



Home Schooling Daily Plan

Year Group: 1

Date: Monday 4th May 2020

Welcome back to another week of home schooling.

I hope you've had a wonderful weekend and are ready for some more learning.

This week, we will be starting to use the online learning tool Purple Mash within some of the work.

<https://www.purplemash.com/sch/staugustinesdt4>

The children have used Purple Mash before in school and now have their own individual login details. Please email me for these details when you need them on year1@staugustines.dorset.sch.uk.

*Have a great week,
Mrs Gray*

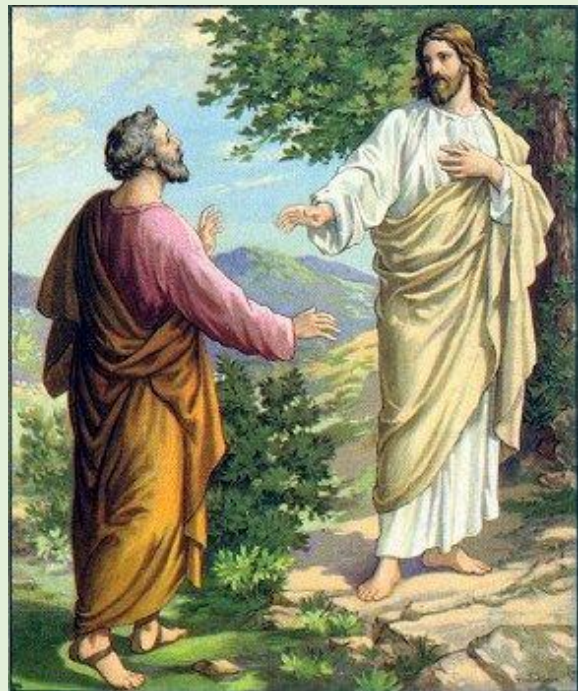
RE WAGBAT: finding out what the disciples did after Jesus rose from the dead.

Read the story below with a grown up or older sibling.

The night before Jesus died, the disciples ate a special meal together. On this night, one of the disciples called Peter denied knowing Jesus three times. This means he lied about knowing him because he was scared he would get into trouble. Peter was very upset and ashamed about this and when felt like a bad friend and follower of Jesus.

When Jesus died, Peter could not believe it! He couldn't understand that Jesus had actually died. He was devastated!

On the morning of Easter Sunday, guards were knocking on Peter and John's door. Peter was scared that he would be arrested for knowing Jesus but then he heard Mary crying. He opened the door and heard that the tomb had been found empty! Jesus' body was no longer there.





When Peter and the others arrived at the tomb, it was indeed empty. The clothes that Jesus had worn to be buried in were folded up neatly on a stone. "That's odd, not what you expect of grave robbers," they had said to each other.

Later that day, Jesus appeared to Peter and reassured him that he was ok. Jesus was not cross with him. Peter then knew that Jesus had risen. He was alive!

With your grown up or older sibling, think about all the questions that the disciples would have wanted to ask Peter when they heard Jesus was alive.

*Task	**Task	***Task
Write 3 questions that the disciples might have asked Peter about his conversation with Jesus.	Write 5 questions that the disciples might have asked about Peter's conversation with Jesus.	Write as many questions as you can think of that the disciples might have asked Peter about his conversation with Jesus. With a grown up discuss what the answers Peter might have given.

English WAGBAT:

WAGBAT reading words using the alternative 'ow' pronunciations.

WAGBAT using adjectives to describe a setting.

1) Phonics

The letters 'ow' can make an ow sound (like in cow) or a ow sound (like in blow). Have a chat with a grown up and see what words you can think of with ow making the sound like in 'cow' sound and ow making the sound like in 'blow'.

If you want to, you could also use Phonics Play games to practise using this sound.

www.phonicsplay.co.uk/member-only/CheekyChimps.html

Remember the Phonics Play free login is:

Username: March20 Password: home

2) Story writing



Look at the picture from Jack and the beanstalk.

The setting of a story is where a story takes place. Look at the setting and discuss the questions below with a grown up or older sibling.

What can you see?

How does the sky look?

What colours can you see?

