Class: 1  
Week: 7  
Topic: Brilliant Bodies

Maths: This week we are revising length and measure. The children will begin the week looking at comparing and measuring length and heights using non-standard measures (objects like hands, pencils, cubes, etc). Encourage your child to just choose objects that are the same so if it’s lego, use a 4 brick and only other 4 bricks! You can discuss that this is important when measuring because it could give a less accurate measurement otherwise. The White Rose videos go on to cover introducing weight and mass, which we have already covered! Lesson 4 & 5 are focused on 3D shapes instead.

You will find videos on the White Rose Hub website that have been designed specifically for those ‘Home Learning’. The related activities are in the Maths Lesson Activities folder on J2E as PDFs and J2e5 documents. https://whiterosemaths.com/homelearning/year-1/

English: This week is all about the 5 senses! We will look at poetry this week; first children will learn and recite a senses poem as a model text, before moving on to plan and write their own senses poem.

Handwriting:
When writing, children should hold a pencil correctly (see below image) and sit up comfortably on their chair with both feet on the floor.
Sky (ascending) letters: all capital letters and, t, l, h, d, b, f*, Grass (smaller) letters: w, e, r, u, I, o, s, x, c, v, n, m, Ground (descending): q, y, j, g, f*  
f is a slight ascender and a slight descender.

Phonics and Reading:
Read Write, Inc. guide for parents: https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/  
Phonics sounds slideshow (with sound): https://www.oxfordowl.co.uk/api/interactives/26334.html  
Pure sounds videos: https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video  
E-book showing pronunciation: https://www.oxfordowl.co.uk/api/interactives/26334.html  
Practice sheets for each sound: https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/#set3ssps  
Story Teller videos: https://home.oxfordowl.co.uk/storyteller-videos/  
*Audible is now offering free stories for children: https://stories.audible.com/start-listen  

Poetry Share: Elephant Walking by Clive Sansom
We're swaying through the jungle  
Dizzy with the heat,  
Searching for a water-hole  
To cool our heavy feet.

Trample on the grasses;  
Then stop and breathe the scent  
Of flower and leaf- and tiger!  
And we watch the way he went.

Then on again we stumble,  
Searching for a drink;  
We find a spilling river,  
And into we sink.

By Clive Sansom
**Home Learning Timetable**

**Class:** 1  
**Week:** 7  
**Topic:** Brilliant Bodies

<table>
<thead>
<tr>
<th><strong>Monday 18th May 2020</strong></th>
<th><strong>1:00 - 3:10</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>9:00 - 9:30</strong></td>
<td><strong>11:00 - 12:00</strong></td>
</tr>
</tbody>
</table>
| **Phonics:** say the sound, then the rhyme  
**oe, oe- touch your toes!**  
Read and write these words: toe road toad doe | **English:** English: Read and learn the poem, record yourself reciting the poem  
**Senses**  
Walking in the countryside...  
I can see tall trees swaying in the gentle breeze.  
I can hear footsteps as I walk along the muddy track.  
I can touch the soft feathers from the singing birds.  
I can taste the wild garlic growing in the shade  
I can smell pongy manure on the farmer’s field! |
| **9:30 - 10:30** | **Play time:** 10:30 - 11:00 |
| **Maths lesson 1 - compare length and height**  
Children use and understand the language of length such as long, longer, short, shorter, tall, taller.  
They recognise this language will change depending on what type of length they are describing and comparing.  
Children understand that height is a type of length. They should also be exposed to lengths that are equal to one another.  
Are we measuring the height or length of something? What is the same? What is different?  
**Can you compare length and height?**  
**Tricky:** Can you describe the length or height of a person or object using the words ‘longer’ or ‘shorter’?  
**Trickier:** Can you compare length and height using the words ‘longer’, ‘taller’ or ‘shorter’?  
**Trickiest:** Can you explain your reasoning? Can you solve problems using what you know?  
Eva thinks the pencils are the same length.  
How can Eva check if she is correct? | **Poetry Share: Elephant Walking by Clive Sansom**  
**Guided Reading (15 minutes):** Suggested time to share a book.  
**Handwriting (15 minutes):** |
| **10:30 - 11:00** | **1:05 - 1:10** |
| **In class we would use BSL signs to help us recite a poem. See Shared Files- English Lesson Activities for a video of me reciting the poem with some signs.**  
**Can you**  
**Tricky:** Can you remember some key words or phrases from the poem?  
**Trickier:** Can you recite the most of the poem in the correct order?  
**Trickiest:** Can you recite the poem confidently, using expression to hold your audience’s attention? | **Science:**  
**Can I say which parts of my body I use to see, hear, taste, smell and feel?**  
Use the 5 Senses powerpoint in Shared Files- Class 1- Topic- Week 7 to learn about the 5 senses.  
**Activity:** Use the Senses Lesson 1 worksheet to write about each sense and draw a picture to show how you can use each sense.  
Children will:  
- name the senses  
- know what their senses do  
- know which body parts they use for each sense  
- name things they do with each sense | **Lunch: 12:05 - 1:00**  
**Home** |
## Home Learning Timetable

