




# St Margaret's-at-Cliffe CP School - Class 1 w/c: 01.03.21



Hello Year 1 and welcome to our home learning for week 2 of term 4. Please keep in touch and send us your learning via our class email [C.Class1@st-margarets-dover.kent.sch.uk](mailto: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
Maths 	Learning goal: to compare objects by length Click here to watch the video about comparing length: <a href="#">Spr1.8.1 - Compare lengths activity on Vimeo</a>  And complete the two caterpillar measuring tasks on the planning below	Learning goal: to compare objects by height Click here to watch the video about comparing length: <a href="#">Spr1.8.2 - Compare heights activity on Vimeo</a>  And complete the height comparison tasks on the planning below	Learning goal: to compare objects by length and height Click here to watch the video about comparing length: <a href="#">Spr1.8.3 - Compare lengths and heights on Vimeo</a>  And complete the two part task on comparing length and height on the planning below  (Parent/carers we will be reporting the spelling error at the start of the video to White Rose Hub!)	Learning goal: to measure length Click here to watch the video about measuring length: <a href="#">Spr1.8.4 - Measure length activity on Vimeo</a>  And then complete the measuring activity using non-standard measures on the planning below	Screen Free Friday
Phonics Learning goal: to revise the new phase 5 sounds learnt last term and learn 4 new sounds					
	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics and reading	Learning goal: to explore the alternative pronunciation of the letter 'u'	Learning goal: to explore the alternative pronunciation of the letter 'ow'	Learning goal: to explore the alternative pronunciation of the letter 'ie'	Learning goal: to explore the alternative pronunciation of the letter 'ea'	



Phonics play  
username:  
jan21  
password:  
home

Read these words together: **plug, hump, but, gust, under, unit, unicorn, music, tuba, pull, bull, pudding, full, awful**

Can you spot the different sound that the 'u' makes in each word? Write the words in two columns, grouping them by the sound the 'u' makes.

Play Rocket Rescue here: [phase 4 rocket rescue](#)  
Can you put the rocket together by spelling 10 words?



Read these words together: cow, owl, brown, crown, frown, low, bowl, snow, window, show

Play [acorn adventures](#) selecting 'ow' words

Can a grown up read these sentences and you write them:

- Is a brown owl at the window?
- Did the cow put his food in a bowl?
- Can a shadow be brown?

Play the flashcards speed trial here: [flashcards-speed-trials](#)



Read these words together: pie, fried, cried, denied, chief, thief, shield, belief, shriek

Play [acorn adventures](#) selecting 'ea' words

Can a grown up read these sentences and you write them:

- Will a chief shriek?
- A thief wore a tie.
- The pie was fried she cried.

Play grab a giggling grapheme here: [grab-a-giggle to revise phase 3](#)

Read these words together: sea, meat, treat, steam, repeat, head, deaf, bread, feather, instead

Play [acorn adventures](#) selecting 'ea' words

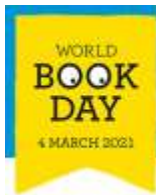
Can a grown up read these sentences and you write them:

- Is bread a treat?
- Can you see steam on the sea?
- Is there a feather on your head?

WORLD  
BOOK  
DAY

Please the separate timetable of activities in your class home learning section on our school website.

WORLD  
BOOK  
DAY



# WORLD BOOK DAY

Changing lives through a love of books and shared reading.



English



To celebrate World Book Day this year, we will be completing a variety of whole school activities across the week. Every Class Teacher has chosen a picture book that we will read to you on our weekly videos. Please complete the activities below for Monday to Thursday based on the book your teacher has read to you. On Friday, there is a separate timetable of 'bookish' activities to choose from! When you return to school, we will give you your World Book Day book token. You will be able to exchange your voucher for one of the special 'World Book Day 2021' books in supermarkets and bookshops. With authors including: Tom Fletcher, Julia Donaldson and Katherine Rundell, there are some fantastic reads! Have a look here for a preview of what you could choose: [2021 Book selection](#)

We hope that you enjoy celebrating your love of books and reading this week. Our book will be **The Lion Inside by Rachel Bright**, illustrated by Jim Field. To read along with our class story click here: [The Lion Inside - READ ALOUD - YouTube](#)  
For a rap version of our story click here! : [The Lion Inside - Rap Edition - YouTube](#)



Listen to your class story!

[Make a mini book](#) by following these instructions. Can you add a front cover and some illustrations? Write words or sentences on each page to summarise the story.



