








St Margaret's-at-Cliffe CP School - Class 1 w/c: 08.02.21



Hello Year 1 and welcome to week 6 of our home learning. Please keep in touch and send us your learning via our class email C.Class1@st-margarets-dover.kent.sch.uk we love to see all the wonderful things you are doing at home. Stay safe and look after each other.

With love from Mrs Hoile and Mrs Wallis

	Monday	Tuesday	Wednesday	Thursday	Friday																																																					
<div>Maths</div> <div></div>	<div>Learning goal : to find one more and one less with numbers to 50</div> <div><table border="1"><thead><tr><th>One less</th><th>Number</th><th>One more</th></tr></thead><tbody><tr><td></td><td>31</td><td></td></tr><tr><td>31</td><td></td><td></td></tr><tr><td></td><td></td><td>31</td></tr><tr><td>47</td><td></td><td></td></tr><tr><td></td><td></td><td>47</td></tr></tbody></table></div> <div>Watch the video here:</div> <div>Spr1.6.1 - One more one less on Vimeo</div> <div>Practise counting and talking about numbers to 50. Complete the activity sheet on the planning below.</div> <div><div>Let's build 23 and find one more</div><div><table border="1"><tr><td>●●●●●</td><td>●●●●●</td></tr><tr><td>●●●●●</td><td>●●●●●</td></tr><tr><td>●●●</td><td></td></tr></table></div></div>	One less	Number	One more		31		31					31	47					47	●●●●●	●●●●●	●●●●●	●●●●●	●●●		<div>Learning goal : to compare objects (amounts) within 50</div> <div><div><table border="1"><tr><td>●●●●●</td></tr><tr><td>●●●●●</td></tr><tr><td>●●●●●</td></tr></table></div> > <div><table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div></div> <div>Watch the video here:</div> <div>Spr1.6.3 - Compare objects to 50 on Vimeo</div> <div>Practise comparing sets of objects with numbers to 50. Complete the activity sheet on the planning below.</div> <div><div><table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> > <div><table border="1"><tr><td>●●●●●</td><td>●●●●●</td></tr><tr><td>●●●●●</td><td>●●●●●</td></tr><tr><td>●●●●●</td><td>●●●●●</td></tr></table></div></div>	●●●●●	●●●●●	●●●●●																					●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	<div>Learning goal : to compare numbers within 50</div> <div>Watch the video here:</div> <div>Spr1.6.4 - Compare numbers within 50 on Vimeo</div> <div><div><div>2Dos</div></div></div> <div>Click below and login to Purple Mash to find your 2Do to compare numbers within 50</div> <div><div>Comparing numbers</div><div>29 > 4</div></div> <div>Purple Mash by 2Simple</div>	<div>Learning goal : to order numbers within 50</div> <div>Watch the video here:</div> <div>Spr1.6.5 - Order numbers within 50 on Vimeo</div> <div><div><div>2Dos</div></div></div> <div>Click below and login to Purple mash to find your 2Do to order numbers within 50</div> <div><div>Ordering Numbers</div><div></div></div> <div>Purple Mash by 2Simple</div>	<div>Non-screen Friday!</div> <div>Please see the separate timetable of activities to choose from for today.</div> <div></div>
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Phonics Learning goal: to revise the new phase 5 sounds learnt this term
 Purple Mash link: [Purple Mash](#) and click on the '2Do' tab to find the tasks assigned below

Phonics and reading



Phonics play
 username:
 jan21
 password:
 home

Monday

Watch this clip to [Revise phase 5 sounds](#)



On Purple Mash, complete this 2do set for you. Choose either ay or ou to make a real word.

Tuesday

Play the: [Flash cards speed trial](#) with sounds from phonics phase 3 and 5A



On Purple Mash, complete this 2do set for you. Choose either ie, ea or oy to make a real word.

Wednesday

Watch this clip to [Revise phase 5 sounds](#)



On Purple Mash, complete this 2do set for you. Choose either ir or ue to make a real word.

Thursday

Choose the 1 minute or 2 minute timer: [Flashcards Time challenge](#) How many can you remember?