**Class:** 1  
**Week:** 7  
**Topic:** Brilliant Bodies

### Tuesday 19th May 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Phonics: say the sound, then the rhyme: <em>ie, ie- I like pies</em></td>
</tr>
<tr>
<td></td>
<td>Read and write these words: <em>pies, tries, cried, lied</em></td>
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<tr>
<td></td>
<td>Play Time: 10:30 – 11:00</td>
</tr>
<tr>
<td>9.30 - 10.30</td>
<td><strong>Lesson 2 – Measure length (1)</strong></td>
</tr>
<tr>
<td></td>
<td>Children use non-standard units, such as cubes, hands and straws to measure length and height. Ensure children understand the units they use need to be of equal length.</td>
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<tr>
<td></td>
<td>Children recognise that longer non-standard units are more suitable for measuring the length and height of longer/taller objects.</td>
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<td></td>
<td>Children need to understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement.</td>
</tr>
<tr>
<td></td>
<td><strong>Can you measure length and height?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tricky:</strong> Can you use objects to measure length and height?</td>
</tr>
<tr>
<td></td>
<td><strong>Trickier:</strong> Can you measure and compare length and height using objects?</td>
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<td></td>
<td><strong>Trickiest:</strong> Can you explain your reasoning? Can you solve problems using what you know?</td>
</tr>
<tr>
<td></td>
<td>Whitney measures the length of two toys.</td>
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<td></td>
<td>![Image of toys]</td>
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<tr>
<td></td>
<td>She says, &quot;The toys are the same length.&quot;</td>
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<td></td>
<td>Do you agree with Whitney? Explain your answer.</td>
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<tr>
<td>11:00 - 12:00</td>
<td><strong>English - Go for a 5 Senses walk</strong></td>
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<td></td>
<td>At school we would just a stick with a piece of string or wool tied around one end. We then walk the school grounds collecting bits and bobs we find that remind us of our five senses. For each item you find, hold it against the stick and wrap the string tightly round it. Continue like this until you’ve arrived back at home again. If you can’t go for a walk outside, you could look in your garden instead. If you don’t have a garden, you might stand on the front doorstep and collect things from there! Try to collect at least 1 item for each sense to make sure you have enough to write from. <strong>Please try not to pick living plants.</strong> Possible stick contents: <em>Leaves, flowers, litter, herbs, stones, bark</em> Have a discussion about the items you’ve bound to the stick. Why these things? Which sense did each item remind you of? Why? For writing practise, you could write sentences about the objects you’ve collected. Now keep the stick safe; we will use our senses sticks to help with writing this week!</td>
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<tr>
<td></td>
<td><strong>Can you go on a 5 senses walk and collect something for each sense?</strong></td>
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<tr>
<td></td>
<td>![Image of object]</td>
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<td></td>
<td>No stick or string? You could use a box, bag or tub! Anything that is suitable for collecting that you have on had will do fine.</td>
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<tr>
<td>1:00 - 3:00</td>
<td><strong>Poetry Share:</strong> Elephant Walking by Clive Sansom</td>
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<td><strong>Guided Reading:</strong> Suggested time to share a book.</td>
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<td></td>
<td><strong>Handwriting (15 minutes):</strong> phonics words.</td>
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<td></td>
<td><strong>Music:</strong> Can you listen to and learn the 5 senses song?</td>
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<td>You might like to record yourself singing it to hear how you sound! Here are two links to the same song:</td>
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<td><a href="https://www.youtube.com/watch?v=MtwV9Mi_aNk">https://www.youtube.com/watch?v=MtwV9Mi_aNk</a></td>
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<td>To the tune of ‘If you’re happy and you know it’ Five Senses Song</td>
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<td></td>
<td>When you look and when you see use your eyes,</td>
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<tr>
<td></td>
<td>When you listen and when you hear use your ears,</td>
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<tr>
<td></td>
<td>When you touch and when you feel use your hands…</td>
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<tr>
<td></td>
<td>When you eat and when you taste use your tongue…</td>
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<tr>
<td></td>
<td>When you sniff and when you smell use your nose…</td>
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</tbody>
</table>
# Home Learning Timetable