Letter to a character

Choose one of the characters from your class story. Write a letter to the character. You may want to ask them some questions about the story, or how they felt at different parts.

Story in a box!



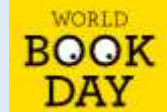
Use whatever materials you can find to create your story in any box! You can use toys you have or draw pictures to colour and stick in.



Freeze Frame!

Imagine you were re-creating one scene from your class picture book. Which part of the story would you choose?

Use the template below to plan what you would need to re-create it at home.



Please see the separate timetable of activities in your class home learning section on our school website.



2Dos

This week our foundation subject is Science, our topic is Animals. We will be learning to identify and name animals. We will be learning to sort and classify groups of animals. Across this week in Science, it will be helpful to watch and use the learner guides on BBC Bite size for KS1 Science about animals and animal groupings. Please click here to access these resources: [Animals - KS1 Science - BBC Bitesize](#) here you will find 9 learner guides to watch and support this topic.

Foundation subject - Science

Learning goal: to identify and name some common animals.

To introduce our new topic in science read this e-book together, click below and enter the code: Access this lesson using pin code: **QE7921** at [Twinkl Go](#)

Complete these 2Dos on [Purple Mash by 2Simple](#)



Naming animals

And then choosing a favourite animal and making



a simple fact file

Add pictures and write three sentences.

Learning goal: to describe and compare some common animals

Think about the groups of animals you started to find out about in the book *Animals All Around* (eBook)

Read and talk about the ideas in the PowerPoint in our Year One Home Learning on the school website for this week - **Comparing Animals**



[St Margaret's-at-Cliffe Primary School - 2020-2021](#) ([stmargaretsprimary.co.uk](#))

Then complete the comparison activity for birds and mammals on the planning below.

Learning goal: to identify and sort animals that are herbivores, carnivores and omnivores.

Find out about what animals eat, click below and enter this code:

Access this lesson using pin code: **HP2601** at [Twinkl Go](#)



Practise identifying and sorting animals into herbivores, carnivores and omnivores by completing these 2Dos on [Purple Mash by 2Simple](#)



and



Learning goal: to sort animals according to different criteria.

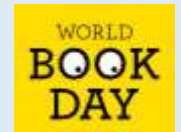
Start by looking and talking about the different grouping of animals using this PowerPoint:

Access this lesson using pin code: **FT5714** at [Twinkl Go](#)

What can you remember about animal groups? Click here to record your ideas on an interactive pdf:

Access this lesson using pin code: **RW7590** at [Twinkl Go](#)

Finally complete the sorting activity (cut, sort and stick) on the planning below



P.E.  
Physical  
Education



This week we are combining our physical education with our work in science learning about different animals.  
We will be using a CBeebies programme called **Andy's Wild Workouts**  
These episodes are available on BBC iPlayer

Join Andy as he heads under water to find the biggest fish in the sea - a whale shark. He also finds an octopus and a white tipped shark

[BBC iPlayer - Andy's Wild Workouts - Series 1: 1. Under the Sea](#)



Join Andy as he heads to African to meet the biggest living land mammal - the elephant! He 'pronks' with a springbok and prowls with some lions.

[BBC iPlayer - Andy's Wild Workouts - Series 1: 2. African Savannah](#)



Join Andy as he explores the highest points on earth, mountains. He bumps into mountain goats and comes face to face with a grizzly bear!

[BBC iPlayer - Andy's Wild Workouts - Series 1: 3. Mountains](#)

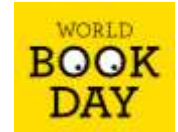


Join Andy as he visits beaches around the world in search of some turtles. He meets hermit crabs and a fur seal too.

[BBC iPlayer - Andy's Wild Workouts - Series 1: 4. Beaches](#)



Please see the separate timetable of activities in your class home learning section on our school website.

