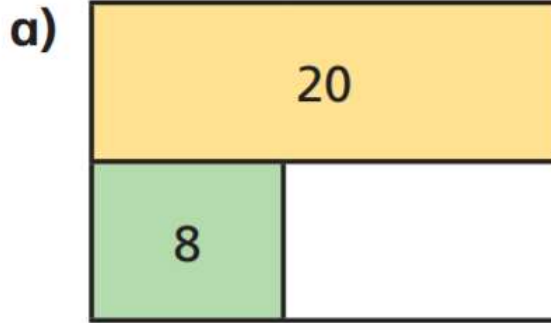
Is he right? Convince him!



Complete the missing parts:



Complete the bar models:



Date	Thursday 4 th March
Subject/s	Art.
L.O	To collect textures and patterns.





Success Criteria	I know what textures are. 🧐👁️🌐?	😊😊😊	
	I know what patterns are. 🧐👁️🎨?	😊😊😊	
	I can find different patterns and textures. 🧐👁️🎨🌐	😊😊😊	
Support	Independent	Adult Support	Group

Rough 	Smooth 
Hard 	Soft 
Fuzzy 	Bumpy 

Can you find objects that have these textures?

Can you find any patterns in your house and draw them?

Date	Friday 5 th March	
Subject/s	English	
L.O	To change Goldilocks dialogue.	😊 😐 😞

Success Criteria ✓! 📄	I can verbally say Goldilocks speech. 🗣️ ✓ 😊 😐 😞	😊 😐 😞		
	I can write Goldilocks speech.. ✍️ ✓ 📄 🗣️	😊 😐 😞		
	I can use expression to show what Goldilocks is saying. 🗣️ ✓ 😊 😐 😞 📄 🗣️	😊 😐 😞		
Support	Independent	Adult Support	Group	

Change Goldilocks speech from the story map.

Two large speech bubble outlines are provided for writing. Each bubble is filled with horizontal lines for text, including dashed midlines for handwriting practice. The top bubble is positioned higher on the page, and the bottom bubble is positioned lower.

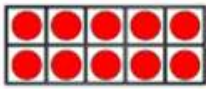


Handwriting Paper

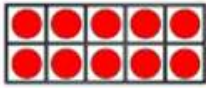
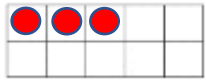




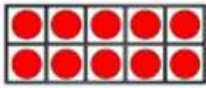
Fluency 3



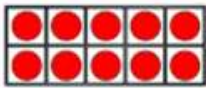
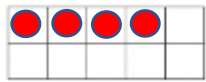
$13 - 1 = \square$



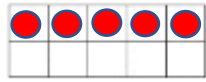
$12 - 3 = \square$



$14 - 1 = \square$



$15 - 4 = \square$



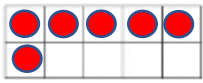
$20 - 7 = \square$



$20 - 7 = \square$



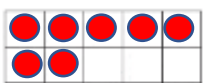
Fluency 2



$6 - 1 = \square$



$5 - 4 = \square$



$7 - 3 = \square$



$10 - 3 = \square$



$10 - 6 = \square$



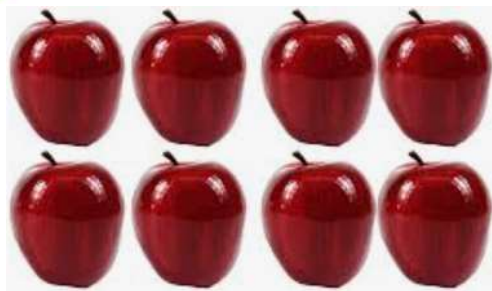
$10 - 5 = \square$

Problem solving 2

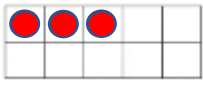
I have 8 apples. I eat 3. How many do



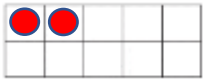
I have left?



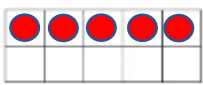
Fluency 1



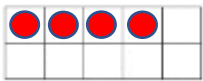
$3 - 1 = \square$



$2 - 1 = \square$



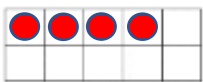
$5 - 1 = \square$



$4 - 1 = \square$



$5 - 2 = \square$



$4 - 3 = \square$

Problem solving 1

I have 4 apples. I eat 1. How many do



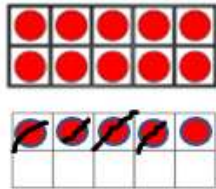
I have left?



Problem solving 3



Sam says this is the right answer:



$$15 - 4 = \boxed{7}$$



Is he right? Convince him!

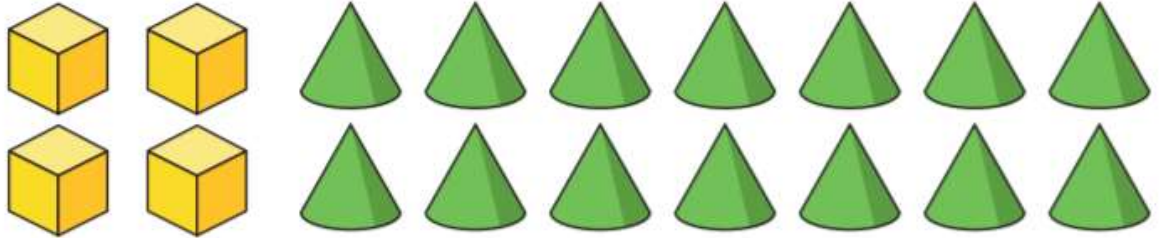


Show this on the 10 frames below:

I have 12 apples. I eat 3. How many do I have left?

Complete the bar models:

2 Teddy has these shapes.








He gives Eva 3 cones.

How many cones does Teddy have left?

Teddy has cones left.

Date	Friday 5 th March
Subject/s	Geography
L.O	To know the human and physical features in Brazil. 😊 😐 😞

				
Success Criteria	I know the human features in Brazil.		😊 😐 😞	
	I know the physical features in Brazil.		😊 😐 😞	
	I can compare the features.		😊 😐 😞	
Support	Independent	Adult Support	Group	

Cut out the features and sort them into Human and Physical.

Human made features features	Physical

Challenge: What is the difference between Human and Physical features?



The Amazon Rainforest



São Paulo Cathedral



Christ the Redeemer statue



Parque Hopi Hari
Theme park



Sugarloaf Mountain



Copacabana beach



Pico de Jaragua Mountain