On Purple Mash, complete this 2do set for you. Choose either aw or ew to make a real word.

Friday

Non-screen Friday!

Please see the separate timetable of activities to choose from for today.



February 9th is Safer Internet Day, an annual celebration which aims to raise awareness of emerging online issues and concerns among children and young people. BBC Teach is marking the event with [lots of online resources](#); a brand new Live Lesson, check out [BBC Own It](#) for tips and advice about online safety.



Click here to join the live lesson:





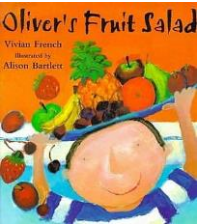




[Safer Internet Day - Live Lesson - BBC Teach](#) The lesson will be available at **11am on February 9th**

At the end of the planning is an activity sheet to support thinking about internet safety.

Safer Internet Day takes place every February



		Monday	Tuesday	Wednesday	Thursday	Friday
<div>English</div> <div></div>		English learning goal this week: to apply our phonics into our writing The daily task repeats this week, each day with a new set of letters. We would like the children to practise putting the new sounds they have learnt into words and sentences.				
		<p>Draw write and colour - using the sound 'ay' - sheet attached below</p> <p>Now think of a sentence that has a word with the 'ay' sound in (you will be writing 5 in total)</p> <p>Say your sentence to a grown up. Are your words spelt with an 'ay'?</p> <p>Now write the sentence using your phonic skills. Remember to use finger spaces, a capital letter and a full stop.</p> <p>Read you sentence, does it say what you wanted it to?</p> <p>Repeat until you have 5 sentences!</p>	<p>Draw write and colour - using the sound 'ou' - sheet attached below</p> <p>Now think of a sentence that has a word with the 'ou' sound in (you will be writing 5 in total)</p> <p>Say your sentence to a grown up. Are your words spelt with an 'ou'?</p> <p>Now write the sentence using your phonic skills. Remember to use finger spaces, a capital letter and a full stop.</p> <p>Read you sentence, does it say what you wanted it to?</p> <p>Repeat until you have 5 sentences!</p>	<p>Draw write and colour - using the sound 'oy'- sheet attached below</p> <p>Now think of a sentence that has a word with the 'oy' sound in (you will be writing 5 in total)</p> <p>Say your sentence to a grown up. Are your words spelt with an 'oy'?</p> <p>Now write the sentence using your phonic skills. Remember to use finger spaces, a capital letter and a full stop.</p> <p>Read you sentence, does it say what you wanted it to?</p> <p>Repeat until you have 5 sentences!</p>	<p>Draw write and colour - using the sound 'ie' - sheet attached below</p> <p>Now think of a sentence that has a word with the 'ie' sound in (you will be writing 5 in total)</p> <p>Say your sentence to a grown up. Are your words spelt with an 'ie'?</p> <p>Now write the sentence using your phonic skills. Remember to use finger spaces, a capital letter and a full stop.</p> <p>Read you sentence, does it say what you wanted it to?</p> <p>Repeat until you have 5 sentences!</p>	<p>Non-screen Friday!</p> <p>Please see the separate timetable of activities to choose from for today.</p> <div></div>