**Class:** 1  
**Week:** 7  
**Topic:** Brilliant Bodies

## Wednesday 20th May 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **9:00-9:30** | **Physics:** say the sound, then the rhyme  
wh, wh - ‘Where’s my wheel?’ (or Where’s Miss White?)  
**Read and write these words:**  
white  
when  
which  
whirl  
[https://www.youtube.com/watch?v=WeIbtzh-ALM](https://www.youtube.com/watch?v=WeIbtzh-ALM)  
Can you write a sentence or question using the tricky words you practised? |
| **9:30-10:30** |  
**Lesson 3 – Measure length (2)**  
Children build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler.  
They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm.  
**Can you measure length and height?**  
**Tricky:** Can you use cm to measure length and height?  
**Trickier:** Can you measure and compare length and height using cm?  
**Trickiest:** Can you explain your reasoning? Can you solve problems using what you know?  
[https://whiterosemaths.com/homework/year-1/](https://whiterosemaths.com/homework/year-1/)  
Teddy measures the length of the pencil.  
![Teddy measures the length of the pencil](image)  
He says,  
The length of the pencil is 10 cm.  
Do you agree with Teddy? Explain why.  
[https://www.youtube.com/watch?v=WeIbtzh-ALM](https://www.youtube.com/watch?v=WeIbtzh-ALM)  
Can you write a sentence or question using the tricky words you practised? |
| **11:05-12:05** | **English:** Use the template to plan a poem (shared  
Files- English Lesson Activities)  
Today it’s time to plan your own senses poem! This will be part of a class collection of poetry that we can share on our blog. You might like to add in extra details, but remember to include every sense.  
**Can you plan your own senses poem using your senses stick to help you?**  
**Can you write sentences using Year 1 grammar targets?**  
**Tricky:** Can you think of and write a short sentence for each sense?  
**Trickier:** Can you think of and write a detailed sentence for each sense?  
**Trickiest:** Can you include some adjectives or adverbs to make your writing exciting?  
Can you use capital letters and correct capital letters and full stops in most sentences? |
| **1:00-3:10** | **Poetry Share:** Elephant Walking by Clive Sansom  
**Guided Reading:** Suggested time to share a book.  
**Handwriting (15 minutes):** phonics words.  
**Outdoor Learning/ Science:** Miss Daniel is posting on the school blog, please follow along for activities for this afternoon!  
In case you can’t find it, come rain or shine, please try to spend time outdoors observing the changing seasons and looking for changes in plants. You could also look for and record signs of wildlife. Take photos. Draw pictures (or sketches) of habitats (homes), or tracks (like footprints). Sketch or paint the same tree or plant every week and see how it changes! |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Phonics: say the sound, then the rhyme ph, ph-funny photograph!</td>
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<tr>
<td>9:30-10:30</td>
<td>Lesson 4 – introduce 3D shapes Use the teaching PowerPoint in the Maths file to name and talk about 3D shapes.</td>
<td>Today’s activity is a 3D shape colouring sheet and can be extended with the Mastery cards also in the maths file.</td>
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<tr>
<td>10:30-11:00</td>
<td>Play Time: 10:30 – 11:00</td>
<td>Can you recognise and name common 3D shapes?</td>
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<tr>
<td>11:00-12:00</td>
<td>English: Write your new poem</td>
<td>This lesson you will be writing your own poem using your plan from yesterday. You might need to change the word ‘countryside’ to garden, village or town! Look carefully at the layout of the model poem (Monday). What do you notice about how the poem looks? Can you make your poem look the same? For an extra writing challenge can you write a second poem with a different setting? You might try a beach, a swimming pool, a café, or other place you remember going before the lockdown. Can you write a Senses poem using your plan? For a tricky challenge can you sound out all words carefully and spell some CVC words correctly? Can you spell some words you know correctly? Can you use full stops and capital letters correctly in many of your sentences? For trickiest challenge can you use capital letters and the correct ending punctuation in most of your writing? Can you use adjectives to describe and add detail in your poem?</td>
</tr>
<tr>
<td>1:00-3:10</td>
<td>Poetry Share: Elephant Walking by Clive Sansom</td>
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<td></td>
<td>Guided Reading: Suggested time to share a book.</td>
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<td>Handwriting (15 minutes): Use your phonics words to write sentences.</td>
<td>Remember the non-negotiables.</td>
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<td>Geography: Can you create a map of your garden (or another outside space) using symbols and a key?</td>
<td>Come up with map symbols for each area you wish to show on the map. You might use blue wavy lines to show water, and tall green spikes to show trees for example. Try to use symbols rather than drawing exactly what you can see! You might need to take a photograph of the outside area if you can’t stay there long enough to finish your map. If this is too tricky in your space, you could visit a park (you don’t need to go inside) or use a room in your house instead.</td>
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</table>

