

Year 1: w.b. 22nd February 2021

Remote Learning Arrangements and Termly Topic Grid

Year Group Updates and Reminders:

Whilst this February half-term will have been very different to previous ones given the current restrictions, we hope you have had a safe and enjoyable week. On Monday 22nd February, we look forward to resuming our remote learning offer until we receive further information from the Department for Education, following the Prime Minister's announcement on Monday, about the potential reopening of schools.

As we embark upon Spring Term 2, we would again like to take this opportunity to thank you for your support during this pandemic in assisting your child with their home learning. We do not under-estimate the challenges you may have faced. We look forward to continuing this partnership until our school can reopen.

Please stay safe and get in touch if you require any support. Mrs Gibbins and Miss Kohli.

We hope you have had a wonderful half term and, like us, are looking forward to the next half term. Polite reminder: Please ensure your child is in a quiet room for their live lessons with no background noise. If you have any questions about any of the tasks set or require support with anything please don't hesitate to send an email to our year group email address or if you prefer call the school office and we will return your call.

The Year 1 Team.

Year Group Email Address:

Reminder, your child's year group email address is:

ph.y1homelearning@perryhallmat.co.uk

Please use this, if you need to make contact with your child's year group staff.



Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers as Critical Workers are covering the same content as is outlined in this document within school. Reminder: Our PE day is Wednesday. When dropping off and collecting your child(ren), please ensure you continue to follow the one way systems in place and wear a mask when on site to protect yourselves and others.



Remote Learning Arrangements from w.b. 22nd February 2021:

Live Learning Sessions- Please note there will be no 2.45pm story session on Friday afternoons

Time	Subject	Access
9.30am	Phonics Mrs Harris' group	Teams: 20-30 minutes live session Followed by an independent phonics activity
9.30am	Phonics Mrs Dodd/Lockley's group	Teams: 20-30 minutes live session Followed by an independent phonics activity
10.00am	Phonics Mrs Banga's group	Teams: 20-30 minutes live session Followed by an independent phonics activity
10.00am	Phonics Mrs Jefferies group	Teams: 20-30 minutes live session Followed by an independent phonics activity
11.00am	Maths	Teams: 15-20 minute live session Followed by an independent maths activity






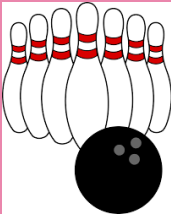


**When accessing live sessions, please ensure that the Home School Agreement is being followed.*

























	1DL or 1HH	
1.30pm	Introduction to your afternoon tasks 1DL or 1HH	Teams: 10 minute live session <i>Followed by independent daily tasks</i>
2.45pm	Story Time 1DL or 1HH	Teams: <i>Join your teachers for a story</i> (not on a Friday afternoon)

In addition to the activities outlined within our timetable above, please look out for Mr Boneham's sports videos for you to join in with. We will share these on our Teams page each Monday and Thursday.

Daily Timetable

In addition to the live teaching session timetable above, a weekly timetable will be uploaded to the Files section of Teams which will outline additional tasks that your child will need to complete. A copy of this has been inserted below for your reference.

w.b. 22.02.21	English- Writing 	Maths 	Science 	PSHE/wellbeing 
<u>Mon</u>	<p>We are continuing to look at the story 'Stick Man' by author Julia Donaldson. We have uploaded a PowerPoint version of the story to the Teams files or if you are working from a paper pack, there is a printed copy of the PowerPoint included. If you have the book at home you are welcome to use that instead.</p> 	<p>Today we would like you to complete the 'four-pin bowling' challenge.</p> <p>Explore the different ways you can make different amounts using your knowledge of addition facts to 10.</p> <p>Take your time!</p> 	<p>Go for a walk and look for animals around you. Using the key, fill in the information about each animal including which group of animals it belongs to.</p> 	<p>During this session for the whole of this week we would like you to go and do something you enjoy. It can be any activity that makes you feel happy and smile.</p> <p>Please then fill out your reflection slips each day for each different activity and if you can take some photos to go with it too that would be great.</p> <p>We can't wait to see what fun tasks you complete!</p> 