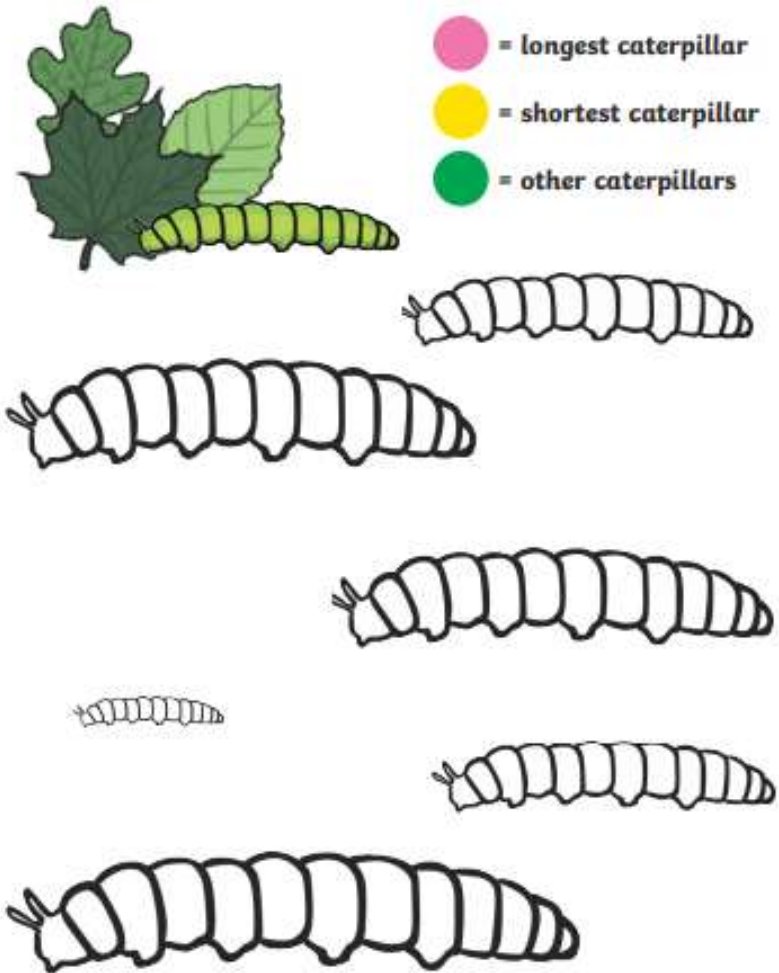


# Monday - comparing lengths, two tasks

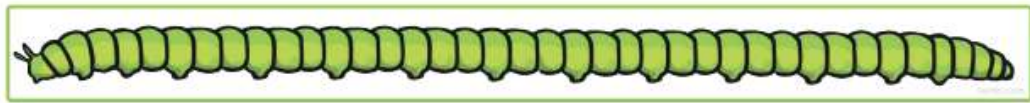
Task one - caterpillar measuring, find the longest and the shortest caterpillar and colour them using the code  
(Longest - pink, shortest - yellow, other caterpillars - green).  
Task two - cut out the caterpillars below and tell a grown up about the longest and shortest, and then order all of the caterpillars from longest to shortest.

## Task one Caterpillar Measuring

Look carefully at the caterpillars and check which colour they need to be.



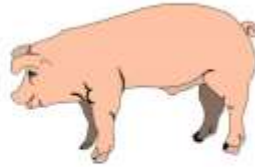
## Task two



## Tuesday - comparing heights

Compare the animals using the words **taller** and **shorter**.

The pig is \_\_\_\_\_ than the chicken.



The pig is \_\_\_\_\_ than the giraffe.

The chicken is \_\_\_\_\_ than the pig.



The chicken is \_\_\_\_\_ than the giraffe.

The giraffe is \_\_\_\_\_ than the pig.



The giraffe is \_\_\_\_\_ than the chicken.

The \_\_\_\_\_ is the tallest.

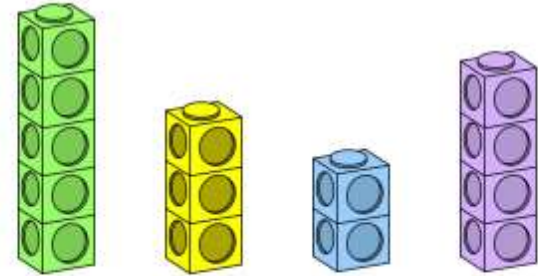
The \_\_\_\_\_ is the shortest.

Write your sentences comparing Dom and Asha's towers here:

- 1.
- 2.

### Problem 1

To make the shortest tower equal to the tallest tower how many cubes would need to be added?



### Problem 2



My tower has  
5 cubes

Dom



My tower has 6  
cubes.

Asha

← Write sentences using the words **taller** and **shorter** to compare the children's towers.

1 a) Which is the taller flower?



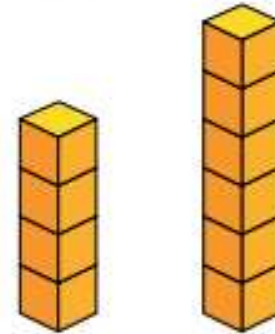
b) Which is the shorter tree?



c) Which is the longest ribbon?



d) Which is the taller tower?



