



Sir Martin Frobisher Academy Weekly Lesson Plan

Year 1



Date: 27.04.20-01.05.20

Suggested Daily Timetable:

8:30-9:00	9:00-9:30	9:30-9:45	9:45-10:15	10:15-10:30	10:30-10:45
Wake up, have breakfast, get washed and dressed	Joe Wicks PE	Quick drink break and get things ready for Maths	Read Write Inc Activity	Timestable Rockstars	Get Outside!
10:45-11:30	11:30-12:30	12:30-1:30	1:30-1:45	1:45-3:00	3:00-3:15
Maths Activity	English Activity	Lunchtime	Read for Pleasure	Topic Activity	Read with someone/watch Newsround

Read Write Inc

If you have a computer/iPad/phone to connect to the Internet:

Monday: read a book online (RWI website) and **sound talk** the stories **green words** that are decodable to spell – say the word /how many sounds (not letters but sounds that you hear) talk about best friends (two letters that make one sound e.g. ay as in p l ay) remind the children of best friends(from sound chart sent home) next pinch the sounds on the fingers as you say them **FINALLY** get your child to **write it down or type it on their device they are using**. CHECK the word one sound at a time ticking each as you go and repeat with at least 10 words **green words**.

Tuesday: Using of the book read yesterday make a simple sentence ...using a **capital letter, finger spaces and full stop**. Say the sentence and get your child to repeat it after you have said it then say the sentence using the signs: e.g. I (capital letter sign followed by finger space sign) can (finger space sign) pin (finger space sign) it (finger space sign) on (full stop sign). Model/write the sentence one word at a time, getting your child to help sound out each word as you write it. then cover it up so your child cannot see the sentence. Practice saying the sentence with hand signs a few more times. Then ask your child to write the sentence. Sounding words out to support themselves if they need to. CHECK the sentence with them (let them see the sentence you wrote down and get your child to correct mistakes with a different colour pencil or blue pen. Can they can add their own sentence using a capital letter, finger spaces and a full stop?

Wednesday: relook at the book read (RWI website) online or book sent home and **look cover write check** the stories **red words** that need to be learnt – **look** at the word point it out on the word sheet (or write it in on the tray for the children to see) say the letter

If you do not have a computer/iPad/phone to connect to the Internet:

Monday: Look at book sent home and **sound talk** the stories **green words** that are decodable to spell – say the word /how many sounds (not letters but sounds that you hear) talk about best friends (two letters that make one sound e.g. ay as in p l ay) remind the children of best friends(from sound chart sent home) next pinch the sounds on your fingers (one **sound** per finger) as you say them **FINALLY** get your child to write it down. CHECK the word one sound at a time ticking each as you go and repeat with at least 10 words **green words**. **Try using a baking tray or plate with a sprinkle of flour for your child to write in (it will make it fun)**. Or **sound talk** one of the groups of words below.

Challenge A: on, is, mum, had, and, can, top, chin, shop, with,

Challenge I: bee, buzz, crab, pinch, sheep, munch, black, light, teeth, brush

Challenge M: that, next, house, fright, plays, know, splash, shout, sink, pounce

Tuesday: Using of the book read yesterday make a simple sentence ...using a **capital letter finger spaces full stop**



Say the sentence and get your child to repeat it after you have said it then say the sentence using the signs: e.g. I (capital letter sign followed by finger space sign) can (finger space sign) pin (finger space sign) it (finger space sign) on (full stop sign). Model/write the sentence one word at a time, getting your child to help sound out each word as you write it. then cover it up so your child cannot see the sentence. Practice saying the sentence with signs a few more times. Then ask your child to write the sentence. Sounding words out to support themselves if they need to. CHECK the sentence with them (let them see the sentence you wrote down and get your child to correct mistakes with a different colour pencil or blue pen. Can they can add their own sentence using a capital letter, finger spaces and a full stop? **Try using a baking tray or plate with a sprinkle of flour for your child to write in (it will make it fun)**. **Sound talk** one of the sentences below.

Challenge A: I can pin it on.

Challenge I: I went to my house and played with my toys.

Challenge M: Follow me and I will show you what to do.