	<p>This week our foundation subject is Design technology. Our topic is fruit- designing and making a delicious fruit salad. We will be using Purple Mash for some of our learning this week - We have previously sent your child's username and picture password via e-mail. https://www.purplemash.com/sch/stm-at-cliffe</p>				
<p>Foundation subject - Design Technology</p> 	<p>Learning goal: to recognise, name and record a variety of fruit</p>  <p>Go to Purple Mash and find your 2Do - Can you draw a bowl of fruit using the correct colours?</p> <p>Click below to identify and label the fruits</p> <p>Access this lesson using pin code: UP7401 at Twinkl Go</p>	<p>Learning goal: to use our senses to explore fruit</p>  <p>Using the activities on the planning below, identify, colour and label some different fruits. (choose one picture) Then choose one fruit to draw - outside and inside the fruit. Use your senses and record your ideas on the activity below</p>	<p>Learning goal: to design and record a plan (recipe) for a fruit salad</p>  <p>Designing a Fruit Salad Using the recording sheet on the planning below, talk about your favourite fruits and the fruits you will use in your design of a fruit salad. How many fruits? Will you include some fruit juice?</p>	<p>Learning goal: to make and evaluate my fruit salad</p>  <p>It is time to make your design! Look at your plan and start making your fruit salad. When you are happy with it, it is time to taste test! Ask your family what they think too. Complete your evaluation activity on the planning below. Yummy!</p>	<p>For a little inspiration we have included this link to a story about fruit salad:</p> <p>Oliver's Fruit Salad A Read Aloud Storybook For Kids About Healthy Eating - YouTube</p> <p>Enjoy a storytime together, eating your own fruit salad!</p> 
<p>P.E. Physical Education</p> <p>Cosmic Yoga</p>	<p>Cracker The Dragon Of Wonder A Cosmic Kids Yoga Adventure! - YouTube</p> 	<p>Mike The Cosmic Space Monkey A Cosmic Kids Yoga Adventure! - YouTube</p> 	<p>Cracker The Dragon Of Wonder A Cosmic Kids Yoga Adventure! - YouTube</p> 	<p>Mike The Cosmic Space Monkey A Cosmic Kids Yoga Adventure! - YouTube</p> 	<p>Non-screen Friday!</p> <p>Please see the separate timetable of activities to choose from for today.</p>

Monday - one more and one less within 50

If you have Lego pieces, pasta or buttons out whilst your child completes the math video and activities - ask them to make the number using objects first, checking how they count and represent the numbers with accuracy.

One more one less

White
Rose
Maths

1 Use counters or cubes to make each number.

- a) one more than 21
- b) one more than 34
- c) one less than 41
- d) one less than 30

2 Use different colours to show each number on the grid.

- a) one less than 17 c) one more than 39
- b) one more than 26 d) one less than 50

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

3 Fill in the missing numbers.

One less	Number	One more
	31	
31		
		31
47		
		47

4



Whitney

My number has 4 tens. One more than my number would make the tens digit change.



Dexter

My number is one more than forty-five.

We have included some more ten frames to support the learning goals in maths this week. Ten frames can be filled using buttons, Lego pieces or dry pasta.

This week they could be useful to model and talk about find one more or one less. They may also be helpful when comparing sets of objects.

- 1 a) Draw counters to show the apples.



- b) Draw counters to show the children.



- c) Complete the sentences.

There are apples.

There are children.

There are fewer _____ than _____

- d)

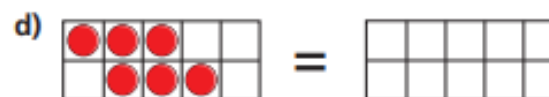
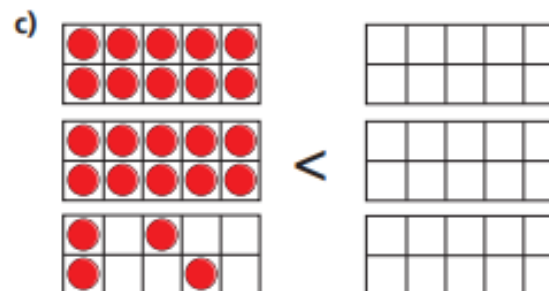
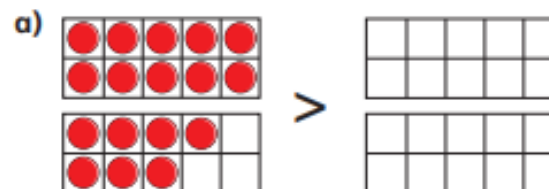


All the children can have one apple.

Is Teddy correct?



- 2 Draw counters to make the statements true.