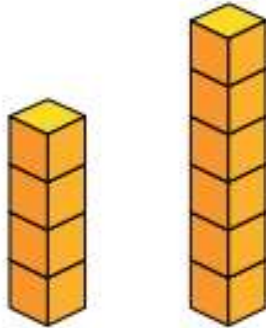
2 Complete the sentences.



- C is longer than \_\_\_\_\_
- \_\_\_\_\_ is the longest train.
- \_\_\_\_\_ is the shortest train.



d) Which is the taller tower?



2 Complete the sentences.



- C is longer than \_\_\_\_\_
- \_\_\_\_\_ is the longest train.
- \_\_\_\_\_ is the shortest train.

3 Complete the sentences.



Annie



Rosie



Mo

a) \_\_\_\_\_ is the tallest.

b) Mo is taller than \_\_\_\_\_.

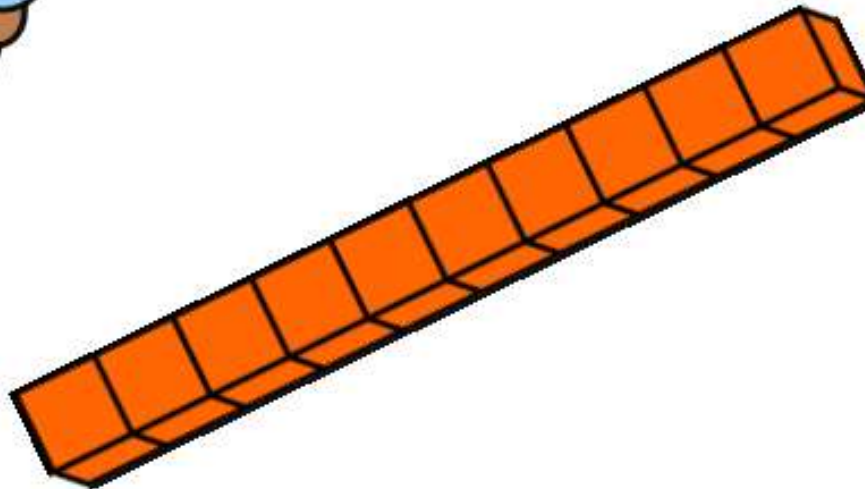
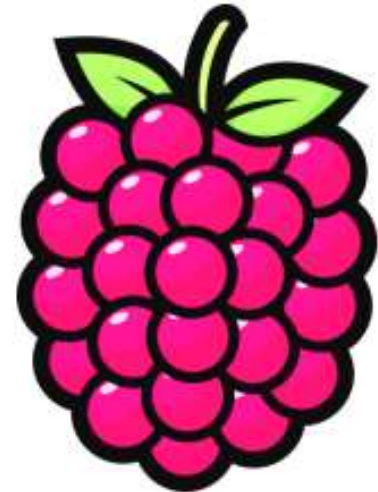
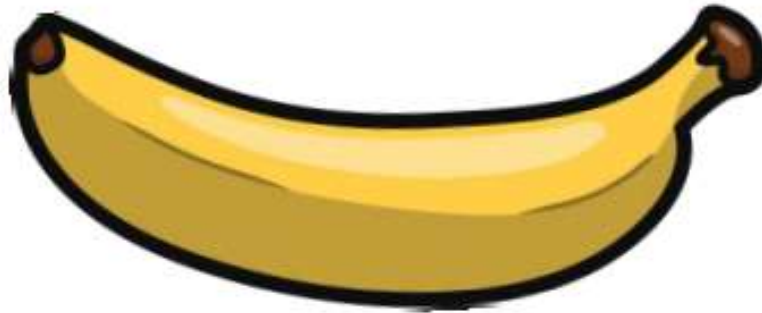
c) \_\_\_\_\_ is the shortest.

Compare the heights of the people in your family







Thursday - measuring length activity, pictures to measure



Science Tuesday -  
describe and compare  
common animals.

Talk about the  
photographs of birds and  
mammals.

Complete the chart,  
writing about the things  
that are the same and  
things that are different  
in each group.

