**Topic - Colour Wrens home learning WB: 27.4.20**

**Big Enquiry question – How useful is colour in our world?**

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| Subject/area | Activities |
| Maths | YR- Addition and counting on.   * Shuffle a pack of 1–20 cards and turn face down in a pile. Turn over a card. The first person to shout out the next number wins the card! Continue playing until all cards are gone. *Who won most cards?* * Shuffle and spread out cards/pieces of paper, with additions: 2 + 1 = 3, 2 + 2= 4, 3 + 1 = 4, 3 + 2 = 5, 4 + 1= 5, 4 + 2 = 6, 5 + 1 = 6, 5 + 2 = 7, 6 + 1 = 7 and 6 + 2 = 8. Roll a 1–6 spotty dice and dice with 1 or 2 spots on each side. Say how many spots are on 1st dice, and count on the 1 or 2 spots on 2nd dice. If you roll 1 on the 1st dice, then roll again. look for an addition to match the pair of dice, and take the card if it is there. Continue playing until all cards are gone. Who collected the most? * Purple Mash addition games and’ Sequence Snake’   Y1- Tens and units   * Practise writing ‘teen’ numbers to 20 * Using a 10p coin and 9 X 1p coins make different teen numbers (10p and 3X1p =13p etc). What would you use for 20p? (2X10p coins), 23p? etc. Record by drawing around coins and labelling. Emphasise 10p as one set of 10x1p coins and 0 units. * Purple mash- ‘Sequence Snake’ |
| English | **All**  Read/listen to the traditional tale Red Riding Hood. If you have it at home use a version you have, if not there are different versions of the tale available through libraries online or through Youtube.   * Draw 6 pictures in the right order to create a storymap that you can use to retell the story of Red Riding Hood. Use your storymap to tell the story to someone in your house * On the basket sheet, draw and label some things Red Riding Hood could take to Grandma * Make a Get well card for Grandma to cheer her up * Look on Purple Mash for the to do’s we have set related to Red Riding Hood   **Year 1’s**   * Write a letter to the woodcutter to say thank you for helping. Remember to use a capital letter, full stop, spaces and joined up writing in your work and to use *Dear/To* and *From* in your letter. * Each day revise spelling 6 words from the previously sent out high frequency word list. * Focus on 1 word at a time - In 1 minute how many times can you write that word? Focus on writing it in joined up writing. Write each word in a sentence- think of a different sentence for each word each day. * On the phonic play website, play some of the Phase 3,4,5 sound games each day * Explore compound words- see table below.   Remember to read daily/share stories at home and carry on with your Storywings if you have not yet completed it |
| Science/Understanding the World | If you have some seeds at home, start to plant them in pots or outside. If you have broad bean seeds you can grow one in a jar using kitchen paper. This will eventually show all the main parts of a plant to discuss what they are and what their function is. Keep moist at all times and discuss what conditions your plant will need to grow into a healthy plant. If you have a few seeds to spare you can grow these seeds in different conditions to see which plant grows the best. (in a dark place with/without water, in a light place with/without water). You can record your observations each week and measure your plants.  Go on a walk around your garden/local area if it is safe to do so and draw and label the signs of spring you can see. |
| History/Geography/Understanding the World | See if you can find out about some countries where wolves still live in the wild. Can you find these countries on a map of the world/globe? You could also draw your own map of the world to show the countries where wolves are found. |
| RE/ Understanding the World | Read and talk about the creation story from the Bible about how God made the world in 6 days  Fold a strip of paper in 7 and create a fold out story to retell the Christian story of creation |
| Art/Expressive arts and design | Go on a walk around your garden/local area if it is safe to do so and look carefully at the colours around you. What colours can you see? Look at the natural colours you can see. Focusing on one colour, make a card bookmark/picture, using natural objects around you ( petals, leaves, bark etc) and stick them on the card from the lightest to the darkest example of that colour. How many examples have you found? |
| Music/ Expressive arts and design | Using a musical instrument of your choice or an object you can make into an instrument, eg a saucepan, spoons etc, choose a way of playing that instrument to convey particular colours, eg Red- loud bangs, fast beat etc. Which sounds do you prefer? |
| PSHE/Personal, social & emotional development | How do different colours make you feel? List words that you associate with each different colour .Eg. Blue- calm, thoughtful, quiet etc. Red- exciting, loud etc. |
| Other |  |

**Year 1 – exploring compound words**

Compound words are words that are made by joining 2 words together to make a new word.

See if you can match the words in the 2nd part of the table to one in the first to create a new word. Then can you write a sentence using the new word you have created each time- remember to use a capital letter, full stop, spaces between your words and join up your writing.

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| **Word 1** | **Word 2** |
| hay | ball |
| moon | stack |
| straw | chair |
| foot | works |
| fire | light |
| arm | berry |

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| --- | --- | --- |
| **Word 1** | **Add word 2** | **= new word….** |
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What I can see in the Spring

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Draw and label some things Red Riding Hood could take to Grandma