Is there more than one answer for each?



ay My Phonic Sounds

crayon



pay

day

play

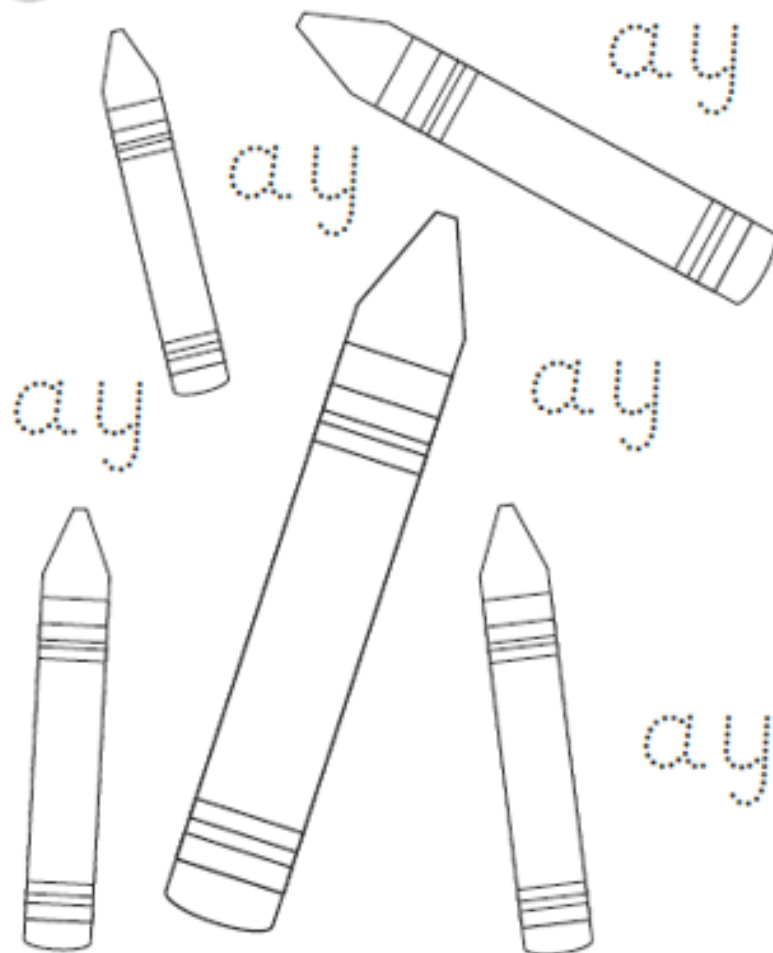
hay

Trace the sound

Say the sound

draw the word

ay Colour in the crayons



Trace the sound

Say the sound

ou Colour in the clouds

ou



ou



ou



ou

Trace the sound

Say the sound

ou My Phonic Sounds

sprout



out

found

cloud

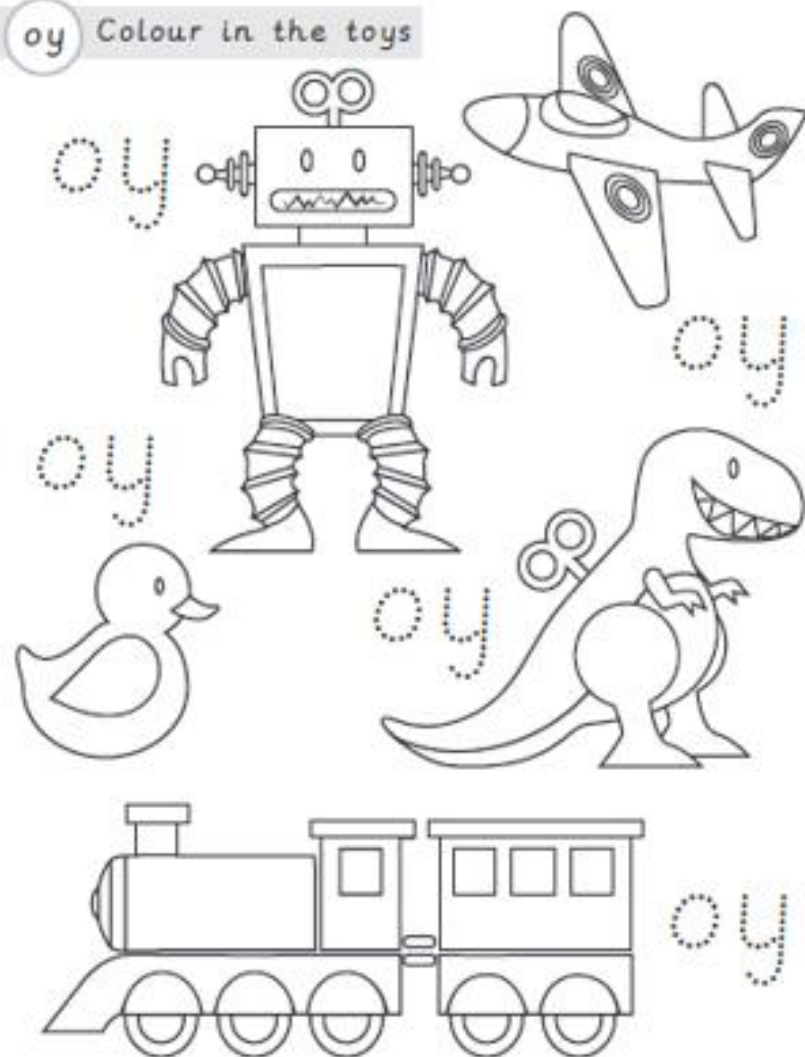
loud

Trace the sound

Say the sound

draw the word

oy Colour in the toys



Trace the sound

Say the sound

oy My Phonic Sounds



enjoy

boy

toy

oyster

royal

Trace the sound

Say the sound

draw the word

Thursday English Task

ie Decorate the ties



ie

ie



ie



ie

ie

Trace the sound

Say the sound

ie My Phonic Sounds

replied

How are
you?

I'm fine
thank you.