Wednesday: Look at book sent home and **look cover write check** the stories **red words** that need to be learnt – **look** at the word point it out on the word sheet (or write it in on the tray for the children to see) say the letter names. Then **cover** the word and get your child to **write** it on paper (or on the tray). Finally let them see the word to **check** it. talk about the tricky part of the word (e.g. my **y** being the tricky sound)

names. Then cover the word and get your child to write it on paper (or on the tray). Finally let them see the word to check it. talk about the tricky part of the word (e.g. my y being the tricky sound) repeat with at least 5 words red words .	repeat with at least 5 words red words . Try using a baking tray or plate with a sprinkle of flour for your child to write in (it will make it fun) or use a small paint brush and water to write it on the window in the sun . Look cover write check one of the groups of words below. Challenge A: the, of, my, to, I, Challenge I: she, do, want, said, Challenge M: so, all, what, you, some
Thursday: Read a short story book on https://www.getepic.com/sign-in can you retell the sequence of events to your adult	Thursday: Read a story book or think of a story you really like retell the story to your adult can you use different voices for the different characters
Friday: go to https://www.ruthmiskin.com/en/find-out-more/parents/ and watch cake-a-saurus. What cake or name would you make up for a cake or favourite food write some lovely adjectives to describe your food and put them into sentences.	Friday: What is your favourite food? Think of and talk about some lovely adjectives to describe your food and put them into sentences or tell your adult the sentences you have thought of. Some adjectives: baked, beautiful, chewy, chocolate, currant, decorated, delicious, enormous, fancy, favourite, frosted, giant, gooey, heavy, homemade, huge, iced, large, layered, lemon, light, little, made, moist, orange, pink, rich, round, second, shaped, short, small, smooth, soft, solid, special, spice, spiced, sponge, square, sticky, sweet, thick, thin, tiered, warm, white, wonderful, yellow

Maths

Daily: Complete some work from your Home Learning Pack or go onto https://whiterosemaths.com/homelearning/year-1/ . This website has a video for you to watch and then an activity to complete. If you cannot print the activity, look at the activity on your screen and answer on a piece of paper.
Additional Activity Monday: Time - learning about different times during the day. Talk about what you do during the day and what you do at night . Ask 1. When do you clean your teeth? 2. When do you wear pyjamas? 3. When do you go to sleep? 4. When do you get dressed? 5. When do you eat breakfast? 6. When do you brush your hair? 7. When do you wake up? 8. When do you watch television. 9. Do you have a wash? 10. When do you eat supper? You can go to twinkl Day-and-Night-Sorting-Activity or get your child to talk about these times or draw images one set of images for day and the another set of images for night e.g. at night I wear pyjamas/during the day I clean my teeth
Additional Activity Tuesday: Time learning about different times during the day. Talk about and put in the right order these times of the day: morning, evening, afternoon, dinner time, bath time, breakfast and lunch time . Talk to your child about these times in the days or draw images one images for each time and label or write a short sentence e.g. (first image) In the morning I like to wake up (second image) Then I have my breakfast
Additional Activity Wednesday: Time learning the days of the week. Talk about what you do or watch on certain days and put the days of the week in the right order. Monday Tuesday Wednesday Thursday Friday Saturday Sunday if you can go on twinkl and download the E book the zoo vet https://www.twinkl.co.uk/resource/the-zoo-vet-days-of-the-week-sequencing-activity-t-or-1143 or get your child to talk about the days or draw images one images for each day e.g. Monday I liked exercising with Joe Wicks. Tuesday, I enjoyed holding a sentence in Read Write Inc. Learn the days of the week song on you tube https://www.youtube.com/watch?v=8GKmCQOy88Y
Additional Activity Thursday: Time learning the seasons and how they follow one another. Talk about the different seasons and what happens in each. Spring – Easter and the leaves and plants start to grow green and flowers appear. Summer –it is warmer, and we visit the beach and wear shorts and t-shirts. Autumn –Halloween and the leaves fall off the trees. Winter –Christmas and it is cold and sometimes we get snow. https://www.youtube.com/watch?v=ksGiLalx39c song
Additional Activity Friday: Time learning the months of the year and how they follow one another and the season they are connected to. Talk about the different months: January February March April May June July August September October November December Spring March April May Summer June July August Autumn September October November Winter December January February

English

Monday: Write a Recipe Write or talk about what you need to make salt dough or find it on twinkl. https://www.twinkl.co.uk/resource/t-t-2544279-basic-salt-dough-playdough-recipe Write out the recipe how much do you need (1 cup of flour, ½ cup of salt and 1 cup of water) and how to make it . If you have the ingredients make a small batch of dough (put the flour and salt in a bowl first, then add the water, finally mix into a dough - if too sticky add a little more flour/if too dry a little more water). Keep in an airtight container
Tuesday: Label your model make a model of the Gruffalo or mouse with your salt dough then write or talk about the adjectives to go with your model (e.g. he has large yellow eyes - adjectives in tomorrow's work.)
Wednesday: Draw a Wanted Poster for the Gruffalo or the mouse What features does the Gruffalo or mouse have? Teeth eyes tails whiskers ears nose spikes fur (E.g. The Gruffalo has long sharp teeth and purple spikes on his back.)