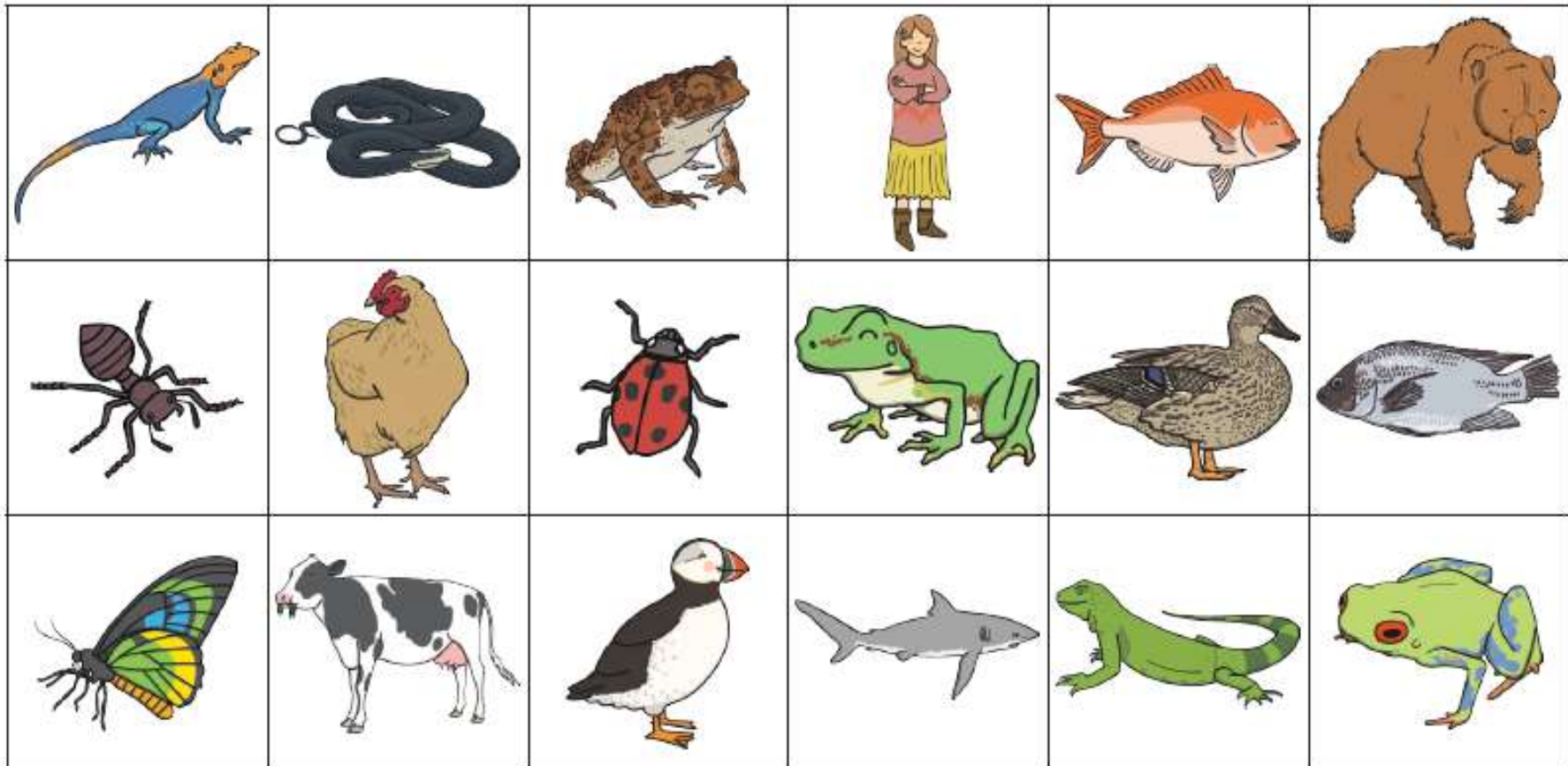
Animal Group	Things That Are the Same	Things That Are Different
<p>birds</p> 	<p>feathers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>colour</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>mammals</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Science task Thursday. Cut and sort the animals into sets. **Mammals, reptiles, amphibians, fish, birds or insects.**  
Stick the animals into their groups on the next page below. It might be useful to look again at the book we used on Monday.

Animals All Around (eBook)

Click here to read again: Access this lesson using pin code: **QE7921**  
at [Twinkl Go](#)

Sort these animals into the correct sets. Are they mammals, reptiles, amphibians, fish, birds or insects?



**Fish**

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**Reptiles**

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**Birds**

--	--	--

**Amphibians**

--	--	--

**Mammals**

--	--	--

**Insects**

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