pie

tie

cried

fried

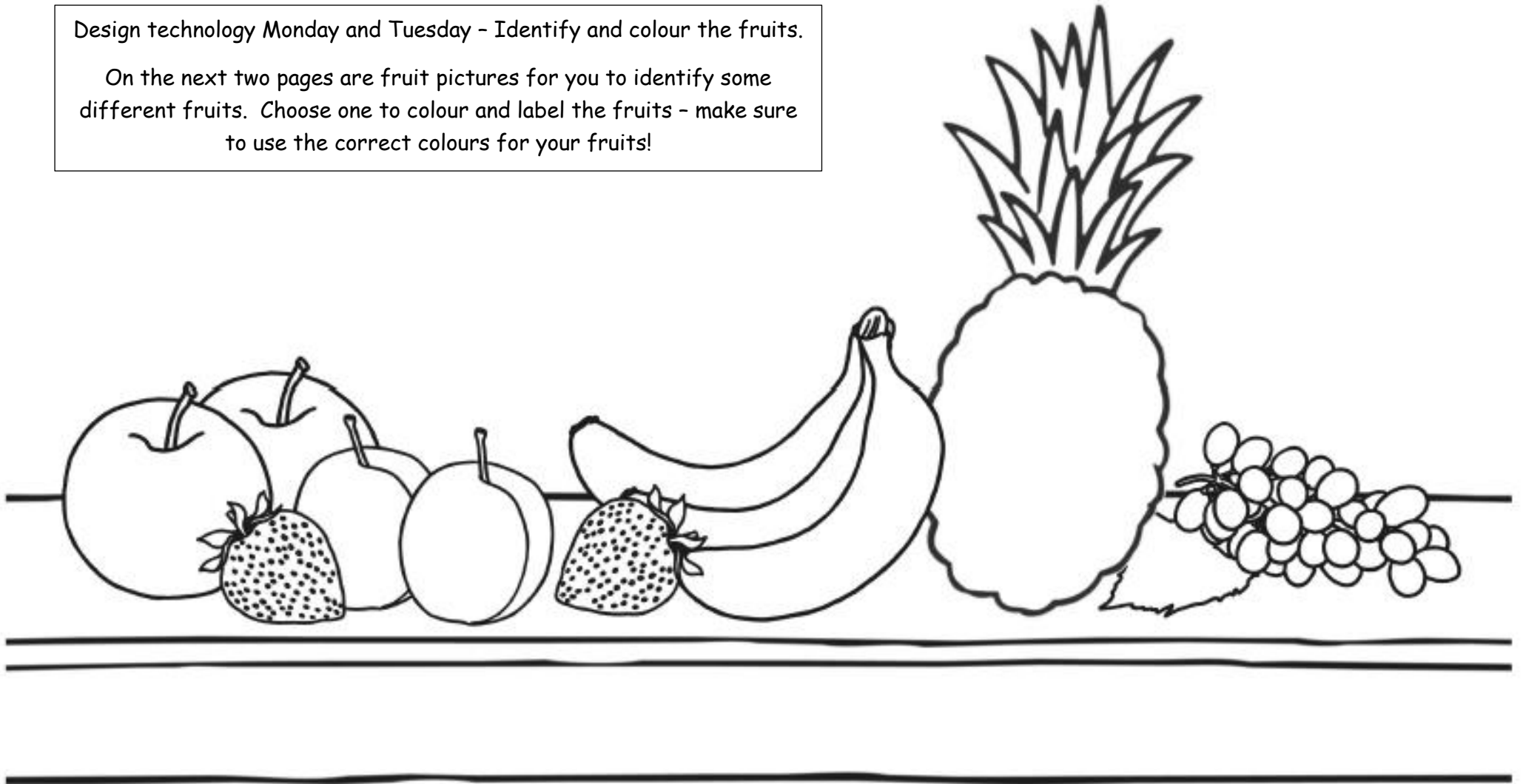
Trace the sound

Say the sound

draw the word

