Class 1 home learning WB 28.9.20

Literacy

We continue to learn about superheroes and what makes them extra special. We are reading the stories; Superworm and Juniper Jupiter which I have recorded as story times previously on the school website.

We are creating our own Supertato using a real potato, googly eyes and off-cuts of material for capes etc.

We have also showed the class how to write shopping lists of fruit and vegetables for their play in the shop. These included 'S' for sweetcorn and 'a' for apple. The children drew pictures and labelled with initial letter sounds.

On Tuesday we are making soup using leeks, potato, carrots and a stock cube. We will peel and chop using safety utensils and look at the vegetables whole, chopped up and when cooked. Then we will blend the soup and taste it together. If you make a different soup, then be sure to take pictures or draw your recipe and send it into school.

As our art and craft activities this week we have mixed paint colours to match our skin tone and covered a paper plate. Then added eyes, facial features and wool for hair. This has led discussions about how we all look similar but have differences too.

Then children will be encouraged to make lollipop stick or peg superheroes using the materials mentioned above.

Maths

Please see attached the activity plans that we will use to practice counting and number recognition.

I have also attached a matching numbers and pictures worksheet to print out, cut and stick.

Our letter sounds of the week are 'p,i,n and g'

The www.phonicsplay.co.uk website is still free and accessible with the passcode:

March

2020

Many thanks

S.Mortimer and D.Mitchell

Unit 1: Counting and naming numerals	
Activity 1: My number connections	
Aims: To count to 10 To match spoken number to written numeral To relate numbers to my own life	**You will need**: Number cards 1-10 (see resources)
Pedagogy: Small groups	
Preparation: None required	

What to do:

- Ask children to help you to place the 1-10 cards in order on the table.

- Point to each number in turn and ask children to think of something which matches this number, e.g. a chair with 4 legs.

- Children draw/write this on a piece of paper and place beside the card in the line.

- Be creative if children can't think of anything! E.g. *A spider has 8 legs/ There are 9 candles on Eva's brother's cake/ We have 10 fingers/ There is 1 headteacher!*

Support children by using just numbers 1 to 6.

Challenge children by going up to 20. Sometimes it is harder to match things to the larger numbers!

Outcomes: I can count to ten.
I can match the spoken number in the count to a written numeral.
I can relate numbers to my own life.

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Unit 1: Counting and naming numerals	
Activity 2: Number fortune tellers	
Aims: To count to 8 To match spoken number to written numeral To use numbers in counting actions	**You will need:** Fortune Teller template (see resources); crayons and felt-tip pens
Pedagogy: Small groups	
Preparation: None required	

What to do:

- Each child makes a 'Fortune Teller' (see resources).

- Put colours red, blue, green and yellow on the outside with the words written underneath; the numbers 1 to 8 are on the inside, and then draw eye, hand, foot and mouth on the inner layer.

- Children take it in turns to choose a colour on their fortune teller. Help them to spell it out as they open and close the fortune teller.

- Then choose a number, lift the flap to find what action to do that number of times: eye - blink, hand - clap, foot - stamp, mouth – stick out tongue.

Support children by: having numbers 1 to 4 written twice.

Challenge children by giving less help with creating the Fortune Teller.

Outcomes: I can count to 8.
I can match the spoken number in the count to a written numeral.
I can use numbers when performing actions.

Unit 1: Counting and naming numerals Led by		AUTUMN Understanding Number: Unit 1, Active Learning
Activity 3: How many Potatoes?		
Aims: To count from 1-10 To match a number to a set. To match spoken numbers to written numerals	**You will need**: see-through plastic bags; small potatoes, bricks; dotty number cards 1-10 (see resources)	
Pedagogy: Small groups		
Preparation: None required: Just small bags and potatoes. Gather some Duplo bricks too		
What to do: • Lay out the numbers 1 to 10 in a line. • In unison, count 5 objects, e.g. small potatoes into a see-through plastic bag. Check with children. *How many potatoes?* • Ask a child to point to the number in the line on the table. Peg the bag to that card. • Repeat with other numbers to 10. Children could make towers using blocks in response the bags created Support children by using just numbers 1 to 6. Challenge children by using numbers 1 to 20.		
Outcomes: I can count to 10. I can recognise numerals 1 to 10 and match these to the spoken number. I can match a number to a set. Yr 1 challenge: To write the labels for numbers 1-13		

Unit 1: Counting and naming numerals		AUTUMN Understanding Number: Unit 1, Active Learning
Activity 4: Heroes assemble!		
Aims: To match numbers to quantities To match the spoken number to the written numeral	**You will need**: 10 small toys; a basket or box; Number cards (see resources)	
Pedagogy: Small groups		
Preparation: Place action figure in the basket/ box.		
What to do: • Give a number card (1 to 10) to each child. Some children can have two numbers. • Go around the group and ask each child to say what numbers they have. • Take 5 figures out of box, one at a time with exaggerated movements, asking children to count them in their heads as you do so. *Who has that number*? • The child with 5 waves their hand. Give them one of the figures. • Put the remaining toys back and repeat taking out 4 toys. • Keep playing until all the toys are gone. Support children by using number tiles which have dots and numbers (see resources). Challenge **YR1** children by using 12 toys and number cards to 12.		
Outcomes: I can count to 10. Yr 1: I can say 1 more or 1 less than numbers 1-12 I can recognise numerals 1 to 10 and match these to the spoken number. I can match a number to a set.		