How can you describe the beanstalk, the sky and the earth below?

Today you will thinking about using adjectives to describe your setting.

Remember ...

noun = object, person or place
e.g. **beanstalk**

adjective = describes a noun
e.g. **green twisty beanstalk**

***Task**

****Task**

*****Task**



List at least 5 nouns as you can from the picture.
Write each noun with an adjective to describe it.
e.g. tall beanstalk

List at least 5 nouns from the picture.
Write a sentence for each noun using adjectives to describe them.
e.g. The tall and winding beanstalk was as tall as the sky.

Remember your senses can be used to describe too. (sight, hearing, smell, taste and touch)

List as many nouns as you can from the picture.
Write a sentence for each noun using adjectives and the senses to describe it.
e.g. The tall, green and winding beanstalk creaked and groaned as it swayed in the breeze.

Maths WAGBAT: identifying one quarter of a given shape.

Warm up your maths brain with some counting in 2s, 5s and 10s.

You can sing along with Percy Parker on YouTube to practise these times tables too!

2x <https://www.youtube.com/watch?v=BMX8O0aGB0Q>

5x <https://www.youtube.com/watch?v=A8cCyQTkRgl>

10x <https://www.youtube.com/watch?v=sr0mnSgjJDU>

Can you fill in the gaps in these counting sequences?

2 4 _ 8 _ 12 _ _ 18 20

5 _ 15 _ 25 30 _ 40 _ _

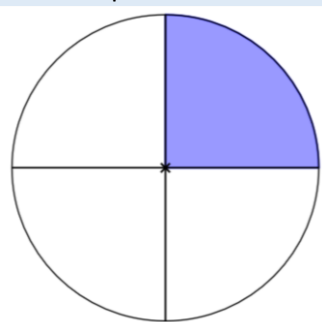
10 _ 30 40 _ _ _ 80 90 _

Fractions

Last week we learnt about halves. This week we will be learning about quarters.

A quarter is 1 out of 4 equal parts. Remember all the parts must be the same size or equal.

For example



One out of the four parts is coloured.

All of the parts are the same size.

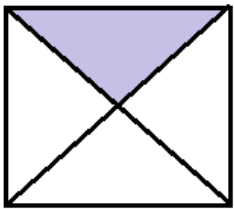
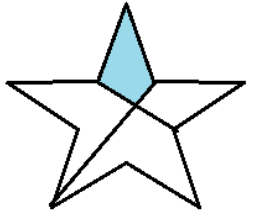
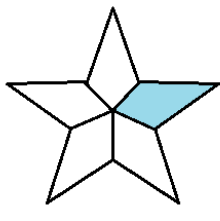
We write a quarter as 1 over 4, or 1 out of 4.



$\frac{1}{4}$

numerator
one part selected

denominator
four parts in total

*Task	**Task	***Task
<p>See Task* below on the resources page.</p> <p>Challenge: Is $\frac{1}{4}$ of this shape coloured? How do you know? Explain</p> 	<p>See Task** below on the resources page.</p> <p>Challenge: Is $\frac{1}{4}$ of this shape coloured? How do you know? Explain</p> 	<p>See Task** below on the resources page.</p> <p>Challenge: Is $\frac{1}{4}$ of this shape coloured? How do you know? Explain</p>  <p>What fraction do you think has been coloured? How do you think you might write that fraction? Discuss with a grown up or older sibling to see if you are right.</p>

Topic WAGBAT: looking at art work inspired by nature.

Julia Tanner is an artist who uses the natural world as her inspiration. She loves to paint plants, meadows and landscapes.

Look at two of her paintings below and discuss the questions with somebody at home.



Summer Meadow by Julia Tanner



Summer Sneeze by Julia Tanner

What is similar about the two paintings?

What is different about them?

How much detail does Julia use when painting her flowers?



Look at the different shades of blues and green. Why do you think she uses these?

Does she leave any area blank with no paint?

Today you will be creating your own summer picture inspired by plants and nature, just like Julia Tanner.

You may want to use paints if you have some at home, or you could use the 'Summer' art task in Purple Mash. <https://www.purplemash.com/sch/staugustinesdt4>

If you log on to Purple Mash, you will see that you have an alert at the top of the page. If you click on this, it will take you to the art program.