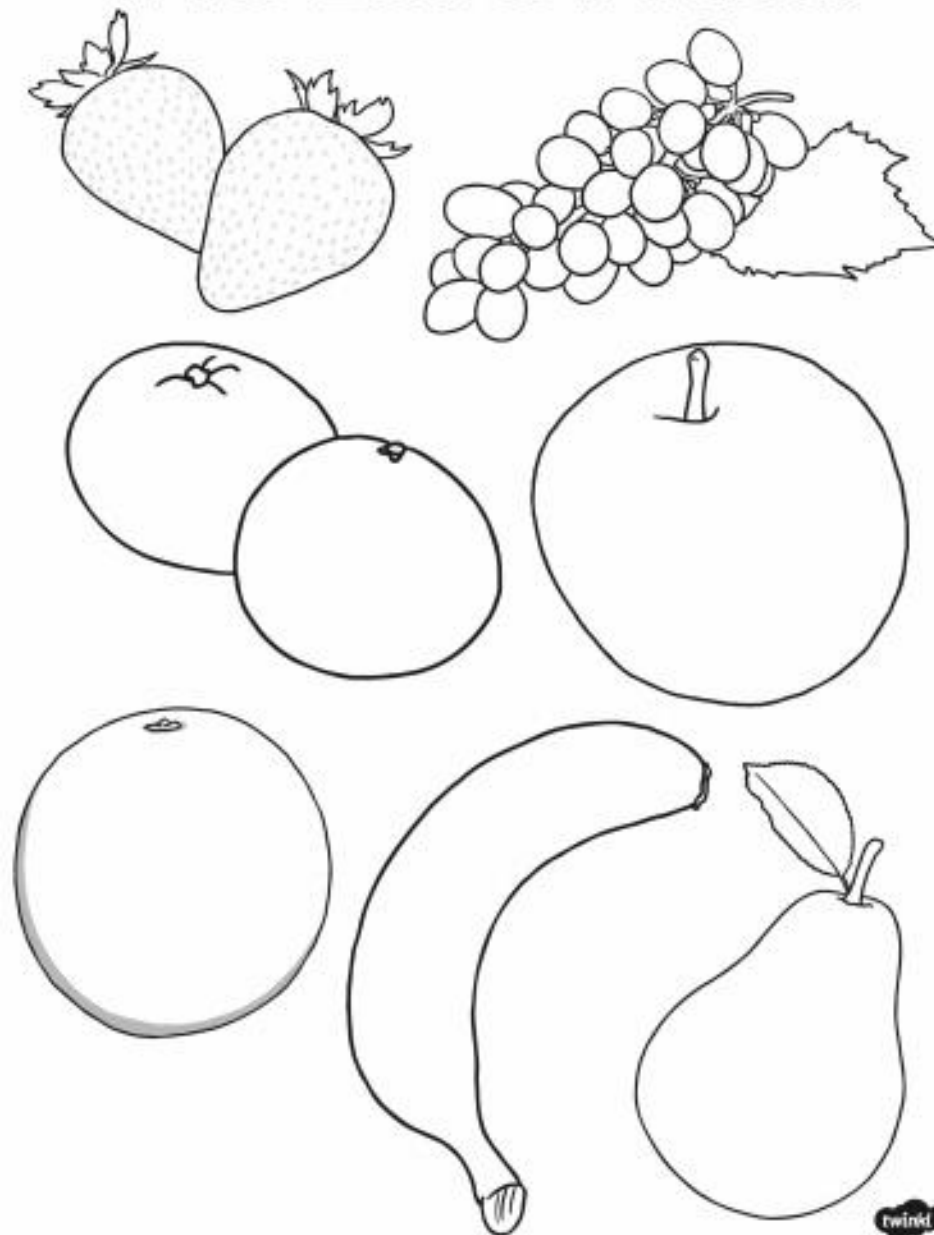
Design technology Monday and Tuesday - Identify and colour the fruits.