**Tricky Words:** Phase 4

https://www.youtube.com/watch?v=R087lYrRpqY

Can you write a sentence or question using the tricky words you practised?
### Home Learning Timetable

**Class:** 1  
**Week:** 7  
**Topic:** Brilliant Bodies

**Friday 22nd May 2020**

<table>
<thead>
<tr>
<th>9:00-9:30</th>
<th>9:30-10.30</th>
<th>11:00-12:00</th>
<th>1:00-3:10</th>
</tr>
</thead>
</table>
| **Phonics:** say the sound, then the rhyme  
*au, au* - launch the leaves in autumn!  
**Read and write the following words:**  
autumn  
launch  
cause  
haul  
August  
**Tricky Words:** Phase 4  
https://www.youtube.com/watch?v=R087IYrRpgY  
Can you write a sentence or question using the tricky words you practised?  
**Maths:** Lesson 5 – 3D shapes  
(White Rose)  
Recap 3D shapes using the PowerPoint if you need to.  
Today use the White Rose resources for 3D shapes!  
Remember to turn the pages to find the trickier and trickiest questions.  
**Can you recognise and name 3D shapes?**  
**Can you recognise and name common 3D shapes?**  
**Tricky:** Can you name some common 3D shapes?  
**Trickier:** Can you name common 3D shapes?  
**Trickiest:** Can you solve problems using what you know about 3D shapes?  
Can you explain your thinking?  
**Play Time:** 10:30 – 11:00  
**Can you learn and recite your new poem?**  
Tricky: Can you remember and talk about the poem you wrote yesterday?  
Trickier: Can you learn and recite your poem?  
Can you speak clearly so other children and adults can hear you?  
**Trickiest:** Can you recite your poem confidently, using expression in your voice?  
Can you stand still (only moving your hands for signs) whilst you recite your poem?  
**English:** Learn the poem and record yourself telling it off by heart  
I would love to collect your sense poems to share with the class! For this lesson, the focus is on re-reading your own work. Read your poem from last lesson, does it make sense? Do you need to edit your spellings or punctuation? Can you add any details? When you are happy with the poem, please make a video or audio recording of your poem and put it on J2E!  
Please let me know with a learning conversation if you are happy for your video to be shared with Class 1 (not on the public blog, but just for Class 1 to see) so I can share all those who would like to be shared.  
**Poetry Share:** Elephant Walking by Clive Sansom  
**Guided Reading:** Suggested time to share a book.  
**Handwriting (15 minutes):** Use your phonics words to write sentences. Remember the non-negotiables:  
<table>
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<th>A</th>
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<tbody>
<tr>
<td>a</td>
<td>b</td>
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<tr>
<td>c</td>
<td>d</td>
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<tr>
<td>e</td>
<td>f</td>
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</table>

**Art:** Can you discuss the work of Andy Goldsworthy?  
Look at the photographs of Andy Goldsworthy’s transient art (J2e- Shared Files- Class 1- Topic-Week 7). We started looking at Andy Goldsworthy before lockdown, what can you remember about him? What makes his art special or different? Do you like transient art?  
Label the pictures to explain how you feel about each piece of art. Turn the page in the bottom corners to see more examples. Try to use the speaking frame below to respectfully share your ideas.  
**Speaking frame:**  
I liked... about it because...  
I’m not so keen on... because...  
If I did this, I would...