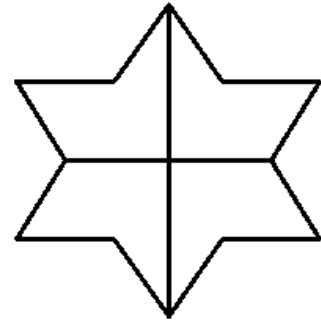
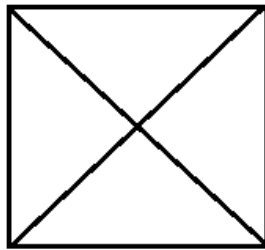
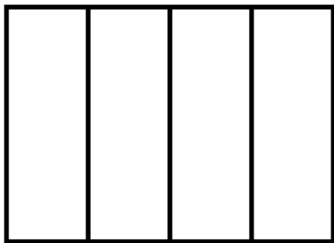
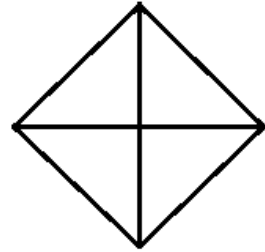
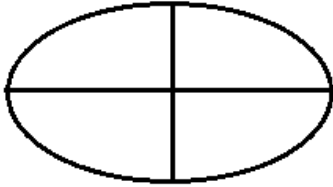
Remember if you can't remember your login details, just email me.

*Task	**Task	***Task
Using either paints or the Purple Mash program to create your own summer picture.	Using either paints or the Purple Mash program to create your own summer picture.	Using either paints or the Purple Mash program to create your own summer picture.
Remember to use the whole page, there should be no white space left.	Remember to use the whole page, there should be no white space left.	Remember to use the whole page, there should be no white space left.
	Can you use a variety of shades of green and blue like Julia Tanner does?	Can you use a variety of shades of green and blue like Julia Tanner does?
		Can you blend these shades together so the shades gradually fade into each other?
Website links		
Purple Mash https://www.purplemash.com/sch/staugustinesdt4		



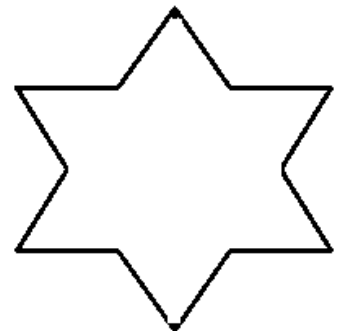
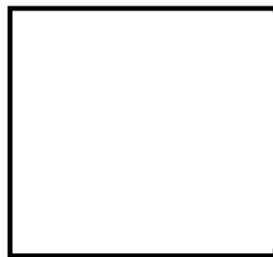
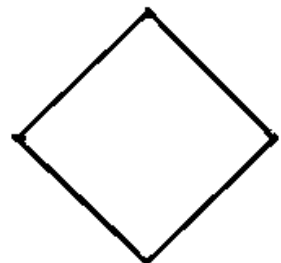
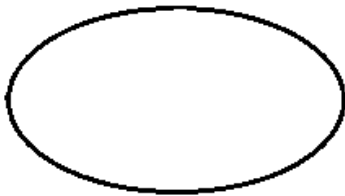
Task *

Colour one quarter of each shape



Task **

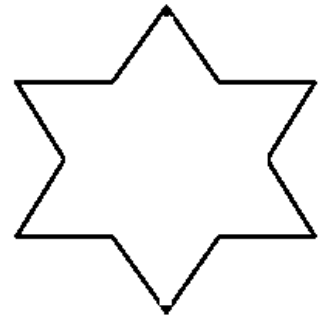
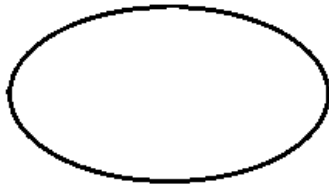
Colour one quarter of each shape





Task ***

Colour one quarter of the shapes below.



Put a tick or cross to show if one quarter has been coloured correctly in the shapes below. Then write a sentence to explain how you know.