On the next two pages are fruit pictures for you to identify some different fruits. Choose one to colour and label the fruits - make sure to use the correct colours for your fruits!



Monday or Tuesday - Can you colour and label these fruits using the correct colours? Do you know the names of all these fruits? Is your favourite fruit in this picture?

We Love Fruit!



Tuesday - Design technology - use
our senses to explore fruit.

Drawing Fruit

Choose a piece of fruit. Look carefully at either a real piece of fruit, the outside and the inside, or a picture using Purple Mash - search for **fruit** using the Search Bar at the top of the home page and click on



Look carefully at the fruit and then do a detailed drawing of the outside and inside of it.

Outside	Inside
Words to describe the outside	Words to describe the inside

Wednesday - Design technology

Designing a fruit salad

List of fruit for my
salad.

1. _____

2. _____

3. _____

4. _____

Draw your fruit salad in the bowl.

Example of a fruit salad recipe

Fabulous Fruit Salad

Ingredients

2 satsumas
4 strawberries
8 seedless red grapes
8 seedless white grapes
2 bananas
2 tablespoons orange juice



Equipment

Safe knife
Chopping board
Large bowl
Tablespoon



Helpful Hint

Try using different types of fruit such as peeled and sliced kiwi fruit, chunks of fresh mango or canned pineapple.

Instead of orange juice try another juice such as apple.



You could serve your fruit salad in a hollowed out fruit such as melon to make it look attractive.

Method

Step 1: Peel the satsuma and separate into segments.



Step 2: Pull the stalks from the strawberries and slice them.



Step 3: Pull the grapes off the stalks and cut them in half.



Step 4: Peel the bananas and cut into slices.



Step 5: Place all the fruit in the bowl and add orange juice.



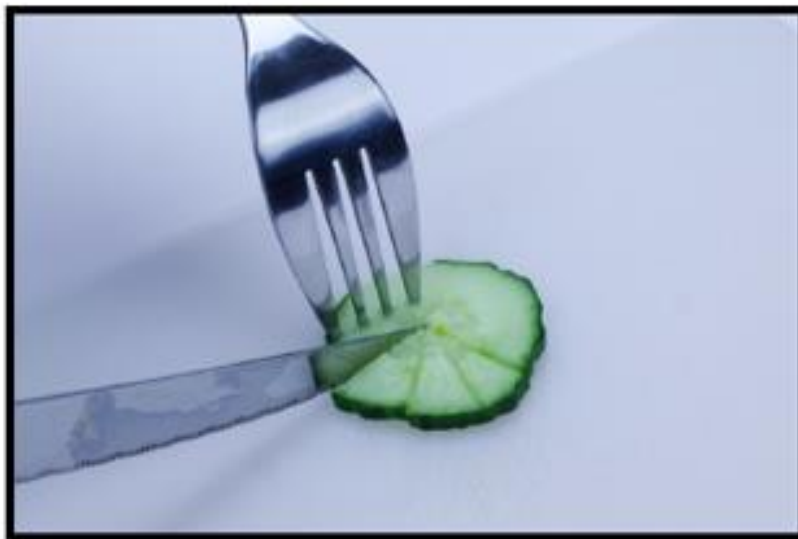
Design technology Thursday - fruit preparation