Write or talk about what the Gruffalo or the mouse look like. What words can you use to describe them both or choose one. **Adjectives to help** brown, long, yellow, sharp, purple, large, terrible, white, pink, light brown.



Thursday: Book Review Write or talk about your favourite part of the book. Remembering to use some of the story words, draw a picture to go with your written work. (e.g. My favourite part in the Gruffalo is when he was really frightened and ran away from the tiny mouse.)

Friday: Diary What have you done this week Write or talk about the different parts of the day remembering to use some of the time words, and /or draw a picture to go with your written work. (e.g. When I awoke this morning I After breakfast I Today at lunchtime I This afternoon I in the evening I)

Topic

If you have a computer/iPad/phone to connect to the Internet:

Monday: D&T – twinkl - make a clock T-N-5481-KS1-Interactive-Clock-Games-_ver_4.pdf or make an analogue clock from a card circle or plate write the numbers in the right place and use 2 lolly sticks or card for the hands (making one smaller)

Tuesday:
<https://www.twinkl.co.uk/resource/au-p-3-what-makes-me-who-i-am-activity-sheet>

Wednesday:
<https://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/tornadoes>

Tornado in a bottle
 Can you create your own tornado in a bottle?

Thursday:
<https://www.twinkl.co.uk/resource/t-t-198-my-family-tree-worksheets>
<https://www.twinkl.co.uk/resource/t-c-7619-all-about-my-family-tree-and-leaf-activity-sheet> chose a family tree sheet to help you investigate your own history and where you come from.

Friday:
<https://www.twinkl.co.uk/resource/tgv2-t-19-how-to-draw-a-unicorn-video>
<https://www.twinkl.co.uk/resource/tgv2-t-18-how-to-draw-a-dinosaur-video-1>
<https://www.twinkl.co.uk/resource/tg-a-94-how-to-draw-an-elephant-animation>
 watch a how to draw video on twinkl and draw you own illustration for a favourite story or game

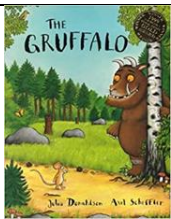
If you do not have a computer/iPad/phone to connect to the Internet:

Monday: D&T Make an analogue clock (a clock with hands) from a scrap piece of card cut into a circle or old plate help your child to write the numbers in the right place and use two lolly sticks or card for the hands (making one smaller)

Tuesday: RE/PSHCE – what makes me who I am? Discuss the similarities that I have with other children of different beliefs and within my community. Draw or paint an image of yourself and of someone else in your family what is the same...what is different. What makes me special?

Wednesday: Science/Geography - Tornado in a bottle
 Can you create your own tornado in a bottle? All you need is two bottles, a tube to connect the bottles, and some water. When you whirl the liquid in the top bottle, it creates a vortex as it drains into the bottom bottle. That's because as the water flows down, air must flow up, creating a spiralling tornado. You can even add glitter, food dye, or lamp oil to the bottle to make the tornado even cooler. Talk about what happened (it might be a good idea to do this experiment in a bath or sink - just in case!!!) If you have no bottles, fill a sink (or after a bath) and when you empty it swirl the water around the plug hole to make a tornado.

Thursday: History – Explore your family's past and create your own family tree draw images of each of the members of your family or talk about family members and help your child to create a family tree (including grandparents and great-grandparents if possible) you may have old photographs to help you. Use the family tree to help you investigate your own history and where you come from

Friday: Art - look at this illustration of a book  Draw your own illustration for this story or for a game or story you really enjoy. Make sure you include features in your drawing from the game or story. Explain what your drawing is all about to your adult. Have you forgotten anything? Does the image relate to the game or story? (Could you tell what it was all about from your drawing?) **Don't forget a title for your book** (what is your book going to be call)