	<p>There are lots of words in the story which rhyme, can you point them out as you read the story?</p> <p>Task: Write a rhyming string of 3 words which rhyme with the word 'dog' then use your words in a sentence.</p>																				
<u>Tues</u>	<p><u>Informal and Formal letter writing</u></p> <p>Read today's PowerPoint presentation about the purposes of letter writing (it is uploaded on Teams or there is a printed copy if you are working from a paper pack)</p>  <p>Task: Answer the questions about different types of letters and how to set out an informal letter then sort the letters into the correct columns; formal or informal.</p>	<p>Today we would like you to solve the 'Gob-stopper' challenge.</p> <p>Can you use your new knowledge of money to explore which different coins you can use to make the same amount of money?</p> 	<p>Match the features to the animals by drawing lines.</p> <table><tr><td>feathers</td><td></td><td rowspan="6">   </td></tr><tr><td>4 legs</td><td></td></tr><tr><td>beak</td><td></td></tr><tr><td>tail</td><td></td></tr><tr><td>fins</td><td></td></tr><tr><td>wings</td><td></td></tr><tr><td>no legs</td><td></td><td></td></tr></table> <p>Do some features match more than one animal?</p>  <p>Do some animals have more than one feature on the list?</p>	feathers		   	4 legs		beak		tail		fins		wings		no legs			See Monday's box.	
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<p><u>Weds</u></p>	<p>In the story, Stick Man spends a long time away home. For today's task you will need to pretend that you are Stick Man and you will need to think about the point in the story where Stick Man is in the swans nest.</p> <p>Task: Write a letter home from Stick Man to his stick lady love and the stick children three to tell them all about what has happened to you so far and how you are feeling.</p>  <p>Remember the things you learnt yesterday about how to set out an informal letter. You can look at yesterday's PowerPoint again if you need to.</p>	<p>Today we would like you to investigate how many ways a bear can wear clothes in white, red and blue.</p> <p>Can you record this in the table provided and be careful not to write the same way twice?</p> 	<p>Answer the questions to compare each set of animals. You will need to think about which group the animals belong to, what features they have and their similarities and differences.</p>  <p>Tip: You can refer back to your animal groups key from Monday to help if you need to</p>	<p>See Monday's box.</p>	
<p><u>Thurs</u></p>	<p>A postcard is another type of informal letter. Choose one place Stick Man goes to in the story and create a post card from that place for him to send back home to the family tree.</p>	<p>Today we would like you to complete the 'Plant up the pots' challenge.</p> <p>You have 12 seeds. You can use as many pots as you like but you must put the</p>	<p>Can you name all of the animals and remember the scientific names for the animal groups?</p> <p>Today look at the pictures of the animals,</p>	<p>See Monday's box.</p>	



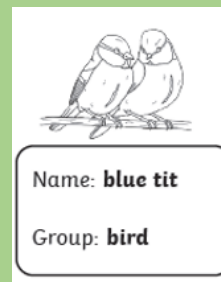
You can get creative and draw a picture on the front of your postcard of what the place looks like, then write your message on the other side.

same amount of seeds in each pot.

Can you draw pictures to show how many pots you could use? How many different ways are there?



then write the name of the animal and the group it belongs to next to each one.



Fri

Stick Man lives in the family tree. To finish the week draw your own family tree. You can add as many or as few of your family members as you like.

You should use today's task to focus on your presentation, try and make sure all of your letters are the same size and formed correctly. You should also remember capital letters for names.



Today we would like you to complete the 'coloured shapes' challenge.

Can you follow the given clues and colour each shape correctly?



Have a go at answering the questions about what we have learnt about animals and animal groups so far.

See Monday's box.

Reminder: Remote Learning Home School Agreement (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

School will...

- Provide a mixture of live lessons, independent activities and other relevant tasks to continue learning at home
- Respond to any home learning activities submitted through the year group email address
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues— please email the year group email address to request support.

Pupils will...

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete follow-up activities to practice skills
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the *live Teams sessions are not recorded or photographed* in any way.

Please email the following statement into your child's year group email address: ph.y1homelearning@perryhallmat.co.uk

"I, the parent/carer, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."

**You only need to email the above permission statement if you have not already done this previously.*

Year 1 - Spring 2 – Jetsetters



This grid outlines the knowledge and skills that Year 1 children will gain throughout this term's topic.

As readers we will:

- Read accurately by blending sounds.
- Make inferences based on what has been said and done.
- Listen to and discuss a wide range of stories including non-fiction and poetry.
- **Be able to retrieve information from a text**



As mathematicians we will:

- Explore the place value of numbers **to 100 and beyond**
- **To use positional language**
- **To solve multi-step problems**
- **To begin to know about fractions**



As writers we will:

- Compose sentences orally to ensure they make sense.
- Make sure we use capital letters, finger spaces and full stops consistently.
- Join sentences using connectives including and, but and so.
- **Begin to use adverbs of time in our writing**
- **Be able to retell a story with a clear beginning, middle and end**

As scientists we will:

- Ask simple scientific questions.
- Use simple equipment to make scientific observations.
- Suggest what have found out using our observations.
- **To know about different kinds of animals, including humans**



As historians we will:

- Sequence events in chronological order.
- Describe similarities and differences.
- Identify different ways to represent the past.
- Learn about the significant lives of people from the past.
- **Learn about the history of transport**

As geographers we will:

- Practise our mapping skills.
- Look at physical and man-made features.
- **Learn about different countries**



As designers we will:

- Plan and design our own product.
- Make a product using the correct materials.
- Test and evaluate our completed product.



As artists we will:

- Develop a wide range of art techniques in using colour, pattern, texture and shape.
- Investigate a range of Art medium.
- Learn about the work of a range of artists and designers and their similarities and differences.



As musicians we will:

- Listen to and appraise a piece of music.
- Begin to recognise the features of folk music.
- Explore different styles of music.

In PE we will:

- Learn how to catch and throw a ball accurately.
- Begin to take part in collaborative team games.
- Explore how to move and control a ball in different ways.

In computing we will:

- Practise logging on and navigating independently.
- Begin adding pictures and texts to my work online.

In Spanish we will:

- Practise counting 1-10.



- Recall colour names.
- Say 'hello' and 'goodbye'.

In RE we will:

- Consider the purpose of prayer.
- Look at the meaning of the lord's prayer.
- Understand why Jesus prayed and suggest why others might pray.