Safety advice for teaching children about using a knife to prepare fruit

When teaching young children to work with food, it is important that they learn how to use tools correctly. This is so they can work safely, efficiently and independently. The following are some photographs and notes to help you show children a safe way to handle kitchen tools.



The Bridge



The Fork Secure



The Claw

The Bridge -

Method: Create a bridge over the food with your hand. The fingers should be on one side and the thumb should be on the other. Hold the food to be cut between the fingers and thumb creating a bridge. The knife should go through the bridge to cut the food.

Safety: This method ensures that fingers are out of the way as the knife cuts through the food.

Tips: To help you remember this method, you might like to think of the knife as a train which goes under the bridge and through the tunnel.

Use: This method is especially useful for cutting circular items into halves and quarters, e.g. tomatoes, apples.



The Bridge

The Claw -

Method: Create a claw by partly curling your fingers together into a claw shape. Press the tips of your fingers (nails) against the food to be gripped and then lean your fingers slightly forward of your nails so that you can't see your nails when you look down on your hand.

Safety: This method ensures that finger tips are tucked out of the way and will not get caught by the knife.

Tips: To help you remember this method think about creating a claw, gripping food and tipping the hand; claw, grip, tip, cut.

Use: This method is the best method to use when food needs to be cut into slices or diced.



The Claw

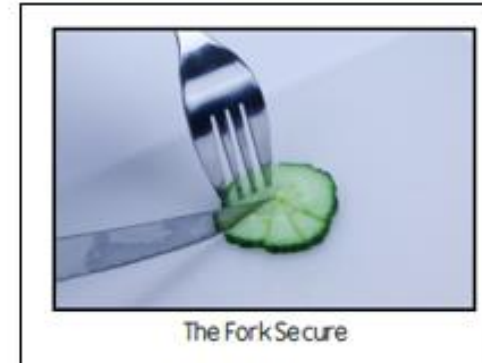
The Fork Secure -

Method: Place the food to be cut on a chopping board. If the food is likely to move or wobble, e.g. a tomato, hold it securely around the edges or sides. In a firm but controlled way, dig the fork into the food with the fork prongs going downwards towards the chopping board. Continue holding the fork in one hand, take a knife with the other hand and slice the food.

Safety: This method makes sure that the food is stable and keeps finger out of the way while it is cut.

Tips: Take your time while pushing the fork in the food and make sure you are pushing the fork downwards and not diagonally which could cause it to come out at the side of the food and go into your hands.

Use: This method is useful if you find the claw method quite challenging.



Designing a Fruit Salad

Safety first

Always work with a grown up when using a knife to cut your fruit.

Ask your grown up to show you how to hold the fruit and the knife first - before you start to prepare your fruit together.



Don't forget to wash your hands before starting to chop your fruit.

Thursday - My Fruit Salad Evaluation

How can you **change** your fruit salad to make it even better?

What can you do to it OR add to it to change it? (Draw and write about the changes)

Click here to join the live lesson on Internet Safety by BBC Teach on Tuesday at 11:00:

[Safer Internet Day - Live Lesson - BBC Teach](#)

This activity sheet is designed to be used alongside the Safer Internet Day Live Lesson, available on 9th February 2021 on BBC Teach and CBBC.

Can you think of all the things you use the internet for? Tick off the activities below, chat about it to the person next to you or write down your own.



What else do you use the internet for?

Talk with your grown-up about being safe when on-line

Draw a picture here of you using the internet: